ERROR ANALYSIS OF SPELLING MISTAKES COMMITTED BY ENGLISH MAJORS AT YARMOUK UNIVERSITY

BY

LUTFIYEH BAKRI MOHAMMAD AL-BAKRI
B.A (ENGLISH LANGUAGE AND LITERATURE)
YARMOUK UNIVERSITY
1994

Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Linguistics
Department of English Language and Literature
Yarmouk University

Examiner Committee

Dr. Yousef Bader (Chairman)
Dr. Lutfi Abulhaija (Member)
Dr. Radwan Mahadin (Member)

1998
Abstract

Error Analysis of Spelling Mistakes
Committed by English Majors at Yarmouk University

Lutfiyyeh Bakri Mohammad Al-Bakri
October, 1998

Supervisor
Dr. Yousef Bader

This study aims at investigating and analyzing the misspellings of 700 common words observed in the writings of the third-year Jordanian students at Yarmouk University. It also aims to identify the sources of spelling errors made by the same students, to identify spelling demons, and to find out if the spelling errors are different from male to female students.

The sample of this study consists of 200 students, 80 male students and 120 female students in the academic year 1996-1997.

A random sampling technique has been used to choose 150 out of 300 written exams and compositions from third-year students male and female majoring in English.

The questions of this study are:
1. How widespread are spelling errors?
2. Is error concentrated in particular categories?
3. Do advanced learners differ markedly as to the distribution of their errors over various categories?
4. Are there significant differences between male and female students in spelling errors?
5. Are there words that are specially difficult to learn?

In the process of analyzing the data, three processes are consistently undertaken: Identification of errors, categorization, and explanation of these errors.

For the sake of conducting analysis of variance, the errors are identified in each written exam or composition, then counted. Thus, the kinds of errors and the number of occurrences are recorded.

The results of the study are:
1. Spelling errors are widely spread among advanced learners of English. (75%-78%) of the total error corpus is accounted for by spelling errors.
2. Error is highly concentrated in specific categories including substitution, inversion, omission and insertion.
3. The advanced learners differ markedly as to the distribution of their errors
over various categories.
4. There are significant differences between male and female students in spelling errors.
5. There are spelling demons. These words are misspelled with high frequency by a considerable number of male and female students.