AMERICAN AND BRITISH BUSINESS-RELATED SPELLING DIFFERENCES

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English language business-related documents around the world contain purposeful spelling differences that reflect two standards, American English and British English. Given the importance of culturally acceptable spelling, the need to be aware of and sensitive to cultural differences, and strong reactions to variation in spelling, it is important to understand the differences in these two spelling systems. Families of words that illustrate spelling practices draw attention to differences between the American and British spelling systems. Under at least some circumstances, business communicators should accommodate for spelling differences when communicating with those from other cultures.

Implementing the presented teaching ideas based upon reacting, discussing, adapting, researching, and writing can clarify understanding of the American and British business-related spelling systems and help learners to prepare more culturally sensitive business documents when appropriate.

Keywords: American English; British English; orthography; cultural variation; cultural accommodation

HOW SHOULD BUSINESS COMMUNICATORS spell these words: enquire or inquire? analog or analogue? paralyse or paralyze? Business-related documents around the world include similar spelling choices that in part reflect cultural ethnocentrism, the writers’ belief that their own cultures—including the spelling systems—are inherently superior to that of other cultures (Victor, 1992). Business communicators can choose to implement American, British, or hybrid (e.g., Canadian) spelling practices when communicating with those inside and outside their own cultures.

But how important are spelling differences? According to The Oxford Companion to the English Language, “The most obtrusive differences between present-day American and British documents are their spellings” (McArthur, 1992, p. 970). Millward (1989) contended that “proper spelling has become so culturally important that ‘Thou shalt not spell incorrectly’ has almost the status of an eleventh commandment” (p. 270).
According to research conducted by Green and Scott (1992) and Scott and Green (1992), respondents from the 100 largest companies in both the United States and the United Kingdom overwhelmingly thought that being aware of and sensitive to differences in English language usage, including spelling, were essential. About 70% of both American and British respondents indicated that being aware of and sensitive to differences in English language usage were critically important, very important, or important.

In an unpublished action research study I conducted in 2003 with U.S. and U.K. classes of about 35 undergraduate business students in each country, I found evidence that people respond strongly to what they perceive to be incorrect spelling. When presented with three randomly ordered passages of reading material with characteristic American spelling, British spelling, and half-American and half-British spelling (see Crystal, 1995), respondents—including international students—always strongly preferred the passage that conformed to the local spelling standard. About two thirds of the respondents labeled the spelling in the other two passages as somewhat bad, rather bad, or extremely bad. This limited evidence suggests that for some prospective and practicing businesspersons, spelling provokes strong reactions that appear to be culturally based.

Given the importance of culturally acceptable spelling; the need for businesspersons to be aware of and sensitive to differences in varieties of a language, including spelling differences; and the evidence that prospective and practicing businesspersons react strongly to variation in spelling, this article addresses differences in U.S. and U.K. business-related spelling practices and provides related instructional ideas.

For the purposes of this article, American English and British English spelling refer to the respective standard national systems for English language spelling that also constitute the two leading English language systems for spelling. It is important to realize that there is some acceptable variation in spelling of selected words within both of these standard national systems as reflected in their respective authoritative dictionaries. The widespread exchange of written materials among English speakers around the world, especially electronically, introduces different spellings that sometimes are repeated and over time can become more acceptable in other locations. Because English is a living language, it is always evolving. It is also important to realize that in terms of standard usage, the spelling differences are minor but noticeable (Crystal, 1995) and sometimes annoying and alienating. Spelling may be systemic, applying to a grouping or family of a number
of words (e.g., color/colour, favor/favour, rigor/ rigour, etc.), or nonsystemic, applying to one or a very few words (e.g., curb/kerb). Spelling may be exclusive, used by one of the two cultures with no clear-cut international preference (e.g., labor/labour), or nonexclusive, used by one of the two cultures and for most international purposes (e.g., jail/ gaol) (McArthur, 1992).

**A VERY SHORT SPELLING HISTORY**

English language spelling originally was variable and influenced by personal and regional preferences, but that changed from the 15th century onward with the advent of printing and publishing and with a better educated populace. By 1755, Samuel Johnson’s *Dictionary of the English Language* served as an authoritative English language source. In the latter 18th century, American and British English spellings began to diverge, reflecting different national preferences. By the start of the 19th century, most common words had spellings fixed by social consensus that are still used today (McArthur, 1992).

In 1788 Noah Webster’s *American Spelling Book* (also known as the *Blue-Back Speller*), in 1806 his *A Compendious Dictionary of the English Language*, and in 1828 his *An American Dictionary of the English Language*, among other publications, presented a somewhat simplified and distinctive American English style of spelling that in some cases deviated from British English spelling. In effect, Webster’s works clarified the boundaries of the two emerging national spelling systems. Later reformers would try—largely unsuccessfully—to improve and simplify both the American and British spelling systems (Cummings, 1988; McArthur, 1992; Savant, 2000; Venezky, 1999).

**IMPORTANT SPELLING DIFFERENCES**

The important spelling differences between American English and British English are systemic or nonsystemic.

**Systemic Spelling Differences**

For words where systemic spelling differences occur, the characteristic American English and British English spellings of a number of words follow patterns that can be grouped into spelling families.
Nevertheless, exceptions to these characteristic spelling patterns are sometimes found.

The -or/-our family. Most words in the -or/-our family (e.g., color/colour) have Latin or French origin, where those in Latin end -or and those in Modern French may end -eur. Some words of Germanic origin (e.g., harbor/harbour) seem to have gotten their u by analogy. With the exception of neighbour in British English spelling, other words that directly refer to people are now spelled without the u in both American and British English (e.g., author). A number of family spelling deviations exist in American English (e.g., glamour, savior, and savor coexist with international English glamour, saviour, and savour) and in British English (e.g., error, mirror, and terror). Words in this family in American English typically end -or in inflections (e.g., colorings), derivatives (e.g., coloration), and compounds (e.g., colorblind). In British English derivatives, the situation is more complex, with the u retained before vernacular suffixes (e.g., flavoursome) and before the French suffix -able (e.g., honourable) but with the u dropped before Latinate suffixes (e.g., invigorate), which results in American and British English spelling being identical for family words with Latinate suffixes. American English spelling sometimes has the u (e.g., savoury) and is more likely than British English spelling to have the u in certain words (e.g., glamourize/glamorize and glamorous/glamorous), but British English spelling sometimes keeps the u (e.g., colourist) (McArthur, 1992; Trudgill & Hannah, 1994).

The -er/-re family. Words in the -er/-re family (e.g., center/centre) exclusively end -er in American English spelling and -re in British English spelling and are primarily of non-Germanic origin. Neither the agent suffix -er (e.g., worker) nor the comparative degree ending -er (e.g., larger) is affected. Many words in both American and British English spelling end in -er (e.g., banker) and in -re (e.g., mediocre), especially when an -er/-re ending might lead to mispronunciation (e.g., acre). Whereas the American English spelling for meter remains constant regardless of meaning, the British English spelling varies, with meter for the measuring instrument and for prosody but metre for the measuring unit. Although theater is the preferred and most common American English spelling, theatre is often used in location names and by those in the theatre business. In most words in this family, the -er/-re spelling differences are retained in inflections (e.g., mitered/mitred) and compounds (e.g., fiberglass/fibreglass) but disappear in
derivatives through the loss of the _e_ that is not pronounced (e.g., _central_) (McArthur, 1992; Trudgill & Hannah, 1994).

_The -e/-oe_ family._ For words in the -e/-oe-family of Greek origin (e.g., estrogen/oestrogen) in which the original _oi_ became the ligature _ae_ in Latin, the American English spelling is usually _e_ (e.g., estrogen) and occasionally _oe_ (e.g., sometimes amoeba but more commonly ameba), especially in nonexclusive variants; but the British English spelling is _oe_ in variants that tend to be exclusive (e.g., manoeuvre) (Crystal, 1995; McArthur, 1992). Also incorporated into this family are the Latin-based words of _fetus_/foetus and _fetid_/foetid (McArthur, 1992; Trudgill & Hannah, 1994).

_The -e/-ae_ family._ In the -e/-ae-family of classical words of Greek origin (e.g., esthete/aesthete) that was transferred into English as _ae_ via the Neo-Latin ligature _ae_, American English spelling typically is an _e_ (e.g., gynecology) and _ae_ in nonexclusive variants (e.g., aesthetics). British English spelling of family words typically is _ae_ in exclusive variants (e.g., aether) (Crystal, 1995; McArthur, 1992). The classical form _aer-_ retains the _ae_ in both American and British English spellings (e.g., aeronautics). The spellings _encyclopedia_ and _medieval_ are more common in both American and British English than are the spellings _encyclopaedia_ and _mediaeval_. A trend is for _e_ and _ae_ to become nonexclusive variants in British English spelling (e.g., _primeval_ and _gynecology_) (McArthur, 1992; Trudgill & Hannah, 1994).

_The -l/-ll family._ For two-syllable words in the -l/-ll family with single written vowels in the accented second syllable (e.g., enroll/enrol), the American English spelling is -ll after the final vowel (e.g., instill), and the British English spelling is -l after the final vowel (e.g., instil). Nevertheless, in American English the spelling _extol_ is preferred to _extoll_. Verbs with an _a_ in the final syllable typically end -_ll_ in American English spelling (e.g., _install_) but may end -_l_ (e.g., _enthral_) or -_ll_ (e.g., _befall_) in British English spelling. Both the American and British English spellings of the verb _annul_ end in _-l_ (McArthur, 1992; Trudgill & Hannah, 1994). In American English spelling, verbs that end in a single written vowel and -_l_ or -_ll_ retain them before _-s_ (e.g., _travels_ and _ment_ (e.g., _installment_). Also, in American English spelling, when a suffix begins with a vowel, verbs that end with _-ll_ keep both letters (e.g., _fulfilling_), but verbs that end with _-l_ either have _-ll_ (e.g., _compelling_) or follow the general rules for doubling final
consonants (e.g., compelling vs. caviling). In British English spelling, verbs that end in a single written vowel and -lor -ll retain them before -s (e.g., travels), have -l before -ment (e.g., instalment), and have -ll before a suffix beginning with a vowel (e.g., travelling). Sometimes the results are identical in both American and British English (e.g., travel and travels), and sometimes they are different in both varieties, with traveled and traveler in American English spelling and travelled and traveller in British English spelling. Interestingly, the word parallel does not usually double the final -l in either the American or British English spelling (McArthur, 1992).

The -ize/-ise family. In the -ize/-ise family of words (e.g., apologize/apologise), some verbs such as seize can only have -ise, and some verbs such as advise can only have -ize. However, many verbs can have both -ize and -ise spellings (e.g., globalize/globalise), with the -z or -s appearing in derivative forms (e.g., globalization/globalisation). For these verbs, the American English spelling is systematically and exclusively -ize, whereas the British English spelling is either -ize or -ise. Interestingly, some major British dictionary publishers, including Collins, Longman, and Oxford, prefer -ise, and others, including Reader’s Digest (United Kingdom) and Chambers for native-speaker but not ESL dictionaries, prefer -ise. Although there are exceptions, verbs with -ize or -ise usually form nouns with -tion (e.g., organization/ organisation), but verbs with only -ise with the exception of improvisation do not have noun forms with -tion. There are some verbs, such as apologize/apologise, that do not form nouns with -tion (e.g., apology) (McArthur, 1992; Trudgill & Hannah, 1994).

The -lyze/-lyse family. For words in the -lyze/-lyse family (e.g., paralyze/paralyse) of systemic and formerly mutually exclusive verb spellings, the American English spelling is -lyze (e.g., analyze), and the traditional British English spelling has been -lyse (e.g., analyse). However, the contemporary British English spelling is increasingly with the z to reflect the pronounced z sound in verbs (e.g., analyze), whereas the noun forms reflect the pronounced s sound (e.g., analysis) (McArthur, 1992).

The separate word(s)/hyphenated word family. In the separate word(s)/hyphenated word family (e.g., bookkeeper/book-keeper), the American English spelling for compound expressions is one or two words (e.g., ashtray and dry dock) and for words with stressed prefixes
is one solid word (e.g., cooperate). When there are consecutive identical vowels (e.g., anti-inflationary) or the stem word begins with a capital letter (e.g., anti-American), the expression is usually hyphenated after the prefix in American English. The British English spelling hyphenates compound expressions (e.g., ash-tray and dry-dock), stressed or unstressed prefixes in words (e.g., co-operate and neo-classical), and when the stem word begins with a capital letter (e.g., anti-American) (Trudgill & Hannah, 1994).

The reject/accept French diacritics family. For words in the reject/accept French diacritics family (e.g., matinee/matinée), the American English spelling rejects French diacritics in most common loan words (e.g., café and élite) except for the word résumé, where they are customarily retained for business-related purposes to avoid confusion with the verb resume, and the British English spelling accepts French diacritics in most common loan words (e.g., café and élite) (Trudgill & Hannah, 1994).

The -og/-ogue family. In the -og/-ogue family of words (e.g., dialog/dialogue), the American English spelling sometimes drops the -ue (e.g., often catalog but sometimes catalogue), but the British English spelling usually includes the -ue (e.g., catalogue). However, the British English spelling of such technology-related words as analog generally follows the American English spelling (McArthur, 1992).

The en-/in- family. In the en-/in- family of words (e.g., inquire/enquire), the American English spelling generally acknowledges both the en- and in- forms of the word (e.g., enclose/inclose) with a preference in most cases for the en-form (e.g., enclose preferred over inclose), and the British English spelling generally is en- (e.g., enquire), although the in- form (i.e., inquire) is also used in the United Kingdom. Both American and British English spellings use envelope and incur (Trudgill & Hannah, 1994). Careful American business communicators use ensure when the meaning is to make certain and insure when the meaning is to protect against risk (Clark & Clark, 2001).

The -dgment/-dgement family. For the -dgment/-dgement family of words (e.g., abridgment/abridgement), the American English spelling is -dgment (e.g., judgment), and the British English spelling is -dgement (e.g., judgement) except when referring to a judicial opinion (i.e.,
judgment) (Garner, 1995; Trudgill & Hannah, 1994). Nevertheless, the typical British English spellings with -gement also exist within the United States (Trudgill & Hannah, 1994).

The -se/-ce family. In the -se/-ce family of words (e.g., offense/offence), the American English spelling is often -se (e.g., license) but sometimes is -ce (e.g., practice), but the British English spelling is -ce for noun forms (e.g., practise) and -se for verb forms (e.g., practise) (Trudgill & Hannah, 1994).

The -ction/-xion family. For words in the -ction/-xion family (e.g., inflection/inflexion), the American English spelling is usually -tion (e.g., connection), and the British English spelling is usually -xion (e.g., connexion). American English spellings of -tion/-xion words are also found in the United Kingdom. American and British English share the spellings of such family words as inspection, protection, production, and complexion (Trudgill & Hannah, 1994).

The -m/-mme family. In the -m/-mme family of words (e.g., kilogram/kilogramme), the American English spelling is -m (e.g., program), and the British English spelling is -mme (e.g., programme) except when referring to a computer program, where the American English spelling prevails (Crystal, 1995).

The no ending/-st family. For words in the no ending/-st family (e.g., among/amongst), the American English spelling is with no ending (e.g., amid), and the British English spelling may have the -st ending (e.g., amidst) (Trudgill & Hannah, 1994). Even though the British English spelling of whilst is identified by some authoritative sources as obscure or archaic (e.g., Simpson & Weiner, 1989), it still is used in more formal British communications (Woodford & Jackson, 2003).

The -o-/-ou- family. The words in the -o-/-ou- family (e.g., molt/moult) have the American English spelling with -o- (e.g., mold), and the British English spelling with -ou- (e.g., mould). However, both the American and British English spellings of boulder retain the -ou- (Trudgill & Hannah, 1994).

The -g-/-gg- family. In the -g-/-gg- family of words (e.g., fagot/faggot), the American English spelling is -g- (e.g., wagon), and the British English spelling may be -gg- (e.g., waggon or wagon) (Trudgill & Hannah, 1994).
Nonsystemic Spelling Differences

For words where nonsystemic spelling differences occur, the characteristic American and British spellings apply to one or a very few words only. A number of words that can be used in business-related documents follow no spelling family pattern, and a sampling is reported with the American English spelling followed by the British English spelling:

- check/cheque (banking document)
- curb/kerb (of a street)
- draft/draught
- jail/gaol
- jewelry/jewellery
- learned/learnt
- mustache/moustache
- plow/plough
- pajamas/pyjamas
- skeptical/sceptical
- specialty/speciality
- spelled/spelt
- storey/story (of a building)
- sulfur/sulphur
- taffy/toffee
- tire/tyre (of a vehicle)
- whiskey/whisky
- woollen/woolen

(Trudgill & Hannah, 1994).

Spelling Generalizations

Generally speaking, where there are spelling differences in the two standard national spelling systems, American English spellings (e.g., labor, councilor, and catalog) tend to be shorter than British English spellings (e.g., labour, councillor, and catalogue), and British English spellings (e.g., catalogue, judgement, and cheque) are more likely to be acceptable in the United States than American English spellings (e.g., catalog, judgment, and check) are in the United Kingdom except for technological terms, where American English spellings prevail (e.g., analog and program). American English spelling rarely differentiates between words with different meanings but the same pronunciations (e.g., vice/vise), but British English spelling sometimes does (e.g., metre/meter, practise/practice, and kerb/curb) (McArthur, 1992).

ACCOMMODATING SPELLING DIFFERENCES

Because there is some variation in spelling between the American and the British standard national spelling systems, what should business communicators do? Should they continue to spell as they always have, or should they adapt their spellings to reflect the expectations of readers from other cultures? The answer is complex and may not always be the same.

It is a well accepted principle of cross-cultural business communication to accommodate toward the practices of other cultures whenever feasible (Beamer & Varner, 2001; Chaney & Martin, 2003; Victor, 1992). Accommodating for spelling differences is possible, but is it practical? Because consistency is a hallmark of good spelling, presumably business communicators would either make no spelling
adaptation or spell all words in generally acceptable ways where the
document will be read, which can be challenging because of the com-
plexity of the two standard national spelling systems and because of
documents sometimes being sent to readers where different spelling
systems prevail. Even if business communicators have a thorough
understanding of the differences in the two spelling systems, they may
struggle with implementing the less familiar spelling system. And how
should business communicators spell when communicating with Cana-
dians, a common audience, who juxtapose American spelling prac-
tices, especially in popular publications, with British spelling practices,
especially in scholarly journals and textbooks? Given the fact that the
Canadian spelling practices of individuals reflect variation in such
things as geography, occupation, and social status (Crystal, 1995), who
is able to choose the most appropriate mix of American and British
spellings for Canadian audiences?

If business communicators are able to implement the other major
spelling system credibly, what kind of reaction will doing so provoke?
Some people are apt to view positively any reasonable—even if some-
what flawed—attempt to accommodate for spelling differences
because that sincere attempt shows respect for them and their culture.
Others will view the flawed attempt less positively because although it is
well intentioned, it is poorly implemented. Still others will respond
negatively to the attempt to accommodate for spelling differences, per-
ceiving it as an insincere or pandering effort that perhaps pokes fun at
their spelling practices and is offensive. Although business communi-
cations that accommodate for spelling differences and are aimed at an
individual could engender a wide range of possible reactions, business
communications that accommodate for spelling differences and are
aimed at groups should engender more favorable reactions. To influ-
ence groups positively and to build and maintain their loyalty in the
fickle marketplace, business communications such as promotional
materials and product user manuals should conform to customers’
needs and expectations, including culturally acceptable spelling; oth-
ernwise, the customers are alienated. Shrewd business communicators
demonstrate both courtesy toward and respect for their mass audience
when they conform to its spelling conventions. Thus, in at least a num-
ber of circumstances, accommodating for spelling differences is
prudent business practice that has potential to keep customers satisfied
and to affect positively the bottom line.

When business communicators accommodate for spelling differ-
ences, they will likely need access to at least one authoritative dic-
tionary that reflects each of the two standard national spelling systems to
make spelling choices within the generally acceptable ranges for both American English and British English. The introductory pages of a dictionary often discuss how spelling is reported in that particular volume. Whereas the majority of dictionaries, such as the *Longman Dictionary of Contemporary English* (Summers, 2003), show the preferred and alternate spellings and often attribute variant spellings to cultures—increasingly preceded by such words as *chiefly* or *especially* (McArthur, 1992)—the minority of dictionaries, such as the *Oxford American Dictionary* (Ehrlich, Flexner, Carruth, & Hawkins, 1980), show few variant spellings to draw attention to standard form. Even then, because English language spelling is evolving and because dictionaries are thoroughly revised at different times, a second authoritative dictionary may suggest a different preferred spelling for a few words. Nevertheless, the following dictionaries, among others, provide generally good advice about American English language practices, including spelling: *The American Heritage Dictionary of the English Language* (2000), *Encarta World English Dictionary* (Soukhanov, 1999), *Random House Webster’s College Dictionary* (2002), and *Webster’s Third New International Dictionary of the English Language, Unabridged* (Gove, 2002). Likewise, the following dictionaries provide generally good advice about British English language practices, including spelling: *The Chambers Dictionary* (Schwarz, 1993), *The Concise Oxford Dictionary* (Pearsall, 1999), *Collins The Times English Dictionary & Thesaurus* (Sinclair, Wilkes, & Krebs, 2000), and *Longman Dictionary of Contemporary English* (Summers, 2003).

**SPELLING DIFFERENCES INSTRUCTION**

Teachers might begin their instruction about differences in American and British English spelling by asking students about the English language spelling differences they have encountered. They can also get students’ reactions to copy spelled according to the conventions of both major English language spelling systems by using Appendix A, which contains three short passages useful for discussion purposes. First, teachers can ask students to react individually to the spelling in each of the passages on the provided Likert-type scales and then decide overall which passage has the most acceptable spelling. Second, instructors might have students share in small- or large-group format their reactions to the spelling in the three passages, tallying the spelling evaluations. Teachers should encourage students to discuss how many of them responded strongly to perceived misspellings and the reasons why. Third, teachers can ask students to interpret the group results
about the reactions to spelling differences. Fourth, instructors might tell students that other students tend to prefer the passage that is closest to the locally sanctioned spelling system and ask students to discuss what the implications of this are for business communication among English speakers worldwide. Teachers might then play the role of the devil's advocate, raising some or all of the issues discussed in the part of this article about accommodating differences in spelling.

After discussing differences in American and British spelling practices similar to those presented in the first part of this article, instructors might ask students to find additional examples of words from a specified number of spelling families of the students' choice. For instance, teachers might require three examples of pairs of words that illustrate five of the spelling families.

Teachers can also have students adjust the spelling in Passage 1 so that it exemplifies British English spelling. The following changes would be appropriate: woollen, vice, Councillor, enquired or inquired, and inflexion or inflection; additionally, the double quotation marks should be changed to single quotation marks to comply with British quoting conventions (McArthur, 1992). The process can be repeated for American English. These changes would be appropriate: pretenses, tire, willful, sissy, and instill; additionally, the single quotation marks should be changed to double quotation marks to comply with American quoting conventions (McArthur, 1992).

Teachers can ask students to make Passage 2 suitable for an American readership. The following changes would be appropriate: Mr., jeweler, traveled, center, license, curb, colored, check, check, maneuver, and jail. For additional practice, Passage 3 can be made suitable for a British readership. The following changes would be appropriate: aeroplane, grey or gray, baled or bailed, storey, pyjamas, paralysed or paralyzed, practised, moustache, and defence.

For additional application, instructors can have students retrieve a business-related print or electronic document such as a newspaper, magazine, or journal article that reflects the other leading English language standard. Students can then be required to read the document carefully, circling all spellings that are exclusive to the other major English language spelling system and then commenting about the impact of these exclusive spellings on readers accustomed to the other major English language spelling system.

As a follow-up activity, teachers might have students write the text for American and British English versions of a sales letter that promotes a 14-day tour of Thailand. The travel package includes business-class
flights, accommodation in luxury class hotels in three different Thai cities, daily half- or full-day tours to local sites of interest, and all meals.

In summary, by presenting information and instructional activities about differences in the two major English language spelling systems, business communication teachers can help to clarify understanding about American and British business-related spelling differences and to provide readers with more culturally sensitive business documents when circumstances warrant.

APPENDIX A
Spelling Evaluation Exercise

Passage 1
Miss O’Leary removed her woolen gloves. With no pretences, she began to change the flat tyre. With wilful determination and the force of a vise, she tugged at but could not remove the nuts. Councilor Martin approached Miss O’Leary and inquired if she might need assistance. “No, thank you very much indeed,” she replied as her inflection changed. ‘I’m no cissy. My father did instil in me a self-reliant spirit.’

The author of Passage 1 is
_____ an extremely bad speller. _____ a somewhat good speller.
_____ a rather bad speller. _____ a rather good speller.
_____ a somewhat bad speller. _____ an extremely good speller.
_____ neither a bad speller nor a good speller.

Passage 2
Mr Furniss, a jeweller by trade, travelled to the centre of Overton to obtain his business licence. When he stepped off the street kerb, he dropped the cream-coloured cheque he was carrying. As he bent over in the street to pick the cheque up, he had to manoeuvre to avoid being hit by a speeding car. He muttered to himself that the careless driver should be thrown in gaol for driving recklessly.

The author of Passage 2 is
_____ an extremely bad speller. _____ a somewhat good speller.
_____ a rather bad speller. _____ a rather good speller.
_____ a somewhat bad speller. _____ an extremely good speller.
_____ neither a bad speller nor a good speller.
Passage 3

Suddenly a noisy airplane pierced the gray sky. It sputtered loudly before the pilot bailed out. I was appalled by what I saw from my second-story window. As I stood there in my pajamas, I was nearly paralyzed by fear in spite of the fact that I had practiced for this happening. My mustache twitched as I dialed the civil defense office to report a possible invasion by enemy forces.

The author of Passage 3 is

_____ an extremely bad speller.  ____a somewhat good speller.
_____ a rather bad speller.  ____a rather good speller.
_____ a somewhat bad speller.  ____an extremely good speller.
_____ neither a bad speller nor a good speller.

Overall, which of the three passages has the most acceptable spelling to you?

_____Passage 1  ____Passage 2  ____Passage 3

REFERENCES


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