IMPACTS OF SPELLING PROBLEMS ON EFL STUDENTS' WRITING SKILL AT KANDAHAR UNIVERSITY, KANDAHAR, AFGHANISTAN

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Abstract:
In English language, spelling is one of the sub-skills and components of writing. In addition, writing is from the productive skills of English language that is very essential for EFL leaners. This study investigated the causes of spelling problems and its impacts on EFL students' writing skill. Moreover, a quantitative approach used for this study, and the instrument was questionnaire. In this study, the target population was from two faculties of Kandahar University. The data collected from one hundred and eighty-five learners, and they elected through a random sampling method. Besides, the data analyzed by using IBM 22 version of SPSS, and the results reported in the tables. The findings of this current study revealed that English language has more sounds than letters, the spelling system of English is complex and has many rules, students' carelessness when they write a paragraph or text are the causes of spelling errors. As well, the lack of suitable manual regarding the spelling of words, and the interference of students' native language with English language were the major reasons of spelling problems for the learners. Furthermore, the study further asserted that spelling errors made the students to spend more than the necessary time when they write and poor structure of sentences were the factors, which had negative impacts on the writing skill of the learners.

Keywords: writing, spelling, spelling problems, causes, impacts, EFL students

1. Introduction

Language plays an important role in the life of humans because it assists people to talk and interact with others. Besides, language is one of the fundamental ways for

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communication and understanding among people. As well as, all languages are significant in the world, but some languages change the way and goals of people. One of these languages is English because it is an international language in all over the world, and it has become the most important language to people in many parts of the world. Furthermore, English language plays an essential role in every aspects of life (Nguyen, Pham & Phan, 2020; O'Brien, 2015). In addition, English is one of the most widely used language for communication around the world; also, it has spoken as the first language in many countries. Moreover, it is the language of business, politics, science, technology, learning and entertainment. English is also the language of work of many global administrations, like World Health Organization, North Atlantic Treaty Organization, and it is the most used language of the internet (Nguyen et al., 2020). Furthermore, learning English is one of those ways that helps people and students get access to broad information, connections, and multiple opportunities. Therefore, it included in the curriculum of schools and universities (Nguyen et al., 2020). Additionally, English is one of the commonly learned languages in all over the globe that people speak on it (Mahboob, 2014).

In Afghanistan, English language has become an obligatory subject in schools and universities whereas students still have troubles in learning of English language. In addition, from the four skills of English one of the skills that is writing often claimed difficult because writing skill requires lots of practice to be improved (Nazari & Himat, 2020). Productive skills, writing, and speaking are challenging for learners because they want not only a rich knowledge of grammatical rules but also well cognitive arrangement, organization, and presentation thoughts that are desired for a successful message to be delivered (Qasem, 2020). In addition, writing is more difficult than speaking because it wants learners to practice, experience, and have a wide vocabulary to be able to use the right word immediately. Moreover, every language has skills such as reading, speaking, listening and writing. In learning of a language, writing is a productive and an important skill (Nazari et al., 2020). Similarly, writing is a significant skill for learners through which they convey their thoughts and ideas obviously. As well as it is a very complex productive skill that demands thinking and cognitive processes in which it goes through several phases of pre-writing, while-writing, and post-writing (AlTameemy, & Daradkeh, 2019). Likewise, writing is an essential skill in many contexts of life such as schools, workplaces, communities and universities. However, it is a big challenge for both native and non-native learners, specifically; it is much bigger task for EFL learners (Muslim, 2014). Furthermore, students often face difficulties when they write (Nguyen et al., 2020). Besides, writing is the most challenging area in the learning of a second language (Dar & Khan, 2015) because it wants deeper knowledge of the grammatical structure in comparison to the receptive skills and possibly even than speaking.

According to Rao (2007), writing encourages students to organize ideas, analyze, criticize and develop the ability to summarize. In addition, it reinforces learners' ability in reflecting, thinking, and learning the language. Writing aids the students produce the

language by developing and connecting the ideas in writing product. Writing is a way of transferring a message to others that plays a major role in expressing someone's thoughts, ideas, feelings and attitudes in written form. Similarly, it is an act of coding ideas, thoughts, reflections, and it is a process of converting thoughts into words (Brown, 2000; Nguyen et al., 2020). Likewise, writing skill requires the writers to organize ideas and words in order to convey their messages. In the same way, good writing skill helps people to convey their message with clearness and ease. The better the writer writes, the more easily readers can understand. In the same fashion, writing is a tool to express oneself and persuade others; also, this skill helps writers put their thoughts into words in a meaningful form and mentally interact with the message (Nguyen et al., 2020). Likewise, writing transfers messages into written form through vocabulary, grammar, rhetorical measures and background knowledge, and it is the ability to make text effectively for various aims. Furthermore, writing is a tool for communication and learning that permits people to collect and circulate detailed information (Nguyen et al., 2020). Moreover, it delivers messages with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Aajami (2018) writing is an instrument of a language learning, and it is a productive skill for EFL learners in particular, for it is the main field for successful academic accomplishments in educational circles. Moreover, the better usage of English language needs more practice, deep understanding, and massive comprehension of the target language vocabulary that needs special attention of learners (Fareed, Ashraf & Bilal, 2016; Aajami, 2018). Besides, it needs more clarity because there is an indirect communication between writer and readers (Fareed et al., 2016; Nasser, 2018). As well as, writing carries the message accurately and effectively, and its proficiency plays a major role in communication (Bancha, 2013). Additionally, writing is the most crucial skill in the process of learning a second language, and it contains several sub-skills including composing, spelling, and handwriting.

In addition, successful writing needs many aspects such as organization, capitalization, punctuation, spelling, cohesion and coherence (AlTameemy et al., 2019) because writing the correct spelling of words enhance the quality of written materials (Al-zuoud & Kabilan, 2013). Moreover, Altamimi & Rashid (2019), describe spelling as an important part of written language to be improved because making mistakes in a written form may change the meaning of the written text. Spelling is the component of written language or writing skill, and the possible faults in written spelling may alter the sense and understanding of written material and would make it unclear. It is essential to use the correct spelling of words in order to transfer the exact intended meaning of an issue (Altamimi et al., 2019). In addition, writing the correct form of spelling enables writers to express their ideas within a standard framework which helps readers understand easily (Altamimi et al., 2019) because the correct spelling of words assists learners to learn the exact pronunciation of words (Ehri & Rosenthal, 2010). According to Hameed (2016), spelling is one of the essential components of English language learning mainly for EFL learners because it enhances their vocabulary. Furthermore, Ahmed

(2017) defined that spelling is a kind of linguistic method that deals with phonemic orthography of a language. In addition, spelling is a process of combining the letters of an intended language with their correct forms (Perveen & Akram, 2014).

As well as, English is one of the easiest languages to learn, but still learners face difficulties to master the spelling of English (Qasem, 2020). Spelling system in English is complex and equally problematic even for native speakers of English due to the difficult orthographic system of English (Holmes & Carruthers, 1998; Burt & Tate, 2002). Spelling problems are one of those problems that Afghan students face when they write a paragraph, essay or short research paper. According to Muhassin, Hidayah, Hidayati & Pradana (2020) that conducted a study in Indonesia stated in their work that learners who learn English face some errors in the spelling of words. In addition, not only EFL learners face or experience spelling errors when they write even the native speakers encounter these problems when they write. According to Althobaiti & Elyas (2019) that stated in their study, that spelling is a major problem for the learners of second language. Thus, spelling is a difficult task for Afghan students. In addition, Abdulkareem (2013) stated that one of the biggest problems is the spelling difficulties that most of the Arab students faced were the interferences of native language, writing their native language words spelling in a word, as well as the internalized Arabic language system of their language.

Additionally, another problem that students have is that English is written and read from the lift side whereas the Pashto and Dari languages writings written and read from right to lift. As well as this problem stated in the study of Alenazi (2018), that Arabic is diverse from English particularly with orthographic system or spelling system of a language because Arabic read from right to left. In order to clear, there are very limited studies conducted regarding spelling problems of EFL learners at Kandahar University. Therefore, this study would help with learners to know the causes of spelling problems and its impacts on their writing as well this research would grab the attention of learners to writing specifically to the sub-skill of writing which is spelling. Furthermore, this would also assist with the policy makers in order to emphasize on spelling when they make or bring changes in the curriculum of higher education. Moreover, this research would also assist with teachers to understand the causes of EFL students spelling errors in order to follow different strategies to help them in decreasing learners spelling problems.

1.1 Research Objectives
- To investigate the causes of spelling problems among EFL students at Kandahar University, Kandahar, Afghanistan.
- To investigate the impacts of spelling errors on EFL students' writing skill at Kandahar University, Kandahar, Afghanistan.

1.2 Research Questions
- What are the causes of spelling problems among EFL students at Kandahar University, Kandahar, Afghanistan?

- What are the impacts of spelling errors on EFL students' writing skill at Kandahar University, Kandahar, Afghanistan?

2. Literature Review

According to Puspandari (2017), spelling is a process in which a writer represents the sounds of a language in a written form that consists of a sequence of letters composed to form words based to their accepted usage. Moreover, spelling problems are letter or sound errors in word spelling (Al-Jarf, 2010).

2.1 The Causes of Spelling Problems
A study conducted by Altamimi et al., (2019), investigated the causes of spelling problems made by Saudi students of English Language Department at Tabuk University. The findings showed that lacks of any kind of writing techniques, lack of students' interest in learning English language skills, lack of self-evaluation by students, poor education system, lack of students zeal for learning foreign languages and interference between English and Arabic languages are the causes of spelling problems. In addition, the researchers further found that poor syllabus, lack of students' knowledge regarding spelling rules, do not study English subject as a compulsory subject, focuses of Saudi government on Islamic studies rather than on English language, and the silent letters or grouping of letters are also the causes of spelling problems. Furthermore, unawareness of English sound recognition, not familiarity with the correct pronunciation of words, administration constraints, do not care about the rules and the structure of English language, lacks of four English language skills, lack of spelling rules, major linguistics differences between English and Arabic and do not pay attention to English spelling rules are the causes of spelling errors.

Albalawi (2016a) investigated the spelling errors made by Saudi female students who were studying English language as an essential requirement to begin their academic study at Prince Fahad Bin Sultan University, Saudi Arabia. The major causes of the learners' spelling errors indicated by this study were due to the wrong use of vowels, mispronunciation, irregularity of the orthographic system of English, as well as the interferences of their native language. In addition, Alhaisoni, Al-Zuoud & Gaudel (2015) carried out a research regarding spelling errors made by the beginner learners of English language in the EFL context. The findings of this study yielded that spelling errors are the result of inaccuracies especially in the target language of students and the interference of their native language system. Furthermore, a survey investigated English spelling errors made by freshmen of Dongola University, Saudi Arabia. The findings revealed that students encounter difficulties with both English vowels and consonant sounds especially those sound that is not included in the Arabic language. Moreover, another study also suggested that the unawareness of students and overgeneralization of English spelling rules were the primary causes of their spelling errors (Benyo, 2014).

Moreover, Albalawi (2016b) conducted a study on the academic writing performance and spelling errors of EFL students at Tabuk University, Saudi Arabia. The findings of this study revealed that the respondents committed a number of spelling errors that included omission, substitution, and addition. This study further showed that the main cause of these errors were the interferences of the native language because the systems of both native and foreign languages were different. The study further found that the non-phonetic nature of English spelling was associated with the student's spelling errors. Similarly, a study in Saudi Arabia, by Othman (2018) investigated the spelling errors committed by the Saudi English male students who were learning English language at the Department of Language and Translation at Tabuk University. The findings of this study also revealed that the wrong use of vowels, mispronunciation, as well as mother tongue interference, are the major causes of spelling problems. Kanyepi (2016) conducted a study on students at Hermann Gmeiner High School in Bindura, Zimbabwe. The researcher assessed the causes of spelling errors. The findings of this study suggested that the major causes of spelling errors were the interference of mother tongue, lack of interest, lack of resources, and lack of good teachers. The study further indicated that the difference between written and spoken English, the origin of English words, and carelessness also blamed the respondents in making spelling problems.

Likewise, Al-Sobhi, Rashid, Abdullah & Darmi (2017) carried out a study to determine the types and causes of spelling errors made by Arab ESL secondary school students in Malaysia. The study findings showed that the main reasons of the students' spelling errors were the irregularity of the English spelling system, lack of awareness of English spelling rules, and the interference of the first language. As well, Naruemon (2012) conducted a study to find out the underlying causes of spelling mistakes made by Thai University students, Thailand. The results of this study revealed that the major reasons of spelling problems made by learners were mispronunciation, differences between the Thai and English consonant sound systems, homophony, linking some sounds to an easy repeated word, and variances between the English and Thai writing systems. Moreover, this study also indicated that students' carelessness and confusion, silence of final /e/ in English, and the overgeneralization of English spelling rules were the reasons of spelling problems as well. Moreover, a case study conducted in Taiwan by Yen, Hou & Chang's (2015), the researchers found that students do not practice or memorize English on a daily basis, which inhibits their learning and often creates problems like multiple spelling mistakes.

In addition, Bancha (2013) investigated types of spelling inaccuracy and examined the causes of misspellings found in first-year Thai University students' sentence writing. The findings of this research asserted ten types of spelling errors including consonant substitutions, vowel substitutions, space inaccuracy, 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, the lack of an adequate awareness of phonology and insufficient knowledge of inflectional morphology that found to be the prime causes of

their mistakes. Additionally, Atatsi & Amoakohene (2019) studied on students' knowledge of spelling at a Technical University, Ghana. The study findings revealed that the inability of the students to correct spelling of a word, unfamiliarity with the words, the inability of the correct pronunciation of words, and the failure of students to edit their work after the spelling exercise are the most common causes of spelling problems.

In Pakistan, Asif, Zhiyong, Azhar & Malik (2019) investigated spelling errors among online learners and their possible causes in the Moderated Discussion Board of Virtual University. The results of the study showed that there are many types of spelling errors such as inconsistent rules, ambiguous words, vowel substitutions, consonant substitutions. The study findings also indicated that major spelling mistakes were due to the lack of inappropriate guidance, insufficient practice, and lack of adequate awareness about inflectional morphology. Furthermore, a quantitative study conducted by Albesher (2018) to find out the most common spelling errors committed by the Saudi EFL learners, their possible reasons, and the successful remedial strategies at Qassim University, Saudi Arabia. The results of this study revealed that the Saudi EFL learners usually use inter-lingual and intra-lingual transfer strategies, and the main causes of spelling problems were morphological and compounding confusion, ignorance, and overgeneralization of spelling rules.

Moreover, Al-Busaidi & Al-Saqqaf (2015) carried out a research on Arab learners to identify the spelling problem they faced in spelling English vowels and the reasons for making spelling errors in two different universities Sultan Qaboos University and Dhofar University, Oman. The main reasons for making spelling mistakes were the interference of the mother tongue, students' confusion about English words like (desk and disk), and the confusion of learners about similar sounds were the findings of this study. Furthermore, a study carried out in order to find the causes of students' spelling errors by Gyabeng (2019) Juabeso District, Western North Region of Ghana. The findings reveled that lack of phonological awareness, lack of coordination among pronunciation and spelling (orthography) of the English language, the problem of silent letters, interference of homonyms and advertisements with deviant spelling were the reasons of spelling problems. In addition, the research further yielded that there were six types of spelling errors of students such as letter omission, letter addition/insertion, letter substitution, letter transposition, multiple letters errors and apostrophe errors.

Moreover, Al-Bereiki & Al-Mekhlafi (2016) studied the causes of spelling errors of students. The findings of the study indicated that the major causes of the spelling problems as perceived by the teachers were the complexity of the English spelling system, combination of letters in English, poor reading skills, students' carelessness, sounds that exist in English but not in Arabic and the irregularity of English sounds. Likewise, studies conducted by (Jayousi & Thaher, 2011; Hikmah, 2017), the findings asserted that the main cause of students' spelling errors were their carelessness, the irregularity of English spelling rules first language interference, and the linguistic differences between languages.

2.2 Impacts of Spelling Problems on Students' Writing Skill

Fragman (2013) studied to explore spelling development of the written form of Arabic among native Bedouin Arabic speakers in second, fourth, and sixth grades from two recognized authorities in south Israel. The findings indicated that occurring of spelling errors has negative impacts on the clarity and quality of written work and interferes with the process of communication between what the writer wants to communicate and what the reader decodes. Alhaisoni et al., (2015) conducted a study to find out 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 at Hail University, Saudi Arabia. The results of the study revealed that bad or incorrect spelling effects English sentence structure and causes the mispronunciation of words.

Kreiner, Schnakenberg, Green, Costello & McClin (2002) investigated the perceived relationship between spelling errors and cognitive abilities in a series of three experiments. The findings of this study showed that the effects were more on the writing abilities rather than logical or intellectual ability. The results showed that spelling problems influence how people perceive writers particularly, whenever there are a lot of spelling mistakes. Moreover, a study carried out by Jayousi et al., (2011) to investigate how big the spelling problem is among Arab learners of English in UAE public schools, identify the common types and likeliest causes of their spelling errors, and measure how much progress they achieve in spelling proficiency as they move to higher grades. The findings of this study showed that many learners of English, including Arab learners in UAE public schools, exhibit difficulties with English spelling. These spelling difficulties cause learners to make many spelling errors that destroy their written work, influencing negatively their overall writing proficiency as well as their reading comprehension.

Albalawi (2016a) conducted research to identify spelling errors of freshmen at Prince Fahad Bin Sultan University, Saudi Arabia. The study results showed that spelling problems have a great impact on students' overall language proficiency especially the coherence of students' writing. Similarly, Altamimi et al., (2019) investigated the core spelling errors in Arabic and Non-Arabic contexts. Their research findings revealed that English spelling is one of the most challenging tasks for Arab learners because it results in them making a lot of spelling errors and mistakes. In addition, the research also indicated that spelling errors influence students' writing proficiencies as well as their written comprehensibility. The researchers further stated whenever students successfully overcome their errors and develop strong spelling abilities; this can influence their target language proficiency.

A study conducted by Esther (2018) that investigated spelling errors in students' essay writing, causes of errors, the influence of errors on student's performance in essay writing. The result of this study revealed that spelling errors have considerable influence on students' essay writing. Students who had more spelling mistakes made less score in essay writing compared to those who had less. Moreover, students spend more time who make a lot of spelling errors in writing essays, in contrast, to those who make less.

Moreover, Holmes & Quinn (2009) claimed that good and developed spelling skills have a positive impact on learners' reading as well as writing proficiency.

3. Material and Methods

3.1 Research Design and Population
The present study tries to investigate the causes of spelling problems and its impacts on EFL students' writing skill. The quantitative method of research used for this study. The participants of this study were 185 EFL students from two faculties (Education Faculty, and Languages and Literature Faculty), English Departments, Kandahar University and they were from all four levels (freshmen, sophomore, junior, and senior).

3.2 Sampling and Instrument of the Study
The participants selected through a random sampling method. In addition, they elected based on the formula of (Krejcie & Morgan, 1970). The questionnaire was the main instrument of this study. Researchers of this study adopt and an adapted the questionnaire from the studies of Al-Bereiki et al., (2016) and Esther, (2018). The questionnaire has three parts, part 'a' was the demographic data of the respondents, part 'b' was the causes of spelling problems, and part 'c' was the impacts of spelling problems on EFL students' writing. The questionnaire designed based on the five Likert scales ranging from (strongly disagree to strongly agree).

3.3 Validity and Reliability of the Questionnaire
Regarding to the validity of the questionnaire, the researchers checked the questionnaire for several times and finalized after bringing changes in the items. In a quantitative research, validity refers to the extent to which all the questionnaire items are accurately measured (Heale & Twycross, 2015). Considering the reliability of the questionnaire, the researcher measured and cheeked through (SPSS) software 22 version. The general reliability was (.81) Cronbach's alpha which means that the items of the questionnaire were reliable.

3.4 Data Collection Procedure and Analysis
The researchers collected the data through questionnaire in a week. The participants invited to take part in this study in order to find the causes of spelling problems and their impacts on students writing. As the participants were from English Department classes; therefore, there was no need to translate the questionnaire to national languages of Afghanistan (Pashto and Dari). First, the researchers took permission from the deans of both faculties: Education Faculty, and Languages & Literature Faculty to collect the data. Then the researchers went to the classes and introduced their selves. Finally, the researchers described the title of the questionnaire and research objectives. After collecting the data from participants, the data analyzed to know the result of the study. The process of analysis performed by the help of (SPSS) software 22 version to find out

the frequency, percentage of the participants, the mean, and standard deviation of the items.

4. Findings

Table 1: Demographic Data of the Participants

Characteristics		Frequency	Percentage
Gender	Male	162	87.6
	Female	23	12.4
Age	18-23	143	77.3
	24-29	35	18.8
	30-35	7	3.8
Faculty	Education	67	36.2
	Languages and Literature	118	63.8
Level of Education	Freshmen	33	17.8
	Sophomore	59	31.9
	Junior	50	27.0
	Senior	43	23.2

Table 1 shows the demographic information of the respondents in categories of their gender, age, faculty, and level of education. In addition, it shows that there were one hundred eighty-five participants. Out of one hundred and eighty-five 162 (87.6%) were male and 23 (12.4%) were female students. Regarding their age, 18-23 years old were 143 (77.3%), 24-29 years old 35 (18.8%), and 30-35 years old were 7 (3.8%) students. According to faculty 67 (36.2%), students were from the Education Faculty, English Department and 118 (63.8%) learners were from Languages and Literature Faculty, English Department. Moreover, their level of education shows that 33 (17.8%) students were freshmen, 59 (31.9%) sophomore, 50 (27.0%) junior and 43 (23.2%) were senior.

Table 2: The causes of spelling problems

Items	Mean	Std. Deviation
English language has more sounds than letters.	4.05	1.04
English spelling system has many rules.	4.05	.93
Lack of awareness of English spelling rules.	3.88	1.04
When I write, I do not care about spelling errors.	3.85	1.36
Lack of appropriate guidance regarding the spelling of words.	3.84	1.00
Interference of native language.	3.73	1.07
Some sounds of English language do not exist in Pashto/ Dari languages.	3.64	1.23
Lack of time to practice the spelling of words.	3.64	1.07
Classroom time devoted to spelling instruction is not adequate.	3.57	1.04
Poor listening skills.	3.54	1.18
Poor reading skills.	3.35	1.26

Likert Scales: 1. Strongly Disagree 2. Disagree 3. Somehow Agree 4. Agree 5. Strongly Agree

Table 2 reveals the causes of spelling problems among EFL students at Kandahar University. All of the items had the mean scores between the range of three to four

("Somehow Agree" and "Agree"). Moreover, two items got the highest mean scores compare to the remaining statements. The first item shows that English language has many sounds more than letters (M=4.05, SD=1.04). The second item with a high mean was (M=4.05, SD=0.93) which indicates that participants are agree that the English spelling system has many rules. In addition, students agree with the third item about lack of awareness of spelling rules in English language (M=3.88, SD=1.04). Furthermore, the item with a mean score (M=3.85, SD=1.36) shows that when students write, they do not care about spelling errors. In addition, the item with a mean score (M=3.84, SD=1.00) indicates that students have difficulties with spelling problems due to lack of appropriate guidance regarding the spelling of words. Additionally, students agree with interference of native language (M=3.73, SD=1.07). Moreover, students' responses toward the item (M=3.64, SD=1.23) indicates that some sounds of the English language do not exist in Pashto or Dari languages. Similarly, students' answers to the item (M=3.64, SD=1.07) indicates that lack of time to practice the spelling of words could be another cause of spelling problems. The next item shows "classroom time devoted to spelling instruction is not adequate" (M=3.57, SD=1.04). Furthermore, participants agree with poor listening skills (M=3.54, SD=1.18). Finally, students' answers to the item (M=3.35, SD=1.26) indicates that learners are somehow agree with poor reading skills.

Table 3: The impacts of spelling problems on EFL students' writing skill

Items	Mean	Std. Deviation
Spelling errors destroy the structure of sentences as well as its quality.	4.12	.95
Spelling problems make me to get fewer marks in the writing test.	3.97	1.13
Spelling mistakes make me to spend more than the necessary time when I am writing.	3.89	1.07
Spelling errors have impacts on my handwriting.	3.88	1.05
Spelling mistakes have impact on the coherence of my writing.	3.88	1.03
Spelling problems make my writing untidy.	3.86	1.04
Spelling errors contribute to the poor writing of me in English language writing.	3.84	1.03
Spelling problems effect on the choices of my vocabulary when I am writing.	3.81	1.01
Fear of spelling errors effect my interest in writing.	3.78	1.17

Likert Scales: 1. Strongly Disagree 2. Disagree 3. Somehow Agree 4. Agree 5. Strongly Agree

Table 3 illustrates the impacts of spelling problems on EFL students' writing. All of the items had the mean scores in the range of three to four, but all are near to "4. Agree". Therefore, all above items show that learners are agree regarding the stated statements in the table. The first item (M=4.12, SD=.95) indicates that spelling errors destroy the structure of sentences and its quality. The second item with a mean score (M=3.97, SD=1.13) reveals that spelling errors make students get fewer marks in their writing test. In addition, the item shows that spelling errors make students spend more than the necessary time when they are writing (M=3.89, SD=1.07). Furthermore, the responses with a mean score (M=3.88, SD=1.05) specifies that spelling errors influence students'

handwriting. Similarly, students' responses toward the item (M=3.88, SD=1.03) reveals that spelling mistakes influence students' writing coherence. The next item shows that spelling errors make students' writing messy (M=3.86, SD=1.04). In addition, students' responses to the item with a mean score (M= 3.84, SD=1.03) shows that spelling errors contribute to the poor writing of students in English language writing. The students' responses to the item (M=3.81, SD=1.01) reveals that spelling problems effect students' vocabulary choices when they are writing. Finally, the response of respondents indicates that fear of spelling errors impacts on students' interest in writing (M=3.78, SD=1.17).

5. Results and Discussion

The findings of this study shows that English language has more sounds than letters. This finding supported by the study of Al-Bereiki et al., (2016) and Umera-Okeke (2008) that one of the challenging causes that Arab students had difficulties with spelling problems are that there were more sounds in the English language than letters compare to Arabic language and English represent more than one sounds. Moreover, the finding of this study reveals that spelling system of English language has many rules that make students confuse while writing the correct form of words. As well as students were not aware of English spelling rules.

Additionally, the results of this research also identify that students do not care about spelling errors when they write. As well, there is a lack of appropriate guidance regarding the spelling of words. Which means that there is the need of appropriate manual of spelling words for EFL learners at Kandahar University. Thus, these factors cause students difficulties with spelling problems. Moreover, these results are in agreement with studies that the major spelling mistakes were due to insufficient practice, lack of adequate awareness of students regarding inflectional morphology, the carelessness of students regarding spelling, the irregularity of English spelling rules, the linguistic differences between Arabic and English languages, and lack of appropriate guidance (Asif et al., 2019; Jayousi et al., 2011).

Furthermore, the findings of the current study also reveals that the interference of students' first language cause spelling problems of learners. This result agrees with the findings of other studies such as Al-Busaidi et al., (2015) concluded in their study that the main reasons and challenges of making spelling mistakes were the interference of mother tongue, students' confusion about English words like "desk and disk", and the confusion of learners about similar sounds. Similarly, the findings of Albalawi's (2016b) study represented that interference of the mother tongue is the main cause of spelling problems because the systems of both native and foreign languages are different. This result further supported by the study of Albalawi (2016a), this study suggested the major causes of the of learners' spelling errors, one of these causes were students' native language interferences. The findings of this research also reveal that making a lot of spelling errors abolish the structure of sentences as well as its quality.

As well as the findings of this study reveals that spelling errors make students get fewer marks in their writing tests and make them spend more than the necessary time when they write. These results clearly identify that making lots of spelling errors negatively influence students' writing because having more spelling mistakes in a written text makes the reader confused. These findings are in agreement with the result of Alhaisoni et al., (2015) study that bad or incorrect spelling affects English sentence structure and cause the mispronunciation of words. Similarly, Esther (2018) concluded that spelling errors have considerable effects on students' essay writing. Furthermore, the findings indicated that spelling errors have impacts on students' handwriting. This finding is supported by Jayousi et al., (2011) that spelling difficulties cause learners to make many spelling errors that destroy their written work and influence negatively their overall writing skill as well as their reading comprehension.

6. Conclusion

This research implemented a quantitative research method and the data collected through a designed questionnaire from 185 EFL learners of two faculties of Education and Languages & Literature, Kandahar University. The students selected by using a random sampling method. Moreover, the findings of this research asserted that the reasons of spelling problems for EFL students are that English language has more phonemes than letters, having many rules for the spelling system of English and learners' do not care about spelling errors when they write. As well, lack of suitable direction regarding the spelling of words, and the interference of students' native language with English language were the cause of spelling errors. Furthermore, spelling errors made the learners to spend more than the necessary time when they write and poor structure of sentences are the factors, which have negative impacts on students writing skill.

Conflict of Interest Statement
The authors declare no conflicts of interests.

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