UNIVERSITY OF EDUCATION, WINNEBA

INVESTIGATING SPELLING CHALLENGES AMONG JUNIOR HIGH SCHOOL STUDENTS: A CASE OF SOME SELECTED SCHOOLS IN THE YENDI MUNICIPALITY

HUDU ABUKARI

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DECLARATION

STUDENT'S DECLARATION

I, HUDU ABUKARI declare that this project work is my own effort with the exception of quotations and references contained in published works, international journals which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

STUDENT'S SIGNATURE: ………………………….........

DATE: …………………………………………………..………

SUPERVISOR'S DECLARATION

I hereby certify that the preparation and presentation of this project work was supervised in accordance with the guidelines on supervision of project work laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR ALBERT AGBESI WORNYO

SIGNATURE: ……………..…………………………..…
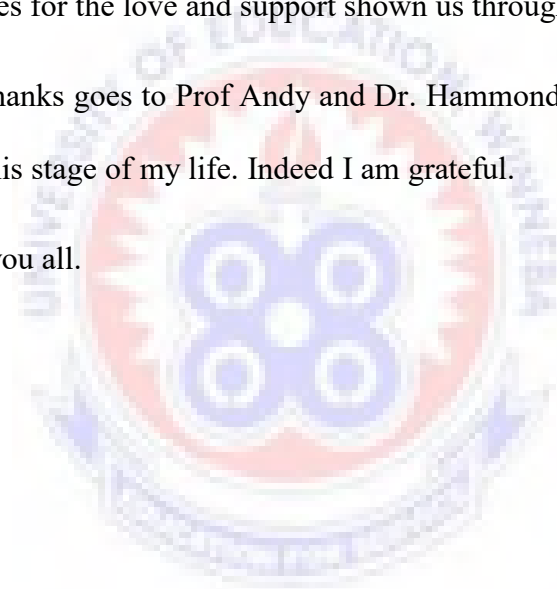
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ACKNOWLEDGEMENTS

DEDICATION

To the Almighty Allah, creator for his endless favours on me throughout this journey

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ABSTRACT

Spelling is an indication of education. It is important for second language learners and specifically for students learning English as a Second Language. This study sought to investigate the specific spelling errors that are evident in the writings of junior high school students in some selected schools in the Yendi Municipality. This study employed a mixed method design. Stratified simple random sampling technique was used to select 120 students and purposive sampling technique was used to select 20 teachers of the various selected schools. Essay writing, spelling dictation test and semi structured interview were used to collect data for the study. Descriptive statistics of frequency counts and percentages as well as thematic analysis were used to analyze the data. The study revealed that the most common types of spelling errors committed by the students are substitution and omission of letter errors .The study recommended the inclusion of spelling rules in the curriculum and instruction of the schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Spelling is defined as the act of forming words correctly from individual letters (Hornby, 2000). This means spelling has its rules to form words correctly. This means letters must appear in correct sequence to be meaningful; otherwise it will lead to spelling errors. In addition Gentry (2004) claims that spelling constitutes 'a dictionary in the brain' for readers and writers; a good reader simply does a matching exercise of what exists in the brain with what is on a paper. Spelling is also the ability to combine letters in a conventional order to generate a word in a given language. A learner is expected to spell words correctly because such a skill reflects their literacy and learning achievements. Simply, correct spelling is sufficient knowledge of the target language's spelling rules and all of its general arrangement pattern Gentry (2004).

According to Kuiper and Allan (2004) learning to spell correctly is not usually easy for many people but it is very important for all those who are learning the language. This is because part of what determines a learner's proficiency in English Language is his/her ability to spell correctly for accurate expression. Spelling however is an essential skill for people who are learning English as a Second Language (ESL) because it is a means through which they develop their critical thinking and enhance their creativity. Specifically, it is crucial for students as it helps them to excel in their academic courses due to its interdisciplinary nature (Zahida, Farrah, & Zaru, 2014). For example, it enables them to write their essays, answer questions, prepare their reports, and other writing assignments. Writing is a method that transfers spoken language from being heard to being seen and therefore read. In order to represent

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spoken language in a written script, a system must be invented and therefore precisely implemented. Thus, the English writing system is the one that native speakers and learners should strictly follow. In particular, it is becoming increasingly difficult to ignore the importance of spelling (Alsaawi 2015, p.56). In addition, writing and reading are two skills that depend largely on explicit spelling rules, as mistakes in writing and reading are embarrassing and may be costly in exams. Several researchers have agreed that poor spelling automatically engenders poor reading and writing (Gentry & Graham, 2010; Adams, 2011; Reed, 2012).

Over the years, most scholars have enumerated and emphasized the importance of spelling to the literacy skills of students (Ehri, 2000; Ritchey, 2008; Robinson, 1990; Katzir, Kennedy, Kim, Lovett, Morris, & Wolf, 2006; Moats, 2006). This is because, poor spelling inhibits students in several ways. As evident in the Applied Linguistics literature, spelling is considered as a unique and important sub-writing skill in that a written piece of work that has series of spelling errors make it difficult for readers to decode what the writer of the text intends to communicate to them.

That is to indicate that spelling errors in a text can deny both the writer and the receiver to gain shared meaning and to a large extent, distort the entire communication process (A-Shabhi, Rashid &Abdullah, 2018). This means that the ability to spell words correctly, is of great importance to learners in that it projects their mastery of language, and good spelling creates a good impression about students' potential to perform well in their various disciplines of study. Another benefit of mastery in spelling by students is linked to the fact that it gives language learners self-concept, status and knowledge that enable them to communicate adequately in writing (Peters, 2013). The spelling competence of students is not only

an indicator that they can write well but scholars such as Moats (2006), Ritchey (2008), and Mesmeh (2012) establish a significant correlation between competency in spelling and effective reading comprehension. That is, these scholars are of the view that students' ability to read fluently and comprehend whatever they read lies in their ability to spell words correctly and use the right reading skills.

James (1988) argues that errors in writing such as tenses, the use of wrong prepositions and weak vocabulary are the most common and frequent type of errors that are dominant in the written texts of ESL learners. In Ghana, one of the most common errors that plague the essays of students at all levels of education is spelling errors (Amable, 1990). Hildreth (1962) argues that "spelling is a sort of draft horse of written expression without which the load of work in writing cannot be done easily" (p. 2). Similarly, Smedley (1983) believes that spelling errors negatively affect the clarity of the written message, and consequently interfere with communication between the writer and the reader. Other scholars contend that spelling and reading are closely related and as such, bad spellers are usually considered to be bad readers (Koda, 2005; Randall, 2007; Fender, 2008). In addition, Cook (1999) asserts that "unlike native speakers, students may not know the actual system of English, and will appear to use the wrong letter" (p.1).

Although spelling is a "sign of education" (cook, 1997, p.474), and it is important for second language learners (L2), foreign language learners (FL) and specifically for ESL students, studies have shown that this area has received less attention (Al-zoud & K. Kabilan, 2013; Bebout, 1985; Haggan, 1993). Studies in the area have receive little attention despite the importance of spelling on literacy and language acquisition (Conrad, 2008; Kwong & Varnhagen, 2005; Treiman & Bourassa, 2000). Within the

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Ghanaian context, the situation is not different as scholars like Amable (1990), Edu-Buandoh (1996), Owusu Ansah (2005), Twum (2011) and Dadzie & Bosiwah (2015) have all explored challenges that students within the Ghanaian context face as far as spelling of words in English is concerned. The general findings that these scholars project as the cause of these spelling challenges is in line with students' poor reading culture as well as students' inability to correctly associate the right sounds to the corresponding words that they are tasked to spell.

Cook (1999) concluded that spelling errors can be classified into four main types namely: omission, substitution, transposition and insertion errors. Al-Bakri (1998) on the other hand identifies seven types of errors after he investigated spelling errors of English majors in the Yarmouk University in Jordan. These errors as posited by Al-Bakri include substitution, insertion, omission, segmentation, pronunciation, unclassified errors and miscellaneous. Based on an analysis of errors in the writing of learners of English from a range of countries. Cook's (1999) classification has widely been used in the literature as a framework to analyse spellings challenges of students from different geographical settings and at different levels of the academic ladder. Some studies that have employed Cook's (1999) model include Allaith (2009), Subhi and Nabeel (2015), Golshan and Reigani (2015) and Othman (2018). A study of spelling errors of 43 EFL undergraduate Jordanian students writing by Al-zuoud and Kabilan (2013) confirm similar patterns of errors in line with Cook's (1999) classification of errors and these include omission, substitution, insertion, and transposition errors. Thus, the findings reveal that majority of the students' spelling challenges are linked to substitution and omission errors.

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Closely related to the above studies, Al- Karaki (2005) in his exploration of spelling errors made by students of Alkarak Directorate of Education, identified six types of spelling errors in the students' written essays and these spelling errors include addition, omission, substitution, segmentation, disordering, and miscellaneous. Coupled with this, most spelling errors identified in the students learning are related to omission, substitution and addition errors. The findings further confirm that the higher the academic level of students, the fewer the spelling errors they commit. Dadzie and Bosiwah (2015), accounts for six different types of errors in the essays of selected Junior High School students in the Cape Coast Metropolis of Ghana by analyzing the essays of sixty students from selected Junior High schools, Dadzie and Bosiwah (2015) indicated omission, addition, substitution, inversion, pronunciation and miscellaneous as the dominant errors that plague the essays of the selected students. However, they highlight that the frequency and the types of errors vary across the schools that were selected for their study in the southern sector of Ghana. Hence, this study is an attempt to identify spelling errors evident in written essays of students in some selected schools in the northern sector of Ghana.

1.2 Statement of the problem

Learning how to spell is important. Most people will agree that the ability to spell correctly is an essential trait of literate people, and that students must be taught how to spell effectively (Robinson, McKenna, & Wedman, 2000). Furthermore, making anything beyond a few minor spelling errors is equated with ignorance and incompetence (Moats, 2005). As a result of these beliefs, most teachers view spelling as a fundamental part of their learner's literacy education, and they attach great importance to weekly spelling tests (Robinson, 2005; Turbill, 2000). Most schools

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and teachers continue to regard spelling as an integral part of any educational curriculum. Because of these expectations, teaches assesse their students' spelling abilities (Fresch, 2003; Graham, 2008; McNeill & Kirk, 2013).

The Chief Examiner's report of Basic Education Certificate Examination (B.E.C.E) for three successive years, that is 1993, 2001, and 2003, revealed several errors contributing to the poor performance of students in English. Prominent among them was spelling errors. This study investigates spelling errors made by junior high school (JHS) students (in some selected schools) to unearth the causes of these errors and prescribe solutions to them. Some studies have been conducted on the written essays of students generally. A few of them such as Twum (2011) who studied spelling errors in the writing of junior high school students and Kirkpatrick (2009) who worked on spelling errors of American slang words, have delved into spelling errors while most researchers focus on other types of errors.

An analysis of studies on spelling within the Ghanaian context reveal that research works on students writing, especially within the area of spelling, have focused on students at the Senior High School level (Edu-Buandoh, 1996), and at the Junior High School Level (Dadzie & Bosiwah, 2015; Twum, 2011) within the southern sector. Surprisingly none of these studies made use of Cook's (1999) typology as its analytical framework. Thus, the literature reveals that despite the existence of scholarly works on spelling at the various levels of the academic ladder, the northern part, within the Ghanaian context, has not been given much attention. The study therefore sought to analyze spelling challenges in written essays of Junior High School students using some selected schools in the Yendi Municipality as a case study.

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1.3 Purpose of the study

The purpose of the study is to investigate the specific spelling errors that are evident in the writings of junior high school (JHS) students in some selected schools in the Yendi Municipality and also to determine how it affects students' academic performance

1.4 Objectives of the study

In order to achieve the purpose of this study, the following objectives were formulated:

1. To investigate the sources and types of spelling errors in the writing of students in the Yendi Municipality

2. To assess the ways spelling errors are perceived to influence the performance of students in essay writing in the Yendi Municipality

3. To investigate the strategies that can be adopted to help students overcome spelling challenges

1.5 Research Questions

The following research questions were designed to guide the study:

1. What are the sources and types of errors in the writings of JHS students in the Yendi Municpality?

2. What is the perceived influence of spelling errors on JHS students' performance in essay writings in the Yendi Municipality?

3. What strategies can adopted to support students with spelling challenges in the Yendi Municipality?

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1.6 Significance of the study

It is hoped that the result of the study would help students, teachers, and all stakeholders of education in Ghana to help address one of the writing problems of our students in junior high schools.

To the teachers, the study will assist them to correct the students' spelling errors because without the knowledge of why errors are made, no teacher can device effective measures to eliminate them.

It is also hoped that the findings and recommendations of the study would assist head teachers and teachers to device innovative methods and strategies that would help improve instruction in schools. The study would also add to existing literature on spelling errors. The outcome of the study would also serve as reference material for future researchers on spelling errors.

1.7 Delimitation

The study was delimited to only Yendi Municipality in the Northern Region. The study investigates spelling errors and how they affect students' performance in the writing of essays.

1.8 Organization of the study

This study is organized into five chapters. The first chapter is the introduction which includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, and organization of the study.

The second chapter deals with a review of related literature and covers a detailed discussion of the theoretical frameworks that underpin the study. It also examines

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previous studies which have been embarked upon by other researchers in the domain of spelling challenges and the possible sources of spelling errors.

Chapter three deals with the research methodology and the focus was on the following: research design, study area, population, sample and sampling techniques, method of data collection (instrumentation), procedures for data collection, data analysis, validation and reliability and some ethical issues. The outcome of the research was presented and explained in chapter four. Chapter five finally focused on summary of the research findings, conclusion drawn from the research findings as well as recommendation put forward to help learners improve on their spelling and suggestion for further research.

1.9 Chapter summary

The chapter started with the description of the background, then the statement of the problem was presented. The various research objectives were written and the research questions drawn up. The significance of the study was clearly outlined and finally the organization of the study was cited.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two reviews relevant literature related to the study. The review focuses on literature relating to spelling errors that affect junior high school students' written essays. In this chapter literature is reviewed around the theory of error analysis, the concept of error, the difference between an error and a mistake, sources of spelling difficulties, types of spelling error, strategies to improve spelling errors, empirical review of studies on students spelling error problems and review of current syllabus for basic and senior high schools. The aim of the study is to investigate the primary sources of spelling errors in the writing of junior high school students. In view of this, the Error Analysis (EA) theory of Second Language Acquisition (SLA) is used as the theoretical framework to guide the study.

2.1 Theory of spelling development

Spelling development has been framed within several theoretical views. Stage theory proposes that spelling development is sequential. Children pass through discrete developmental stages of learning the writing system, relying on certain types of linguistic knowledge in each stage (e.g., Adams, 1990; Ehri, 2000; Gentry, 1982). Treiman and Bourassa (2000) concluded that, although stage models provide a general overview, they are unable to capture the complexity of the phonological, orthographic, and morphological systems in spelling. More recent theories have moved away from the view that children use one source of linguistic knowledge to the exclusion of others. Instead, overlapping waves or repertoire theory, also called triple word form theory, proposes that children concurrently draw upon the full repertoire of

linguistic skills available to them across all points in spelling development (Masterson & Apel, 2007; Rittle-Johnson & Siegler, 1999). Whereas stage theory proposes that orthographic and morphological knowledge are used only in later stages of development, research shows that children do in fact apply these linguistic skills very early in development (Apel, Wilson-Fowler, Brimo, & Perrin, 2012; Kim, Apel, & Al Otaiba, 2013; Treiman & Cassar, 1996). Connectionist triangle models (Foorman, 1994; Houghton & Zorzi, 2003; Seidenberg & McClelland, 1989) align with repertoire theory but expand on the interplay between phonology, orthography, and meaning by also taking word and pattern frequency into account. Connectionist theories are typically implemented as computer models in which the connections between phonology, orthography and meaning are weighted according to frequency and regularity and it is these weighted connections that drive the system. The spelling that a child associates with a pronunciation depends on the frequency with which the orthographic pattern has been encountered; thus spelling is also viewed as statistical learning (Treiman & Kessler, 2006). Within this view, it is proposed that children take the surrounding context, such as adjacent letters, into account when choosing between alternative spellings for a sound.

2.2 The theory of Error Analysis

Error Analysis is an approach to the study of language teaching. It involves the method of collecting, identifying, classifying and explaining second language learners' errors in order to discover any inherent peculiarities operating within the language learner's language i.e. (inter-language) so that the language learner could be sufficiently or adequately helped to overcome those errors (Corder, 1960, Nemser 1970; Selinker 1972). Error analysis however is a "linguistic study that focuses on

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the errors learners make" (Darus & Subramaniam, 2009, p. 487). Ellis and Barkuizen (2009, p. 51) assert "error analysis consists of a set of procedures for identifying, describing and explaining learner errors".

Comprehension errors are hard to analyze since it is impossible to detect its linguistic source of errors. Therefore, error analysis of the students' language can be investigated or examined only through students' writing and speech productions. Existing literature indicates that there are two kinds of errors; performance errors and competence errors (Touchie, 1986). Errors made by students while doing the task in haste or when they are exhausted or out of sheer carelessness with the given task are performance errors. On the other hand, competence errors reflect inadequate learning, which is a serious error. The distinction between the two aligns with the concept of mistake and error of Ellis (1997). Furthermore, Touchie (1986) and Ellis and Barkhuizen (2009) present two major sources of errors: interlingual and intralingual. According to this language related error, students tend to transfer their first language rules to the second language and prefer to use simple forms rather than complex forms. For Jensen (1962), spelling a word is putting letters in its proper order. It is vital to put letters in proper order to avoid errors. Spelling is one essential subskill in the language since it is the tool which helps learners to write effectively and accurately.

Spelling words correctly is difficult and even natives face such difficulties given the current technological development in which spelling could be autocorrected. They misspell commonly and frequently used words too. Existing literature indicates that the words are filled with homonyms, inflections, foreign words, and consonant alterations which confuse even educated and intelligent Americans (Dobie, 2006). This shows that students take time to internalize some frequently appearing words

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(Cook, 1997). Several studies have been carried out with students of various nationalities at different grade levels starting from elementary to undergraduates. For instance, Jenson (2002) investigated spelling errors according to letter position of 7-, 9-, and 11 words amongst students of grade eight, ten, and junior college freshmen respectively. The study claimed that some errors in spelling words are because of phonetical difficulties. Students make errors when words are difficult to pronounce. Research has shown that this was also a problem for students in Ghana (Dadzie & Bosiwah, 2015). Therefore, a wrong pronunciation of words is one major reason for making errors.

2.3 The Nature of First Language Orthography

The orthographic depth of the first language can have an effect on the English spelling of language learners. Children whose first language is highly transparent may use the sound-to-spelling strategy to spell English words, which may result in spelling errors (Cronnell, 2005; Durgunolu et al., 2002; James, Scholfield, Garrett, & Griffiths, 2003; Luelsdorff, 2009). Cronnell (2002) analyzed the spelling errors in writing samples of Spanish speaking children from grades 3 and 6 who were living in a low-income neighborhood. He attributed some of their spelling errors in English to the Spanish sound-to-spelling correspondence. For example, some students spelled *clean* as *clin*, *rock* as *rack*, *blouse* as *blaus*, and *once* as *ones*. In all of these instances, the children used the transparent spelling of Spanish in spelling English words.

In addition, Durgunolu et al. (2002) investigated the spelling of grade 4 Spanish children who had just been transitioned from a Spanish-English bilingual education program to English instruction. The findings of this study indicated that the Spanish children had a tendency to spell words as they heard them and that the most common

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strategy which Spanish children used to Spell English words was "to use spelling-sound correspondences systematically and spell the words as they were heard, hence transferring strategy that is quite effective for the more transparent Spanish orthography to English spellings" (p. 95). Example of errors were *shold* (should), *reel* (real), *wich* (witch), *favret* (favorite), and *rid* (read). Similar findings were noted with German children in words like *chise* (cheese) and *kiep* (keep) (Luelsdorff, 2009), and for Welsh children in words like *trawt* (trout) (James et al. 2003).

James et al. (2003) examined the spelling errors of bilingual North Welsh English children (mean age 10 years 7 months). North Welsh is a transparent language with regular predictable sound-to-grapheme correspondences. The children were given a writing task in which they were asked to write instructions (in English) for playing a game called *Snakes and Ladders*. The spelling errors were either considered developmental errors or were attributed to the Welsh language. The authors of this study noted that about 38.5% of the spelling errors were due to the interference of first language. For example, Welsh students used simple graphemes and produced spelling errors like *dir* (dear), *bur* (beer), *nyr* (near), and *tiws* (choose).

The phonographemic level of the English learners' first language can also have an influence on spelling in English. English language learners whose first language is written using Roman alphabet, like Spanish and German, may know that words can be segmented into phonemes like English monolinguals (Figueredo, 2006) and hence use this knowledge to spell English words (Bebout, 1985; Ferroli & Shanahan, 1993; Terrebone, 1973, as cited in Figueredo, 2006). On the other hand, children whose first language has a higher phono graphemic level need to learn to segment words into phonemes (Treiman & Kessler, 2005, as cited in Figueredo, 2006). A good example to

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demonstrate this notion is the findings of Wang and Geva's (2003) spelling analysis of Chinese, a morpho-syllabic language. Wang and Geva analyzed the spelling errors of second grade Chinese children who were enrolled in public schools in Toronto. Participants in this study spoke Cantonese at home and had received instruction in Chinese prior to school entry. In addition, they were all receiving some type of instruction in Chinese outside of school when the study took place. Wang and Geva found that the Cantonese children performed more poorly than their English monolingual peers in spelling pseudo words regardless of the insignificant difference between the two groups in spelling real words. The authors explained that the Cantonese children used a non-phonological route to spell English words, which is the route they had acquired from learning their first language and transferred to English. The Cantonese children's first language resulted in difficulty for them in converting phonemes to graphemes. Nevertheless, on a positive level, the Cantonese children outperformed their English monolingual peers in the confrontation pseudo words task. The children were asked to write letter strings which were orthographically illegitimate and unpronounceable. The Chinese children transferred their visual processing skills to English spelling. The visual processing skills of the Chinese children were well developed through reading and writing in their first language and helped them in outperforming the English monolinguals on this task (Wang & Geva, 2003b).

Similar findings to Wang and Geva's (2003b) study were noted by Holm and Dodd (1996). Holm and Dodd compared the spelling performance of university students from China, Hong Kong, Vietnam, and Australia. The Australian participants spoke English as their first language. The Vietnamese had acquired their alphabetic knowledge from their first language as Vietnamese is an alphabetic language which utilizes Roman

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characters. The alphabetic literacy was established for the Chinese participants with the introduction of pinyin, which employs the Roman letters to phonemically represent the Chinese language. On the other hand, the first language of the Hong Kong participants is non-alphabetic and they had not learned an alphabetic system prior to their exposure to English. The findings of this study indicated that the Hong Kong students had more difficulty in spelling pseudo words than the Australian, Chinese, and Vietnamese participants.

2.4 Phonology of First Language

The similarities and differences between first and second language phonemes can have different effects on spelling in English as a second language. When two languages have some commonalities (e.g. phonology, correspondence between graphemes and alphabet), positive transfer can occur when the learner is proficient in his or her first language and commonalities learned in the first language are applied in the second language (Figueredo, 2006). However, when there are differences between the two languages and the learners apply knowledge of first language in spelling in English, the transfer will be negative. The inconsistency of the pronunciation of first and second language phonemes can either result in replacing the English phoneme with a similar first language phoneme, or in dropping the English phoneme from the word (Figueredo, 2006).

When words in the second language contain a phoneme which is not present in the first language sound system, children may substitute the phoneme with another similar one which is used in their first language (e.g. Cronnell, 1985; Durgunolu et al., 2002; Fashola et al., 1996). Cronnell (1985) examined the spelling errors of third and sixth grade Hispanic children who were enrolled in a large school district in Los Angeles.

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He found some spelling errors which could be linked to the influence of the pronunciation of first language. For example, Cronnell found some errors which resulted from the confusion of /v/ with /b/ as in *bery* (very) and *combins* (convince) in some students' writing samples; which can be a result of the fact that there is no distinction between the sounds /b/ and /v/ in Spanish. Cronnell also found errors such as *steel* (still) and *it* (eat) and he connected these errors with the absence of the /i:/ sound in Spanish and /i/ being the closest sound to this phoneme in English. In addition, Cronnell found errors such as *op* (up) and *fan* (fun); which can be attributed to the absence of /ʌ/ in Spanish.   Fahola et al. (1996) similarly found application of Spanish phonological rules in English spelling of second, third, fifth, and sixth grade Spanish speaking children in words like *havit* (habit) and favric (fabric).

The substitution of a phoneme with a similar phoneme from first language was not only found in studies conducted on languages which use the Roman alphabet like Spanish, but even with children whose first language orthography differs significantly from English (Cook, 1997; Wang & Geva, 2003a). Cook (1997) examined the spelling errors of adult English learners from various language backgrounds and compared their spelling performance with both adult and children native English speakers. Although many of the errors which Cook found were similar across the three groups of participants, some of them were associated with specific groups only. For example, the Japanese participants confused the phonemes /l/ and /r/ and produced errors like *walmer* (warmer), *familiality* (familiarity), *grobal* (global), and *sarary* (salary). Cook proposed two possible explanations for these errors. On the one hand, they could be attributed to Japanese not distinguishing /l/ and /r/. On the other hand, the conventional

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spelling of some Romaji words, a Roman script used for writing Kana, differs from English (e.g. *sarari*). In addition to this finding, Cook noted that the Greek participants confused /b/ and /p/ in words like *cabable* (capable) and *propably* (probably). Cook argued that these errors may be, but not necessarily, due to the absence of /p/ from Greek. Wang and Geva (2003a) also observed similar findings with Cantonese children, who had more difficulty than English children in spelling *th* / / and *sh* /@/, two phonemes which are present in English but absent from Cantonese, but not *ck* (as /k/ is a phoneme present in Cantonese). The most prominent errors were *s* and *z* for *th*, and *s* for *sh*. The authors of this study explained that these errors were due to negative transfer from first language to second language because it was difficult for the Cantonese children to map the phonemes with their written representations because they are absent from their first language. For this reason, they borrowed close phonemes from their first language. The authors further explained that the difficulty in spelling *th* and *sh* was not due to the orthographic representation of the digraphs, but to their phonological representations because the Cantonese children outperformed the native English children in spelling *ck*. They further explained that the children in the two groups did not differ in spelling *p*, as /p/ is a sound available in both language systems.

2.5 Distinction between Error and Mistake

It is good for a second language teacher to know exactly what errors his students make and why they make them. This will help him to adopt effective teaching strategies in order to handle his students' errors. Applied linguists differentiate between error and mistake. Every language has a set of rules or a code for generating a "well-formed" sentence. A violation of this set of rules may result in an error.

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According to Yankson (1996), an "error" is a noticeable deviation from the rules of a target system. It is a breach of the language code. It may occur as a result of a lack of knowledge or misapplication of the rules of the second language. Errors are recurrent, systematic, and reveal one's level of competence in the language.

On the other hand, a "mistake" is a type of linguistic deviance, but it is a slip, the result of tiredness, emotional stress, nervousness, memory lapse, or preoccupation with the subject. Native speakers also make mistakes. Mistakes are unsystematic. The learner can oftentimes correct his own mistakes. The error analyst learners" mistakes, sometimes referred to as "performance phenomenon" because they do not reflect the learner"s competence. (Yankson, 1996).

2.6 Spelling instruction defined

Good spelling is an important thing in writing activity. Spelling is an aspect of written language, so the teaching and learning of spelling must take place as far as possible within the context of writing (Croft, 1983, p.9). Based on the Oxford dictionary (2008), spelling is an act of forming words correctly from single letters. Similarly, Perveen and Akram (2014) stated that spelling is a study of phonics as related to the grouping of words for spelling such as an, man, can and others. This statement explains that spelling is a group of the words. Besides, according to Alzuoud & Kabilan (2013), spelling is the learner's ability to write a word correctly.

Spelling is a part of mechanical component of writing. Like the other skill, writing has mechanical components that include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and texts (Harmer, 2004, p.44). The other statement comes from Hall (1983, p.414). He stated that one of the first

steps in improving writing is to improve spelling. Accurate spelling in writing is important to avoid misunderstanding. In writing activity, we need to be aware of our spelling, so that the information can be delivered well. According to Croft (1983), the only possible justification for learning to spell is that accurate spelling is necessary for effective writing. If there is no need to communicate by writing, there is no need to learn to spell (p. 9).

2.7 Various approaches to spelling instruction

The study further describes available research findings on three common approaches to instruction: whole-word, phonemic, and morphemic. Each approach involves classroom practices that might reflect one or more of the different beliefs about spelling.

A. **Phonemic spelling instruction**

Phonemic approaches to spelling are based on regular sound-symbol correspondences of individual letters or letter sequences. Despite a common perception that English spelling is irregular and unpredictable (Simonsen & Gunter, 2001), it is estimated that about 50% of English words are spelled in a way that is grapho-phonemically predictable and another 34% are predictable except for one sound within the word (Hanna, Hodges, & Hanna, 1971; Joshi, Treiman, Carreker, & Moats, 2008–09). When considering only single-syllable words, about 69% of the words have consistent sound-symbol correspondences (Ziegler, Stone, & Jacobs, 1997).

B. Alphabetic spelling

In alphabetic spelling, students learn to match individual letters to sounds in a left-to-right fashion. Students who struggled with reading in first grade were taught successfully to segment, blend, and spell phonetically regular words using

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phoneme-grapheme correspondences (Uhry & Shepherd, 1993). Moreover, these students made significantly greater gains on measures of phonemic decoding, fluency, and encoding compared to students who were taught to use letter names as cues to decoding. Similarly, studies with second and third grade students found moderate to large effects (Cohen's d = .55 to .99) on the reading and encoding skills of students provided instruction that was sequenced from easier to more difficult sound symbol correspondences as well as practice manipulating, building, reading, and writing words (Blachman et al., 2004; Brown & Morris, 2005).

In terms of difficulty, the spellings of consonant sounds are much more predictable than the spellings of vowels because most consonants make a single, consistent sound (Henry, 1988). At the syllable level, beginning consonant sounds can be predicted 91% of the time and final consonants 82% of the time (Kessler & Treiman, 2001). Therefore, instruction in the letter sounds often starts with consonants that have one frequent sound. For typically developing students, identifying and writing these letters can be accomplished by the end of kindergarten (Joshi et al., 2008–09). However,adults who have difficulty spelling have also demonstrated a similar progression in acquiring orthographic skills (Bear, Truex, & Barone, 1989).

In contrast to consonants, a vowel sound can be spelled in different ways (e.g., long /a/ spelled as *a*, *a-e*, *ai*, *ay*, *eigh*, or *ea*); their spellings are predictable only 53% of the time (Scarborough, 2010). Knowing the beginning consonant(s) in a syllable increases the odds of spelling the vowel sound to 65%, and knowing the final consonant(s) increases the odds to 82% (Kessler & Treiman, 2001). To reinforce the grapho-phonemic correspondences, students can be encouraged to say the sounds as they spell phonetically regular words. Because readers need to go beyond the

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phoneme-grapheme unit to include a focus on syllables and the patterns of letters that can produce certain sounds, they must proceed from alphabetic to phonemic and syllable patterns in the written language.

C. Morphemic spelling instruction

Phonemic spelling is based on encoding units of sound. Morphemic spelling, on the other hand, involves the meaningful units of language: prefixes, roots, and suffixes. Researchers emphasize that a growing knowledge of morphology, through direct and explicit instruction in common roots and affixes, leads to improvements in spelling accuracy (Henry, 1993; Nunes, Bryant, & Olsson, 2003). This may also benefit English language learners because morphological information is important to spelling in other languages (Defior, Alegria, Titos, & Martos, 2008; Tsesmeli, Douvalis, & Kyrou, 2011). And, knowledge of how to use morphemes to read and spell words can be applied to a student's first- and second-languages (Wang, Cheng, & Chen, 2006).

Rule-based spelling: After mastering the basic vowel patterns in single syllable words, students can begin transitioning to morphemic spelling rules that govern the formation of plurals and joining syllables. For example, the doubling rule states that a base word or final syllable ending in one consonant after an accented short vowel doubles the final consonant before adding a suffix beginning with a vowel.

In a study of five to eleven-year olds, students who reported making a morphological or meaning connection when determining how to spell a word had higher scores than those who only reported using phonological (sounding out) or memory-based retrieval strategies (Devonshire & Fluck, 2010). Children used morphological knowledge to assist them with the spelling of *lovely* versus *loveable* (when to apply the dropping

rule), but still struggled with more complex words such as *magician* (misspelled as *magition*). The researchers explained that accurate and consistent use of morphological rules takes time to develop. Inflectional endings, such as *–s* and *–ed*, are acquired before derivational endings, such as *–ly* and *–er* (Deacon, 2008; Steffler, 2004). With longer, more complex, and or less frequently used words, awareness of the morphemes within the words becomes critical to reading and spelling them accurately (Nunes & Bryant, 2006).

2.8 The Spelling Process

Whereas the language basis of reading has been established for quite some time, it is relatively recent that the developmental and linguistic nature of spelling has been widely recognized. Seminal work conducted by researchers such as N. Chomsky and Halle (1968), C. Chomsky (1970), and Venezky (1967, 1970) revealed that the orthographic system of English is highly regular, more so than had previously been recognized. Venezky (1999) documented 200 regularities in English spelling, including, for example, that the spelling can occur at the beginning of words before the consonants <d, l, n>, or that occurs only after single vowel letters. Around the same time, researchers began investigating children's invented spellings and found them to be consistent, evolving over time, and aligned with children's knowledge of language (Beers, Beers, & Grant, 1977; Beers & Henderson, 1977; Bissex, 1980; Read, 1971). The pioneering descriptive work by Read (1971) led to two important shifts in our understanding about spelling; first, that spelling is a developmental process, and second, that children's spellings provide insight into their knowledge of the writing system. The errors that children make in their spellings are logical, not random as previously thought, and they reflect children's developing concepts about

how sounds, patterns, and meaning (morphology) are represented in writing (Invernizzi, Abouzeid, & Gill, 1994). Recent quantitative research added further evidence that invented spelling is developmental and indicative of underlying linguistic skills such as phonemic awareness and orthographic knowledge (Ouellette & Sénéchal, 2008). A meta-analysis conducted by the National Early Literacy Panel (National Early Literacy Panel, 2008) found that children's early invented spellings were highly correlated with decoding in kindergarten, first, and second grade (r ranging from .49 to .63).

2.9 Learning to spell

Broadly speaking, children progress from spelling based on meaning and the representation of sounds (phonology) to applying orthographic and morphological knowledge. Treiman and Bourassa (2000) reviewed the research on spelling development and described a progression from pre-alphabetic to alphabetic, orthographic, and morphological. Learner's earliest spelling attempts represent semantic characteristics, for example the word snake would be longer than the word butterfly. As children learn the alphabetic principle, that letters represent the sounds of spoken words, their spellings reflect the phonology of words. Their spellings at this stage are often plausible but unconventional; for example they may spell the word sick as. Children's knowledge of the orthographic system becomes more sophisticated as they gain experience with print and orthographic patterns. For example, they apply knowledge of the pattern in words like sick. Finally, children learn and apply knowledge of the morphological structure of words. They develop an awareness of the morphological elements in a spoken word (e.g., a base plus suffix), they learn the conventional spellings of prefixes and suffixes, and they apply this knowledge in their

spelling. For example, a child who was aware of the morphological structure of the word jumped would spell the suffix correctly even though it sounds like /t/

2.10 Spelling and word recognition

Compared to the expansive research base for reading, spelling has received far less attention in the literature. In terms of the work that has been done, the association between spelling and word recognition is the most studied. Spelling is closely related to word recognition. In some ways, these skills are 'two sides of a coin', sharing similarities in acquisition and the knowledge sources that they depend on (Ehri, 2000). High correlations, typically above .70, have been reported in the literature (e.g., Abbott et al., 2010; Ehri, 2000; Juel, Griffith, & Gough, 1986; Morris et al., 2012).

A reciprocal relation between spelling and word recognition is supported in studies comparing unidirectional models, i.e., spelling influencing reading or reading influencing spelling, to an interactive model in which both skills influence each other (Shanahan & Lomax, 1986, 1988). The interactive model provided a better fit than the unidirectional models. Reciprocity between spelling and word recognition is further supported by research showing that instruction in spelling improves word recognition, and vice versa (e.g., Conrad, 2008). Based on their meta-analyses, Graham and colleagues reported effect sizes of .62 and .40 for spelling instruction on word recognition (Graham & Hebert, 2011; Graham & Santangelo, 2014).

Despite the many similarities between word recognition and spelling, however, they are not simply mirror images of one another. Spelling is a more difficult skill than word recognition, due to the nature of the task itself and the depth of English orthography. The memory demands of spelling are greater than those of reading (Ehri,

2000) Spelling is a production task and is therefore more difficult than reading which is a recognition task. Correct spelling of a word requires the complete, precise representation of the phonology, orthography, and morphology of the word (Ehri, 2000; Kim, Petscher, et al., 2013; Perfetti, 1997). In contrast, reading does not necessarily require such precision. When reading unfamiliar words in text, children can use a partial decoding strategy in which context facilitates retrieval of the word's pronunciation even if the decoding attempt is not completely accurate. In a study of twelve-year olds, Frith (1980) concluded that children who relied on a partial decoding strategy were good readers but poor spellers. In other words, incomplete orthographic representations were sufficient for adequate reading but not for adequate spelling. Individuals with strong skills in both reading and spelling ('lexical experts'), in comparison to those with strong reading only, have more accurate context-independent word recognition skill and therefore have more cognitive resources freed up for comprehension (Hersch & Andrews, 2012). Other studies have shown that good spellers are usually good readers but the reverse is less likely to be true (Fayol, Zorman, & Lété, 2009). In sum, research suggests that spelling requires more precision than word recognition and therefore may be a stronger index of underlying linguistic knowledge (Ehri, 2000; Perfetti, 1997).

2.11 The concept of Spelling Error

According to Harmer (2001), an issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way. Which is correct: *color* or *colour*, and theater or theatre? How do we decide between the use of s and *z* in words like *apologise* and *customize.* (p.256).

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However Botley, Hakim and Dillah (2007) stated "spelling error are highly ubiquitous and contentious features of second language learners' written performance" (p.75). The other definition of spelling error is given by Al-jarf (2010); he said "Any faulty words, faulty graphemes (single vowel, single consonant, vowel digraphs, consonant digraphs, phonogram, suffix or prefix) within a word are counted as an error. Any graphemes that are added, deleted, substituted by another or reversed are counted as misspellings". (p.9).

Spelling error usually occurs because the students cannot distinguish between letters and sound of the word when they write. According to Perveen and Akram (2014 p. 2605), "sounds, letters, word parts, word meaning, and word history are those elements which play the important role in learning to spell the words of English language."

Similarly, "A single sound (or more correctly, a single phoneme) may have many different spelling (paw, poor, pore, pour, daughter, Sean), and the same spelling may have many different sound (or, word, information, worry, correspond)" (Harmer, 2001, p.256). Spelling error still appears in large number of writings by students, even drilling and training technique did very little in every school (Botley et al, 2007).

However according to Benyo (2014), spelling errors are due to these sound problems. The other statement, "One of the reasons that spelling is difficult for various students is that the correspondence between the sound of a word and the way it is spelt is not always obvious (Harmer, 2001, p.271). The other statement given by Al-zuoud & Kabilan, (2013) stated, many students produce misspelled word, which result in disconnected sentence.   According to Benyo (2014), bad spelling is a hindrance for

the reader to get the meaning of written language. Awareness on spelling in the writing is necessary. According to Harmer (2004), "Learning how to spell need to be aware about how we use different spellings to distinguish between **homophones** (words that sound the same but are spelt differently) such as *threw* and *through"* (p.53).

In relation with error, spelling error refer to phonological and orthographic problem. Al-jarf (2010) said that, Spelling problem can be classified into phonological and orthographic problems. Phonological problems refer to errors in which the misspelled word does not sound like the target word because the whole word, consonant, vowel, syllable, prefix, suffix, grapheme cluster is not heard at all or misheard, or added with another, while orthographic problem refer to those instances in which the misspelled word sound like the written target word, but the written form or grapheme used for the misspelled part does not correspondence with the target word or target grapheme.(p.6-7).

According to Coltheart (1985) and Henderson (1985) as quoted by Royer, Spinelli, and Ferrand (2005) "graphemes are commonly defined as the written representation of phonemes". (p.2). Beside phonological and orthographic problems, the use of apostrophe in the word also affects spelling error if it misplace. In learning English, students need to understand how to use an apostrophe correctly. There are some rules in using an apostrophe. According to Straus (2008), When using the apostrophe with contractions, the apostrophe is always placed at   the spot where the letter (s) has been removed, for example like *"don't", isn't* and many others. Meanwhile, when using the apostrophe with the possession, the   place of the apostrophe is before the *s* to show singular possession, for example "*Mr. Chang's house"*. (p.63).

Moreover in English, there are only 26 letters to work with, but there are 40 phonemes, more than 250 graphemes, and a vast number of ways to combine these graphemes (Moats, 2006). Given this complexity, it is not surprising that many students struggle with spelling. A common but mistaken belief is that spelling problems are a result of poor visual memory, poor spellers just can't remember the sequences of letters in words. Several studies, however, have shown that a generalized kind of visual memory contributes very little to our ability to spell (IDA, 2011). Ideally, a spelling program will not emphasize visual memory, but, instead, make the process of discovering these features of word more salient and allow students to become more efficient spellers. Unfortunately, the traditional spelling curriculum's emphasis on rote memorization does very little to help students abstract these features of language.

Combining what we know about the how children learn to spell with the current research allows educators to make informed decisions about the best way to teach children to spell. Because of the complexity of English, it is not reasonable to expect students to memorize all of the individual rules of spelling or to expect teachers to have the time to cover all of these rules. Instead, educators should help students memorize the most common irregularly spelled words and simultaneously focus on the ways in which English is regular and predictable (Moats, 2006).

2.12 Types of spelling error

Phenix (2001), believes that spelling difficulties with learners can be divided into two groups. First, linguistics, which is related to the nature of the language. Second,

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personal, which is related to the different stages of development learners go through in order to spell. Phenix(2001) describes these stages as follows:

First, pre-phonetic, learners use a mixture of pictures, signs, shapes and letters. Second, semi-phonetic, learners use letter names to represent the sounds. Third, phonetic stage, learners use known sounds to write words and they become aware of word boundaries and leave spaces between words. Fourth, visual learners use most letters correctly, if not in the right order; they use vowels in every syllable. Fifth, mature which means that learners use a full range of strategies to spell words and they are able to make analogies from known spelling patterns; they are able to recognize incorrect spelling.

Narayanan (2003), classified errors into difficulties in structure and patterns, in the area of verb and adverb patterns, regarding vocabulary, spelling and punctuation. The analysis revealed that more than sixty percent (60) errors occurred in the grammatical structure where twenty-six (26) percent out of the sixty (60) percent errors were in spelling.

Snowball (1997), listed six different kinds of spelling errors. She said that, it is not enough to know that the students have misspelled words but she finds it useful to analyze the different types of errors students are making and then provide relevant teaching based on that teaching, she listed some common types of spelling errors based on the study and strategies to help the learners overcome them. The first kind is spelling by sound only like "foto" for "photo". The second kind is not hearing sounds in words like "libry" for "library". The third is confusing about homophones like "tow, too, to". Fourth, shaky grasp of suffix and prefix rules like "stopt" for "stopped". Fifth,

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lack of attention to the order of letters in words like "brid" for "bird". Finally, knowing to spell but confusion about the importance of spelling correctly.

However the errors that occur on students are divided into several categories. According to Bestgen and Granger (2011), the variables underlying the categorization are: the element that carries the error (letter, word, boundary, and apostrophe), and the error type (single letter addition, omission, substitution, transposition, and multiple errors letters). Similarly, according to Benyo (2014), many spelling errors are due to omission, addition, substitution, and transposition of the sounds. Based on the statement above, several types in spelling errors could happen in writing.

Similarly Elliot and Johnson (2008, p.6) stated that there are several types of spelling error as the following:

1. Sound- based (homophones, incorrect consonant, and *e* for *y*, vowel sound error, and morpheme error).

2. Rules based error (doubling/ singling, and text-speak)

3. Omission, commission and transposition (single or paired letters added, omitted or transposed).

4. Writing error (spacing, end of word missing).

5. Multiple errors.

According to Bestgen and Granger (2011), there are 9 categories of spelling errors. They are letter, word, boundary, apostrophe, single letter addition, omission, substitution, transposition, and multiple errors letters as seen in the following table:

Categories of Spelling Errors	Example
Omission of Letter	Completly-completely
	Concious-conscious
	Distinc-distinct
	Eople-people

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	Mecanisms-mechanisms
	Throghout-throughout
Addition of a letter	Develope-develop
	Youngs-young
	Alledged-alleged
	Eightheen-eighteen
	Envolves-evolves
	Ridicoulous-ridiculous
Single letter instead of double letter	Especialy-especially
	Robed-robbed
	Adicts-addicts
	Carots-carrots
	Ocurred-occurred
	Occuring-occurring
Double letter instead of single letter	Appartments-apartments
	Allmighty- Almighty
	Detailled- Detailed
	Loosing-losing
	Proffessors-professors
Substitution of letter	Lifes-lives
	Dependend-dependent
	Consecuently-consequently
	Confortable-comfortable
	Engeneering-engineering
	Uncredible-incredible
Interchange of two adjacent letter	Concieved-conceived
	Birht-birth
	Lfie-life
	Peopels-peoples
	Entreprises-enterprises
Involving an apostrophe	Its-it's
	Womans-woman's

	Childrens'-children's
Erroneous splitting or joining of words (word segmentation error)	Business_man- businessman Every_one-everyone Free_time-freetime Every_day-everyday Air_pollution-airpollution Even_though-eventhough
Two or more error of the same type or of different types	Unbalance-imbalance Politic-political Payed-paid Weter-whether Dustbinman-dustman Theirselves-themselves Beggining-beginning Configurating-configuring Divorcion-divorce Hitted-hit

Source: Bestgen and Granger (2011)

2.13 The Causes of Poor English Spelling

Different causes of English spelling errors have been mentioned and examined in various studies. In this sub-section, the four most common kinds of spelling mistakes and errors in the written work of students of English are discussed. Overall, spelling errors can be a result of omission, or substitution or insertion, or the misplacement of a letter when writing a particular word. Omission errors are where the student does not complete a word something is left out. Derivation errors occur when the student does not apply a basic rule or follow the basic instructions for spelling a particular word; for instance, they write snobish for snobbish. Inflection errors occur when the student ignores or does not make the necessary changes when adding the inflection. For instance, students forget to drop or remove "e" when adding "ing" to some words,

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producing timeing for timing or reduceing for reducing. Residue error is when students forget to drop letters in a particular context like bite when the past form bit is required. Phonetic errors are produced when students spell words as they are spoken, like yot for yacht or wacht for watched.

2.13.1 Omission Errors

Omission is concerned when the inflectional or derivational morpheme in English words is left out, when the speller did not attempt the morpheme at all, e.g., bill as an error attempt of billed, or *behin as an error attempt of behind. Omission errors also refer to the omission of one of the double letters in a word with the same two adjacent letters; for example, *hapy (happy) and *speling (spelling). In other words, this kind of error occurs when the speller leaves out one or two letters from the standard spelling of a word. Moreover, this sort of spelling error may be caused by the inconsistency of the sound and the letter system in the English language (Critten, Connelly, Dockrell, & Walter, 2014).

2.13.2 Substitution Errors

The second kind of error is called error of substitution, which occurs when the speller substitutes one of the letters of the standard spelling of a word with another. The main cause of substitution and omission errors of English spelling is silent letters (Sénéchal, Gingras, & L'Heureux, 2016). Sénéchal et al. (2016) further explain that there is some statistical evidence that children used their prior orthographic context knowledge when making substitution errors. This can also be because some English letters have inconsistent pronunciation, depending on the context. For instance, the sound /f/ can be represented by letter f, ff or gh as in life, different and laugh. The letter C can be pronounced as /k/ in car, microphone and it is pronounce as /s/ in another context in

words like city, nice, and mice. In addition, another sort of substitution error in English spelling occur as result of the inconsistent pronunciation of English vowels; for example, *hangry (hungry), *thes for (this), *fascenating (fascinating), and so forth. Al-zuoud and Kabilan (2013) posit that vowels are another major reason why Arabic students struggle to write error-free English.

2.13.3 Insertion Errors

Another sort of English spelling errors most commonly committed by learners are insertion errors where the spellers add an additional letter when writing a word. A study conducted by Alhaisoni, Al-Zuoud, and Gaudel (2015) shows that insertion errors of spelling are very common among Saudi EFL learners, which may be a result of different sound systems. Examples of insertion errors may be different from person to person. For example, a speller may wrongly write words like, *famouse (famous), *prouduce (produce), or by doubling a letter in a word as in: *assisstant (assistant), and *inclussion (inclusion) (Gail, Hantler, Laker, Lenchner, & Milch, 2016).

2.13.4 Ambiguous Errors

These are mistakes that can be seen as either inter-lingual or developmental, as for the most part, they mirror the learner's mother tongue structure while resembling the expressions of very young mother-tongue learners (Al-Buainain, 2012). Al-Harrasi (2012) refers to a concern in the matter of categorisation, because these categories do not account for why a student may have more than one kind of spelling mistake in a single word (e.g.,*discribtion = depiction) or why two students may make different sorts of blunder spelling the same word, (e.g., *permition, *permision, *permmission = authorization), so the categorisation of errors may be of limited help in the understanding of spelling errors. Allaith and Joshi's (2011) analysis suggested that

Arabic students make mistakes using phonemes that doesn't exist in their own language.

2.14 Effects of Spelling Errors on Learners' Academic Performance

Khansir (2012), asserts that errors are integral part of language learning and scholars have pointed out that the language of second language learners is systematic and that learners' errors are not random mistakes but evidence of the rule-governed behavior. He states that the two major approaches in studying students' errors are Contrastive Analysis (CA) and Error Analysis (EA). They are both offshoots of applied linguistics. Khansir (2012), explains further that error analysis is to reveal that learners' errors were not only because of the learners' native language but also, they reflect some universal strategies.

Essays, UK (2013), explains that, good spelling is a goal to the students in their writing. Therefore, a student who cannot spell has a very difficult time inn converting his/her ideas to others. His thoughts are broken by their inability to spell words. The misspelled words will take the mind of the reader away from the meaning of the message. So, spelling is necessary for communication.

Spelling errors fall under what examiners call Mechanical Accuracy (M.A). Under M.A, grammatical errors, punctuation marks and spelling errors are assessed. WAEC Examiners' report over the past three years have revealed that most students do not score any mark out of 10 marks allotted to mechanical accuracy. Spelling error has been a great challenge to examiners when marking students' writings and essays because it causes breakdown in communication and makes students' essays difficult to read.

2.15 Strategies to improve spelling errors

With reference to the various reviews above, there seem to be valid reasons to integrate the various approaches in order to address different aspects of English spelling. Henry (1988) referred to these as "layers" of the language and suggested that instruction be organized to introduce letter-sound correspondences, syllable patterns, morpheme patterns, and strategies for long unfamiliar words. These correspond to the elements of reading instruction as well, so it has been suggested that spelling can be used to leverage the reading curriculum (Weiser & Mathes, 2011)

It is important to recognize, however, that phoneme-grapheme and grapheme phoneme mappings are not always comparable in English. For example, the word *sheer* is less likely to cause decoding problems than spelling problems because of the multiple ways to write the /-eer/ pattern. Viable options are /-ere/ (as in here); /-ear/ (as in fear); /-ier/ (as in pier); /-eir/ (as in weir); or /-eer/ (as in sheer).To enable students to master the orthographic depth of English and write words without effort, teachers need to enhance reading instruction with spelling instruction (Foorman, Breier & Fletcher, 2003).

Letter-sound correspondences and syllable patterns can support decoding and encoding regular words. Morpheme patterns emphasize the underlying structure of words that can increase the predictability of their spelling as well as the spelling of their derived forms. And, explicit instruction in learning strategies helps students read and spell both irregular and more complex words. Because these components treat spelling as logical and pattern-based, the words used for instruction must conform to the rules or patterns being taught (Schlagal, 2007).

The "teach" step should include cumulative review of words and spelling rules or patterns to build retention and greater proficiency (Simonson & Gunter, 2001). A synthesis of studies found that immediate error correction of misspellings as students practice leads to better outcomes than students writing words without any error correction or providing delayed error correction after all the words in the list had been written (Wanzek et al., 2006). With students using different word lists tailored to their spelling abilities and needing immediate feedback, teachers might implement peer tutoring to manage the instruction. Peers have been taught successfully to help each other learn, practice, and review spelling skills (Fulk, 1996; Graham & Freeman, 1985;Telecsan, Slaton, & Stevens, 1999). An example of a routine that peers might follow for correcting a partner's spelling error is provided below (Fulk & Stormont-Spurgin, 1995).

  Step 1: State the rule.

  Step 2: Demonstrate the correct spelling. Refer to the rule on the portion of the word where your partner made the error.

  Step 3: Spell the word out loud together with your partner.

  Step 4: Have your partner spell the word out loud again on his/her own.

  Step 5: Have your partner write the word on his/her own while spelling it   out loud.

  Step 6: Put the word back into the list. Administer it again at some point during the activity.

The peer tutor explicitly connects the word to the spelling rule it exemplifies. The correction reinforces the logical patterns and not just the memorization of the individual word. The subsequent steps lead the student tutee through practicing the spelling both orally and in writing with at least three repetitions.

This type of peer tutoring better enables the delivery of immediate error correction and ensures that students have multiple trials with appropriately challenging words. Malburg (2009), mentions some strategies that parents can do to improve their children spelling as the following: parents can help in teaching spelling to their children. She says parents should sit with their children at home for a fixed amount of time in order to teach or learn spelling words. In addition, they can put the common words on different items at home. With this, children will look at the word daily and they will try to establish the relationship of words and their use in daily life.

Schlagal and Schlagal (1992), students do not learn through rote memorization; rather, it requires them to understand the principles that govern how English words are spelled. Hepburn (1991), said teaching spelling skills and strategies to young children is of paramount importance. These skills encompass the general principles of spelling as well as specific aspects related to the types of errors the child is making. A system of categorizing spelling errors will enable the teacher to plan specific strategies for children, as well as give children greater awareness, and control of their own spelling development. She continues to say that misspelling have received varied treatments over the years from writing them out '100' times to memorizing them, and a care for each spelling error as a physical and psychological deterrent. The Look Cover, Write, Check (L.C.W.C) method is employed in schools today. Using the L.C.W.C method children are given a list of about five words each week to learn. These words are taken from the child's writing and they are to look at the word to try to visualize it, cover the word, write the word from memory, and check the word. They are to do this on several consecutive occasions so that the spellings are in the long-term memory.

The basis of this method is that, spelling is a visual process, and that good spellers have developed a substantial visual memory. A problem with this method is that children learn out of context and have no connection to other items. The word 'say' was recently include in the L.C.W.C method after the word 'look'. This ensures that the child knows what the word is, or that the child can pronounce it. This alleviates the problem of children confusing words with words that are alike graph phonically, e.g., house and horse. Some teachers implement a 'sentence approach' which requires children to put a word per day from their spelling list into a sentence to ensure that the children know the meaning of the word that they are spelling. Hepburn again says one needs to be able to accurately determine the type of error if one wants to apply strategies for developing spelling skills. Different strategies apply to different types of spelling errors. Just to say one word is 'wrong' is not useful enough.

In her research, she devised a system where each error is categorized according to one of ten categories. The categories provide the teacher a specific area from which to teach children skills. MOR – morphological error caused by the lack of understanding of the influence of morphology in spelling, specifically information of inflectional and derivational morphemes, as in 'determin(e)ing'. ART – Articulation. The way the child mispronounces the word. GEN – A generalization error where the child generalizes patterns or rules, normally with vowel combinations. This is lexically specific and has no morphological influence, for instance 'ea' is used in 'to lead' and generalizes 'feed' to 'fead'. HMN – Homophone confusion. DBL – Where the child makes an error by doubling a consonant. SNG – Error where the child deletes a consonant from a double one. SHR – a) short representation where the child shortens a word using a letter to represent a group or pair of letters. b) Deletion error where the

child omits a syllable, for instance: 'library'/'libry'. REV – A reversal error. a) adjacent reversal- 'huose'/'house'/ b) discontinuous reversal- 'funod'/'found'.

Wilde (1991) says the traditional methodology, also called the textbook-model, and required students to rely on his/her short-term memory to memorize weekly spelling lists. Bloodgood (1991) also says students would often get a pre-test at the start of the week, they might have engaged in activities dealing with their word lists and would have a post-test at the end of the week. This exercise rarely resulted in an understanding of how language worked and often, students quickly forget the spelling of the word they memorized.

Finally, Irvine (1981) states that because no general rules are dependable and rote learning must be used, spelling becomes an interminable process. So spelling words she said "must become meaningful". Therefore, she continues, a class could devise its own special spelling book with the words that are needed for class project with meaning being explained if not known. Irvine also says that, spelling lists should also be learned in related groups with endings that rhyme, to facilitate the learning of many words almost simultaneously; care, dare, rare, bare etc. and the same rhyme endings with alternate spellings; bear and pear or fair and hair.

According to Rudling (2018), one strategy that can help learners to overcome spelling errors in their writing is syllable breakdown. Syllable breakdown refers to the breaking of words down into little spoken chunks and each chunk is called a syllable. Each syllable usually has a vowel in it. For instance: advertisement = ad/ ver / tise / ment (4 syllables)

qualification= qua/ li/ fi/ ca/ tion (5 syllables)

assistant = ass / is / tant (3 syllables)

Breaking down of words is a great spelling strategy to help you spell long words. She says it is great because it helps you identify bits of the words that cause problems or helps you remember those pesky silent letters.

Again, breaking of words into syllables also helps you remember the silent letter[s] in a word. When you need to spell it, say it slowly and exaggerate. She takes a word like, Wednesday with the silent 'd' in it. Wed / nes / day. When you break a word down into syllables, it helps you to see the part of the word you need to work on.

How to Teach Syllable Division/Breakdown for Spelling

Richland (2018), defines syllable breakdown as breaking up words into syllables or chunks is an important part of learning to spell. Syllabication helps us to read and spell difficult words. She underlined some ways in teaching syllable breakdown.

1. One activity that helps a child pull apart the syllables in a word is to count them. This can be done by clapping each syllable. You can start by counting (actually clapping) the number of syllables in your own name. Ja-son (clap, clap), Jon-a-than (clap, clap, clap). You can also clap out the days of the week, Tues-day or the months of the year, Sep-tem-ber etc.

2. One can also use 'chin dropping'. This technique helps a child or student to really 'feel' the syllables. Place your hand under your chin, palm down. Every time your chin drops, that is one syllable. Some other ideas for teaching syllable division include:

3. Stamping feet to show a division of a syllable

4. Tapping the table

5. Beating musical instruments

6. Tap sticks together

The Phonics Literacy Success (2017), outlines ten (10) Easy to Understand Syllable Rules. These rules help us to break words into small manageable chunks. That way, we can work words out piece by piece. The rules are:

1. Syllables can be made up of just one letter or several letters. Example: 'again'= 'a' (1 syllable) \ gain (1 syllable) = 2 syllables.

2. Most words have between 1-6 syllables in them. Few words have more than six syllables. Example:

One Syllable words…… dog, man, fall, think, door, north, son etc.

Two Syllable words…… water, money, daughter, swimming etc.

Three syllable words…. Hospital, signature, travelling, maximum

Four syllable words…… dedicated, manifested, information

Five syllable words……. Predisposition, understandable, psychological

Six words…… responsibility, predictability, inconsequential

3. Every syllable has at least one vowel. Meaning, there will be one or more of these letters… a, e, i, o, u in each syllable. (Note the letter 'y' is not strictly a vowel but behaves like one). Example:

Man (1 vowel/ 1 syllable)

Progress (2 vowels) …… pro/ gress (2 syllables)

Bicycle (3 vowels) …… bi/ cy/ cle (3 syllables)

4. When a word has just one vowel, it is not divided. It is a one syllable word. Examples; egg, plant, flag, stand, ball, sand, sky, sock etc.

5. There are some circumstances when a vowel should not be counted when you are calculating the number of syllables in a word. A good way to check this is to put your hand under your chin. You will feel your jaw drop whenever you pronounce a vowel sound. Each time this happens, count one syllable.

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Examples: Silent 'e' is not counted as a vowel in a syllable. The word 'came' has a silent 'e' at the end of it. Your jaw will not drop. The syllable rule is to ignore the 'e' when counting the vowels in a word like this. You only need to count the 'a'. This makes the word 'came' a one syllable word. Other words like this include; save, bone, tube, late, fume etc.

Count only one vowel in words where only one vowel can be heard. Examples;

In the word 'boat', count the 'o' (that's the sound you can hear) as one vowel and therefore one syllable. Ignore the silent 'a' in the word. Other words which have two vowels but make only one sound include; meat, suit, road, stream, night, glue, door, earth etc.

6. When a consonant is in the middle of a word, split the word in front of the consonant. The first vowel often says its name. Example; o\pen, ba\by, a\ble, pro\ject, pa\per, spi\der etc.

7. A compound word is made up of two words which have been joined together. To break a compound word into two syllables, just divide the word into two separate words. Examples; basketball becomes basket\ball

Sunflower becomes sun\flower

Swordfish becomes sword\fish

Meatball becomes meat\ball

8. When there are double consonants in a word, the syllable rule here is to split it between the consonants.

Examples; yellow becomes yel\ow

Balloon becomes bal\ oon

Buffalo becomes buf\ fa\ lo

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Written becomes writ\ ten

9. When a word has a prefix or a suffix, each is counted as one syllable. Prefixes are small groups of letters that are attached to some words at their beginning. Suffixes are groups of letters that are added to the end of a word. Examples;

(The prefixes at the beginning of each word below is highlighted in bold.)

Concealed becomes **con** \ cealed

Repeat becomes **re** \ peat

Prepare becomes **pre** \ pare

Unseen becomes **un** \ seen

(The suffixes at the end of the words below are highlighted in bold) Examples;

Awak**en** becomes a \ wak \ **en**

Strang**er** becomes strang \ **er**

Skat**ed** becomes skat \ **ed**

Happi**ness** becomes happ \ i\ **ness**

Play**ful** becomes play \ **ful**

10. When a word ends in 'le' and it sounds like 'el', count back three letters and split there. It will include the 'le' and the consonant before that. Examples; ta \ ble, crum \ ble, cas \ tle, wob \ ble, wres \ tle etc.

2.16 Other Approaches to Teaching Spelling

The National Adult Literacy Agency simply known as NALA (2011), explains other approaches to teaching spelling. These approaches are;

Auditory Approach (Phonics)

Phonics is one of the most important teaching methods used to improve spelling. It includes a number of key skills such as knowing the sounds of letters, breaking up

words into syllables, recognize patterns (words that sound the same), pronouncing the word as it is etc.

Visual Approach

This has to do with the eyes and it includes; highlighting the difficult part of the word that causes difficulty so that as students check through their spelling notebooks or dictionaries, their attention to the word.   The Look-cover-write-check strategy; this involves looking at the word, covering it, writing it and then checking to see if the word is correct. Encouraging students to actively notice words when they are out, watching TV can also be a good opportunity to notice words on the screen. This will help in developing their overall visual memory.

Origin of the word

This refers to discussing the origin of words which can often help students to remember the spelling of difficult words. For example, from the Greek word 'ped' meaning 'foot', comes peddle, pedicure and pedestrian.

Mnemonics

A mnemonic is a memory aid. One example of mnemonic is 'Richard of York Gave Battle In Vain', to help learners to remember the sequence and colors of the rainbow, which are, red, yellow, green, blue, indigo and violet.

Kinesthetic Approach

With this approach, the teacher shows the students how to trace letters of a new word and practice writing it out. Again, if a word is wrongly spelt, make sure the student rewrites the whole word and does not just spell the misspelt word. Students are encouraged to use the word in their writing. I have chosen the syllable breakdown as

my approach in teaching spelling because it helped my students to minimize the spelling errors in their writing. When words are broken down, it helps the students to get the letters that make up a particular word. That is, the silent words and it also helps in breaking long or compound words into piece by piece so that learners can spell. Students usually panic when a long word is pronounced for them to write because they think that word is difficult to spell but when this word is broken into chunks, they are able to spell with ease and this makes them happy as well as minimizing the spelling errors in their writing.

2.17 Empirical review of studies on students spelling errors

Spelling is the learner's ability to write a word correctly from memory. It is a representative of a language Langer (2014). Moreover, it is a basic and essential skill for every student of English, which enables writers to express their thoughts and feelings in a standard manner. Effective writing depends on effective spelling and so understanding learners' spelling difficulties can help teachers support the development of learners' writing. Cook (1992) states that spelling is the way writers can express clearly their ideas. Hyland (2003) adds that in spite that spelling is an important component of writing, it poses a major challenge to most beginner learners of English, resulting in misspelled words and incoherent sentences. A great deal of research investigating the spelling errors made by students learning English has been conducted, but as for the literature on spelling errors among students, only some studies have been carried out on the difficulties that face students in studying EFL.

Ibrahim (1978) conducts a study of the spelling errors in the writings of undergraduate Arabic-students of English enrolled in the Department of English at the University of Jordan. He has found that most of the errors are a result from silent

letters, as the case in the word government (government). Also, some of the errors are caused by the differences between the Arabic and English sound systems. Swan & Smith (1987) and Kharma and Hajjaj (1989). Investigate the kinds of spelling problems that encounter Arabic learners of English. They attribute those difficulties to the fact that Arabic is written from right to left (thus learners may write crwon rather than crown). Ryan and Meara (1991) investigate the spelling of Arabic speaking English language learners. The participants included ten Arabic speaking students enrolled in university, ten non-Arabic English learners whose English proficiency matched with the Arabic speakers, and ten adult native speakers of English who were teachers in university. The results of this study find that Arabic speakers have great difficulty in processing English words due to vowels that cause particular difficulty for Arabic speakers who use mental representations of English words that rely heavily on consonantal segments and ignore vowels.

Abu- Rabia and Siegel (2002) in their study of the spelling of bilingual Arabic children (grades 4-8) compared with monolingual English children matched for age; they find a significant correlation between spelling in Arabic and spelling in English. In another word, the bilinguals who had reading disability perform significantly better than the monolinguals with a reading disability on the spelling measures, reflecting the positive transfer from Arabic to English. So, the results of their study suggest a positive transfer from the regular nature of the Arabic orthography to the English orthography despite the different natures of the two systems. Saiegh-Haddad, (2003, 2004, 2005, 2007) in their studies have related spelling errors in general and spelling errors of similar phonemes in Arabic in particular among native Arabic pupils explaining them as a result of the diglossic nature of Arabic. Cook (2004) states that

when second language/foreign language learners learn how to write in English as a second writing system, they tend to transfer features of their first writing system to the second. Learners not only transfer the phonology, but also other characteristics of their first language (L1). Abu-Rabia and Taha (2004) investigate the spelling errors of 5thgrade dyslexic Arabic readers compared with age- matched and reading-level-matched young normal readers. They find that the spelling error profiles of the dyslexic group were similar to those of the reading-level-matched group in both percentage and quality. The analysis of the spelling errors revealed that the most prominent type of spelling errors was phonetic. Figueredo and Varnhagen (2004) in their study of the difference in spelling errors and correction of the Canadian students classify the spelling errors into three types: phonological, orthographic, and morphological. They come up with the result that the participants made more phonological errors compared to orthographic and morphological errors. Al-Jarf (2005) in her study of the spelling difficulties that face Arab students in studying EFL, deals with the correlation between the spelling and listening comprehension of students and a decoding test in the Saudi context. Similarly, Al-Jabri (2006) investigates the spelling errors of Omani students in two rural schools in Oman. He has found that the most frequent errors committed were also errors of omission and substitution, while the errors of transposition and insertion were less frequent. Abu-Rabia and Taha (2006) investigate the spelling error profiles of Arabic speaking students in grades 1 - 9. They conclude that phonological spelling errors predominated in all grades over other error categories and represented 50% of the total errors. Al-Taani (2006) presents a study of spelling errors in students' writings at the secondary school level in the United Arab Emirates. He focuses on the position of spelling errors and finds that most spelling errors occur in the middle of misspelled

words He recommends that more time should be allocated to the investigation of spelling errors of this type.

Again in (2007) Al-Jarf examines spelling errors in one of the universities in Saudi Arabia. Sheclaims that important influences in English spelling errors were Arabic spelling system. Hamdan and Amayreh, (2007) investigate the source of spelling errors of consonants among elementary Bedouin pupils by conducting a qualitative study using writing tasks. The results of the study show that this phenomenon occurs even in the end of elementary school, while full proficiency in the standard form of Arabic may be achieved only at later age. Fender (2008) conducts a study on the spelling of Arabs and non-Arab ESL students and finds that Arab students tend to have lower success level spelling skills, as well as difficulties in spelling patterns of general and multi-syllabic words. Dehham and Mohmmed (2011) consider that the most difficult aspects of English spelling for Iraqi Students are the complex between sound and letters. Al-Jayousi (2011) is a comprehensive study that investigates the spelling problem among Arab learners of English in UAE public schools. It identifies the most common types and causes of their spelling errors and measures how much progress they achieve in spelling proficiency as they move to higher grades. In 2012, Al-Saqqaf and Vaddapalli conducts a study of Arabic and English vowels and come up with a result that the mispronunciation of some of these vowels may have its impact on the students' writing.

A few studies have examined the pattern of `spelling errors of Ghanaian students Schools. This current study do agree that error analysis is a necessary tool for better proficiency in language acquisition. Edu-Buando (1996) provides a preliminary report on the study of error patterns in the written essays of Junior High School students in

the Central Region of Ghana. The rationale behind the study was to identify the most frequent recurring errors and possible causes. The researcher grouped the identified systematic and recurrent errors into categories of spelling, concord, preposition, vocabulary and expression, article and other errors. The study went further to examine the effects of gender, length of stay in school and the type of school on the general level of proficiency in spellings of students in Senior High Schools. According to Edu-Buando, the purpose of her study was to draw the attention of teachers, policy makers of education, and even students to the problem of poor standard and to recommend appropriate ways of attending to the problem.

Similarly, Anyidoho (2002) also studied the writings of final year university students University of Ghana-Legon. According to the researcher, Anyidoho, (2002 pg 64) "in order to avoid the attendant problems of relying on the results of external examinations in evaluating the proficiency level of students in English, a long term research project involving the collection and analysis of samples of students' writing over a number of years was embarked upon".

The study identified faulty sentences in the students' writing and categorized them under the following headings in descending order of prevalence: concord, word choice, omission, preposition, punctuation, and spelling errors. What was unique about this study was that the investigation went beyond identification and classification of students' errors. After some time, the students were given the opportunity to correct their own deviant sentences when the scripts were later returned to them, The reason for asking the students to correct their own deviant sentences according to the researcher was based on the distinction that has been made between "error and "mistake". The study assumed that if the deviant forms that emerged in the

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students' writing were mistakes they would be able to rectify them when they were given the opportunity to review them. Conversely, if the errors were the result of the students' incompetence they would go unnoticed. This study in some way answers the pertinent question, what constitutes a "mistake" and an "error"

New studies, however, has shown that spelling is not an exclusive process of rote memorization (Reed, 2012; Schlagal, 2007; Templeton & Morris, 2000). As Heald-Taylor (1998) points out, "Learning to spell is a complex, intricate cognitive and linguistic process rather than one of rote memorization" (p. 405), a belief that challenges the traditional spelling curriculum's emphasis on visual memorization. Students do not learn spelling words in isolation; instead, they use prior knowledge and understandings to help make decisions and form concepts about how to spell new words (Bear, Invernizzi, Templeton, & Johnston, 2012; Frith, 1980; Invernizzi, Bloodgood, & Abouzeid, 1997).

Consequently, the traditional view of a semi-irregular English spelling system with rules that must be memorized and learned in isolation does not fit with what researchers have found about the English language and how students learn. The newer research supports the view of spelling as a complex cognitive process that is intrinsically and undeniably related to language, reading, and writing (Ehri, 2006; Snow, Griffin, & Burns, 2005; Treiman, 2006). Snow, Griffin, and Burns (2005) note, "Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading" (p. 86). The belief that spelling is a linguistic process means that "learning to spell and learning to read rely on much of the same underlying knowledge such as the relationships between letters and sound" (Moats, 2006, p.12).

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The revelations of the various studies have confirmed that indeed the standard of spellings of various school students has fallen considerably and therefore proper investigation and recommendations be given so that eventually standards will improve once more hence the current study.

2.18 Review of Current Syllabus for Basic and Senior High Schools

According to the Primary School syllabus, the pre-requisite skills for studying are those skills that the pupils bring to the classroom. These include the ability to express themselves in the mother tongue, tell stories, riddles, do role-plays and be conversant with their environment. The structure and organization of the syllabus for each year of the six year primary education, is put under appropriate headings or topics. For Primary 1-3 (Lower Primary) the topics are: Listening and Speaking, which include story telling; drama, singing, reciting and conversation. There are also grammar topics which include: naming words (nouns), doing words (verbs) simple prepositions, pronouns, demonstratives and simple qualifiers. Reading topics also include: pre-reading activities, recognition of words, introduction to formal reading and making and using picture dictionaries.

At the lower primary, the pupils are also introduced to writing and composition. Some of the topics covered include: writing patterns, drawing and labelling, writing short descriptive essays and copying words in both lower and upper cases. The Upper Primary level (P4-P6) reinforces and intensifies all the topics discussed at the lower primary with the inclusion of additional topics. The primary schools are opened for 40 weeks in a year and the syllabus is expected to be completed within that time. It must be stated that the Primary school syllabus is pupil-centered and therefore the specific objectives have been stated in terms of the pupil

That is, "what the pupil will be able to do after instruction and learning in the unit." Each specific unit, starts with the expression, "The pupil will be able to…" This, in effect, means the teacher will have to address the learning problems of each individual pupil. It also means, individualizing the instructions as much as possible so that majority of the pupils will be able to master the objectives of the syllabus. The teaching syllabus for (Junior High School 1-3) also reinforces the need to improve the "receptive skills", that is those skills through which a pupil receives some communication from reading a book or listening to other persons and the "productive skills" which are skills which require pupils to produce knowledge or information through speaking the language and through writing letters or compositions. The pre-requisite skills in listening, speaking reading and writing English are assumed to have been acquired adequately at the primary level. It should be noted here, that since 2008, the study of literature has also become one of the components of the Junior High School course. Students are introduced to both African and non-African novels, poetry and drama.

A key concept that runs through the Basic and Senior High School syllabus is the integrated approach to the teaching of skills. Teachers are reminded that the receptive skills (listening and reading) and productive (speaking and writing) skills are interrelated and therefore complementary. That is, for example, a reading lesson must provide ample opportunity for the practice of related listening, speaking and writing skills. Similarly, it must be borne in mind that grammar is taught to be applied in speech and in writing; therefore, lessons must feature relevant issues of grammar

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2.19 Chapter Summary

In summary, the chapter looked at the theory of spelling development and theory of error analysis. This chapter further discussed the various literature review on spelling and spelling errors, the effects of spelling on learners' academic performance, the causes of spelling errors, types of spelling errors, spelling instruction and strategies to overcome spelling errors as well as other approaches to teaching spelling.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the study was conducted. It covers research design, location of the study, target population, sample size and sampling techniques, research instruments, data collection procedures and analysis. It also describes the ethical concerns of conduction the study.

3.1 Research Design

In this study, the convergent parallel mixed method design was used. It is a type of mixed method approach whereby a researcher collects data, analyzed them separately and then compares the results to see if the findings confirm or disconfirm each other (Creswell, 2014). One assumption of the mixed method approach is that data obtained from both quantitative and qualitative approaches yield different types of information, however, the results are expected to be the same (Creswell, 2014). There are various types of mixed method approaches which include convergent parallel method, exploratory methods and more advanced methods such as 'embedded, transformative, and multiphase mixed methods. The reason for choosing the convergent mixed method was that the researcher collected both qualitative and quantitative data concurrently at the same visit to the research site and the data were analyzed separately.

3.2 The Study Area

The study was conducted in four (4) selected junior high schools namely Abarty JHS, Islam No 1JHS, Islam No 2 JHS and St Kizito JHS all found in Yendi Municipality. This makes the data collection process easy and convenient.

3.3 Population

The target population consisted of all the teachers and students of the four (4) selected junior high schools in the Municipality. The four schools have a combined teacher population of about 145 teachers and a combined student population of about 1200. The teachers are selected because they assess students' work, give feedback on their assessment and interact with students in many different ways and they are needed to provide useful information concerning the study. The students form the main focus of the study as they are the learners whose spelling errors were investigated.

3.4 Sample Size and Sampling Techniques

Stratified simple random sampling is a variation of simple random sampling in which the population is partitioned into relatively homogeneous group called strata and a simple random sampling is used to select from each stratum (Kombo, 2006). Kombo (2006) further argued that a representative sample of 10% and above is enough for providing the required information in large population. The students were put into two (2) strata thus JHS 2 and 3. Simple random sample technique was then used to select 120 students. All the students were given equal chance to pick from a folded pieces of papers on which ''YES or NO'', was written and those who selected ''YES'' were taken to represent that class. However purposive sampling technique was used to select twenty (20) teachers who were interviewed for the study. These sampling techniques were used because it was imperative for respondents to possess certain characteristics which were needed in order for data to be collected from them. Heterogeneity was necessary coupled with a respondent's ability to provide information regarding the spelling challenges facing students in the schools where they worked.

3.5 Instrumentation

Data were collected by the use of an interview guide for the teachers, a spelling dictation test for the students and written essays. In order to get the needed data for the study, the students were given two essay questions I.e expository and narrative essay. The basis for the choice of the essay questions was to give the participants a free choice of vocabulary through the essay writing to express their views.

The questions for the essay writing were as follows:

1. Write a story that ends, 'It pays to be obedient'.

2. Write a letter to a friend of yours in another school explaining to him/her three reasons why you like your school.

However, for the spelling dictation test the students were grouped into two according to their current level of education and they were given a spelling dictation test that consisted of thirty sampled English words. The basis for the choice of the dictation test words was to find out students degree of mastery in spelling some words in the target language. Dictation words: Here, students were tested as they were asked to spell these thirty words in the answer sheets given to them: Committee, Embarrassment, photography, Anaemia, Jewellery, Sergeant, Yogurt, Relegate, Aggressive, Vigorous, Frivolous Approximate, Aorta, psychology, pacify,programme, Judgement, fleeting, Quay, conscious, Elaborate, Gorgeous, Dogma, Citizen, Management, Elaborate, Passionate, Congratulations, Minute, Eloquent.

Concurrently, a semi structured interview guide was used to elicit the rationale for the wrong spelling and proffer strategies that can be adopted to help students overcome spelling challenges. The interview guide was employed because it has a general structure of deciding in advance the ground to be covered and the main questions to

be asked. The detailed structure is left to be worked out during the interview, and the person being interviewed has a fair degree of freedom in what to talk about, how much to say, and how to express it (Drever, 1995). This method of data collection was also employed because it ensures a high probability of validity. This is made possible because the interviewees are able to give their thoughts in detail because there is little direction from the interviewer. The complexities of issues are discussed well since the interviewer can probe deeper into areas that he or she had not considered but the interviewee mentioned (Anim-Boamah , 2015).

3.6 Data Collection Procedure

The researcher obtained an introductory letter from the Department of Communication and Media Studies, University of Education, Winneba stating the purpose and objectives of the study and the cooperation of the research participants. The introductory letter was copied to all the Head teachers of the four (4) selected junior high schools to seek their approval and access to the school, students and other documents that would facilitate the study. The Head teachers of the school conveyed a meeting with teachers and students to inform them about the purpose of the research and their cooperation.

In order to get the needed data for the study, the students were given essays to write for spelling errors to be identified then they were grouped into two according to their academic year of education and they were given a spelling dictation test that consisted of thirty sampled English words. These students were grouped according to their year of education so as to enable the researchers effectively compare the differences and similarities that exist in the spelling errors that the students committed in the spelling exercise .That is, the researchers did not want to limit their study to

only one level but rather wanted to involve students from across all levels. This, to a large extent, made the findings of the study a reflection of the performance of all students in the spelling of English words.

This test comprised three main stages. The first stage required students to listen attentively to the thirty words that were used for the study as well as their (words) related meanings without writing and this took exactly 15 minutes. In the second stage of the test, the thirty words were spoken to the respondents for them to write these words down and this stage of the data collection process also took thirty minutes. Finally, the third stage involved going over the words that were dictated to the students for them to make corrections of any word they thought they had misspelled. To ensure the right pronunciation of the words that were dictated to the students, the words were carefully dictated to the respondents since the pronunciation was considered as appropriate for the spelling exercise.

3.7 Data Analysis Technique

Data collected on the spelling were marked and those with errors were classified based on Cook's (1999) as cited in Al-Zuoud and Kabilan (2013) classification procedure. The essays were read and spelling errors in them identified. Frequencies and percentages were used to summarize demographic information of respondents and explain the nature of the spelling errors based on Cook's (1999) typology which has effectively been used to analyzed spelling errors of students from the various schools.

The interview schedules were analyzed qualitatively. Question by question approach was used for the analysis. This involved organizing the data across all interviewees and their answers so as to identify consistencies and differences. Delmot (2004)

suggest that the researcher reads and re-reads participants interview scripts, field notes, diaries and listened to recorded interview to draw out both recurrent and patterns and instances that run contrary to those patterns. Both data were organized on a separate sheet. The researcher then identified the themes or categories in the data. Burns, (2006) suggested that, in order to generate findings that transform raw data into new knowledge, the researcher must be able to engage in the analysis of data collection, and this is through identification of themes. The researcher then codes the data according to identified themes which was the process of classifying and categorizing data into themes, issues, topics or concepts. The researcher described each theme to form a framework and also quotations from the data were used to support arguments and presentations.

3.8 Ethical Considerations

It is required that the researcher treats the ethical considerations that are necessary when conducting research with humans (Alderson & Morrow 2011). The researcher made sure that participants were protected from another person so that others may not be able to identify the source of information that were obtained. The researcher achieved this by giving them codes instead of their names and address. The researcher also sought their consent before they were involved in the study.

Informed consent has been defined as 'the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions' (Tracy, 2014). It also made the researcher to eliminate all form of coercion to ensure that the participants had their freedom in choosing to take part (or not) in the research. Thus, this ensured that all respondents participated freely, as opposed to the use of force in research about which informants

have been provided full and transparent information and have opportunities to question the researchers (Bhutta, 2004; Tracy, 2014).

With reference to confidentiality, the respondents were assured that their identities would be concealed. In achieving this purpose, the researcher represented the teacher participants with numbers on the interview protocol instead of their names which made it difficult for people to identify the respondents. Individual respondents were assured of voluntary withdrawal from the study. In summary Information and identities received from respondents in the research process were treated with confidentiality and was used for the purpose of the research work only.

3.9 Chapter summary

The chapter described the research methodology that was used to gather data for the study. The chapter started with a description of the study design. The target population was also identified. Sampling techniques and procedures where discussed as well as instrumentation and methods of data collection. Also, methods of data analysis and ethical consideration were clearly outlined.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents the analysis and discussion of the findings of the study. It presents the spelling challenges discovered among junior high school students in the selected schools. The outcome of the interviews conducted are also presented.

4.1 Bio-data of Respondents

This section reports information on the teacher respondents using descriptive statistics presented in the form of tables, frequencies and percentages. The tables present the demographic characteristics of the respondents: the gender distribution of the respondents, their level of education and their teaching experience.

Table 4.1 Gender Distribution of Respondents (Students)

Sex	Frequency	Percentages %
Male	53	44.2
Female	67	55.8
Total	**120**	**100**

Source: field survey (2019)

Table 4.1 above showed that majority of the respondents 67(representing 55.8%) were females, whilst the remaining 53(44.2%) were males. From the table above it is concluded that most of the student respondents involved in the study were females.

Table 4.2 Gender Distribution of Respondents (Teachers)

Sex	Frequency	Percentages %
Male	7	35
Female	13	65
Total	**20**	**100**

Source: field survey (2019)

Table 4.2 shows that majority of teacher respondents involved in the study 13(representing 65%) were females, whilst the remaining 7(35%) were males. From the table above it is concluded that most of the teacher respondents who were interviewed for the study were females.

Table 4.3: Highest Level of Education Attained (Teachers)

Response	Frequency	Percent
Diploma	-	-
First Degree	11	55%
Masters	9	45%
Total	**20**	**100.0**

Source: Field Survey (2019)

Table 4.2 shows that 11 (55%) the teachers respondents had a first degree with the remaining 9 (45%), have a master degree. A deduction from the above is that majority of the respondents are degree holders.

Table 4.4: Teaching experience of Respondents (Teachers)

Teaching experience Range of Years	Frequency	Percentage
1 month - 2yrs	-	-
2yrs - 3yrs	2	10%
4yrs - 5yrs	8	40%
Above 5yrs	10	50%
Total	**20**	**100%**

Source: Field Survey (2019)

From table 4.3, the most opted number of years of teaching experience was above 5 years. Majority of the teachers 10(50%) had teaching experiences above five years, 8 (40%) for 4 - 5 years and 2 (10%) for the 2-3 years of teaching. The above finding implies that, all the teachers in the four (4) selected schools in the municipality have adequate work experience and can provide reliable information for the study.

4.2 The sources and types of spelling errors in the writings of students in the Yendi Municipality

The first research question sought to identify the types of errors in the writing of the students. The spelling errors were identified in the essays and the dictation test of the student respondents and having the results, the researcher used these responses to address the first research question of the study.

Reports in percentage terms the words that are spelled out correctly and incorrectly by the research participants in descending order is presented. The findings of the study reveal that the word "cue" has the highest incorrect spelling rate (90.85%) for the students followed by "conscious" (84.51%) followed by Dogma (80.99%) followed by Jewellery (74.65%), then Quay (70.59%), followed by vigorous (64.79%), followed by Relegate (64.08%) then Aggressive (63.38%) and on and on as shown in the appendix.

Table 4.5 Types of spelling errors

Types of Error	Frequency
Error of omission	444
Insertion Errors	382
Error of transposition	352
Error of substitution	321

The table above presents spelling errors analyzed according to the four categories suggested by Cook (1999) as used in Al-Zuoud and Kabilan (2013). That is, from the analysis, it is confirmed that students committed more of the errors of Omission (444 times), followed by insertion errors (382 times). This is then followed by errors of transposition (352 times) and lastly followed by errors of substitution (321 times).

Omission Errors

This study shows that the spelling pattern of the participants follows the pronunciation pattern, which is an indication of the strong correlation between English words articulation and the ways participants spelt these words. ESL students may associate and manipulate a variety of consonants and vowel combinations while forming words. The most common form of omission errors is the phoneme [e] at the end of the words as in 'decid' for 'decide' 'complet for 'complete'. This is caused by the fact that some words are written the way they are articulated, making it difficult for the participants to develop relationships between letters and sounds. The potential for omission errors in forming accurate spellings in the English language system, which is more complex due to the lack of patterns in articulation and spelling.

For example, the data for the study reveal six words in which omission errors were made by students involved in the study namely; Jewelery, Agressive, Aproximate, Programe, commitee, and Concious.

The omission errors occurring in the writing of the student respondents is noted to be highly linked to their attempt to manipulate and associate a range of vowels and consonant combinations to form words; participants' attempt to construct a word based on their knowledge of grapheme-phoneme relationships; the high frequency of

eliminating some phonemes like /e/ s/ n /i:/ m/ and others. Some omission errors have been linked to the concept of interlingualism. The aforementioned confirms the findings of Alhaisoni, Al-Zuoud and Gaudel (2015) on omissions in orthography. Such errors like *comtiee, [comit]; aventure, [advent]; pretetios, [pretend]* are described as errors of invented spelling (Gentry, 2000). They expose the individual's knowledge of the base or root word but there is lack of knowledge by the individual to correctly associate the vowels and consonant combinations to form the target words.

Insertion Errors

This type of errors mainly appeared because of the addition of extra letters in a word during the essay writings. These errors would be as a result of the lack of knowledge as English is not a phonetic language. For instance, students tend to write words the way they say it, such as: 'peopole' for 'people ''wainted' for 'wanted' and 'foreigin' for 'foreign'. .Another cause of this error could be attributed to the students misuse of some grammatical rules. For example, some students write 'useing' instead of 'using', 'takeing' instead of 'taking and 'leaveing' instead of leaving' when adding –ing to these words (use, take, leave). To form grammatically correct words, students have to remove the final phoneme 'e' then add –ing. In addition, Students tended to use regular patterns to form plurals or past tenses on words that would have irregular formation.

Nyamasyo (2004) describes errors of insertion as the addition of redundant letters to the word as either an act of performance or competence. This form of error was committed by most of the students and as such got most of the words spelt wrongly. That is, in spelling most of the words that comprised the text items, most of the students added redundant letters to the base word and as such led to most of the

misspelt words in the data. For example, a word like *pacify* is misspelled in the data as *paccify, parcify, and parcifey* whilst *dogma* is *mispelled as dogmah, dogmar, dogmaa, dorgmar, dorgmah.* On the other hand, most of the students also spell the word *quay* as *quaey, quaye, quaey, quaay*. In all these instances, it could be realized that students insert letters that are not needed in the spelling of most of the words that were dictated to them. The cause could be attributed to students' inability to make the distinction between the long and short vowels /æ/a: /ɔ: /ɔ/ in the articulation of the sounds as appears to be the case in the use of some consonants /h/k/r/. According to Chomsky (1965), such mistakes may result due to lack of attention or confusion. The contention could be that, as second language learners of English, it could be competence related since they do not have adequate grasp of the English language judging from the number of insertion errors.

Transposition Errors

Transposition errors are the least of mistakes made from the data collected and instances of this kind of error could be due to carelessness and confusion on the part of the learners. With regard to the issue of confusion as a cause of most of the transposition errors, the analysis confirms that in their quest to spell the words that were dictated to them, students at some point were confused with the right number and order of syllables that constitute some of the words dictated to them. As a result of this, the students either omit a syllable or interchange the right order of the syllables that make up a given word. This confirms Staden (2010) view that for students to gain mastery in spelling, they should be able to know the internal structures that make up the various words in the English Language. That is, it involves

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their ability to blend, segment, and manipulate syllables and sounds in words (Kelman & Apel, 2004).

For instance, with a word like "magnanimous", most of the students changed the right order at which the syllables in the word "magnanimous" should have appeared by writing it as "magninamous" where the syllable "na" should have preceded the syllable "ni" instead of it (na) coming before the syallable "ni". The aspect of carelessness that led to most of the transposition errors are linked to students failure to take huge responsibility to edit their work after they completed the spelling task despite the fact that they were given some time to edit their work before submitting to the researchers.

Substitution Errors

Substitution errors may be as a result of inability to identify the right sounds and this affects the performance in the orthography. Confusion, and inconsistency in the spelling patterns of English result in students substituting some letters for others in their quest to spell those words and the data revealed that student respondents are no exception to this source of error. For example, the data for the study reveals that the letter /c/ has been substituted for /k/ in Cue. This applies to other words like pretentious in which the 'pre' has been spelt as 'prin' (printentious); similarly, in *pretertious,* the letter /r/ has been used instead of the letter /n/. Other examples that can be cited from the data are the substitution of the letter /u/ for /o/ in frivulous; /e/ *for* /i/ in medecinal, /i/ for /r/ in Aoita, and /r/ for u in Yoghrut, this finding reveals a state of confusion in the mind of the students in the writing of these words.

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4.3 The perceived influence of spelling errors on students' performance in writings in the Yendi Municpality

Poor performance during Examinations

Interview data with sampled teachers from all schools was to find out their views and opinions on the impact of spelling errors on their students' performance and one teacher commented that:

> *When marking English essays, there is a general low level of proficiency as some of my student find it very difficult to write a single sentence without errors hence am forced to deduct marks thereby reducing performance*

Another respondent commented that:

> *Some students' essays are generally not sensible. Sometimes they have the idea but it is unreadable all due to how some students spell*

Another respondent commented that:

> *Mmmmmmmm I simply think that spelling errors has made students not to perform better in various subjects since almost all the other books are written in English language and they have to read and answer questions in such subjects in English.*

Findings from the above revealed that spelling errors played a major role in students poor performance in examination as it causes a major reduction in students work output.

4.4 Strategies that can be adopted to support students with spelling challenges in the Yendi Municpality

Spelling Rules should be included in all recommended English Textbooks

The interview data revealed that the teaching of spelling should be a central aspect of English language classes, textbooks and reading materials and must be intensified

with specific focus on helping students know how to spell correctly. One of the teachers commented that:

> *I will suggest that a second look should be taken at the curriculum of the various junior high school across the country to include topics that would enhance the spelling abilities of students so as to improve their writing skills.*

Another respondent stated that:

> *The grammar based topics that normally characterize the content of most reading materials of basic school students should also be introduced to a topic like phonetics and phonology. This topic, to a large extent, will equip students with the competence in associating graphemes of words in English to their related phonemes.*

Another teacher commented that:

> *Mmmmm I will say that the introduction of phonetics and phonology in the course content of the English language classes will help students, specifically the JHS students to know the distinction between short and long vowels which, to a large extent, will have a significant influence on their spelling abilities of English words.*

The findings above suggest that there is little material in the area of spelling in English literacy content and the Ghana Education Service needs to start monitoring and producing materials that would help learners spelling abilities in English words and subsequently increase their academic performance. This finding supports Breier and Fletcher (2003) when they asserted that to enable students to master the orthographic depth of English and write words without effort, teachers need to enhance reading instruction with spelling instruction.

Parental involvement

Parents should be actively involved and interested in monitoring the performance of their wards at school. One teacher expressed a form of monitoring of the situation and a sense that although she was able to provide enough support at present, she would

implore parents to keep an eye on their children's progress and further employ private teachers if needed.

> *"I feel if the child needs more attention and you're unable to help as a parent, you should not hesitate in getting additional help even if you have to pay ... don't feel that the school is enough for your wards at the moment."*

The interview data by teachers elaborated on the reasons why parents felt unable to provide sufficient support, including their own limitations when it came to helping their wards with certain subjects. Some teachers acknowledged that they themselves had difficulties with specific aspects of the curriculum and therefore felt unable to help their students. Some teachers were of the view that, it is necessary for parents to have much say so far as education of their wards is concerned. Specifically, one teacher said,

> *"you must be interested in how well your child is doing as a parent; you have to know ahead of time if your ward can pass the WASSCE even before he/she writes it".*

Another teacher was of the view that,

> *"Parents must understand the needs of their wards as this will inform them well enough".*

Another teacher said,

> *"you'd be surprised that many students have taken monies from parents to go for one tuition or another but, the parents don't even know who is teaching these children and what they are taught".*

Findings from the data above revealed that parental involvement in their wards academic progress is key to enhancing their performance academically hence majority of parents should make ample time to monitor their wards closely in their academic progress.

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Chapter Summary

This chapter presented the results of the study and a detailed discussion of the results. The main themes were identified and discussed. It started with the bio-data of the teacher respondents followed by the presentation and discussion of the findings. the findings were presented to respond to the research questions of the study. The interpretation of the findings was also done.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary of the research findings, conclusions, recommendations, suggestions and the way forward based on the findings. This final chapter provides a brief overview of the study and shows how the research questions and objectives set out in chapter one have been dealt with. It also presents the recommendations for practice and new areas for further research.

5.1 Summary of the findings

The study sought to investigate the spelling errors in the writings of junior high school students in the Yendi Municipality. Essay writing, spelling dictation test and an interview were used to collect data from the respondents. The spelling errors made by the students were analysed and presented using tables and frequencies whilst the interview data were analysed thematically.

Research question one sought to investigate the sources and types of errors in the writings of junior high school students in the Yendi Municpality. The study revealed four (4) types of spelling errors found in the essay and dictation test as error of omission, substitution transposition and insertion.

The second research question sought to examine the perceived influence of spelling errors on junior high school students' performance in writings in the Yendi Municipality. It emerged from the study that lack of confidence and poor performance in examinations were a major effect on students' writings.

The third research question sought to unearth strategies that can be adopted to support students with spelling challenges in the Yendi Municipality. It emerged from the

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study that parental involvement and inclusion of spellings rules in the textbook and instruction of the curriculum may go a long way to enhance the spelling process and improve students' performance.

5.2 Conclusions

Based on the findings, the following conclusions were drawn. Students mostly commit errors of substitution, omission, transposition and insertion in their writings. Teachers believe that parents are simply not directly involved in their children (students) academic progress. Students' inability to perform well in examinations is partly due to spelling errors. Students generally have poor reading habits and it has affected their vocabulary and spelling.

5.3 Recommendations

Based on the findings, the following recommendations were outlined:

- Students should be encouraged to use English Language more often, since proficiency in any language of which English Language is not an exception comes with constant practice.

- It is also recommended that much attention should be channelled to students especially, in the public schools to help them back-up in building their spelling proficiency.

- Students should develop the habit of reading extensively; they should read novels or story books of different kinds to improve their vocabulary power and spelling abilities.

- Students can maintain a habit of looking up the spelling of words in the dictionary for correct spelling and stop assuming the forms of words.

- Teachers must try and identify problematic areas of students and engage students in more spelling drills or contests to help them to overcome the flaws in spelling.

- Parents should make time and get involved directly in the academic pursuit of their wards.

5.4 Limitations of the study

In the collection of data for the research for instance, it was realized that most teachers of the schools were reluctant to be interviewed since most of them considered it an intrusion into their work and an assessment or evaluation of their teaching. This initially proved a great challenge to the success of the work until after further assurance of confidentiality and anonymity. And also, due to the sample size, the results of this study could not be used to generalize since only three schools in the northern part of Ghana.

5.5 Suggestions for further research

The Yendi Municpality is quite large and has many basic schools. This study covered only four (4) selected school in municipality. Similar research should be done in other schools in the municipality.

Furthermore, teachers should be provided with training and support. Again the Ghana Education Service should create a system of checks to ensure the teacher-student relationship is successful all year long.

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APPENDIX

Table 1: Percentage of Errors Associated with the Words

ITEMS	CORRECT (%)	WRONG (%)	Actual number of students that spelt wrongly
Embarrassment	97.89	2.11	3
Photography	64.79	35.21	42
Anaemia	69.01	30.99	37
Jewellery	25.35	74.65	90
Sergeant	58.45	41.55	50
Yogurt	56.34	43.66	52
Relegate	35.92	64.08	77
Aggressive	36.62	63.38	76
Vigorous	35.21	64.79	78
Medicinal	82.93	17.07	20
Approximate	5488	45.12	54
Aorta	21	79	95
Psychology	63.41	36.59	44
Pacify	35.92	64.08	77
Programme	51.22	48.78	59
Judgement	68.29	31.71	38
Fleeting	9.15	90.85	109
Quay	29.41	70.59	85
Conscious	15.49	84.51	101
Elaborate	60.78	39.22	47
Gorgeous	72.55	27.45	33
Dogma	19.01	80.99	97
Citizen	82.35	17.65	21
Management	89.44	10.56	13
Passionate	34.15	65.85	79
Magnanimous	62.75	37.25	45
Minute	48.59	51.41	62
committee	47.06	52.94	64
Eloquent	52.11	47.89	57
Passionate	5634	43.66	52

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