MEU **جـامـعـة الـشـرق الأوسـط**
MIDDLE EAST UNIVERSITY
Amman - Jordan

Difficulties Faced by Ninth Grade EFL Students When Practicing Writing Skills: Spelling and Punctuation Marks

الصعوبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في الصف التاسع عند ممارسة مهارات الكتابة: الإملاء وعلامات الترقيم

By

Intesar Saleh Said

Supervised by

Dr. Norma Al-Zayed

A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master in English Language and Literature

Faculty of Arts and Sciences

Department of English Language and Literature

Middle East University

January 2018

Authorisation

I, Intesar Said, hereby authorise Middle East University to supply copies of my thesis to libraries, organisations or individuals when required.

Name: Intesar Saleh Said

Date: 17/01/2018

Signature:

Thesis Committee Decision

This thesis titled "Difficulties Faced by Ninth Grade EFL Students When Practicing Writing Skills:

Spelling and Punctuation Marks "was successfully defended and approved on 17 / 1 /2018

Thesis Committee Signature

1. Dr. Zakaria Abu Hamdia   Chairman & internal examiner

2. Dr. Muhammad Hajj Muhammad   Internal examiner

                                             supervisor

3. Dr. Norma Al- Zayed

Acknowledgement

First, praise is due to Almighty ALLAH for giving me strength, courage

and patience to complete this study.

I am thankful to my supervisor Dr. Norma Al-Zayed, for her guidance and

advice. I would like to convey my gratitude for the committee members for

their comments and guidance.

I am also grateful to everyone who helped me in this thesis.

Dedication

I have the great pleasure to dedicate this work to the wonderful and patient

people who are always with me

To my mother….the greatest woman in the earth.

To my husband…..the best man.

To my children….the stars of my life.

To my sisters and brothers.

Table of Contents

List of Appendices		
Appendix	**Title**	**Page**
Appendix A	**A Test on Punctuation Marks**	**77**
Appendix B	**Spelling Test**	**78**
Appendix C	**The Validation Letter**	**80**
Appendix D	**List of Arbitrators**	**81**

Difficulties Faced by Ninth Grade EFL Students When Practicing Writing Skills: Spelling and Punctuation Marks
By
Intesar Saleh Said
Supervised by
Dr. Norma Al-Zayed

Abstract

This research mainly aims to investigate the difficulties faced by ninth grade EFL students while handling their writing skills (in terms of spelling as well as punctuation marks). This study additionally aims to reveal the causes of writing skills issues and support English Language teachers to solve these issues. The study implemented a mixed design of Qualitative and quantitative approaches (a test and interviews), which were both used to find the conclusions of the study. The sample of this study entails all ninth-grade students in Madaba schools, Jordan. A sample size of (60) ninth-grade female students was selected in order to achieve the main objective of this study, and the students were aged between 14-15 years old. The results of this study revealed that errors in spelling were characterised in accordance with specific types of difficulties, which are as the following: omission difficulties, insertion difficulties, disordering difficulties, and substitution difficulties. Moreover, the results of the study indicated that the total number of punctuation mark percentages errors were (60%) and the mean was (0.2); comma percentages errors were (33%) and the mean was (0.33). Full stop percentages errors were (20%) and the mean was (0.20), while apostrophe percentages errors were (18%), and the mean was (0.18), question mark percentages errors were (17%) and the mean was (0.17), and exclamation point percentages errors were (12%) and the mean was (0.12).

Furthermore, there's a poor practice for spelling and punctuation in the classroom and also outside. The outcomes indicated that there are no additional strategies, which could enhance the learners' skills and knowledge in spelling and punctuation marks, or help the instructors in order to avoid as well as minimalise the learners' error in their learning.

Keywords: EFL Students, Writing Skills, Spelling, Punctuation Marks.

XII

الصعوبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في الصف التاسع عند ممارسة مهارات الكتابة: الإملاء وعلامات الترقيم

إعداد

انتصار صالح سعيد

إشراف

د. نورما الزايد

الملخص

هدفت هذا الدراسة إلى التحقيق في الصعوبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في الصف التاسع عند ممارسة مهارات الكتابة من حيث الإملاء وعلامات الترقيم. كما تهدف هذه الدراسة أيضاً إلى الكشف عن أسباب قضايا مهارات الكتابة ودعم معلمي اللغة الإنجليزية لحل هذه القضايا. اتبعت الدراسة تصميماً مختلطاً للنهج النوعي والكمي (اختبارات ومقابلات)، والتي استخدمت على حد سواء لاستخلاص استنتاجات الدراسة. تكون مجتمع الدراسة من جميع طلاب الصف التاسع في مدارس مأدبا بالأردن، وقد تم اختيار عينة من (60) طالبة من الصف التاسع من أجل تحقيق الهدف الرئيسي من هذه الدراسة، وكان عمر الطالبات ما بين 14- 15 سنة. وقد بينت نتائج هذه الدراسة أن الأخطاء في الهجاء كانت متماشية مع أنواع معينة من الصعوبات، وهي كما يلي: صعوبات الحذف وصعوبات الإضافة وصعوبات الفوضوية وصعوبات الاستبدال. كما أشارت نتائج الدراسة إلى أن إجمالي عدد أخطاء علامات الترقيم كانت (60٪) وكان المتوسط (0.2)، حيث بلغت النسبة المئوية لأخطاء الفاصلة (33٪) والمتوسط (0.33). بينما بلغت النسبة المئوية لأخطاء علامة الوقف (20٪) وكان المتوسط (0.20)، بينما بلغت النسبة المئوية لأخطاء الفاصلة العليا (18٪) والمتوسط (0.18)، وكانت النسبة المئوية لأخطاء علامة الاستفهام (17٪) وكان المتوسط (0.17)، وكانت النسبة المئوية لأخطاء علامة التعجب (12٪) وكان المتوسط (0.12).

وعلاوة على ذلك، هناك سوء ممارسة للإملاء وعلامات الترقيم في الفصول الدراسية وخارجها أيضا. وقد أشارت النتائج إلى أنه لا توجد استراتيجيات إضافية يمكن أن تعزز مهارات ومعارف المتدربين في العلامات الإملائية وعلامات الترقيم، أو تساعد المدربين من أجل تجنب الحد الأدنى من خطأ المتعلمين في تعلمهم.

الكلمات المفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية، مهارات الكتابة، الإملاء، علامات الترقيم.

Chapter One

Background of the Study

1.1. Introduction

The overall spread of English language will be only a standout amongst the large portions of distinctive developments subsumed under all the wonders of globalisation. It is additionally connected with limitless mobility, and concerning such illustration, maybe those dialects of globalisation (Gnutzmann and Intemann, 2009).

English is acknowledged as the prominent language for universal communication; the English language is not only considered a significant learning method in which individuals could be granted access to information and understandings from anywhere, but it is additionally a significant tool by which learners can enhance assessments as well as performance, accomplishments, and sustain a significant relationship with individuals from all over the world. They can also upsurge their cultural understanding, in addition to widening their knowledge and world-view. English, moreover, is the language of universal business, trading, as well as professional communication (Yahya and Hashim, 2013).

Learning a foreign language entails dealing with four basic skills: listening, speaking, reading, and writing. Writing is the ultimate skill that learners must master; it is the basic communication skill that cannot be easily obtained. It can be transmitted culturally or can be learned through official instruction. Among the four skills of language, writing and speaking are considered the productive skills. Of course, there are important differences between them. All ordinary people learn to speak while writing should be taught to them. Compared to speaking, writing imposes greater

demands on learners because there are no immediate reactions in the written communication (Mehrabi, 2014).

Writing is one of the language skills and is absolutely necessary to master while learning the English language. For Sokolik (2003), writing is a mixture of process and product. This process provides a collection of ideas or a stage of people who talk when they make up a piece of writing, while the final product is considered a piece of writing. Although writing is a production skill, it requires high demands in order to be as such. Writing is an understanding of abilities involving rules, vocabulary, concepts, eloquence, and many other parts of the language. By developing writing skills, young language students build valuable investments that they benefit from in their future studies. Writing also provides learners with the opportunity to look for ways to report their ideas in foreign language (Setiawan et al., 2014).

Nevertheless, writing is every so often considered as a part of teaching as well as learning grammar and syntax, which consequently underrates the nature and significance of writing, and its acts of growth. Hence, the improvement of this skill draws substantial attention for its learning and teaching from the very early phase of language education. Writing is also considered as an exceptionally challenging cognitive activity, which requires the student to take control over many factors. These factors differ in accordance with academic background as well as personal interest of the author into many psychological, linguistic, and also cognitive phenomena (Dar and Khan, 2015; Haider, 2012).

Writing is appropriately considered a vital challenge for both native and non-native learners. However, it is much larger to learners of English as a second language. These challenges mainly occur from incompetence in syntax, coherence, idea expansion, content selection, sentence subject, rhetorical conventions, mechanics

and organisation, the absence of vocabulary, and the improper use of vocabulary. Further research is needed to explore and examine those factors that negatively affect students' writing skills, because issues in writing can be more old-handled if the factors that generate them are prefixed (Helland, 2003)

In fact, often many challenges adhered to by learners regarding writing go through the discussion during the writing solution. For instance, the learners often review and correct their own writing after they have the opportunity to read it, in addition to comparing their writings with other learners. By working in groups or pairs to form a piece of writing, students have the opportunity to ask others about spelling, grammar, and vocabulary, and it is the best way to express ideas (Westerner, 2015).

Although the writing skill is indispensable, many high school learners are not interested in it. As Hoy (2015) said, many learners have never been asked to learn sound or spell. These learners come to believe that "English" as well as "writing" is only about dictation and grammar. For these learners, writing is an inevitable failure. Students are confident that they will not be able to acquire good writing skills, because they cannot recognise good writing with correct spelling, grammar, and so on. They are not alert of the importance of writing skills during their learning phase. They regularly get low grades when they take exams on writing skills, which affects the learning outcomes. In fact, many learners repeatedly slip basic in the written business with respect to spelling, grammar, and punctuation. In addition, learning the writing skill in high school has many difficulties at the present, such as the lack of knowledge among writing skill scientists, lack of time to study, not enough time to teach the writing skill to learners to develop their abilities.

1.2.   Statement of the Problem

Learners now show very little attentiveness to writing, which is so significant in order to achieve the educational necessities. The reason behind this issue could be that the fast-technological progression nowadays has its negative impact on learners' skills in writing now that readymade assignments are available anytime and anywhere. Furthermore, instructors have accepted the belief that writing is a type of communication; this belief has directed them to concentrate on the subject itself and supervise the unfitting style of writing. The researcher acknowledges that moving forward with the learners' writing is severely needed in order for those learners to get a chance to be talented as well as qualified enough to be capable of teaching the fundamentals of writing. The researcher has identified a few shortcomings that bring a large part of the basics of useful writing that need the aid of spelling and punctuation. Feelings that the learners are not willing to write because of their weakness was the main motivation for the researcher to do the current study.

1.3.   Objective of the Study

This study aims to:

1. Investigate the difficulties faced by ninth grade EFL students when practicing writing skills (spelling);

2. Investigate the difficulties faced by ninth grade EFL students when practicing writing skills (punctuation marks);

3. Attempt to unfold the factors that cause these problems, and help teachers solve this problem.

1.4. Questions of the Study

In order to accomplish the aforementioned objectives, the study will try to answer the following questions:

1. What are the difficulties faced by ninth grade EFL students when practicing the writing skill in terms of spelling?

2. What are the difficulties faced by ninth grade EFL students when practicing the writing skill in terms of punctuation marks?

3. What are the reasons behind these difficulties?

1.5. Significance of the Study

The significance of the study comes from the prominence of its variables; there were very insufficient studies that assessed the practicality of the difficulties faced when practicing the writing skill. Furthermore, this study is anticipated to develop and enhance the results of the educational flow mostly through solving the problems in writing skills (spelling and punctuation marks) that develop learners' writing skills, and offer English prospect to creators with the groundbreaking teaching writing, and provide English coaches with the appropriate approaches to improve their learners' writing performance.

1.6. Limits of the Study

Results of the study are limited to the academic year 2017-2018 within which the study was conducted. The results are also limited to the writing difficulties that second language students face, and not in any other subject area.

1.7. Limitations of the Study

The findings of the study cannot be generalised beyond the sample, which was composed of (60) ninth-grade students at the Primary school. The results are also limited to the instruments used in the study, which are a test that was given to the students to assess the writing difficulties (spelling and punctuation marks) they face, and other language students, and the interviews that were conducted with the teachers and the academic staff.

1.8. Definition of Terms

Writing Skills: are an effective mean of communication and self-expression; good writing requires certain criteria like clarity, coherence, simplicity, and brevity (Khieder, 2012:9).

Writing skills are **procedurally defined as** the skills that will be measured by the tools of the study and how applicable they are by ninth-grade students

Spelling: A crucial component to successfully express oneself in written communication (Erion et al., 2009: 24).

Spelling is **procedurally defined as** an instructional tool that can help students in primary school understand the alphabetic writing system and its relationship to spoken language.

Errors: are inevitable circumstances that occur in human learning, including language (James, 1998:1).

Errors are **procedurally defined as** inevitable circumstances that occur to students in primary school, which include language.

Punctuation Marks: are integral parts of writing. They have two functions. One is related to grammar and the other is rhetorical (Kirkman, 2012: 8).

Punctuation Marks are **procedurally defined as** the integral parts of writing that can help students in primary schools in Jordan understand grammar and linguistics in language.

Primary schools: are important phases in your child's education. During these formative years, a child's confidence and desire to learn is built.

Primary schools are **procedurally defined as** the schools in which the important phase of a child's education is. During these formative years, the Ministry of Education in Jordan (MOE) wants to build every child's confidence and desire to learn.

Chapter Two

Literature Review and Previous Studies

2.1. Review of Theoretical Literature

In this research, the literature review is presented, which will include the difficulties that students face while practicing their writing skills (including punctuation marks as well as spelling). Consequently, this research entails some of the previous studies that argued with the same mater.

2.1.1. Introduction

Language is considered as a human communication tool. Nearly every day individuals use language, amenably or prolifically. Through the use of language, people present their emotions, thoughts, insights, imaginations, as well as passing on everything to everyone else. Moreover, language is not only used as a medium to communicate, but also as a method of presenting human intelligence. This is the reason why language is usually recognised as an indicator of intellectuality (Hasani, 2016).

Dicknson (2002) claimed in their study that language is recognised as an example of prime intelligence of human beings. The researchers have additionally continued the rhetoric facet of language as an aptitude to persuade someone, a potential instrument to consider a process or a list, the aptitude to clarify some impressions, and metaphors' values. It is also used applied linguistics to explore language in terms of "meta-linguistics." These language capabilities must be educated to engender human's language skills. There are many features of these skills (Adejimola and Ojuolape, 2013), which are listed below:

1. Listening and comprehending skills;

2. Speaking skills;

3. Reading skills; and

4. Writing skills.

From all the skills listed above, writing skills is considered as the utmost complex skill in comparison to the other skills. In writing, an individual should have indirect communication capability, writing techniques, language structure, in addition to the ability to obtain ideas for the text**.**

2.1.2. Writing Skills

Teaching how to write in ESL settings has progressively become more significant to researchers and scholars. It is observed as an integral in order to achieve communicative competency for any student acquiring a certain language. In addition, writing has constantly been considered as an essential skill in English language attainment. This significance owes to the fact that it supports grammatical structures as well as vocabulary, in which teachers attempt to teach their learners. Writing is the area in which students need to have sufficient amount of time to enhance their skill (Ismail et al., 2012). In consistent with Hornby (2005), writing is defined as "making letters or numbers on a surface, especially using a pen or a pencil." As for Richards and Renandya (2002), the researchers denotes that writing is known to be the most challenging skill for L2 students, as they need to create ideas, arrange them and interpret these ideas into comprehensible texts, which could be very challenging for learners. While, Harmer (2007) suggests some essential features, which are considered in writing like Handwriting, for example, although communication is mainly done electronically these days. Yet, there are occasions where learners will have to write by hand; for instance, in language assessments and exams.

Writing aptitude is most usually educated in more strict instructional backgrounds where educators take learners step-by-step from the easy part to the difficult one, introducing them to numerous integrated skills (Al-Roomy, 2010). Nonetheless, writing is the most difficult language skill to master for first as well as foreign language learners (Umar and Rathakrishnan, 2012).

As for Kassem (2017), they mention in their study that writing is an exceptionally complex course, which requires a control over a broad variety of tasks ranging from letter formation and spelling to effective use of rhetorical patterns**.**

2.1.3. The Importance of Writing

Writing is an intended social communication, which also entails literacy. In addition, it considered as a tool used for social events, gender inclinations, associations of support as well as cooperation, patterns of time used, tools, space, and technology, in addition to the use of other resources (Tan and Miller, 2008). Sajid and Siddiqui (2015) mentioned in their study that writing is widely acknowledged as a major skill for learners to enhance their educational performance. Likewise, Alfaki (2015) claimed in his research that Writing is one of the significant language skills. It plays an essential role in conveying an individual's notions, thoughts, views, as well as attitudes. With writing, individuals are able to share notions, emotions, persuasion, and convincing other individuals. A person could write for his/her own personal satisfaction or for different purposes. They may also address an audience of one individual or more; the audience could be either known or unknown.

On the other hand, Mehrabi (2014) mentioned that writing needs deeper knowledge of the grammatical structure in comparison to the receptive skills and possibly even than speaking. Writing, in both practical sense as well as the communicative sense, involves distinctive attributes, which results in distinct inputs to

overall language learning. Writing anything to be educated helps students rehearse and practice the material and save it in a long-term memory. Though viewing the language in a written form is not necessary for some learners, for some individuals, grammar, vocabulary, as well as patterns are simply learned through writing as well as looking at what those individuals are to be taught. Writing is significant; hence, it is the core of communicating clear thinking. The improvement of writing skills is considered as a challenging, complex, and additionally dynamic cognitive process since it needs more than mastering of vocabulary besides linguistic ability.

Writing is also used as a tool of learning language forms, in addition to a way of communicating. Language instructors can include both types into their lectures and they can also form classroom activities, which entails both communication and language forms. Writing can help learners form their ideas more clearly and help them to organise those ideas. Writing is considered as a flexible instrument, which additionally helps learners to remember as well as share thoughts or ideas (Graham et al., 2008).

In keeping with Risinger (1987), the ability to write encourages learners with a sense of effectiveness along with accomplishment. A written essay belongs only to the person who wrote it, not another learner or even the instructor. More prominently, writing motivates self-learning. Appropriately, designed homework not only requires learners to gather information, but to decide which information to keep, and which to get rid of, as well as how to represent it. Such options may expose as much about what learners do not know (regarding the subject) since they do about what the learners do know.

Students, who tend to write, may face several writing issues and difficulties at different phases of their learning path. These issues could be classified into (Haider, 2012; Hyland, 2003):

1. Linguistic issues;

2. Psychological issues;

3. Cognitive issues; and

4. Pedagogical issues.

The learners mainly face challenges with the structural aspects of English language; hence, an improper structure obscures the content of the writing and understanding of the text, which a reader interprets through contribution of a mental route (Nik et al., 2010). Correspondingly, an illogical text fails to express ideas, which results in lack of condense in students even if those students have mastered syntactic, lexical, and grammatical command over text composition (Rico, 2014).

Learners need of condense is additionally due to a teaching strategy that cannot be conventional to learners' learning techniques and cultural backgrounds (Ahmad et al., 2013). It is suggested that weak writing abilities exist due to two causes: the instructor and the student. Instructors lack proper pedagogic method to teach students how to write. This also includes offering prompt and possible views to the learners, and most significantly, instructors' lack of aptitude to inspire their learners. Alternatively, learners may be challenged by several issues: elects of L1 transfer, lack of reading, motivation, and practice. In Pakistan, learners come upon psychological, cognitive, social, and linguistic challenges during the phase of converting ideas into text (Bilal et al., 2013; Dar and Khan, 2015; Haider, 2012).

Several learners who are dealing with learning difficulties are irritated in their efforts at written expression since they face issues in the mechanical features of

writing. A person might be dealing with problems in regards to the following: punctuation, spelling, and distraction from the writer's concentration on the ideas. The instructor, as a result, requires more effective methods of assisting learners in order to conquer those mechanical issues in writing.

2.1.4. Spelling

Language mainly reflects what is going on in the individual's mind. It is considered as the audible behaviour in which it differentiates human beings from other living things (Yule, 2006). While the English language is being taught in Middle East as a foreign language (EFL), learners are expected to understand the four essential language skills, which are reading, listening, speaking, in addition to writing. English writing skills are essential as it has a significant role in communicating.

Consistent with Hameed (2016), their reviews of correct spelling has a useful value in day-to-day events. First, Communication depends heavily on an individual's capability of spelling simple words properly. Second, knowledge of words, which mainly assists in improving an individual's language. Third, the ability of having additional words to upsurge the power of expression, and lastly, spelling proficiency.

Attaining a new language is, as stated by Brown (2000), a demanding process that needs plenty of efforts. As any other students of English language, Arab students are expected to experience several challenges during their learning of English language. These challenges lead them to make different types of linguistic, semantic, syntactic, and phonological errors. Errors are considered as an essential indicator of the improvement of learning. For this reason, a systematic analysis of learners' errors is recommended so as to know their needs and figure out the most common errors that plague Arab students. Several learners continue to repeat the same errors over time;

these errors can generate a major barrier for those learners through all their educational phases and after they finish their education, attending higher education or new fields of work. These weak spelling issues can affect the learner in many ways.

In an EFL setting, learners face several challenges in regards to a number of structural matters particularly while writing and spelling words as well as phrases, forming a suitable and accurate grammatical structure, producing thoughts, and building ideas about a specific writing theme. Conspicuously, they come across difficulties in improving practical language competencies, such as proper spelling of words in English in an authentic sitting in varied social contexts and in an original manner. These difficulties of practical language use are disintegrated since students of EFL writing are expected to concentrate mainly on learning grammar, excluding spelling and dictation in a proper manner (Lee, 2002).

As for Cook (1992), the researcher mentions that spelling is the method where authors could express their ideas unmistakably. While, Hyland (2003) adds that in spite the fact that spelling is an essential part of writing, it creates a significant challenge to most beginners of English language learning, resulting in some misspelled words as well as incoherent sentences.

Mainly, like any other language, the English language has a number of basic guidelines for spelling. As an example, the rule of 'i' before 'e' except after 'c,' such as 'grief.' The "three-letter rule" governs the structure words, such as 'to,' and content words such as 'bee.' The "(th) rule," such as 'than – thank;' the "rules for surnames," such as adding 'e' to "Forde"; and lastly, doubling consonants such as doubling 'navy' to 'navvy.' English spelling has systematic methods formed by renowned linguists, namely, Richard Venezky, Ken Albrow and Noam and Carol Chomsky. These methods have been useful for English spelling linguists (Alsaawi, 2015).

However, Al Jayousi (2011) indicated in his research that the languages are different in almost all linguistic aspects. For instance, Arabic words are written from right to left, while on the other hand, English words starts from left to right. Furthermore, the correspondence between the written structure and the spoken structure in Arabic is more regular in comparison to English. To demonstrate, the letter 'a' in the words 'man' and 'make' has two different pronunciations. Additional example is "silent letters." In Arabic, silent letters are very rare, while they are found copiously in English. Alternative indication, which can cause Arab students to have spelling errors, is Arabic interference. For instance, Arabic language does not have the voiceless bilabial stop /p/ of English, which appears to form a sort of confusion to a number of ALEs who have a tendency to pronounce it as /b/ and spell it as.

On the other hand, Fender (2008) revealed that Arab learners have a lower degree in spelling, and they are facing challenges in spelling patterns, words, as well as multi-syllabi words. In addition, Ajarf (2007) mentioned that some aspects could influence spelling. For instance, communication, breakdown, and additionally insufficient knowledge of the English spelling guidelines, would affect the Arabic spelling system, learners' mispronunciation, as well as interference between English words, and unfamiliarity with the American pronunciation. This might help in recognising the relation between errors and their sources. Al-Jabir (2006) categorised spelling errors with learners, and concluded that spelling grants an idea regarding the sorts of errors. As for Abisamra (2003), he investigated, identified, described, classified, as well as analysed the errors in English essay writing.

A group of studies conducted on learners of English as a second language shows some reasons that directly lead to misspelling. Several researches agree on the first

core reason for spelling errors, which is the irregularities of the English spelling system (Bahloul, 2007; Al-Hassan, 2011).

Since English spelling is incompatible, this makes it more challenging and requires additional effort in order to memorise it. For example, vowels 'ea' could be pronounced as /i:/ in 'freak' or /ei/ in 'break.' Likewise, /i:/ could be spelled using 'ea' in 'cream' or 'ee' in 'bee.' This contradiction requires learners to pay more attention to the right spellings of the exact words. Some alternative reasons of such errors happen as a consequence of linguistic variances between English and students' mother languages (Brown 2000; Swan and Smith, 2001; Saville-Troike, 2006)

2.1.4.1. Definitions of Spelling

Many researchers have provided different definitions for spelling over the centuries. Mpiti (2012:14) defined spelling as a process that involves integrating a number of skills that requires having knowledge of phonological representations, grammar and semantics, as well as formulating analogies of words from the visual memory and the orthographic rules.

Johnson (2013:9) also defined spelling as the act of recognising or mimicking a word in its correct sequence of letters in either oral or written form, taking into consideration the crucial integration of both phonological and alphabetic skills.

From Perveen and Akram's (2014:2604) perspectives, spelling can defined as the process of forming words in their correct forms to have a meaning, where letters should appear in their correct sequence in accordance with the official orthographical rules; otherwise, it would be counted as a spelling error.

In addition, Ahmed (2017:6) defined spelling as a Linguistic process that deals with phonemic orthography. He also defined spelling as the process of forming words correctly from individual letters according to the rules of the designated language.

On the other hand, Puspandari (2017:20) defined spelling as a method of writing that represents the spoken language in a written form that consists of a sequence of letters that composes a word in accordance with the general, accepted usage.

2.1.4.2. The Importance of Spelling

Spelling is a vital component of reading. For young children, most of research clearly suggest that spelling supports learning to read, and for older children, it is likely that learning about the meaningful relationships between words will contribute to vocabulary development and reading comprehension (Reed, 2012).

Spelling is an important and complex skill that involve many components, including visual memory, phoneme-grapheme awareness, orthographic and morphophonemic knowledge as well. (Johnson, 2013). The perception of spelling practices as unattractive, creates a potentially critical situation in the classroom, the need for spelling can be concluded as follows:

1. Clarity in writing,

2. Verb morphology,

3. Writing fluency,

4. Early reading development,

5. Perceptions of writing ability, and

6. Written expression.

2.1.4.3. Standardisation of Spelling

The evolution of English in the 1,500 years of its existence in England has been an unbroken one. Within this development, however, it is possible to recognise three main periods. Like all divisions in history, the periods of the English language are matters of convenience and the dividing lines between them purely arbitrary. However, within each of the periods it is possible to recognise certain broad

characteristics and certain special developments that take place. The period from 6th-12th century was known as Old English. It was described as the period of full inflections, because during most of this period the endings of the noun, the adjective, and the verb are preserved more or less unimpaired. From 12th-16th century, the language was known as the Middle English. During this period, the inflections, which had begun to break down toward the end of the Old English period, become greatly reduced, and it is consequently known as the period of levelled inflections. The language since 16th century is called the Modern English. The progressive decay of inflections is only one of the developments that mark the evolution of English in its various stages (Baugh and Cable, 2002). The following literature will present a preview of the periods that the English spelling has went through, and the causes behind those changes.

Old English (6th-12th Century)

The history of English spelling began at the end of the 5th and 6th centuries, where the earliest writing, which the Angles and Saxons brought over from the Continent, used runes. At the time, the Roman and Irish missionaries converted the Anglo-Saxons in the British Isles to Christianity and introduced the Roman alphabet, where they copied Latin manuscripts, and that is how written English began after the establishment of those monasteries in the 7th century. By the 10th century, a stable spelling system had been established in the West Saxon dialect, which became a standard for written manuscripts throughout the country by the 11th century. However, it did not use the letters "j, k, v, or w," and used "q and z" rarely. This standard was lost in the aftermath of the Norman Conquest (Freeborn, 2006:21).

A change with a greater impact on spelling happened after England had been conquered by William of Normandy in 1066 AD. For over two centuries, after the

Norman Conquest, large numbers of French-speaking settlements were established in England. This was largely responsible for creating a country with two primary languages, with French being the language of the upper class and the aristocracy, while English was the language of the commons. With English ceasing to be the language of the administration, spelling was governed by local dialects and conventions. During these 2 or 3 centuries that followed, a large number of French words were adopted into English, with the estimates of French words in modern English being as high as 40%. Thus, the orthography was made to adapt to two spoken systems, English and French, and spelling became suitable to represent neither language (Solati, 2013:202).

Middle English (12th-16th Century)

When Normandy was lost to France in 1204, French speakers in England were cut off from their cultural and linguistic roots. As a result, French- and English-speaking classes mingled and by the middle of the 13th century AD., those who used to speak French were gradually becoming bilingual while English speakers picked up French words by the thousands. (Ikalyuk and Tatsakovych, 2015:23) Concerning Middle English spelling, it underwent a fair amount of changes as well. Many of them are to be attributed to the activities of Anglo-Norman scribes, trained in France, and accustomed to French orthography. When they copied texts in English, they transferred some of French spelling features into an English spelling system. Initially, alterations in spelling did not necessarily mean changes at a spoken level, but the contact between French- and English speakers and later bilingualism obviously led to changes in pronunciation as well (Ikalyuk and Tatsakovych, 2015:26).

Early Modern English (16th-19th Century)

The 15th century marked a define moment in the history of the English language, especially when it came to pronunciation and spelling, and had an effect on the English language in the Early Modern period, and continued to undergo greater, more important phonological changes than in any other century before or since. Despite the changes that pronunciation and spelling underwent, the old spelling was generally kept. Henceforth, and although the quality of all the Middle English long vowels had changed, their spelling remained as they had been at earlier times. Subsequently, the phonological value of many English letters has changed drastically. In addition, the appearance of printers and learned men had a great influence on the change that English spelling has underwent. On one hand, learned men preferred using archaic spellings, and even created some respelling words in an etymological manner. On the other hand, printers also helped by normalising the older scribal practices. Even though early printed works have exhibited many inconsistencies; yet, they were still quite organised and methodical compared with the everyday written manuscript of the time (Algeo and Butcher, 2013:152).

Late Modern English (19th Century - Present)

It has been noticed that the Late Modern English period is the most ignored period in the history of the English language. The Late Modern English period has received much less scholarly attention than earlier stages in the history of English, because it is very close of the present English and its apparent similarity to the contemporary language (De Smet, 2005).

Categorical Development of the Late Modern English Period

The most important categorical changes taking place in the Late Modern English is the domain of voice: on the one hand, the rise of the progressive passive

and, on the other, the grammaticalisation of the get-passive construction (Hundt, 2014).

1. **The Rise of the Progressive Passive**

One of the slight grammatical development of the Late Modern English period is the development of the progressive passive construction (e.g. the patient is being). This pattern arises towards the end of the 18th century. Before that time, the progressive was either avoided, as in sentence (1) – in Present-day English, one would say was being dragged – or the so-called passival (i.e. an active progressive with passive meaning) was used, as in (2):

1. He found that the coach had sunk greatly on one side, though it was still dragged forward by the horses;

2. However, are there six labourers' sons educating in the universities at this moment?

2. **The Grammaticalization of the Get-Passive**

Construction another categorical change affecting the domain of the passive in the course of the late modern english period is the emergence and consolidation of the get-passive construction (e.g. He got fired from his first job). It is not until the second half of the 18th century that unequivocal examples of the get-passive are found. Some earlier instances do, however, occur. Notice that other early candidates of the construction are somewhat dubious and could be interpreted as involving a predicative structure rather than a true passive construction

1. I am resolv'd to get introduced to Mrs. Annabella ;

2. So you may not save your life, but get rewarded for your roguery.

2.1.4.4. Discrepancy between Spelling and Pronunciation

The unreliable correspondence between the written and spoken language is considered a peculiar, distinguishing feature of the English language; it represents a serious problem among foreign students who are learning the English language, and must cope with it during their school time or even their careers. This is a proper topos that appeared variously in all the six grammars under English language and culture stereotypes of the 18th century; it has been used a lot, thus emphasising how complicated a task it is to teach English pronunciation. This is rigorously interrelated with the difficulty that is associated with the English language in general, and to students' efforts to learn it (Vicentini, 2011:8).

With the spread of literacy and the invention of printing came the development of written English with its confusing and inconsistent spellings becoming more and more apparent. Ideally, the spelling system should closely reflect pronunciation and in many languages. Each sound of English language is represented by more than one written letter or by sequences of letters; and any letter of English represents more than one sound, or it may not represent any sound at all. There is lack of consistencies. The problems in sound and spelling of English can be grouped under the following headings (Umera-Okeke, 2008):

- The same letter does not always represent the same sound;

- The same sound is not always represented by the same letter;

- Some letters are not pronounced at all;

- We pronounce sounds in some places where there is no letter;

- There are variants of the plural and past tense morpheme.

Writing differs from natural and conventional signs in that it represents linguistic units, not meanings directly. The question of how the orthography maps the language is centrally relevant to the course of acquisition of reading and spelling. All

forms of writing permit the reader to recover the individual words of a linguistic message. Given that representation of words is the essence of writing, it is important to appreciate that words are phonological structures. To apprehend a word, whether in speech or in print, is thus to apprehend (among other things) its phonology. However, in the manner of doing this, it is noted that there is a fundamental difference between speech on the one hand and reading and writing on the other. For a speaker or listener who knows a language, the language apparatus produces and retrieves phonological structures by means of processes that function automatically below the conscious level. Thus, it is noted that to utter a word one does not need to know how the word is spelled, or even that it can be spelled. The speech apparatus that forms part of the species-specific biological specialisation for language "spells" the word for the speaker (that is, it identifies and orders the segments). In contrast, writing a word, or reading one, brings to the fore the need for some explicit understanding of the word's internal structure. Since in an alphabetic system, it is primarily phonemes that are mapped, those who succeed in mastering the system would therefore need to grasp the phonemic principle and be able to analyse words as sequences of phonemes.

2.1.4.5. Problems of Spelling to Native Speakers

Misspelling is complex problem that native speaker students face in schools. This problem appeared at first in the writing journals of students. It can increase if teachers deal careless with this problem because they focus on the meaning of the word not on the form of it. In addition, students sometimes spell incorrectly because they do not have the automatic of words so when they have automatic of words, this problem will disappear. Thus, they do not know how spelling system works (Harper, 2016).

Many reasons form the problems of spelling to native speaker such as quickly writing so learners through writing are unaware on the form of words. Another reason that English writing system is difficult because 26-letters produce 44 sounds this means it represents various spelling. This make students feel confuse (Reed, 2012)

Some scholars indicate that spelling problems can be caused by complexity of English bases. In addition, learning new words demand more than one strategy. For example, good speakers use dictionary to know how to spell word, asking teacher, or trying to spell it more than one time to spell it correctly. In contrast, poor spellers have one strategy. If they do not succeed, they will not try other strategy (Harper, 2016).

2.1.4.6. Failure of Spelling Reform Proposals

English language through the history was influenced by many languages such as Latin, Greek German and French. This affected English spelling and it made it difficult. Therefore, many historical periods influenced English spelling such as Norman Conquest and the introduction of printing press (Solati, 2013).

Spelling reforms refer to any organized effort to simplify the system of English orthography. The main goal of these reforms is to simplify spelling by making writing reflect speech and making spelling less difficult. The main supporters for spelling reform are Cheke, Smith, and Hart. Some researchers find that Simplified spelling is the most rational way to cope with error spelling for native and non-native learners. Some supporters of reforming indicate to reasons that make reforming important such as children's misspelling and it was resulted from a not knowing how spell word. Many of proposals have been introduced that suggested how can reform English spelling; these proposals can be categorized into four groups: group one uses familiar letters in regular way, second group uses diacritics marking up the letters or under

them, third one creates new letters by writing sounds that have different pronunciation, and the last group is avoiding inconsistencies (Marshall, 2010).

There are many views about spelling reform. Some of them are against it while other agree with it. some research indicate that spelling reforms failed for many reasons for example they point out that spelling reform confuses students through learning; confusing between old English spelling and new spelling, some people don't accept new way so they don't accept the idea of spelling reform this means the public dismissed the reformers and their proposals. Society is apathy about the spelling reform proposal (Ekundayo, 2014). It also failed because of complexity of English grammatical rules. Some words in English have more than one spelling so using spelling reform will cause ambiguity. In addition, some words have the same sound but they have different spelling but spelling reform will make them have the same spelling so the reader will not be able to distinguish between them easily (Kirkegaard, 2014). Printers do not accept this reform because changing would lead to decelerate their work as typesetters. Thus, there is no unanimity among the user of spelling reform and exponents spelling reform decrease educational standards. Some linguistics indicate that present spelling preserves the history of English language and it is easier to learn reading for children. Some linguistic claim that English language is speech language is not spell language. Some researchers point out that by effective teaching can minimize the problem of English spelling so there is no need to reform spelling. Thus, reform spelling needs reprint for all old books. (Bunčić 2017).

While other researchers agree with spelling reform because they indicate that spelling reform helps learners to learn faster, it makes learning easier for young children and adults, it helps learners who learn English as a second language specially learning reading and writing easily so it encourages foreigners to learn English

language (Ekundayo, 2014). It makes the word easier to spell. It gives adults that were dropout from learning incentive to return to learning. Thus, spelling reform simplifies reading by removing confuse this mean encourage reading without frustration and it helps those who have impaired memory (Bunčić 2017).

2.1.4.7. Spelling Bee Contest in the US

Spelling BEE is a contest of orthography that created in order to enhance the spelling among the students. It is open to the public and all are welcome. Teams are encouraged to bring along friends, family, and coworkers to cheer them on! Spelling bees have been an important tradition in the American culture for hundreds of years. Audiences have gathered to watch spellers under the open air, in one-room schoolhouses, hotels, or places of worship, which Americans gather (Williams, 2008).

The contestant may demand the pronouncer to re-pronounce the word, define it or read the sentence that contain the word. The pronouncer starts of spelling the word, when the judges agree that the word had been made reasonably clear to the contestant. Judges may exclude any contestant who ignores a request to start spelling. Only one student can be the champion, but there are plenty of prizes for the runners-up; even a prize for the best speller from each school (Maguire, 2006).

The Importance of a Spelling Bee

The participation of a student on a spelling bee competition can provide several advantages not only for the participant but also for the family, the school and the community. The spelling bee not only offers a priceless educational experience for the student, but also allows them to involve in healthy competition where winning is not everything. The benefits of a Spelling BEE contest are as follows (Maguire, 2006):

- Learning Grammar

Spelling bees do not solely learning by heart of words. Rather, preparation for a bee is an inclusive learning process that allows students to learn the definition, pronunciation, and roots of the word.

- Enhancing Vocabulary

The important learning consequence of spelling bee results in the children acquisition competency over vocabulary and this allows them to excel at reading and writing.

- Competitive Spirit

Spelling bees enable students to compete in a supportive and healthy environment. The brain activity and excitement that the spelling bee cause is just as stimulating as a physical competition.

- Greater Knowledge

Learning new words allow students to trace the origin of a word and its etymology. This information will greatly promote the knowledge base of a student, even at a very young age, and motivate them to develop a keen interest in learning new words.

The Prizes of Spelling BEE Contest in the US

The prizes that provide in Spelling BEE contest in US are as follows (NSW Department of Education, 2017):

- All Regional Finalists receive a certificate of participation.
- Regional winners and runners up receive compact Macquarie Dictionaries and Thesaurus.
- State Finalists receive silver medallions and a Macquarie Dictionary.
- State Champions receive gold medallions, a Scrabble board game and are acknowledged with their school on a perpetual trophy.

- The schools of winners and runners up at the Regional and State Finals will receive a free school-wide subscription to Macquarie Dictionary Online.

2.1.4.8. Shaw's Endowment

Shaw has contributed a lot when it comes to writing. As it was seen in the 40-letter alphabet of Pitman shorthand, Shaw has clearly drafted fully-spelled his writings (Buckley, 2015). He has a great knowledge in fine typography, although some of that might be considered unsatisfactory due to the fact that some sounds were spelled unambiguously for reading context (Read, 1998).

At his 80s, another achievement has emerged. Shaw's has attempted to cooperate with other artist-calligraphers to design a new alphabet that can represent the sounds using two letters, or by referring to a letter to represent sounds using what so called diacritical marks (Read, 1998; Pearson, 2015) .

At Shaw's preface- That is dated in February 1941-to *The Miraculous Birth* of *Language (*Bart, 1950)*,* there was a try to cover the sound-sorts of all English by using non-sense Test-piece. This led to find out designers who were truly in charged in the process of recognizing them (Pinto, 2009; Read, 1998) . Consequently, as it was clear to what this action led to, Shaw's has recommend Sweet's alphabet this as a point that his designers can start with to go further with their research and find ways to discover that (Dumitru, 2018).

That preface of Shaw's represents one of the most precise instructions, this can be explained to what he has done in his appeal, he sought a new alphabet to be instructed and taught side to side with the old alphabet till one of them proves which is the fittest better and keep survival (Bart, 1950; Buckley, 2015).

2.1.4.9. Types of Difficulties Faced by Students When Practicing Spelling

Albalawi (2016) as well as Al-Zuoud and Kabilan (2013) examined the utmost common kinds of spelling mistakes and errors in the written work of students of English, and the four main kinds of spelling errors that students of English usually make:

1. Insertion Errors

This sort of error is commonly committed by learners if they add an additional letter that is not supposed to be included within the normal spelling of the word. The contributors in this study committed several errors of this kind. Including words like: *withe (with), *famouse (famous), *prouduce (produce), *developement for (development), and so on. A number of insertion errors happen when a letter was doubled while it shouldn't be doubled, for instance: *assisstant (assistant), and *eatting (eating).

2. Omission Errors

This is the second kind of errors examined in this study. This sort of error occurs when there one letter or two that have been omitted in the standard spelling of the word. The reasons behind falling for this sort of error might be related to the conflicting correspondence among the sound and the letter system in English language. The contributors committed a set of errors mainly in the silent letters. For instance, *blak (black), *jaket (jacket), *frind (friend), *hous (house), and so on. Additional omission errors occurr when one of two similar adjacent letters was omitted, such as, *hapy (happy) and *apropriate (appropriate).

3. Substitution Errors

The third sort of errors examined in this research is substitution. This is related to the substitution of a letter for another one. This sort of errors is due to the misspelling of the word itself.

The contributors had a number of errors while they were writing the words in accordance with their pronunciation. This is related with the fact that some English letters can have mixed pronunciations in several contexts. For instance, the letter 'c' is pronounced /k/ in 'car,' 'microphone,' and 'cat.' However, it is pronounced /s/ in words like, 'city,' 'nice,' and 'mice.' When a letter represents more than a single pronunciation, this might result in the replacement of one letter over another, which entails the same sound in spelling. Additionally, pertinent substitution errors occurred in the vowels of English language, for instance, *hangry (hungry), *thes for (this), *fascenating (fascinating), and so on.

4. Ambiguous Errors

These are errors that can be categorised either as inter-lingual or developmental, as they generally reflect the student's native tongue structure and simultaneously are of the form found in the words of children attaining their first language (Buainain, 2016).

According to Al-Harrasi (2012), the researcher refers to an additional problem inherent in the matter of categorisation. That is, it does not account for the fact that a learner might have more than only one sort of spelling error in a single word (e.g., *discribtion = description) or two or more learners might have dissimilar types of errors while spelling the same word, (e.g., *permition, *permision, *permmission = permission).

As for Allaith and Joshi (2011), the researchers examined when Arabic learners get confused with phonemes that doesn't exist in their language; for example, (/p/ and /v/), since they are comparable to existing phonemes in Arabic language such as (/b/→/ب/ and /f/→/ف/). The research additionally found that learners are challenged

when it comes to differentiating between /b/ and /p/ and between /f/ and /v/. Several misspelling occurrences also happen as a result of phonological issues.

This kind of imprecise spelling is labelled as articulation or interference errors, which happen as an outcome of spellers' application of certain pronunciation. Cook (2004) mentioned in his study that there are more sounds (44 phonemes) than letters (26 letters); therefore, a grapheme could correspond to several phonemes in English. For instance, 'gh', which corresponds with the phonemes /f/ in 'laugh' and /g/ in 'ghost' relying on their initial or final placements in words. About how writing structures could indicate a relationship between a letter and several dissimilar sounds. His 4 rules for 'c' include 'c' ≡ /tʃ/ in 'church,' /s/ in 'cycle,' /k/ in 'comb,' and /Ø/ in 'czar.' In contrast, a phoneme could correspond to several graphemes. For instance, the phoneme /s/ corresponds to 'c' in 'cell,' 's' in 'sell,' 'sc' in 'scene,' and the phoneme /w/ corresponds to 'w' in 'window,' and 'wh' in 'when'.

In addition, the sound of a vowel could be spelled in different ways, such as /eɪ/ in 'break' and 'brake,' /eə/ in 'their,' 'hare,' 'bear,' 'bare,' 'err,' and 'there,' and /i:/ in 'beat,' 'beet,' and 'breeze.' To further explain, 'ea' and 'a_e' in 'break' and 'brake' have the same sound as/or represent the vowel /eɪ/, 'eir,' 'are,' 'ear,' 'are,' 'err,' or 'ere.' In 'their,' 'hare,' 'bear,' 'bare,' 'err,' and 'there' the vowel can be pronounced in the same way as /eə/, and in an additional instance, 'ea,' 'ee,' and 'ee_e' in 'beat,' 'beet,' and 'breeze' are pronounced as /i:/.

Consequently, learners had utilised the same consonant or vowel sounds in order to substitute the right spelling. Being incapable of distinguishing similar sounds, resulting in problematic mispronunciations (as an example: litter, libraty, romentic, hotpital, and newpaper), whereas Wasowicz (2007) indicated that students facing issues of phoneme distinction spell several vowel sounds using the same letter; for

instance, 'litter' and 'letter' sound similar, therefore, it might be likely to clarify how learners might have issues with sound distinctions, so they might assume that both words are exactly the same. Likewise, the right spelling of 'believe' requires 'ie_e' not 'i_e,' although their pronunciation is extremely similar. That is. /i:/ is used in 'believe' and /i/ in 'live.'

2.1.5. Punctuation

2.1.5.1. Background of Punctuation Marks

Nowadays, professionals commonly acknowledge that punctuation is used and applied as a tool in order to indicate the positions within the text for the reader to pause during reading aloud. Given that, reading silently is a more modern notion. Indeed, during the early ages, punctuation was mainly used by the readers rather than the authors. It was due to a drop in the educational standards that authors began to add punctuation marks, as readers with a lower degree of education need the assistance. During these days, individuals utilise a strongly synchronised syntactic system of punctuation, the original sight of punctuation was rather the opposite. In addition, punctuation was used for marking pauses to take a breath besides marking stress and importance; normally, being prosodic, rhetorical, or elocutionary, instead of syntactic. This traditional notion carried on for several centuries, and it was not until the 17th century that analysts started to dispute the syntactic method. Astoundingly, several, if not the majority of scholars, consider that the initial punctuation of Shakespeare was utterly elocutionary (Hall and Robinson, 1996).

Several grammarians of the time supported a compromised analysis of punctuation, considering it to present syntactic as well as prosodic features. It is clear that the initial application of the punctuation marks is to assist the reader in order to understand the grammatical structure (Gough, and Murray, 1997). Previously, James

Jog (1760) indicates that "no comma, the reader must pause while he can say one person; in a semicolon, two; in the colon, three; in a period, four."

Nevertheless, Geoffrey Nunberg (1994) indicates insistently that punctuation is significantly based on written grammatical rules. There is, indeed, no end to the debate, but mainly, the consensus indicates that punctuation marks principally is stricter by guidelines as well as basis of logic, syntax, and being formed in a way which separates ideas and phrases, rather than denoting pauses only. It is significant to consider just how far we have swung the pendulum and what this indicates for the way in which we infer the structure.

Betham (2011) emphasises the importance of punctuation marks. Several researchers have shown that punctuation marks alter the meaning of words when it is applied erroneously, and those marks may additionally expose ambiguity when they are applied correctly.

Punctuation marks in English language are used methodically and in a highly organised way in order to present some stylistic, semantic, as well as grammatical functions, besides achieving impacts, which could add and affect the meaning to varying degrees. Consequently, punctuation marks are not applied in a random manner, and are not only a decoration, which has nothing to do with the written paper, whether it is a sentence, paragraph, or even a long passage. Punctuation is significant and functional in various types of writing. On the other hand, the circumstances in Arabic writing are very different. Regrettably, although not unexpectedly, punctuation marks are nearly overlooked without exception, randomised, or misused in all sorts of texts and contexts, particularly in classical books, in addition to translation from English to Arabic (Ghazala, 2004).

2.1.5.2. Importance of Punctuation

Quirk et al. (1980) emphasise the significance of punctuation marks and indicated in their research that punctuation marks are formed for two main reasons; separation as well as specification. The scholars considered the aspects of punctuation as shaping a hierarchy, but does otherwise list a number of reasons for the way punctuation works.

The punctuation mark specifies a grammatical, semantic, or pragmatic function, sometimes in addition to the marking of separation. Therefore, punctuation practice is governed primarily by grammatical considerations and is related to grammatical distinctions. Sometimes, it is linked to intonation, stress, rhythm, pause, or any other of the prosodic features, which convey distinctions in speech, but the link is neither simple nor systematic, and traditional attempts to relate punctuation directly (in particular) to pauses are misguided. (Quirk et al., 1985).

In accordance to Abdul Kareem (2014), Punctuation marks are highly an essential part in writing; hence, punctuation plays a major role in the meaning. With the intention of drawing the students' attention to the magnitude of using punctuation, instructors could write one of the below examples on board in order to explain the meaning to their students:

1. I met Ali Kareem and Bassim. (Two persons)

   I met Ali, Kareem, and Bassim. (Three persons)

2. The girl's dresses. (Singular)

   The girls' dresses. (Plural)

3. A woman, without her man, is nothing. (This punctuation is in favour of males)

   A woman, without her, man is nothing. (This punctuation is in favour of females)

The punctuation marks are a key element in writing, and therefore, its use is the literacy component, but it also needs to be recognised as a sign of relationships speech

and writing resources, distinct from words, and thus are affected differently by information technology in various practices. (Kriss 2003:126)

Punctuation marks are individual symbols with the ability to determine not only the meaning of the text by placing a sign or stop shows intonation, but also by adding rhythm and breathing life into text. Taking into account the strong effect of punctuation marks on texts, the purpose of which is to communicate the meaning and use of punctuation is an important issue relating to a variety of "literacy practices" (Carrington and Luke 1997; Street 2003) in a changing world. However, punctuation marks can be seen as a fuzzy aspect of English and are used inconsistently in literacy practices, even by most adults.

Despite the importance of punctuation marks in effective communication, today, people seem to be indifferent and ignorant about the use of even the most basic forms. (King 2009:1). It seems that this argument, which can form a rational basis for further research in punctuation, lacks empirical support. A preliminary research has revealed little research literature on the use of adult punctuation in the English language; no evidence emerged from ethnographic studies that explore punctuation as a "traditional" skill applied to different literacy practices.

2.1.5.3. Types of Punctuation

Punctuation marks in English writing could be distributed into three assemblies; ending, non-ending, and inclosing punctuation marks. It is suggested that learners of English language frequently face challenges when using punctuation marks.

In proportion to Widjono Hs (2007), Punctuation includes the following: period, comma, semicolon, colon, hyphen, question mark, exclamation point, parenthesis,

italics, as well as the apostrophe. Yet, students, while writing a paper, merely use punctuation marks in writing.

2.1.5.4. Marks of Punctuation

In accordance with Rahmawati (2014), the below are the punctuation marks along with their details:

1. **Full Stop (.):** This mark is the most commonly used to end the sentence. For instance, "You needn't go away early."

2. **Comma (,):** This indicates a minor break between various parts in one sentence. When placed correctly, commas make the meaning of sentences clear by sorting and separating words, phrases, and clauses. For instance, "Mango, banana, durian, and pineapple are tropical fruits."

3. **Question Mark (?):** The below examples demonstrate questions marks:

   a) Are you a doctor?

   b) Have you read Shakespeare's Hamlet?

4. **Exclamation point (!):** This mark is often used freely, particularly in moments of high passion, for instance:

   a) What a cheap book!

   b) "Never!" she said.

5. **Quotation Mark (""):** this mark is mainly used in order to include words that are quoted from the original source, and additionally used in order to set off dialouge from narrative. For Instance:

   "My very photogenic mother died in a freak accident (picnic, lightning) when I was three."

6. **Apostrophes ('):** this mark is mainly used to demonstrate possession, mark the omission of letters or numbers, as well as mark plural forms. For instance:

a) The government's solution.

b) You're early.

c) That's a start.

Rahmawati's (2014) study is limited to six kinds of punctuation marks, which are the period, comma, exclamation point, question mark, apostrophe, and quotation marks. Punctuation marks are restricted; hence, the marks mentioned above are the frequently used punctuation marks.

2.1.5.5. Punctuation Difficulties

According to McCuen-Metherell and Winkler (2000), punctuation errors occur with the omission or misuse of one of the following signs. Punctuation function is the separation of words and phrases in a sentence according to their meanings. This is useful for students who are learning to write a topic. In addition, the writer often ignores the punctuation in a written essay.

Brown (2000) mentions that human learning is fundamentally a practice that is inevitably accompanied with errors. Wrong findings and incorrect assumptions represent an imperative aspect of learning in any language. With punctuation marks, particularly those that do not end the sentence, the errors associated with the use of commas and semantics are all between languages.

Awad (2012) suggests that the most common errors were as following: excessive use of commas instead of periods, incorrect use of capital letters, misuse of quotation marks, and misuse of semicolons respectively. Awad recommended that all faculty members should outweigh the importance of all punctuation in written and oral communication sessions.

Many learners gain knowledge of these marks and symbols on their own because of making mistakes while using these signs and symbols. It is suggested that

there should be at least five to six classes in each course in order to guide learners about the significance of punctuation. Just like other English language learning skills, punctuation is also a skill (Khan and Khan, 2016).

Owing to the outsized amount of punctuation errors in the learners' writing units, Bani Younes and Albalawi (2015) show in their results that it is practical to have classes for punctuation learners. These error classes are as the following:

1. The absence of the capital letter at the beginning of new sentences;

2. Rare capitalisation of proper nouns;

3. Incorrect usage of the colon;

4. Omission of the semicolon;

5. The absence of the exclamation point where required;

6. Run-on sentences, with no full stops at the end of sentences;

7. Poor or no revision of what is written and not enough spaces between words;

8. Lack of question marks;

9. Hyphens are hardly used;

10. The omission of the comma after introductory elements.

The learners of the subject will require learning the features of the English punctuation system, such as the way to punctuate a question, or the way to end a sentence. The results additionally show the reasons behind the weaknesses in learners' writing from their perspectives. (Bani Younes and Albalawi, 2015).

The frequent mistakes among the learners were the placements of commas at the station's full location besides unsafe uses of the exclamation point and the misspellings of quotation marks. The exclamation point, comma, and quotation mark are more challenging among all signs, in addition to the exploitation of some punctuation marks (Samhoun and Abdellal, 2016).

According to Rahmawati (2014), the most overlooked mistake made by learners is the mistake of using the quotation mark. Learners make those mistakes due to deleting some punctuation marks, as some learners are capable of placing a comma within the question mark. The punctuation systems differ in relation to language as well as register. Likewise, features of the use of punctuation differ from one writer to another. The punctuation in English language is directed by a sequence of grammatical regulations; in oppose to, for example, the Arabic language. Punctuation is a modern innovation given that pre-modern Arabic did not use any of the punctuation marks (Zaki, 1995).

In accordance with Inhayer (2009), the researcher indicates the below points:

1. **The Comma:** Its application in English language is somehow different from its application in the learners' mother language (Arabic). Additionally, the comma is written differently in each language, where in English it is written as (**,**), while in Arabic it is written as (**،**);

2. **The Semi-Colon:** This mark is considered less challenging in comparison to the comma, since it could bear a resemblance to the semi-colon in the learners' mother language (Arabic). In Arabic, the semi-colon is applied for one main reason, which is to separate between two but related sentences. On the other hand, in English, the semi-colon separates between phrases or clauses in a series, where commas are used as well. Moreover, the semi-colon varies also in shape in the two languages, where as in English it is (;), while in Arabic it is (**؛**);

3. **The Colon (:):** In Arabic, it is mostly used to separate the ideals and the person who said it to write a conversation, and to separate parts of the sentence in order to be clear. The negative impact of learners on the mother language is obvious

dealing with the colon, hence they are used with speeches or words, rather than using quotation marks.

Overall, Brown (2000) emphasised that all error analysis studies recognised three key sources of errors, which is Language Transport, Subcontracting, and Learning Context.

2.2. Empirical Studies

The researcher included the difficulties faced by learners in spelling as well as punctuation.

2.2.1. Spelling Difficulties

(Al-Bereiki and Al-Mekhlafi, 2016) conducted a study entitled with "Spelling Errors of Omani EFL Students: Causes and Remedies" The purpose of this study was to investigate the causes of the spelling errors students of grade ten make and to explore the possible remedies for the treatment of the misspellings. The sample of the study included 91 grade ten teachers in North Batinah and South Batinah governorates in Oman. A questionnaire was designed to cover the causes and remedies. The findings revealed that the highly rated causes of the misspellings as perceived by the teachers were the complexity of the English spelling system, letter(s)' combinations in English, poor reading proficiency, students' carelessness, sounds that exist in English but not in Arabic and the fact that sound-letter correspondence in English is not regular. The most frequent suggestions for remedy of the spelling errors as perceived by grade ten teachers were breaking long words into smaller parts, drawing students' attention to silent letters, keeping personal dictionaries of challenging words, including tasks that stimulate both sound-to-letter phonic spelling and spelling of irregular words, noting down the most common spelling errors and praising the students for spelling difficult words correctly. The study found that the remedy of

spelling errors is done through using pair spelling in which one student tests the spelling for the other partner. Students need to hear the words from the teacher, then practice repeating them until they memorise them. Spelling must be part of students' continuous assessment.

(Dada, 2015) conducted a study entitled with "Spelling Errors: Causes, Influence on Students' Performance in English Language" the study aims to define the causes and the impact of spelling errors Students' Performance. This study therefore assessed errors in students essay writing, causes of these errors, the influence of these errors on student's performance in essay writing and suggested strategies that could be used to correct them. The descriptive research design of the survey type was employed for the study. The population consisted of all secondary schools in Akure South Local Government Area of Ondo State. The sample consisted of 175 students and teachers randomly selected from 5 secondary schools (30 students and 5 teachers per school) within the population area. Data collected were analysed using descriptive statistics of frequency counts and percentages. Results showed that spelling errors found in students' essays include, omission of letter(s), addition of letter(s), reduplication of letter(s) among others. Some of the causes of error include the fact that students don't usually take the pain to go through their work after writing; there are few books that emphasise spelling errors in the school libraries.. Also, teachers do not deliberately teach spellings especially at the secondary school level and some of the teachers do sometimes commit spelling errors while writing. The study also reveals that spelling errors are perceived to influence students' essays in a number of ways and ultimately has contributed to students' poor performance in English language.

Alhaisoni et al. (2015) conducted a study entitled with" Analysis of Spelling Errors of Saudi Beginner Learners of English Enrolled in an Intensive English Language Program" This study aims to identify the types of spelling errors made by the beginner learners of English in the EFL context as well as the major sources underpinning such errors in contextual writing composition tasks. Data were collected from written samples of 122 EFL students (male and female) enrolled in the intensive English language program during the preparatory year at the University of Ha'il in Saudi Arabia. The spelling errors found in the writing samples was analysed and classified into four categories of errors according to Cook's Classification: omission, substitution, insertion, and transposition. An analysis of errors established that errors of omission constituted the highest proportion of errors. The majority of learners' spelling errors were related to a wrong use of vowels and pronunciation. When uncertain about accurate spellings, beginner learners often associated a wide range of vowel and consonant combinations in an attempt to spell words accurately, sometimes even combining two distinct lexical items by overlapping vowels. The findings suggest that spelling errors are mainly the outcome of anomalies existing in the target language of the learners as well as L1 interference from their internalised Arabic language system.

(Bancha, 2013) conducted a study entitled with" What Causes Spelling Errors Of Thai Efl Students?" The study aimed to investigate types of spelling inaccuracy and to examine the causes of misspellings found in first year Thai university students' sentence writing. Participants were 31 first year Thai university students at Prince of Songkla University majoring in International Business (focusing on China). The findings showed ten types of spelling errors including consonant substitutions, vowel substitutions, space inaccuracy, and confusion in writing scripts, inaccurate double

consonants, inflectional endings, letter reversals, vowel omissions, and consonant omissions. The results revealed that differences between English and Thai writing systems were not the major causes of errors. In fact, it was the lack of adequate awareness of phonology and insufficient knowledge of inflectional morphology that were found to be the prime causes of their mistakes. The study also revealed that teaching spellings by focusing on how words are spelled and pronounced seems to best suit most Thai students at all levels in the EFL context.

Al Jayousi (2011) conducted a study entitled with" Spelling Errors Of Arab Students: Types, Causes, And Teachers" Responses" The purpose of this study was to investigate how big the spelling problem is among Arab learners of English in UAE public schools, identify the commonest types and likeliest causes of their spelling errors, and measure how much progress they achieve in spelling proficiency as they move to higher grades. An additional purpose of the study was to investigate teachers" perceptions of the spelling problems of Arab learners of English, attitudes towards teaching spelling, and practices in spelling. To answer these inquiries, students" spelling errors were collected and analysed from compositions written by over 537 male students from four different educational levels, Grades 9, 10, 11, and 12. Frequency of spelling errors for each grade was calculated and compared to the other grades. Then, errors were categorised according to their types and likely causes for each grade. Variations in performance between the four levels were noted and analysed. Teachers" perceptions, attitudes and practices IV were investigated using questionnaires and interviews.

Results show that the frequency of spelling errors in students" written production is high and that students show insignificant progress as they graduate from high school. The spelling problems in UAE public schools at these levels appear to be

resistant to instruction in that students in the different levels have similar spelling problems. Additionally, the teachers' questionnaire and the results of the interview indicate that they do not pay much attention to this problem. The spelling activities are very rare in textbooks, and participating teachers do not receive any training on how to teach spelling, they do devote enough time to teaching spelling, and some teachers have misconceptions about the nature of spelling problems and their reasons and effective ways of responding.

Busaidi and Al-Saqqaf (2015) conducted a study entitled with" English Spelling Errors Made by Arabic-Speaking Students" The study attempted to investigate the problems that university Arab learners face in spelling English vowels. The reason for focusing on vowels is that they appear to be more problematic and irregular than consonants, probably because of the perceptible mismatch between phonemes and graphemes. Data were collected through a battery of tests: A written spelling test and a dictation test 94 students took part in the study. The students were studying in the intensive English language program at Sultan Qaboos University. The study revealed some important findings about spelling and pronunciation challenges Arab students face in learning the English language. The students gave a wide range of spellings for the vowel sounds.

And there were no clear patterns in the misspellings that could characterise this group of learners. In some cases, the students figured out the first and last consonants of the word but were unable to ascertain the middle vowels. They sometimes omitted the vowels and kept the consonants, this probably reflects the way they internally pronounce the word. Many students gave the past tense form of the verb and the plural form of some of the nouns. The students seem to have less difficulty spelling words that have a clear grapheme-phoneme correspondence but these words are very

few in English. Some students seem to have employed the "spelling pronunciation "strategy to arrive at the spelling of certain words.

Beny (2014) conducted a study entitled with" English Spelling Problems among Students" This study investigated English spelling errors made by first year students of Dongola University, including both vowel and consonant errors.. Sampling procedure was taken from two different settings. A hundred first year students from the Faculty of Arts and another hundred students from the Faculty of Education.

At the beginning, the pre - intervention test was given to the students in both faculties, during their first term of university without any explanations of spelling rules or English sounds. After the pre-test, the students in these faculties were taught a model spelling syllabus which was designed by the researcher for this purpose. After two months the students were given the post - intervention spelling test in their second term of university. Based on the test results, the main findings of the study were that spelling errors were noticeable in vowels, which were particularly poor. Students face difficulties with English sounds that do not exist in Arabic. Also, the study indicates that overgeneralisation of spelling rules is a causative factor for the spelling errors committed. Based on an analysis of the results, it is recommended that a possible solution for the spelling problem involves teaching correct pronunciation, basic spelling rules and reminding the students of the exceptions to English spelling rules. Students should have a good grasp of these skills before reaching the secondary educational level. Thus, it is necessary to focus on spelling rules and English sounds in primary education.

2.2.2. Punctuation Difficulties

Awad (2012) conducted a study entitled with" The Most Common Punctuation Errors Made by the English and the TEFL Majors" The aim of this study is to

investigate the most common punctuation mistakes which the English and the TEFL majors at An-Najah National University make in their writing. To this end, the researcher administered a test to a stratified random sample of 100 students from An-Najah University: 45 males and 55 females from the TEFL Department in the Faculty of Education and the English Department in the Faculty of Arts. The results revealed that the most common errors among the English and the TEFL majors at An-Najah University were: the overuse of comma at the expense of the period, the incorrect use of the capital letter, the wrong use of the quotation marks and the misuse of semicolon respectively. Furthermore, the results indicated that there were no significant differences in the number of punctuation errors due to gender and department; however, the results revealed that there were significant differences in the number of punctuation errors among the participants due to academic level. In the light of the study findings, the researcher recommended that all the teaching staff should overstress the importance of all the punctuation marks in the written and the oral communication courses.

Khan and Khan (2016) conducted a study entitled with" Punctuation Errors made by the Learners of Intermediate Level at Punjab Group of Colleges." The study aims to locate the common errors committed by the students while using Comma, Colon and Semicolon. And to help the teachers to make students able about the proper use of Punctuation Marks to improve writing skills of the students. The population of this research was students of Punjab College Mianwali. A random sample size of sixty students of 1st year and 2nd year was selected; 10 students from 1st year Pre Engineering, 10 students from 1st year Pre Medical, 10 students from 1st year ICS, 10 students from 2nd year Pre Engineering, 10 students from 2nd year Pre Medical and 10 students from 2nd year ICS group. The results revealed that there are few of the

error committed by the students of the intermediate level while using Comma, Colon, and SemiColon. It can be clearly judged that these errors are just due to ignorance. In our schools and colleges, Punctuation Marks is not a topic being taught with great interest. Many students learned these signs and symbols at their own due to which they make mistakes while using these signs and symbols. It is suggested by the researchers that there will be at least five to six class in each session to guide the students about the importance of Punctuation Marks. Just like other skills of English language learning Punctuation Marks is also a skill.

Bani Younes and Albalawi (2015) conducted a study entitled with" Exploring The Most Common Types Of Writing Problems " The purpose of this study is to explore the most common types of writing problems among English language and translation major sophomore female students at Tabuk University. The study was conducted in the Department of English and Translation at Tabuk University. Forty students participated in this study; they were asked to give a sample of their own writing modules and to answer a questionnaire about what they think the reasons behind the types of writing problems they face when they write in English. The data obtained from the students' module writing showed that students suffered serious deficiency in applying the punctuation system correctly in their writing. Due to the large amount of punctuation errors in the students writing modules, researchers found it more practical to just cite the categories of the students' punctuation errors. These error categories are as follows 1. The absence of the capital letter at the beginning of new sentences. 2. Rare capitalisation of proper nouns. 3. Incorrect usage of the colon. 4. Omission of the semicolon. 5. The absence of the exclamation point where required. 6. Run-on sentences, with no full stops at the end of sentences. 7. Poor or no revision of what is written and not enough spaces between words. 8. Lack of question

marks. 9. Hyphens are hardly used. 10. The omission of the comma after introductory elements. The students of the subject are in need of learning the aspects of the English punctuation system, such as the way to punctuate a question or when to end a sentence. The findings also revealed the reasons behind students' writing weaknesses from their perspectives.

Samhon and Abdallah (2016) conducted a study entitled with" Common Punctuation Errors Made by Secondary Schools Students in English" The aim of this paper is to investigate the common punctuation errors made by students of secondary schools in writing. The researcher suggested that there are various errors made by students of secondary schools. Therefore, a sample of 80 students from secondary schools was given two tests (pre-test and post-test) as tools for collecting data. The researcher used descriptive analytical method. Test and retest were used for reliability measurement. The results revealed that the common errors among the students are the use of comma in the place of the full stop, the incorrect uses of the comma, and the wrong uses of the quotation marks. Exclamation point, comma and quotation marks are more difficult among the entire marks, besides the misuse of some punctuation marks. Moreover, the results revealed that there were significant differences in the number of punctuation errors among secondary students due to the insufficient of exercises (unpunctuated sentences/texts), insufficient explanation to all types of punctuation marks, their uses and functions through examples for illustration, in addition to lack of practice.

Rahmawati (2014) conducted a study entitled with "Error Analysis of Using Punctuation Made by Students in Writing Ii Class "This study aims to describe students" error of using punctuation in English text. The study is conducted to students at the third semester of English Department of stain salatiga the total numbers of the students are about 37 students because there are some students who

take. The researcher used descriptive quantitative method in this study. In addition, generally, the third semester students have mastered punctuation but there are some student didn't understand how to use comma before quotation and have lack of accuracy, omission, and little understanding of using punctuation properly. Based on the finding of the analysis, it shows that the most dominant errors students made are error of Quotation mark. After interview with some students, the researcher finds some factor of error by students that are: the students" lack of accuracy in placing punctuation, the students omitted some of punctuation, and some students unknown of using comma inside question mark.

Alfaki (2015) conducted a study entitled with" University Students' English Writing Problems: Diagnosis and Remedy" The aim of this study is to identify university students' writing problems in English language and to suggest ways of solving those problems. The study was conducted in the Teachers' College, and the College of Education, Nile Valley University, North Sudan in 2014. The research method used was the descriptive research method. A sample of 20.English language students were selected using a simple random sampling procedure. The aim was to identify the errors and mistakes made by the students. The findings reveal that those university students have various writing problems and mechanical mistakes such as, spelling, punctuation, and capitalisation, lack of several writing development skills, cognitive problems, and graph motor problems. students' writing encounter punctuation problems as there are no universal rules of punctuation and the rules of capitalisation are not universal and classifying nouns as proper and common nouns is difficult for students. Usage mistakes and grammar mistakes will eventually disappear, if the students read extensively in English.

The literature review reveals spelling errors and punctuation lack of research shows that very few studies have investigated the difficulties of learners, with spelling and punctuation marks when learning English as a Foreign Language. Accordingly, the research is important in order to measure the frequency and find the main sources of errors, spelling, and punctuation in writing English learners in schools.

Chapter Three

Methodology

3.1. Introduction

The third chapter mainly entails the methodological approach which will be used in the study. This chapter represents the data gathered through the study's instruments, and demonstrates how each and every instrument is constructed.

3.2. Method

Quantitative as well as qualitative approaches were both adopted in this research. To explain further, the study entails a test, which provides quantitative data regarding the first as well as the second questions of the study, in addition to the interviews in order to represent further information. This approach will help to comprehend the reasons behind the outcomes from the instructors' point of view. The interviews will additionally highlight reasons behind the students' poor skills in spelling and punctuation, in addition to how to upsurge the amount of writing for the learners during class. Moreover, suggestions and recommendation regarding the process of overcoming writing difficulties and errors will be presented later in the study.

3.3. Population and Sample of the Study

The population included in this study entails all ninth-grade students in public schools in Madaba, Jordan. A sample of (60) ninth-grade female students whose ages range between 14-15 years old from Al-Khansa'a Secondary School were chosen purposively in order to attain the main objectives of the research.

3.4. Instruments of the Study

This study will mainly utilise a diversified design in assembling as well as analysing the needed data. Qualitative in addition to quantitative approaches (a test and interviews) are simultaneously applied in order to find the results of the study.

3.4.1. The Spelling Test

The first quantitative instrument applied is a test formed in order to examine the difficulties of spelling, which students of English as a second language face, these students were provided with a spelling test which entailed (38) words, and were requested to listen to the instructor dictated the word twice and then, students would start writing the word. The spelling test provided for the students has taken 15 minutes of the class session. Before the students have started the spelling test, the researcher has provided the needed instructions. The students were required to take the spelling test seriously and they were additionally told that the spelling test has both educational and linguistic goals. Furthermore, the researcher listed the number of right words and the number of wrong words with spelling. The spelling difficulties, which the female students are facing, were allocated in four levels: omission challenges, insertion challenges, disordering challenges, as well as substitution challenges. Afterwards, the figures were examined descriptively, and percentages were calculated accordingly.

3.4.2. The Punctuation Marks Test

As for the second quantitative instrument used in this research, it was a test formed to investigate difficulties of punctuation marks that students of English as a second language face. Those female students were provided with a paragraph as the Punctuation test in order to evaluate the students' capability in the accurate

application of full stops, commas, question marks, apostrophes, and exclamation points. Then, the figures were examined descriptively, and percentages were computed accordingly.

3.4.3. The Interviews

This qualitative instrument was an informal interview; the researcher has conducted interviews with the instructors in order to highlight the reasons that mainly relied behind the students' results. The interviews additionally highlighted the reasons behind the students' weakness in spelling and punctuation, as well as how upsurge the amount of writing for the students in class, in addition to suggestions in regards to how to overcome writing challenges.

3.5. Validity and Reliability of the Instruments

3.5.1. Validity of the Tests

The second most significant aspect in any quantitative study is the validity of the research instruments. Validity is relied on the extent to which the research instruments are measuring the research questions. Furthermore, there are many methods to test the validity of the research instruments, relying on what those instruments are. The researcher has used the method of content validity to investigate whether the research tool could justify the research topic. The researcher additionally asked four English professors so as to review the tests. All responses were taken into consideration.

3.5.2. Reliability of the Test

To the extent that the reliability of tests is apprehensive, the researcher applied the inter-rater as well as internal consistency approaches. The first approach is based upon scoring the tests by various raters and then equating the outcomes with other raters. It is significant to have similar outcomes since our results are mainly based on

them. The second approach of test reliability is Cronbach's Alpha. In addition, the researcher conducted a pilot study on (20) students to investigate the reliability of the tools and to exclude any challenges or ambiguities from the instruments. Table (1) demonstrates the values of each variable in addition to the total reliability, which is (0.75).

Table (3-1): Total Reliability Value of the Study Variables

Variables	No. of Items	Cronbach's Alpha Values
Spelling Difficulties	4	0.73
Punctuation Marks Difficulties	5	0.78
Total Reliability Value		0.75

The result of Cronbach's Alpha in the table is acceptable.

3.6. Data Analysis

The results for each item in the test were analysed using suitable statistical methods such as means, standard deviations, and regression analysis' responses and recorded the correct and wrong answers. On each error, the students were given a score of 0 or 1 indicating whether the correct answer was achieved or not.

3.7. Procedures

Throughout the study, the below procedures were taken:

1. Collecting previous relevant studies;
2. Designing spelling tests and punctuation marks test;
3. Checking the validity of the test;
4. Checking the reliability of the test;
5. Writing and conducting the questions interview;
6. Analysing the data;
7. Explanation of the results and conclusions;
8. According recommendations for another research;
9. Listing the references and appendices.

Chapter Four

Results of the Study

4.1. Introduction

This chapter presents the analysis of the data and its discussion. The researcher will utilise a quantitative approach to answer the study's first and second questions and the qualitative approach to explain the test outcomes from the interviewees' perspective and answer the third question of the current study, as the research methodology's aim is to collect and analyse data.

4.2. Results of the Spelling Test

This section presents the outcomes of the research and the analysis of misspellings committed by around (60) students. The mistakes in dictation were classified according to the main types of difficulties: omission difficulties, insertion difficulties, disordering difficulties, and substitution difficulties. It is registered with each type.

Table (4-1): Means, Frequencies and Percentages for the Difficulties Types in Spelling

Type Difficulties	Mean	Frequency	Percentage
Insertion Errors	4.35	261	44.8%
Omission Errors	2.69	177	30.4%
Disordering Errors	3.33	80	13.8%
Substitution Errors	2.10	64	11%
Total	**3.18**	**582**	**100%**

The above table shows that out of (582) errors that were analysed, the insertion errors were the highest with a mean of (4.35) and had a frequency of (261) errors,

followed by omission errors with a mean of (2.69) and a frequency of (177) errors.

Disordering errors achieved a mean of (3.33) and a frequency of (80) errors, while the

substitution errors were achieved with the lowest mean of (2.10) and a frequency (64)

errors.

For a more comprehensive analysis, the researcher examined all types of errors

for each of the words listed in the in spelling test. As indicated in Tables (3) to (6).

Table (4-2): Means, Frequencies, and Percentages for Insertion Errors in
Spelling

Word	Mean	Frequency	Percentage
Accross	4.16	25	9.5%
Reccommend	6.00	36	13.8%
Disappearr	2.16	13	4.9%
Untill	1.16	7	2.7%
Truely	5.33	32	12.3%
Humurous	7.50	45	17.3%
Parallell	5.33	32	12.3%
Fourty	2.33	14	5.4%
Argoument	4.83	29	11.1%
Neccessary	4.66	28	10.7%
Total	4.35	261	100%

The table above shows that the word "humurous" under the "insertion errors"

had the highest frequency with (45) recurrences out of (261), which is (17.3%) of the

total ratio and with a mean of (7.50). The word "untill" had the lowest frequency of

(7) recurrences out of (261), which is (2.7%) of the total ratio and with a mean of

(1.16).

Table (4-3): Means, Frequencies and Percentages for the Omission Errors in
Spelling

Word	Mean	Frequency	Percentage
Embarass	3.00	18	10.1%
Questionaire	4.33	26	14.7%
Baloon	0.70	4	2.3%
Knowlege	4.00	24	13.6%
Noticable	3.33	20	11.3%
Neel	0.70	4	2.3%
Agressive	3.00	18	10.1%
Wenesday	0.33	2	1.2%
Suprise	2.83	17	9.6%
Relgious	4.16	25	14.1%
Realy	3.16	19	10.7%
Total	**2.69**	**177**	**100%**

The table above shows that the word "questionaire" under the "omission errors" had the highest frequency with (26) recurrences out of (177), which is (14.7%) of the total ratio and with a mean of (4.33). The word "wenesday" had the lowest frequency of (2) recurrences out of (177), which is (1.2%) of the total ratio and with a mean of (0.33).

Table (4-4): Means, Frequencies and Percentages for the Disordering Errors in Spelling

Word	Mean	Frequency	Percentage
Acheive	2.50	15	19%
Beleive	2.83	17	21%
Buisness	3.66	22	27.5%
Peice	4.33	26	32.5%
Total	**3.33**	**80**	**100%**

The table above shows that the word "peice" under the "disordering errors" had the highest frequency with (26) recurrences out of (80), which is (32.5%) of the total ratio and with a mean of (4.33). The word "acheive" had the lowest frequency of (15) recurrences out of (80), which is (19%) of the total ratio and with a mean of (2.5).

Table (4-5): Means, Frequencies and Percentages for the Substitution Errors in Spelling

Word	Mean	Frequency	Percentage
Appearance	1.50	9	14%
Sity	3.00	18	29%
Existance	2.00	12	19%
Independant	1.66	10	16%
Chimley	2.33	14	22%
Total	**2.10**	**63**	**100%**

The table above shows that the word "sity" under the "substitution errors" had the highest frequency with (18) recurrences out of (63), which is (29%) of the total ratio and with a mean of (3.00). The word "appearance" had the lowest frequency of (9) recurrences out of (63), which is (14%) of the total ratio and with a mean of (1.50).

4.3. Results of the Punctuation Mark Test

Table (4-6): Means, Frequencies and Percentages for the Difficulties in Punctuation Mark

Punctuation Mark	Mean	Frequency	Percentage
Exclamation Point	0.12	7	12%
Apostrophe	0.18	11	18%
Question Mark	0.17	10	17%
Comma	0.33	20	33%
Full Stop	0.20	12	20%

Total	0.2	60	100%

Table (7) indicates that the outcomes of the overall score percentage for errors was (60) errors with a mean of (0.2). In percentages, comma errors were (33%) with a mean of (0.33), while full stop the errors were (20%) with a mean of (0.20). As for apostrophes errors, they were (18%) with a mean of (0.18), question mark errors were (17%) with a mean of (0.17), and exclamation point errors were (12%) with a mean of (0.12).

4.4. Results of the Interviews

In order to comment on the outcomes of the spelling and punctuation mark test as well as answering the third question of the research, a number of interviews were conducted with seven teachers at Al-Khansa'a Secondary School.

4.4.1. Results of the Interview Questions

1. Comment on the tests outcomes and the details behind these obstacles.

The first and the second instructors, Ms. (Maha Issa) and Ms. (Huda Al-Sharif) commented on the test spelling outcomes by saying that "the advanced students did a weak job in the test," while the other issue entails that the participants' own routine of manipulating standard pronunciation of certain words resulted in wrong spelling. These variables can contribute to omission obstacles, insertion obstacles, substitution obstacles, as well as disordering obstacles.

The teachers also mentioned that the student maybe did not know about some meanings from the paragraph so they answered some questions. In addition, teachers indicated the factor of errors in placing punctuation by the students, which is "inaccuracies in punctuation."

Other teachers, Ms. (Sanaa Dawood) and Ms. (Fatin Al-Sharif), said that there are reasons for students with typing difficulties and vocal errors – these errors were caused by improper application of sound correspondence rules sound (e.g. recommend – recomnd, Wednesday – Wenesday, write – rite, etc.). Teachers discovered that the important effects of misspellings were Arabic spelling, students' bad pronunciation, overlap with other English words, and lack of familiarity with American pronunciation.

The same teachers mentioned that the test punctuation marks outcomes were poor; hence, that lack of writing activities inside the classroom by teachers and maybe lack of motivation to practice the language by students of the major reasons.

As for Ms. (Batool Abu Al-Ganam) and Ms. (Salam Subeh), both teachers mentioned that teachers don't focus on the mechanics of writing such as spelling and punctuation that affect teaching students, because teachers have no time and practice to learn student mechanics of writing and some teachers are still teaching writing by traditional methods. The main causes of spelling problems include a lack of understanding of the irregularity of English spelling, the structure of phonology, and several students having issues with a sound-letter relationship and the misidentification of the letter sound in the words. Such as the following, the letter "c" in the word "cite" is pronounced as /s/ sound, while it is pronounced as /k/ in the word "card."

However, Ms. (Samia Hassan) commented that students who speak different languages might not be able to spelling words correctly. Language teachers often focus on teaching listening, speaking, reading, writing, vocabulary building, and grammar, all while neglecting spelling. We, as teachers, claim that satire and punctuation marks in the Jordanian context were not given the priority they deserved.

Chapter Five

Discussion and Recommendations

5.1. Introduction

This chapter will present acceptable findings through the whole research. The first part examines those conclusions for primary discoveries about this research. The second part will mainly display the study's recommendations.

5.2. Discussion of the First Question's Results

1. "What are the difficulties faced by ninth grade EFL students when practicing the writing skill in terms of spelling?"

The participants common performance was weak in the spelling test; the insertion errors occupy the highest position with a mean of (4.35) and a frequency of (261) errors, These outcomes reflect that words with a single 'o' were doubled, in addition to letters to the correct spelling words. For example, students write forty as 'Foorty,' parallel as 'paralel,' and truly as 'truely' as revealed in the table. Students do not know the uses of sound-letter relationships, double consonant letters, silent letters, and vowels in general. This designates that the spelling errors students make are consistent and that the Mother tongue has an effect on these errors. In addition, students' ignorance of the spelling rules, Students getting a high percentage in insertion errors is attributed to students being unable to comprehend the complexity of vowels and the static spelling in the English writing system that generates from the generalisation grammatical rules from the mother tongue to the foreign language they learn. It can be also attributed to students' interference with other English words and poor use of punctuation marks. These errors are a consequence of poor teaching methods. The outcomes of this study corresponded further with the study conducted

by Beny (2014). His study showed that spelling errors were noticeable in vowels, which were particularly poor. Students face difficulties with English sounds that do not exist in Arabic. In addition, the study indicates that overgeneralisation of spelling rules is a causative factor for the spelling errors committed.

Omission difficulties had a mean of (2.69) and a frequency of (177) errors. This is attributed to the discrepancy allocated between the Arabic and English languages (English pronunciation and orthography). For example, students write "now" instead of 'know.' The most common mistake in omission errors is the dropping the phoneme 'e' at the end of the words, such as in 'noticeabl' instead of 'noticeable.' This is because some students have poor writing and dyslexia, which affects the phonological awareness, making it difficult for students to understand relationships between letters and sounds. Omission issues require considerable cognitive attention, and maybe students have these difficulties indicated with perceptual processes and deficit in cognitive abilities and no provision of effective classroom instruction.

The results in this research additionally correspond with those conducted by Al Jayousi (2011). His study showed that little attention is given to this problem. Spelling activities are very rare in textbooks, the participating teachers do not receive any training on how to teach spelling, nor do they devote adequate time to teaching spelling. In addition, some teachers have misconceptions about the nature of spelling problems, their causes, and effective ways of responding to them.

On the other hand, the disordering errors resulted with a mean of (3.33) and a frequency of (80) errors. The results indicate that the participants' spelling method depends on a pronunciation pattern, which defines a strong relationship between the phonological distance between the spoken language and the written language, which has effects on spelling. This result is attributed to being unable to establish a way to

write spelling in Arabic, which has an effect on the nature of spelling in English language,, in addition, students face difficulties in learning English language skills in general, and in this context, poor language will not increase literacy.

In contrast, the substitution errors had the lowest percentage, with a mean of (2.10) and a frequency of (63) errors, which evidently indicates substitution type errors was better than other types of spelling errors. This result would be due to the fact that the learner knows that English words have many correspondence among the sounds of the language and letters that represent those sounds. The English language orthography includes many letters that are visually similar and phonologically different, which causes confusion among students through spelling words. This result varied with Busaidi and Al-Saqqaf's (2015) study. Their study revealed some important findings about spelling and pronunciation challenges that Arab students face while learning the English language. Students gave a wide range of spellings for the vowel sounds. In addition, there were no clear patterns in the misspellings that could characterise this group of students. In some cases, the students figured out the first and last consonants of the word, but were unable to determine the middle vowels. They sometimes omitted the vowels and kept the consonants, this probably reflects the way they internally pronounce the word. Many students gave the past tense form of the verb and the plural form of some of the nouns. In addition, students seem to have less difficulty spelling words that have a clear grapheme-phoneme correspondence but these words are very few in English.

5.3. Discussion of Second Question's Results

2. "What are the difficulties faced by ninth grade EFL students when practicing the writing skill in terms of punctuation marks?"

Punctuation is one of the most important writing skills that the students should use correctly. For this reason, the test was created to show how well students are able to use punctuation. In this part, the expected percentage of student errors will be identified when he applied the apostrophe, comma, and full stop. Based on several criteria, the research will show some cases where students should use punctuation.

The results showed that there were high errors and that the students who received a score less than the required limit, their mistakes were in, comma, the full stop, as well as apostrophe. It was found that the percentage of student errors in the comma was 33% with an average of 0.33 this clearly shows that some punctuation marks are used in the same way as in English. The comma is a good example. There was clear use of punctuation in some students' answers. Therefore, the main reason that the percentage of student errors in the commas was high is that they rely heavily on their knowledge of the previous language in Arabic and transfer this knowledge to English. In addition, students face a major problem that they do not know the English punctuation system. So, this would cause a major challenge.

The result varied with Khan and Khan (2016) The results revealed that there are few of the error committed by the students of the intermediate level while using Comma, Colon. The result accepted with Khan and Khan (2016) The results revealed that The absence of the capital letter at the beginning of new sentences. 2. Rare capitalisation of proper nouns. 3. Incorrect usage of the colon. 4. Omission of the semicolon. 5. The absence of the exclamation point where required. 6. Run-on sentences, with no full stops at the end of sentences. 7. Poor or no revision of what is

written and not enough spaces between words. 8. Lack of question marks. 9. Hyphens are hardly used. 10. The omission of the comma after introductory elements.

The study shows that the errors related to adding the full stop at the paragraph the highest error rate with percentages of (%20) with a mean (0.20). These errors are likely to be due to a lack of full knowledge of the students about where to use the full stop at the end of the sentence. But this rule applies not only to English, but also to Arabic. However, the application rule is considered a full stop in the unique abbreviations in English. The reason for the percentage obtained for these errors is that students do not know how to use the full stop in short forms. The result accepted with Samhon and Abdallah (2016) The results revealed that the common errors among the students are the use of comma in the place of the full stop, the incorrect uses of the comma, and the wrong uses of the quotation marks. Exclamation point, comma and quotation marks are more difficult among the entire marks, besides the misuse of some punctuation marks.

The research shows that the errors related to the addition of apostrophe at the paragraph have the highest error rate with a (%18) percentage of errors, with a mean of (0.18). The main reason that the students do not know how to use the apostrophe in the right place is that they are not clear when speaking, so students write in the way they speak without paying attention to the importance of put the apostrophe. According to their teachers, the concentration of some students on spoken words and not written words is one of the reasons that affect their writing, so they write what they pronounce when they do not know how to spell the word

The research found that the percentage of errors associated with adding an exclamation point in the paragraph had the lowest error rate (17%) of errors with an

average of 0.17. The percentage of errors associated with adding the question mark in the paragraph had the lowest error rate (12%) of the errors, an average of (0.12).

The research focused on the exclamation point and question mark. Where it was found that most of the percentages of these errors were low because they occur more through practice, which enhances the ability to correctly use punctuation. Therefore, other methods are prepare more effective in obtaining the correct use of punctuation.

The result varied with Samhon and Abdallah (2016) The results revealed that the common errors among the students are the use of the full stop, the incorrect uses of the quotation marks. Exclamation point, are more difficult among the entire marks, besides the misuse of some punctuation marks.

5.4. Conclusions

Based on the finding of the analysis, it shows that the students made a total 582 The most dominant errors students made are error of the Insertion of are highest (4.35) and repeated (261 errors), followed by errors of Omission with mean (2.69) and frequency (error 177). It also achieved mean disordering difficulties (3.33) and frequency (80 errors). Finally, the substitution difficulties were achieved with the lowest mean (2.10) and frequency (64 error).

From the result of students" score, the researcher finds that the average score of the punctuation is total 60 and the mean was (0.2). in percentages of comma the errors were (33%) and the mean was (0.33) in percentages of full stop the errors were (20%) and the mean was (0.20); in the percentages of apostrophes the errors were (18%) and the mean was (0.18). in the percentages of the Question mark, the errors were (17%) and the mean was (0.17) In the percentages of exclamation point, the errors were (12%) and the mean was (0.12).

The Results of the interviews with teachers Elucidated that the instructional design may be altered to the students did not know about some meanings from the paragraph so answered some questions. In addition, teachers indicated the factor of errors in placing punctuation by the students, also teachers mentioned that the test spelling outcomes indicates that some issues encountered related to the script itself, Types of errors are affected by the nature of the writing system and by the nature of the spelling.

5.5. Recommendations

In light of the results of the study, the researcher suggested the following:

1. Students should pay more attention especially spelling and punctuation in the way using period as it becomes an aspect of most dominant error they made.

2. Instructors must embolden their students to check the spelling and punctuation, and consider it as a necessary component in writing. Their incorrect application will consequently alter the meaning of the sentences.

3. The designer of the syllabus should consider punctuation exercises (unpunctuated sentences/texts) through introducing and including them in the syllabus.

4. The formation of writing skills (spelling and punctuation) should be centered in order to improve the leaners' writing skills.

5. Creating unceasing sessions which involve learners' in a series of writing skills (spelling and punctuation) assignments as well as practices.

6. Comparable experimental researches in order to improve creativity in writing skills (spelling and punctuation).

References

Abdul Kareem, N. (2014). Difficulties faced by EFL students in writing composition at the Iraqi preparatory schools. *Al Fath Journal, 60*, 1-19.

Abisamra, N. (2003). *An Analysis of Errors in Arabic Speakers' English Writings*. Unpublished Doctoral Dissertation, American University of Beirut, Beirut, Lebanon.

Adejimola, A. and Ojuolape, M. (2013). Enhancing Students' Performance in the English Language through Literature-in-English in the Secondary Schools. *Educational Research and Reviews, 8*(24), 2241-2248.

Ahmad, N., Khan, F., and Munir, N. (2013). Factors Affecting the Learning of English at Secondary School Level in Khyber Pakhtunkhwa, Pakistan. *International Journal of English Language and Literature Studies, 2*(2), 95-101.

Ahmed, D. (2017). *Investigating English Spelling Difficulties in Basic Level Pupils (A Case Study of Some Basic Level Schools in Omdurman Locality)*. Unpublished Doctoral Dissertation, Sudan University of Science and Technology, Khartoum, Sudan.

Al Jayousi, M. (2011). *Spelling Errors of Arab Students: Types, Causes and Teachers' Responses: A Thesis in Teaching English to Speakers of Other Languages*. Unpublished Master's Thesis, University of Sharjah, Sharjah, United Arab Emirates.

Albalawi, M. (2016). The Academic Writing Performance and Spelling Errors of English as Foreign Language Students at Tabuk University: A Case of the Introductory Year Students. *Asian Journal of Social Sciences, Arts and Humanities, 4*(1), 1-8.

Al-Bereiki, S. and Al-Mekhlafi, A. (2016). Spelling Errors of Omani EFL Students: Causes and Remedies. *Journal of Applied Linguistics and Language Research, 3*(7), 20-46.

Al-Busaidi, S. and Al-Saqqaf, A. (2015). English Spelling Errors Made by Arabic-Speaking Students. *English Language Teaching, 8*(7), 181-199.

Alfaki, I. (2015). University Students' English Writing Problems: Diagnosis and Remedy. *International Journal of English Language Teaching, 3*(3), 40-52.

Algeo, J. and Butcher, C. (2013). *The Origins and Development of the English Language* (7th Ed.). Massachusetts, United States of America: Cengage Learning.

Alhaisoni, E., Al-Zuoud, K., and Gaudel, D. (2015). Analysis of Spelling Errors of Saudi Beginner Learners of English Enrolled in an Intensive English Language Program. *English Language Teaching, 8*(3), 185-192.

Al-Harrasi, K. (2012). The Most Common Spelling Errors among Omani Learners. *Arab World English Journal, 3*(2), 96-116.

Al-Hassan, A. (2011). *English Spelling Is Chaotic: What Facts Lie Behind This Popular Judgment?* Informally Published Manuscript, Petra University, Amman, Jordan.

Allaith, Z. and Joshi, R. (2011). Spelling Performance of English Consonants among Students Whose First Language is Arabic. *Reading and Writing, 24*(9), 1089-1110.

Al-Roomy, M. (2016). Developing Students' EFL Writing Skills by Enhancing their Oral Interactions. *International Journal of Applied Linguistics and English Literature, 5*(5), 24-31.

Alsaawi, A. (2015). Spelling Errors Made by Arab Learners of English. *International Journal of Linguistics, 7*(5), 55-67.

Al-Zuoud, K. and Kabilan, M. (2013). Investigating Jordanian EFL Students' Spelling Errors at Tertiary Level. *International Journal of Linguistics, 5*(3), 164-176.

Awad, A. (2012). The Most Common Punctuation Errors Made by the English and the TEFL Majors at An-Najah National University. *An-Najah University Journal for Research (Humanities), 26*(1), 211-233.

Bahloul, M. (2007). *Spelling Errors of Arab Learners: Evidence of Intergraphic Mapping*. In C. Coombe and L. Barlow. (Eds) Language Teacher Research in The Middle East, (pp. 41-51). Mattoon, Illinois: United Graphics, Inc.

Bancha, W. (2013). What Causes Spelling Errors of Thai EFL Students. *Annual Review of Education, Communication and Language Sciences, 10*, 107-129.

Bani Younes, Z. and Albalawi, F. (2015). Exploring the Most Common Types of Writing Problems among English Language and Translation Major Sophomore Female Students at Tabuk University. *Asian Journal of Basic and Applied Sciences, 3*(2), 7-26.

Bart, B. (1950). *The Miraculous Birth Of Language*. 186-189.

Baugh, A. and Cable, T. (2002). *A History of the English Language* (5th Ed.). Abingdon, United Kingdom: Routledge.

Betham, E. (2011). Punctuation Today: A Qualitative Study. *SKEPSI, 4*(2), 34-67.

Bilal, H., Tariq, A., Din, N., Latif, H., and Anjum, M. (2013). Investigating the Problems Faced by the Teachers in Developing English Writing Skills. *Asian Journal of Social Sciences and Humanities, 2*(3), 238-244.

Brown, H. (2000). *Principles of Language Learning and Teaching* (4th Ed.). White Plains, NY: Pearson Education.

Buckley, J.(2015). Talking Machines: Shaw, Phonography, And Pygmalion. *Shaw 35.1*(2015), 21-45.

Bunčić, D. (2017). Factors Influencing the Success and Failure of Writing Reforms. *Slavic Studies, 14*, 21-46.

Carrington, V., and Luke, A. (1997). Literacy and Bourdieu's Sociological Theory: A Reframing. *Language and Education, 11*(2), 96-112.

Cook, V. (2004). *The English Writing System*. London, United Kingdom: Edward Arnold Publishers Ltd.

Dada, E. (2015). Spelling Errors: Causes, Influence on Students' Performance in English Language Essay Writing and Strategies for Correcting Them. *Case Studies Journal, 4*(8), 66-70.

Dar, M. and Khan, I. (2015). Writing Anxiety among Public and Private Sectors Pakistani Undergraduate University Students. *Pakistan Journal of Gender Studies, 10*(1), 121-136.

De Smet, H. (2005). A Corpus of Late Modern English Texts. *International Computer Archive of Modern and Medieval English Journal*, (29), 69-82.

Dicknson, D. (2002). *Teaching and Learning through Multiple Intelligences*. Depok: Intisari Press.

Dumitru, R. (2015). Lexical And Terminological Analysis Of Diplomatic Language. *Translation Studies*, *102*, 27.

Ekundayo, S. (2014). Suggested Spelling Reform in Educated Nigerian English (ENE) Who Bells the Cat? *SAGE Open*, *4*(2),.

Erion, J., Davenport, C., Rodax, N., Scholl, B., and Hardy, J. (2009). Cover-Copy-Compare and Spelling: One Versus Three Repetitions. *Journal of Behavioral Education, 18*(4), 319-330.

Fender, M. (2008). Spelling Knowledge and Reading Development: Insights from Arab ESL Learners. *Reading in a Foreign Language, 20*(1), 1.

Freeborn, D. (2006). *From Old English to Standard English: A Course Book in Language Variation across Time* (3rd Ed.). London, United Kingdom: MacMillan Publishers.

Ghazala, H. (2004), Stylistic-Semantic and Grammatical Functions of Punctuation in English-Arabic Translation. *Babel, 50*(3), 230-245.

Gnutzmann, C., and Intemann, F. (2009). *The Globalisation of English and the English Language in the Classroom* (2nd Ed.) (Pp. 159-173). Tübingen, Germany: Gunter Narr Publishing House.

Gough, J. and Murray, L. (1997). *Adapted To The Different Classes Of Learners A Practical Grammar Of The English Tongue*. Geoffrey Nunberg, The Linguistics Of Punctuation.

Graham, S., Harris, K., Mason, L., Fink-Chorzempa, B., Moran, S., and Saddler, B. (2008). How Do Primary Grade Teachers Teach Handwriting? A National Survey. *Reading and Writing, 21*(1-2), 49-69.

Haider, G. (2012). An Insight Into Di_Culties Faced By Pakistani Student Writers: Impli-Cations For Teaching of Writing. *Journal of Educational And Social Research, 2*(3),17-27

Hall, N. And Robinson, A. (1996). Learning About Punctuation. *In Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J.'s Comprehensive Grammar of the English Language (General Grammar)*.

Hameed, P. (2016). A Study of the Spelling Errors committed by Students of English in Saudi Arabia: Exploration and Remedial Measures. *Advances in Language and Literary Studies, 7*(1), 203-207.

Harmer, J. (2007). How to Teach English. *In Teaching English as a Second or Foreign Language* (4th Ed.). London, United Kingdom: Pearson Education Limited.

Harmer, J. (2007). *The Practice of English Language Teaching*. London, United Kingdom: Pearson Education Limited.

Harper, T. (2016). *The Impact of Instructional Approaches, Systematic Phonics Instruction and Word Study, on Second Grade Students' Spelling Development*. Unpublished Master's Thesis, Goucher College, Maryland, United States of America.

Hasani, A. (2016). Enhancing Argumentative Writing Skill through Contextual Teaching and Learning. *Educational Research and Reviews, 11*(16), 1573-1578.

Hornby, A. (2005). *Oxford Advanced Learner's Dictionary*. Oxford, United Kingdom: Oxford University Press.

Hundt, M. (Ed.). (2014). *Late Modern English Syntax*. Cambridge, United Kingdom: Cambridge University Press.

Hyland, K. (2003). *Second Language Writing*. New York, United States of America: Cambrige University Press.

Ikalyuk, L. and Tatsakovych, U. (2015). Middle English: English or Frenglish? *Journal of Vasyl Stefanyk Precarpathian National University, 2*(2-3), 22-28.

Inhayer, Z. (2009). Analysing Difficulties Faced by Iraqi Students of English in Using Non-Ending Punctuation Marks. *Ahl Al-Bait Jurnal, 1*(7), 349-342.

Ismail, S., Al-Awidi, H., and Almekhlafi, A. (2012). Employing Reading and Writing Computer-Based Instruction in English as a Second Language in Elementary Schools. *International Journal of Business and Social Science, 3*(12), 265-274.

James, C. (1998). *Errors In Language Learning And Use: Exploring Error Analysis*. London, United Kingdom: Pearson Education Limited.

Johnson, M. (2013). *The Relationship between Spelling Ability and Reading Fluency and Comprehension in Elementary Students*. Unpublished Master's Thesis, Northern Michigan University, Michigan, United States of America.

Kassem, M. (2017). Developing Business Writing Skills and Reducing Writing Anxiety of EFL Learners Through Wikis. *English Language Teaching, 10*(3), 151-163.

Khan, A. and Khan, Y. (2016). Punctuation Errors Made by the Learners of Intermediate Level at Punjab Group of Colleges; An Error Analysis. *International Journal of Institutional and Industrial Research, 1*(1), 22-25.

Kirkegaard, E. (2014). *Orthographic Reform and Psycholinguistics: A Selective Synthesizing Review*. Retrieved 30/01/2018 from http://emilkirkegaard.dk/en/wp-content/uploads/psycholinguisticsandorthographyreform1.doc

Kirkman, J. (2012). *Punctuation Matters: Advice On Punctuation For Scientific And Technical Writing*, (4th Ed.) London, United Kingdom: Routledge.

Maguire, J. (2006). American Bee: The National Spelling Bee and the Culture of Word Nerds. Published Paper, Rodale Inc., Pennsylvania, United States of America.

Marshall, D. (2010). The Reforming of English Spelling. *In FISHMAN, J. and Garcia, O. (Eds.) Handbook of Language and Ethnic Identity: The Success-Failure Continuum in Language and Ethnic Identity Efforts* (pp. 113-125). Oxford, United Kingdom: Oxford University Press.

Masterson, J. and Apel, K. (2013). Monitoring Progress in Spelling Improvement. *Perspectives on Language Learning and Education, 20*(4), 140-152.

McCuen-Metherell, J., & Winkler, A. (2000). *From Idea to Essay: A Rhetoric, Reader, and Handbook*. Massachusetts, United States of America: Cengage Learning.

Mehrabi, N. (2014). The Effect Of Second Language Writing Ability On First Language Writing Ability. *Theory And Practice In Language Studies, 4*(8), 1686-1691.

Miller, J. (2008). W*riting In English In Malaysian High Schools: The Discourse Of Examinations*. London, United Kingdom: Routledge

Ministry Of Education (2016). *Primary School Education*, Ministry Of Education

Mpiti, T. (2012). *The Nature of Spelling Errors of Grade Three Isixhosa Background Learners in English First Additional Language*. Unpublished Master's Thesis, University of Fort Hare, Alice, South Africa.

Nik. A., Hamzah, A., And Ra_Dee, H. (2010). A Comparative Study On The Factor Selecting The Writing Performance Among Bachelor Students. International *Journal Of Educational Research And Technology, 1*(1), 54-59.

NSW Department of Education. (2017). The 2017 Premier's Spelling Bee Information Guide. Retrieved January 30, 2018, from https://www.artsunit.nsw.edu.au/sites/default/files/desiree.lane2/2017-psb%20information%20guide.pdf

Pearson, H. (2015). *Bernard Shaw: His Life And Personality*. United Kingdom: House Of Stratus.

Perveen, U. and Akram, F. (2014). A Comparative Study to Know the Causes of Spelling Errors Committed by Learners of English at Elementary Level in

Distract Kasur and Lahore in Pakistan. *European Academic Research, 2*(2), 2601-2622.

Pinto, S. (2009). How Important Is The Way You Say It?: A Discussion On The Translation Of Linguistic Varieties. *Target. International Journal Of Translation Studies*, *21*(2), 289-307.

Puspandari, K. (2017). An Analysis on Spelling of Inflectional Nouns Made by the Seventh Grade Sudents of SMPN 1 Loa Kulu. *Intelligence: Journal of Education and Learning, 2*(2), 19-31.

Rahmawati, L. (2014). Error Analysis Of Using Punctuation Made By Students In Writing Ii Class (A Descriptive Study Of The Third Semester Students Of The English Department Of Stain Salatiga In Academic Years 2013/2014). *Skripsi*.

Read, K. (1998). Sound-writing, 1892-1972: George Bernard Shaw and a Modern Alphabet: *Journal Of The Simplified Spelling Society, 23*.

Reed, D. (2012). *Why Teach Spelling?* New Hampshire, United States of America: RMC Research Corporation, Center on Instruction.

Rico, L. (2014). Identifying Factors Causing Di_Culties To Productive Skills Among Foreign Languages Learners. *Opening Writing Doors Journal, 11*(1), 65-86.

Risinger, C. (1987). *Improving Writing Skills through Social Studies*. ERIC Digest No. 40. ERIC Clearinghouse for Social Studies/Social Science Education.

Rogers, C., DeMasi, T., and Krause, J. (2010). Conversational and Clear Speech Intelligibility Of/Bvd/Syllables Produced By Native and Non-Native English Speakers. *The Journal of the Acoustical Society of America*, *128*(1), 410-423.

Sajid, M. and Siddiqui, J. (2015). Lack of Academic Writing Skills in English Language at Higher Education Level in Pakistan: Causes, Effects and Remedies. *International Journal of Language and Lingusitics, 2*(4), 174-186.

Samhon, E. and Abdallah, A. (2016). Common Punctuation Errors Made by Secondary Schools Students in English: A Case Study at Secondary Schools, Nyala Locality. -*Journal of Humanities, 17*(4), 73-87.

Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge, United Kingdom: Cambridge University Press.

Setiawan, A., Rohayati, T., and Sari, A. (2014) *The Challenges in Teaching Writing Skill at Junior High School: Problems and Solutions*. English Study Program, Jambi University, Jambi City, Indonesia.

Solati, A. (2013). The Influence of English Language History on English Spelling Irregularity. *Modern Journal of Applied Linguistics, 5*(3), 199-207.

Solati, A. (2014). Psycholinguistic Sources of English Spelling Errors. *International Journal of English and Education, 3*(2), 37-51.

Swan, M. and Smith, B. (2001). *Learner English: A Teacher's Guide to Interference and Other Problems* (2nd Ed.). Cambridge, United Kingdom: Cambridge University Press.

Umar, I. and Rathakrishnan, M. (2012). The Effects of Online Teachers' Social Role and Learning Style on Students' Essay Writing Performance and Critical Thinking in a Wiki Environment. *Procedia-Social and Behavioral Sciences, 46*, 5730-5735.

Umera-Okeke, N. (2008). Spelling and Phonetic Inconsistencies in English: A Problem for Learners of English as a Foreign/Second Language. *African Research Review, 2*(1), 64-83.

Vicentini, A. (2011). *English Language and Culture Stereotypes in the Eighteenth Century: The First Grammars of English for Italian Learners*. Interuniversity Research Centre on the History of Linguistic Teachings, Varese, Italy.

Wasowicz, J. (2007). What Do Spelling Errors Tell Us about Language Knowledge. *Learning by Design Inc*, 1-9. Retrieved September 3, 2017 from: http://www.learningbydesign.com/uploads/What_Do_Spelling_Errors_Tell_Us_Language_Knowledge.pdf

Williams, E. (2008). The Challenge of Spelling in English. *In English Teaching Forum, 46*, 3.

Yahya, M. and Hashim, N. (2013). *Difficulties and Ways to Improve English Writing Skills among Postgraduate ESL Students*. Presented at the 6th International Conference of Education, Research and Innovation, Seville, Spain, 18-20 November, 2013.

Yule, G. (2006). *The Study of Language* (3rd Ed.). Cambridge, United Kingdom: Cambridge University Press.

Appendices

Appendix (A)

A Test on Punctuation Marks

Secondary School of ....

Time: (30 M)

Name: ....

Date: ..... / ..... / 2017

Write punctuation mark in the following paragraph:

I have a dog he is black in color he moves his tail and licks my face when he is happy he loves going for walks and chasing a blue ball I take him to the garden sometimes once he saw white cat and wanted to chase her too but I didn't let him is he mad at me I don't know but I sure hope he isn't I love my dog very much because he always obeys me and follows me everywhere.

Answer:

I have a dog. He is black in color. He moves his tail and licks my face when he is happy. He loves going for walks and chasing a blue ball. I take him to the garden sometimes. Once he saw white cat and wanted to chase her too, but I didn't let him. Is he mad at me? I don't know but I sure hope he isn't. I love my dog very much because he always obeys me and follows me everywhere.

Appendix (B)

Spelling Test

Right Spelling	Wrong Spelling
Embarrass	embarass (omission)
Questionnaire	Questionaire (omission)
Balloon	baloon (omission)
Knowledge	Knowlege (omission)
Noticeable	noticable (omission)
Kneel	neel (omission)
Across	accross (Insertion)
Recommend	reccommend (Insertion)
Disappear	dissappear (Insertion)
Until	untill (Insertion)
Truly	truely (Insertion)
Humorous	humourous (Insertion)
Parallel	paralel (Insertion)
Forty	Fourty (Insertion)
Achieve	acheive (disordering)
Aggressive	agressive (omission)
Appearance	appearence (substitution)
Argument	arguement (Insertion)
Beginning	begining (omission)
Believe	beleive (disordering)
Business	Buisness (disordering)
City	Sity (substitution)
Completely	compltely (omission)
Existence	existance (substitution)
Guard	Gaurd (disordering)
Independent	independant (substitution)
Piece	peice (disordering)
Surprise	Suprise (omission)

Religious	Relgious (omission)
Really	Realy (omission)
Possession	posession (omission)
Government	Goverment (deletion)
Write	rite (deletion)
Bright	Brite (deletion)
Necessary	Neccessary (addition)
Wednesday	Wenesday (omission)
Chimney	Chimley (substitution)

Appendix (C)

The Validation Letter

Dear Professor,

I am, Intesar Said, an M.A student enrolled at the Middle East University. The main objective of this research is "Difficulties Faced by Ninth Grade EFL Students When Practicing Writing Skills: Spelling and Punctuation Marks." As you are the experts and specialised in this field, I will be pleased that you will be one of the arbitrators and judges in each statement of the following tool in terms of clarity and accuracy of the context, and how suitable is the form of the field which is being measured, along with suggesting the appropriate and suitable formulation, and any recommendations about the test.

Sincerely Yours,

Middle East University

Jordan-Amman

intesarsaid@yahoo.com

Kindly write your personal information:-

1. Name ………………………………….

2. Specialisation ……………………………

3. Place of the Work ……………………….

4. Work Experience ………………………..

Appendix (D)

List of Arbitrators

Name	Specialisation	Name Specialisation Place of Work
Prof. Taher Badinjki	English Literature	Al-Zaytoonah University of Jordan
Dr. Ibrahem Abo Shhab	General Linguistics	Al-Zaytoonah University of Jordan
Dr. Majed Adailah	English Literature	Mutah University
Dr. Sahar Takriti	General Linguistics	Al-Zaytoonah University of Jordan