

Spelling Errors among Arab English Speakers

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Abstract—This study aims to investigate errors of spelling in English which are made by Arab speakers including those of consonant and vowel errors. Also, the study was carried out by the researcher in order to discover and investigate the factors which lay behind all these problems. The cause for such a phenomenon would be the unawareness of spelling errors and the sound problems. A basic skill which exists in any language and is very crucial and important in communication would be spelling, but it is often seen that students of the English Foreign Language find it very difficult to spell monosyllabic words after a lot of years of being engaged in learning that language. In addition, there is focus on other skills such as reading and speaking by teachers and researchers leading to the ignoring and overlooking of the smaller components.

Index Terms—spelling error, English foreign language, Arab English speakers

I. INTRODUCTION

A method describing the transfer of the language we speak from being audible into being seen and eventually readable would be writing. In order for us to be able to interpret the language we speak in a script which is written, a system must be created and perfectly applied. This is the case in the written system of English which should be followed to the latter by not only native speakers but also by L2 learners. One must note that among people who suffer most in English writing, those would be L2 learners where they suffer more than native speakers; this is due to the effect of the L1. More specifically, this importance of spelling has become increasingly difficult to ignore. Many studies in which some are included in this paper's literature have reported that learners with a background in Arabic are the most who struggle when it comes to spelling English words. A vivid example of this is seen in double consonant letters, final [e], letters which are silent and vowels which illustrate the difficulties encountered by Arab learners. Speaking from a personal experience, as an English learner and later on a tutor of the English language, I believe that English writing would be the most difficult for Arab speakers.

There is clear evidence and a lot of data and research which demonstrates clearly that there are various differences in the method second and foreign language learners take an approach to the spelling, and to learning how to pronounce words in a certain language. Starting with speakers and how they acquire their mother tongue, they begin with establishing a certain pattern for pronouncing, spelling and uttering of certain words in which these segments and structures become part of the speaker's linguistic instinct gradually and slowly, (blueprint/language faculty). However we should note that this pattern undergoes many phases where it develops and needs many encounters with speakers of that language. During this phase the speaker typically start listening to certain sound segments and begin to form specific hypotheses about their use in which later he would put those hypotheses to test them further and this is typically when language is used for the sole purpose of communication. We should also note that native speakers carry certain knowledge regarding the orthographic structures of many words and this is mainly implicit to their mother tongue.

In other words, a native speaker would simply be able to pronounce words without the need to actually know the exact rule as to why it is pronounced that way. It is also believed that they tend to learn words using pictures which they would retrieve them when communicating without giving it much thought as to how these words are formed. Further evidence also suggests that young children use pronunciation in order to utter words during their early years of acquiring language to move slowly into gradually into writing where they would give more importance to the correspondence of the morpheme-grapheme (Hayes et al., 2006, P.15).

By contrast, this situation is entirely opposite when it comes to adult second/foreign language learners; this is due to many reasons. First, learners who are adults would begin to learn another language only after they already had a mother tongue to begin with, their mother tongue would carry its own unique phonological and morphological system leading to a totally different learning experience as the second language would be influenced by the first language, depending on the relevance or contrast among those two languages. In certain incidents, we may find that the first and second languages would defer in the letters, sounds, and the relationship between the two. One example of this would be the Arabic and Portuguese languages, in which it is very easy to guess the pronunciation of a certain word depending on the way they are spelled. This is different in the case of the English language as the relationship between those two is loose (Bond, 2001, P. 23). In other cases, one may find specific phonemes which are located and found in the mother tongue language but not in the target one. An example illustrating this would be the English schwa which is never found in the Turkish language leading to problems for many Turks who attempt to learn English pronunciation (Demirezen, 2010, P.5).

Furthermore, there is a question regarding the ability of second language learners to fully perfect another language, specifically the phonological system of that language, as there is a constant and continuing debate regarding a critical period where learners would not be able to master another language perfectly the same way they have in the case of their native language. Lastly, learners of a language whether being second or foreign tend to learn it from artificial conditions where they are only exposed to a limited knowledge of that language, which usually takes place in the classroom where the linguistic input is not always specific to learning. This leads learners to have different ranges and chances when compared to the ones native speakers have in receiving, testing and using the intended language. Many studies have been researched and documented on the difficulties learners go through when learning the spelling and pronunciation of the intended language they plan on learning (for further studies on this issue please refer to, Hart, 1969, P. 16; Vidovic, 1972, P. 8; Jackson, 1981, P. 10).

Research regarding the explicit effect of the improvements when it comes to the acquisition of spelling and pronunciations is still in its infancy. An example of this is mentioned by (Landerl et al. 2008, P. 15), where he conducted an investigation regarding the spelling pronunciation and its impact on native Germans learning the English language. This study demonstrated and showed major improvement in the learners' ability to spell and pronounce. A newer study conducted by (Simon et al., 2010, P. 13) where he investigates the impact of the orthography training and the effect it had on learners' ability when it came to separate between similar sound segments by testing it among English speakers from the united states who aim to take on French as an additional language to add to their repertoire. In this experiment, learners were separated into two teams, one received orthographic information relating to words and the other did not. The research concluded that orthographic information did not have any significance when it came to the way these two teams performed. (Al-Saqqaf, 1987, P. 7) has discussed several points regarding to the phonology and graphology of the Arabic and English languages, and ultimately creating general rules which govern the transfer from the source language to the target one, in particular he elaborated on the allographic variations (see below) where he discussed the scripts from both Arabic and English language, specifically when letters (or graphemes) are used in the beginning, in the middle and at the end. (Al-Saqqaf and Vaddapalli, 2012, P. 14) is a paper where analysis demonstrates the contrast between English and Arabic vowels to provide an appropriate model of pronunciation in order to teach Arab native speakers English. They note that the wrong pronunciation of certain vowel sounds may have its impact on the way students write and comprehend. (Al-Jayousi, 2011, P. 15) investigated spelling problems and errors which Arab learners in the UAE's public schools produce when learning English; it also identifies and records the most types to occur and the probable causes for such mistakes and errors including measurement of how much they progress in their spelling proficiency as they go on further to higher classes.

II. LITERATURE REVIEW

In order for us to conduct a proper investigation on how words get turned into a written script we ought to use a writing system. (Hasyin, 2002, P. 2) has affirmed that a clear representation of what language is would be spelling. There is also ample research which concludes that when it comes to learning a system it is considered that a new roman system would be more difficult to be learned for the second time rather than the first time as learning such a system is not a very easy process to do but rather a hard one (Ibrahim, 1978, P. 9). One researcher who emphasizes how important writing is (Bazerman, 1991, P. 3) where we said that "writing structures our relations with others and organizes our perceptions of the world". To be more specific, spelling would be considered as a very important element in any writing system.

When writers want to express their feeling and what they want to say, they use writing (Cook, 1992, P. 4). More importantly, it has been shown that when there is no accurate spelling, this would pose difficulty to both foreign learners who intent to take on a language, and those whose mother tongue is that language (Al-Jarf, 2010, P. 12). (Cook, 1992, P. 476) aimed to compare learners of a language and those whose mother tongue is that language by asking a simple question regarding "the extent to which L2 users' knowledge of sound/letter rules and of individual visual items reflects their different L1 systems of spelling and pronunciation". He discovered that, typically, a native speaker who is fifteen years old would create the same mistakes as an adult who learns that language as a second language.

He also insists by stating that spelling has a very high importance to its "social overtones", and others have stated that in order to identify and understand how the spelling process takes place and develops one is ought to observe students and their spelling mistakes (Varnhagen et al., 1997, P. 17).

Learners of a foreign language whose writing system does not consist of roman characters tend to produce very few errors when it comes to those whose writing system contains roman characters (Haggan, 1991, P. 32). (Cook, 1992, PP. 478-479) regards that the spelling mistake which is more likely to occur would be the "insertion of a single letter, omission of a single letter, substitution of one letter by another, transposition of two consecutive letters, grapheme substitution, i.e. multiple related changes, other mistakes, such as local accent". Moreover, (Khan, 2011, P. 19) stated spelling errors related to silent letters are due to the fact that there were no similarities between the sentence segments of a learner's native language and the language he intends to learn. In addition, it was discovered that the phonology of the first language would affect the English spelling of those who plan on learning English as their second or foreign language (Allaith and Joshi, 2011, P. 16).

Two researchers (Abu-Rabia & Sammour, 2013, P. 19) confirmed that that “Successful English spelling performance involves the processes of segmenting the spoken word into its phonemic components and then selecting the appropriate graphemes to represent the phonemes”.

We should note that the latter point has been critiqued by (Tops et al., 2014, P. 295) where he stated that “the mapping between sounds and letters is not always regular or predictable”. So, although spelling is considered a major element when writing a language, it was rarely discussed by researcher (Cook, 1992, P. 83). All this would lead to create an attempt to mimic the results of this small scale research with those of the experience that the author had when tutoring English in order to shed light on the difficulties encountered by Arab learners when taking on English.

Orthography

Orthography is a specific terminology which is used to indicate the spelling system of a certain language as to whether they contain a deeper or a more shallow orthography. Since it has been confirmed that languages can either have a deep or a shallow orthography, one must note that languages whose letters do not match directly with the phonemes are orthographically deep. The other, in the case where the language's letters do match with the phonemes would be considered orthographically shallow. Examples of languages of the former type would be English, Arabic and Hebrew. As for the latter, examples would be Serbo-Croat in addition to Finnish (Cook, 2004, P. 25).

Researchers have asserted that those learners who have deep orthographical languages tend to find it more difficult to deal with the phonological aspect of a language, while those with orthographical languages have difficulties with the visual aspect (Cook, 1992, P. 29). Moreover, there is a clear aspect for both tutors and tutee in which they would be able to identify whether a certain language is shallow or it is deep.

(Protopapas et al., 2013, P. 23) stated regarding spelling that “spelling errors may be strongly dependent on the language-specific orthographic system and on the individual level of competence”.

Importance of Spelling

A very important part of writing would be spelling, as spelling mistakes would lead to a lack of understanding in the text written (Khuwaileh and Al-Shoumali, 2000). In order to demonstrate evidence of someone's competence in language, we would need reading, spelling words perfectly and writing accurately (Allaith and Joshi, 2011, P. 23). By contrast, committing spelling mistakes would most certainly prove otherwise. Nevertheless, if we would like to perfect Speaking and Writing English, then there would have to be a perfect applied correlation between the written graphemes and the specific phonemes (Al-Jarf, 2010, P. 26). It was also concluded that learners are ought to be taught word segments explicitly rather than implicitly. Furthermore, tutors of a language tend to believe that focusing on reading would be the answer for students which would then lead to spell better (Bowen, 2011, P. 23). However, Research data and the studies conducted have not discussed this issue thoroughly despite the fact that many SLA students still face a problem with English spelling (Cook, 1992, P. 16). We should note that English language is complex, and it does not solely contain letters which match certain phonemes There are many others such as the roles played by letters which are silent in the English spelling, the effect of grammar it has on the morphology of a language which is crucial, and the various rules of English which are different for various groups of words.

Spelling Problems and their Causes

Apparently, many researches observe that analyzing students' errors would be of great value, due to the fact that an observation such as the one made by (Burt, 1975, P. 19) would help in understanding the types and causes of language errors, leading to a better understanding of the second language learning process to eventually aid students and help them avoid creating these errors again. Similar authors such as, (Book and Harter, 1929, P. 45) explain that though there is difficulty in determining the reasons as to why such spelling errors occur, they note that those cannot be avoided unless the causes for their occurrence is identified and repaired by teachers.

A major research discusses the problem many learners of English have when it comes to spelling, and attributes spelling errors to different causes. Regarding the main causes for these spelling errors we shall list three as follows:

- Development factors.

(Bahloul, 2007, P. 96) explains that one of the main reasons for the occurrence of such spelling errors would be factors which play a role in the development stage as Bahloul goes on further to explain that these errors which English students produce “stem from the linguistic development stage, which conditions what learners are capable of producing”. Meaning that, these errors are not willingly committed by these learners but rather it is out of their control, this is due to the fact that they are at a certain developmental stage where it does not allow them to perfect all those features of a given language. One study (Bahloul, 2007, P. 97) where he investigated the spelling errors which were committed by ALE, he noticed that they were of a similar nature to the ones made by native speakers of that language when they were at a certain developmental stage. A very vivid example of this is when the researcher observed in his study that most of these errors he came to identify were similar to the ones he matched in baby talk. This is where he confirmed that reversing the order of certain phonemes which are adjacent would be solved as these learners would move on to higher classes.

- The Spelling System of English and How Irregular It Is.

(Bahloul, 2007, P. 50) stated that the irregularity of English regarding its writing system is the main cause for not only spelling errors, but one that creates a big problem for most learners of the English language when it comes to developing their spelling proficiency. This irregularity causes confusion and misunderstanding to both native speakers

and learners from different language background, it is identified that the main cause for such irregularity according to (Henderson, 1981, P. 103) would be that there is no perfect match between the way a word is pronounced and the way it is written. Another researcher, (Hildreth, 1962, P. 95) affirms that by stating that most adults encounter difficulties which are attributed to the "inconsistencies in English word structure".

Moreover, there are further examples which are illustrated by (Smith, 2008, P. 44), as he state that there are consonants which can perform perfectly as other letters such as q, c, and the letter x. in addition, he points out to a further example which is the pronunciations of various letters and the combinations which are formed when these letters are attached together, leading to learners putting extra effort to not forget every rule and step they have learned over the years in order to be able to pronounce words correctly. To provide a clear cut example of this he mentions random words which carry different variations of the phoneme th. When letters are combined in words such as "that, those, them, and these", then they would be pronounced /ð/, in words such as "thank, thatch, thong, and theme", they would be pronounced as /θ/. (Henderson, 1982, P. 32) goes on to list a very similar example as she considers the letters ph as one and only one single segment in words like digraph. By contrast, she considers ph as two units in a word like uphill.

- The role of the Mother tongue.

Various researchers state that there is a difference which lies between the native language and the language intended to be learnt, this in turn acts as a barrier which may actually further or hinder what learners will learn. An example made by (Corder, 1993, P. 15) where he insists on stating that those people who speak the mother tongue which contains less differences with the target language, find it way easier to acquire it than those who don't find very few similarities between the two languages. This would be considered as more "distant linguistically" according to (Saville-Troike, 2006, P. 34) and (Brown, 2000, P. 50).

These two researches go on further to identify transfer as the effect the mother tongue has on the language which the person learns when they become an adult. According to Brown, this carryover of knowledge can be either positive or negative. In the case where the previous knowledge facilitates learning this would be considered as a positive transfer. However, it is regarded as a negative transfer in the case when the knowledge is applied incorrectly leading to obstruction to the process of learning. This would be also known as interference. All these views confirm that learners begins the learning process of a foreign language, they are not a blank page since they already have certain knowledge and information which they hold from their native language or another one, in the case they have acquired two languages at their infancy being bilinguals. It is typical for learners to get affected by their native language and rely on it in order to learn a newer language, since students/learners as always according to (Brown, 2000, P. 19) take advantage of any previous knowledge that may have, this includes the language which they acquired as their first language in order to create solutions for the problems they face.

III. APPROACHES TO ENGLISH SPELLING

Speaking from a general point of view, English is similar to all the other languages in the world out since they hold rules which are regarded as the first steps taken in learning spelling. For example, the rule which explains how i always exists before the letter e with a specific exception when occurring after the letter c in words such as 'grief'; there is another rule which is known as the "three letter rule" which governs certain segments of certain words such as 'to' and other words like 'bee'. Moreover, there is the 'th' principle in words such as 'thank and thanks' in addition to certain principles for surnames such as the addition of the letter 'e' to words such as 'Forde'. Lastly, identical consonants occurring after one another in a word like 'navy' which turns into 'navvy'.

There have been many approaches which systemized English spelling; those approaches have been created by famous linguists, and those who carry big name in this field. Linguists like Richard Venezky, Carol and her father Noam in addition to a third linguist named Ken Albrow. We should note that these principles which have been created are now being applied in the English language and specifically the spelling by most of them to this day.

A certain approach to what the linguist Venezky aims to provide regarding English Spelling would be a simple presentation of the current patterns and structures which lie in the orthography of today. A simple example which illustrates how this is done would be to ask a question of how "many spoke correspondences can you find for written?". He suggests various correspondences which he later groups them into four types those are, "/tʃ/ 'cello', /tʃ/ 'czar', /s/ before 'cell' and /k/ 'come'" (Cook, 2004, P. 61). Regardless of this, one should note that this system concentrates and focuses on the transition from the writing method into sounds as it focuses on 20.000 of the most words which their occurrence is very frequent to go on and continue and describe rules of English orthography where he created seven of those rules (Cook, 2004, P. 61). The answer for such spelling segments would be using units which are functional, regardless as to what their nature is, if they are relational or the other option, being markers.

Another method which aims to describe the English writing system for teachers would be the one of Albrow's, by posing the question of "is the unit of English the letter, the word, combinations of letters or something else?" (Cook, 2004, P. 68), where he asserts that those signs which carry an orthographic nature are used as a specific segment when writing English regardless to whether it is in a word like "cafe" where is it considered basic or complex such as a word like 'chop', and lastly not continuant like 'hive'.

orthographic symbols are the unit of English writing, and not the word, regardless to whether it is basic 'café', complex 'chop' or discontinuous 'hive'.

Considered one of the most influential approaches to spelling of modern day, Noam Chomsky and his daughter Carol Chomsky where they came up with a famous method known as the "lexical representation", which aims to "describe how the human mind bridges the gap between the actual sounds of speech and the complex abstract meanings of sentences" (Cook, 2004, P. 76). They affirmed what learners of the English language require, which are the phonological principles of a given language, in this case the language being English. On a final note, we shall state that these three methods have been conducted and used by many linguists when it came down to the spelling of English since they are attributed to very famous linguists and hold the most powerful methods which are systemized.

IV. SPELLING MISTAKES IN ENGLISH WHICH ARE COMMITTED BY ARAB LEARNERS

Since this research has a main focus, that is the spelling errors which are committed by Arab learners of the English language; one must note that the Language of English affects the Arabic language in various sways. This is done firstly by giving notice to where the writing starts and where does it end since that would have a tremendous effect on the learners of that language. An English person would begin writing from left to right since this is how it has always been in their language. However, an Arab person would write differently, from right to left and that is a very big difference in itself. Speaking from a personal experience, I still recall the difficulty I had while working as a tutor of the English language to try and make students get used to the fact that writing starts in the opposite direction, starting from the moment they opened their notebooks and wrote in their booklets as this reinforces the fact that the Arabic language and the English one have complete differences rather than similarities not just from this aspect but from other ones as well. (Haggan, 1991, P. 22) mentioned that studying native speakers of the Arabic language while attempting to learn the English one would be very interesting; this is because of two simple reasons: one being the fact that the English language and the Arabic one have different texts, and the other being that Arabic has a regular method of spelling depending on the way words are pronounced but this does not exist in English as it is rather arbitrary.

This is when he had decided to carry out a research at the Kuwait University where he would go on to compare 64 students who were freshman and 23 of those who were seniors. This sample was finely selected to include only people who spoke Arabic as their mother tongue and were studying English at the time this research took place.

This is where he discovered that the reason why these spelling mistakes happen, were due to "the students' mispronunciation, lack of awareness and regular spelling patterns". This researcher has also followed on his footsteps where (Bebout, 1985, P. 56) divided spelling mistakes which were made by learners with an Arabic mother tongue into eight and only eight categories:

1- Mistake occurring in double consonants

He discovered that two groups had made such mistakes, in a simple example such as (×swiming) for the correct word (swimming) in my personal opinion, I believe that this type is the most likely to occur.

2- Other mistakes related to consonants

These are vivid in examples like when a learner starts scribbling the letter /t/ instead of /s/ for the letter /ʒ/, in a simple example such as the word (conclusion). Another example is when a learner writes the letter /s/ instead of the appropriate letter /c/ for this letters /s/ in a very simple word like (sentence). Moreover, writing the letter /t/ instead of the /s/ for /ʒ/ in a big word such as (controvertial). Also, we should note that the /p/ phoneme does not exist in the Arabic language would lead to more obstacles and problems between the letters /p/ and /b/, as they find it difficult to alternate between the two leading to a very frequent spelling which my students make.

3- Mistakes regarding the sound Schwa

Learners with the Arabic native language frequently commit mistakes between the sound /e/ and the other sound /a/. For example they end up scribbling the words (×collages) for the original word (colleges). This mistake is also evident in words such as (unfamiliar) where it ends up being written by Arab learners as (×unfamiliar). We should note that this occurs mostly in beginner students.

4- Mistakes related to the silent letter /e/

These usually occur when Arab learners end up compiling /e/ in uncalled for situations, especially when the word ends. An example of this would be the word (play) when it becomes (playe). This not the only example as we can add up another one which can clearly shows that the word (began) ends up being in this form (×begane). This problem is not so easily fixed for beginner students.

5- Mistakes related to vowels

The different spelling of sounds such as /e/ and /u/ is definitely related to mistakes which are created due to spelling something wrongly. For example words such as (well) ends up being pronounced with a /i/ instead of the /e/. Also, the word include is pronounced with a /o/ where it gets added before the /u/ sound. This issue is confined to those students of the intermediate level only.

6- The wrong order of certain sounds

Some Intermediate Arab students tend to replace the right order of /ei/ by switching their places to become /ie/. This mistake in evident is a word like chief where instead of being written in the right way with a /ie/ it gets replaced to become written with /ei/ instead. We can spot these mistakes when asking students to write long paragraphs related to any topic.

7- Syllable Assortment

Meaning “assortment of highly idiosyncratic spellings”, in an example such as when these students end up writing (×neocliar) instead of the right way to write such a word which is nuclear.

8- Homophones (Words carrying identical sounds)

As the majority of Arab learners have a problem with pronouncing words such as (there and their), the probable cause would be the fact that these words are combined of identical sounds.

In addition, the researcher Al Shoumali in addition to the researcher (Khuwaileh, 2000, P. 15) managed to make a comparison of 150 Arab students between how adequate their spelling was in their mother tongue in addition to the Arabic language. This is when they discovered the lack of cohesion and tense was the most frequent linguistic problem they had in both of these languages, to come to a conclusion that there is a direct relation between the skills students may have when it comes to spelling words regardless to whether they are Arabic or English.

(Al-Jarf, 2010, P. 23) managed to create a collection of the spelling mistakes from secondary schools in Saudi Arabia from their essay paragraphs to later include them in a corpus where she categorized these mistakes to three sections: “whole word errors, faulty graphemes and faulty phonemes”. She has also categorized spelling mistakes into two, one being related to the phonology and the other being related to the orthographic. For example, when a student overhears the last segment of (country) and ends up hearing only (×cont). This is regarded as a phonological mistake where the student mishears the whole word or part of it. On the other hand, when the student tends to lighten and sometimes even delete the /d/ consonants to make it pronounce in this format (×midle). It is then regarded as an orthographical mistake as the student would not spell the segments containing the identical sound. Therefore, she states that students who take on a foreign language make spelling mistakes which have to do either with the Inter-lingual or the other which is considered the intra-lingual mistakes. The spelling errors in the former would be due to what is known as the mother tongue transfer, the latter would be due to the students' defective learning of the L2.

As for the researchers (Ryan and Meara, 1991, P. 56), they have managed to conduct a research in which discussed how Arab Learners come across difficulties when compared to other native speaker when attempting to learn English. They seem to find difficulty in the vowels of English when it comes to processing English words. This difficulty is probably caused by the fact that the way Arabic is written does not interpret vowels which are short. This is a clear outcome of both how Arabic is structured and its orthography.

(Al-Jarf, 2009, P. 31) carried out a test of spelling which included 36 female students; specifically they were undergraduate students from Saudi. This is when she asked them to write in 100 empty blanks relating to a specific listening dialogue. This led to a conclusion that 63% of all the mistakes had a phonological nature and the rest 37% were orthographical. The former being related to mishearing while the latter relating to “vowel digraphs, double consonants, silent vowels and consonants and homophones”.

Moreover, the researcher (Doushaq, 1986, P. 23) carried out a study on Jordanian Students studying at colleges, their specific number was 96 where he categorized them into four, in order to compare their level when writing English and Arabic and the problems associated with such writing. This concluded that since students wrote very poorly in both languages, it had led to a correlating effect where one language may influence the other.

Two researchers (Allaith and Joshi, 2011, P. 16) conducted a research regarding the effect the Arabic phonological system had on English spelling. They concluded that the English spelling system was affected by the Arabic phonological one which in turn corresponds with the various studies which discussed the exact same problem. In addition, it affirmed that Arabic students were even more confused when it came to the phonemes which are not found in Arabic, sounds like the /p/ and /v/. These students find it difficult to distinguish between those two sounds since they are very similar to the ones which can be found in Arabic. Speaking from a personal experience, I still recall our teacher trying to help us distinguish the /p/ and /b/ sounds and demonstrating it by using a piece of paper.

One researcher, (named Ibrahim, 1978, P. 66) gathered data from English major students at the University of Jordan to create a collection of written notes, essays and homework to observe and report the following mistakes:

A. Transitional errors may be made by learner due to either ignorance or overgeneralization of different spelling errors. Some grammatical rules have exceptional cases. Spelling errors may occur when students have not taught or remember these exceptional cases. A grammatical rule for example says that the [e] at the word end should be retained when adding a suffix to a word which ends with [e], but [e] in the word end could be deleted when the suffix starts with a vowel letter, (e.g. compare – comparing and complete – completely). Arab learners may generalize the rule if they are not remember this exception that will lead to make a spelling error like (×compareing) as well as (×completly).

B. Another type of error in his data that (Ibrahim, 1978, P. 34) found is the effect of the spelling differences between American and British, when learners are especially exposed to both American and British texts. For instance, the spellings is different between (inflectional) and (inflexional). Some students may write (inflexional) when combining the two different spellings in one.

V. CONCLUSION

Many researches perceive that analyzing student's errors would be of great value, due to the fact that such an analysis as (Burt, 1975, P. 53) observes, would help in understanding the types and causes of language errors, leading to a better understanding of the second language learning process to eventually aid students and help them avoid committing errors. Likewise, there is difficulty in determining the causes which lay behind spelling errors, they cannot be prevented unless

the causes for their occurrence is accurately determined and clearly understood by teachers. The aim of this study is to investigate the English spelling errors, which are made by Arab speakers including those of consonant and vowel errors. The study was carried out by the researcher in order to discover and investigate the factors which lay behind all these problems.

A good body of research discusses the problem many learners of English have when it comes to spelling, and attributes spelling errors to different causes. Three of the main causes of spelling errors, which are; Development factors, Irregularity of the English spelling system in addition to Mother tongue interference.

Also, there have been many approaches which systemized English spelling, those approaches have been generated by renowned linguists, namely, Richard Venezky, Ken Albrow and Noam and Carol Chomsky. Where these approaches have been applied to English spelling by most linguists to this day.

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