**Results**

The dictation was done with 10th grade students in one Arab school in the north of Israel as it was mentioned before. The students didn’t know that they are going to have a dictation because I wanted to check their knowledge and real mistakes without preparation. The two lists were dictated at the same day in two different lessons to give students enough time for writing each group. The class was divided into two groups, each student sat individually to avoid copying or getting help from other classmates. Students were given enough time after each word and three repetitions to ensure that they have enough time to write. English teacher dictated and repeated the words to assure correct oral pronunciation. And she has scrambled the words while dictating to make it seems more natural and not dictating the groups as they written next in the lists.

Table 1: student's results in writing verbs that ends with (s)

|  |  |  |
| --- | --- | --- |
| Wrong answers | Correct answers | verbs |
| 0 | 34 | Notices  |
|  | 34 | Watches |
| 9 fixez  | 25 | Fixes  |
| 5 splashez  | 29 | Splashes  |
| 6 kissez  | 28 | Kisses |
|  | 34 | Cooks |
|  | 34 | Laughs  |
|  | 34 | Accepts  |
|  | 34 | Admits |
|  | 34 | Finds  |
|  | 34 | Hunts |
|  | 34 | Writes  |
|  | 34 | Runs  |
| Knowz 1  | 33 | Knows  |
| 4 cryz | 30 | Cries  |
|  | 34 common verb  | Plays |
|  | 34 common verb | Fails |
| 4 flyz | 30 | Flies  |
|  | 34 | Express |
|  | 34 | Guess |
|  | 34 | Impress |
|  | 34 | Pass |
|  | 34 | Press |

Table 1 analysis

The table above presents different verbs that ends with (s). The verbs include different spelling forms to the (s) like [s], [z], [iz] and the aim of the dictation was checking the students spelling for the inflectional (s) in the third person form. We can notice that in verbs that ends with (s) spelled [s] there was no spelling mistakes for students. For example: press, pass, impress, express, guess, cooks, laughs, accepts, admits, finds, hunts and writes. Since the spelling was obvious (S) students didn’t have problem writing it with the correct spelling form. Moreover, in the verbs that were ended with (s) as an original part of it students didn’t have any problem spelling the (s) correctly.

What was really confusing for some students is the (s) in both spelling forms [z] and [iz]. We can notice that not all of them succeeded to spell it correctly. Some students depend on the pronunciation to spell words like: fixes, splashes and kisses. Therefore, instead of writing the (s) at the end of the verbs they wrote (z) according to what they heared. This also can be related to how much students are familiar with the verb itself. Related to the verbs flies and cries they also were spelled with [z] but we can notice that these few students didn’t know the rule of omitting the (y) and adding (ies).

 Table 2: student's results in writing nouns that ends with (s)

|  |  |  |
| --- | --- | --- |
| Wrong answers  | Correct answers  | Nouns |
|  | 34 | Dishes |
|  | 34 | Babies  |
| 1 boxez  | 33 | Boxes  |
|  4 churchez | 31 | Churches  |
| 12 quizzez  | 22 | Quizzes  |
|  | 34 | Boats |
|  | 34 | Skates |
|  | 34 | Answers  |
|  | 34 | Plants |
|  | 34 | Notebooks  |
|  | 34 | Sharks  |
|  | 34 | Trays |
|  | 34 | Rivers  |
|  | 34 | Cards |
|  3 seasonz  | 31 | Seasons  |
|  | 34 | Computers  |
|  | 34 | James  |
|  | 34 | Amos  |
|  | 34 | Carlos  |
|  | 34 | Elias  |

Table 2 analysis

Dictating the list of words in table 2 aimed to check student's ability in writing the (s) in plural with its correct spelling forms. The list included nouns that have (s) witch spelled [s] like boats, skates, answers, plants, notebooks, sharks and few names of people to vary between the words. The majority of students spelled the (s) correctly since it was a clear (s). While in words that have (s) spelled [z] or [iz] some students had spelling mistakes. In words like churches, quizzes, and seasons it was clear to notice the spelling mistake with writing (z) instead of (s). Again we also can refer to the word familiarity for students because if they were enough familiar with that word they could write it correctly. These words are not used a lot for students and it can be a reason for wrong spelling. Words like: trays, cards and rivers students spelled correctly because they are frequent and common used words.

Presenting graphs to compare between the results of the two lists

Graph 1

Describes the rates of each verb separately in writing the correct spelling. Numbers on the right shows the number of students who wrote the verb correctly.

Graph 2

Describes the rates of each noun separately in writing the correct spelling. Numbers on the right shows the number of students who wrote the nouns correctly.

The student's results were presented in graphs to show the closeness between the numbers of written both correct and wrong results. Both tables have almost close results in numbers according to the correct spelling and that was also clear according to the similarities between the graphs. Previously in the literature review it was mentioned according to Bryant (2015) that even though the (s) rules are considered one of the simplest rules in English, some of the students have lack of correlation between the phonology and orthography for many words in English that often confuses students. This was clear to notice from the student's mistakes in writing [z] according to what they have heard.

 They present that these group of Arab students can spell the (s) easily when it is spelled like (s) but some students get confused to decide when it is spelled [z] or [iz] because it seems that they were depending on writing what they hear when they are not familiar with the word or the rule for writing it. This refers to the phonological process for students in learning how to differentiate between different forms of spelling like in the inflectional (s) that can be used in both plural and third person singular.

**Discussion**

The present paper aimed to shed the light on Arab students mistakes to differentiate between the inflectional (s) in both third person and plural forms by collecting students' mistakes from two different dictations. Each dictation focused on having different categories of words and verbs that ends with the inflectional (s) in three different spellings [z] [s] and [es]. To show that the system of English spelling is generally difficult to grasp and that there are many inconsistencies between phonology and spelling according to what was mentioned before according to Bryant, Mitchell and Kemp (2015).

 Students had enough mistakes to notice according to the graphs. The results were almost close in both lists according to the student's mistakes and it is clear enough to notice what students' problem is according to this aspect of the language. For the next months of teaching this group of students the teachers can raise their awareness toward this phonological process and help developing their learning.

**Conclusion**

In conclusion morphological processing for English learners can help overcoming many different mistakes and understand how words are spelled. Teachers' role to help students being aware to the differences in spelling is very important. Teachers can help students overcome the spelling mistakes and having better progress in learning the wanted language correctly by practice and explaining the rules with using different approaches. Moreover, for second and foreign language learner's teachers should follow the students' progress to know about what they should focus on and to connect between the phonological and orthographic patterns.

Writing this paper and focusing on the inflectional [s] helped to raise my awareness as an English teacher who teaches English as a foreign language to different mistakes that students have in one important aspect in language. I have started to focus more on explaining that aspect for students and help them to differentiate between both [s] and avoid having language mistakes that may weak their level or learning.