

ANALYTICAL STUDY OF THE MOST COMMON SPELING ERRORS AMONG SAUDI FEMALE LEARNERS OF ENGLISH: CAUSES AND REMEDIES

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ABSTRACT

Many learners of English, including Saudi learners in universities exhibit difficulties with English spelling. These difficulties are attributed to a number of causes, such as the irregularity of the orthographic system of English and mother tongue interference. The purpose of the present study is to investigate the spelling errors made by the Saudi students (female) who are studying English language as an essential requirement to begin their academic study in Prince Fahad Bin Sultan University. This study adopts Cook's classification of errors, which categorized errors into four categories: substitution, omission, insertion, and transposition. Participants of this study are 80 female students whose first language is Arabic. The data were collected through writing task and English spelling task. An analysis of errors established that errors of omission (59%) constituted the highest proportion of errors whereas transportation spelling errors occur as the lesser frequency with a percentage mean of 4.3% (36 errors). The major cause of the of learners' spelling errors is due to the wrong use of vowels and pronunciation. The findings of this study emphasized more focused attention to learners' spelling errors, as spelling teaching is an essential aspect of language learning. In the light of the study findings, the researcher suggested some recommendations and pedagogical implications for future research and teaching.

Keywords: Spelling Error, Omission Errors, Substitution Errors, Transposition Errors, Insertion Errors.