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(148)

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(1995 ) ) 1999 1997 1996  
(Graves, 2003 2002

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1988 1988 )  
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: (Chandler, 2003 2003

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" :Spelling

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:Spelling error

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(1998)

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(230)

(45)

(Bouchard, 2002)

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(1995)

(Yates, 2002)

(139)

(1404)

(38)

(187)

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(Myles, 2002)

(346)

(Heling, 2000)

(Shen, 2003)

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(200)

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 :(1)

(1)

50 .68	148		
49 .32	144		
8 .9	26		
10 .6	31		
10 .3	30		
9 .6	28		
10 .6	31		
9 .2	27		
9 .9	29		
10 .3	30		
11 .0	32		
9 .6	28		
19 .9	58	%60	
10 .3	30	%69 - 60	
23 .9	70	%79 - 70	
23 .3	68	%89 - 80	
22 .6	66	90	

2141	1002	1139	
2236	1088	1148	
2249	998	1251	
2196	1084	1112	
2220	1102	1118	
11042	5274	5768	

(292)

(3)

	82.7	76.9	76.7	84.7	85.6	89.6		1
	72.1	68.5	65.8	68.7	76.7	80.7		2
	65.1	52.8	59.2	66.7	69.7	76.9		3
	64.7	62.8	69.2	57.7	56.7	76.9		4
	63.4	53.8	53.3	61.5	71.4	76.9		5
	50.3	33.3	42.5	50.2	60.0	65.5	( )	6
	50.1	32.4	38.5	46.1	56.7	76.9		7
	46.1	37.1	34.5	42.3	43.3	73.1		8
	44.8	23.1	23.3	57.1	55.2	65.4		9
	41.0	30.1	34.5	30.0	37.1	73.1		10
	38.2	24.4	37.6	36.9	38.4	53.8		11
	35.0	19.2	26.7	30.1	34.3	64.4		12
	32.5	17.1	20.7	34.6	40	50		13
	27.4	8.6	6.9	34.6	33.3	53.8		14
	18.6	0.00	0.00	19.2	20	53.8		15
	9.2	0.00	0.00	3.1	11.8	31.2		16
	8.4	0.00	1.3	8.2	9.9	22.6		17
	6.8	0.00	0.00	2.1	12.3	19.6	( )	18
	40.8	30.1	30.6	39.1	43.5	61.3		

(7)

(Trustees Validity)



(4)

0.239	1.185	36.4	46.3		1
0.236	0.189	34.2	37.9		2
0.927	0.086	32.0	33.1		3
0.921	0.097	32.6	31.1		4
0.098	2.049	26.0	37.4		5
0.246	0.191	23.6	26.7	( )	6
0.466	0.441	22.7	27.4		7
0.258	0.115	24.2	21.9		8
0.447	0.472	20.1	24.7		9
0.902	0.016	20.1	20.9		10
0.926	0.009	19.4	18.8		11
0.876	0.056	16.8	18.2		12
0.843	0.089	17.1	15.4		13
0.547	0.034	13.3	14.1		14
0.568	0.215	8.3	10.3		15
0.432	0.526	3.5	5.7		16
0.989	0.007	4.1	4.3		17
0.512	0.288	2.7	4.1	( )	18
0.648	0.029	19.8	20.9		

(5)

( )

0.054	1.86	3.69	4.49	148	
		3.45	5.73	144	

:

(Chi-Square)

.(4)

(4)

: (T- test)

(5)

( ) (5)

(1.86)

( $\alpha=0.05$ )

:(6)

(6)

2.32	7.81	57	
1.89	7.78	58	
2.53	5.13	58	
3.06	4.83	59	
3.73	3.88	60	
3.11	5.886	292	

(4)

1999 2003 )

(Heling, 2000 Yates, 2002 Bouchard, 2002 2002 )

(Pray, 2002 1994

(Myles, 2002 Shen, 2003)

(One-Way ANOVA)

.(7)

(Miller, 2001)

(7)

*0.000	13.65	77.38	309.518	4	
		5.67	1626.858	287	
		-	1936.377	291	

.( $\alpha=0.05$ )

\*

(8)

(LSD)

*3.30	*2.25	*-1.98	-1.32	-	
*3.95	*2.91	*1.99		-	
*1.97	0.93		-	-	
-1.1	-	-	-	-	
-	-	-	-	-	

.( $\alpha=0.05$ )

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( ) (7)

( $\alpha=0.01$ )

(LSD)

.(8)

: (8)

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(70- (70-79%) (60 -69%) ( 60%)  
60%) ( 90%) 89%)  
(  
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(60

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:(9)

( 90%) (70-89%) - 69%)  
(60 - 69%)

(9)

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(70 -

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( 90%) 79%)  
(70 - 79%)

)

.9

.4

2.48	1.55	58	90%
2.27	4.27	30	80-89%
3.98	6.19	70	70-79%
3.21	7.75	68	60-69%
3.63	8.58	66	60%
3.11	5.668	292	

(One-Way ANOVA)

:(10)

( )

Shen, 2003 2002 )

(Yates, 2002 Bouchard, 2002

(LSD)

.(Heling, 2000 1999 2003 )

:(11)

(10)

*0.000	33.877	155.256	621.026	4	
		4.583	1315.351	287	
		-	1936.377	291	

.(α=0.01)

\*

(11)

(LSD)

90%	80-89%	70-79	60-69	60%	
**7.68	**6.85	**5.29	*3.37	-	60%
*4.31	*3.48	1.56	-	-	60-69
*2.39	1.92	-	-	-	70-79
0.83	-	-	-	-	80-89%
-	-	-	-	-	90%

.( $\alpha=0.05$ )

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.( $\alpha=0.01$ )

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**.6**

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- .199-165 (32) 2003  
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1999 (3) (54) .  
.77-45  
1994 - 2003  
1973 .  
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1995 .102-98 (1) .  
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(212) 2001  
" 2005 " 1996  
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(4) (6)  
.61-35 .264-233 (2) (1) .  
2003  
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## **An Analysis and Cross - Sectional Study of Spelling Errors among (1-5) Grades of Elementary Palestinian Students in Tulkarm City**

*Ziad A. Barakat\**

### **ABSTRACT**

The main objective of this study was to determine the spelling errors among grades from (1-5) elementary students in Tulkarm city in light of gender, grade, and achievement variables. To achieve the study purpose, the researcher used a sample consisted of (292) students (148 males, and 144 females). Results showed the following:

1. The most common spelling errors among students of elementary grades were Al-hamza, and the (T) letter (open or closed).
2. There were no significant statistical differences in spelling errors due to the gender variable.
3. There were significant statistical differences in spelling errors due to the grade variable in favor of (1-3) grades students.
4. There were significant statistical differences in spelling errors due to the achievement variable in favor of the lowest academic achievers.

**Keywords:** Spelling, Spelling Roles, Spelling Error.

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