

Investigating Jordanian EFL Students' Spelling Errors at Tertiary Level

Khalid M. Al-zuoud

University Science Malaysia

E-mail: krashed97@yahoo.com

Mohammad K. Kabilan

University Science Malaysia

E-mail: Kabilan@usm.my

Received: March 3, 2013

Accepted: April 16, 2013

Published: June 28, 2013

doi:10.5296/ijl.v5i3.3932

URL: <http://dx.doi.org/10.5296/ijl.v5i3.3932>

Abstract

This paper presented a study in which the researchers examined spelling mistakes made by 43 Learners of English in a written composition. They analyzed a total of 228 spelling errors that occurred in 43 written papers and subsequently classified them into four types: (a) Insertion (b) Substitution (c) Omission (d) Transposition, they also determined the kinds and frequencies of errors that can occur. In addition, the researchers interviewed teachers to choose a suitable topic that students can write about it. Results indicate that most of the spelling errors are substitution and omission errors. Moreover, students have a problem in using actual words in their writing. The researchers suggest strategies, which support teachers to help their students to be good at spelling, such as doing more practices in spelling to get a better understanding of spelling.

Keywords: Spelling, Omission errors, Substitution errors, Transposition errors, Insertion errors

1. Introduction

Spelling is the learner's ability to write a word correctly. Writing accurate spelling adds to the quality of overall writing texts. The study of learners' spelling errors provides an opportunity to understand and facilitate in the learners' spelling difficulties. It will result in the improvement of learners' writing and may largely contribute to transforming learners into good writers. Spelling errors attribute to major errors in writing English. The researchers reviewed the studies that focused on students' spelling errors, especially in Jordan and found that a very few studies have been carried out with regard to the difficulties that Arab students have in spelling. Over and above, these studies were concerned with sources of errors, spelling and grammar together, spelling and sounds. For example, Cook (1999) investigated the most common types of spelling errors in the written work of learners of English and the four major types of spelling errors that learners of English commonly make. These errors were categorized broadly into four major errors: omission (leaving letters out), substitution (replacing letters with incorrect ones), transposition (reversing the position of letters), and insertion /addition (including extra letters).

The researchers classified students' spelling errors according to Cook's classification. The study began with (a series of) interviews with teachers who encouraged every individual student to choose a topic for writing a composition. The study includes the teachers and students as the participants. Teachers offered different choices of topics but eventually both the teachers and the students agreed that students would write about "Accidents on Highway" as it was considered an interesting and contextual topic for writing a composition. This study was significant in terms of identifying and analysis of the most frequently occurring errors in students' writing. The study also demonstrated that the lack of understanding of phonology resulted in spelling errors of words. Finally, it offers some useful teaching strategies that teachers could adopt for improving their students' English spelling.

2. Problem Statement

English is taught in Jordan as a foreign language (EFL) whereby students are expected to master the four basic language skills i.e. reading, listening, speaking, and writing. However, most of the EFL Jordanian students face difficulties when they try to create a piece of writing (AbuSeileek, 2006). One of the main problems is spelling English words correctly (Ibrahim, 1978). Many students produce misspelled words, which result in disconnected sentences. In general, EFL teachers at higher education level in Jordan are highly interested in EFL students' writing performance as they expected to spell words correctly (Abuhamdia, 1995). In order to achieve the objectives of teaching EFL in Jordan, teachers direct all their support towards facilitating them with the necessary linguistic skills and teaching methods needed for advanced writing performance (Khuwaileh and Shoumali, 2000).

Students face many difficulties when they write, especially in spelling. They cannot express their ideas, because they cannot spell words correctly. The researchers noted that there is a problem with the Arab students in writing and spelling in particular, where they have difficulties in spelling and pronunciation of the word, because of the difference between Arabic and English. It was also noted that when students cannot spell the English word, they

try to write it in Arabic, but with English letters like *Madrasti* and is actually intended *my school*. Despite the importance of spelling in producing meaningful written texts, the researchers claimed that it has not been given the concern it deserves in Jordan. This was reflected by the dearth of research on spelling problems in writing. However, this study investigates spelling errors by English Language students at Al Balqa University, and it will bring the attention of scholars on the spelling problems that Jordanian EFL students encounter. For English language teachers at the university level, they find that they must reconsider the courses of English language, especially in the early levels; there must be particular parts of spelling which help students improve their spelling.

In connection to this, Abdel-jawad (1986) stated that the main writing problems that EFL teachers in Jordan have to face are associated with the students' inability to spell English words correctly. Likewise, Abed Al-Haq (1997) claimed that English learners in Jordan are incompetent in the writing skill because they encounter difficulties at sentence level. Moreover, these EFL students still find it difficult to spell English words correctly.

3. Objectives of the Study

The main goal of this study is to determine students' spelling errors, and classify the errors created by 3rd year students at Al Balqa University in Jordan into four main categories. In this connection, the present research aims to achieve the following objectives.

- 1) To investigate the most common errors that students make in their writing.
- 2) To examine whether students use their mother-tongue language or not in their writing.

4. Questions of the Study

In order to achieve the objectives of this study, the present study aims at addressing the following research questions:

Q1: What are the most common errors that students commit in their writing?

Q2: Do students use their mother-tongue language in their writing?

5. Theoretical Background

"Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching" (Corder, 1974).

Error analysis (EA) is a linguistic study of errors committed by language learners. Stephen Pit Corder and colleagues (Corder, 1967) established this theory in the 1960s. It was an alternative approach to contrastive analysis, it is also an approach that was influenced by behaviorism through which applied linguists sought to use the form distinctions between the learners' first and second language to predict errors.

Error analysis studied the types and causes of language errors, which were classified according to:

-Modality (level of proficiency in speaking, writing, reading, and listening)

-Linguistic levels (pronunciation, grammar, and vocabulary)

-Form (omission, insertion, and substitution)

-Cause (inference and interlingual)

-Norm vs. System.

EA has fundamentally theoretical one and applied aims. The theoretical aim is to understand what, how and when a learner learns the second language, whereas the applied aim seeks to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes.

Corder (1967) states that errors provide evidence that learning is taking place and they provide students with good feedback on their learning. According to (Weirseechsh, 1991), EA is a valuable aid to identify and explain the difficulties that learners faced. Vadatinejad (2008) maintained that error analysis determines what a learner still needs to learn. It provides the necessary information about what is needed in his or her competence. Ancker (2000) stated that committing mistakes or errors is a natural process of learning and considered as part of cognition.

This study sheds light on error analysis in form level; the researchers adopted Cook's classification of errors, which categorized errors into four categories: substitution, omission, insertion, and transposition. That is,

-Substitution errors: errors that occur when students substitute a letter by another one.

-Omission errors: errors occur when students omit a letter to the target word.

-Insertion errors: errors occur when students add a letter to the target word.

- Transposition errors: errors that occur when the students reverse the order of two letters or more.

6. Literature Review

Some studies shed light on the spelling errors targeting Arab students. For example, AlJarf (2010) asserted that English language courses neglected the importance of spelling. This paves the way to study the actual students' spelling errors and the reasons behind these errors. Moreover, Fender (2008) showed that Arab students have a lower level in spelling and they have difficulties in spelling patterns, words, and multi-syllabic words. Ajarf also (2007) investigated that some factors affect poor spelling such as communication, breakdown, and inadequate knowledge of the English spelling rules, which influence the Arabic spelling system, students' mispronunciation, and interference between English words, and unfamiliarity with the American pronunciation. This may help in recognizing the relationship between errors and sources of them. Al-Jabir (2006) classified spelling errors with Omani students, and summed up that spelling gives an idea about types of errors. Abisamra (2003) investigated, identified, described, categorized, and diagnosed the errors in English essay writing, as this emphasized that second and foreign language learners' errors can be attributed

to language transfer. Moreover, Fender (2008) examined the relationship between spelling knowledge and reading skills. A spelling task was used to evaluate spelling knowledge and reading with a sample of 16 intermediate level Arab learners, and 21 ESL learners. The results indicated that Arab and non-Arab students were not significantly different from listening, but the Arab students scored lower in spelling and reading comprehension. This tries to show the connection between reading and spelling.

Furthermore, Figueredo & Varnhagen (2004) examined the difference between spelling error and correction. The results showed that participants committed more phonological errors than orthographic and morphological ones. This will provide students with specific rules in detecting and correcting spelling errors. He & Wang (2009) investigated the spelling errors for EFL writers and the results showed that spelling errors invented from the use of 10 letters name-based and 20 letters sound-based. It further showed that spelling mistakes take place because EFL writer cannot grasp the complexity of vowels and consonants spelling in the English writing system.

On the contrary, many studies investigated the spelling errors made by speakers of other languages, such as Spanish and Chinese. For example, Sun-Alperin, & Wang (2008) investigated Spanish-speaking children's spelling errors. In this study, native Spanish-speaking children committed significantly more vowel spelling errors that were consistent with the Spanish orthography. The findings showed that orthographic properties of native children influenced their learning to spell in a second language. These results help us to compare two languages in terms of spelling such as English and Arabic. In addition, Chan (2004) investigated writing errors committed by 710 Chinese ESL learners at different proficiency levels with the focus on five types ,namely A) lack of control of copula B) incorrect placement of adverbs C) inability to use the, there and be structured D) failure to use the relative clause E) confusion in verb transitivity. The results showed that there is a transfer between Chinese and English languages. This confirms that some errors in our study are committed due to transfer between English and Arabic. Botley et, al. (2007) investigated spelling errors in a Malaysian learner corpus; they collected an argumentative essay from university students in three universities. They also classified spelling errors by using a combination of pre-existing categories from literature. The results demonstrated that spelling is a major problem for both teachers and students. This study proposed and recommended some techniques that helped to understand students' spelling errors.

Chiang (1993) conducted a study to explore error types that Taiwanese students committed, and found that run-on sentences, conjunctions and subject-objects complements are the most frequent. This study gave an indication of error types. The researcher neglects other types of errors such as transposition and substitution. This paves the way to study other types of spelling errors. Bader (1990) investigated the effect of the number of orthographic alternatives of English consonant sounds on the spelling responses of 48 first-year secondary students. He also compared the use of two spelling mechanisms of these first-year secondary students with 90 first-year intermediate school students, representing pre-intermediate and beginning levels of proficiency, respectively. Moreover, the researchers took two different groups to study only consonant sounds and alternatives. Al-Sarah (1996) surveying the

perceptions of 210 Jordanian EFL students of L2 writing in an academic setting, reported that his subjects showed a lack of awareness of the important strategies of writing. Wang (1994) investigated spelling errors of English vocabulary by Chinese students. She used a vocabulary-translation test to explore errors. In this test, students were asked to translate Chinese words into English. She found five types of spelling errors; substitution e.g. rabbit-ribbit Omission, bigger-biger transposition, minute-miunte addition, October-octorber ,and combination of the above. She pointed that substitution is the prominent error. Knight, et al (2000) examined the combination of words together with the use of spelling in an integrated language system. Students were classified into three groups; good spellers, average spellers, and poor spellers. They explored students' knowledge and spelling ability in isolation and in context. Results showed that this integration is helpful and effective for all students; it also provides a good technique, which is teaching spelling in a context.

In addition, Zafar, et, al. (2004) investigated the types of errors and developed efficient rules for classifying errors. Three experts examined (29,144 words) generated by a single speaker and (14,199 words) generated by multiple speakers of errors. The results showed that errors could be classified into nine categories; annunciation, dictionary errors, suffix errors, add words, deleted words, homonym errors, spelling errors, nonsense errors, and critical errors. This classification could help us investigate the source of these errors, and provide us with identifying and categorizing students spelling errors. Dixon et al. (2010) examined the influence of first language (L1) on bilingual children's spelling performance in their second language (L2). The analysis showed a significant difference to L1 on conventional spelling and Chinese group made more substitution and transposition errors than Malay and Tamil students. The results showed that there is a direct influence of L1 on spelling. It helped in investigating the role of L1 on students spelling errors, and it as an important source that affects spellings. Haggan (1991) investigated spelling errors in the final examination scripts of fourth year Arab students' and classified them to the system devised by Bebout (1985). The results showed that reasons for these errors are attributed to mispronunciation, lack of awareness of spelling rules, and regular spelling patterns. This indicates that further studies should be carried out on s spelling.

The previous review of literature for spelling errors revealed a lack of research, and it showed that very few studies investigated the difficulties that Arab college students have in spelling English as a second or foreign language. Further, phonological and orthographic strategies and problems have not been the focus of many EFL spelling studies, and most of the studies focused on errors in sentence and paragraph levels. Therefore, this study aimed at filling this gap and investigating the students' spelling errors at word level, provides us with suggestions to improve students' spelling in the English language.

7. Methodology

7.1 Subjects of the Study

This sample of this study consists of 43 English language and literature university students from Al-Balqa Applied University –Ajloun branch. This college is located in a small town

called Ajloun, which is 80 Kms away from Al-Balqa Applied University (main campus). The subjects were selected from the English language and literature department –At Al-Balqa Applied University. They form one group according to their class time. The 43 university students were selected as the group for the written composition task.

6.2 Data collection

The data were collected through writing task, and teachers' interview. The researchers asked English language teachers to choose a familiar topic so that students could produce an essay. Following the teachers' opinions and feedback about choosing the topic for students, the researchers assigned students a writing task on "Accidents on Highway". The length for the written task was adequate and the time was sufficient.

6.3 Reliability of the Instrument

(COOK Classification)

Classifying spelling errors into omission, transposition, insertion, and substitution is objectively and reliably requires a second analyst who classifies a sample of the error using the same classification criteria. Cook developed this type of classification in 1999, and there was no need to measure reliability for this instrument again, as Al-Jabri (2006) used this classification and he classified spelling errors with Omani students, who were at the same level of Jordanian students.

8. Results and Discussion

The researchers followed the semi-structured interview type. It is a flexible method of collecting data and it allows new questions to be brought up during the interview. The interviewer in a semi-structured interview generally has a framework of themes to be explored. The researchers give the teachers the opportunity to suggest topics that students can write about according to their level of writing. They also interviewed the teachers to gather information about their students' proficiency in writing and the difficulties that they faced most frequently in writing class. The two interview's questions served the purpose of this study.

The researchers analyzed teachers' responses from the interview questions and they took these responses into consideration for modification or addition to the objectives of the study. Most teachers' responses focused on writing techniques and students' problem with spelling. The results showed that being Arabic their native language, the students obviously encountered a problem of interference between Arabic and English language. , for example, Arab students brought some spelling letters and words from Arabic.

The followings are some questions and answers for the teachers:

Q1: what are the most common problems that students have in their writing?

Most of the answers from the teachers focused on spelling errors as a difficulty that most Arab students encounter for various reasons. Moreover the answers clarified the causes that these students committed many spelling errors in their writing. As Arab students have also

problems with the actual pronunciation, which affects the correct spelling of words.

2. Do you think that students' first language affects learning of English, especially writing skill?

Teachers' answers showed that the majority of Arab students tends to use their first language as the last solution for their difficulties in English spelling, as students also convert English words with Arabic letters which shows that there is a clear problem in spelling. In addition, students try to write a word without any rule of spelling, they write words as they pronounce it. It means that students should recognize the words' spelling according to English spelling rules. During the interview, some teachers raised issues related to, for example, the role of English textbook in improving students' spelling. How much is the effect chapter about spelling in English textbook. Most of the teachers' answers also focused on the role of teachers themselves, textbook and a clear explanation of spelling rules.

The researchers read all students' papers about the topic, and then they classified the errors with their types according to Cook's classification.

Number of learners making spelling errors:

The spelling errors analyzed in table 1 according to the four categories suggested by Cook (1999); the percentages in the table below based on total (43) learners:

Table 1. Number of learners making spelling errors:

Type of error	No of learners	Actual word	Example
Insertion	24 55.8%	hour	houre
Omission	28 65.11%	friend	frind
Substitution	32 74.41%	few	vew
Transposition	8 18.60%	because	becaues
No errors	1 2.32%	_____	_____
Others	27 63%	Jordan	jordan

Thirty-two (74.41) learners committed at least one error in their writing. The types of errors committed by the largest numbers of learners were substitution and omission. The main cause of substitution errors is the lack of knowledge of the relationship between sounds and written symbols and faulty pronunciation. These findings support what the literature says that substitution errors are the most common types of spelling errors Arabic learners make, as what Al-Jabri (2003) who investigated found in his study and found the errors in Omani students' writing. In omission type, students omit some letters from words, because they do

not know the actual spelling of the words. This may tell us that less attention has been given to spelling in English courses. Students should carry out more activities or co-activities in their courses to improve their spelling words. The researchers found a new type of errors in students' writing in which they use words from their native language, because they are incapable to write the actual words. This may help doing further studies in this type of errors.

Table 2 summarizes the frequency with which the four types of errors listed in table 1 occurred. (Number of error occurrence).

Table 2. Frequency of Spelling Errors

Type of error	Frequency
Insertion	45
Substitution	86
Omission	70
Transposition	9
Others	18
Total	228

The researchers found also another type of errors, which are technical errors. Students write words with the capital letters instead of small ones. The results of this study are based on writing compositions on 'Accidents at Highway' administered to the third year/university students. This study highlights some findings that are important to teachers of English in Jordan. The most common spelling errors made by the learners are substitution errors, and omission errors, but the unique thing in this study is that students have difficulty in using actual Arabic words in their writing. They also found the students using Arabic words with English letters as well as actual Arabic words to express their ideas. To return to the research questions, the researchers found that, this study answered all of the questions. There were four types of spelling errors in students' writing substitution, omission, transposition, and insertion, but there is another type of errors related to technical error, such as capitalization. The statistics of this study regarding the four basic types of errors are again in agreement with previous studies. The researchers noticed that students do not know the actual sound system of English, so they use the wrong letters.

The researchers suggest some of the points that support teachers to help their students to be good at spelling:

- Explain the rules of spelling to students.
- Drill and practice on spelling rules, such as suffixes, prefixes, and (y to ie).

- Students should receive more practice listening skill.
- Encourage students to visualize words and syllables.
- Use dictionary and word processors will help students in spelling of words.
- Teach students phonics and spelling in the English language to reduce the influence of Arabic spelling of English.
- Develop spelling course consists of (basics of spelling) and integrated it in English courses, listening, reading, writing, speaking and vocabulary,
- Encourage students to read more, the more you read the more you will see how different words spelled and used in context.
- Encourage students to increase their vocabulary.
- Teach students the commonly misspelled words, such as (there, their, its, its, to, too.... Etc)
- Tell students to say and spell the words aloud.

With these strategies, the researchers hope that errors are bound to decrease.

9. Conclusion

English spelling is more complex than an Arabic one. The English spelling and pronunciation system compared with the Arabic language is different, for example, Arabic is written as it is pronounced, whereas many words in English have silent sounds, and words are multi-syllabic. Students are likely to learn to pronounce the word in the wrong way when teachers do not pronounce correctly and where no courses available containing the rules of spelling, pronunciation, especially in the first levels of study. Arab students, in general, have spelling problems because of the differences between English and Arabic sound systems (such as, the number and quality of vowels and diphthongs, consonant clusters in word initial, medial and final positions and the Arabic diacritic system is different for the English sound system). The researchers concluded that students have a problem in using words, which express their ideas or opinions about the topic.

The researchers hope this study is a good work for researchers to provide them with some ideas about how they might learn about the spelling difficulties of their own learners of English. It might also help in planning spelling instruction. Actually, in writing courses in Jordan, the lack of separate section dealing with spelling rules may be attributed as a lack of attention to teaching spelling. They also suggested teaching EFL learners the rules of English spelling and more practice in spelling errors in writing tasks to get a better understanding of spelling. This study recommended conducting studies that help students in minimizing spelling errors and help them in using suitable words. Moreover, students should receive formal instruction in spelling, because it is ignored in English courses in English program at Balqa University and is a skill that receives the least attention. They also suggested conducting studies that help students to have a good repertoire of vocabulary, which helps them in writing.

References

- AbdelJawad, Hassan S. (1986). A linguistic analysis of spelling errors made by Jordanian university students, *Abhath ALYarmouk*, Yarmouk University, 4(1), 19-31
- Abed AlHaq, & Fawwaz al (1997). Production of English sentence stress by Yarmouk university majors. *Journal of the College of Teachers*, AlMustansiriah University (Iraq), 9, 121.
- AbiSamra, N. (2003). An analysis of errors in Arabic speakers' English writings (Vol. 6, pp. 2008).
- Abuhamdia, Zakaria A (1995). Coordination in ESL writing: Is its use culturespecific? *Multilingual: Journal of CrossCultural and Interlanguage Communication*, 14(1), 25-37. <http://dx.doi.org/10.1515/mult.1995.14.1.25>
- AbuSeileek, A. F. (2006). The Use of word processor for teaching writing in EFL learners in King Saud University. *Journal of King Saud University*.
- AlJabri, F. (2006). *Common English spelling difficulties of Omani Learners*. Sultanate Of Oman: Ministry of Education.
- AlJarf, (2010). Spelling error corpora in EFL. *SinoUS English Teaching*, 7(1), 615.
- AlJarf, R. (2007) Faulty Strategies of EFL Freshman Spellers.
- AlSharah, Nayel. (1996). An investigation into EFL students' perceptions of L2 writing in academic settings. *Second Language Acquisition and Writing: A multidisciplinary approach*. Proceedings. University of Southampton, UK, pp.110124.
- Ancker, W. (2000). Errors and corrective feedback : Updated theory and *classroom practice*. *English Teaching Forum*, 38(4), 20-24.
- Badr, M. (1990). Comparing spelling mechanisms of beginning and pre - intermediate EFL Students.
- Bebout, L. (1985). An error analysis of misspellings made by learners of English as a first and as a second language. *Journal of psycholinguistic research*, 14(6), 569-593. <http://dx.doi.org/10.1007/BF01067386>
- Botley, S., Hakim, F., & Dillah, D. (2007) Investigating Spelling Errors In A Malaysian Learner Corpus. Publisher?
- Chan, A. Y. W. (2004). Syntactic transfer: Evidence from the interlanguage of Hong Kong Chinese ESL learners. *The Modern Language Journal*, 88(1), 56-74. <http://dx.doi.org/10.1111/j.0026-7902.2004.00218.x>
- Chiang, P. (1993). How to improve English composition teaching in Taiwan's high schools: A study of error types and learning strategies. *Unpublished Master Thesis: National Kaohsiung Normal University*.

Cook, V. J. (1999). Teaching spelling. Retrieved May 17, 2002 from <http://privatewww.essex.ac.uk/~vcook/OBS2O.htm>

Corder, S. P. (1967). The significance of learners' error. *Interlanguage, international review of Applied Linguistics*. <http://dx.doi.org/10.1515/iral.1967.5.1-4.161>

Dixon, L. Q., Zhao, J., & Joshi, R. (2010). Influence of L1 Orthography on Spelling English Words by Bilingual Children: A Natural Experiment Comparing Syllabic, Phonological, and Morphosyllabic First Languages. *Learning Disability Quarterly*, 33(3), 211-221.

Fender, M. (2008). Spelling knowledge and reading development: Insights from Arab ESL learners. *Reading in a Foreign Language*, 20(1), 1.

Figueredo, L., & Varnhagen, C. K. (2004). Detecting a problem is half the battle: the relation between error type and spelling performance. *Scientific Studies of Reading*, 8, 337-356. http://dx.doi.org/10.1207/s1532799xssr0804_2

Haggan, M. (1991). Spelling errors in native Arabicspeaking English majors: A Comparison between remedial students and fourth year students. *System*, 19(12), 45-61. [http://dx.doi.org/10.1016/0346-251X\(91\)90007-C](http://dx.doi.org/10.1016/0346-251X(91)90007-C)

He, T., & Wang, W. (2009). Invented spelling of EFL young beginning writers and its relation with phonological awareness and graphemephoneme principles. *Journal of Second Language Writing*, 18(1), 44-56. <http://dx.doi.org/10.1016/j.jslw.2008.06.001>

Ibrahim, M.H. 1978. "Patterns in spelling errors". *English Language Teaching Journal*, 32(3), 207-212.

Khuwaileh, Abdullah A., & Ali A. AlShoumali (2000). Writing errors: A study of the Writing ability of Arab learners of academic English and Arabic at university. *Language, Culture and Curriculum*, 13(ii), 174-183. <http://dx.doi.org/10.1080/07908310008666597>

Knight, B, et, al (2000) the effect of word study and cognitive strategy training on students' Spelling abilities.

SunAlperin, M. K., & Wang, M. (2008). Spanishspeaking children's spelling errors with English vowel sounds that are represented by different graphemes in English and Spanish words. *Contemporary Educational Psychology*, 33(4), 932-948. <http://dx.doi.org/10.1016/j.cedpsych.2007.12.005>

Vahdatinejad, S. (2008). Students' error analysis and attitude towards teacher feedback using selected software: a case study. Unpublished Master thesis. Universiti Kebangsaan Malaysia, Bangi

Wang (1994). spelling errors on English vocabulary by Chinese junior high school students.

Weireesh, S. (1991). How to analyze interlanguage. *Journal of Psychology & Education*, 9, 113-22.

Zafar, A., Mamlin, B., Perkins, S., Belsito, A. M., Overhage, J. M., & McDonald, C. J.

(2004). A simple error classification system for understanding sources of error in automatic speech recognition and human transcription. *International Journal of Medical Informatics*, 73(910), 719-730. <http://dx.doi.org/10.1016/j.ijmedinf.2004.05.008>

Authors

Khalid M. Al-zyoud is a PhD candidate in Teaching English for speakers of other languages (TESOL) at the school of Educational studies, Universiti Sains Malaysia. He is engaged in research about web-based teaching and English language. Muhammad K. Kabilan is Associate professors at the School of Educational Studies, Universiti Sains Malaysia. He is engaged in researches related to the use of ICT for professional development and language teaching and learning. Addresses for correspondences: Khalid M. Al-zyoud krashed97@yahoo.com, Muhammad K. Kabilan Universiti Sains Malaysia, school of Educational studies, Penang, 11800, Malaysia.Email: Kabilan@usm.my