

UNIVERSITY OF EDUCATION, WINNEBA

**ANALYSIS OF SPELLING ERRORS IN STUDENTS' ESSAYS: A CASE STUDY
OF TEMPANE SENIOR HIGH SCHOOL IN THE TEMPANE DISTRICT OF
THE UPPER EAST REGION**



AYINSONE GILBERT AKONGWERE

2019

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**A Dissertation in The Department of Applied Linguistics, Faculty of Foreign
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**of The Requirements for the Award of the Degree of
Master of Education
(Teaching English as A Second Language Degree)
in the University of Education, Winneba**

SEPTEMBER, 2019

DECLARATION

STUDENTS DECLARATION

I, Gilbert Ayinsone Akongwere, declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for any other degree elsewhere.

SIGNATURE:

DATE:.....



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba

NAME OF SUPERVISOR: DR. CHARLLOTE FOFO LOMOTEY

SIGNATURE:

DATE:

ACKNOWLEDGEMENTS

I would like to express my profound gratitude to my Supervisor, Dr. Charlote Fofu Lomotey for the patience, wisdom, care and commitment she displayed in supervising my thesis to the very end. I would also like to convey my deepest love to my wife and children for their prayers, support and encouragement. Also, my recognition and gratitude are addressed to my mother and elder sister Faustina Ayinsone whose prayers, encouragement and financial support were the basis of my success.



DEDICATION

I dedicate this work to my wife Mercy Alabilla, and other three children namely Ayinsone Salomey, Ayinsone Bridget, and Ayinsone Gabriella. This work is also dedicated to all members of staff from the English department including Business 3 students of Tempene Senior High School for letting me see the reason for pursuing this course.



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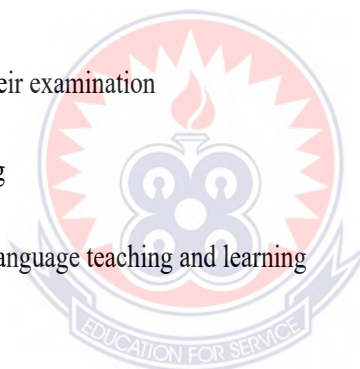
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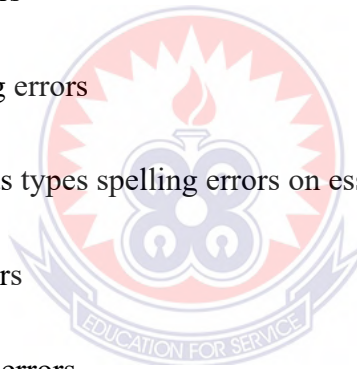


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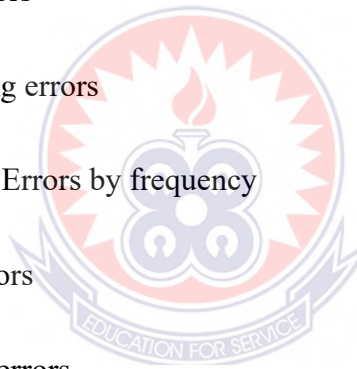
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ABSTRACT

Studies have been conducted on causes of spelling errors in essay writing and comprehension. However, these studies conclude that additional spelling errors is the best way to increase a student's spelling level. The study adopted quantitative research design with a population of one hundred and eighty (180) students. The study was conducted in all the three Departments of Tempane Senior High School. The finding was that students committed seven categories of errors with the total number of errors stands at four hundred and forty-two (442) in essays writing. The rationale for using the form one, two and three students to analyse the spelling errors was to study the pattern of performance in the various levels as they progress. The study revealed the students committed Seven types of spelling errors in their essays. These include; letter omission, letter substitution, letter transposition, letter addition, L1 induced error, inflectional error and letter insertion found in essay writing. Space in accuracy, apostrophe, consonant substitution, consonant addition and vowel substitution are found in the comprehension whilst pidgin English and social media are others found in both. The findings showed that letter omission spelling errors is the most frequent type of errors the students committed. The letter addition recorded the least of spelling errors.

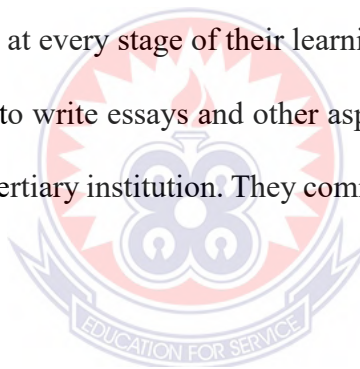


CHAPTER ONE

INTRODUCTION

1.0 Introduction

The present study analyses the spelling errors committed by Tempene Senior High School student in the Garu-Tempene district in the upper Easter Region. This chapter presents the background to the study, statement of the study, the objectives, research questions and the significance of the study and the chapter finally ends with the organization of the study. The aim of the language teaching is to inculcate in learner listening, speaking, reading and writing skills to enable them speak and write the language accurately and effectively. The learners are made to write essays as test or exams at every stage of their learning process. The learners, especially at the SHS level, are expected to write essays and other aspect of the English paper accurately to enable them progress to the tertiary institution. They commit various types of errors including spelling error.



Learners lack knowledge as stated by Dr. Kofi Abrefa Busia: “English Language has not only enabled us to communicate with our fellow countrymen of different tongues and tribes but has also prepared us for effective membership in the wider community of nations to which we now come as adults and no longer as wards”, Daily Graphic (2007). It is the important role English language plays in the Ghanaian society that it is taught as a second language in school. English is therefore used as a medium of instruction in the teaching and learning Mathematics, Science, Social Studies Religious and Moral Education as well as the English Language itself amongst others in schools nationwide. It is also taught as a subject in all Ghanaian schools. As one of the core subjects, English Language is considered a prerequisite for entry into the Senior High

School and other levels of education. The primary objective of the teaching and learning of English in schools is to instill listening, speaking, reading and writing skills in students. All these skills are to help students communicate effectively and proficiently, both orally and written, in the English language.

To check these effectiveness and proficiency, students are made to write examinations in English language among other subjects to qualify them for the next level on the educational ladder. It is therefore a policy in Ghana that students, after writing the Basic Education Certificate Examination, get grade C4 or better to qualify them to enter the Tertiary institution. Unfortunately, most of the students perform poorly in English and so do not progress to the next level. This poor performance has mostly been attributed to many errors the students committed in their writings. In an attempt to arrest the situation, several workshops had to be organised by National Association of Graduate Teachers (NAGRAT) for English Language teachers in the District.

Instead of minimizing, has rather increased. This is because the performance in English language for 2018 and 2019 has dropped drastically. This drop is mainly attributed to the fact that the attention of the workshops was focused on teaching students how to answer questions instead of identifying and dealing with the errors they commit, especially in their written essays. These errors include grammatical, punctuation, and spelling errors. Most researchers have concentrated on grammatical and punctuations errors rather than spelling errors. The few who researched on spelling errors did not take into consideration the sounds that represent the letters in the spelt words. Gloria Dadzie and Lawrence Bosiwah (2015), Kusuran, Amir (2017) are examples of such researches. This study therefore investigates spelling errors with detail

description of the letters that represent the sounds in words using form 1, 2 & 3 students of Tempane SHS.

1.2 Statement of the problem

The primary objective of the teaching and learning spellings of English words in schools is to develop listening, speaking, reading and writing skills in students. Writing with accurate spelling adds to the quality of overall writing texts. Cook (1999p.1) asserts that "unlike native speakers, students may not know the actual spelling system of English, and will appear to use the wrong letter". Writing well is really a big challenge for both native and non-native students. In general, it is much bigger with the students of English as a foreign language | (Muslim, 2014)

Unfortunately, about 50% of the students at the SHS level in the Tempane District do not progress to the Tertiary level due to poor performance in the English language per the analysis of the WASSCE results in the Region. This, according to the Chief Examiner's reports, is due to some types of errors they commit in their written work. These errors include grammatical errors, punctuation errors, and spelling errors. It is for this reason that the researcher decided to undertake a research on the topic; "The analysis of spelling errors" to investigate the types of spelling errors that Tempane SHS students commit in their essay tests. The researcher has in-depth knowledge in the students' spelling difficulties.

The school adopted for the study, Tempane Senior High School, is the only SHS in Garu Tempane District for the past twenty-two years. However, the school's performance in English language continues to fall every year. The level of performance observed in the essay writing of

the students is disappointing. A check on the students' exercise books and exam papers indicates that the students commit lots of spelling mistakes and errors in the process of learning English. Most of the mistakes are corrected as they progress while the errors continue to affect their performance, both in classwork and examinations. The spelling errors among the students have become so problematic that the English teachers find it difficult to come to terms with the students when it comes to essay writing type exercises because they have to take time to read and make meaning out of what the students write.

The problem does not only affect their performance, especially in the WASSCE, but also has a long-term effect on their career development. Spelling errors, which fall under Mechanical Accuracy, have been noticed as part of the bases for poor performance in English at both the JHS and SHS levels as marks are deducted for every single error made. The major problem is the inability of students to present their ideas convincingly and in a logical order. Another area of worrying is that, the students also have mother tongue (or LI) influence on the second language (L2) and these among other phonological differences have led to their poor performance in written English.

This goes a long way to affect their performance in class exercises, examinations, and later their promotion since they are always marked down due to these errors which most teachers rather see as mistakes. This research therefore seeks to investigate these spelling errors the students commit, their types and the causes of the errors so that some remedies may be suggested to minimize them. It is believed that learning a second or foreign language is a gradual process, during which errors are made in all levels of learning. Error plays an important role in learning a second or foreign language; from these, teachers can determine the level of mastery of language among their students and discover what they still have to learn, unlearn, or relearn.

It is important for teachers to recognize the errors that their students commit, because they would have the opportunity to understand the different processes through which these errors are caused. In order to better investigate the errors that students commit, teachers and researchers examine the types of errors that learners make and identify the frequency at which these errors appear in the writings of the students.

1.3 Research questions

The study is guided by the following questions:

What types of spelling errors do Tempene Senior High School students commit?

What are the causes of these spelling errors?

1.4 Objectives

This study seeks to achieve the following objectives by the end the study:

Investigate types of spelling errors committed by Tempene Senior High School students in the Garu Tempene District in the Upper East Region

Examine the causes of spelling errors in the students' writing.

1.5 Significance of the study

This study is very significant to the teaching and learning of English. This study will let teachers understand that students have problems when learning English. It also provides the teacher with information about the types of spelling errors the students commit and their areas of difficulties for action to be taken. It will help the teacher to have an insight into the types of spelling errors students commit in writing. Spelling errors form part of mechanical accuracy in the assessment

of students' performance in English language. The study will help both JHS and SHS teachers to assist students improve upon their spellings when writing so as to improve their performance in English language. Based on this study, teachers can also device new strategies in tackling students' spelling problems.

Additionally, students can correct their own spellings if they are made aware of their spelling errors, and that is where this study comes in. Both students and teachers will be informed on the causes of spelling errors. The SHS syllabus does not indicate spelling periods and activities to be taught. This study will therefore inform syllabus designers on the need to include spellings in the syllabus.

1.6 Organization of the study

The rest of the dissertation is organized as follows: Chapter 2 presents the literature review. The chapter reviews various definitions and categorizations of spelling errors, and related studies on spelling errors. Chapter 3 presents the methodology of the study. The population, research design, data collection instrument, and data analysis. Chapter 4 presents the findings of the study and the discussions of the results. These include the categorization of the types of spelling errors found in the students' essays and the causes of the errors. Chapter 5, which is the last chapter, summarizes the study. It further presents discussions on the implications of the study and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Some earlier works and studies related to the concept of spelling errors analysis in Essay writing Comprehension exercise, in the teaching and learning of English as a second language are reviewed in this chapter. These are presented under the following sub-headings.

This chapter seeks to discuss the meaning of spellings, importance of spellings, difference between mistakes and errors, spelling errors in essay writing, sources of errors, and spelling errors in comprehension.

The main issue in spelling is that one must know how to translate spoken language into written language. Generally, less skilled spellers attempt to translate every phoneme into a corresponding grapheme because their orthographic memory for letter patterns and sequences is weak. However, phonemes cannot always be matched directly to a sequence of corresponding graphemes, especially in English and French irregular words. One possible way to assist spellers with learning phoneme-grapheme complexity is to use pronunciation based on the letter sequence of the word spelling, a so-called spelling pronunciation. For example, the spelling pronunciation of the word "Wednesday" could be pronounced as /wed-nes-day/ instead of its normal pronunciation /wenzde/. This strategy may be beneficial for several reasons.

First of all, pronouncing every letter in each syllable of a word may help by dividing the word into more regular parts and by establishing a firm phoneme-grapheme relation (Holmes & Ng, 1993). Second, the strategy of spelling pronunciation can function as a kind of mnemonic because the correct spelling of a word is memorized more easily when the irregular bonding

between sound and letters is transformed into a more regular relation (Searleman & Herrmann, 1994). Hence, the pronunciation of every distinct grapheme helps the graphemes to function as sound symbols in lexical memory (Drake & Ehri, 1984).

However, it can also be argued that spelling pronunciation is not a beneficial strategy at all, especially for poor spellers because of their well-known phonological difficulties. Using spelling pronunciation relies heavily, after all, on phonological skills such as memorizing every distinct phoneme that is explicitly pronounced or storing unfamiliar sound sequences in short-term memory. Visual-spelling patterns or orthographic may be more relevant to poor spellers. Also, one could suggest that age is an important factor in determining the effects of spelling pronunciation. Because older spellers may be relatively more focused on visual-spelling patterns, the effects of exercises with spelling pronunciation may have differential effects for younger and older spellers. Therefore, the aim of the present study is to systematically compare the effects of spelling pronunciation for skilled and less skilled spellers, and for different age groups.

Several researchers contend that spelling pronunciation is a very effective strategy to improve spelling ability analyzed the effect of seven distinct strategies that most students use while trying to remember the spelling of difficult words.

The strategy of spelling pronunciation appeared to be the most effective method to learn the correct spelling. Spelling pronunciation was especially effective for skilled spellers. This finding is supported by others, who argue that poor spellers rarely come up with strategies themselves, suggesting that they are less likely to adopt a spelling pronunciation strategy on their own (Drake & Ehri, 1984). And when they actually do adopt a spelling pronunciation

strategy, they often form incorrect spelling pronunciations, which are generally misleading and rarely bring about the correct spelling (Holmes & Malone, 2004). This particular problem can easily be solved by using explicit instructions on spelling pronunciation or by simply providing these artificial (spelling) pronunciations.

2.1 Definition of Spelling

The term spelling is referred to as the act or process of writing words by using the letters conventionally accepted for their formation and orthography. Webster's New World College Dictionary, 4th Edition copyright @2010. Spelling is the combination of alphabetic letters, process of correct writing with the necessary letters and diacritics present in a comprehensible, usually a standard order. Wikipedia.

In spelling words therefore is reading quickly, writing words, sounding out words in the head, pronouncing words when reading aloud and understanding the concept. Wikipedia (12th October, 2018)

Spelling is the learner's ability to write a word correctly. Writing accurate spellings add to the quality of overall writing texts. The study of learners' spelling errors provides an opportunity to understand and facilitate in the learners' spelling difficulties (Al-Zuoud & Kabilian, 2013). Cook (1999 page 1) assert that 'unlike native speakers, students may not know the actual system of English, and will appear to use the wrong letter' writing well is really a big challenge for the non-native speaker.

2.3 Importance of Spelling

Learning to spell words help to cement the connection between the letters and their sounds and learning high frequency “sight words” to mastery level improves both reading and writing.

Spelling words help students to lay the basic foundation that they will need throughout their education and life. Spelling also aid in reading hence spelling and reading also have common factor proficiency with language.

Spelling accurately, also enable students to communicate and take notes and directions. One could be trying to write someone a note that could possibly save his life, but if the person only sees a note filled with misspelled words, then that person may not be able to comprehend what you saying hence spelling words correctly is so very important.

Spelling will not only improve reading and writing fluency but also vocabulary and comprehension. Richard J.C London, London 1974. After a Ders, Richmond (1960) concluded that adequate research was available for improving spelling instruction five months detailed study of the spelling achievement and needs of 41 Marryland sixth grade. His conclusion agreed with three opinions of leading authorities reported by Horn (1954) The New Iowa spelling received the attention of two researchers Bloomer

2.4 The concept of error in spelling

This review of research in writing and spelling, for the three years since October 1954, attempts to summarize chiefly studies based upon relatively objective data. In the area of written composition, this review is primarily concerned with the secondary school; in spelling, the elementary grades are emphasized.

These are ideas, principles, forms and rules which are called concepts. Any deviation from among these guided principles and thoughts or rules is considered as an error. For example, in consonant cluster, the bilabial letter sound /m/ is followed by /p/ or/b/ as in impossible impact. the same way, letter the sound /n/ or/s/ is followed by /d/ or /t/t as seen in the word induce or intent show. with this at the back of the students' mind, if a learner spells a word like 'impossible' as 'inpossible' more than once, then the learner has deviated from the rule or principle regarding consonants cluster thereby committing an error.

a researcher by name Williams (1981) is of the view that errors are basically in the eyes of the beholder and also in the minds of writing of the researcher being aware of the type and nature of students' errors is a very important tool for teacher in order to measure the level of learning achieved. the negative vision of error which ruled in most of the teaching language methods, shift in a positive way and mistakes started to be considered inevitable for the language learning process to succeed. Therefore, this work attempts to identify the main feature of the inter language and classify the errors produced in writing composition and comprehension writing.

2. 5 What is an error?

Brown (2000, P. 217) believes are significant, in that they provide the researcher, a clear point or view on how language is learned or acquired, what methodology or procedures the learners is employing in the discovery of the language.

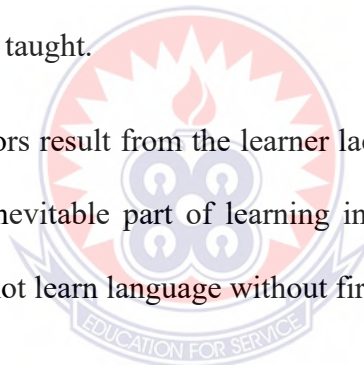
In applied linguistics, an error is a deviation from accepted rules of a language made by a learner of a second language. Ellis (1998:). Such errors result from the learner's lack of knowledge of the corrected rules of the target language. Errors can also be expressed as morphological,

systematic and lexical of the target language, violating expectations of the literate adult native speakers. Ferris (2011. P. 3). this connotes the meaning that learners errors result from their lack of language knowledge and awareness rather than performance.

Norrish (1995) sees errors as a systematic deviation that happens when a learner has not learnt something and consistently gets it wrong. However, the attempts made to put the error into context have always have a relation with either language learning and second language acquisition process.

Shanghnessy (2009) when the learner needs to be shown that the wrong knowledge or partial knowledge has been applied to the particular situation or errors occur when the learner does not know the rules and needs to be taught.

In conclusion, some of the errors result from the learner lack of knowledge of correct rules of the target language. it is an inevitable part of learning in human institution. therefore, it is important to note that one cannot learn language without first committing errors.



2.6 Differences between error and mistake.

In this section, the difference between linguistics will be discussed with a view to arriving at a clearer understanding of how to describe learner language from an empirical view point. Errors are usually defined as systematic deviations from the rules of a target language. They may occur because a learner does not know a rule such as spellings of words in certain environment in English. eg. Plural or singular.

Mistakes on the other hand, are seen as unintentional accidental slips resulting from simple laziness or forgetting. Despite this apparently clear dichotomy between 'error' and 'mistake' it

is arguing that errors and mistakes are not only challenging to distinguish, but they are not always easily defined. this is a problem for applied linguist for two main reasons.

First, the difficulty in clearly defining and delineating errors and mistakes provides a challenge for those who aim to investigate both Second Language Acquisition (SLA), and how effectively language educators teach a new language. This is because understanding what goes wrong when leaners communicate in a target language reflects not only their knowledge of language's rules, but also offer direct evidence of how well they have learned, and how well they have been taught.

it was James (1998: P. 1) who gave a somewhat preliminary definition of an error as “an unsuccessful bit of language”. While error simply means that something came out wrong because the correct one is not known and so it is an error. a mistake, however, is due to factors such as fatigue, tension, stress or haste.

Like an error, a mistake is also a deviation of the norm of a language but is not systematic. a mistake is an inconsistent deviation that is sometimes the learner gets right and sometimes wrong. A mistake results because the learner makes a choice which turns out to be wrong, while an error occurs because the learner makes a choice which turns out be wrong, while an error occurs because the learner does not know or lacks knowledge of the correct thing. errors are rule governed, systematic in nature, internally principled and free from arbitrariness. Mistakes, on the other hand, may be due to nonlinguistic factors such as fatigue and stress Keshavarz, (2008, P. 49).

2.6.1 Types of Errors

Grammatical errors are a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage. According to Chih (2013), the term grammatical error means inaccurate form of semantic meaning and use. He again stated that, for English learners starting to learn a new language, it is essential that they learn the basic grammar rules of the target language first. He believes it is easier to speak language than to write it. Learners' ability to write grammatically correct sentences calls for much concern specially in an education system which relies on written examination to measure the learners' academic performance. According to Harmer (2007), writing provides learners with more 'thinking time' than the one they experience from spontaneous conversation. Due to that, he believes that writing offers more opportunity for learners to undergo the stage of language processing in which they will be thinking of the grammar of the language. In addition, Pazever and Wang (2009) argue that the ability to write grammatical sentences is not natural. To them, grammar and writing demand a formal teacher and a structured-taught education. It is clear from their argument that formal teaching plays an important role in correcting learners' grammar and thus poor techniques in teaching grammar can result into many grammatical errors learners commit in writing. This argument is supported by Msanjila (2005) who states that grammatical errors in writing seem to be as a result of poor teaching.

Furthermore, many researchers on error analysis believe punctuation to be among the common errors learners commit. Msanjila (2005) believes that punctuation problems may also be as a result of inadequate learning and poor teaching. He also mentioned comma, full stop, colon and semicolon as the punctuation marks that learners often commit errors with when writing. Jo and Anthony (2000) also states that punctuation errors occur as a result omission or misuse of

punctuation marks. They added that the function of punctuation marks is to separate words and phrases within a sentence according to their meanings.

Another error the researcher is likely to encounter is spelling error. Fagerberg (2006) argues that spelling in particular is one of the many English writing problems that learners encounter. His argument is supported by Bancha (2014) who states that lack of orthography, phonology and morphology awareness of the English language by non-native speakers is the major cause of spelling errors. He believes that phonological and morphological awareness should be created by teachers to improve learners' spelling. He further argues that teachers should teach spelling by focusing on how words are spelled and pronounced. On the other hand, Kramerov (2016) believes that the difference in spelling between British and American English is a cause of spelling problems non-native speakers of English face. He mentioned words like colour/color, labour/labor and catalogue/catalog as some of the words which often confuse learners.

Besides the above, concord errors are also common in essays of learners of English. This type of error is as a result of the confusion learners have regarding the plural and singular subject on one side, and plural and singular verb on the other. It may also be due to learners' lack of understanding of proximity concord, notional concord and grammatical concord. In addition, overgeneralization of tense rules, spelling rules, plurality rules and adjective rules contribute greatly to errors learners of English commit in writing. As a result of partial learning of English language rules, students at times are not aware of the rule restrictions of the English language. As a result, they end up committing more errors. For instance, learners mostly write 'gos' instead of 'goes', 'dos' instead of 'does', 'sugars' instead of 'sugar', 'badder', instead of 'worse'.

The task of classification of errors is by no means an easy one. This is because very often categories of errors overlap and occasionally, some errors simply do not lend themselves to a clear-cut categorization. This informs Huang's (2008, p. 29) conclusion that "there seem to be no ideal model of classification of the tremendous varieties of errors found in students composition". To him all models leak, in one way or another so the analyst has to establish his/her own model of classification. Notwithstanding the difficulties of getting a classic model for error classification, there are some classifications by some researchers which have to be reviewed. These include Dulay (1982) who classified errors into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and misordering.

James (1998) also proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).

In another study by Hengwichitkul (2006), errors were analyzed at the sentential level. some of the errors identified were classified as subject-verb agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments. Hourani (2008) also categorized and analysed errors as grammatical. These errors were classified as passive voice, verb tense and form, subject verb agreement, word order, prepositions, articles, plurality, and auxiliaries. Likewise, Runkati (2013) also categorized the errors found in her data into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word order, tenses, capital letters

and punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns and numbers.

Doyle (2008) also categorizes error types as competence and performance. competence errors, according to him, are mistakes made because one does not know the correct form, while performance errors are those where one does know the correct form but still makes mistakes. This classification for errors is also found in Corder (1971). Ridha (2012), on the other hand, categories errors into five types. the errors are categorised as grammatical, lexical, semantic, mechanical and word order errors.

In analysing error in English, it is important to take into consideration, the types of errors that occur in students' speech and writing. Researchers in linguistics over the years have tried to categorize or classify errors, both in native language and in English in various ways. for instance, Bussmann (1996) states that errors are classified according to:

1. Modality (level of proficiency in speaking, writing and reading)
2. Linguistics level (pronunciation, grammar and vocabulary)
3. Form (omission, insertion and substitution)
4. Types (systematic/competence errors, occasional/performance errors)
5. Cause (inter-language and interference)
6. Based on Bussman's classification, one can classify types of errors are systematic/competence errors and occasional/performance errors.

2.6.2 Spelling errors

Various researchers have identified various types of spelling errors in their analyses. For example, Blackley (2011) identifies four major types of spelling errors- phonological, orthographic, morphological and transposition. According to Kusuran (2016), the spelling errors people make can be divided into two: typographic errors and cognitive errors. Typographic include errors such as letter insertions, letter omissions, letter substitutions and transpositions. Cognitive errors stem from phonetic similarities such as writing 'ander' instead of 'under', 'tanks' instead of 'thanks' (Yanyan, 2015). In addition, Dadzie and Bosiwah (2015) identify six types of spelling errors- omission, substitution, addition, inversion, pronunciation and miscellaneous (also known as multiple letter) errors. Bestgen and Granger (2011) underline spelling errors types as single letter addition, omission, substitution, transposition, and multiple letters errors. Similarly, Benyo (2014) identifies many spelling errors such as omission, addition, substitution, and transposition of the sounds. One other type of spelling error identified in the literature is omission or misplacement of the apostrophe (Bestgen & Granger, 2011; Swan & Smith, 2001). In the following sections, the types of spelling errors are discussed.

2.6.3 Letter Transposition errors

Letter transposition errors are spelling errors where two consecutive letters in a word change place. According to Cook (1997) cited in Kusuran (2016), the most common transposition errors occur with the letter pair [e] and [i] producing errors such as concieve, acheive and foriegn. Carney (1994, p. 84), classified this type of errors also are as analogy errors that students commit because of "confusion between elements of words.

2.6.4 Letter omission errors

These are spelling errors where a letter in a word is spelled out. The common letter omission by L2 users is [n] when it is used within consonant clusters as in designs instead designs, and [c] as in aquire instead of acquire. Kelman and Apel (2004, p. 57), states that the reason behind omission errors occurrence is mainly due to the distinction and discrepancy found between Arabic and English, in other words, English pronunciation and orthography. For example, students write plase instead of please, coffe instead of coffee, evry instead of every, studing instead of studying and chating instead of chatting. The most common form of omission errors is the phoneme [e] at the end of the words as in 'leav.

2.6.5 Letter substitution errors

These are one of the most common errors that both LI and L2 users make, Cook (1997-Cited in Kusuran (2016). According to Cook, these errors are divided into either substitution of single letter, or as grapheme substitution of multiple related changes. For example, thort instead of thought, 'bought' instead of 'brought'.

According to Cook (1997, p.481), the most common vowel substitutions occur with the letter [a,e and i], for example, bat for bite, enk for ink, and bit for beat. Consonant substitutions are more common for L2 users.

2.6.6 Letter addition/ insertion errors

These are spelling errors where an additional letter is included in the spelling of words. Examples are aggreement instead of agreement (insertion of additional consonant), faether

instead of father, 'vaice' instead of 'vice' (insertion of vowel), Cook, 1997 cited in Kusuran (2016).

2.6.7 Causes of spelling errors

English spelling can be a source of great frustration for a child who is learning how to read and write. But when difficulties persist beyond the first few years of school, a language-based specific learning difference could be the cause of the trouble. The causes of spelling errors however vary from country to country, levels of the learners, and objectives of the researcher. Reviewing causes of students' spelling errors is an important tool in every research work. Some causes of spelling errors as viewed by some researchers include the that English has plenty of exceptions to its spelling rules and multiple ways of spelling the same sound. This poses a problem for second language learners as spelling is not intuitive.

To Al-Bereiki& Al-Mekhlafi (2016), learners of English as a second language are usually influenced by their particular mother tongues. Hassan (2014), also argues that the way learners of a target language pronounce words to a large extent influence how the words are spelt or written, adding that there is considerable effect of phonetics on writing. In most cases, LI speakers learning an L2 have difficulty producing certain sounds in the L2, especially when those sounds do not exist in the native language (Owu-Ewie & Lomotey, 2016). On a similar note, Al-Mekhlafi (2016, p. 21) states that learners are influenced by their particular mother tongue. He emphasized that learners first language is seen to be a source of spelling difficulty, especially for Arabic language where some letters in English do not exist. An example of these letters is (p) and (v).

Furthermore, the irregularity of English orthography is main cause of learners' spelling errors (Al-Hassan, 2011; Al-Jayousi, 2011; Bahloul, 2007). Example of the insertion errors where learners insert letters in words to due to the way they perceive the pronunciation of the word. Students may also commit errors because they do not know the actual spelling of the words.

2.6.8 Omission or misplacement of the apostrophe

According to Bestgen and Erginger, (2011) Apostrophe is used to indicate possession, example, Hammurabi's code, and to mark omitted letters in contractions, example, it's is a contraction for it is. According to Stephen (2014), apostrophe helps clarify meaning and its omission (in the possessive form) can lead to confusion over who possesses what.

2.6.9 LI- Induced spelling errors

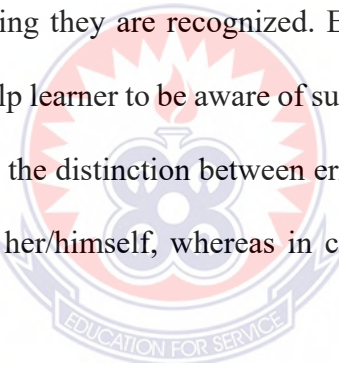
When learners commit errors by incorrectly spelling or writing words due to the influence of their LI sounds, then those errors are referred to as LI-induced spelling errors. According to Hassan (2014), cited in Owu-Ewie and Lomotey (2016), these errors occur because there are sounds in the English language, which do not exist in the native language, making it difficult for L2 learners to pronounce some L2 words, and this influence how the words are spelled or written.

2.7.0 Difference between Error and Mistake

Errors are usually compared with mistakes. It is important to make a distinction between errors and mistake, because they are technically two different phenomena. In order to analyse learners' errors in a proper perspective it is crucial point to make a distinction between mistake and error. According to Corder (1981) mistakes are failure to use a known system correctly. Mistakes are

caused by memory lapses, physical as well as psychological conditions, such as tiredness or strong emotions. Mistakes are not systematic, they are accidental. On the other hand, errors are the failure to apply the language system correctly because of the learners have not yet mastered a full command of the language system or because the learner's lack of knowledge about the rules.

In addition, Brown (2000) makes a distinction between mistakes and errors and refers to a mistake as a failure to utilize a known system correctly whereas errors concern a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learners. From the definitions, two things need to be stated here. One, mistakes may not require special treatment assuming they are recognized. Errors therefore may require special ways of treating them so as to help learner to be aware of such errors and overcome them. Trotta (2012) agrees with Brown about the distinction between errors and mistakes. To him, mistakes can be corrected by the author her/himself, whereas in contrast to errors, the author cannot correct them her/himself.



2.7.1 Spelling errors in comprehension and grammar

Considering the well-known phonological deficits of poor spellers, spelling pronunciations might be more beneficial for skilled spellers than for less skilled spellers. On the other hand, because of the phonological deficits of poor spellers, they particularly may need the extra phonological help that spelling pronunciations give. Findings of several studies on the effect of spelling pronunciation on skilled and less skilled spellers are somewhat confusing. In one study, spelling match spellers (average spellers) benefited more than students with learning disabilities (Bosman, van Hell, & Verhoeven, 2005). In contrast, another study showed that less skilled

spellers benefited more than skilled spellers (Drake & Ehri, 1984). In addition, Thaler, Landerl, and Reitsma (2006) showed that less skilled spellers performed equally well as age-adequate spellers in applying the spelling pronunciation technique. Therefore, to better understand the effects of spelling pronunciation, differences between skilled and less skilled spellers were studied in the present training experiment. Interestingly, spelling skills are generally highly correlated with reading skills, mostly varying from .50 and .80 (Frith, 1980).

English spelling has always been described by many language researchers and teachers as a daunting task especially for learners whose first language is not English. Accordingly, Arab ESL learners commit serious errors when they spell out English words. The primary objective of this paper is to determine the types as well as the causes of spelling errors made by Arab ESL secondary school students. In order to collect the data, a fifty-word standardised spelling test was administered to seventy Arab student participants. The students' types of spelling errors were detected, analysed and then categorised according to Cook's (1999) classification of errors namely substitution, omission, insertion and transposition. In total, 2,873 spelling errors of various categories were identified. The study findings revealed that errors of substitution constituted the highest percentage of the students' type of errors. In addition, the study indicated that the main causes of the students' spelling errors were possibly attributed to the anomalous nature of the English spelling system, the Arab students' lack of awareness of English spelling rules as well as L1 interference. Despite being conducted in an ESL context; the study was almost consistent with the findings indicated by other studies which were carried out in many Arabic EFL context. The findings suggest that spelling instruction should be emphasised while teaching

English and should also be integrated with the skills and subskills of reading, writing, pronunciation and vocabulary in order to develop the students' spelling accuracy.

2.7.2 Ways of overcoming spelling errors

Here's how one second-grade teacher solved the challenge of integrating spelling instruction into her whole language class -room.

As a traditional second-grade teacher, the researcher began noticing that the children were bored when he gave his weekly spelling test. The children were not able to work at their own level. Some children always failed, while others always succeeded. A few children always knew the words anyway without studying for the test. Several children got 100 only to miss the same words in their written work the next week. Some children even hated spelling. The researcher's greatest concern was that he never saw any evidence of growth in spelling performance.

When we used spelling workbooks together as a class, a few children were always waiting impatiently for the others to finish their assignment. Some of the children were not able to complete the assignment, no matter how slowly we went. The researcher did not feel this was an effective use of time. There was no relationship to reading and writing, which I felt was important. So the researcher began to search for another approach.

The researcher had been introduced to whole language and had easily adapted literature and process writing to the teaching style; therefore, he decided to search for an alternative approach to spelling that would incorporate whole language principles. The researcher was involved in daily invented spelling through writer's workshop, and the children were able to use their knowledge of sounds during this time. The researcher provided daily opportunities to read and

write, including the use of literature studies, writer's workshop, thematic units, shared reading, and guided reading. The classroom became a literacy environment that supported reading and writing. We read widely throughout the day in all curriculum areas. The environment was filled with literature and print, and children's writing was displayed everywhere. The reading/writing environment contained wall charts, word walls, resource books, thesauruses, dictionaries, and lists of words. But the teaching of spelling was another issue. He didn't know how to adapt spelling. The researcher believed it was important, but he was not satisfied with spelling workbooks and weekly spelling tests.

The researcher began his journey to a more integrated approach to spelling by eliminating the spelling workbook for a variety of reasons. Publishers saw spelling as memorizing individual words with no relationship to the processes of reading and writing. The spelling manual for the spelling workbook stated that the program was related to writing, but this was in the form of story starters and handwriting practice. The activities were neither functional nor authentic. The workbook activities included rote practice and did not involve self-discovery; the proofreading exercises were dull and not related to the children's own writing. It was not an integrated language arts program as the manual stated. The question was: Was growth occurring? Based on observations from the class, he could say, emphatically, no!

Looking for alternatives that would help the students become independent spellers, the researcher started by selecting 10 words from the children's written work for a weekly spelling test. Yet, after four months, the researcher still encountered the same problems. The researcher wanted all of the children to be successful at their own level. Success is important for all students, especially troubled readers and writers. The researcher wanted to nudge children forward to challenge themselves and learn how to spell new words. The children needed to see

the relationships among reading, writing, and spelling. The researcher wanted children to make discoveries about words and language and become excited about spelling.

A spelling program should produce competent, independent spellers. We should focus on how students spell words. Children should be encouraged to write throughout the day for a variety of purposes. Children come with a wide, mature knowledge base that we need to expand through reading and writing. Exposure to words should come through reading. As teachers, we need to provide encouragement and opportunity for growth.

Learning to spell is the acquisition of a complex schematic system that is developed through use. Spelling is a developmental process similar to learning to talk. Babies and young children babble and scribble in the early years, and adults offer support and encouragement and praise the children for their accomplishments. Spelling should be learned in the same way.

The pace and direction of spelling can be determined by the learner. Children should be working on their own level at the same time as moving forward.

2.7.3 Previous related studies on spelling errors

The literature shows that spelling errors cannot be ignored when analyzing second language errors. Therefore, in finding solutions to students' spelling errors, various researchers over the years have conducted studies to investigate spelling errors, causes of spelling errors and recommendations for teachers of English. Among these researchers are Smith and Swan (2001). These authors investigated spelling errors among Arab students. The study indicated that spelling errors were noticeable among the students as the existence of linguistic differences in

both English and Arabic. On the other hand, they found fewer spelling errors occurring among non-Arabic students as their languages share more.

Similarities with English. Fender (2008) conducted a research on spelling errors among Arabs and non-Arab students learning English in Saudi Arabia. The results revealed that the spelling skills of Arab students tend to be less success with most spelling difficulties in general and multi-syllabic words. The closest work related to the present study is a study by Dadzie and Bosiwah (2015). They investigated spelling errors among Junior High School students in the Cape Coast Metropolis. The type of spelling errors evident in students' marked scripts were addition, omission, inversion, substitution, pronunciation errors and miscellaneous errors. Based on their findings, they argued that the students performed poorly because of LI interference, ignorance, false analogy, lack of interest in reading, and carelessness.

Another study worth reviewing is that of Ahmed and Benyo (2014). These researchers investigated English spelling errors by 200 first year students of Dongola University. The results indicated that spelling errors were noticeable in vowels, which were particularly poor. The findings also revealed that over application and overgeneralization of spelling reasserted major causative factors for the errors. Another research is by Dada (2015) who investigated "Spelling errors, causes, influence on students' performance in English Essay writing and strategies for correcting them". The research analyzed students' essays identify for the patterns of spelling errors. The results showed omission, addition, and reduplication of letters errors among others. The researcher concluded that the errors were caused by carelessness and lack of books in the

school. Based on these, the study recommended that the teaching of spelling should be made a major aspect of the English language curriculum.

By as brown 1990 cited by 50 Research on spelling ability has witnessed a vigorous but fragmented growth. Spelling may be separable but related cognitive processes and that spelling unconscious influences of memory for a prior event.

Error analysis is an essential part of linguist analysis that sheds light learners. The participants in the present study were 65 students. The participants' essays in English Language (Technical writing course were used to be the data of the study. Next data were analyzed based on cook's classification of spelling errors. The results of the study show four types of spelling errors, substitution errors, omission errors, insertion errors transportation errors. In addition, results indicate that the difference between English and Arabic writing system is one of the major causes for students' errors.

Results are hopefully useful information in errors analysis studies and others related areas.

Spelling errors have traditionally been classified into four descriptive types; Deletion, insertion, substitution and transportation (Damerau, 1964). For each of these types we investigated the potential causes of error generation and correction, following previous work. (Ar amaki et al..., 2010; zheng et al – 2011, physical factors 1. Motor control of hands and fingers; 2. Distance between the keys; visual factors, 3. Visual similarity of characters; 4. Position in a word 5. Same character repetition; phonological factors 6. Phonological similarity of characters' words.

Substitution errors/mistakes essay to catch, while deletion mistakes/errors tend to escape our attention zheng et al (2011) reports that their pinyin correction errors are dominated by deletion, which suggest that their log does in fact reflect the characteristics of corrected errors.

Deletion errors at the word – initial position are the most common, while insertion and substitution errors tend to occur both at the beginning and the end of a word.

In common, all error types are more prone to occur word – medial. This means that errors at word finals are corrected more often than the word internal errors which can be attributed to cognitive effect known.

Learners in the second language may continue to exhibit errors in their writing for the following social reasons;

1. Negative attitude towards the target language
2. both at the sentence and text level
3. The complex process of writing in Continued lack of progress in the second language
4. A wide social and psychological distance between them and the target culture; and
5. Lack of integrative and instrument motivation for learning.
6. Difficulty in acquiring academic and discourses style
7. Lack of coherence in organizing information a second language
8. Language transfer due to learners' lack of the necessary information in the second language or the intentional capacity to activate the appropriate second language routine.

Irregular forms in the grammatical pattern of the English language. Irregular forms in the English language are evident in the formation of nouns, verbs, aspects, degree of comparison etc. one discovers that a second language learner who comes to believe that the plural of ‘chief’ is ‘chiefs’ will definitely be confused to hear again that the plural of thief is ‘thieves’ or the plural of ‘ox’ is ‘oxen’ the same is applicable to the one who is made to believe that the superlative of ‘good’ is ‘best’ such a person will find it contradictory to realize that the superlative of ‘big’ is ‘biggest’. Again, when he knows that the comparative of ‘beautiful’ is more ‘beautiful’ he tends to be confused that the comparative of ‘little’ is ‘less’ instead of ‘more little’.

2.8 Conclusion

The discussion suggests that causes of spelling errors include irregularities of the English spelling system and the difference in orthography, phonology and morphology of the learners’ first language. It was revealed that spelling errors are also due to English sound problems, the pronunciation of English words by learners, the inability of learners to distinguish between letters and sounds in a word, and the attitude of students toward English spelling. The literature further showed that many studies have been undertaken on spelling errors among students across the globe, which reveal that different types of spelling errors are made by learners with different first languages. In conclusion, the literature reviewed indicates that even though Ghanaian researchers are concerned with the existence of errors in the writing of language, it has been given less attention.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter basically provides the researcher with the scientific and analytical framework of the whole research work. The chapter will, therefore, capture the following headings; research design, data sources, population and sampling size, sampling techniques, instrument for data collection, data analysis, reliability and validity, ethical consideration and conclusion.

3.1 Research design

The choice of a research design approach to be adopted for data collection and analysis is a necessary part of every detail research study. The essence of this study is to identify the spelling errors committed by students in essay writing and comprehension reading exercise. It is, therefore, appropriate for the researcher to adopt the qualitative case study research approach for effective and quick collection and interpretation of data. This research captures the students' written exercises to be conducted. This helped collect data in the form of words and not numbers, hence the researcher's choice for a qualitative approach to the study.

3.2 Data sources

The researcher gathered data from both primary and secondary sources. One primary data source was the written exercises conducted for the participants. There was also the administration of questionnaire to participants which was also a resourceful tool in the data gathering. These formed the fundamental source of data for the study. It is worth noting that the primary data were generated directly from the students of Tempene Senior High School.

Another source of data for the study was the secondary data; where data were gathered from previous studies, articles and magazines published on the related topic. Literature was also reviewed thoroughly in this study as a secondary data source. Secondary data sources are such sources grounded on genuine and evidential theoretical basis.

3.3 Population and sampling

A population is a large pool from which our sampling elements are drawn, and to which we want to generalize our findings. The target population of this study basically centres on learners of the English Language. The researcher involved students from three different levels in the Tempane Senior High School (Forms 1, 2 and 3). This choice was influenced by the researcher's sense of neutrality and the need for a wider coverage of the whole school.

3.3.1 Sampling Size

After identifying the target population as the learners of English Language, the researcher then narrows the entire population to a section of it for the study. This section of the entire population, therefore, becomes our sample frame. The researcher chose to use three classes with the involvement of every department in the school. The study covered a total number of 180 students. This comprises twenty (20) participants from every Form of the three departments in Tempane Senior High School.

3.3.2 Sampling techniques

The choice of an appropriate sampling technique depends greatly on the type of data that the researcher wants to generate from his participants. In this study, the researcher is geared towards identifying spelling errors committed in English Language specifically essay writing and

comprehension. The target participants of this study are, therefore, students in Tempene Senior High School. The researcher, for that matter, chose the purposive sampling technique for the study.

3.4 Data collection

Data collection as an important part of every research work is that component of the research methodology where data is gathered on targeted variables to enable the researcher answer relevant questions and evaluate outcomes. Data, in this study, was collected from the participants by through the exercises conducted on essay writing, comprehension passage and the questionnaire administered to participants. This generally yielded a positive outcome as the researcher was able to arrive at some data necessary for the study.

3.5 Data collection instruments

The written exercises and the questionnaire conducted for the students were the major instruments used for the data collection to address the research objectives stated early on. A comprehension passage was set before the participants to answer. An essay question was also set for the students. Questionnaire was also administered to the participants. The questionnaire was comprised of mainly close ended questions. The researcher's own observation of previous experience in the errors committed in essay writing and grammar and comprehension also formed a basis for data generation. These were basically the instruments employed in the research work.

3.6 Data analysis

The researcher analyzed data collected by taken into consideration the types of spelling error committed, the causes of the spelling errors and how spelling errors can be minimized. Graphical representations of data were used and also tables to represent data that were numerical in form. This created a clear picture of the spelling error analysis. Spelling errors were identified from the written exercises conducted by the researcher for the participants. It was through this same exercise conducted that various types of spelling error were identified for further analysis.

The written exercises helped the researcher to study and analyze and also categorize the spelling errors into groups for easy interpretation. The following classes of spelling errors were identified; omission a ddition, substitution, deletion and disordering spelling errors.

3.7 Validity and Reliability

The primary data source for the study was the written exercises and the questionnaire conducted by the researcher under his own supervision and the help of other trusted teachers. This grounded the foundation for a reliable generation of data. There researcher also pre-tested students on the topic of spelling errors. This was to ensure that responses from the students reflected the researcher's expectation.

3.8 Ethical consideration

The researcher made sure that all participants were consented before the written exercises were undertaken. The purpose of the study was also made known to participants. As a result, there was total respect and autonomy for participants and decision making was left solely for them. This ethic of sole decision making allows for the pursuit of knowledge and truth which is the

primary goal of every research work. The dignity of participants was preserved. Again, all participants were assured of the confidentiality of their responses provided. The research questions administered to the participants were risk averse hence participants were not subjected to any form of harm.

This chapter has provided details of the research design and how data were collected and analyzed by the researcher to achieve his research objectives. The following were captured under the chapter. They include research design, data sources, population and sampling, sampling size of the study, sampling techniques, instrument for data collection, analysis of data collected, reliability and validity and ethical observances.

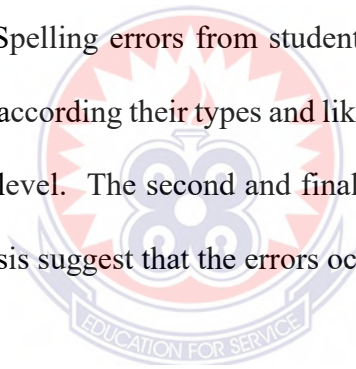


CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter discusses the types of spelling errors senior high school students commit in their essays and comprehension. One hundred and eighty students' essay scripts were collected and used for the study. The chapter is divided into two sections: the first section presents the analysis the various types of spelling errors that occurred in the students' essay and comprehension. These errors include consonant substitution, vowel substitution, and consonant omission. Others are addition errors social media influence vowel omission, inflection ending, letter reversals, space inaccuracy and pidgin. Spelling errors from students' composition and comprehension were analysed and categorized according their types and likely causes, and percentages of errors committed by the three forms level. The second and final section examines the causes of the spelling errors. Here, the analysis suggest that the errors occurred as a result of



4.1 Categorization of spelling errors

The spelling errors that were identified in students' composition were analysed and categorized into seven error types. These are substitution errors, omission errors, addition errors, insertion errors, L1-induced errors, transposition errors, inflectional ending errors, and apostrophe errors, space inaccuracy These are discussed in the following sections:

4.1.1 Substitution errors

4.1.1.1 Consonant substitution errors

This type of error occurs where there is substitution of a letter representing another consonant from words. Consonant substitution is mostly occurs in the initial and the final of words. Like the following:

1. "...You will find objet in the classroom".
2. "...There is no gestice (justice) in the school".
3. "...when they finis the classrooms".
4. "...because the system sift to double track system".
5. "...the double track system bring promosin (promotion) to every student".

In example 1 and 2, the letters [j] has been substituted for [g] in the words objet and justice respectively. These substitutions affect written words than spoken words. In the spoken word [j] dʒ and [g] contain the same sound as g] that pleases their ear everyday but in writing it is incorrect to use [g] for [j] dʒ. In example 3, 4 and 5, the students'' substitute the sound [s] for [ʃ] as in finis for finish, sift for shift and promosin (promotion) for promotion which has a bearing effect on both the pronunciation and spelling. Here the causes of the problems are that students substituted the native sound for the foreign one usually without even being aware of the fact that the two are not identical when it comes to writing.

4.1.1.2 Vowel substitution errors

This type of error occurs where students have the problem of replacing some vowels with other vowels in the word environment which suited their understanding when spelling. Vowels substitution is mostly realized in word medial and word final as in the examples below;

1. masters always come to miit (meet) students at the new classroom block studying.
2. the Mp provided two-hundred tables for the school.
3. they peinted (painted) the new classroom block with green and white colour. The memba(member) of parliament came to our school with a minester (minister).
4. everybody was bisy (busy) sweeping and cleaning inside the new classroom block
5. the classroom envaronment is very neat

From the examples, it was realized that the students substituted the following letters [I for e], [e, for a], [e for a] [I for u] [I for a] from the italic words in the examples above. In example one (1) the letter sound [i] which is the high tense front un founded vowel is been substituted for [e] which is the mid front tense unrounded vowel. The error here is cause by the student due to ignorant of the vowel quality sound and harmony hence the word miit (meet) does not even exist.

In example 2, and 3 it was realised that the letter [e] is substituted for the letter [a] in the word table (teible). The students pronunciation of word has influence the spelling hence the students substituted the sound of the diphthong [ei] in [a] in table for the spelling. In example 4 the letter [i] is substituted for the letter [u] busy for the wrong spelling bisy. Students are ignorant about the fact that the letter [u] stand for the sound [i] hence in spelling, they commit the error of

spelling the word by using the sound for the letter. In example 5, the students perceive the sound [a] in the environment of [i]. It is as a result of phonological problem. A summary of the substitution errors is presented in Table 4.1.1 and Figure 4.1.1 respectively.

Table 4.1.1. Substitution errors

Error type	Frequency	Percentage (%)
Consonant Substitution	25	69
Vowel substitution	11	31
Total	36	100

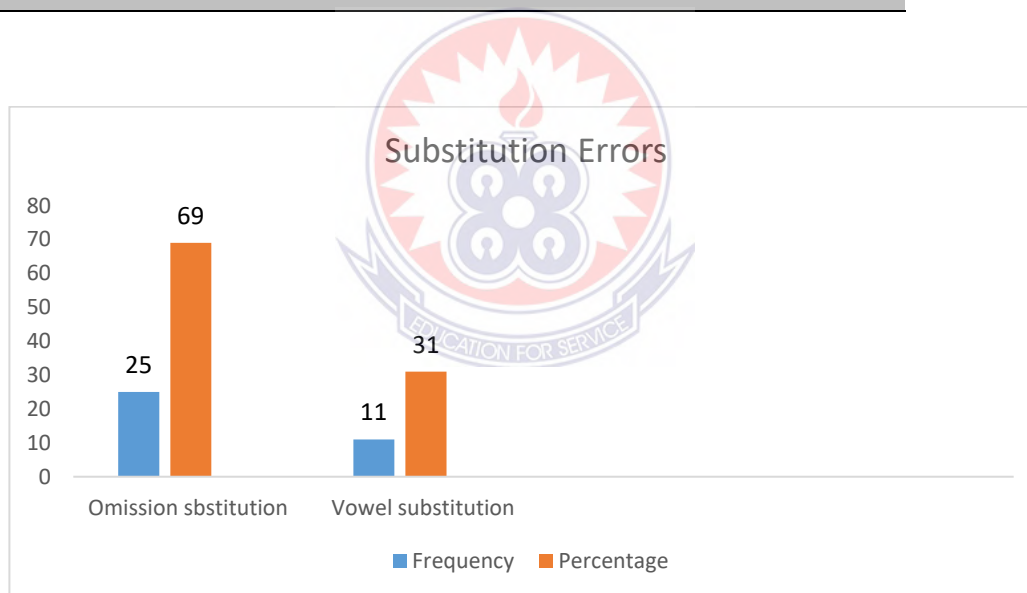


Figure 4.1.1. Substitution Errors

The table and the figure show that the students substituted more consonants than vowel substitution. This means that the most frequent L1 errors that occurred in students' writing are consonant substitution errors. This finding is similar to the results of Cook (1999) who found

that a high percentage of vowel substitutions errors and pronunciation errors with the majority of errors corresponding to Arab student's pronunciation.

For example, in writing dear, the participant choice of [ee] instead of [ea] abound morpheme, seems closely related to the available pronunciation of the word. The same applies for substituting [e] with [s] in sheaper for cheaper and 'necessary' for necessary reflects the errors that occur as a result of the lack of systematic rule to represent the /s/ consonant with the [s] or [c] phoneme. Similarly, /tʃ/ silent letter is mostly represented by the [tu] or [ch]. The participant's decision to substitute [u] with [ch] in 'adevenchar' for 'adventure' seems a substitution error, but it might also be product of pronunciation reflection of 'adventure' which can be represented by taking [u] out.

4.1.2 Omission errors

4.1.2.1 Vowel Omission errors

Again, the study also identified omission spelling errors committed by students. This type of error occurs where there is omission of a letter representing a vowel from a word. Vowel omission is almost realized in word medial and word final as in the following examples:

1. We will use the new classroom block before (before) vacation.
2. The Headmaster usully (usually) come to school early
3. The school compund (compound) is very clean.
4. the MP provided marker bord (board) for each class.

From the examples, it was again realized that the students omitted the following letters [e, a, o, e] from the italic word in the example above. In example 1, the letter r[e] was omitted from the word ‘before: This was due to the fact that in pronouncing ‘before’ the [e] or /e/ is not realised because it is a silent vowel. In sentence 2, [o] was omitted from the word compound changing it to compund which is incorrectly spelt without any definite meaning. The students realized that, in pronouncing the word ‘compound’ the /o/ sound in gun is not prominent so they perceived the sound [a] in [aʊn]. In sentence 3, [a] was [ɑ] was omitted from the word usually changing to ‘usually’. the word is pronounced /ju:ʒəli/ by many people, and so it is suspected that students copied from the word based on the way it is heard or pronounced. In sentence 4, [ɑ] was omitted from the word ‘board’ changing it to ‘bord’ which still contained the same transcribed sound /bɔ:d/ but has changed it meaning. Eventhough’ ‘bord’ is correctly spelt, the sentence suggests that there was omission that resulted in change of word. In sentence five, the letter [e] was omitted from the word ‘society’. This omission occurred because of the inconsistency of the English spelling system. For example, the letter [i] is pronounced /ai/ as in the word ‘society.

4.1.2.2 Consonant omission errors

The study also identified spelling errors committed by students as they omitted some consonants in words. This is the omission of a letter which represents a consonant from a word. The following examples show omission:

1. we the students have commited ourselves to studies.
2. the term is too shot for us to study.

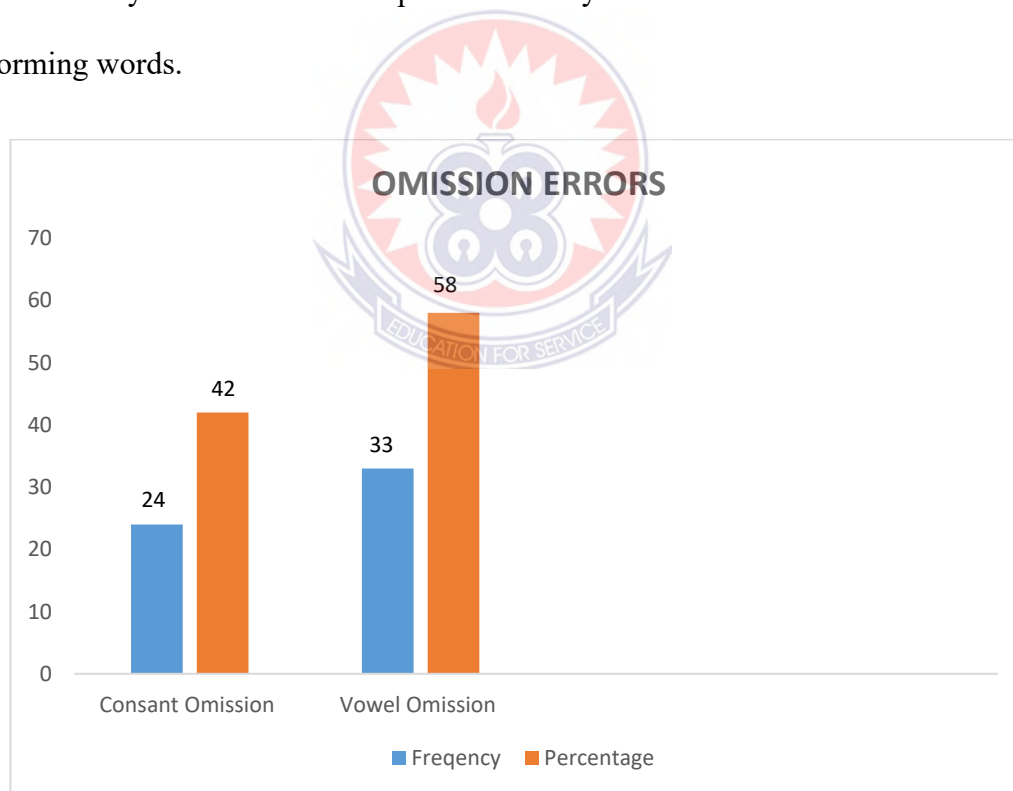
3. we planted flowers around the new classroom envaroment (environment).
4. most of the students uterance (utterance) show that the MP has done well.
5. with the new clasroom (classroom) built for us, our pens and books would not be misplaced.

In the example 1, the letter [t] was omitted from the word committed. This omission affects written word than spoken word. In the spoken word, [tt] is pronounced clearly as [t] but when spelling the same word with a single [t] is incorrect. The same pattern happens to sentence 5 in the word utterance where letter [t] is also missing. In pronouncing the word utterance with a single letter [t] omitted, has no effect on the sound but totally incorrect in written with the same spelling. And in sentence 4, [t] is also omitted. In the word ‘utterance’, it is the same sound [t] that represents the double consonant. In short, the students are ignorant about the spelling rules of double consonants. The rule is that when a word with one syllable, double the final consonant only if the word ends in 1 vowel + 1 consonant. In sentence 3 the letter [n] was omitted from the words environment. This omission affected written word than spoken word because the alveolar sound /n/ found in the environment is not so prominent in the pronunciation of the word ‘environment’. Students also observed that teachers pronounce the same way with the sound /n/ in the word hence teacher induced error. A summary of the omission errors is shown in Table 4.1.2 and Figure 4.1.2 respectively.

Table 4.1.2. Omission errors

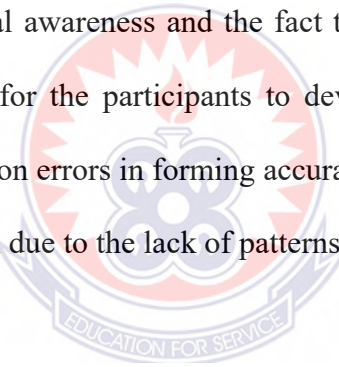
Omission Errors	Frequency	Percentage (%)
Consonant Omission	24	42
Vowel Omission	33	58
Total	57	100

The study shows that the spelling pattern of the participants follows the pronunciation pattern, which is an indication of the strong correlation and the ways participants spelled these words. EFL students very associate and manipulate a variety of consonants and vowels combinations while forming words.

**Figure 4.1.2. Omission Errors**

The early stage of spelling and writing for beginners herein depends on their phonemic awareness and orthographic spelling knowledge Kelman and Apel (2004, p. 57). The findings in this study correspond also which those reported by Agel (1993) who states that, the respond behind. Omission errors occurrence is mainly due to the distinction and discrepancy found between Arabic, and English, in other words, English pronunciation and orthography. For example, students write 'plase', instead of please, 'coffe', evry' instead of every, studing instead of studying.

The most common form of emission errors is the phoneme [e] at the end of the words, as in 'befor' for 'before' 'ignore' for 'ignore', 'decad', for 'decade' and expire 'for expire'. This is caused by the poor phonological awareness and the fact that Arabic is written in a way it is articulated, making it difficult for the participants to develop relations between letters and sounds. The potential for omission errors in forming accurate spellings in the English language systems, which is more complex due to the lack of patterns in articulation and spelling.



4.1.3 Letter addition errors

This means that the present of on extra item which must not be present in a word. Thus these errors occur as a result of adding extra letters in words. This type of spelling errors occurs where needless letter(s) are added to the spelt words. This is in line with Ahmed (2018) who mentions that insertion error mainly appears because of the addition of extra letter in a word. Dadzie and Bosiwah (2015) also note that most learners in their trial and error testing tend to add certain letters which are not required in the words. These are discussed as follows.

4.1.3.1 Consonant addition errors

This is a particular type of error where a needless letter which represents a consonant is added to either the beginning or ending of the word. The most common consonant letter addition is adding the phoneme-‘s’ to create the plural forms of nouns. For example, informations, furnitures womans etc. Examples are:

1. the community around the school bought five sheeps for the MP.
2. there are no many furnitures in the new classrooms.
3. the Mp putt up many building in the school.
4. the headmaster gave acceppted speech.
5. the classroom block is very immportant to the school

In sentence 1, the letter [s] was added to the word “community” resulting in the word communitys. This type of error was attributed to overgeneralization of the use of the phoneme-s to indicate the plural marker form. The phoneme –s is added to nouns to indicate their plural form. Certain words that end with [y] takes the –ies as their plural marker as in the word community takes the plural form as communities. However, the plural form of community does not take the-s marker. In sentence 2, the plural marker of –s added to the word furnitures to form its plural form is incorrect hence wrong spelling. Furniture is an irregular noun which does not take plural marker or the overgeneralization by students on plural form. The students however, have insufficient knowledge on these rules thereby overgeneralised it by applying it to pluralized the irregular noun ‘furniture’. The sentence 3 has the letter [t] added to the word put resulting in put resulting in the word putt. The added letter represents consonant sound. This type of error is

attributed to the ignorance of certain rules of irregular verbs that does not take any plural marker but still remains the same, as in the word [put] but not putt. It is wrongly spelt in this context but the pronunciation still sound the same as in the spoken word. This type of error was attributed to overgeneralization of the use of double consonants to represent one sound. the students also misused the phoneme ‘t for ‘d’.

4.1.3.2 Vowel addition errors

Some of these errors occur where a vowel is unnecessarily added to a word. These errors usually occur at the medial or final position of words.

the district capital/capitale is now at Tempane.

the school choire did some rehersaal for the occasion day

In sentence 1, the letter [e] which represents vowel /e/ sound was added to the end of the word but in sentence 2, we have silent vowel /e/ at the end of the word choir [e] and rehearsal has additional vowel /a/ in the medial word. These errors were due to poor perception of sounds in the various words and again poor analogy. A summary of the letter addition errors is illustrated in Table 4.1.3 and Figure 4.1.3 respectively.

Table 4.1.3. Letter addition errors

Addition Error	Frequency	Percentage (%)
Vowel Addition Error	07	35
Consonant Addition Error	13	65
Total	20	100

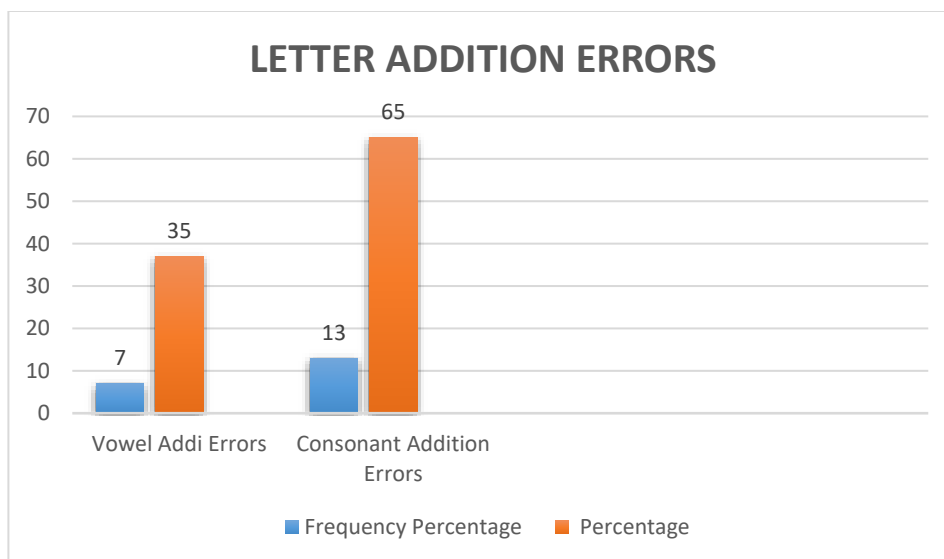


Figure 4.1.3. Letter Addition Errors

4.1.4 Letter insertion errors

Insertion Errors are an extra letter inserted into a text. Some insertions can be classified as Misstrokes errors. Misstroke errors can be traced to inaccurate motion of the figure, such as when one finger strikes two keys simultaneously. Insertion errors can be Intrusion Errors and defined these as ‘a character was added (e.g. wored for word)’ but only if the inserted letter was the only erroneous keystroke. There are six groups of insertion error types into Insertion and Intrusion Errors. Under Insertion (extra letter) errors group he lists: Preservation Errors, which are immediate insertion of a repeated letter in the text (e.g. ‘difffer’), some of these involved repeating letters that are never double in the text (e.g. ‘phphenomenon’). Space Bar Separation, where a word is separated by an insertion of a space, and Character(s) Separation where a word is separated by another character (e.g. ‘tetndency’). Logan does not define in detail the errors grouped under Intrusion Error, but offers some examples: Letter Sequence (‘undere’ for

‘under’), Error Habits (‘undter’ for ‘under’) and Home-Letter Intrusion where the touch typist inserts a letter from the home row (‘sufficient’ for ‘sufficient’).

4.1.4.1 Consonant insertion errors

It is a situation where consonants were insert in the middle of words. Consonants insertion causes unnecessary doubling of letters and consonant clusters in words. Examples are:

1. the English teacher real headmaster’s speech and did the correcktion.
2. the new classroom block is an attracktion center for students.
3. the followingn day was Sunday.
4. I know that next year the students’ population will doubble.

Looking at the examples above, the students inserted the letters [k, n and d] in words like correcktion, attracktion and doubble] respectively. The insertion of [k] in correcktion and acktraction in example 1 and 2 was that the students perceived the sound [k] prominently in words than the letter [c] producing. Similar sound in the words. Besides that, the students are familiar with the sound /k/ environment in their L₁ but not [c] in the word ‘following resulting in the misspelled word ‘following’. The students perceive the end sound /n/ but not /ŋ/ sound. In sentence 3, the students inserted [n] in the word ‘following resulted, resulting in the misspelled word ‘followingn, the students perceive the end sound of the word as a nasalized sound/n/ but not [ŋ] because they are familiar with /n/ sound than/ŋ/ sound. In sentence 4, the students lack the rule involved in double consonants words but they used the syllable pattern wrongly as in doub/ble. The [ou] in double sound /ɔ/ which is a back vowel and does not accept

double consonants after it. It is only a high front vowel that may call for double consonants after it. Example the sound /i/ is a high vowel found in the word dribble piper etc.

4.1.4.2 Vowel insertion errors

With this type of errors, it occurs when a letter representing a vowel is inserted in a word. For example,

1. The voice (vice) president of Ghana visited Garu chief and came to our school.
2. The voice (vice) president is firriend (friend) to the chief.
3. Our school droiver (driver) carry many chairs and table to our school.
4. I know that next year the students' population will double.

In the first sentence, the letter [a] was inserted in the word 'voice' for 'voice' which represent a vowel. It was realized that the students spelt the words the way they pronounce them because the following words were treated the same. They are; 'firriend' for 'friend' and 'draiver' for 'driver'. The students did not realized that the letter [i] in the words 'vice' and 'driver' already contained the diphthong [ai] but only perceived the sound /a/ and added the letter /a/. This error occurred due to lack of phonological awareness both on the part of teachers and students. In conclusion most of the students added or inserted more of the consonants than vowels. The research study also revealed that 50 addition/insertion errors occurred in the students' essay and 15 for comprehension. The following were observed to be some of the causes of letter addition spelling errors. There are rules governing the English spelling pattern. Most of the students however either lack knowledge in the rules or uses their L₁ rules of spellings which affect them. This is in line with Jayousi (2011) who asserts that addition errors are caused by student's lack

of spelling rules as in the case of driver, vice and friend where [α/ and [I] as in friend were inserted and Considered needless in that environment of sounds. Hence, the presentation of wrong spelling. The inconsistent of the English spelling system is another cause of letter addition error. For example, [i] as in vice pronounce differently from the same [i] found in the word visitor whilst there is a diphthong sound in ‘vice’ there is only a high front vowel in visitor. A summary of the letter insertion errors is shown in Table 4.1.4 and Figure 4.1.4.

Table 4.1.4. Insertion errors

Insertion Error	Frequency	Percentage (%)
Vowel Insertion Error	10	30
Consonant Insertion Error	23	70
Total	33	100

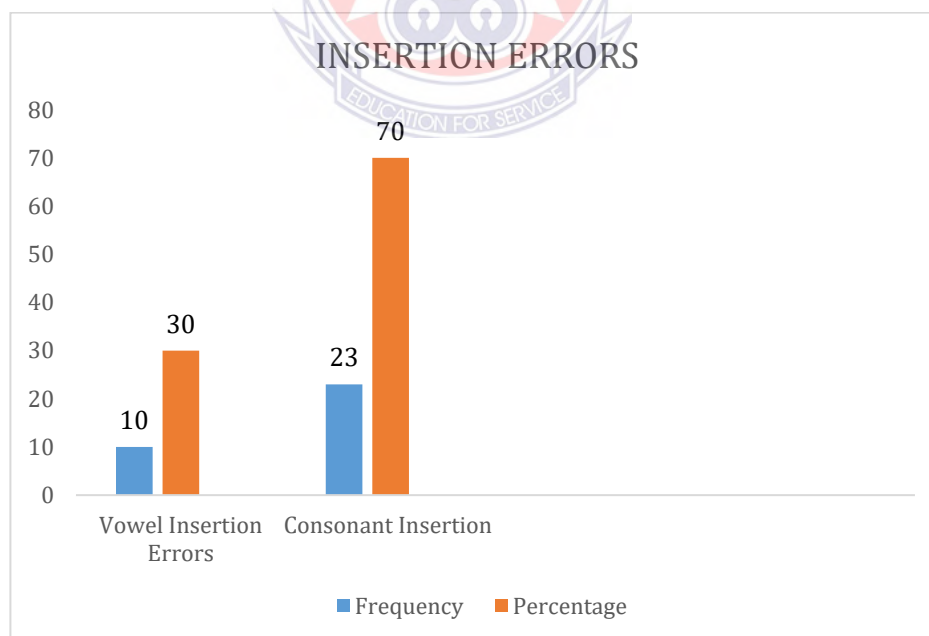
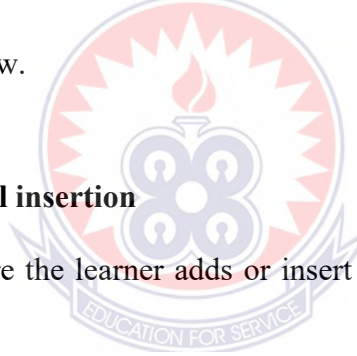


Figure 4.1.4. Insertion Errors

4.1.5 L1-induced spelling errors

Learners of English in the Kusaal traditional area are often faced with some difficulties and differences in the phonology of their native language and that of the second language. This is because there are sounds in the English language, which do not exist in the native language, making it difficult for L2 learners to pronounce and spell words correctly. When learners commit errors by wrong spelling or writing words due to the influence of the L1 sounds, then those errors are referred to as L1-induced spelling errors. Mostly the students L1 structure is consonant-vowel. The students are exposed to the pronunciation of some words with consonant clusters by separating the clusters and inserting vowels. Here, the students generally sometimes confused as where and when to insert vowels or consonants. They lack the vowel harmonization skills. Examples are seen below.



4.1.5.1 L1 errors due to vowel insertion

These are spelling errors where the learner adds or insert letters which represent vowels in a word. Examples are:

in our sikuul we don't have a porobllem of classes. the word 'bucket' which not how in the native language is pronound. it is pronounced [bakete] instead of [bucket] so. it sound /bakete/ instead of /b.

Our sikuul is very large and beautiful we thank you again because use no longer use bakete to fetch water. Is not how the native language is pronounced. It is pronounced [bakete] instead of [bucket] so it sound /bakete/ instead of /bʌkət/. Here the word was spelt according to the way it is pronounced, thereby breaking the consonant cluster of /ck/ and inserting the vowel /e/. In sentence 2, the student used sikuul instead of school as in our sikuul (school) is very large and

beautiful and in the same sentence the student used a word porobilem instead of problem. he/she inserted /o/ and /i/ vowels respect every in the word within consonants.

Most of the errors occurred here was because the students separated the consonants and inserted the vowels to suit the way they pronounce and sepl words. L1 induced errors are mainly caused by the negative interfere of L1 in L2 learning. Example the English words which contain the sounds /dʒ/ as in change, /ts/ as in change and /ʃ/as in shirt, do not exist in the Kusaal language whether in the initial stage, medial or final stage of word. this has created a big gap in the pronunciation and spelling of some English words by the native speakers of kusal learning English as a second language. These types of spelling were the least in this study.

4.1.5.2 L1-induced errors due to consonant substitution

This is a situation where a learner substitutes one letter which represents a consonant due to L1 interference. this happens due L1 of the letter sound in the spelt word.

1. kenge instead of changed as in /tʃeɪndʒ/ as in; The school environment has kenge (change) because of the new building.
2. the masters kiuden also come the new classroom block to study. kiuden instead of children as in /tʃɪldrən]
3. the only thing the school gave to the MP is a big seep for his soap.

In sentence 1 and 2, the students substituted [k] for [ch] which sound /tʃ/ does not exist in the kusal language which is the students' L1, and so the nearest sound /k/ was substituted for [ch] as in kenge. In sentence 3, the sound /s/ was substituted for the sound /ʃ/. The L1 speaker does

not have two consonants together without a vowel so he /she uses [seep] for [sheep]. A summary of the L1-induced errors is illustrated in Table 4.1.4 and Figure 4.1.4.

Table 4.1.5. L1-induced errors

L1 Induced Errors	Frequency	Percentage (%)
Consonant Substitution Induced Errors	8	31
Vowels Substitution Induced Errors	18	69
Total	26	100

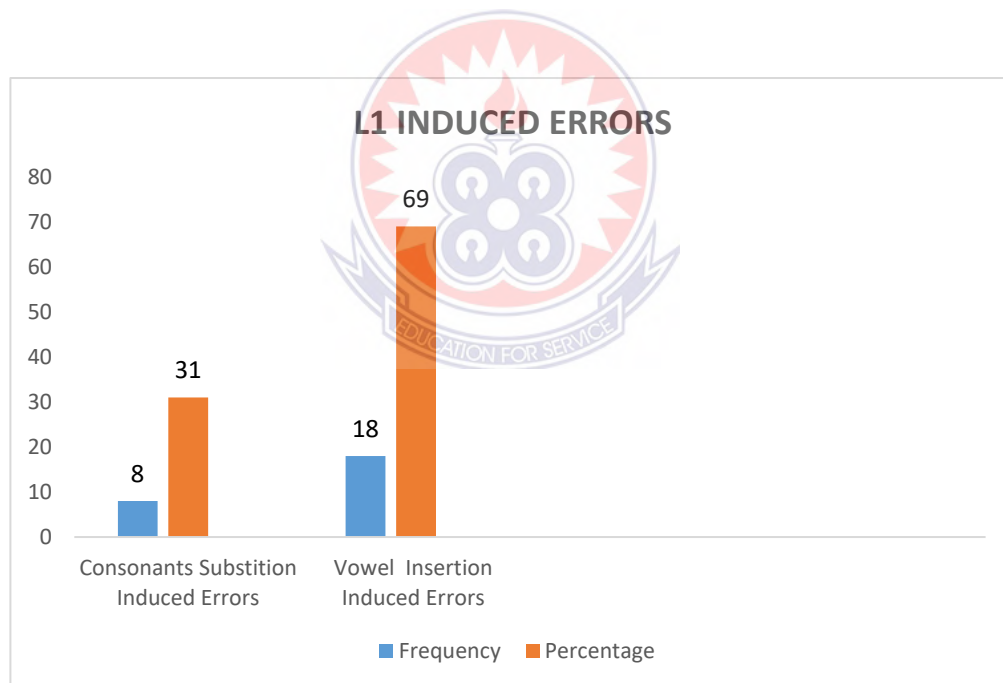


Figure 4.1.5. L1-Induced Errors

Cook (1992) examined the extent to which L2 user's knowledge of sound letters rules and individual visual items reflects their different L1 system of spellings and pronunciation. Hence the researcher compares adults L2 learners and Adults sand children native speakers.

Results revealed that, on average a fifteen year-old native speakers spelling errors are similar in number, to those of an adult L2 learner. The researcher concluded that spelling is so important due to its social overtones. In Singapore, context Dixon, Zhao, and Joshi (2010) examined the first language (L1) influence on 285 bilingual children's spelling performance in their second language (L2). In general, result s showed a statistically significant effects of L1 in conventional spelling but not on phonological spelling, controlling for reading proficiency.

4.1.6 Letter transposition errors

Bahloul (2007) asserts that many of the spelling mistakes made by the learner who took part in the study were very similar to those made by the native speakers as part of their developmental stages. For example, many of the errors that Bahloul identified in his study can be observed in reversing the order of two adjacent phonemes in some words, as in spelling first as frist.

4.1.6.1 Vowel transposition errors

Errors of transposition made up one of the least error identified in the study. such error resulted from misplacing letters as in quietly, traeuser and advenuter rather than quietly, treasure and adventure. This could be attributed to the lack of correspondence between sounds and letters in English. That one phoneme can have different representations, which appears to be confusing to the students whose first language does not contain most of those phonetics. in this regard,

the errors could have resulted as reversing the order of vowel letters when spelling the words.

Some of the identified reversal in words from the student's scripts are as follows:

some gentlemen came from the community to help us.

1. the school boys and girls are all happy about the new building.
2. our school also receive aa donation of thirty thousand Ghana cedis only.
3. the painter painted our classroom beautifully.
4. then every minuet (minute) students are praising the minister.

From the examples above, the vowel and consonant the letters exchange their rightful position within a word which is causing disorder in the word. Examples in the disorder or reverse of the letters position changed from [l] and [e] to [e] and [l] as in the word gentelmen to "gentlemen". Sentence 2 also apply the same rule by exchanging the two consonants position in the word gilrs as in girls hence the pronunciation pattern of these words may not change significantly but in spelling. In sentence 3, 4 & 5 is that the reversal of the underline letter i.e as in receive reflect in receive as in recieve, beutiful as in beautiful, and minuet as in minute. in sentence 3, 4 and 5, there are inversion of vowel and consonant letters and in sentence 3, there are vowels letter inversion only. This error is as a result of how students hear or perceive the word. The was also committed due to lack of phonological awareness as students lack the structure English vowel sound and diphthongs.

4.1.6.2 Consonant transposition errors

This is an instance where two letters representing a consonant and a vowel exchange positions in a word. This mostly occurs in the first syllable of words with some of the consonants at word medial. Example:

1. we are satssify (satisfy) with the new classrooms you gave us
2. all the tables are fix with daruwars (drawer) for us to keep our book.
3. we always lock the classroom to prevent (prevent) animals from entering inside after classes.

In sentence 1, there is a reverse of inversion of consonant and vowel letters [i] and [s] as in [si] which is pronounced [si]. In sentence 2, [ra/ in drawer was transposed to [ar] resulting n darwer. the students are comfortable with the sound /a/ in [darwer' than the sound /ɔ/ in 'drawer' A summary of the transposition errors is presented in Table 4.1.4 and Figure 4.1.4.

Table 4.1.6. Transposition errors

Transposition Errors	Frequency	Percentage
Consonant Transposition Errors	7	32
Vowels Transposition Errors	15	68
Total	22	100

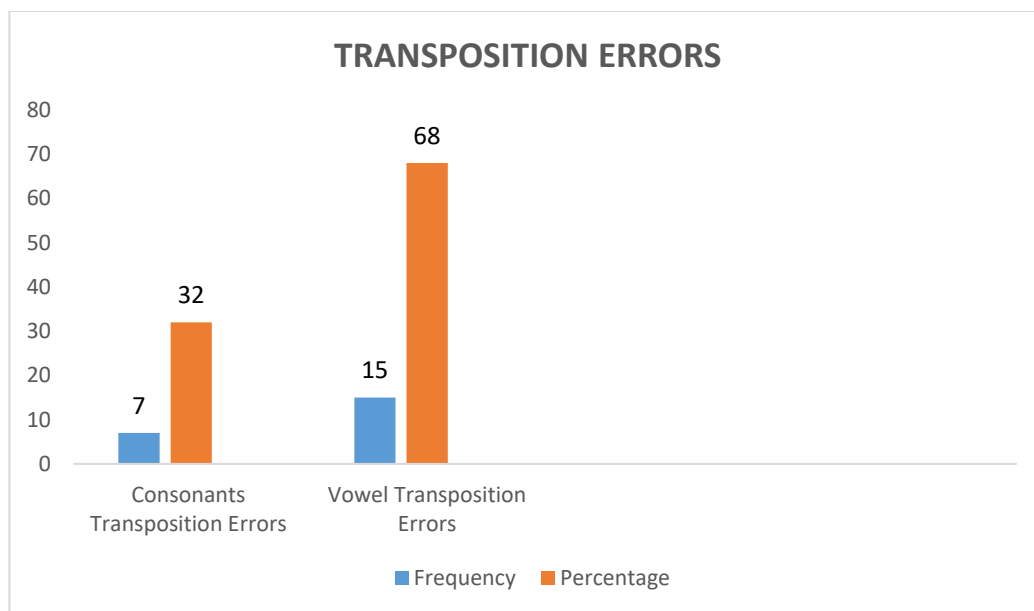


Figure 4.1.6. Transposition errors

From the analysis so far, the most frequently transposed letters were those that represent vowel with 15 occurrences. Consonant transposition errors were second with 7 occurrences whereas vowel consonant transposition were shown in Figure 4.1.6. These types of errors are classified by Carney (1994) as analogy errors that students commit because of confusion between elements of word. Depending on this fact, transposition errors should not be neglected since the purpose of this study is to enhance the students' performance in English writing. For instance, transposition errors as in 'daly', for 'daily', focus focs for focus and 'deid' for 'died' could be attributed to students' carelessness.

4.2.7.1 Inflectional ending errors

An inflectional ending is a group of letters added to the end of a word to change its meaning. inflected endings each have a role when added onto a word. It is a morpheme that you add to the end of a verb, noun or adjective to add meaning. Inflectional endings demonstrate the tense

of a verb like-‘ed’ indicates the past tense of many verbs. Inflectional endings can also indicate whether an adjective is comparative or superlative. Examples are as follows:

1. The new classroom block is the most beautifully than the other blocks.
2. The students have eating supper in the dinning hall already.
3. The girls likes reading in the new classroom blocks.
4. The headmaster is the olderr teacher in the school.
5. Among the two boys, Jacob is the strongest. the new building is strongest than the old

These comparative adjective are not used to produce new words in the language but rather to indicate aspect of the grammatical function of a word. Inflectional ending is used to show if a word is plural or singular (Yule, 2010). This type of spelling errors occurs where needless group of words or letters are added to the spelt word at the end of it. The error is inflected at the end of the word. in example 1, the-ing form of inflection is used as the present participle of the word ‘eat’. Here, the students could not identified the right auxiliary verb to match with the main verb eating. The students are ignorance of the subject –verb agreement. Once the students introduce the auxiliary verb ‘have’, it should go with “eaten” which is the past participle expressing action that have taken place already in the past. In sentence 2 and 3, the students’ use the wrong inflectional marker for the irregular comparison of the English language.

In English language, there are evidence in the formation of aspects, or degree of comparison and one discovers that a second language learner who comes to believe that the superlative of ‘good’ is best, such as a student’ will find it contradictory to realise that the superlative of big is biggest. Based on this paradigm, the students’ will again think on the same line by comparing two

entities using ‘strongest’ instead of using “stronger” the inflectional ending ‘er’ added to the base word strong is wrongly spelt in that context. It is the same applies to sentence 3. The word older is wrongly spelt in that context by inflecting the ‘er’ morpheme. The students are confused as to which rule to apply and under which context.

Errors on inflectional endings are categorized as morphological spelling errors because suffixes -ed, -s and -ing are meaningful as they give different meanings to words. Nevertheless, it is undeniable that it is impossible to add those inflected words accurately without linguistic or grammatical knowledge. Therefore, it could be said that the reason why students make this kind of mistakes is to be found in not having consolidated knowledge of English grammatical rules which are a part of morphologist. A summary of the inflectional ending errors is illustrated in Table 4.1.7 and Figure 4.1.7 respectively.

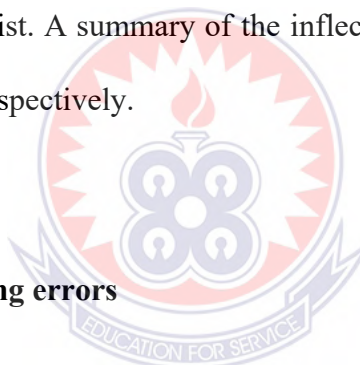


Table 4.1.7. Inflectional ending errors

Inflectional Ending Errors	Frequency	Percentage
Comparative Errors	9	33
Past participle Errors	18	67
Total	27	100

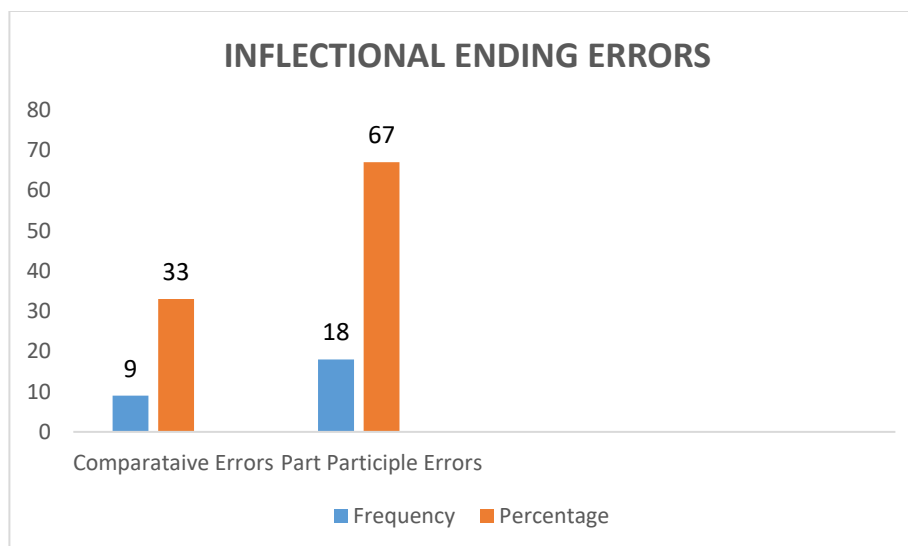
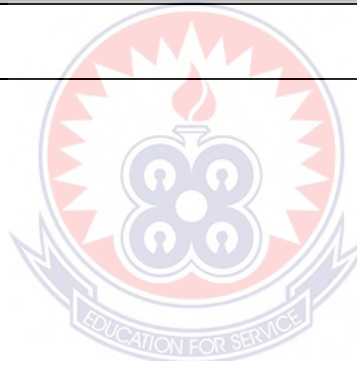


Figure 4.1.7. Inflectional ending errors

Errors on inflectional ending are categorized as morphological spelling errors because the suffixed –ed,-s, and –ing are meaningful as they give different meanings to words. Referring to the data obtained, students made mistakes adding wrong inflectional ending of the third. Singular person, plural nouns and progressive verb (verbs + ing). Chomsky (1970 cited in Cook, 2004) emphasizes that it is important to know the language not only on a surface level of sound correspondence but also at an underlying levels of lexical representation, so knowledge of grammar is inevitable. Juul (2005) conducted a study with 32 Danish students supporting the fact that there is the strong relevance between the grammatical awareness and inflectional spelling competence. This confirms that students need to know inflections which are closely related to grammatical knowledge.

4.1.8 Frequencies of the various types spelling errors on essay

ERROR TYPE	FREQUENCY
Substitution errors	36
Omission errors	57
Letter addition errors	20
Insertion errors	33
L1 induced errors	26
Transposition errors	22
Inflectional errors	27
Total	442



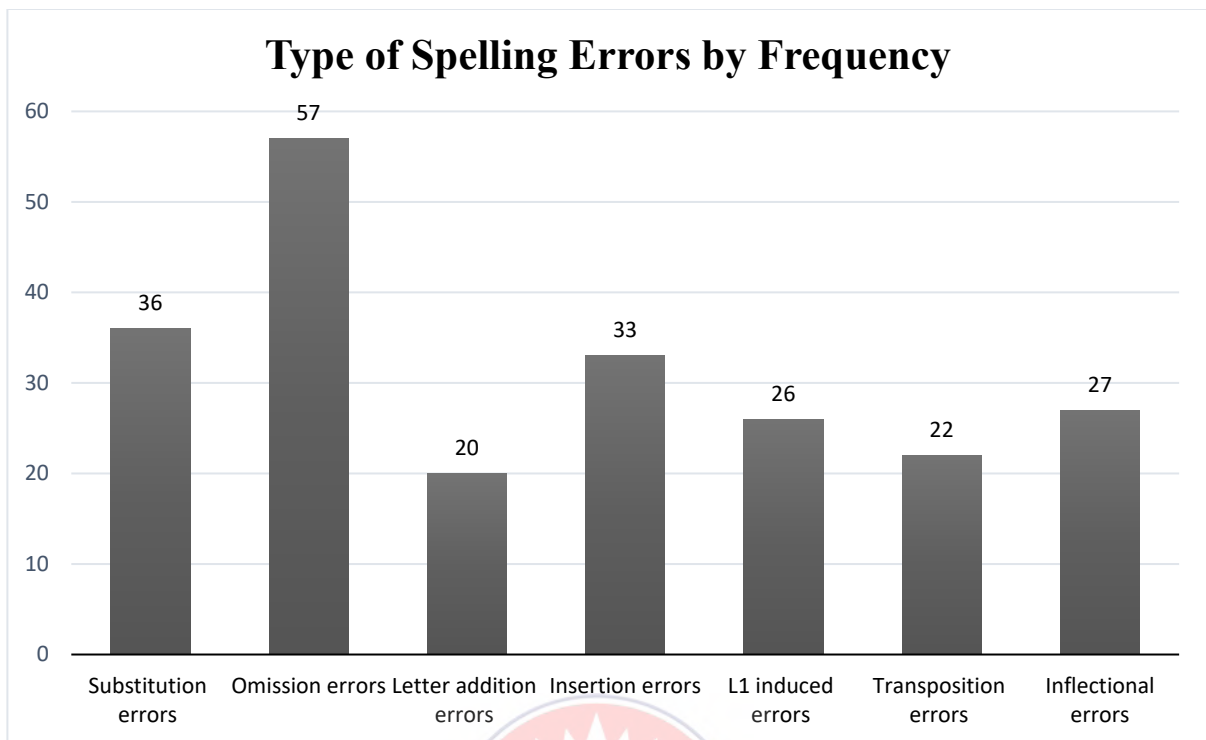


Figure 4.1.8 Types of Spelling Errors by frequency

The chart above shows that omission errors were the most frequent errors in the students' writing, with letter addition spelling errors being the least occurrences. This study investigated spelling errors in the written works of the SHS students, using Tempene SHS form 1, 2 and 3 students as sample. The findings revealed seven types of spelling errors in essay writing. These included Substitution Errors, omission Errors, Letter addition Errors, Insertion Errors, L1 Induced Errors, transposition Errors and Inflectional Errors. The findings also indicated that letter omission errors were the most frequent errors with fifty-seven (57) occurrences in students' essays, followed by substitution errors, and with letter addition being the least occurring spelling errors with twenty (20) occurrences. The findings also showed that about 70% of the spelling errors problems are due to lack of phonological awareness, while lack of spelling rules takes 30%.

The results also revealed that some words changed as a result of either Substitution Errors, Omission Errors, Letter Addition Errors, Insertion Errors, L1 Induced Errors, transposition Errors and Inflectional Errors. Examples include *gestice*, for *justice*, *envaroment* for *environment*. This study considered these as spelling errors.

Other Sources

4.1.8.1 Space inaccuracy errors

Another problem that can cause spelling error is students not realizing some of the words that needs spacing between them and those that do not need spacing when writing. students may not take notice of two words that can be combined as one word or have to be split. Examples are as follows:

1. our head-master (headmaster) gave along talk on that day and we were all tired.
2. the MP distributed English text-books (textbook) for all of us on the meeting day.
3. the MP gave a power-ful speech on that day.
4. you promised building another class room block for the school.

From the above sentences, the students were confused as to whether to use compounding words or break them into syllables. In sentences 1, 2 and 4 the students applied the wrong rule of compounding in separating Head + master, text + book and class + room respectively. In sentence 3, the students use syllable rule in separating the morphemes of the word. Power + ful. Here, rules that allowed some words to be separated and those that are combined have no distinct feature which adversely affects students' spelling of words. The findings revealed some

mistakes when using spaces like in ‘every week’ and in compound such as ‘super star’ and ‘book case’ that require students to put more effort in memorizing whether two words can be combined as one word or have to be split.

Dowling (2012) mentioned that it is easy even with well-educated people to make mistakes on compound words because they are uncertain whether to use the hyphen to combine two words or to put two words into one. In Thai, all the words are written with no separation except when writers would like to separate sentences, so students may carelessly put ‘every’ and ‘week’ together as one word or just write them continuously and unconsciously without a space as if they were writing in Thai. Although in the Thai writing system compound words are combined as one word as for many English compound words, the fact that the English Language is written with a space among words that may be applied to every other type of word to be combined while some words can cause confusion to learners. From Dowling, the result of the study are similar to my findings in the sense that we are looking at the differences between native and target language in terms of Orthography and phonology in spelling.

4.1.8.2 Pidgin English errors

Pidgin language, is a grammatically simplified means of communication that develops between two or more groups that do not have language in common. Typically, its vocabulary and grammar are limited and often drawn from several languages. Some of the few recorded Pidgin English found on the script of students are as follows:

1. I no want go for preps
2. The MP bi hard working

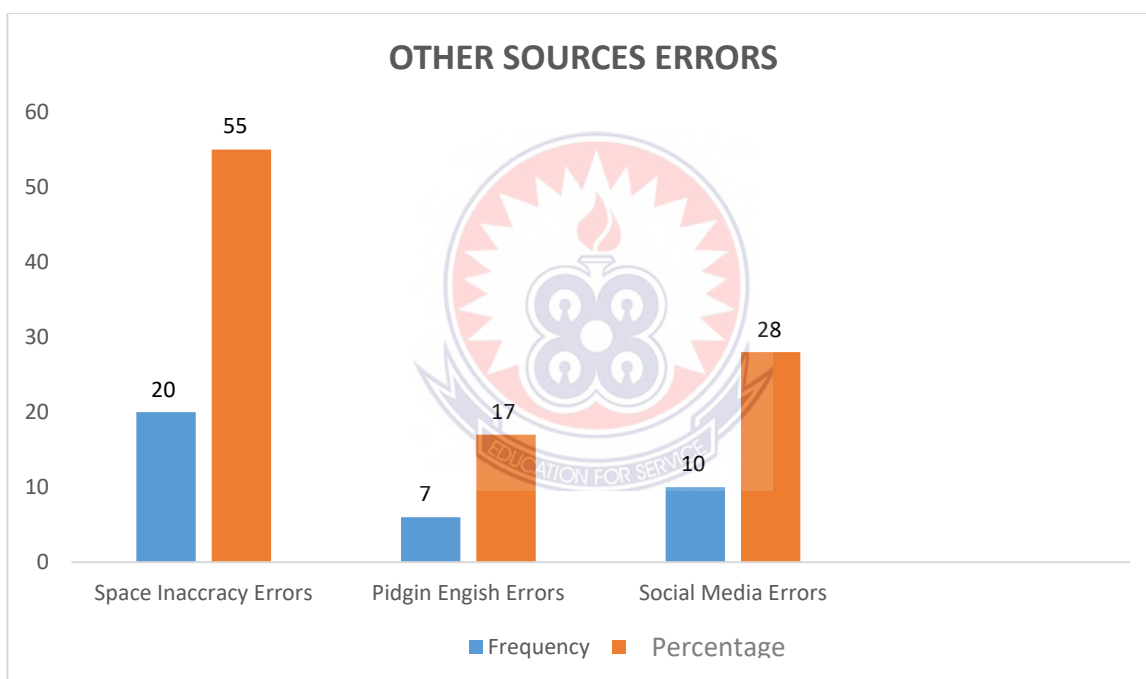
3. The MP comot for Accra come
4. gonna sit in the new classroom and read.

From the above few statement gathered from our students, I realized that few of the students are fond of speaking pidgin English among peers. When these students are under examination pressure, then they lost focus of some of the standard English words. Looking at this pidgin sentence one 1, “I no wan go for preps nau” the student knows that it is a derivative of the Standard English equivalent to “I don’t want to go preps now”. In sentence 2, the Pidgin word (ibi) is a derivative of the standard English equivalent of “he is”. In sentence 3, The MP comot for Accra come. The phrase “comot for” in pidgin English in a context means “The MP came from Accra. The Pidgin English is used at many places in popular songs, on political platform and on many occasion. Students observe and speak it practically because it is used by both illiterate and literate people in Ghana.

This association has led to schools discouraging the usage of Pidgin, but despite this, a second variety of “educated pidgin” has emerged among the students’ classes. Although other languages of Ghana are available to them; students, particularly males, use pidgin as a means of expressing solidarity and youthful rebellion. Pidgin language is also banned in schools because it tends to prevent students from acquiring new vocabulary. The use of words from Nigeria Pidgin such as “abi”, ‘dey’ ‘ein” and “comot” are used a lot by both Nigerians and Ghanaian speakers.

Table 4.1.9. Other sources errors

Other Sources of Errors	Frequency	Percentage (%)
Space Inaccuracy Errors	20	55
Pidgin English Errors	06	17
Social Media Errors	10	28
Total	36	100

**Figure 4.1.9 Other sources errors**

The various types of spelling errors that occurred in the students' answers in the comprehension texts are as follows: substitution errors, addition errors, insertion errors, apostrophe errors, transposition errors, inflectional error, other sources errors. The presentation of students' spelling errors based on the comprehension questions are as follows:

1. Azole was wearing a nace nice dress-vowel substitution.
2. The writer's didn't want magicians-apostrophe error.
3. He is praud (proud) man-vowel substitution.
4. Azole is a fooll-consonant addition.
5. He was konfused (confused)-consonant substitution.
6. Never beleif (belief) a magician-transposition
7. He run away (runaway)-space inaccuracy.
8. Metaphor (metaphor)-consonant substitution.

Give another word or phrase which means the same and can replaced it in the passage.

Some of the students have presented their answers as follows;

1. gazed ____ look(ed)
2. paltry _____ smaller
3. confronting _____ fight
4. anguish _____ cry of annoyance

The above error identification from the comprehension answers supplied by the students have already been discussed and analysed in the Essay. There is the need to comment briefly on them; In sentence (a) the students substituted [a] letter in [nace] for [i] letter in [nice]. The students ignorantly used how the sound of the word [nice] is been pronounced and slotted in [a] sound without knowing that letters can assume different sounds in different environment. In sentence

(b) the students committed apostrophe error based on the wrong use of apostrophe and error based on contraction form.

Table 4.1.9. Students' spelling errors

Spelling Errors Type	Frequency	Percentage (%)
Vowel substitution	7	20
Consonants addition	5	15
Consonant substitution	11	32
Space inaccuracy	6	18
Apostrophe	5	15
Total	34	100

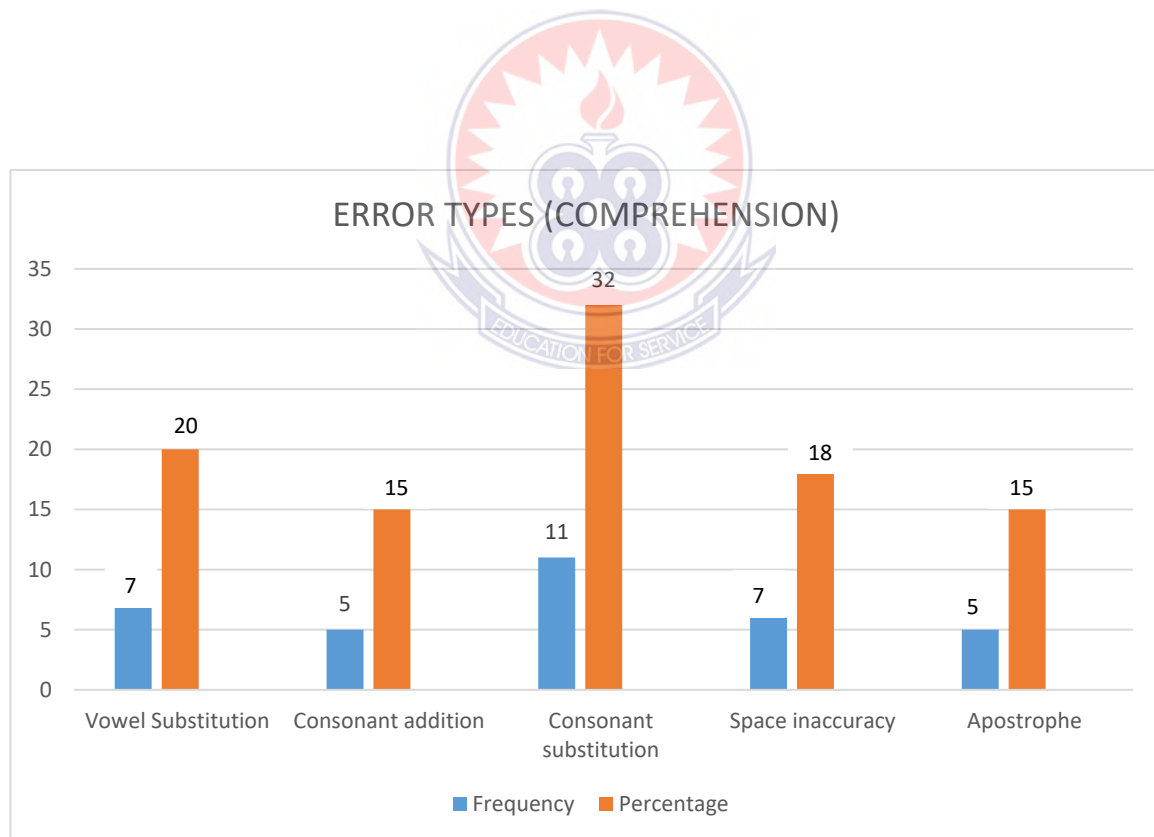


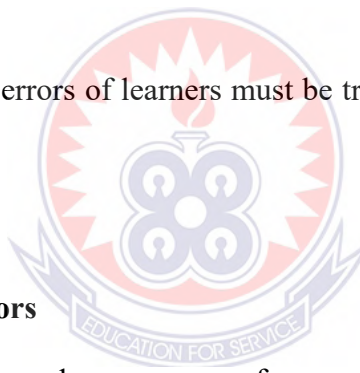
Figure 4.10 Students' spelling errors

From the figure, it is realized that there is a minimal error recorded in the comprehension written exercise than the essay written exercises. In comparing the two survey, the highest frequency error recorded is the consonant substitution error which is recorded 25 frequency and lowest 7 for vowel addition in error essay written exercises. In the comprehension analysis, the highest frequency error recorded Consonant Substitution with thirty-two (32) frequencies and the lowest Consonant Addition with five (5) frequencies Erdogan (2005), states that error analysis enables teachers to find out the sources of errors and take pedagogical precautions towards them. The researcher also hopes that these remedies as depicted in the table and chart above will if not eradicate, reduce the level of spelling errors in essays and comprehension.

Brown (2000), states that the major causes of errors among learners of English language is as a result of inter-lingual transfer, intra-lingual, context of learning and communication strategies. The assertion rightly concords with the findings of this study. The evidence is clear that the local dialect of the students greatly influences their spellings of words. As stated earlier, most of these students who hail from the Kusaal traditional area are strange to some consonant sounds such as /dz/ and /j/ because they do not start or end with word initials. The analysis is greatly supported by the works of Banacha (2014), who states that lack of orthography, phonology and morphology awareness of the English language by non-native speakers is the major cause of spelling errors. He believes that phonological and morphological awareness should be created by teachers to improve learners' spelling. He further argues that teachers should teach spelling by focusing on how words are spelled and pronounced.

There are other studies that have examined errors in writing in Asia and Europe. Khanom (2014) conducted a research on errors in writing task of higher secondary school student of Bangladesh. The mixed method of design was used for the study. She had a population of one hundred students. At the end of her study, her findings were that:

1. Students lack in integrative and have very limited writing practice.
2. Students reading skills were unsatisfactory and have limited exposure to reading text in English that explain poor the language in their writing
3. Both the students and the teachers were exam oriented which encourages rote memorization.
4. She concluded that the errors of learners must be treated seriously before they become fossilized.



4.2 Causes of the spelling errors

The literature on this study reviewed some causes of errors generally, where various researchers indicated the cause of errors from their point of views and findings in the course of their studies. Touchie (2012) also identified causes of errors as simplification, overgeneralization, hypercorrection, faulty teaching, fossilization and avoidance. Also, Chittima Kaweera (2013), which categorized causes of intralingual errors as false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection and overgeneralization.

The findings of this study show that the spelling errors committed by the students were as a result of the follows;

4.8.1 Lack of phonological awareness

Phonological awareness refers to the ability to segment and manipulate the sounds of oral language, (pre-kpages.com). Therefore, any deficit or inability by the learner to segment and manipulate the sounds of the language is due to Lack of phonological Awareness. According to the phonological deficit theory, the level of phonological consistency of a language determines not only the reading speed but also the amount and types of reading and spelling errors made the learner, (Luciana Cidrim and Francisco Madeiro, 2017). Lack of phonological awareness was seen to be the major causes of learner is spelling errors. The findings from the data and observation show that the most the students cannot identify and pronounce most of the sounds of English as a second language. The effect of this is that about 85% of the JHS students cannot put sounds letters together accurately to form words. They however depend on memory, and Al-Zuoud and Kabilan (2013) explained, they use the wrong letters and make spelling errors.

4.8.1 Inadequate knowledge in the phonology study by teachers

Most teachers, especially in the Garu-Tempene District lack, or do not have sufficient knowledge in phonetics and phonology due to lack of interest and phonological awareness that makes it difficult for the teachers themselves to pronounce sound and words correctly. This means that teachers lack phonetics and phonology help learners spell words correctly.

4.8.2 Inconsistency in the English spelling rules or orthography

Spelling is the art of putting letters together to form words. Each letter is a symbol representing one or two sounds. In a perfect alphabet, every letter would be a phonetic symbol representing one sound and one only, and each sound would have its appropriate symbol. However, that is

not the case in English spellings. There are rules guiding how the letters, which represent the sounds, are put together to form words correctly. These rules indicate, for example, when to omit a letter and when to double a letter. However, these rules are inconsistent. For example, the letter <u> which is supposed to represent the sound /u/, is realized in /oo/ as in /food/, **/a/ sound realize in the letter /u/** as in /utter/. This inconsistency problem makes learners spell a word like ‘under’ as “ander” and ‘above’ as abave. Touchie (2012) refers to this problem as intralingual source of errors, which are due to the difficulty of second/target language.

4.9.1 Students’ mother tongue factors

Sometimes learners of English as a second language substitute or omit some sounds in pronouncing certain words. This is because either the learners are having difficulty in pronouncing and spelling those words or sounds do not exist in their LI. For example, sounds like /f/ and /tʃ/ do not exist, especially in the Kusal language in the Upper East Region. Most of the students therefore substitute /s/ for /f/, and /k/ for /tʃ/. The result of this is incorrect pronunciation and spelling of words. According to Hassan, (2014), cited in Owu-Ewie and Lomotey (2016), the way learners of a target language pronounce words to a large extent influence how the words are spelt. It is therefore common to hear or see students especially at the SHS level spelling the word ‘shirt’ /ʃɛ:t/ as /sirt/, /sɛ:t/ and kitchen as /kitcen/ as /kɪʃɪn/ kiken/ kɪkɪn/. Dualy et al (2002) refers to this cause of errors as interlingual source of errors, which are due to the influence of the native language of the Kusal Traditional Area.

4.9.2 Lack of appropriate materials and wrong approach in teaching

Language is one of the subjects that requires different types of approaches, teaching learning materials, and conscious efforts to teach it effectively. In teaching all the four skills of the language, most of the teachers do not use the appropriate methodology to achieve the stated objectives sometimes due to non-availability of teaching and learning materials.

In the process of collecting data for this study, it was observed that the English teachers at the SHS teach only comprehension, grammar and writing. Pronunciation and spelling are not often taught; due to inadequate knowledge in those aspects.

4.10 Conclusion

Spelling is an important aspect of the teaching and learning of English as a second language. The objective of this study was to investigate the types of spelling errors Students commit in their essay writing, and so this chapter focused on the findings of the data and discussion of results. The discussion indicated that students at the SHS level commit a lot of spelling errors which affect the meaning and content of their essays. The findings and discussion on this important study might not be sufficient due to limited resources but is a step-in investigating students' spelling errors using Tempane SHS in order to look for best strategies to help in students' spellings so as to develop their potential in writing effectively.

CHAPTER FIVE

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.0 Introduction

This chapter summarizes the finding of the analysis and the interpretation of the results. The research questions on the types of spelling errors students of Tempene Senior High School commit have been showing that students usually make a lot of errors in their spellings in writing, a qualitative interpretative design was chosen for the analysis of spelling errors in the essays of 180 students from Tempene senior High School in the Garu Tempene district in the upper East Region of Ghana.

In all, the analysis revealed that students committed that various errors. A summary of findings of each type of spelling errors are also presented in the next section. Base on this, the discussing on the causes of spelling errors is also presented. The third section also discusses the pedagogical implications of the results the role of the teacher in language learners in learning the English language. The final section present suggestions for future research on other aspects of the English language.

5.1 Summary of the finding

A total of 180 essay scripts were studied and analyzed. The findings show that spelling errors committed on essays are far more than comprehension spelling errors. The findings of the twelve (12) categories of errors are presented as follows: the researcher realizes that consonants omission was highest categories of errors committed by 180 students who part in the study, 282 spelling errors were committed. The study revealed a number of misspelling in the area of consonants omission, vowel substitution, consonant substitution, vowel omission, inflectional

ending letter reversals, space inaccuracy. The research finding suggest that participants have poor spelling abilities.

This answered the first research question on type of spelling errors in the students' essays and comprehension. The second research question sought to find the frequencies of types of spelling errors in essays and comprehension. The results revealed the following; substitution errors 36, omission 57, letter addition errors 20 letter insertion errors 33 L1 induced errors also recorded 22, inflectional ending 22 and other sources which includes social media 10, space inaccuracy 20, pidgin English 06. From the results it was realized that omission errors were the most frequent errors recorded by the students in their write-up.

From the data analysis, the least of the errors recorded came from three categories namely; L1 induced errors consonant, vowels transposition and inflectional ending errors with the same scoring. On the question of causes of errors, there are other factors which influence greatly in student's errors and they are; inappropriate teaching methods, student's carelessness due to attention difficulties, students may be tired or lose some concentration.

Lack of phonological awareness in consistency of the English orthography, overgeneralization of rules and inadequate knowledge in spelling rules among others were identified as some of the causes of students' spelling errors.

5.2 Effects of spelling errors on students' writing

Spelling, as recognizing and reproducing a correct sequence of letter in an oral or written form, the actual process of spelling involves the critical and integration of phonological and alphabetic skills of beginning reading Coyne M. D. Santoro, L. E & Simmons, D. C. (2006) the reading-

spelling connection: developing and evaluation a beginning spelling intervention for children at risk of reading disability. Learning disabilities research & practice.

Spelling is exceedingly important in today's world. Paige Kimble, director of the scripts National Spelling Bee, agrees, saying "spelling absolutely counts. What we know is that good spelling is a tremendous reflection on an individual's overall knowledge and attention to details" (as quoted in Barker & Puente, 2013, N P) Bad spelling can plague an individual throughout his or her entire life.

5.2.1 Lack of confidence

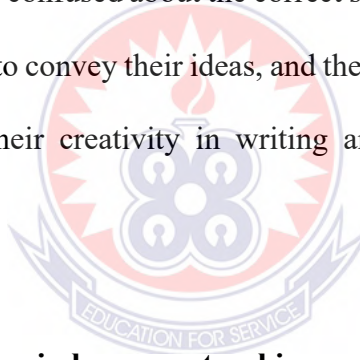
Spelling errors will actually reduce the confidence level of the students' learners. The teachers, who is supposed to facilitate learning have to discuss students' spelling errors with them, especially after marking their essays and comprehension spelling test. Instead of teachers using and applying their professional approach to help to improve the child's inability to spell properly, they end up disgracing the students, causing a loss in their confidence with regards spelling and writing. Building confidence in students is the best way to go in order to minimize frequent spelling errors in student.

5.2.2 Create poor performance in their examination

Spelling errors also affects the performance of student both in school terminals exams and external final high stakes examination in WASSCE. It has been observed that most students at the SHS level in the country perform poorly in the WASCCE, especially in English because they committed a lot of spelling errors in which each error attracts $\frac{1}{2}$ a mark. In effect, poor spelling has been a major cause of abysmal performance by candidates.

5.2.3 Limitations on creative writing

Spelling errors have a long term effect on students' writing and speaking. To convey message effectively, accurate spelling is strongly required. Spelling is essential since one misspelling may change the meaning which the writer intended to convey in the text (Fageberg 2006). Spelling in particular is one of the many English writing problems of learners of English as a second language encounter including Tempene SHS. In order not to commit more spelling errors, they may resort to communication strategies in their essays. These strategies may include paraphrasing, substitution forming new words and switching to their first language, (Van Patten & Benati, 2010. P. 73) in second language Acquisition. This happens when students become confused about the correct spelling of some words and therefore use any of the above strategies to convey their ideas, and thereby ending up using the substituted words wrongly. This limits their creativity in writing and so their career development is hindered.



5.2.4 The role of spelling errors in language teaching and learning

Errors are important tool for learners. Here, an authentic student material will be analyzed according to the error analysis approach through showing what kind of errors and mistakes can be found and how they could be corrected, furthermore a feedback on improvement will be formulated. The analysis of learner's errors gives teachers an idea about learners' weakness and guides them to focus on those areas. Errors are tools which help teachers to recognized what learners have already mastered and what structures remain problematic for them. These may be a deficiency in the language syllabus which makes it difficult for the teacher to know the problematic areas for students. This can have serious consequences in language teaching and

learning. Error analysis provide deeper insight of these areas for the teacher to take measures to address them.

Another role error play in the teaching and learning of English is that it helps the teacher to evaluate and adopt suitable teaching strategies for his/her class for student as well as for teachers, it is unavoidable and of great importance to cope with errors in order to improve their language skills.

When students are taught for example, spelling rules without taking care of exemptions, they can wrongly apply one rule in another situation. This is known as false analogy and it needs to be scrutinize properly.

5.3 Pedagogical implications

This study has pedagogical implications which are very important for the **effective** teaching and learning of spelling and the English language generally, especially in the Bawku East District. The study of learners' spelling errors provides an opportunity to understand and facilitate in the learners' spelling difficulties (Al-zuoud & Kabilan. The study informs all stakeholders in education in the district about the writing difficulties of SHS students for some measures to be put in place to solve the problem. For example, through word recognition during reading lessons, students can become familiar with some words whose spellings they may memorize. Unfortunately, the issue of student-textbook is woefully inadequate. The study enjoins curriculum and syllabus planners to identify the deficiencies in the English language syllabus and expand its contents, since most of the teachers rely solely on the syllabus to teach.

The study has highlighted the difference between spelling mistakes and spelling errors. This suggests that both English teachers and examiners need to reflect on the way they mark students' essays; a mistake does not mean a lack of knowledge. Moreover, teachers usually limit themselves to the syllabus, failing to understand that the syllabus is just a guide which needs further analysis for effective use. This study has highlighted the types of spelling errors and their effect on students' writing. This should serve as a wakeup call to teachers to make conscious effort to go beyond or expand what the syllabus suggests in order to solve students' spelling problems. The study has revealed that the inability of some students to adequately develop their essays is not a matter of lack of knowledge on the content, but the fact that they lack the ability to spell the words correctly. Hence, the need for English teachers, not only in Tempene SHS, but the whole district, to employ effective strategies to deal with spelling and help students to develop more vocabulary.

5.4 Suggestions for future studies

Any change, even if towards the better needs students, a lot of time and effort is required. Although the results of this research suggest that the way spelling is viewed and taught needs to be changed, still much effort needs to be deployed in order to have all stakeholders persuaded of the necessity of change. The ministry of education needs to be persuaded to research the seriousness and nature of spelling problems in Garu Tempene District schools and Ghana as a whole in order to consider, for example, redesigning curriculum and retraining teachers. The efforts of curriculum designers, supervisors, and teachers need to be combined to achieve such a change.

This is an academic study, and so have limitations in relation to time and financial constraints. Based on these constraints, the researcher chose a small sample and limited content area for the investigation. The researcher therefore recommends further studies to be conducted on the following: A study on students' spelling errors based on environmental factors in the whole of the Bawku East District. Students in schools at various communities in the district face different environmental factors. It is important to investigate these errors, taking into consideration their environmental factors. A study comparing spelling errors of the Senior High School students with other Educational Institution would be desirable. This would help check students' progress in spelling as they climb the educational ladder. Researchers may investigate the production of English sounds among students in the district to determine their actual production. Together with this, the causes of possible problems may also be examined.

5.5 Conclusion

The aim of this study was to investigate and evaluate English spelling errors committed by Tempene SHS students in the Bawku East district. Findings revealed that not all misspelled words that occur in students' essays are spelling errors. Students commit spelling mistakes just as they commit spelling errors. It is only when students fail to correct the mistakes that they can be considered errors; Students at the SHS commit spelling errors in their written work; Spelling errors have effects on students' performance and writing skills. Errors play a very important role in the process of language teaching and learning. Finally, students' spelling errors are due to certain causes, some of which are LI transfer, overgeneralization, lack of phonological awareness, and inconsistency in the English spelling rules or orthography.

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APPENDICES

