

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF LANGUAGE STUDIES**

**ANALYSIS OF SPELLING AND GRAMMAR ERRORS OF TEACHING
MATERIALS PREPARED FOR AFAN OROMO STUDENTS IN
HARAMAYA UNIVERSITY**

**BY
FIKADU BELDA**

**JUNE 2010
ADDIS ABABA**

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Linguistics**

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Approved by the board of examiners

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Abbreviations and Symbols

2p-Second person

2Sg- Second person singular

3P-Third person

3SgM- Third person singular masculine

Cs- Causative

Dat-Dative

Epen- Epenthesis

F- Feminine

Foc- Focus

Gen-Genitive

Impf-Imperfective

Imp-Imperative

Inf-Infinitive

Inst- Instrument

Int- Interrogation

Lit-Literal meaning

M- Masculine

Neg- Negative

Nom-Nominative

∅ -Zero morphemes

Part-Particle

PAT-Past tense

Pf-Perfective

Pl-Plural

PRT-Present tense

Ps-Passive

Ref- Reflective

Sg- Singular

Purp-Purposive

FRT-Future Tense

Abstract

The main purpose of this study is to analyze spelling and grammar error of Afan Oromo modules prepared in Haramaya University. The study identifies the types and causes of spelling and grammar errors which are found in the modules. It also focuses on the impacts of the errors on the students and means of minimizing the causes of the errors.

Three data gathering tools were utilized for this purpose: text analysis, questionnaire and interview. Text analysis was used to identify and classify spelling and grammar errors in the modules. Questionnaires and interviews were employed to gather data from the respondents. Both qualitative and quantitative methods of data analysis were used to analyse data obtained through these tools. Questionnaire was used to collect information from third year section 'A' Afan Oromo students. The selection of this section was random. Moreover, nine Afan Oromo teachers were interviewed.

The finding of the study depicts the existence of spelling errors such as omission, addition, analogy, substitution, transposition, spacing, inconsistency and unclassifiable error types. Correspondingly, grammar errors such as incorrect use of connectives, case markers, parallel constructions, agreements, prepositions and tenses were identified. The use of fragmented sentence was also identified. The findings also reveal that these errors affect students' understanding in different ways. Moreover, carelessness and lack of knowledge which results from absence of practice, good Afan Oromo academic background and sufficient experience were found to be the causes of the errors in the modules.

Thus, the researcher recommends revision of the modules, training teachers involved in modules preparation, giving adequate time for module preparation and preparation of the modules by experienced teachers.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Afan Oromo is one of the languages of the Lowland East Cushitic group within the Cushitic family of the Afro-Asiatic Phylum. It is one of the most widely spoken languages in Ethiopia. (Bender & Mulugeta, 1976). The language has different names. The speakers of the language call themselves Oromo and their language Afan Oromo. In different literature, however, the language spoken by Oromo people has been called Oromo, Oromigna and Oromiffaa.

The privilege that the present government gave to each ethnic language in Ethiopia has led to a functional reform in language use in education (Cohen, 2000). Using this opportunity, Afan Oromo has been serving as an official language in the Oromia regional state since 1991. In the region the language serves as the language of judiciary, mass media, education and religion. Regarding education, from 1991 up to 1999, Afan Oromo was used as a medium of instruction from grade one to six, and from grade one up to grade eight from 2000 to the present. It has also been given as a subject from elementary to secondary school. In addition to schools, the language has been serving as medium of instruction in different colleges in Oromia regional state. The language has also got its own department at BA and MA levels in universities. For this reason, Afan Oromo has started to serve as a written language widely. However, before 1991 the language was not widely used in writing despite the fact that the Oromo people have long desire to use the language for wider range of functions (Cohen, 2000 & Hamid, 1995).

Eastman (1983) in Cohen (2000) states that for a language to give official functions, it is necessary to analyze, describe and provide its writing and spelling system. Similarly, for Afan Oromo to provide these functions, the writing system called 'Qube' was developed from the Latin script (Cohen, 2000). According to Hamid (1995), the Latin script was adopted because it was believed that:

1. it can best represent the vowel length and consonant gemination
2. it is easy to learn (to read and write)

3. it is easy to use in typewriter and computer service¹

In Afan Oromo writing system, there is one-to-one relationship between phoneme and grapheme. This helps to spell words as they are pronounced. That is why scholars note that in languages like English a lot of confusion in spelling has resulted from the lack of one-to-one correspondence between phonemes and letters (Caplan, 1992; Cook, 2001; Coulmas, 1989; Florin, 1984; Johnson, 1979; Kenworthy, 1992 and Yule, 1985).

According to O'Connor (1980:7), "...it would be much more useful, if the readers could always be certain that one letter represents one and only one sound, that when the readers see a letter, they would know at once how to pronounce it or at least what to aim at". It may be for this reason that the Latin script was adopted based on one-to-one phoneme-grapheme relationship as shown below.

a /a/, b /b/, c /c'/, ch /c/, d /d/, dh /d'/, e /e/, f /f/, g /g/, h /h/, i /i/, j /j /, k /k/, l /l/, m /m/, n /n/, ny /ɲ/, o /o/, p /p/, ph /p'/, q /k'/, r /r/, s /s/, sh /ʃ/, t /t/, u /u/, v /v/, w /w/, x /t'/, y /y/, z /z/, ts /s'/, zy /ʒ/, ' /ɾ/.

(The phonetic alphabet is adopted from Catford 1988: Appendix)

In each pair, the first letter shows the graphemic representation of the nearby phoneme. As can be seen from the order pairs, both consonants and vowels are regular in their graphemic representations. Each of the thirty four phonemes used in the language is represented by one grapheme.

As will be presented in chart 1.1 and chart 1.2, Afan Oromo has 29 phonemic inventories from which five of them are basic vowels (that become ten when lengthened) and 24 of them are consonants. However, Askale (1998) comments that the number of orthographic symbols used by different writers ranges from 29 to 33. In all books, the glottal stop was not considered as a consonant phoneme. Afan Oromo has five sounds that do not exist in the phoneme inventory of

¹ But see (Baye, 1992) for counter arguments

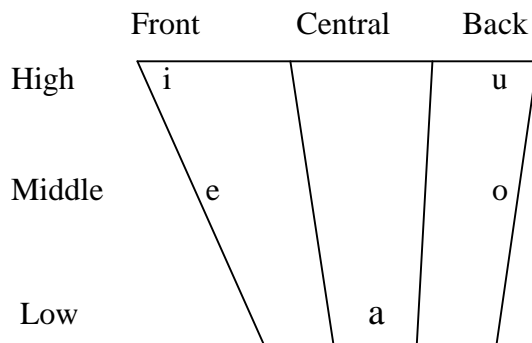
the language. These are /p/, /v/, /z/, /ʒ/ and /s'/, and they represent sounds of borrowed words (Bekamaa, 2004 & Getaachoo, 2006).

The phoneme inventory of the language which is accepted by many researchers like Ishetu (1981) and Wako (1981) is the following.

Chart 1.1- The consonant phonemic inventory of Afan Oromo

		Bilabial	Labio-dental	Alveolar/ Alveo-dental	Palatal	Velar	Glottal
Ejectives stop, vs		pʼ		tʼ	cʼ	kʼ	
Plosives	vl			t		k	ʔ
	vd	b		d		g	
Implosive, vd				ɗ			
Fricatives, vl			f	s	ʃ		h
Affricate	vl				c		
	vd				ʧ		
Nasals, vd		m		n	ɲ		
Lateral, vd				l			
Flap, vd				r			
Semi-vowels, vd		w			y		

Chart 1.2- The vowel phonemic inventory of Afan Oromo



Both graphemic and phonemic representations are used in this study. Graphemic representation is used to show the spelling errors whereas the phonemic one is used for the transcriptions.

1.2. Statement of the Problem

This paper focuses on spelling and grammar errors of Afan Oromo modules that have been used in the Afan Oromo Department of Haramaya University. Informal complaints from students and teachers who use these materials attracted the attention of the researcher to consider the problems. They complain that the modules are difficult to read and understand due to spelling, grammar, punctuation and organization problems. Among these, spelling and grammar are examined in this study. Regarding spelling and grammar problems Jago (2001, p.1) says, “Without grammar your ability to speak or write would be virtually nonexistent.” Similarly, Johnson (1979, p.7) asserts, “Poor spelling can hold you back in many important ways throughout your entire life”

As spelling and grammar have impact on students’ understanding and interest, they should be taught very well. Nevertheless, the teachers themselves must first develop interest in spelling and grammar. Otherwise, they may not be able to help the learners to be good in spelling and grammar.

As mentioned in section 1.1, in Afan Oromo orthography the phoneme-grapheme relationship is one-to-one unlike in that of the English writing system. Mudd (1994) and Crystal (1987) have taken the inconsistency of the phoneme-grapheme relationship in the English as the main source for learners’ difficulty. So, for any writer to write Afan Oromo without spelling error, knowing the rules and pronouncing the words in the way they are pronounced by the community are sufficient. There is no need to memorize the spelling of each word in the language. Phoneme-grapheme relationship helps to simplify learning a language. So, the presence of one-to-one correspondence between phoneme and grapheme in Afan Oromo provides this simplicity. However, when we see the usage of Afan Oromo in different books,

magazines, announcements, advertisements, names of organizations and institutions, spelling and grammar errors are clearly observable.

It is the responsibility of language teachers to address these problems. Nonetheless, if language students themselves are trained wrongly, there is no way for these problems to be solved. Thus, the main target of this paper is to identify spelling and grammar problems in the modules which affect students. Among various sources of students' errors, one is the textbooks that students use. Related to this, Brown (1987, p.179) says, "Students often make errors due to misleading explanation from teachers, wrong presentation of a structure of a word in a textbook". Poorly spelled and grammatically structured materials cause the students to be imprinted with incorrect spelling and grammar and other writing problems. Students who come across incorrectly spelled words and incorrect grammar can develop the same spelling and grammar errors because of the materials they use. This may lead to the production of students that cannot recognize spelling and grammar errors in writing. In contrary to this, students are needed to be able to recognize incorrect spelling and grammar in their own writing. They should also write correctly.

Therefore, this study tries to answer the following basic questions.

- a. What kind of spelling and grammar errors are found in the modules?
- b. What could be the causes of the errors in the modules?
- c. What impact do these errors have on the students?
- d. What are the solutions to minimize these problems?

1.3. Objectives of the Study

1.3.1. General Objective

The overall intension of this study is analyzing spelling and grammar errors that are committed in Afan Oromo modules.

1.3.2. Specific Objectives

Specific objectives of the study include the following:

1. Identifying and classifying spelling and grammar errors in the modules.
2. Distinguishing the causes of spelling and grammar errors in the modules.
3. Identifying the impacts of the errors on the students who use the modules.
4. Suggesting some possible solutions as to how the problems can be solved.

1.4. Significance of the Study

This study is expected to have the following significance.

1. Information obtained from this study will be helpful to produce Afan Oromo materials that are free from spelling and grammar errors. Besides, students who use the materials prepared based on the outcome of this study will benefit.
2. This study may help people who edit these modules by indicating areas of attention.
3. It creates awareness among Afan Oromo teachers to be conscious about spelling and grammar errors.
4. It may help the department to consider spelling and grammar difficulties in curriculum preparation.
5. It creates awareness among Afan Oromo teachers and students that spelling and grammar are aspects of general language development and basic for effective communication.

1.5. Scope of the Study

This research focuses on the evaluation of modules which were prepared in Haramaya University by Afan Oromo Department. The researcher's experience in the university and the complaints he has heard from the users of the modules initiated him to conduct the study on this area. For this study, two modules: 'Reading and Study Skills' and 'Subject Area Methodology' were randomly selected and considered. Due to limitation of time, it was difficult to handle more than two modules. Though many problems were observed, the researcher focused on two language aspects since it is difficult to handle all problems that exist

in the modules. The researcher decided to focus on spelling and grammar problems which are dominant in the modules.

1.6. Limitation of the Study

The process of marking errors is the main challenge that the researcher faced in this study. Shortage of time created great problem on errors marking as the student who assisted the researcher in marking the errors was postgraduate student. Similarly, three students that the researcher selected to consult were too busy to avail themselves at expected time. This made the process of error identification time taking. The researcher, however, managed these problems by sharing the burden of the students for the better accomplishment of the study.

1.7. Review of Related Local works

Mammo (1981), Guta (1989), Yeshitla (1999), and Alemu (2007) conducted studies regarding learners' errors in writing. The first two studies were conducted on learners of English at AAU while Yeshitla conducted on English learners at Assella and Desie Teacher Training Institute. Alemu conducted on Afan Oromo learners' on Alemteferi grade 10 students.

Mammo (1981) focused on learners' errors in Advanced English Composition II. He treated errors in general (grammar, style, spelling, punctuation and handwriting). Guta's (1989) study focuses on English spelling errors of Amhara, Oromo and Tigrian students'. Yeshitla (1999) studied misspelling which accounts for both non-interference and interference errors at the graphological level. Alemu (2007) focused on Afan Oromo spelling errors of grade ten students.

The present study differs from all the above except that of Alemu's work in that it focuses on errors observed in first language while the previous ones focus on errors of second language learners'. This work is different from Alemu's in that, it focuses on spelling and grammar in the texts while that one deals with spelling errors committed by the students.

Haregewain (2008) conducted study on the grammatical accuracy of students' who learn English as the second language. In her study, she saw grammar errors that students create in writing. The present study is different from her study in that it focuses on errors committed by first language speakers.

CHAPTER TWO

2. THEORETICAL FRAMEWORK

2.1. Introduction

In this study error analysis was focused to check the correctness of spelling and a grammar error in the modules. Ellis (1994, p.15) states, "...there are good reasons for focusing on the errors. First, they are conspicuous features of learners' language, raising the important questions of 'why do learners make errors?' Second, it is useful for teachers to know what errors the learners make..." According to Steinberg (1993), errors are easy to be observed and are good indicators of one's language level. Accordingly, to modify the teaching materials, applied linguists rely on error analysis.

2.2. Concept of Error

Learning is a process that involves making errors. As stated by Norrish (1983), language learning is a gradual process which takes place over a period of time in which the learners produce some forms correctly, some forms incorrectly and others inconsistently. What is focused here is that learners are required to know the errors, mistakes and any deviation from the accepted norm and learn something from it. Indeed, learners will even impede the process of learning if they do not create errors and then benefit from various forms of feedback on those errors.

Scholars have different views on what errors imply in language learning. In the practical analysis of language errors, Corder (1981) refers to the term 'error' as inappropriateness. According to Corder (1974 & 1981), scholars perceive what an error indicates in language learning in two different ways. The first view is that error by itself is a sign of weakness of teaching methods and materials used. If the teaching methods and materials used are perfect, no errors would be made by the learners. So, in this view, error shows the inadequacy of teaching mechanisms and materials. The second view is that as we are living in imperfect world, besides our struggle, it is natural for error to occur. Therefore, what is recommended is

to employ maximum effort on designing techniques to minimize the causes of errors. It is the second view which is maintained in this study.

Error is not unique to any language learners since in normal adult speech, every one continually makes either systematic or unsystematic errors (Corder, 1974 & 1981). In Hubbard et al (1983) Chomsky points out that, though native speakers by definition are considered to be perfect, they create many errors when performing their native language. Johnson (1979) also points out that human beings can create errors at least occasionally in any language. The modules that the researcher has evaluated were written by native speakers of the language. However, being a native speaker of the language by itself does not imply perfection in performance of the language. Factors like psychological readiness, motivation, practice, experience and explicit knowledge of rules play great roles in perfection of language performance.

Unsystematic errors or mistakes according to Hubbard et al (1983) may occur due to memory lapses, physical states such as tiredness, and psychological conditions such as strong emotion, slip of the tongue (pen), disruption, hesitation and temporal confusion. Errors resulting from such causes do not contribute to our defect in linguistic knowledge of our language (Corder, 1981 and Hubbard et al, 1983). Since both systematic and unsystematic errors make the modules not to provide appropriate function, in this study both types of errors are equally focused.

To distinguish between errors and mistakes, the systematic nature of language plays important role. By its nature, language is systematic. Language users or learners try to systematize language to make it easy. In one way this shows how learners want to make language use regular to make it easy for use. On the other hand, this shows the logicity of errors which occur in languages. On this point, Corder (1974 & 1981) comments that errors created in language use are systematic and show the systematic nature of the language. To identify and categorize linguistic errors from random errors or mistakes which occur as the result of temporal, psychological and emotional factors, the systematic property of errors plays great

role. The occurrence of unsystematic error is random and inconsistent whereas the occurrence of systematic error is consistent in its nature. In this study, the researcher used this theory in chapter four, section 4.2, to distinguish systematic errors from unsystematic errors to identify linguistic and non linguistic related causes.

2.2.1. Error Analysis

Error analysis is aimed at showing the psycholinguistic process of language learning. It is a part of the methodology of the psycholinguistic investigation of language learning (Corder, 1981). It helps to know the techniques adopted by the earners and the psychological factors behind individual language use.

An error that was regarded as a faulty version of the second language learners has now been accepted as one of the learners' devices of learning. This change of peoples' attitude, according to Littlewood (1984), is due to studies in first language acquisition. The notion of first language acquisition encourages people to view both first and second language learners alike. Both of them are considered as learners who actively discover rules from the linguistic data encountered. Errors are, therefore, created by both first and second language learners. The differences may be on the nature of errors that occur due to the interference of mother tongue in second language learning and the extent to which errors are encountered. However, mother tongue-related errors contribute to very small number of errors compared to total errors (Norrish, 1983). This encourages scholars to develop devices that help in identifying and classifying language errors either in case of first or second language learning called error analysis.

2.2.2. Significance of Error Analysis

According to Corder (1981) studying error is significant in three different ways: first, if teachers undertake a systematic study of errors, it tells them how far the learners have progressed and what remains for them to learn. Second, it provides the researcher with evidence of how language is learned or acquired, what strategies or procedures learners employed in their discovery of the language. Thirdly, it is essential to the learners because it

can be regarded as a means by which the learners can learn correct usage of the language. Furthermore, Graham and Miller (1982, p.305-306) state, “Both teachers and linguists are concerned with the study of errors as error analysis reveals the students’ error tendencies and enables the teacher to detect excessive or infrequent types of errors.”

From the above points, one can understand that error analysis conducted on students by teachers shows the teachers where their students are, what procedures they are following and what they need to learn.

There are two views that have been proposed on the study of errors. One is pedagogical justification which suggests that the systematic identification of the learners' nature of errors is important in that it has to be done before avoiding errors encountered. The second justification is a theoretical one. According to this principle, studying learners’ error is important in that it helps to understand the systematic nature of errors (Corder, 1981).

Both justifications talk about the importance of studying learners’ errors. The first one tells us that simply eradicating errors is not as important as correcting them after the nature of errors are studied. In error analysis, once the nature of error is identified, it is easy to develop systematic and unified techniques that help in language teaching-learning. Having information from error analysis, one can develop reliable materials that can help to avoid language errors.

Corder (1981, p.1) says, “The knowledge of studying learners' errors helps in making or preparing well founded proposals for the development and improvement of the materials and techniques of language teaching.” After analysis takes place, teachers have a better understanding of how to teach and how to identify areas that need attention. Without such an understanding of the learners' need, teaching-learning is likely to remain a matter of trial and error.

Teachers are always conducting error analysis when they are correcting students’ exams, tests and exercises. Based on the errors they found, they give feedbacks for students and modify

their teaching mechanisms to systematically tackle the errors on teaching and learning process. “It is on the bases of the information a teacher gets from errors that he varies his teaching procedures and materials, the pace of the progress and the amount of practice which he plans at any moment” (Corder, 1981, p.35). For this reason, it is important that teachers should be able not only to detect and linguistically describe errors but also understand the psychological reasons for their occurrence and try to alleviate the source of the problems.

2.2.3. Causes of Errors

According to Corder (1981), one has to account for the causes of the occurrence of errors which are systematic by their nature by giving due consideration to psycholinguistic factors that the erroneous data may reveal. Errors which are considered as inevitable and necessary parts of learning are believed to result from various factors. Knowing the causes of errors helps in taking long lasting measures to minimize the frequency of errors.

Teachers and linguists give several reasons for the causes of the errors. The most commonly reported errors in error analysis are related to interlingual and intralingual factors, context of learning and carelessness (Brown, 1994; Hubbard et al, 1983; Littlewood, 1984 and Norrish, 1983). In addition, according to Brown, sociolinguistic context of communication and psycholinguistic factors can also have contributions for the occurrence of errors. Generally, causes of language errors are discussed in the following manners.

2.2.3.1. Interlingual Causes

Interlingual causes are interference from the learners' mother tongue. These errors according to Corder (1981, p. 121) “...are best not regarded as the persistence of the old habits, but rather as signs that the learner is investigating the system of the new language.” From this point, one can understand that the interference that the learners receive from their mother tongue in learning second language is an indication of learners’ activity in molding their way and not indication of failure.

According to the behaviorist view, language learning is habit formation. Interference is then considered as the use of first language habit in the development of second language habit. Due to this, Brown (1994), the proponent of this view in 1960s, maintains the view that most of the errors created in second language learning come from interlingual errors. Scholars like Edge (1989) and Michaelides (1990) also favor this idea. According to them, interlingual errors are the major causes of language errors.

Contrary to this view, research findings show that first language interference is not the only cause of the language errors. Moreover, they maintain the view that first language interference is only serving as a cause for some of the errors. According to Norrish (1983, p.41), “Interference from the learners’ first language is now believed to play a smaller part in causing errors.” Likewise, Hendrickson (1978) agrees that the contributions of interlingual factors to lexical, syntactic, orthographic and morphological errors seem very small.

In this paper, nonetheless, interlingual errors are not considered as such for the fact that the writers of the modules are native speakers of the language. However, there may be interference from the second language and interference in spelling due to the use of identical script. These will be examined in chapter four to check whether they are causes of errors in the modules or not.

2.2.3.2. Intralingual Causes

These are causes of problems which are non-interference. Regarding this, Richards (1974) states that most intralingual causes come from overgeneralizations – application of rules where they should not be applied. Similarly, he states that ignorance of rules and restrictions and incomplete application of rules are types of intralingual causes. Overgeneralization arises from lack of knowledge of the language being used in writing or speaking. In fact, ignorance of rules and restrictions can lead one to overgeneralization. In the case of the modules that are considered in this study, there are high possibilities for intralingual factors to be the causes of errors.

2.2.3.3. Context of Learning

Errors can also occur due to the context of learning. Sometimes, learners may be given the wrong impression through examples and data presented in the books. Regarding this, Wallace (1993) ascertains that to be effective vehicles in enhancing teaching-learning process, materials should be prepared with appropriate language. The faulty explanations of teachers during class can be an additional factor which reinforces the confusion (Norrish, 1983).

Context of learning as the cause of errors is promoted by behaviorists. They perceive error as if it is resulted from the use of imperfect and improper methodology and ineffective teaching materials. “If the material is well chosen, graded, and presented with meticulous care, there should never be any error” (Hubbard et al, 1983, p.142). Moreover, they take the extreme that error contributes nothing to the learning of language as it is resulted from failure in teaching methodology and materials. This view, however, contradicts with the view of scholars like Corder (1981), Graham and Miller (1982) and Guta (1989) who favor the contribution of errors in language learning and teaching.² Regardless of their extreme conclusion which denies the contribution of error in language learning, the points mentioned by the behaviorists can really support improper methodology and ineffective teaching material as the main causes of language errors.

This view strengthens the rationale of analyzing the modules. If students are taught by using incorrect materials, they become demotivated and are themselves exposed to errors.

2.2.3.4. Carelessness

Carelessness in writing and speaking usually results in faulty production of language (Edge, 1989; Michaelides, 1990 and Norrish, 1983). Errors caused by carelessness are often associated with motivation. Sometimes, the material to be learnt may not suit the learners. As a result, learners may be deficient in attention which eventually leads them to error making (Norrish, 1983). This clearly shows how the materials make students careless in learning the course for

² Corder (1981, p. 11) and Graham and Miller (1982, p.305-306), section 2.2.2

which the modules are prepared. In addition, carelessness may come from psychological factors like overconfidence and lack of motivation.

Carelessness as the cause of error is the focus of this study. Moreover, factors that are mentioned as causes of carelessness are used in this study in searching for the impacts of the modules on students.³

2.2.3.5. Translation

Translation can also lead to errors. Especially, if the translator lacks translation experience, the translated version may contain errors. This may include grammatical errors and errors related to conceptual organization. Translation of sentences, particularly of idiomatic expressions can sometimes result in errors (Norrish, 1983).

In general, all the errors which arise from interlingual, intralingual, carelessness, context of learning and translation may be committed at various linguistic levels like graphological, phonological, grammatical or lexico-semantic level based on their nature within a specific language (Corder, 1981, p.36). Regarding spelling, the focus of this study is on errors committed at graphological level. Grammar related errors are also focused in this paper.

Applied linguists and philosophers like Taylor (1975), Wilkins (1972) and Corder (1981) discuss the possibility of many of the learners' 'systematic errors' which arise from the use of simplification strategy. For example, learners can create their own spelling system by over generalizing to simplify to one-to-one phoneme-grapheme correspondence.

Using similar script can also lead to errors. On this point, Oller and Ziahosseiny (1970, p.188) state, "Knowledge of one Roman writing system makes it more difficult, not less, to acquire another Roman writing system". This indicates that in using similar script, two or more languages have a possibility to interfere automatically by mixing the rules applicable to each language. This confusion emanates from using the same script. Regarding this, Gfeller (1998)

³ See chapter four, section 4.3, questions given in table 4.6 and the discussions given on them

states that usage of similar script by two languages creates confusion though the confusion is less as compared to the languages that use different scripts. From these points, one can understand that there are certain kinds of errors which result from using the same script by two languages.

Since both Afan Oromo and English use Latin script, they are possibly exposed to such interference errors. Furthermore, the use of these two languages side by side in the department as languages of instructions creates high opportunity for confusion.

Depending on the nature of errors observed in chapter four, section 4.2, the researcher used causes of errors mentioned above to identify the causes of errors in the modules.

2.2.4. Description of Errors

Since the 1960s substantial efforts have been made by applied linguists and psycholinguists to describe errors created by an individual or group of individuals (Corder, 1981). “An acceptable utterance is one which could be produced by a native speaker in some appropriate situation and recognized by native speakers as being a sentence of their language” (Corder, 1981, p.39). It is the knowledge of the adult native speakers that may exist as a written form which is used as a reference point in identifying any sort of language deviations.

This is done by comparing original utterance with what Corder (1981) calls ‘reconstructed utterances’- correct utterance having meaning intended by the user of the language. The reconstructed sentence is our interpretation of what the user said depending upon the meaning the user was trying to express. To identify whether a given text or utterance is correct or not, the use of the relationship between group of words as conveying meaning and bases of its linguistic form is essential (Corder, 1981 & Jago, 2001). In chapter four, section 4.2 of this paper, it is this system which was implemented to determine the intended correct form which the users want to produce, from what was wrongly produced.

The most crucial step in error analysis is getting right techniques for the identification and description of errors. In error analysis, the final satisfactory explanation and classification of errors depends on the suitability of the description techniques used. Regarding this Corder (1981) states:

Description of errors is a linguistic operation. Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or group of learners. The more adequate the linguistic theory the better will be the linguistic description of errors (P.36).

Regarding the description of errors, Norrish (1983) states two basic approaches to error classification. These approaches are:

The first and most common one is to set up ones categories of errors, based on a set of pre-conceptions about the learners' most common problems. The second is to group the errors as they are collected in to particular areas of grammatical and semantic problems (Norrish, 1983, p.80-81).

In Norrish's first approach, errors are filled in a predetermined category while in the second approach errors determine the category to be developed. For the purpose of this study, Norrish's second approach was used because it seems reasonable for the researcher to produce description of errors based on the nature of the errors. Rather than forming descriptions based on assumption a head of actual analysis, it is better to create descriptions based on the nature of errors observed during analysis.⁴

From Norrish's idea one can understand that there is no theoretically consistent and coherent method of error description. That is why both of his approaches give chance for individual to develop error descriptions that fit the nature of errors found in a given utterance or text.

⁴ See chapter four, section 4.2 for classification made to describe errors

Corder (1981) superficially classifies language errors into four linguistic levels: omission, addition, selection and ordering to be used as a starting point for the systematic analysis of errors of spelling, grammar, or lexical semantics. Considering the grammatical error needs more deep explanation or description, he found the above description unsystematic and insufficient to describe grammar. Then, he points out tense, number, mood, gender, case as a model for the description of grammar errors.

From the classifications made by Corder omission, addition, selection (substitution), and ordering (transposition) are used to classify spelling errors in this study.⁵ Similarly, for the classification of grammar errors tense, case and number are used.⁶

Alemu (2007) classifies spelling errors of Afan Oromo learners as error of gemination, error of shortening and lengthening, errors related to diagraphs, errors related to glottal stop and errors of transposition of letters. He used this as a major classification of spelling errors. In this study, this classification is relevant input to be used to identify and classify Afan Oromo spelling errors created in the modules.⁷

Guta (1989) has used the following wider categories in which all spelling errors in his data were classified. The categories are:

1. consonant and vowel (addition, omission, wrong selection, and ordering of letters);
2. transposition of consonants and vowels;
3. consonant blending;
4. consonant doubling;
5. grammatical;
6. diphthongs;
7. diagraphs;

⁵ See chapter four section 4.2.1

⁶ See chapter four section 4.2.2

⁷ Alemu's classifications of spelling errors were used as subcategories of spelling errors classification in this paper. See chapter four Section 4.2.1

8. addition of 'e' to word final (Guta, 1989, p.50)

From error classification made by Guta, all categorizations are used either as a major or minor classification except diphthongs and the addition of 'e' to word final. In Afan Oromo, there are no diphthongal sounds identified yet.

Yeshitla (1999) has used the following description of spelling error in his study: substitution, omission, analogy, addition and transposition. Under these major classifications, he has made many further classifications based on the nature of the errors the trainees create. All the classifications made by Yeshitla regarding spelling errors are used in this study. Error of analogy is found only in yeshitla's work. Therefore, it is adopted for this study.⁸

Mammo (1981) on his study of 'Classification and Explanatory Analysis of Students Error in Advanced English Composition II' has used the following description to classify:

1. Grammar

- 1.1. agreement errors
- 1.2. tense errors
- 1.3. preposition and particles errors
- 1.4. articles errors
- 1.5. fragment errors
- 1.6. errors in the use of connectives
- 1.7. uncountable nouns
- 1.8. negative constructions
- 1.9. comparative and superlative constructions

2. Spelling

- 2.1. vowel errors- these include omission, substitution, inclusion and confusion between 'ei' or 'ie' and other vowels.

⁸ See chapter four section 4.2.1

- 2.2. consonant errors- these include substitution, writing single for double, writing double for single, consonant omission and inclusion.
- 2.3. homonymy- words having the same phonological forms but unrelated meaning
- 2.4. words written as one word or one word written as two words incorrectly

Error classifications made by Mammo regarding spelling and grammar are used as the main starting point in the error description of this study. From spelling errors classification made by him, homonymy-related spelling error will not be used in this study. In Afan Oromo, homonyms are represented by the same spelling.

Regarding grammar, Haregewain (2008) classifies grammatical errors into four common errors that seriously distract writing: sentence fragment, faulty parallelism, faulty agreement and faulty pronominal reference. This classification are also be used in this study.⁹

Generally, only one of the categorizations of errors discussed above cannot satisfy the needs of this study. So, error description and classification which fits the spelling and grammar errors in the study under consideration are developed by amending error descriptions and classifications discussed above.

2.2.5. Perspectives of Error Analysis

There are different views of analyzing language errors. One of the views claims that language should be analyzed from standard language perspectives. This implies that dialects that deviate from the standard form should be considered as an error or ungrammatical. Nonetheless, another view stresses that language deviance has to be studied from the perspective of native speakers' knowledge. Regarding this, Jago (2001, p.4) asserts, "All varieties written or spoken can be studied wherever they occur." Correspondingly, Corder (1981, p.32) claims, "Ungrammaticality or deviance is not applicable to dialects of a language. Any utterance is grammatical in the respective dialect." Besides, Jago says that talking about the error of dialect from the perspective of the standard language has no purpose.

⁹ See the use of grammar error classifications made by Haregewain (2008) in chapter four, section 4.2.2.

The researcher is in favor of the evaluation of language from both perspectives as both of them have their own purposes. However, the second perspectives will be considered in this study.

2.3. Spelling Error

Using correct spelling is one of the language components that language learners should possess (Smedley, 1983). One way by which the writers are evaluated is by their ability to spell correctly. Writers who make spelling errors are not recognized by the readers. For effective communication between the writer and the reader, the writer ought to use the language correctly (Mudd, 1994).

2.3.1. Strategies in Becoming Good Speller

The only place where spelling error occurs is in writing. Macrorie (1980, p.317) states, “We master spelling as we do writing to a large extent because the only time we need to spell is in writing”. We can also develop our proficiency in spelling through reading (Smedley, 1983). Tovey (1982) also states that good spellers possess prior knowledge of predetermined letter sequences than selecting letters arbitrarily. This is fully developed through reading and writing to a large extent.

According to Shaw (1978), the first and the most important way to become good speller is to have the desire to learn and to become interested in spelling, to devote the necessary time on mastering spelling and to use appropriate means in learning spelling. In addition to these, performing the following activities habitually can help to become a competent speller. These are pronouncing words correctly, looking at words consciously, learning rules and avoiding carelessness in spelling.

2.3.2. Consequence of Spelling Errors

Correct spelling matters for two main reasons: communication and social. With regard to communication, Peters (1970) as quoted by Mudd (1994, p.51) says,

Spelling is not used unless one wants to write, but to write without being able to spell would be to court circumlocution to fail to express what one has to say with precision to fail in fact to communicate.

Incorrect spelling, according to James et al (1993, p.287), "...incur several social penalties". Similarly, they say repeating spelling error in writing can irritate the readers. They can even give up reacting to the written text assuming that writers are poorly educated, careless and impolite in their writing. There is always a race between writer and reader in which the writer can never win if readers even do not run. So, writers have to do a lot before what they write becomes accessible to the readers. In general, spelling errors as seen from the words of James et al have impacts on both writers and readers.

Therefore, students who have been using the modules may react badly to the course for which the modules are designed, to the modules and to the teachers who prepared the modules due to the errors they observe in the modules. This can have its own impact on students' academic performance and on their language skills in many instances. Teachers, therefore, must work to develop students' positive image toward what they are learning and the materials they use. The notions of James et al (1993) are used as input in this study to investigate the impact of errors in the modules on the students.¹⁰

2.3.3. Contribution of Teachers in Eliminating Spelling Error

Teachers play great role in helping students to be correct spellers by preparing relevant teaching methods and materials which minimize the existing spelling and grammar problems (Blake and Emans, 1982). Teachers should give focus for students' problem in spelling and try to come up with solutions. Teachers can realize this by modifying the existing teaching method if it does not result in good student performance and by preparing materials that can help

¹⁰ See the discussion in chapter four, section 3.4 given to items 6, 7, 8, 9 and 10, and section 4.4 responses given to interview question number 6.

students to be good in spelling. That is why Blake and Emans (1982) say that successful teachers in spelling know how their students learn best and develop better strategies.

Another contribution of teacher is teaching the rules of spelling. This helps students to understand how to spell properly (Crystal, 1987 & Blake and Emans, 1982). According to Zarry (1991) teaching spelling rules has to be done in an interactive way. In general, the rules of spelling are informally discovered through writing. This implies that teaching spelling cannot be achieved only by telling rules to students. Becoming good spellers needs consistent writing practice and reading a lot. Students who have reading experience perform well in spelling compared to those who have no such experience (Zarry, 1991 and Blake and Emans, 1982).

Spelling cannot be learned by implementing only one technique. Different students learn spelling through reading, studying meaning of words, writing words repeatedly, studying the rules or combining all of these methods (Zarry, 1991 and Blake and Emans, 1982). To do these, the materials that the students' uses are needed to guide them. Thus, teachers are expected to help students to practice all the above activities to help them to become good spellers.

2.3.4. Possible Sources of Spelling Errors in Afan Oromo

Ignoring the spelling rules and incorrect applications of these rules plays great role for errors to occur.¹¹ So, to analyze errors in the modules, it is vital to introduce the rules that are applicable to Afan Oromo spelling. To present these rules, it is important to classify the orthographic symbols of the language as consonants and vowels and explain the existing rules.

2.3.4.1. Vowels

In Afan Oromo, there are five basic vowels which become ten when lengthened (Namee, 1993; Toleeraa and Hundasaa, 1993 and Bender and Mulugeta, 1976). Both long and short vowels are phonemic in the language (TIBOBA, 1979) as the following examples show.

¹¹ Richards (1974) on p14, section 2.2.3.2

Words with Short Vowels	Gloss	Words with Long Vowels	Gloss
<i>ballaa</i> /ballaa/	'blind'	<i>baallaa</i> /baallaa/	'v-shaped'
<i>ana</i> /ʔana/	'me'	<i>anaa</i> /ʔanaa/	'for me'
<i>baqa</i> /bak'a/	'migration'	<i>baqaa</i> /bak'aa/	'melted'
<i>bute</i> /bute/	'snatched'	<i>buute</i> /buute/	'dropped' (F)
	hastily' (he)		

2.3.4.1.1. Vowel Shortening

Short sounds are sounds that have short duration of production as compared to long ones. Orthographically, these sounds are represented by a single vowel as presented bellow.

Word	Gloss
<i>bofa</i> /bofa/	'snake'
<i>quba</i> /ku'ba/	'finger'
<i>ganama</i> /ganam/	'morning'

2.3.4.1.2. Vowel Lengthening

Long sounds are perceived long when they are produced and take longer time in articulating them. Orthographically, long sounds are represented by double vowels which are written sequentially. Long vowels can be found at the beginning, at the middle and at the end of words in the language. Here are some examples.

Word	Gloss
<i>raafuu</i> /raafuu/	'cabbage'
<i>eelaa</i> /ʔeelaa/	'dirty'
<i>daangaa</i> /daaŋgaa/	'boundary'

As mentioned above, vowel lengthening is phonemic in the language. However, this does not mean that substituting long vowels for short vowels always results in meaning change. In writing, writers may misspell words of this category. Misspelled words may be meaningful but incorrect in the context. In order to identify words which are meaningful but misspelled, context in which the words are used plays a role. In Afan Oromo writing, more than two

successive similar vowels are not allowed as the vowels underlined in the following examples display.

Words with Three Vowels	Correct form of the Words	Gloss
<i>qu<u>uu</u>bee /k'uuubee/</i>	<i>qubee /k'ubee/</i>	'letter'
<i>beel<u>aaa</u> /beelaaa/</i>	<i>beela /beela/</i>	'hunger'
<i>hatt<u>uuu</u> /hattuuu/</i>	<i>hattuu /hattuu/</i>	'thief'

Similarly, no two different vowels occur successively as *kae /kae/*, *oa /oa/* at orthographic levels (Toleeraa and Hundasaa, 1993).

To put down meaningful words on paper, writers are expected to identify short and long sounds and represent them with correct forms. In addition, it is necessary to know rules related to number of vowels that exist at different positions in a word. Difficulty in realizing long and short sounds and incomplete application of spelling rules result in spelling errors. In this paper, these rules are used to differentiate correctly spelled words from wrongly spelled words.¹²

2.3.4.2. Consonants

More than two successive identical consonants are not allowed in the spelling of the language. In the language words do not end with a consonant. Although, it is familiar that words like *shan /ʃan/* 'five', *ol /ɔl/* 'up', *saddeet /saddeet/* 'eight' and others end with consonant, all these words have silent /i/ vowel at the end (Bender and Mulugeta, 1976 and Toleeraa and Hundasaa, 1993). (Namee, 1993 and Toleeraa and Hundasaa, 1993) classify consonant as:

2.3.4.2.1. Geminated Consonant

In Afan Oromo spelling, two consonants are used to represent gemination. Consonant gemination only occurs in the middle of words (Toleeraa and Hundasaa, 1993). Example,

¹² Refer to chapter four section 4.2.1.1.1 and 4.2.1.2.1 and appendix A1.1 and A2.1 for errors that result from the incomplete application of these rules.

Word	Gloss
<i>damma</i> /damma/	'honey'
<i>gabbataa</i> /gabbataa/	'fatty'
<i>amma</i> /ʔamma/	'now'

Consonant gemination may lead to spelling error in Afan Oromo. In writing, sometimes writers are unable to represent sounds with proper orthographic symbols. They may represent geminated consonant by non-geminated one and vice versa (Getaachoo, 2006; Andrzejewski, 1980 and TIBABO, 1979). As mentioned above, gemination is phonemic in the language like vowel lengthening. Some of the examples are given below.

Non-Geminated Words	Gloss	Geminated Words	Gloss
<i>bitaa</i> /bitaa/	'left'	<i>bittaa</i> /bittaa/	'buying'
<i>balaa</i> /balaa/	'accident'	<i>ballaa</i> /ballaa/	'blind'
<i>hare</i> /hare/	'gathered' (he/I)	<i>harre</i> /harre/	'gathered' (we)

Using consonant gemination in an incorrect place may result in meaning change or produces meaningless words. This means that gemination of any consonants cannot always result in meaning. Regarding this, James et al (1993) points out that consonant gemination can occur frequently but not always contribute to the meaning of the language. According to Alemu (2007), failure to identify this sound can result in spelling error in Afan Oromo. The researcher is also used rules of the usage of consonants in Afan Oromo in the identification of spelling errors in the modules.¹³

2.3.4.2.2. Diagraphs

Diagraphs are two letters that stand for a sound (Zarry, 1991). In Afan Oromo, the number of diagraphs varies among scholars. According to Namee (1993), there are seven diagraphs: ch, dh, ny, ph, sh, ts, zy. According to Alemu (2007), the numbers of diagraphs decrease to five excluding ts and zy. The following are examples of words that contain diagraphs.

¹³ Refer chapter four section 4.2.1.1.2 and 4.2.1.2.2 and appendix A1.2 and A2.2 for errors that result from the incomplete application of these rules

Words	Gloss
<i>nyaata</i> /ɲaata/	'food'
<i>dhadhaa</i> /ɗaɗaa/	'butter'
<i>bishaan</i> /biʃaan/	'water'
<i>raacha</i> /raacca/	'frog'
<i>laphee</i> /lap'p'ee/	'chest'

Digraphs do not show gemination in Afan Oromo orthography (Getaachoo, 2006). Namee (1993) and Toleeraa and Hundasaa (1993), however, assert that gemination of the first consonant of a digraph is possible whenever there is meaning overlap. Yet, as far as the experience of the researcher is concerned, he hasn't come across texts in which digraphs are geminated.

Sometimes, misspelling in this regard can occur when the first consonant in the digraph is geminated by omitting the second consonant as: *happee* /happee/ for *laphee* /lap'p'ee/ 'sap', *buuppaa* /buuppaa/ for *buuphaa* /buup'p'aa/ 'egg' (Alemu, 2007:27).¹⁴

2.3.4.2.3. Glottal Stop

Glottal stop is a sound produced when the air trapped between glottal closure, and back of the tongue and soft palate is compressed and burst by the upward movement of the larynx (Catford, 1988). Because of the fact that it obeys the property that other consonants hold, researchers like Ishetu (1981) and Wako (1981) recognized glottal stop as consonant in Afan Oromo. This view is similarly maintained in this paper.

Regarding this sound, however, some scholars set different rules as if it were different from consonants in the language. Moreover, from the observation made by Askale (1998), it is seen that this sound was excluded from the sound inventory of Afan Oromo which was identified by different scholars. This only creates confusion since it does not provide something different

¹⁴ Errors of digraphs are included under section 4.2.1.4 as error of substitution because the frequency of spelling errors related to it is very small,

from rules that govern other consonants. In addition, the symbol (') which stands for glottal stop in Afan Oromo orthography by itself creates confusion since it has different appearance as compared to other symbols that stand for other consonants.

Some points that lead the writers in Afan Oromo to misspell words that contain glottal stop are:

1. using glottal stop before consonant as *ba'laa* /baʔlaa/ for *bal'aa* /balʔaa/ 'wide', *ma'nee* /maʔnee/ for *man'ee* /manʔee/ 'department'.¹⁵

2. omission of glottal stop

For example, writing *hara* /hara/ for *har'a* /harʔa/ 'today', *falaana* /falaana/ for *fal'aana* /falʔaana/ 'spoon', *balaa* /balaa/ 'accident' for *bal'aa* /balʔaa/ 'wide' Alemu (2007).

3. geminating consonant preceding the glottal stop and omitting glottal stop.

For example, writing *mannee* /mannee/ for *man'ee* /manʔee/ 'department', *ballaa* /ballaa/ 'blind' for *bal'aa* /balʔaa/ 'wide' (Namee, 1993 & Alemu, 2007)¹⁶

2.3.4.2.4. Consonant clusters

Consonant clusters are produced when a consonant is followed by other different consonant. In this case, the preceding consonant is jumped without having full articulation. Example, *dalga* /dalga/ 'horizontal', *mancaase* /manc'aase/ 'destroyed' (I/He), *bal'aa* /balʔaa/ 'wide'.

In Afan Oromo writing, consonant cluster is not allowed at the beginning and at the end of words. It occurs only at the medial position in a word. Similarly, more than two consonants in one cluster are not allowed. According to Getaachoo (2006), writers may commit error in this regard:

¹⁵ Some examples of spelling error classified as transposition in chapter four section 4.2.1.5 shows errors of this type. See examples in appendix A5

¹⁶ spelling error of type 2 and 3 are treated under chapter four section 4.2.1.1.2, II and the sample is given under appendix A1.2.2

1. by inserting /i/ vowel between the clusters as:

Misspelled Words	Correctly Spelled Words	Gloss
<i>daliga</i> /daliga/	<i>dalga</i> /dalga/	'horizontal',
<i>ilikaan</i> /ɪlikaan/	<i>ilkaan</i> /ɪilkaan/	'teeth'
<i>iribaata</i> /ɪriibaata/	<i>irbaata</i> /ɪirbaata/	'dinner',

In this study, such spelling errors are treated as addition error (addition of vowel between consonant clusters).¹⁷

2. geminating one of the clusters as in *illkaan* /ɪillkaan/ or *ilkkaan* /ɪilkkaan/ for *ilkaan* /ɪilkaan/ 'teeth'¹⁸

2.4. Grammar

Language is an important factor that differentiates human beings from other animals. Animals can communicate by using simple sounds. However, the communication of human being is different from communication of other animals. One of the factors that differentiate human communication from communication of other animals is the arbitrariness, complexity, and productivity that human language possesses, that is, grammar (Palmer, 1971).

The term grammar may refer to different thing for different scholars. According to DeCarrico and Larsen-Freeman (2002),

For many, the term suggests a list of do's and don'ts. For others the term may refer to the rules of grammar found mainly in written language. For still others, it may simply mean an objective description of the structures of language, with no comment concerning correct versus incorrect forms" (P.19).

Haregewain provides a comprehensive definition of grammar. For her, grammar is “a system of rules that govern the order and pattern in which words are arranged into meaningful text” (Haregewain, 2008, p.10). It is very difficult to make meanings clear without correct

¹⁷ See chapter four section 4.2.1.2.1, II and appendix A2.1.2

¹⁸ See chapter four section 4.2.1.2.2, III and appendix A2.2.3

grammatical structure (Blyth, 1998 & Frodesen and Holten, 2003). These two points show that grammar is a set of rules that governs how a particular language works.

From the points made by, Blyth (1998), Frodesen and Holten (2003) and Haregewain (2008) above, one can clearly observe that there exists a close connection between meaning and structure. However, this does not mean that they are dependent as a discipline. It is to mean that in studying one it is impossible to neglect the other. Supporting this idea, (Shaw, 1978) states that grammar helps to express ideas clearly and effectively. Conversely, unclear writing and carelessly written structure of sentences can often lead to poor understanding. It is due to this fact that grammar is focused in this study.

Similarly, Jago (2001) states the relevance of grammar for effective communication to occur between writer and reader. He claims, "Without grammar your ability to speak or write would be virtually nonexistent" (P.1). To understand what someone writes, readers must know a bit about a grammar of that language. Otherwise, it is difficult for them to understand the message intended to be transmitted. That is why Jago says, "Without the knowledge of grammar you wouldn't be able to speak or understand language" (P.2).

For Palmer (1971, p.8), "...grammar is that complex set of relation. ... grammar is a device that specifies the infinite set of well-formed sentences and assigns to each of them one or more structural description". Language by itself is described as a rule governed system of using words in predictable patterns. The grammar of the language is predicted from the speech of the native speakers.

2.4.1. Grammar Error

Grammar of a language can be judged as good or bad, correct or incorrect (Palmer, 1971). The most basic point is that we cannot tell how languages ought to be written within the society. What is correct or wrong grammar must be judged based on the rules which are derived from the user of the language. Palmer (1971, p.15) indicates, "What is correct and what is incorrect

is ultimately only a matter of what is accepted by a society for a language is a matter of convention within society."

"Rules are more like a blue print for building a well formed structure, and they represent speakers' unconscious knowledge, or 'mental grammar of the language" (DeCarrico and Larsen-Freeman, 2002, p.45). It is these rules that linguists describe and use to judge the correctness of language. According to DeCarrico and Larsen-Freeman, no value judgment of prescriptive type is applicable to evaluate ones language, but one can use the neutral term like 'grammaticality' and 'ungrammaticality' or 'inappropriateness' to distinguish between patterns that are well formed, possible sentences or phrases in the language.

CHAPTER THREE

3. RESEARCH METHODOLOGY

In order to achieve the intended objectives, designing working research methodology is vital. So, this chapter addresses points like the subject of the study, instruments, and data analyzing methods.

3.1. Sample and Sampling Techniques

3.1.1. Students

For the purpose of this study, Haramaya University third year Afan Oromo students were selected. The main reason for selecting third year students was that they used the modules under consideration. Moreover, the researcher believes that they can give their responses with confidence as they are familiar with the environment. There are two sections of third year students from which one section, section 'A' was randomly selected and used as a sample for this study.

The number of Afan Oromo third year students is 113. Of this number of students, 58 are in section 'A'. From 58 students, 55 of them filled the questionnaires from which the responses of 52 students were considered. Responses of three students were rejected because of their contradicting responses. The numbers of male and female students who responded to the questionnaires was 35 and 17 respectively.

3.1.2. Teachers

There are ten staff members in Afan Oromo Department. All of them are males. Among them, the researcher interviewed seven teachers. Three recently recruited staff members were not included in the interview as the researcher assumed that they have no sufficient information about errors in the materials. In order to have valuable information about errors in the modules, the researcher also incorporated two non-Afan Oromo staffs who involved in the preparation of the modules. In total, nine teachers took part in the interview.

3.2. Data Gathering Instruments

In this paper, three instruments were used for data gathering: text analysis, questionnaires for students and interview for teachers.

3.2.1. Text Analysis

For the purpose of this study, two modules were selected randomly. The focus of the study was on assessing spelling and grammar errors in the modules. To do so, text analysis was used as the major instrument.

3.2.2. Questionnaire

3.2.2.1. Organization

Except for certain differences, items in the questionnaires and interview are similar. The number of items prepared and presented to the students was thirteen. From these questions eight of them are close-ended and five of them are open-ended.

3.2.2.2. Administering the Questionnaire

The questionnaires were distributed to the students to be filled in a class within an hour. All of the students finished responding to the questions within the time. In administering the questionnaire, one Afan Oromo staff member assisted the researcher.

3.2.3. Interview

Interview guidelines were prepared for teachers in the Department of Afan Oromo and teachers from other departments who have connection with the modules under consideration. Among the teachers in the department whom the researcher interviewed, two of them have got a chance to prepare modules not yet completed. Both non-Afan Oromo Department staff members took part in the preparation of modules under consideration.

3.2.3.1. Organization of the Interview

The main objective of preparing this instrument is to get information that supports the data obtained from modules analysis and from students through questionnaires. Similar to

questionnaires, this instrument was used to identify whether spelling and grammar errors exist in the modules or not, to find out the causes of errors observed in the modules, to identify the impact of the errors in the modules on students and to get information about ways of alleviating the existing problems.

3.2.3.2. Administering the Interview

Before the interviews were conducted, willingness of the respondents was requested. This helps to avoid unnecessary responses from the interviewees. To avoid any disturbance during the interview, appropriate time and place were selected based on the interest of each interviewee. Thus, eight basic questions (see appendix-D) were prepared and forwarded to the teachers a little before starting the interview. Then, discussions were held for ten to fifteen minutes, in an informal and relaxed manner before the interview was conducted. This helped the interviewees and the researcher to get to know each other.

Two ways of data collecting methods are suggested to collect information during interview: using recording materials and note taking methods (Nunan, 1992). From these two methods, the researcher used recording method. This helped the researcher to be free and to keep the flow of the interview. Moreover, using recording helped the researcher to use the original response of the interviewees whenever any clarification is needed during the discussion.

3.3. Method of Data Analysis

After data collection took place, analysis and discussion was the next important step that has to be done. For this reason, describing the methods used to analyse the data is relevant. So, under this section, methods used to identify and classify errors in the modules, methods used to analyze students' responses to the questionnaires and teachers responses to the interview are discussed.

3.3.1. Methods Used in Text Analysis

Errors in the module were identified by Afan Oromo graduate student at Addis Ababa University in the 2009/10 academic year and the researcher. In addition, three Afan Oromo

graduate students were selected to be consulted by the researcher whenever any doubts were encountered. This principle is taken from Corder (1981) who states that in analyzing errors created in writing or speaking, it is possible to consult any individuals including the speakers or the writers of the item under evaluation.

The procedures that the researcher used during text analysis are:

1. First, errors related to spelling and grammar was collected with name of the module and page number by the researcher. Then, common errors which were agreed on by the researcher and graduate student who took part in marking spelling and grammar errors in the modules were taken. Points on which the two individuals showed differences and both showed certain doubt were taken to the selected experts to be checked within the context. The involvement of others in this study helped to minimize mistakes that might have been made by the researcher if he was the only person involved in error identification.
2. Each error was, then, classified and categorized according to its similarity. Then, errors under each category were counted and recorded.

In some sentences or words, more than one types of either spelling or grammar or both errors have occurred. For example, in a word, *obes* /ʔobes/, there is one error of omission and one error of addition. Vowel /e/ is omitted from the final position of the word and vowel /e/ is inserted between consonant clusters. The correct form of the above word is *obse* /ʔobse/ 'tolerate' (I/he). In such cases, both are counted as separate errors and included in their categories for the purpose of frequency. In putting them in appendix, only error which represents a specific classification was written as wrong and other errors within the same item is written as correct. This is because presenting more than one errors in the same item can create confusion to the readers.

In some cases, many types of errors occur at the same time. It was difficult to classify items with such errors as a specific error type. So, such complicated errors were classified as ‘unclassifiable errors’.

The other point that has to be known is that, the categories of spelling and grammar errors made in this study are only based on the errors found in the modules. They are not all inclusive and mutually exclusive categories of all the elements of spelling and grammar in Afan Oromo.

3. In giving examples in the analysis part and samples in the appendix from the modules, the item with an error was written first, followed by the correct form. In both grammar and spelling, both correct and incorrect items were glossed and translated to English. During transcription, vowel length and consonant gemination were indicated by doubling the letter symbols.
4. In the appendix, presenting all the errors identified would be cumbersome. Therefore, only randomly selected sample of errors from each category were included in the appendix A and B. In cases where there are fewer than five errors in a category, all the errors were included. In cases where there were more than five errors in a category, however, minimum 25% of the errors were presented in the appendix.

3.3.2. Methods Used to Analyze Students’ Responses

In this study, both qualitative and quantitative research methods were employed to analyze the data. Quantitative methods were used to quantify data obtained from students through close-ended questions. Apart from quantitative methods, data obtained from students were interpreted qualitatively. In addition, qualitative interpretation was used to analyse data obtained from teachers through interview and from students through open-ended questions.

3.3.3. Methods Used to Analyze Teachers' Responses

Responses given by the interviewees were collected and organized according to their similarity. Then the data were interpreted qualitatively.

CHAPTER FOUR

4. ANALYSIS AND DISCUSSION OF THE DATA

4.1. Introduction

In this chapter, analysis of errors in the modules, students' responses to the questionnaires and teachers' responses to the interview are presented.

To attain the intended objectives, different data collecting instruments were used. Text analysis is the major data gathering tools used in data collection. Questionnaires were also prepared and distributed to 55 sample students. Among these, the responses of 52 students were considered in the analysis. Interview was also made with nine teachers who have connection with the modules. Among these, two were Afan Oromo staff members. Now they are working in other departments. Seven of them are staff members of Afan Oromo Department.

In this section, first analysis of errors in the modules will be handled, and then students' responses to the questionnaires and teachers' response to the interview will be discussed subsequently.

4.2. Analysis of Error in the Modules

In this study, identifying and classifying the errors in the modules are the main tasks to be performed. For the purpose of this study, two modules were selected. Module of Reading and Study Skills has 122 pages and module of Subject Area Methodology has 188 pages.

A total of 1,342 spelling errors and 193 grammar errors were identified from the total of 58,655 words in the modules (see table 4.1). Though the ratio of spelling and the ratio of grammar errors per words show variations across modules, the number of errors in both modules shows the existence of the errors.

Table 4.1 - Spelling and grammar errors across the modules

Major Errors	Reading and Study Skills			Subject Area Methodology			Total Errors across Modules		
	No of errors	% out of particular type of errors	frequency of errors per 250 words	No of errors	% out of particular type of errors	frequency of errors per 250	No of errors	% out of the whole errors	frequency of errors per 250 words
spelling errors	841	62.7	9.62	501	37.3	3.4	1342	87.4	5.72
grammar errors	124	64.2	1.42	69	35.8	0.5	193	12.6	0.82
TNSGEE M*	965	62.9	11.04	570	37.1	3.9	1535	100	6.54

* Total number of spelling and grammar errors in each module

As can be seen from table 4.1, the number of errors per 250 words in module of Reading and Study Skills is 11.04 and that of Subject Area Methodology is 3.9. From a total of 1535 errors identified in both modules, module of Reading and Study Skills contains 965 (62.9%), and module of Subject Area Methodology contains 570 (37.1%). This shows that the errors of spelling and grammar are more common in the modules of Reading and Study Skills compared to errors in Subject Area Methodology. Spelling errors account for highest proportion of errors as compared to grammar errors in the modules. From 1535 total errors, spelling errors account for 1342 (87.4%) of the errors while grammar errors account for only 193 (12.6%) of the errors. From 1342 total spelling errors observed in both modules, module of Reading and Study Skills contains 841 (62.7%) errors whereas module of Subject Area Methodology contains 501 (37.3%) errors. Similarly, from 193 total grammatical errors, module of Reading and Study Skills contains 124 (64.2%) errors and module of Subject Area Methodology contains 69 (35.8%) errors. The absence of editors in the modules of reading and study skills may contribute for the occurrence such differences in the frequency of errors.

4.2.1. Analysis of Spelling Errors in the Modules

As shown in table 4.1, 5.72 spelling errors were created in the modules per 250 words. There are different types of spelling errors observed in the modules. These errors are classified and discussed in the following ways.

Table 4.2 - Spelling errors by major categories

No	Major Categories	Error Count	%
1	Omission	334	24.89
2	Addition	245	18.25
3	Analogy	27	2.01
4	Substitution	196	14.61
5	Transposition	15	1.12
6	Spacing	86	6.41
7	Inconsistency in spelling	365	27.2
8	Unclassifiable errors	74	5.51
	Total	1342	100

As can be seen from table 4.2, different categories of spelling such as errors of omission, addition, analogy, substitution, transposition, spelling one word as separate words or words as one word, inconsistency in spelling and unclassifiable errors are identified in these modules. Further classifications were made on some of these errors based on their similarity (see table 4.3 below).

Table 4.3- Types of spelling errors by subcategories

Major Categories		Subcategories	Error Count	%	Total	
					Error Count	%
Omission	Vowels	Shortening Long vowels	123	9.17	189	14.08
		Complete omission of vowel(s)	66	4.92		
	Consonants	Omission of one letter from geminated consonants	82	6.11	145	10.80
		Complete omission of consonant(s)	63	4.69		
Addition	Vowels	Addition of identical vowels	78	5.81	132	9.84
		Addition of vowels between consonant clusters	25	1.86		
		Other types of addition of vowels	29	2.16		
	Consonants	Addition of identical consonants	56	4.17	113	8.42
		Addition that result in consonant clusters	41	3.06		
		Geminating one of the consonant clusters	16	1.19		
Analogy	Adopting letter sequence of English		22	1.64	27	2.01
	Adopting English Orthography to Represent Sounds in Afan Oromo		5	0.37		
Substitution	Substitution between consonants		107	7.97	196	14.60
	Substitution between vowels		82	6.11		
	Substitution between vowel and consonant		7	0.52		
Transposition			15	1.12	15	1.12
Spacing	Spelling one word as separate words		45	3.35	86	6.41
	Spelling words as one word		41	3.06		
Inconsistency in spelling			365	27.2	365	27.2
Unclassifiable errors			74	5.51	74	5.51
Total			1342	100	1342	100

4.2.1.1. Omission

As stated in table 4.2, errors of omission accounts for 334 (24.89%) of the errors. There are two main categories of omission errors: omission of vowels and omission of consonants. Omission of vowel is more common than the omission of consonants (see table 4.3).

4.2.1.1.1. Omission of Vowel

As shown in table 4.3, from 1342 spelling errors observed in the modules, omission of vowel accounts for 189 (14.08%) of the errors. Two types of omission of vowels were identified.

I. Error of shortening long vowels: In Afan Oromo spelling convention, long sounds are represented by double vowels.¹⁹ In the modules, however, spelling errors which account for 123(9.17%) arise from using single vowel instead of double vowels as:

Misspelled Words	Correctly Spelled Words	Gloss
<i>yero</i> /yero/	<i>yeroo</i> /yeroo/	‘time’
<i>konkolaata</i> /konkolaata/	<i>konkolaataa</i> /konkolaataa/	‘car’
<i>sa’a</i> /saʔa/ ‘cow’	<i>sa’aa</i> /saʔaa/	‘time’

(For more examples see Appendix A1.1.1)

II. Omission of vowel(s) as a whole: Such omission results in juxtaposition of consonants at the beginning, middle and end of words. It may also result in breakdown of spelling convention in the language. The following examples show this error (for further examples see appendix A1.1.2).

Misspelled Words	Correctly Spelled Words	Gloss
<i>sakktta’uu</i> /sakkttʔuu/	<i>sakatta’uu</i> /sakattaʔuu/	‘to investigate’
<i>brreeffamicha</i> /brreeffamicca/	<i>barreeffamicha</i> /barreeffamicca/	‘the text/
<i>ormoof</i> /ʔormoof/	<i>oromoof</i> /ʔoromoof/	‘for Oromo’

The first two examples disobey the spelling convention²⁰ of the language and represent words that do not exist in the language. The last example does not break the rule, but represents a

¹⁹ See chapter two section 2.3.4.1.2

word that does not exist in the language. According to the observation of the researcher as there is no any linguistic factor that leads the writers to this type of error carelessness is the cause of the error. From the above two types of vowel omission errors, shortening long vowel is the most common one.

4.2.1.1.2. Omission of Consonant

Omission of consonant is another common spelling error observed in the modules. It accounts for 145 (10.8%) of the errors. Omission of consonant is two in type.

I. Omission of one letter from geminated consonants: This error accounts for 82 (6.11%) of the errors. This is a case where single consonant is used instead of double consonants as in the following examples (For more examples see appendix A1.2.1):

Misspelled Words	Correctly Spelled Words	Gloss
<i>cicimoo /c'ic'imoo/</i>	<i>ciccimoo /c'ic'c'imoo/</i>	'strong' (PL)
<i>iratti /ʔiratti/</i>	<i>irratti /ʔirratti/</i>	'on something'
<i>keessati /keessati/</i>	<i>keessatti /keessatti/</i>	'within'
<i>xiqoo /t'iq'oo/</i>	<i>xiqqoo /t'ik'k'oo/</i>	'small' (f)

II. Complete omission of consonant(s): This results in juxtaposition of either similar vowels or different vowels depending on the type of vowels before and after the omitted consonant(s). Such instantaneously juxtaposed different vowels disobey the spelling convention of the language. Similarly, combination of more than two identical vowels results in breakdown of spelling convention.²¹ As can be seen from table 4.3, this error accounts for 63 (4.69%) of the errors in the modules. The following examples show such kind of errors. For further examples refer to appendix A1.2.2.

²⁰ See chapter two section 2.3.4.2.4

²¹ See Toleeraa and Hundasaa (1993) in chapter two section 2.3.4.1.2

Misspelled Words	Correctly Spelled Words	Gloss
<i>dabauu</i> /dabauu/	<i>dabaluu</i> /dabaluu/	‘to add’
<i>hirrisa</i> /hirrisa/	<i>hir’isa</i> /hirʔisa/	‘decrease’
<i>buaa</i> /buaa/	<i>bu’aa</i> /buʔaa/	‘profit’
<i>mulisuu</i> /mulisuu/	<i>mul’isuu</i> /mulʔisuu/	‘to show’

The most frequent consonant omission observed in the modules is resulted from the omission of glottal stop. It accounts for 27 (42.87%) of the errors from complete omission of consonants. Except glottal stop other omitted consonants show variation. It is only the omission of glottal stop that occurs repeatedly. From the recurrent and systematic nature of the error, the researcher considered that the omission of glottal stop results from the lack of recognition of the sounds in pronunciation. Lack of recognition may happen due to different reasons like lack of giving necessary attention as identifying the place where this sound omitted needs accurate understanding of pronunciation.

4.2.1.2. Addition

Unlike omission, spelling errors in the modules were also created through addition. Spelling errors comes from addition account for 245 (18.26%) of the spelling errors in the modules. Addition error is addition of vowels or consonants. As can be seen from table 4.3, additions of vowels are more frequent than addition of consonants.

4.2.1.2.1. Addition of Vowel

As stated in table 4.3, errors of vowel addition account for 132 (9.84%) of the errors. There are three subcategories of vowel addition errors.

I. Addition of identical vowels: This includes error of using double vowels in place of single vowel, and using more than two vowels in place of short or long vowels. In the case of using double vowels for single vowels, the result does not deviate from the spelling convention of the language, but incorrectly represents the sound in a word. This error is observable in the following words.

Misspelled Words	Correctly Spelled Words	Gloss
<i>egeree</i> /ʔegeree/	<i>egere</i> /ʔegere/	‘next’
<i>reefu</i> /reefu/	<i>reefu</i> /reefu/	‘now’
<i>kitaaboota</i> /kitaaboota/	<i>kitaabota</i> /kitaabota/	‘books’

Addition of more than two identical vowels results in breaking the spelling convention of Afan Oromo.²² This error is observed in words like *dabareee* /dabareee/ to mean *dabaree* /dabaree/ ‘turn’, *dubbisuuu* /dubbisuuu/ is used for *dubbisuu* /dubbisuu/ ‘reading’. Spelling errors which result in three consecutive vowels are resulted from carelessness since there are no linguistic factors that lead to create these error types. Error of using two vowels in place of single vowel may arise from problems of realizing the sound, problem of pronunciation and carelessness. In the modules, error of addition of identical vowels accounts for 78 (5.81%) of the errors. For further examples regarding addition of identical vowels see appendix A2.1.1.

II. Addition of vowel between consonant clusters: Addition of vowel between consonant clusters accounts for 25 (1.86%) of spelling errors. From this, the addition of /i/ is more common. This error accounts for 17 (68%) of 25 vowel insertion errors. The following are some of the examples. See appendix A2.1.2 for further examples.

Misspelled Words	Correctly Spelled Words	Gloss
<i>caamīsaa</i> /c’aamisaa/	<i>caamsaa</i> /c’aamsaa/	‘may’
<i>beekune</i> /beekune/	<i>beekne</i> /beekne/	‘knew’ (we)
<i>fayyadane</i> /fayyadane/	<i>fayyadne</i> /fayyadne/	‘helped’ (we)
<i>ibisa</i> /ʔibisa/	<i>ibsa</i> /ʔibsa/	‘explanation’

III. Other types of addition of vowels: This includes addition of vowels beside other different vowels that results in something like diphthongal sounds. It also includes vowel addition at the end of words that end in consonant. Addition of vowel, beside another vowel breaks the spelling conventions of the language.²³ This error accounts for 29 (2.16%) of the total spelling errors in the modules. Examples of this error are the following (see appendix A2.1.3).

²² See (Toleeraa and Hundasaa, 1993) in chapter two section 2.3.4.1.2

²³ See Toleeraa and Hundasaa (1993) in chapter two section 2.3.4.1.2

Misspelled Words	Correctly Spelled Words	Gloss
<i>saayinsaa'uaa</i> /saayinsaauaa/	<i>saayinsaawaa</i> /saayinsaawaa/	'scientific'
<i>dandaeesissuu</i> /dandaeesissuu/	<i>dandeessisuu</i> /dandeessisuu/	'to enable'
<i>fakkaeenya</i> /fakkaeeɲna/	<i>fakkeenyaa</i> /fakkeeɲna/	'example'

4.2.1.2.2 Addition of Consonant

In the modules, consonant addition related-errors are also observed. Consonant addition errors account for 113 (8.42%) of 1342 spelling errors identified in the modules. Under consonant addition errors, there are three subcategories:

I. Addition of identical consonants: This error accounts for 56 (4.17%) of 1342 spelling errors identified in the modules. This includes errors of gemination and using more than two identical consonants.

Gemination at the beginning and at the end of the words breaks the spelling convention of the language²⁴. The use of more than two consonants breaks the spelling convention of the language.²⁵ The following examples show some of the spelling errors which resulted from addition of identical consonants. For more examples refer to appendix A2.2.1

Misspelled Words	Correctly Spelled Words	Gloss
<i>yookaann</i> /yookaann/	<i>yookaan</i> /yookaan/	'or'
<i>ffayyaduu</i> /ffayyaduu/	<i>fayyaduu</i> /fayyaduu/	'to serve'
<i>yerroo</i> /yerroo/	<i>yeroo</i> /yeroo/	'time'

II. Addition that results in consonant cluster: Addition of consonant which results in consonant clusters accounts for 41(3.06%) of the spelling errors. The occurrence of such errors at word initially and word finally breaks the spelling convention²⁶ and represents no sound in that particular word. The following show errors of this type (see appendix A2.2.2).

²⁴ Toleeraa and Hundasaa (1993) in chapter two section 2.3.4.2.1

²⁵ Toleeraa and Hundasaa (1993) in chapter two 2.3.4.2

²⁶ Chapter two section 2.3.4.2.4

Misspelled Words	Correctly Spelled Words	Gloss
<i>mal<u>da</u>aluu /maldaaluu/</i>	<i>madaaluu /madaaluu/</i>	‘to evaluate’
<i>barsi<u>suun</u>f /barsiisuunf/</i>	<i>barsiisuuf /barsiisuuf/</i>	‘to teach’
<i>ci<u>m</u>rse /c’imrse/</i>	<i>cimse /c’imse/</i>	‘make strong’

III. Geminating one of the consonant clusters: In Afan Oromo spelling convention, clusters do not geminate. Lack of awareness about this rule is one factor for writers to create spelling errors.²⁷ Such errors were observed in these modules too. According to the researcher, these errors occurred due to the gemination quality those sounds have during pronunciation. From the total spelling errors, this accounts for 16 (1.19%) of errors. The following show some of the errors observed in this regard (For more data refer appendix A2.2.3)

Misspelled Words	Correctly Spelled Words	Gloss
<i>in<u>jj</u>ifannoo /ɨinɨɨifannoo/</i>	<i>injifannoo /ɨinɨifannoo/</i>	‘defeating’
<i>at<u>um</u>tti /ɨatumtti/</i>	<i>tumti /ɨatumti/</i>	‘yourself’
<i>ba<u>ayy</u>’ise /baayɨise/</i>	<i>baay’ise /baayɨise/</i>	‘made many’

Generally, as stated by some interviewed teachers, they make errors of shortening long vowels and omitting one of the geminated consonants. Similarly, they make errors of lengthening short vowels and geminating non-geminated consonants. As teachers said, lack of learning in Afan Oromo, short experience of teaching in Afan Oromo, and lack of enough practice in Afan Oromo have contributed to their making of such errors. These are intralingual causes of errors. As they said, however, they are improving as they continue to work in the language. As the responses from the interviewed teachers show, teachers who have taken part in modules preparation do have similar experience in teaching and learning in Afan Oromo. Similarly, in the modules, these are the reasons for the writers to switch from the correct form to the wrong one. This does not mean that there are no omissions or addition errors which result from other factors like carelessness though they are less frequent. Complete omission of vowels and consonants, addition of vowels beside other different vowels and addition of consonants beside

²⁷ Getaachoo (2006) in chapter two section 2.3.4.2.4

other different consonants come from writers' carelessness as there are no related linguistic factors that lead to such errors.

Omission of glottal stop, geminating one of the consonant clusters, and addition of vowel between consonant clusters result from different linguistic factors. In the case of glottal stop, sometimes, it is not easily noticeable in pronunciation, particularly when it occurs as clusters. In this case, glottal stop is left unrepresented in spelling. Regarding gemination of one of the consonant clusters, it is observed in the modules analysis that gemination occurs, in most cases, when one of the consonant clusters has a quality of gemination. Nonetheless, three successive consonants are not allowed in Afan Oromo. Errors related to addition of vowels, particularly /i/ vowel, are common in the modules compared to other errors of addition of vowels between consonant clusters. These errors arise from the assumption that /i/ vowel exists between these consonant clusters. The confusion may arise in representing what is correctly pronounced.

4.2.1.3. Analogy

Error of analogy occurs due to the knowledge that one has in two or more languages. Table 4.3 shows that error of analogy accounts for 27 (2.06%) of the spelling errors. Errors related to analogy occur due to interference from other languages, particularly English. Words that are borrowed from English are written by mixing spelling of English and Afan Oromo. This arises from the use of identical script by the two languages. Regarding analogy, the following types of spelling errors were identified in the modules (see table 4.3).

4.2.1.3.1. Adopting Letter Sequence of English in Afan Oromo Writing

One spelling error of analogy is taking letter sequence from English with borrowed words to Afan Oromo. The following examples show such errors (for more data see appendix A3.1)

Misspelled Words	Correctly Spelled Words	Gloss
<i>graafii</i> /graafii/	<i>giraafii</i> /giraafii/	'graph'
<i>projeektii</i> /pjoʒeektii/	<i>pirojeektii</i> /piroʒeektii/	'project'
<i>biblographii</i> /biblograp'p'ii/	<i>bibiliyoografii</i> /bibiliyoografii/	'bibliography'

This is simply spelling a part of a word as the source language (English) and the rest as the target language (Afan Oromo). This originates from the spelling and pronunciation knowledge that the writers adopted from English. The uses of identical script do have great contribution for the occurrence of these errors. If English, from which the words borrowed, is not using identical script with Afan Oromo, there is no way for such errors to occur. Error of adopting letter sequence of English holds 22 (1.64%) of the total spelling errors.

4.2.1.3.2. Adopting English Orthography to Represent Sounds in Afan Oromo

This is using the orthographic symbol in English that does not represent a sound in Afan Oromo. The following are some of the examples.

Misspelled Words	Correctly Spelled Words	Gloss
<i>giraaphi</i> /giraap'p'ii/	<i>giraafii</i> /giraafii/	'graph'
<i>biblographii</i> /biblograp'p'ii/	<i>baayibiloogiraafii</i> /baayibiloogiraafii/	'bibliography'
<i>addugnaa</i> /ʔaddugnaa/	<i>addunyaa</i> /ʔaddunnaa/	'world'.

These examples clearly show the interference due to the use of the same script. This error accounts for 5 (0.37%) of the errors in the modules.

4.2.1.4. Substitution

Error of substitution accounts for 196 (14.61%) of 1342 spelling errors (see table 4.2) in the modules. Error of substitution is classified into three. See appendix A4.

4.2.1.4.1. Substitution between Consonants

This accounts for 107 (7.97%) of the spelling errors. This is the most common substitution error type. In most cases, this error occurs between consonants that have some identical features as presented below (see appendix 4A.1 for further examples).

Misspelled Words	Correctly Spelled Words	Gloss
<i>muudhate</i> /muu <u>dh</u> ate/	<i>muu<u>d</u>ate</i> /muu <u>d</u> ate/	‘happen to’
<i>cumf<u>achuu</u></i> /c’uum <u>f</u> accuu/	<i>cun<u>f</u>achuu</i> /c’u <u>n</u> faccuu/	‘to squeeze for own self’,
<i>dhip<u>pp</u>ina</i> / <u>d</u> ippina/	<i>dhip<u>h</u>ina</i> / <u>d</u> ip’ <u>p</u> ’ina/	‘narrowness’

In the first example, the substituted consonants /d/ and /d/ are identical in place of articulation and nature of voice. Both are alveolar and voiced consonants. The substitution of /d/ for /d/ is common substitution error. In the example where /m/ is substituted for /n/, neither /n/ nor /m/ exists in actual speaking. Rather, the /n/ before /f/ is assimilated and has got similar feature ‘labiodentals’ as /f/ and become /m/ as in /cumfaccuu/. It is /m/ sound which is wrongly spelt as /m/ since /m/ and /m/ are nasal and voiced sounds. Similarly, /p/ and /p’/ which are substituted in the third examples are both bilabials.

4.2.1.4.2. Substitution between Vowels

This error accounts for 82 (6.11%) of the spelling errors in the modules. The following data show this error (for further data see appendix A4.2).

Misspelled Words	Correctly spelled words	Gloss
<i>gargu<u>ddoo</u></i> /gargu <u>ddoo</u> /	<i>guru<u>g</u>uddoo</i> /guru <u>g</u> uddoo/	‘big’ (Pl.f)
<i>fayyadu<u>muu</u></i> /fayyadu <u>muu</u> /	<i>fayyadu<u>a</u>muu</i> /fayyadu <u>a</u> muu/	‘to use’.
<i>ken<u>aaf</u></i> /k <u>a</u> naaf/	<i>ka<u>n</u>aaf</i> /ka <u>n</u> aaf/	‘therefore’

4.2.1.4.3. Substitution between Vowel and Consonant

This error accounts for 7 (0.52%) of the spelling errors in the modules. Such spelling error is resulted from carelessness.

Misspelled Words	Correctly Spelled Words	Gloss
<i>dhaggeeff<u>gn</u>naa</i> / <u>d</u> aggeeff <u>gn</u> naa/	<i>dhaggeeff<u>a</u>naa</i> / <u>d</u> aggeeff <u>a</u> naa/	‘listening’
<i>gou<u>s</u>uu</i> /gou <u>s</u> uu/	<i>gor<u>s</u>uu</i> /gor <u>s</u> uu/	‘to advice’
<i>qo<u>e</u>maata</i> /k’o <u>e</u> maata/	<i>qor<u>o</u>maata</i> /k’o <u>r</u> maata/	‘exam’

4.2.1.5. Transposition

Transposition occurs due to misplacing of letters. As can be observed from table 4.2, from 1342 spelling errors, transposition error accounts for 15 (1.12%) of the errors. It is the least frequent spelling error identified so far. Transposition is shown in the following examples.

Misspelled Words	Correctly Spelled Words	Gloss
<i>baa'yee</i> /baaʔyee/	<i>baay'ee</i> /baayʔee/	'many'
<i>dnada'a</i> /dnadaʔa/	<i>danda'a</i> /dandaʔa/	'be able'(I/he)
<i>adbii</i> /adbii/	<i>abdii</i> /ʔabdii/	'hope'

Transposing of letter in diagraphs were also seen in the evaluation of these modules as in:

Misspelled Words	Correctly Spelled Words	Gloss
<i>hubahcuu</i> /hubahc'uu/	<i>hubachuu</i> /hubaccuu/	'to understand'
<i>ynaanne</i> /ynaanne/	<i>nyaanne</i> /ɲaanne/	'we ate'

These types of spelling errors happen incidentally because they occur unpredictably and less frequently in the modules. From a word that appeared many times in the modules, only one or two of its forms exhibit error of transposition.

4.2.1.6. Spacing

Spacing is spelling one word as separate words and words as one word. As presented in table, 4.3, this error accounts for 86 (6.41%) of the spelling errors (see appendix A6). This error is categorized in to two types as presented below.

4.2.1.6.1. Spelling One Word as Separate Words

This error accounts for 45 (3.35%) of the spelling errors. Examples of such spelling error that exist in the modules are the following (see appendix A6.1)

Misspelled Words	Correctly Spelled Words	Transcription	Gloss
<i>babal-isa</i>	<i>babal'isa</i>	/babalʔisa/	'widening'
<i>kan-afuu</i>	<i>kanaafuu</i>	/kanaafuu/	'for this reason'
<i>matad-uricha</i>	<i>mataduricha</i>	/mataduricca/	'the topic'

4.2.1.6.2. Spelling Words as One Word

This error accounts for 41 (3.06%) of the spelling errors observed in the modules. The following examples show problem of spelling two different words as one word (see appendix A6.2)

Misspelled Words	Correctly Spelled Words	Transcription	Gloss
<i>saffisaandubbisuu</i>	<i>saffisaan dubbisu</i>	/saffisaan dubbisuu/	‘to read fast’
<i>boqonnaakanaa</i>	<i>boqonnaa kanaa</i>	/bok’onnaa kanaa/	‘of this chapter’
<i>yeroohedduu</i>	<i>yeroo hedduu</i>	/yeroo hedduu/	‘most of the time’

Error of spelling words as one word or one word as separate words emanates from carelessness as there is no related linguistic factor that leads the writers to such errors. In fact, there are cases in Afan Oromo writing where different scholars write by joining words or separating a word into words. In this case, however, there is no consensus among scholars and words with such problem are not considered in this study.

4.2.1.7. Inconsistency in Spelling

All categories of spelling errors mentioned above result in wrong words or irrelevant words in the language. However, the problem of inconsistency is different from the above view. As Griefenow-Mewis (2001), the same words can be spelled in slightly two or more different ways. So, inconsistency in spelling means, interchangeable use of words that are slightly spelled in different ways. In these modules, there are cases in which different forms are used interchangeably to refer to the same concept. This creates difficulties in understanding the materials for the readers may assume these words as different though they are referring to the same concept. Besides, problem of inconsistency in spelling, particularly, within one material can lead to difficulties in attempts made to the lexical standardization of the language.

Problem of inconsistency accounts for 365 (27.2%) of the spelling errors. Regarding this using *immoo* /ɨimmoo/ and *ammoo* /ɨammoo/ ‘but’ or ‘however’, and *yookaan* /yookaan/ and *yookiin*

/yookiin/ ‘or’ inconsistently are some of the examples. For additional examples refer appendix A7.

4.2.1.8. Unclassifiable Errors

Unclassifiable errors are errors that are difficult to classify because of their complicated nature. The total numbers of unclassifiable errors account for 74 (5.51%) of the spelling errors. Such spelling errors are *ildalte* /ɪldalte/, *ceeok* /c’eeok/, *qkeekka* /k’keekka/, *guea* /guea/, *danda’aa suufti* /dandaʔaa suufti/, *dhaloga* /ɖaloga/ and *chuarunii* /cuarunii/. For more data refer to appendix A8.

4.2.2. Analysis of Grammar Errors in the Modules

As shown in table 4.1, 193(12.6%) total numbers of grammar errors are identified in the modules. In 250 words, 0.82 grammar errors are made, that means, one grammar error per 305 words. There are different types of grammar errors. These errors are classified and discussed as follows.

Table 4.4- Subcategories of grammar errors

No	Subcategories of Grammar Errors	No. of Errors	%
1	Errors in the use of connectives	43	22.28
2	Case errors	41	21.24
3	Agreement errors	38	19.69
4	Errors of non parallel constructions	25	12.95
5	Errors of fragments	19	9.84
6	Errors of prepositions	17	8.81
7	Tense errors	10	5.18
Total		193	99.99

4.2.2.1. Errors in the Use of Connectives

As can be seen from table 4.4, these errors account for 43 (22.28%) of the grammar errors identified in the modules. This is the most common grammatical errors compared to other grammatical errors identified.

Errors of connectives include substitution of unrelated connectives. They are often inserted in an inappropriate place and often missed from where they should have been used. Errors of connectives in the modules are apparent in the following construction. For further example see appendix B1.

1. dubbisa- ni want-oota hiika sii fi kenn -Ø -an-Ø waliin wal
 reading -Nom thing-Pl meaning you.Sg.Dat and give -3p-Pl-Pf with each other
 si -k'unnam-siis-a
 you.Sg-join -Cs -Impf

‘Reading joins you with things that give you and meaning’

.....sii(f) kenn -Ø -an-Ø
you.Dat give -3p-Pl-Pf.....

‘Reading joins you with things that give you meaning.’

2. yoo mata duree barbaad-at -t -e -n booda kan zitti zaanu iJoo barbaad-
when topic find -Ref -2Sg-Pf-Nom after Part it follow main point find -
 acc-u -ḏa
 Ref-Inf-is

‘When after you finding your topic, what follow is to find your main point.’

zerga mata duree barbaad -at -t -e -n booda kan zitti zaanu iJoo barbaad-
after topic find -Ref-2Sg-Pf-Nom after Part it follow main point find -
 acc-u -ḏa
 Ref-Inf-is

‘After finding your topic, what follow is finding your main point.’

In the first example, conjunction /fi/ ‘and’ which is used to connect additional ideas inserted in an incorrect place. In order to show actions that happen one after another, the conjunction consisting of two parts that is /ʔerga... booda/ ‘after’ are used instead of /yoo...booda/ ‘when... after’ (Griefenow- Mewis 2001). So, in the case of the second example, the conjunction /yoo...booda/ is used instead of the correct conjunction /ʔerga... booda/.

4.2.2.2. Case Errors

Cases are one of the grammatical errors that happen in the languages.²⁸ Accordingly, in the evaluation of these modules omission of case markers, substitution of improper case markers for proper ones and insertion of case markers where they are not correct are some that are observed. Case related errors accounts for 41 (21.24%) of grammatical errors in the modules. It is the second most common grammatical errors. This error exhibits in the following construction. For further case related errors, refer to appendix B2.

1. seenaa Jireeገገaa

history life

‘History life’

seenaa Jireeገገaa

history life.Gen

‘History of life/ life history.’

2. keeyyataaf keessaa yaada ziገoo taʔ -e baas -adɸ-u

paragraph.Dat from inside idea main become-Pf take out-Ref -Sg. Impf

‘Take out the main idea for the paragraph from inside.’

²⁸ Corder (1981) in chapter two section 2.2.4

keeyyata keessaa yaada ?i?oo ta? -e baas -adfd-u

Paragraph inside.from idea main become-Pf take out-Ref-Sg. Impf

‘Take out the main idea from inside the paragraph.’

In the first example a short vowel at the end of the noun has to be lengthened to denote genitive. In the second example, dative marker is wrongly used.

4.2.2.3. Agreement Errors

As can be seen from table 4.4, agreement errors in the modules account for 38 (19.69%) of 193 grammatical errors. This is the third most recurrent grammatical error in the modules.

In Afan Oromo, subject-verb agreement is shown by inflectional affixes attached to the verb. Number, person and gender of the subject are all attached to the verb (Aberra, 1982). Regarding agreement between head and determiner, there is no consistent usage in Afan Oromo. Regarding this, Griefenow- Mewis (2001) states that the head of the determiner must have not necessary a plural suffix whether the determiner is singular or plural. Similarly, the researcher discovered this in the analysis of the modules. When the determiner is plural, the head exist either as singular or as plural and vice versa. Due to this, determiner-head relation is not considered in the analysis. Agreement errors in the modules are evident in following sentences (see appendix B3 for additional examples).

1. dandeettii fi fe?ii kee hin-dagat -i -n yagguu galii kee
ability and interest your.2Sg Neg-forget-Imp.2Sg-Neg when income your.2Sg
sagantaa-s -at -Ø -u
plan -Cs-Ref-3SgM-Impf

‘Do not forget your ability and interest when he plans your income.’

dandeettii fi fe?ii kee hin-dagat -i -n yagguu galii kee
ability and interest your.2Sg Neg-forget-Imp.2Sg-Neg when income your.2Sg

sagantaa-s -at -t -u
plan -Cs-Ref-2SgM-Impf

‘Do not forget your ability and interest when you plan your income.’

2. gaazet’eess-oot-ni -s haala salp’aa zisaan zaman -uu zirraa zuf zeeg -uu
journalist -Pl -Nom-too condition simple them believe-Inf from self refrain-Inf
k’aba
should:3SgM

‘Journalists too should refrain himself to believe them from any simple condition’

gaazet’eess-oot-ni -s haala salp’aa zisaan zaman -uu zirraa zuf zeeg -uu
journalist -Pl -Nom-too condition simple them believe-Inf from self refrain-Inf
k’abu
should:3Pl

‘Journalists too should refrain themselves to believe them from any simple condition’

In the first example, the person in the subject and the person in the complement do not agree. The second example shows disagreement of number between subject and complement.

4.2.2.4. Errors of Non-Parallel Construction

When two or more ideas in a sentence are related and serve a similar purpose, they can be phrased in the same grammatical form. This form of construction is called parallel construction. Errors related to non-parallel construction account for 25 (12.95%) of grammatical errors. These are the fourth most common category of grammatical errors. Grammatical constructions which exhibit such errors in the modules are presented as follow (see appendix B4 for more examples).

1. kitaab-ota fi barreeffama c’ic’c’imoo dubbis-uu ni danda?-Ø -u
book -Pl and text difficult. Pl read -Inf Foc be able-3p-Pl.Impf

‘They will be able to read difficult books and text.’

kitaab-ota fi barreeffam-oota c'ic'c'imoo dubbis-uu ni danda?-Ø -u
 book -Pl and text -Pl difficult. Pl read -Inf Foc be able-3p-Pl.Impf
 'They will be able to read difficult booksand texts.'

2.basaas -uu yookaan sassakatta? -uu.....
look for-Inf or check again and again-Inf.....
 '.....to look for or to check again and again.....'

.....basaas -uu yookaan sakatta?-uu.....
look for-Inf or check -Inf.....
 '.....to look for or to check

In the first example, the nouns connected by /fi/ 'and' are not equivalent. The first noun is plural while the second noun is singular. In the second example, the verbs connected by a connective /yookaan/ 'or' are not in similar form. The second shows repetition of action denoted by the verb whereas the first do not.

4.2.2.5. Errors of Fragment

Another area which accounts for 19 (9.84%) of grammatical errors is fragment error. It is the fifth frequent category of grammatical errors identified in the modules. Fragment errors of phrases, subordinate clauses and other incomplete sentences were observed. Some of fragment errors observed in the modules are presented as follow (for further examples see appendix B5).

1. karaa biraa ?immoo
 way other however
 'In other way, however,'

2. jecc -oota yookiin mak'aa-lee ?armaan gadii ?afaan tokkoffaa yookaan lammaffaa
 word-Pl or name-Pl below language first or second
 Jed-uu-n
 say-ing-by

'By saying first or second language, words or names below.'

The first example needs independent clause whereas the second example needs complement.

4.2.2.6. Errors of Preposition

Preposition-related errors account for 17 (8.81%) of the grammatical errors. Prepositions are words whose main purpose in the language is to relate words. Though one cannot always depend on meaning to tell which preposition must be used in certain expression, prepositions have some inherent meanings (Mammo, 1981). They express ideas like location, time, manner, agent and others.

Omission of appropriate preposition, substitution of incorrect preposition for correct one and insertion of prepositions in the wrong places are kinds of preposition errors observed in the modules. Preposition errors in the modules are shown in the examples given below. For further examples refer to appendix B6.

1. ?ee?nu kan kufaatii ?irra barnoota gaarii barat-e
 who Part failure on education better lear-Pf
 'Who learned better education on failure?'

?ee?nu kan kufaatii ?irraa barnoota gaarii barat-e
 who Part failure from education better lear -Pf
 'Who learned better education from failure?'

2. haala bira yoo kan beek -t -u taʔe ʔitti dabal-i
 condition beside if part know-2Sg-Impf may be to it add -Imp
 ‘May be, if you know beside the condition, add to it.’

haala biraa yoo kan beek -t -u taʔe ʔitti dabal-i
 condition other if part know-2Sg-Impf may be to it add -Imp
 ‘May be, if you know other condition, add to it.’

In the first example, preposition which denotes position of something in certain place- /ʔirra/ ‘on’ is used instead of preposition which denotes source of something- /ʔirraa/ ‘from’. Similarly, in the second example, preposition which denotes position of something in terms of another thing- /bira/ ‘beside’ is wrongly used in a place of adjectives which shows addition of something- /biraa/ ‘other’.

4.2.2.7. Tense-Related Errors

This is the least recurrent grammatical error observed in the modules as compared to other grammatical errors identified so far. Tense-related errors, represent 10 (5.18%) of the errors. Some of the examples of tense errors are illustrated in the following examples. For additional examples on tense errors, look at appendix B7.

1. deebii kana ragaa muut’annoo dubbis-uu ʔirraa k’ab-d -u -n ʔirkis -t -e
 answer this evidence experience read -ing from have-2Sg-Impf-with support-2Sg-Pf
 -e fakkeejna waliin kenn-Ø -i
 -Epen example with give -2Sg-Imp

‘Supported this answer with evidence that you have from reading experience give with example.’

deebii kana ragaa muut'annoo dubbis-uu zirraa k'ab -t -u -n zirakis
answer this evidence experience read -ing from have-2Sg-Impf-with support

-i -i fakkeerjja waliin kenn-Ø -i

-Impf-Epen example with give -2Sg-Imp

'Supporting this answer with evidence that you have from reading experience, give with the example.'

2. yeroo hunda ziddoo barsiisaa-n zitti si zarg-e -e danda?-Ø -u
always place teacher-Nom to you(Sg) see -Pf.PAT-Epen be able-3Sg-Impf
ta?-i
sit -Imp. PRT

'Always sit in a place where your teacher is able to saw you.'

yeroo hunda ziddoo barsiisaa-n zitti si zarg-u -u danda?-Ø -u
always place teacher-Nom to you(Sg) see -Impf.PRT-Epen be able-3Sg-Impf
ta?-i
sit -Imp. PRT

'Always sit in a place where your teacher is able to see you.'

In the first example past tense and present tense are used together. To make this sentence acceptable either appropriate conjunction has to be used or the tense in both clauses must be the same. In the second example, a verb which shows possibility is used with past tense. For this sentence to deliver the correct meaning, present tense has to be used.

4.3. Analysis of the Students' Responses to the Questionnaire

Data gathered through questionnaire from the students are discussed in this section. The points to be discussed are:

- existence of errors in the modules
- causes of the errors
- impact of errors on students

- solutions to be taken to minimize the errors

The first issue which is addressed in this section is identifying the existence, the extent and types of spelling and grammar errors in the modules. Items 1, 2, 3, 4 and 5 in the questionnaire (see appendix C) were used to address these purposes. These five items are presented in table 4.5 and are treated sequentially.

Items 6, 7, 8, 9, 10 and 11 in the questionnaire (see appendix C) were used to collect data about the impact of errors on students' subject matter understanding, on students' interest toward the modules, on students' interest toward the course for which the modules are prepared and on students' spelling and grammar performance. Except question No.7 and 11 which are open-ended questions that are derived from the preceding close-ended items, the rest are treated in table 4.6. The descriptions of each item in the tables are done sequentially by taking one item at a time. Item 12 and 13 which are open-ended questions are then discussed following the discussion given to close-ended questions in the tables. One of these items, item 12, was designed to extract information about the causes of spelling and grammar errors in the modules. The last item, item 13, was designed to extract information regarding solutions to be taken to minimize the causes of the errors.

Table 4.5-Students’ responses on the existence, extent and types of spelling and grammar errors in the modules

No	Items	Options	No of Respondent
1	Have you observed errors related to spelling and grammar in Afan Oromo modules you have been using?	A. Yes	52
		B. No	—
		Total	52
2	If your answer to question one is ‘yes’ mention the name of the modules in which you observed these errors.	A. Subject area methodology	49
		B. Reading and study skills	52
		Total	101
3	If your answer to question one is ‘yes’ to what extent do these errors exist in the modules?	A. Very high	13
		B. High	27
		C. Average	10
		D. Low	2
		Total	52
4	If your answer to question one is ‘yes’ what sort of spelling errors have you observed in the modules? (you can select more than one alternatives)	A. Spelling errors regarding consonant gemination	42
		B. Spelling errors regarding vowel lengthening and shortening	40
		C. Improper use of glottal stop	27
		D. Errors related to consonantal clusters	27
		E. Errors in the use of diagraphs	28
		Total	164
5	If your answer to question one is ‘yes’ what sort of grammar errors have you observed in the modules? (you can select more than one alternatives)	A. Agreement related errors	31
		B. Tense related errors	27
		C. Connectives related errors	28
		D. Preposition related errors	26
		Total	112

In table 4.5, the responses of 52 students' to item one confirmed the existence of spelling and grammar errors in the modules. No students responded that the modules are free of spelling and grammar errors. There were only three students who said that there are no errors in the modules they have been using. However, their responses are not included in the data because of the contradictory responses they provided on the successive items.

Students' responses to item two in table 4.5 revealed that 52 and 49 students found spelling and grammar errors in the modules of Reading and Study Skills and Subject Area Methodology respectively²⁹. These responses illustrate that the modules have errors of spelling and grammar.

Item 3 in table 4.5 depicts that 27, 13, 10 and 2 students reported that spelling and grammar errors in the modules exist to high, very high, average and low extent respectively. Students' responses to this item indicate that errors in the modules exist to high extent. Teachers' responses also reveal the same thing (see section 4.4, teachers' response to item two).

Item 4 in table 4.5 portrays that the types of spelling errors in the modules that account for gemination, and vowel lengthening and shortening are reported by 42 and 40 students respectively. Errors related to the use of diagraphs and uses of glottal stop were reported by 28 and 27 students respectively. Errors which account for consonant clusters were reported by 27 students³⁰. This result confirms the existence of all spelling error types given for respondents as alternatives. Analysis of spelling errors in the modules also confirms the responses of the students to this item (see table 4.3).

In addition, students listed some other sorts of spelling errors that they found in the modules. They gave this response on option 'E' of item 4 which says 'if any'. These errors are letter transposition, omission of letters, and the use of more than two vowels and consonants. The

²⁹ On item two there is a possibility for a student to choose both alternatives at the same time. Due to this the maximum sum of the respondents to the given alternatives is 104

³⁰ On item four there is a possibility for a student to choose more than one alternatives. Due to this the maximum sum of the respondents to the given alternatives is 260.

researcher also identified these sorts of spelling errors in the analysis of spelling errors in the modules (see table 4.3).

Item 5 in table 4.5 depicts students' responses to types of grammar errors that exist in the modules. Out of 52 students, agreement and connectives errors were reported by 31 and 28 students respectively. Errors of tense and preposition were reported by 27 and 26 students respectively.³¹ These responses confirm the existence of all types of grammar errors in the alternatives.

Respondents provided other types of errors that they have observed in the modules. However, the responses they gave in this regard do not seem grammar errors. As the researcher observed during text analysis, these are problems of organization, coherence and unclearness which appeared in the modules but are not considered in this study.

Following this, students' responses to items which investigate the impact of errors on them are discussed.

On item 6, in table 4.6, 22, 11, 10, 7, and 2 students responded that the errors in the modules diminish their understanding of the subject matter to extent of average, low, high, very high, and not any respectively. From the total number of students, only 2 confirmed that the spelling and grammar errors in the modules have no impact on their understanding of the subject matter. As can be seen from the students' responses, errors in the modules hinder students' understanding of the subject matter to some extent.

³¹ On item five there is a possibility for a student to choose more than one alternatives. Due to this the maximum sum of the respondents to the given alternatives is 208.

Table 4.6 - Students' responses on the impacts of spelling and grammar errors

Items' No	Items	Options	No of Respondent
6	To what extent do the errors in the modules hinder your understanding of the subject matter?	A. Very high	7
		B. High	10
		C. Average	22
		D. Low	11
		E. Not any	2
		Total	52
8	To what extent do the errors in the modules diminish your interest in using the modules?	A. Very high	12
		B. High	22
		C. Average	10
		D. Low	5
		E. Not any	3
		Total	52
9	To what extent do the errors in the modules diminish your interest toward the course for which the modules were prepared?	A. Very high	13
		B. High	17
		C. Average	6
		D. Low	8
		E. Not any	8
		Total	52
10	Do errors in the modules have negative effect on your grammar and spelling performance?	A. Yes	38
		B. No	14
		Total	52

Item 7 in the questionnaire is open-ended question. It says, 'How spelling and grammar errors in the modules affect your understanding of the subject matter?' Regarding this, the following responses were given by the students.

- Some spelling errors represent other concepts which are not correct in the context. When they come across such an interpretable spelling errors, they take them as they are which lead the students to something incorrect.
- Errors which do not give any meaning make them totally unable to grasp the required information from the modules.
- It takes time for the students to come up with the meaning intended to be delivered by the writers since the students devote their time on looking for correct forms in the context which leads them to forget subject matter.
- Errors in the modules make the students dislike reading the modules. This leads them to miss the knowledge supposed to be obtained from the modules.
- It decreases students' interest toward the courses.

In table 4.6, item 8 reveals that 22, 12, 10, 5 and 3 students admitted that the errors in the modules diminish their interest of using Afan Oromo modules to high, very high, average, low and not to any extent respectively. Only 3 students disagreed with the notion that errors in the modules have impact on their interest toward the modules. Although there are differences in extent, 49 respondents confirmed that the errors in the modules affect their interest of using the modules. Moreover, 22 and 12 students confirmed that errors in the modules have high and very high impact respectively on their interest toward using the modules. This indicates how much the errors in the modules are becoming problematic to the students. Similarly, students' responses on item 7 verify the fact that errors in the modules make them hate using the modules. Generally, from the responses given by most students one can conclude that errors in the modules highly affect students' interest of using the modules.

Item 9 in table 4.6, focuses on the impact of errors in the modules on students' interest toward the courses for which the modules are prepared. Thus, 17, 13, 8, 8 and 6 students reported that errors in the modules diminish their interest toward the course to high, very high, low, not any and average extent respectively. Only 8 students reported that the errors in the modules have no impact on their interest toward the courses. Regardless of the differences in the extent, 44 out of 52 students reported that errors in the modules have impact on their interest toward the

course. In general, students' responses to this item show that errors in the modules lessen their interest toward the course to high extent.

Item 10 in table 4.6 was presented to students to gather information if errors in the modules have negative effect on their spelling and grammar performance. As can be seen from the table, 38 students admitted that spelling and grammar errors have impact on their spelling and grammar performance. Contrary to this, 14 students reported that spelling and grammar errors in the modules have no impact on their spelling and grammar performances. This implies that errors in the modules negatively affect students' spelling and grammar skills.

Depending on their responses to item 10, students were asked an open-ended question (item 11) to give their justification. Responses to this item were categorized into two.

First, justifications given by students who admitted that spelling and grammar errors in the modules have impact on their spelling and grammar performance are handled. Regarding this, many students said that errors in the modules have significant contribution to their spelling and grammar performance failure in many ways. Using these modules lead them to adopt the errors, and through time they make them part of their knowledge.³² They consider their previous knowledge incorrect and take wrong expression in the modules as correct. Even when they know that a given form is not correct, they doubt to correct it and accept the wrong forms. These in turn degrade their confidence in writing in Afan Oromo. They reported that, particularly, if their teachers do not give them correction on errors in the modules, they take the errors as they are to escape from the judgment made by their teachers in correcting their exams. Through time, this becomes part of their knowledge.

Generally responses to questions number 10 and 11 indicate that errors in the modules affect students spelling and grammar performance in two ways. First, these errors lead them to miss what they need to learn from the modules regarding spelling and grammar. Second, they add something incorrect when they need to add new knowledge.

³² See Brown (1987:179) in chapter one section 1.2

Secondly, 14 students who admitted that spelling and grammar errors in the modules have no impact on their spelling and grammar performance provided the following reasons. Since spelling in Afan Oromo coincides with pronunciation, knowing the spelling convention and the way the words are pronounced are enough to avoid such spelling confusion. They said that once they understand what the writers want to say from the context, they write it as it should be written. They do not adopt each and every errors made by others. Moreover, they said that they correct errors in the modules. According to them, anyone who has confidence in his/her knowledge is not easily confused by errors created by the others.

In Afan Oromo, there is a possibility for errors to give meaning that resemble the actual meaning intended by the writers. Errors of this type do not give any clue for students who are learning from the modules, to give a kind of correction mentioned by them. This and the responses of most respondents confirm that spelling and grammar errors have impact on students' spelling and grammar performance. However, it does not always verify the response 'no', in this study, the justification given by respondents who said spelling and grammar errors in the modules have no impact on their spelling and grammar performance are not rejected.

Generally, students' responses to item 6, 7, 8, 9, 10 and 11 imply that the modules are not effectively serving the purpose for which it was prepared. Furthermore, students are not getting the required services from the modules. This confirms the inadequacy of Afan Oromo modules with regard to spelling and grammar.

At the end of close-ended questions, students were provided with two open-ended questions (question 12 and 13 see appendix C) to give their view from their observation on the causes of spelling and grammar errors in the modules and the measures to be taken to minimize the causes of these errors.

To question number 12 which asks, 'As the user of these modules what do you think about the causes of these errors?', most students provided their responses. Responses given by the

students are similar to responses given by the teachers.³³ However, in addition to causes stated by students, teachers suggested other causes for errors in the modules. Another difference between teachers' and students' responses is the degree of certainty. Teachers have stronger certainty than students.

According to most students, the causes for failing to spell correctly and produce grammatically correct form in writing these modules are lack of awareness, lack of attention in writing, lack of knowledge and using materials written in other languages as a source in the preparation of the modules.

On Item 13, students were asked to state possible solution to minimize the causes of these errors. Suggestions given by the respondents are presented as follow.

- Anyone who participates on modules writing or activities like this must be first equipped with the necessary knowledge.
- Teachers who take part in such activity have to edit their writing before the materials are ready for use.
- Teachers should give necessary attention in writing in Afan Oromo.

4.4. Analysis of the Teachers' Responses to the Interview

Interview was conducted with teachers to strengthen the data obtained from students and identified through text analysis. For this purpose four questions were prepared to collect background information about the respondents. To elicit information that answers the research questions, eight basic interview questions were also prepared.

In addition to question four, question eight was designed to extract deeper information regarding causes of errors that the teachers personally encountered during modules preparation. Teachers' responses to question number eight (see appendix D) are discussed together with

³³ See teachers response to item four in section 4.4

question number four. Teachers' responses to other questions are analyzed separately according to their sequence given in appendix D.

Before the analysis of the basic part of the interview, points such as teachers' level of education and field of specialization, their opportunity of learning in Afan Oromo, their experience in teaching in Afan Oromo and their first language will be discussed. These data serve as relevant input in supporting basic data obtained from the interviewees.

Table 4 7– Information about the interviewees

Classification	Level of Education		Work Experience in Afan Oromo	Chance of Learning in Afan Oromo	Their f First Language
	Option	No			
Afan Oromo Staff	BEd	3	one and half year	from grade one up to now	Afan Oromo
	MEd	4	maximum of three years in Afan Oromo Department	at MEd level	Afan Oromo
Non-Afan Oromo Staff	MA	1	two years in Afan Oromo Department	only at grade twelve	Afan Oromo
	PhD	1	two years in Afan Oromo Department	no experience	Afan Oromo

The two Afan Oromo staffs were working in other departments when this interview was conducted. Both of them had been working in the department of Afan Oromo at the time of modules preparation. The researcher included these two scholars to have reliable information about the situation at the time of modules preparation.

Of the seven teachers in Afan Oromo Department, four of them are MEd holders in Afan Oromo and three of them are BEd holders in Afan Oromo. Of these, two MEd holders have got

a chance to prepare Afan Oromo modules that are not yet in use. Both of them have not had the chance to learn in Afan Oromo before holding their MEd. Moreover, they have been teaching English language in high schools for more than ten years. Of these two teachers, one has teaching experience of three years in Afan Oromo Department and the second one has two years of teaching experience in Afan Oromo Department. As can be seen from table 4.7, both non Afan Oromo staff teachers who prepared the modules under consideration have got no chance of learning in Afan Oromo except one in grade twelve. Afan Oromo is first language for teachers involved in the interview.

The researcher gained information about other two teachers who took part in preparing Afan Oromo modules considered in this study but are not in Haramaya University at the moment. According to the information from two non-Afan Oromo staffs, these two individuals had exposure to Afan Oromo learning similar to them. Similarly, both of them have two years of Afan Oromo teaching experience in Haramaya University. Teachers' responses to interview questions are discussed here below.

On the question which says, 'Have you used modules prepared for Afan Oromo students? If yes, which module(s) have you used? If not why?', all the interviewees come with almost similar responses. All of them used the modules either for personal readings or for teaching purposes.

The teachers responded to the question which says, 'If your answer to question No. 1 is yes, have you seen any errors related to spelling and grammar in the modules? Please describe the extent to which grammar and spelling errors exist? Regarding the existence of spelling and grammar errors in the modules, all of the respondents gave similar response. They asserted the presence of spelling and grammar errors in the modules. On the extent of these errors, they gave different responses. Three respondents said that the extent to which the spelling and grammar errors occur in the modules is low. Six respondents said that the extent to which the spelling and grammar errors exist in the modules is high as compared to errors that are seen in other materials written in Afan Oromo.

Teachers' response to question which says, 'On question No.2, if you agree that spelling and grammar errors exist in the modules, what type of errors have you observed?', they indicated the existence of different spelling and grammar errors. Regarding error types, the responses given by the teachers are similar to errors identified in section 4.2. Types of spelling errors they mentioned are:

- geminating non geminated consonants and vice versa
- shortening long vowels and vice versa
- using more than two consonants and vowels sequentially
- addition and omission of letters

Types of grammar errors they mentioned include:

- improper use of connectives
- omission of subject marker
- improper use of preposition and
- errors of agreement

All the spelling and grammar errors mentioned by the interviewees were also identified during modules analysis. In fact, more different types of errors were identified during analysis than those mentioned by the interviewees (see table 4.4 and 4.3).

Regarding the causes of spelling and grammar errors in the modules, the respondents gave opinions which are almost identical. The question says 'What can you suggest about the causes of spelling and grammar errors? Mention causes of spelling and causes of grammar errors separately'. Some of the differences that observed in their responses were differences in degree of certainty.

As stated by all the respondents, carelessness³⁴ is the main cause of errors that are prevailing in the modules. Similarly, most of the errors that were identified in the modules seem to arise from carelessness. For instance, transposition, spacing, the use of more than two similar consonants and vowels consecutively, the use of more than two different consonant and vowel,

³⁴ See Norrish (1983), Edge (1989) and Michaelides (1990) in chapter two section 2.2.3.4

omission and addition in some cases are types of errors that are resulted from writers' carelessness.

According to all the respondents, other causes of errors in the modules are lack of knowledge which results from shortage of teaching experience and practice. The responses of the interviewees on this question fit with the module writers teaching experience and opportunity of learning in Afan Oromo (see discussion under table 4.7). This contributes to the spelling and grammar errors in the modules. Lack of opportunity to learn in Afan Oromo can lead to poor knowledge of language. Similarly, lack of practice contributes a lot to lack of proficiency in certain aspect of language.

Some respondents said that they wrote the modules simply because of their subject knowledge and their ability of speaking the language. This implies that teachers are expected to give due attention to spelling and grammar. This is because, without sufficient practice in other skills, only speaking the language does not make one good in this regard.³⁵ Concerning the importance of practice, Troyka (1996) describes practice as a key to improve writing skill. This could call for the saying of Cuba (1997, p.1), "Practice makes perfect".

Two respondents who have got chance of preparing Afan Oromo modules commented on how lack of practice (lack of learning and teaching experience) in Afan Oromo contributes to spelling errors. According to them, in some cases, they are unable to identify short sounds from long sounds and geminated from non geminated ones to represent them with correct forms. They explained that through practice their ability to spell correctly improves.

According to them, translation from other languages or using other languages as the source can lead to grammar errors. They said, when one is struggling to transfer a concept from source language to target language, there is great opportunity to miss correct grammar of the target language.

³⁵ See (Corder, 1981 and 1974), Chomsky as quoted by Hubbard et al (1989) and Johnson (1979) in chapter two section 2.2

Another cause of error which was mentioned by respondents is interference from the English language. This is transferring the knowledge of one language to the other languages. For instance, they mentioned transfer from language like English and Amharic to Afan Oromo as sources of grammar errors. In the modules, however, it was error of spelling which was found arising from transfer of knowledge from English to Afan Oromo as error of analogy.

Regarding item five which says, ‘Do you think that the use of identical script by English and Afan Oromo leads to Afan Oromo spelling errors? Give justification for your response’, the interviewees’ responses show differences. The researcher classified their opinions into two and presented accordingly. Two respondents argued with the idea of Oller and Ziahosseiny (1970) and Gfeller (1998).³⁶ They said that the use of similar script by English and Afan Oromo does not lead to spelling error. These respondents gave their own justification for their arguments. They said that as both languages have different spelling conventions, once the spelling convention of each language is clearly identified, there is no way for spelling to interfere. If there is no clear understanding of each spelling convention, however, there is a possibility for interference to happen in both directions. For them, the cause is not similarity of script but lack knowledge.

The other seven respondents agreed with the idea stated by the above scholars. That is, identical script used by two different languages can possibly lead to interference errors in spelling. As shown in section 4.2.1, there are some few Afan Oromo words that are spelled as English words. Particularly, in the case of words borrowed from English, applying letter sequences and symbols in English for Afan Oromo is clearly observed (See section 4.2.1.3).

The next question which was presented for teachers says, ‘Are there any negative consequences that the errors in the modules have on the students’ subject matter understanding and spelling and grammar performance? Give justifications for your response. Regarding this question, all the interviewees provided almost similar responses. They responded that spelling

³⁶ See Oller and Ziahosseiny (1970: 188) and Gfeller (1998.) in chapter two section 2.2.3.5

and grammar in the modules definitely have negative consequences on students' subject matter understanding and spelling and grammar performance. The justifications given by interviewees are almost similar with justification given by students on item 7 and 11 (see section 4.3).

On subject matter understanding, the respondents gave the following justifications. Errors of spelling in Afan Oromo are sensitive to meaning variation. Accordingly, when students come across spelling errors which result in meaning, they take as they are. This leads students to accumulate wrong knowledge. When errors do not result in meaning, students become confused and dislike reading the materials. They may jump over the texts that contain errors without any effort. In doing so, they may miss the substance for which they are striving to grasp. Students who use these materials can also be demotivated to follow their teachers by considering them weak and careless due to the errors they created in the modules.³⁷ This may lead them to miss the knowledge that the teachers deliver.

Regarding students' spelling and grammar performance, some interviewees gave their responses from two perspectives. One is psychological impact which leads students to spelling and grammar deficiency and another is impact on learning correct spelling and grammar in the course of using the materials.

Psychological impact: Students know that these modules are written by intellectuals. So, looking at errors created in the modules, they may think that errors are something which is committed by everyone. This makes them develop carelessness in Afan Oromo writing. Though they do not make errors deliberately, they do not make all their efforts to make their writing free from errors.³⁸ Moreover, such attitude can lead students to disconsider seriousness of error in writing.

The second impact of the errors is letting students develop wrong spelling and grammar in the course of using the modules.³⁹ Students adopt errors in the modules through time and make

³⁷ See James et al (1993:287) in chapter two section 2.3.2

³⁸ See Norrish (1983) in chapter two section 2.2.3.4

³⁹ See Brown (1987:179) in chapter one section 1.2

part of their knowledge. This makes them deficient in spelling and grammar. Especially, students who have no confidence in spelling and grammar can be misled by errors in the modules.

Interviewees were asked to propose solutions to minimize the causes of the errors and to make the existing materials fit for use. The question says, 'What should be done to minimize the causes of the errors and errors in the modules?' The responses given by the interviewees for this question are summarized as follow.

They said that to produce appropriate materials, all teachers who take part in material preparation should write the materials by giving necessary attention to spelling and grammar. The modules should be prepared cooperatively by subject teachers and intellectuals skilled in the area of material preparation. The respondents also indicated that skill and awareness development programs should be arranged. The materials should also be edited carefully. Some respondents further stressed that enough time should be given for the preparation of the materials.

Generally, the respondents said that scholars should consider the purpose for which these materials are prepared. They ought to know the impacts that the errors in the modules have on the students and on the development of the language.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

Like many ethnic languages in Ethiopia, Afan Oromo has been giving different functions in the region since 1991. For this purposes, the writing system called ‘Qube’ was developed from Latin script. As the language is on the process of standardization, a lot of problems are seen in the use of the language for writing. Spelling and grammar are some of these problems. It is the existence, causes and impacts of spelling and grammar errors which were considered in this study. The main objective of the study was to analyze the spelling and grammar errors of Afan Oromo modules prepared in Haramaya University, Afan Oromo Department.

To achieve this objective, the researcher used three types of data gathering instruments. The first is text analysis. Text analysis was used as a major tool in this study. This instrument was used to identify types of the errors and the extent to which they exist. In this case, two modules were selected and analyzed. Second, questionnaires were prepared to gather information from the students. They were distributed for Afan Oromo third year, section ‘A’ students. From 55 students in the section who responded to the questionnaires, the responses of 52 students who handled the questions according to their instructions were interpreted. Interview was also made with 9 teachers and the data obtained from them were analyzed.

The items in the questionnaires were categorized based on the specific objectives of the study. Items regarding existence, extent and types of errors were presented in the same table. Questions about the impacts of the errors on students were also presented in the same table. Then, two open ended questions which focus on the causes and solutions to be taken to minimize the problems were presented sequentially.

Both quantitative and qualitative method of data analyses were used in the study. Regarding text analysis, first errors were marked, then classified according to their similarity and counted. Then, the data obtained through this method was qualitatively described. In the discussion,

frequency count was used for quantitative description of the students' responses to close-ended questions. Students' responses to open-ended questions were discussed qualitatively. Finally, teachers' responses to interview questions were discussed qualitatively.

In the theoretical frame work of this study, points like concept of errors, spelling error and grammar errors were stated. Specifically, points like error analysis, significance of error analysis, causes of errors, description of errors, perspectives from which errors are analyzed were presented. Similarly, points like strategies in becoming good speller, consequence of spelling errors, contribution of teachers in eliminating spelling errors and possible sources of spelling errors in Afan Oromo were discussed.

5.2. Conclusion

Students' and teachers' responses show that the modules have serious problems of spelling and grammar. Errors in modules of Reading and Study Skills are more frequent than errors in the module of Subject Area Methodology. This clearly shows the seriousness of the problem in module of Reading and Study Skills compared to the errors in the module of Subject Area Methodology. Degree of attention given for the preparation and the absence of editors in the case of Reading and Study Skill contribute to this difference.

From text analysis, different sorts of spelling and grammar errors were identified. Errors like omission, addition, analogy, substitution, transposition, spacing, inconsistency in spelling and unclassifiable errors were identified as far as spelling is concerned. In omission, errors like shortening long vowels, complete omission of vowel(s), omission of one letter from geminated consonants and complete omission of consonant(s) were identified. In addition, errors of addition of identical vowels, addition of vowels between consonant clusters and addition of vowels at the end of words ending in consonant and addition of vowels beside other different vowels were identified. Addition of identical consonants, addition that result in consonant clusters and geminating one of the consonant clusters were also identified. Adopting letter sequence and orthographic symbol of English for Afan Oromo are spelling error types that

were identified regarding error of analogy. Spelling words as one word and spelling one word as separate words are spelling error types that were identified regarding spacing.

Different causes were identified for the occurrence of these errors. In omission, errors of shortening long vowels, omitting one of the geminated consonants and glottal stop come from lack of knowledge in identifying sounds and representing them with correct forms. Similar factors were identified for addition errors of lengthening short vowels and geminating non-geminated consonants. Geminating one of the consonant clusters, adding vowels between consonant clusters and errors of analogy result from the same factors. It has also been indicated that carelessness can also be the cause of these errors though it is not dominant factor.

Complete omission of vowels and consonants, addition of vowels beside other dissimilar vowels, addition of consonant beside other different consonant, transposition and spelling words as one word and one word as separate words are resulted from writers' carelessness as there are no linguistic factors that lead to such type of errors. Errors of substitution are resulted both from linguistic factors and non-linguistic factors (carelessness).

With regard to grammar, errors in using connective, case marker, agreement, parallel construction, preposition and tense were identified. Fragment is another grammar error identified in the modules. It seems that lack of attention results in most of grammar errors observed in the modules.

The finding display that there are factors which lead to linguistic errors. Lack of teaching experience, work experience in Afan Oromo, opportunity to learn in Afan Oromo and enough practice contribute to lack of linguistic knowledge which is one cause of spelling and grammar errors.

Regarding the impacts of the errors, the finding illustrates that errors in the modules have negative consequences on the students in various ways. They make the students hate using the

modules, develop negative outlook toward the course, sluggish in grasping the subject matter and unconfident in their spelling and grammar.

5.3. Recommendations

Based on the above conclusion the following recommendations are made.

1. **Training:** Afan Oromo teachers must be equipped with the necessary knowledge of spelling and grammar. Awareness creating workshop on spelling and grammar should also be organized for Afan Oromo teachers in the university.
2. **Attention:** Writers should give necessary attention for writing in Afan Oromo since carelessness is one cause of spelling and grammar errors.
3. **Practice and Experience:** To spell words correctly and produce grammatically correct sentences teachers should do a lot of reading and writing.
4. **Giving adequate time:** Shortage of time in preparing the modules is another factor that contributes to the prevalence of errors in the modules. Thus, enough time should be given for module preparation.
5. **Revision of the existing materials:** The impacts of errors in the modules do not stop only on immediate victims. Wrong understanding that the would be teachers develop from these modules may pass to their students. Thus, edition of the modules should be urgent measure. The process of editing should also be done with the cooperation efforts of all staff members.
6. **Further study:** Since this study focuses only on two modules prepared in Haramaya University, writing problems in various sectors like government office, schools, mass media, colleges and universities should be further investigated.

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Appendices

Appendix A -Spelling Errors

A1. Omission (83)

A1.1. Vowels (47)

A1.1.1. Shortening Long vowels (31)

Misspelled Words	Correctly spelled words	Transcription	Gloss
nannoo	naannoo	/naannoo/	‘environment’
ammo	ammoo	/ʔammoo /	‘however’
hordofu	hordofuu	/hordofuu/	‘to follow’
dalaga	dalagaa	/dalagaa/	‘work’
sadarka	sadarkaa	/sadarkaa/	‘rank’
yero	yeroo	/yeroo/	‘when’
konkolaata	konkolaataa	/konkolaataa/	‘car’
qalbeeffachu	qalbeeffachuu	/qalbeeffaccuu/	‘to give attention’
dare	daree	/daree/	‘room’
addan	addaan	/ʔaddaan/	‘different’
mata	mataa	/mataa/	‘head’
kitaba	kitaaba	/kitaaba/	‘book’
dhamsa	dhaamsa	/ dhaamsa/	‘message’
gababaa	gabaabaa	/gabaabaa/	‘short’
fuulle	fuullee	/fuullee/	‘mirror/ in front of’
sa’a */cow/	sa’aa	/saʔaa/	‘time’
biro	biroo	/biroo/	‘others’
soda	sodaa	/sodaa/	‘fear’
olla	ollaa	/ʔollaa/	‘neighbor’
dhaka	dhakaa	/dʔakaa/	stone’
kanafuu	kanaafuu	/kanaafuu/	‘therefore’
akkataa	akkaataa	/ʔakkaataa/	‘how of’
meshaalee	meeshaalee	/meeʃaalee/	‘materials’

kessaa	keessaa	/keessaa/	‘from within’
meeshalee	meeshaalee	/meeʃaalee/	‘materials’
jechudha	jechuudha	/ʃeɕcuuda/	‘is to mean’
abba	abbaa	/ʔabbaa/	‘father’
guyya	guyyaa	/guyyaa/	‘day’
enyuu	eenyu	/ʔeeɲɲu/	‘who’
cimaa	cimaa	/c’imaa/	‘strong’
bay’ee	baay’ee	/baayʔee/	‘many’
jechonni	jechoonni	/ʃeɕcoonni/	‘words, Nom’
kayyoo	kaayyoo	/kaayyoo/	‘objective’
caasa	caasaa	/c’aasaa/	‘structure’
aango	aangoo	/ʔaangoo/	‘power’
iddo	iddoo	/ʔiddoo/	‘place’

A1.1.2. Complete omission of vowel(s) (16)

Misspelled Words	Correctly spelled words	Transcription	Gloss
nammonn	namoonni	/namoonni/	‘peoples’ Nom
brreefamicha	barreeffamicha	/barreeffamicca/	‘the text’
graafii	giraafii	/giraafii/	‘graph’
jechich	jechicha	/ʃeɕcicca/	‘the word’
ibs	ibsi	/ʔibsi/	‘describe’
sirr	sirrii	/sirrii/	‘right’
ilaalch	ilaalcha	/ʔilaalca/	‘attitude’
oftti	ofitti	/ʔofitti/	‘toward own self’
kitba	kitaaba	/kitaaba/	‘book’
ormoof	oromoof	/ʔoromoof/	‘for Oromo’
keess	keessa	/keessa/	‘in’

dandeeny	dandeenya	/dandeeɲja/	‘able’ we
grgaaramuu	gargaaramuu	/gargaaramuu/	‘to be helped/
seerwwan	seerawwan	/seerawwan/	‘rules’
qbnaan	qabnaan	/k’abnaan/	‘ones handle’
hubchuu	hubachuu	/hubaccuu/	‘to understand’
bkka	bakka	/bakka/	‘place’

A1.2. Consonant (36)

A1.2.1. Omission of one letter from geminated consonants (21)

Misspelled Words	Correctly spelled words	Transcription	Gloss
cicimoo	ciccimoo	/c’ic’c’imoo/	‘strong’ Pl
iratti	irratti	/ʔirratti/	‘on it’
keessati	keessatti	/keessatti/	‘within’
xiqoo	xiqqoo	/t’ik’k’oo/	‘little’
kirkanoo	hirkannoo	/hirkannoo/	‘dependency’
bareeffamaa	barreeffama	/barreeffama/	‘text’
qopheesuu	qopheessuu	/k’op’p’eessuu/	‘to make ready’
fuulee	fuullee	/fuullee/	‘in front of’
qulquluu	qulqulluu	/k’ulk’ulluu/	‘clean’
samuu	sammuu	/sammuu/	‘brain’
odeeffanoo	odeeffannoo	/ʔodeeffannoo/	‘information’
sireefachuu	sirreefachuu	/sirreefaccuu/	‘to correct’
dudatti	duddatti	/duddatti/	‘on back’
fayada	fayyada	/fayyada/	‘serve’
dubisuu	dubbisuu	/dubbisuu/	‘to read’
keni	kenni	/kenni/	‘give’
xiquaate	xiquqaate	/tiq’q’aate/	‘lessened’
furmaani	furmaanni	/furmaanni/	‘solution’ Nom

faallessuu	faallessuu	/faallessuu/	‘to contradict’
lammafaa	lammaffaa	/lammaffaa/	‘second’
keessatti	keessatti	/keessatti/	‘within’
uumaticha	uummaticha	/ʒuummaticca/	‘the people’
adunyaa	addunyaa	/ʒadduɲɲaa/	‘world’
tasgabii	tasgabii	‘/tasgabii/	‘stability’

A1.2.2. Complete omission of consonant(s) (15)

Misspelled Words	Correctly spelled words	Transcription	Gloss
barreessitooa	barreessitoota	/barreessitoota/	‘writers’
afaa	afaan	/ʔafaan/	‘language’
dandaama	danda’ama	/dandaʔama/	‘possible’
balinaan	bal’inaan	/balʔinaan/	‘widely’
imaa	cimaa	/c’imaa/	‘strong’
mulatan	mul’atan	/mulʔatan/	‘seen’ they
buaa	bu’aa	buʔaa/	‘advantage’
abxicha	qabxicha	/q’abxicca/	‘the point’
watoota	wantoota	/wantoota/	‘things’
amaniisaa	amansiisaa	/ʔamansiisaa/	‘persuasive’
dabauu	dabaluu	/dabaluu/	‘to add’
dhangalauu	dhangala’uu	/dʒangalaʔuu/	‘to flow’
mariadhu	mari’achuu	/mariʔaccuu/	‘to discuss’
kakauumsa	kaka’uumsa	/kakaʔuumsa/	‘motivation’
xiixala	xiinxala	/t’iint’ala/	‘analysis’
saph’aatti	salphaatti	/salp’aatti/	‘easily’
kaayyooeen	kaayyooleen	/kaayyooleen/	‘the objectives’

A2. Addition (61)

A2.1. Vowels (33)

A2.1.1. Addition of identical vowels (20)

Misspelled Words	Correctly spelled words	Transcription	Gloss
egeree	egere	/ʔegere/	‘next’
cuunfaachuu	cuunfachuu	/c’uunfaccuu/	‘to summarize for oneself’
dabareee	dabaree	/dabaree/	‘turn’
dubbisuuu	dubbisuu	/dubbisuu/	‘to read’
reefuu	reefu	/reefu/	‘just now’
kitaaboota	kitaabota	/kitaabota/	‘books’
gudguuddaa	gudguddaa	/gudguddaa/	‘big’ PM
filaachuu	filachuu	/filaccuu/	‘to choose’
xumuuruu	xumuruu	/t’umuruu/	‘to finish’
jechaa	jecha	/ʔecca/	‘word’
waanta	wanta	/wanta/	‘thing’
qorachuuu	qorachuu	/k’oraccuu/	‘to examine’
feedhiin	fedhiin	/fedhiin/	‘interest’ Nom
hima	hima	/hima/	‘sentence’
lamaa	lama	/lama/	‘two’
faalleessuu	faallessuu	/faallessuu/	‘to contradict’
gochaa	gocha	/gocca/	‘action’
yookaan	yookaan	/yookaan/	‘or’
faakkiin	fakkiin	/fakkiin/	‘figure’ Nom
biraaa	bira	/bira/	‘close to’
tartiibaa	tartiiba	/tartiiba/	‘order’
tooraa	toora	/toora/	‘line’

A2.1.2. Addition of vowels between consonant clusters (6)

Misspelled Words	Correctly spelled words	Transcription	Gloss
namani	namni	/namni/	‘human’ Nom
minadaan	mindaan	/mindaan/	‘salary’ Nom
baruumisichi	baruumsichi	/baruumsicci/	‘The education’ Nom
ibisi	ibsi	/ʔibsi/	‘describe’
hinfayyadane	hinfayyadne	/hinfayyadne/	‘not served’
obesi	obsi	/ʔobsi/	‘tolerate’
walibira	walbira	/walbira/	‘close each other’
maxxanfame	maxxanfame	/mat’t’anfame/	‘published’

A2.1.3. Addition of vowels except the above two cases (7)

Misspelled Words	Correctly spelled words	Transcription	Gloss
raauwwatamu	raawwatamuu	/raawwatamuu/	‘to be accomplished’
dandaeessisu	dandeessisu	/dandeessisu/	‘to enable’
baasuuf	baasuuf	/baasuuf/	‘to to put out’
dubbisaautti	dubbisaatti	/dubbisaatti/	‘to reader’
galmeessuue	galmeessuu	/galmeessuu/	‘to register’
deeggaruuf	deeggaruuf	/deeggaruuf/	‘to support’
hangama	hangam	/hangam/	‘how’
jechoonnai	jechoonni	/ʔeccoanni/	‘words’
deebisiuuf	dubbisuuf	/dubbisuuf/	‘to read’
fakkaeenya	fakkeenya	/fakkeeɲa/	‘example’
lammaffaaun	lammaffaan	/lammaffaan/	‘second’ Nom
kaleossa	kaleessa	/kaleessa/	‘yesterday’
cimsai	cimsa	/c’imsa/	‘make strong’

A2.2. Consonants (28)

A2.2.1. Addition of identical consonants (14)

Misspelled Words	Correctly spelled words	Transcription	Gloss
tarsiimmoo	tarsiimoo	/tarsiimoo/	‘strategy’
arriitii	ariitii	/ʔariitii/	‘speed’
gabaabsannii	gabaabsanii	/gabaabsanii/	‘making short’
eeggaluu	eegaluu	/ʔeegalu/	‘to start’
yaaddannoo	yaadannoo	/yaadannoo/	‘note’
afaanni	afaan	/ʔafaan/	‘language’
keeyyatta	keeyyata	/keeyyata/	‘paragraph’
kenname	kenname	/kenname/	‘given to’
barreessii	barreessi	/barreessi/	‘write’
yerroo	yeroo	/yeroo/	‘time/when’
ffayyadu	fayyada	/fayyada/	‘serve’
gummaacha	gumaacha	/gumaacca/	‘contribute’
dhiyyaata	dhiyaata	/ɕiyaata/	‘be present’
fooyyya’ina	fooyya’ina	/fooyyaʔina/	‘improvement’
haalla	haala	/haala/	‘condition’
malla	mala	/mala/	‘tequiniques’
kaayyyoo	kaayyoo	/kaayyoo/	‘objective’
dogoggorra	dogoggora	/dogoggora/	‘error’
rrawwatamuu	raawwatamuu	/raawwatamuu/	‘accomplishment’

A2.2.2. Addition that result in consonant clusters (10)

Misspelled Words	Correctly spelled words	Transcription	Gloss
dubbishuu	dubbisuu	/dubbisuu/	‘to read’
dandhabaa	dadhabaa	/dadhabaa/	‘weak’ he
dubbisxuu	dubbisuu	/dubbisuu/	‘to read’
maldaaluu	madaaluu	/madaaluu/	‘to evaluate’
tarstiimoo	tarsiimoo	/tarsiimoo/	‘strategy’
qormaatnichi	qormaatichi	/k’ormaatikki/	‘the exam’ Nom
yaal’uu	yaaluu	/yaaluu/	‘to try’
danbalata	dabalata	/dabalata/	‘additional’
sagalee’lee	sagaleelee	sagaleelee/	‘sounds’
cimrse	cimse	/c’imse/	‘strengthened’ He
hinmu	himuu	/himuu/	‘to tell’
baasy’see	baay’isee	/baay’isee/	‘very’
qabxtii	qabxii	/k’abt’ii/	‘point’

A2.2.3. Geminating one of the consonant cluster (4)

Misspelled Words	Correctly spelled words	Transcription	Gloss
barssiisa	barsiisa	/barsiisa/	‘teaching’
seer-lugnni	seer-lugni	/seer-lugni/	‘grammar’ Nom
daanddiwwan	daandiiwwan	/daandiiwwan/	‘ways’
tarkkaanfii	tarkaanfii	/tarkaanfii/	‘measure’
atumtti	atumti	/ʔatumti/	‘yourself’
irraanfachuuf	irraanfachuuf	/ʔirraanfaccuu/	‘to forget’
gorssa	gorsa	/gorsa/	‘advice’

A3. Analogy (11)

A3.1. Adopting letter sequence of English (6)

Misspelled Words	Correctly spelled words	Transcription	Gloss
graafii	giraafii	/giraafii/	‘graph’
projeektii	porojeektii	/poroJeektii/	‘project’
bibliographii	baaybiloogiraafii	/baaybiloogiraafii/	‘bibliography’
baayookemistrii	baayookeemistirii	/baayookeemistirii/	‘biochemistry’
inglilaand	ingilaandii	/ʔingilaandii/	‘England’
istatstikii	istaatsitiikii	/ʔistaatsitiikii/	‘statistics’
yaang	yaangi	/yaangi/	‘young’
profeesera	poroofeesera	/poroofeesera/	‘professor’
elektriika	elektiriika	/ʔelektiriika/	‘electric’
krasheniif	kiraashen	/kiraafʃen/	‘kirashen’ Name
griikitti	giriikitti	/giriikitti/	‘in Greek’

A3.2. Adopting English orthography to represent sounds in Afan Oromo (5)

Misspelled Words	Correctly spelled words	Transcription	Gloss
ad <u>u</u> gna	addunyaa	/ʔadduɲɲaa/	‘world’
bibliograph <u>h</u> ii	baaybiloogirafii	/baaybiloogiraafii/	‘bibliography’
teleph <u>o</u> ona	telefoona	/telefoona/	‘telephone’
giraaph <u>h</u> ii	giraafii	/giraafii/	‘graph’
maartiin <u>l</u> uther	maartiin luutar	/maartiin luutar/	‘Martin Luther’ Name

A4. Substitution (49)

A4.1. Substitution between consonants (27)

Misspelled Words	Correctly spelled words	Transcription	Gloss
guunnamtii	quunnamtii	/k'uunnamtii/	'communication'
harreeffamuu	barreeffamuu	/barreeffamuu/	'to be written'
filmaamuu	tilmaamuu	/tilmaamuu/	'to guess'
tottaalee	toftaalee	/toftaalee/	'tequiniques'
go'achuu	qo'achuu	/k'oʔaccuu/	'to study'
karoorfadhu	karoorfadhu	/karoorfadʒu/	'plan'
kaazetaa	gaazexaa	/gaazet'aa/	'news paper'
agaan	afaan	/ʔafaan/	'language'
forgommii	dorgommii	/dorgommii/	'competition'
saganteeggachuu	saganteeffachuu	/saganteeffaccuu/	'to plan for own self'
dhippina	dhiphina	/dip'p'ina/	'narrowness'
kobbee	kophee	/kop'p'ee/	'shoe'
wa'umatti	walumatti	/walumatti/	'collectively'
gaafitee	gaafilee	/gaafilee/	'question'
fudachuu	fudhachuu	/fudaccuu/	'to take'
harachuu	barachuu	/baraccuu/	'to learn'
nuudan	muudan	/muudan/	'event'
qoodhate	qoodate	/k'oodate/	'separate for himself'
godamuu	godhamuu	/godamuu/	'to be done'
shaaka'uun	shaakaluun	/ʃaakaluun/	'to practice' Nom
sineessa	sirreessa	/sirreessa/	'correct' he
kutaadaan	kutaadhaan	/kutaadaan/	'by class'
firu	jiru	/Jiru/	'present' Pl
qaafa tokko	gaafa tokko	/gaafa tokko/	'one day'
akkan	akkam	/ʔakkam/	'how'
reroodhaan	yeroodhaan	/yeroodaan/	'on time'

nutii	murtii	/murtii/	‘judgment’
dhinnoo	xinnoo	/t’innoo/	‘little’
jichuun	jechuun	/Jeccuun/	‘means’
maaliin	maatiin	/maatiin/	‘family’ Nom
fuurduratti	fuulduratti	/fuulduratti/	‘in the future’
qoogni	qooqni	/k’ook’ni/	‘language’ Nom
nuri	nuyi	/nuyi/	‘we’

A4.2. Substitution between vowels (20)

Misspelled	Words	Correctly spelled words	Transcription	Gloss
dubbusuu		dubbisuu	/dubbisuu/	‘to read’
turban		torban	/torban/	‘week’
kullattii		kallattii	/kallattii/	‘direction’
filacheessuu		filachiisuu	/filacciisuu/	‘making to choose’
barattoonni		barattoonni	/barattoonni/	‘students’ Nom
handuma		hunduma	/hunduma/	‘all’
burbaachisaa		barbaachisaa	/barbaaccisaa/	‘important’
doqiiqaa		daqiiqaa	/daq’iiqaa/	‘minutes’
hijjetame		hojjetame	/hojjetame/	‘accomplished’
kenaaf		kanaaf	/kanaaf/	‘for this reason’
ulaaluun		ilaaluun	/zilaaluun/	‘looking at’
eenyaaf		eenyuuf	/zeenjuuf/	‘to whom’
torreffama		tarreeffama	/tarreeffama/	‘list’
fudachuu		fudhachuu	/fudaccuu/	‘to take’
hidduu		hedduu	/hedduu/	‘many’
morteessuu		murteessuu	/murteessuu/	‘to judge’
qojeelchi		qajeelchi	/k’afeelcci/	‘instruct’
gadhi		godhi	/godhi/	‘do’

seer-loga	seer-luga	/seer-luga/	‘grammar’
isiin	asiin	/ʔasiin/	‘this way’
jichuun	jechuun	/ʃeccuun/	‘means’
amale	amala	/ʔamala	‘conduct’
hordofuun	hordofuun	/hordofuun/	‘by following’
ba’aa	bu’aa	/buʔaa/	‘advantage’
hijii	hojii	/hoʃii/	‘work’

A4.3. Substitution between vowel and consonan (5)

Misspelled words	Correctly spelled words	transcription	Gloss
gousu	gorsuu	/gorsuu/	‘to advise’
hir _i isuu	hir’suu	/hirʔsuu/	‘to decrease’
baay _i ina	baay’ina	/baaʔina/	‘amount’
qoemaata	qormaata	/k’ormaata/	‘exam’
haalyyn	haalaan	/haalaan/	‘correctly’
h _s nga	hanga	/haŋga/	‘amount’

A5. Transposition (5)

Misspelled Words	Correctly spelled words	Transcription	Gloss
hubahcuu	hubachuu	/hubaccuu/	‘to understand’
dnada’uu	danda’uu	/dandaʔuu/	‘to be able’
baa’yee	baay’ee	/baayʔee/	‘many’
adbii	abdi	/ʔabdi/	‘hope’
niynaatu	ni nyaatu	/ni ɲaatu/	‘they will eat’
ba’laa	bal’aa	/balʔaa/	‘wide’

A6. Spacing (21)

A6.1. Spelling one word as separate words (11)

Misspelled Words	correctly spelled words	Transcription	Gloss
bil- chala	bilchala	/bilcala/	‘ripeness’
barreeffam-ni	barreeffamni	/barreeffamni/	‘text’ Nom
kaka-uumsa	kaka’uumsa	/kakaʔuumsa/	‘motivation’
bara-tu	baratu	/baratu/	‘learn’ they
uumma-ta	uummata	/ʔuummata/	‘people’
is-hee	ishee	/ʔiʃee/	‘her’
mul-atutti	mul’atutti	/mulʔatutti/	‘as observed’
kan-afuu	kanaafuu	/kanaafuu/	‘for this reason’
dubbis-toonni	dubbistoonni	/dubbistoonni/	‘readers’ Nom
dhuga-adha	dhugaadha	/ɖugaadha/	‘is true’
faay-yada	fayyada	/fayyada/	‘serve’
dha-qxi	dhaqxi	/ɖak’ti/	‘she will go’
fakk-nyaaf	fakkeenaaf	/fakkeɲaaf/	‘for example’
see-rluga	seer-luga	/seer-luga/	‘grammar’
mary-annu	maryannu	/maryannu/	‘discuss’ we
yoo-kaan	yookaan	/yookaan/	‘or’
dandeess-isa	dandeessisa	/dandeessisa/	‘he enable’

A6.2. Spelling words as one word (10)

Misspelled Words	Correctly spelled words
caasaaafaanii	caasaa ʔafaanii c’aasaa afaanii structure language.Gen structure of language

hubannooisaanii	<p>hubannoo isaanii</p> <p>hubannoo ʔisaanii</p> <p>understanding their</p> <p>their understanding</p>
madaalliimeeshaalee	<p>madaallii meeshaalee</p> <p>madaallii meesʔaalee</p> <p>evaluation materials</p> <p>material evaluation</p>
yagguuuru	<p>yagguu aaru</p> <p>yagguu ʔaaru</p> <p>when angry.3p.sg.m</p> <p>When angry</p>
garabiraatiinimmoo	<p>gara biraatiin immoo</p> <p>gara biraatiin ʔimmoo</p> <p>way other.on however</p> <p>on the other way however</p>
yookiinimmoo	<p>yookiin immoo</p> <p>yookiin ʔimmoo</p> <p>or else</p> <p>or else</p>
boqonnookanaa	<p>boqonnaa kanaa</p> <p>boq'onnoo kanaa</p> <p>chapter this.Gen</p> <p>of thi chapter</p>

jechairratti	jecha irratti jecca zirratti word on. This on this word
aadaaisaa	aadaa isaa ʔaadaa ʔisaa culture his his culture
taphattootalama	taphattoota lama tap'attoota lama players two two players
firiigaarii	firii gaarii firii gaarii result good good result
yagguuaaru	yagguu aaru yagguu ʔaaru when angry.3pSgM when angry
gabaairratti	gabaa irratti gabaa zirratti market on on the market

A7. Inconsistency in spelling (91)

Words spelled inconsistently	Transcription	Gloss
adda addaa/ adda adda	/ʔadda ʔaddaa/, /ʔadda ʔadda/	‘different’
afran / afuran	/ʔafran/, /ʔafuran/	‘four’ Nom
ajejamte /ajajamte	/ʔaʃeʃamte/ ʔaʃaʃamte/	‘ordered’ she/you
akkam/akkami	/ʔakkam/, /ʔakkami/	‘how’
ammo/immoo	/ʔammoo/,/ʔimmoo/	‘however’
anniisaa/hanniisaa	/ʔannisaa/, /hanniisaa/	‘force’
armaan gadii/armaani gadii	/ʔarmaan gadii/, /ʔarmaani gadii/	‘below’
as/asi	/ʔas/, /ʔasi/	‘here’
attam/attami	/ʔattam/, /ʔattami/	‘what’
attamiin/akkamiin	/ʔattamiin/, /ʔattamiin/	‘how’
baa’ee/baay’ee/baayee/baayyee	/baaʔee/, / baayʔee/, /baayee/, /baayyee/	‘many’
baranna/baratna	/baranna/, /baratna/	‘we learn’
beekumsa/beekumsa	/beekumsa/, /beekumsa/	‘knowledge’
dandeenna/dandeenya	/dandeenna/, /dandeeɲna/	‘we able’
dandeette/dandeesse	/dandeette/, /dandeesse/	‘able’ you(sg)/she
dur/duri	/dur/, /duri/	‘long ago’
duraan/duraani	/duraan/, /duraani/	‘before’
eentu/eennutu/eenyutu	/ʔeentu/, /ʔeennutu/, /ʔeeɲutu/	‘who’ Foc
ejjennoo/ejjannoo	/ʔeʃʃennoo/, /ʔeʃʃannoo/	‘standpoint’
gaaffii/gaafii	/gaaffii/, /gaafii/	‘question’
gaalewwan/galeewwan	/gaalewwan/, /galeewwan/	‘phrases’
gara garaa/gara gara	/gara garaa/, /gara gara/	‘different’
haasa’uu/haasayuu/haasawuu	/haasaʔuu/, /haasayuu/, /haasawuu/	‘to talk’
hanquu/hanqoo	/hank’uu/, /hank’oo/	‘incomplete’
hiikaa/hiikkaa	/hiikaa/, /hiikkaa/	‘meaning’

hiriyoota/ hiriyyoota	/hiriyoota/, /hiriyyoota/	'friends'
hojii/hujii	/hoʃii/, /huʃii/	'work'
hojjachuu/hojjechuu	/hoʃʃaccuu/, /hoʃʃeccuu/	'to work'
hundaa'a/hundaaya	/hundaaʔa/, /hundaaya/	'depend'
iddoo/oddo	/ʔiddoo/, /ʔoddo/	'place'
iddoon /iddooni	/ʔiddoon/, /ʔiddooni/	'place' Nom
imaaltota/imaltoota	/ʔimaaltota/, /ʔimaltoota/	'pilgrims'
irriiba/hirriiba	/ʔirriiba/, /hirriiba/	'sleep'
isaan/isaani	/ʔisaan/, /ʔsaani/	'they'
isee/ishee	ʔisee/, /ʔifee/	'her'
jaalatu/jaal'atu	/ʔaalatu/, /ʔaalʔatu/	'love' they
jejjertii /jarjartii	/ʔeʃʃertii/, /ʔarʃartii/	'speed'
kam/kami	/kam/, /kami/	'which'
kayyoolee/kaayyolee	/kayyoolee/, /kaayyolee/	'objectives'
keessa/keeya	/keessa/, /keeya/	'in'
keeyyata/keyyata	/keeyyata/, /keyyata/	'paragraph'
kitaabilee/kitaabbilee	/kitaabilee/, /kitaabbilee/	'books'
kunniin/kanniin/kanneen	/kunniin/, /kanniin/, /kanneen/	'these'
maal/maali	/maal/, /maali/	'what'
maleen/malleen	/maleen/, /malleen/	'tequiniques'
nu'i/nuy	/nuʔi/, /nuy/	we'
qa'ee/qe'ee	/k'aʔee/, /k'eʔee/	'compound'
qophaa'uu/qophaayuu	/k'op'p'aʔuu/, /q'op'p'aayuu/	'to ready'
raggasisuu/raggaassisuu	/raggasisuu/, /raggaassisuu/	'to make checked'
rakkinna/rakkina	/rakkinna/, /rakkina/	'problem'
sadeen/sadiin	/sadeen/, /sadiin/	'three' Nom
seerluga/seer-luga	/seerluga/, /seer-luga/	'grammar'
toftaalee/tooftaalee	/toftaalee/, /tooftaalee/	'methods'
tokkoon/tokkooni	/tokkoon/, /tokkooni/	'one' Nom
uduu/oduu	/ʔuduu/, /ʔoduu/	'news'

uf/of	/ʔuf/, /ʔof/	‘own self’
ufii/ufi	/ʔufii/, /ʔufi/	‘for own self’
umrii/umurii	/ʔumrii/, /ʔumurii/	‘age’
waayee/waa’ee	/waayee/, /waaʔee/	‘about’
waggaa/woggaa	/waggaa/, /woggaa/	‘year’
wajjiin/ waliin	/waʃʃiin/, /waliin/	‘together’
wal/wali	/wal/, /wali/	‘each other’
woca/waca	/woc’a/, /wac’a/	‘noise’
wolfaana/walfaana	/wolfaana/, /walfaana/	‘together’
wolitti/walitti	/wolitti/, /walitti/	‘together’
wolumaagalatti/walumaagalatti	/wolumaagalatti/, /walumaagalatti/	‘generally’
wonna/wanna	/wonna/, /wanna/	‘thing’
worreen/warreen	/worreen/, /warreen/	‘families/things’
xinnaate/xiqqaate	/t’innaate/, /t’ik’k’aate/	‘became little’
xummura/xumura	/t’ummura/, /t’umura/	‘conclusion’
yaada-rimeen/yaadrimeen	/yaada-rimeen/, /yaadarimeen/	‘main point’
yagguu/yogguu	/yagguu/, /yogguu/	‘when’
yommuu / yemmoo	/yommuu/, /yemmoo/	‘when’
yeroo/yeeroo	/yeroo/, /yeeroo/	‘time’
yeroon/yerooni	/yeroon/, /yerooni/	‘time’ Nom
yookaan/ yookiin	/yookaan/, /yookiin/	‘or’

A8 Unclassifiable errors (18)

danda'aa/

tolatu

litti

qabuuhlanda'ani

goehuu liqimfamanii

hintaa'ani

attonii

gamlni dubbisanuu

gallgaluun

dalayan

guae

qkeekka

chiiffotaa

cimsqchuuf

keeok

akkunla

ilve

go

gilgaalala

idaltee

darbu'uun

maradhaa

qabaachu'uun

qalbda

chuuaruunii

kiyyiin

hammata'a

uandannoolee

dhaloga

Appendix B-Grammar Errors

B1. Errors in the use of connectives

1. dubbisa -ni want-ootaa hiika sii fi kenn -Ø -an-Ø waliin wal
reading -Nom thing-Pl meaning you.Sg.Dat and give-3p-Pl-Pf with each other
si -k'unnam-siis-a
you.Sg-meet -Cs -Impf

'Reading meets you with things that give you and meaning.'

.....sii(f) kenn-Ø -an-Ø
.....you.Dat give-3p-Pl -Pf.....

'Reading meets you with things that give you meaning.'

2. yoo mata duree barbaad-at -t -e -n booda kan zitti zaanu iJoo barbaad-
when topic find -Ref-2Sg-Pf-Nom after Part it follow main point find -
acc-u -da
Ref-Inf-is

'When after you found your topic, what follow is to find your main point.'

yoo mata duree barbaad -at -t -e -n booda kan zitti zaanu iJoo barbaad-
when topic find -Ref-2Sg-Pf-Nom after Part it follow main point find -
acc-u -da
Ref-Inf-is

'After you found your topic, what follow is to find your main point.'

3. kun hund-i si k'ofa zosoo hin -taa? - n -e zeyyuu zirra bakka hunda-ttii
this all -Nom you only however Neg-be happen-Neg-pf who on place all -at
yagguu kam-illee gah -uu ni danda?-a
time any -even happen-Inf Foc be able- Impf

'This all could not only be happen to you, it could be able to happen even on anyone, at any place, at any time.'

.....irra-llee.....
..... on-also.....

‘This all could not only be happen to you, it could also be able to happen to anyone, at any place, at any time.’

4.fakkii-n suuraa-n gabatee-n meek’a -tu book’onnaa kana keessa-ti diyaat-
figure-Nom photo-Nom table -Nom how many-Foc chapter this in -with present-
Ø -an-ii -Ø Jir-Ø -u
3p- Pl- Epen-Pf be-3p- Pl.Pf

‘How many picture, photo, table have been presented in this chapter?’

fakkii-n suuraa-n fi gabatee-n.....
figure-Nom photo-Nom and table -Nom

‘How many picture, photo and table have been presented in this chapter?’

5.madaallii-n meefjaa-lee barnootaa haata?u malee seera k’abeessaa fi k’aJeelaa hanga
evaluation-Non material-Pl education however rule governed and correct as much as
danda?metti ta? -uu k’aba
possible happen-Inf should

‘Evaluation of educational materials should be however correct and rule governed as much as possible.’

.....barnootaa seera k’abeessa.....
.....education rule governed.....

‘Evaluation of educational materials should be correct and rule governed as much as possible.’

6. deebii kana ragaa muut’annoo dubbis-uu ?irraa k’ab-t -u -n ?irkis -t -ee
answer this evidence experience read -ing from have-2Sg-Imf-with support-2Sg-Pf.Int
fakkeejna waliin kenn-Ø -i
example with give -2Sg-Imp

‘Did you support this answer with information that you have from reading experience give with example.’

deebii kana ragaa muut’annoo dubbis-uu zirraa k’ab -t -u -n ʔergra ʔirkis -t -e
answer this evidence experience read -ing from have-2Sg-Imf-with after support-2Sg-Pf
-e booda fakkeejna waliin kenn-Ø -i
-Epen then example with give-2Sg-Imp

‘After you supported this answer with evidence that you have from reading experience, give with the example.’

7. bakka hooʔ-i ʔifn -i fi k’ulk’ullin-ni fi k’illeens-i harawaa-n
place heat -Nom light-Nom and cleanness-Nom and air -Nom fresh -Nom be
Jiru....
present.....

‘Place where there is heat, light, and cleanness and fresh air.....’

bakka hooʔ-i ʔifn -i k’ulk’ullin-ni fi k’illeens-i harawaa-n Jiru.....
place heat -Nom light -Nom cleanness -Nom and air -Nom fresh -Nom be resent.....

‘Place where there is heat, light, cleanness and fresh air.....’

8. kutaa barnootaa keessa-tti tooftaa-lee goccaa-lee amal -ota tarsiimoo-lee hariiroo-wwan
class room in -with method-Pl action-Pl character-Pl strategy -Pl relation -Pl
meeʃaa -lee kan kana fakkaat-an kan ʔargat-an-ii fi ʔitti fayyad-am-an.....
material-pl which this seem -Pl that get -Pl-Epen and it serve -Ps -Pl.....

‘Within the class room methods, actions, characterstics, strategies, relations, materials so on that they get and use’

kutaa barnootaa keessa-tti tooftaa-lee goccaa-lee amal -ota tarsiimoo-lee hariiroo-wwan
class room in -with method-Pl action -Pl character-Pl strategy -Pl relation-Pl
meeፊaa -lee fi kan kana fakkaat-an kan ጎargat-an-ii fi zitti fayyad-am-an.....
material-pl and which this seem -Pl that get -Pl-Epen and it serve -Ps -Pl.....
‘Within the class room methods, actions, characterstics, strategies, relations, materials and so
on that they get and use’

B2 Case Errors

1. seenaa Jireeፓፓa

history life

‘History life.’

seenaa Jireeፓፓaa

history life.Gen

‘History of life/ life history.’

2. keeyyataaf keessaa yaada ziፓoo ta? -e baas -add-u

Paragraph.Dat from inside idea main become-Pf find out-Ref -Sg. Impf

‘Find out the main idea for the paragraph from inside.’

keeyyata keessaa yaada ziፓoo ta? -e baas -add-u

Paragraph inside.from idea main become-Pf find out-Ref -Sg. Impf

‘Find out the main idea from inside the paragraph.’

3. book’onnaa-lee kitaaba keessa Jiran meek’a

chapter -Pl book inside exist how many

‘Chapters exist in the book how many?’

bok'onnaa-lee-n
chapter -Pl -Nom.....

'How many chapters exist in the book?'

4. baratt -oot-ni c'im -oo-n dogoggoraa-f hin -sodaat- \emptyset -an- \emptyset
student-Pl -Nom intelligent-Pl-Nom error -Dat Neg-fear -3p-Pl-Neg.Impf

'Intelligent students do not fear for errors.'

baratt -oot-ni c'im -oo-n dogoggora hin -sodaat- \emptyset -an- \emptyset
student-Pl -Nom intelligent-Pl -Nom error Neg-fear -3p-Pl-Neg.Impf

'Intelligent students do not fear error.'

5. war -i zollaa kiyya Jiraat- \emptyset -an- \emptyset namaa fi t'ik'k'-uma-llee hin -yaad - \emptyset -
family-Nom neighbor my live -3p-Pl-Implf man.Dat and little -Foc-even Neg-think-3p-
an- \emptyset
Pl-Neg.Implf

'Family lives at my neighbor and do not care even a little for others.'

war -i zollaa kiyya Jiraat- \emptyset -an- \emptyset namaa(f) t'ik'k'-uma-llee hin -yaad - \emptyset -an-
family-Nom neighbor my live -3p-Pl-Implf man.Dat little -Foc-even Neg-think-3p-Pl-
 \emptyset
Neg.Implf

'Family lives at my neighbor do not care even a little for others.'

6. yeroo k'ormaata

time exam

'Time exam.'

yeroo k'ormaataa

time exam.Gen

'Exam time/ Time of exam.'

B3. Agreement Errors

1. dandeettii fi feʔii kee hin-dagat -i -n yagguu galii kee
ability and interest your.2Sg Neg-forget-Imp.2Sg-Neg when income your.2Sg
sagantaa-s -at -∅ -u
plan -Cs-Ref-3SgM-Impf

'Do not forget your ability and interest when he plans your income.'

dandeettii fi feʔii kee hin-dagat-i -n yagguu galii kee
ability and interest your.2Sg Neg-forget-Imp.2Sg-Neg when income your.2Sg
sagantaa-s -at -t -u
plan -Cs-Ref-2SgM-Impf

'Do not forget your ability and interest when you plan your income.'

2. gaazet'eess-oot-ni -s haala salp'aa zisaan ʔaman-uu ʔirraa ʔuf ʔeeg -uu
journalist -Pl -Nom-too condition simple them believe-Inf from self refrain-Inf
k'aba
should:3SgM

'Journalists too should refrain himself to believe them from any simple condition.'

gaazet'eess-oot-ni -s haala salp'aa zisaan ʔaman-uu ʔirraa ʔuf ʔeeg -uu
journalist -Pl -Nom-too condition simple them believe-Inf from self refrain-Inf
k'abu
should:3Pl

'Journalists too should refrain themselves to believe them from any simple condition.'

3.....k'op'p'aaṣuu ṛirraa ṛati ṛargat-∅ -u
preparation from you.Sg get -3SgM-Impf
 '.....you (Sg) gets from preparation.....'

.....k'op'p'aaṣuu ṛirraa ṛati ṛargat-t̄ -u
preparation from you.Sg get -2Sg-Impf
 '..... you (Sg) get from preparation.....'

4.yaad-ota taaṛiins-otaa fi gocca-lee ṛamma ṛisaan muudat-∅ -e.....
 idea-Pl event -Pl and action-Pl now them face -3SgM-Pf.....
 'Ideas, events, and actions that faces them now.....'

yaad-ota taaṛiins-otaa fi gocca-lee ṛamma ṛisaan muudat-∅ -an-∅
 idea-Pl event -Pl and action-Pl now them face -3p-Pl-pf.....
 'Ideas, events, and actions face them now.....'

5. kiraashen-i fi tarrel barat -oota c'aasaa seerlugaa ḥaakal -siis-aa
 kirashen -Nom and tarrel student-Pl structure grammar.Gen practice-Cs-Agent
 ṛooluu -n ṛakka haf -∅ -u gors -∅ -a
 whole day-Nom that cease-3Sg-Impf advise-3SgM-Impf
 'Kirashen and Tarrel advises to cease practicing students, grammatical structure the whole day.'

kiraashen-i fi tarrel barat -oota c'aasaa seerlugaa ḥaakal -siis-aa
 kirashen -Nom and tarrel student-Pl structure grammar.Gen practice-Cs-Agent
 ṛooluu -n ṛakka haf -∅ -u gors -∅-an-∅
 whole day-Nom that avoid-3Sg-Impf advise-3-Pl-Impf
 'Kirashen and Tarrel advise to cease practicing students, grammatical structure the whole day.'

B4 Error of non-parallel construction

1. kitaab-ota fi barreeffama c'ic'c'imoo dubbis-uu ni danda?-ø -u
book -Pl and text difficult. Pl read -Inf Foc be able-3p-Pl.Impf
'They will be able to read difficult bookss and text.'

kitaab-ota fi barreeffam-oota c'ic'c'imoo dubbis-uu ni danda?-ø -u
book -Pl and text -Pl difficult. Pl read -Inf Foc be able-3p-Pl.Impf
'They will be able to read difficult bookss and textss.'

2.basaas -uu yookaan sassakatta? -uu.....
.....look for-Inf or check again and again-Inf.....
'.....to look for or to check again and again.....'

.....basaas -uu yookaan sakatta?-uu.....
.....look for-Inf or check -Inf.....
'.....to look for or to check

3. kutaa barnootaa keessa-tti tooftaa -lee goccaa-lee amal -ota tarsiimoo hariiroo
class room in -with method -Pl action -Pl character-Pl strategy relation
meejaa -lee fi kan kana fakkaat-an kan zargat-an-ii fi zitti fayyad-am-an.....
material-pl and which this seem -Pl that get -Pl-Epen and it serve -Ps -Pl.....
'Within the class room methodss, actionss, charactersticss, strategiy, relation, materialss and so on
that they get and use

kutaa barnootaa keessa-tti tooftaa -lee goccaa-lee amal -ota tarsiimoo-lee hariiroo-wwan
class room in -with method-Pl action-Pl character-Pl strategy -Pl relation-Pl
meejaa -lee fi kan kana fakkaat-an kan zargat-an-ii fi zitti fayyad-am-an.....
material-pl and which this seem -Pl that get -Pl-Epen and it serve -Ps -Pl.....

‘Within the class room methods, actions, characteristics, strategies, relations, materials and so on that they get and use

4. madaallii battallee fi madaallii k’ormaata.....

evaluation test.Gen and evaluation exam.....

‘Evaluation of test and evaluation exam.....’

madaallii battallee fi madaallii k’ormaataa.....

evaluation test.Gen and battallee exam.Gen.....

‘Evaluation of test and evaluation of exam.....’

5. bakka hoo?-i ?ifn -i k’ulk’ullaawaa fi k’illeens-i harawaa-n Jiru.....

place heat -Nom light-Nom clean and air -Nom fresh -Nom be resent.....

‘Place where there is heat, light, clean and fresh air.....’

bakka hoo?-i ?ifn -i k’ulk’ullin-ni fi k’illeens-i harawaa-n Jiru.....

place heat -Nom bright-Nom clean -Nom and air -Nom fresh -Nom be resent.....

‘Place where there is heat, light, cleanness and fresh air.....’

B5 Fragment errors

1. karaa biraa ?immoo

way other however

‘In other way however,’

2. jecc -oota yookiin mak’aa-lee ?armaan gadii ?afaan tokkoffaa yookaan lammaffaa

word-Pl or name -Pl below language first or second

Jed-uu -n

say-ing-by

‘By saying first or second language, words or names below.’

3. bakka ʔafur-itti qood -uu -n ni dandaʔ-am-∅ -a
 place four -into classify-Inf-Nom Foc be able-Ps -3SgM-Impf
 ‘Possible to classify into four palaces.’

4. seec’c’aʔ-∅ -ii ʔirra-tti wal -iin marʔat-ɸ -u
 analyse -2Sg-Impf on -it each other-with discuss-2Sg- Imp
 ‘Analyse and discuss on it with each other.’

5. hiriyy-oota kee wal -iin ʔirra-tti marʔat-uu -n
 friend-Pl your each other-with on -it discuss-ing-by
 ‘By discussing on it with your friends.’

6. mee ‘A’ ʔirraa gara ‘B’ wal -itti firooms- ∅ -i
 please ‘A’ from to ‘B’ each other-to match -2Sg-Imp
 ‘Please match from ‘A’ to ‘B’.’

7. haala biraa yoo kan beek -t -u taʔe ʔitti dabal-i
 condition other if part know-2Sg-Impf may be to add -Imp
 ‘May be, if you know other condition add to.’

B6 Errors of preposition

1. ʔeeɲnu kan kufaatii ʔirra barnoota gaarii barat-e
 who Part failure on education better lear -Pf
 ‘Who learned better education on failure?’

ʔeeɲnu kan kufaatii ʔirraa barnoota gaarii barat-e
 who Part failure from education better lear -Pf
 ‘Who learned better education from failure?’

2. haala bira yoo kan beek -t -u taʔe ʔitti dabal -i
 condition beside if part know-2Sg-Impf may be to it add -Imp
 ‘May be, if you know beside the condition, add to it.’

haala biraa yoo kan beek-t -u taʔe ʔitti dabal-i
 condition other if part know-2Sg-Impf may be to it add -Imp
 ‘May be, if you know other condition, add to it.’

3. mee wal firooms-uu yaal-i.
 Please each other match -inf try -2Sg.Imp
 ‘Please, you (Sg) try to match each other.’

mee wal -itti firoomsuu yaal-i
 Please each other-to matching try -2Sg.Imp
 ‘Please, you (Sg) try to match to each other.’

4.....ʔakka wal -irra ʔaan -∅ -an-ii duf -∅ -an-∅ god -uu -n
as each other-on next-3p-Pl-Epen come-3p-pl-Impf make-ing-by
(lit)by making them come on each other
 ‘.....by making them support each other’

.....ʔakka wal -itti ʔaan-∅ -an-ii duf -∅ -an-∅ god -uu -n
as each other-to next -3p-Pl-Epen come-3p-pl-Pf make-ing-Nom
 ‘.....by making them come next to each other’

5. hiika galmee ʔirra ʔaallag-uu-n.....
 meaning dictionary on attempt-ing-by.....
 ‘By ttempting meaning on the dictionary.....’

hiika galmee ʔirraa ʔaallag-uu-n.....
 meaning dictionary from attempt-ing-by.....
 ‘By attempting meaning from the dictionary.....’

6. sabab -oota nam -oot-ni dubbat-∅ -an-ii -f keessa ʔisaan kun muraasa
 reason-Pl person-Pl -Nom speak -3p-Pl-Epen-Purp in ones these some
 ‘Among reasons persons speak (complain) these ones are some.’

sabab -oota nam -oot-ni dubbat-∅ -an-ii -f keessaa ʔisaan kun muraasa
 reason-Pl person-Pl-Nom speak-3p-Pl-Epen- Purp among ones these some
 ‘Among reasons persons speak (complain) these ones are some.’

7. kutaa kana keessa-tti fi mall -een kun maal ʔakka fakkaat-an barat-t -u -∅
 keestion this in -with and method-Pl these what like look -Pl learn-2p-Pl-Impf
 ‘In this section and you will learn what these methods look like.’

kutaa kana keessa-tti mall -een kun maal ʔakka fakkaat-an barat-t -u -∅
 keestion this in -with method-Pl these what like look -Pl learn -2p-Pl-Impf
 ‘In this section you will learn what these methods look like.’

B7 Tense related errors

1. deebii kana ragaa muut’annoo dubbis-uu ʔirraa k’ab -t -u -n ʔirkis -t -e
 answer this evidence experience read -ing from have-2Sg-Impf-with support-2Sg-Pf
 -e fakkeejjaa waliin kenn-∅ -i
 -Epen example with give -2Sg-Imp
 ‘Supported this answer with evidence that you have from reading experience give with
 example.’

deebii kana ragaa muut'annoo dubbis-uu zirraa k'ab -t -u -n zirkis -t
answer this evidence experience read -ing from have-2Sg-Impf-with support-2Sg
-i -i fakkeerjja waliin kenn-ø -i

-Impf-Epen example with give -2Sg-Imp

'Supporting this answer with evidence that you have from reading experience, give with the example.'

2. yeroo hunda ziddoo barsiisaa-n zitti si zarg-e -e danda? -ø -u
always place teacher -Nom to you(Sg) see -Pf.PAT-Epen be able-3Sg-Impf
ta?-i
sit -Imp. PRT

'Always sit in a place where your teacher able to saw you.'

yeroo hunda ziddoo barsiisaa-n zitti si zarg-u -u danda? -ø -u
always place teacher -Nom to you(Sg) see -Impf.PRT-Epen be able-3Sg-Impf
ta?-i.
sit -Imp. PRT

'Always sit in a place where your teacher able to see you.'

3. gaalmeen Jeccootaa yeroo adda addaa hoJJet-am-ø -an-ø k'ubee zafaan zoromoo har?aa-
dictionary time different work -Ps-3p-Pl-Pf letter language oromo today-
tiif buzuura ta?-u Jecc-uu -n ni danda? -am-a

Dat base be -Impf say -Inf-Nom Foc be possible-Ps-Impf

'It can be possible to say dictionaries prepared at different times can be base for todays Afan Oromo orthographic symbols.'

gaalmeen Jeccootaa yeroo adda addaa hoJJet-am-ø -an-ø k'ubee zafaan zoromoo har?aa-
dictionary time different work -Ps-3p-Pl-Pf letter language oromo today-
tiif buzuura Jecc-uu -n ni danda? -am-a

Dat base say -Inf-Nom Foc be possible-Ps -Impf

‘It can be possible to say dictionaries prepared at different times are base for todays Afan Oromo orthographic symbols.’

4. of fuundura waan sana zirra deeb -t -ee dubbis-uu yoo barbaad-d -e kun salp’p’aatti
in feature thing that on again-2Sg-pf read -Inf if need -2Sg-pf this easly
zarg-uuf si gargaar-e
find-Inf you help -Pf.PAT

‘In the feature, if you need to read that thing again, this helped you to find it easily.’

of fuundura waan sana zirra deeb -t -ee dubbis-uu yoo barbaad-d -e kun salp’p’aatti
in feature thing that on again-2Sg-pf read -Inf if need -2Sg-pf this easly
zarg-uuf si gargaar-a
find-Inf you help -Impf.FRT

‘In the feature, if you need to read that thing again, this will help you to find it easily.’

Appendix- C

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTEMENT OF LINGUISTICS AND PHILOLOGY**

A questionnaire to be completed by students

Dear student:

First of all, I would like to thank for your kind co-operation to fill this questionnaire. The purpose of this questionnaire is to get information about the modules you use. Your information helps me to successfully complete my study on appropriateness of Afan Oromo modules with regard to spelling and grammar. This means that the value of the study is entirely determined by your sincere responses to each item in the questionnaires. Therefore, please answer each statement honestly and by considering it carefully. Since this is not an examination, you are absolutely free to answer each statement on the basis of your own experience.

As regarded to the information the researcher would like to assure you that all the responses you give will be kept confidentially and used only for research purpose. As a further assurance you do not need to write your name. Your kind co-operation in this matter is gratefully acknowledged!

Thank you in
advance

Sex: Male _____ Female _____

Questionnaire for Students

Direction

Respond to the question by putting circle on the alternatives given except for question which ask you to write. For alternative questions you can choose one or more item(s) on the basis of your experience.

1. Have you observed errors related to spelling and grammar in Afan Oromo modules you have been using?

A. Yes

B. No

2. If your answer to question one is 'Yes' mention the name of the modules in which you observed these errors.

3. If your answer to question one is 'yes' to what extent do these errors exist in the modules?

A. Very high

C. Average

B. High

D. Low

4. If your answer to question one is 'yes' what sort of spelling errors have you observed in the modules? (you can select more than one alternative)

A. Spelling errors regarding consonant gemination

B. Spelling errors regarding vowel lengthening and shortening

C. Improper use of glottal stop

D. Errors related to consonantal clusters

E. Errors in the use of diagraphs

F. Others _____

5. If your answer to question one is 'yes' what sort of grammar errors have you observed in the modules? (you can select more than one alternative)

A. Agreement related errors

- B. Tense related errors
- C. Connectives related errors
- D. Preposition related errors
- E. Others_____

6. To what extent do the errors in the modules hinder your understanding of the subject matter?

- A. Very high
- B. High
- C. Average
- D. Low
- E. Not any

7. If your answer to question six is Except 'E' how it affects your understanding of the subject matter?

8. To what extent do the errors in the modules diminish your interest in using the modules?

- A. Very high
- B. High
- C. Average
- D. Low
- E. Not any

9. To what extent do the errors in the modules diminish your interest toward the course for which the modules were prepared?

- A. Very high
- B. High
- C. Average
- D. Low
- E. Not any

10. Do errors in the modules have negative effect on your grammar and spelling performance?

- A. Yes
- B. No

11. For the answer you gave on question ten give your justifications.

12. As the user of these modules what do you think about the causes of these errors?

13. What do you think should be done to avoid the causes of these errors?

YUUNVARSIITII ADDIS ABABAATTI
DHAABBATA BARNOOTAA DIGRII LAMMAFFAA
MUUMMEE XIINQOOQAA FI FILOOLOJII

Gaafannoo Barattootaaf Qophaa'e

Kabajamtoota Barattootaa:

Duraan dursee, gargaarsa isin gaafannoo kana guutuuf gootaniif baay'een isin galateeffadha. Kaayyoon gaafannoo kanaa, odeeffannoo waa'ee Moojula itti fayyadamaa jirtanii fi fayyadamtan akkasumas barsiisota keessanii isinirraa argachuu ilaallata. Odeeffannoon isin kennitan galma gahiinsa qorannoo kanaaf baay'ee murteessaadha. Kana jechuun, bu'aan qorannoo kanaa deebii isin kennitan irrati hundaa'a jechuudha. Kanaafuu, gafilee hunda amanamtummaadhaa fi sirriitti xiinxaluun akka deebistanan isin gaafadha.

Gaafiin kun qormaata waan hin taaneef, dhiphuu tokko malee muuxannoo kee irratti hundaa'uun deebii kenni. Odeeffannoon keessanis iccitiin qabamuudhaan qorannoo kanaaf gofa kan oolu ta'uu isaatan isiniif mirkaneessa. Kanaaf, immoo maqaa keessan barreessuun akka hin barbaachifne hubachuun gahaadha.

Galatoomaa!

Saala: Dhiira _____ Dhalaa_____

Qajeelfama

Mallattoo geengoo deebii irratti maruudhaan gaafilee filannootiif deebii kee kenni. Gaafilee filannoo deebii tokkoo ol filachuuf heyyamaniif akka muuxannoo keetitti deebii tokkoo ol kennuu dandeessa. Gaafiilee banaa ta'aniif immoo barreessuudhaan deebii kee kenni.

1. Moojuloota fayyadamaa turte kana keessatti dogoggorri qubeessuu fi seerlugaa argite jiraa?
A. Eeyyee
B. Lakkii
2. Deebiin ati gaafii tokkoffaaf kennite 'eeyyeen' kan jedhu yoo ta'e, moojuloota kam keessatti rakkoon kun akka si muudate caqasi.

3. Deebiin ati gaafii tokkoffaaf kennite 'eeyyeen' kan jedhu yoo ta'e, moojuloota kana keessatti argamni rakkoolee kanaa hammam jetta?
A. Baay'ee ol aanaadha
B. Ol aanaadha
C. Giddu galeessa
D. Gad aanaadha

4. Deebiin gaafii tokkoffaaf kennite 'eeyyeen' kan jedhu yoo ta'e, qubeessuun wal qabatee dogoggoroota akkamiit argitee? (deebii tokkoo ol filachuu dandeessa).
A. Dogoggora sagalee jabaa fi laafaa qubee sirriin bakka buusuu dhabuu.
B. Dogoggora sagalee dheeraa fi gabaabaa qubee sirriin bakka buusuu dhabuu
C. Hudhaa seeraan ala itti fayyadamuu
D. Dogoggora baay'ina dubbifamaa garagaraa walitti aananii dhafaniin walqabate.
E. Dogoggora qubee dachaatiin wal qabate.
F. Kan biraa_____

5. Deebiin ati gaafii tokkoffaaf kennite ‘eeyyeen’ kan jedhu yoo ta’e, seerlugaan wal qabatee rakkoo akkamiit argitee? (Deebii tokkoo ol filachuu dandeessa).

A. Rakkoo gulummoo fi xumurri walgituu dhabuu. (Fkf, inni dhufan ykn dhufte)

B. Rakkoo hennaan wal qabate. (Fkf, Inni kaleessa dhufa)

C. Rakkoo itti fayyadama walqabsiistuun wal qabate.

D. Rakkoo durduubeettii fayyadamuudhaan wal qabate.

E. Kan biraa _____

6. Dogoggoroonni moojuloota keessa jiran kun hammi isaan akka ati qabiyyee barnootichaa hin hubanne si taasisan?

A. Baay’ee ol aanaadha

C. Giddu galeessa

B. Ol aanaadha

D. Gad’aanaadha

E. Homaa

7. Deebiin ati gaafii jahaffaa irratti kennite ‘E’ dhaan ala yoo ta’e akkamitti tattaaffii ati barnooticha hubachuuf taasistu miidhuu akka danda’an ibsi.

8. Dogoggoroonni moojuloota keessa jiran kun hammi isaan fe’ii ati moojuloota kanatti fayyadamuuf qabdu gadi buusan?

A. Baay’ee ol aanaadha

C. Giddu galeessa

B. Ol aanaadha

D. Gad’aanaadha

E. Homaa

9. Dogoggoroonni moojuloota keessa jiran kun hammi isaan fe’ii ati barnootichaaf qabdu gadi buusan?

A. Baay’ee ol aanaadha

C. Giddu galeessa

B. Ol aanaadha

D. Gad’aanaadha

E. Homaa

10. Dogoggoroonni qubeessuu fi seerlugaa, moojuloota keessa jiran kun, dandeettii qubeessuu fi seerlugaa kee irratti dhiibbaan fidan yookaan fiduu danda'an jiraa?

A. Eeyyeen

B. Lakkii

11. Gaafii kurnaffaa irratti deebii kenniteef sababa kenni.

12. Akka fayyadamaa meeshaalee kanaatti maddi dogoggoroota kanaa maal sitti fakkaataa?

13. Madda dogoggoroota kanaa qoorsuuf maaltu ta'uu qaba jettee yaaddaa?

Appendix-D
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTEMENT OF LINGUISTICS AND PHILOLOGY

Interview questions for Teachers

Section I. Information about the Interviewees

1. What is your moment level of education and the field of study in which you earn it?
2. Did you get a chance to learn in Afan Oromo before you earn your present education level?
3. What is your work experience as Afan Oromo teacher?
4. What is your first language?

Section II. Basic questions

1. Have you used modules prepared for Afan Oromo students? If yes, which module(s) have you used? If not why?
2. If your answer to question one is yes? Have you seen any errors related to spelling and grammar in these modules? Please describe the extent to which grammar and spelling errors prevailed?
3. On question two if you agree that spelling and grammar errors exist in the modules, what sort of errors have you observed regarding spelling and grammar?
4. What can you suggest about the causes of these errors? Mention separately regarding spelling and grammar.
5. Do you think the use of identical script by English and Afan Oromo creates interference in Afan Oromo spelling? Give justification for your response.
6. Are there any negative consequence that the errors in the modules have on the students' subject matter understanding, and spelling and grammar performance? Give justifications for your response.

7. What should be done to avoid the causes of these errors and to minimize errors in the existing modules to make them appropriate for use?
8. Have you got an opportunity to prepare Afan Oromo modules? If your answer is yes, is there any difficulty that you faced regarding spelling and grammar in the course of preparation? If your answer is yes what are those difficulties?

DECLARATION

I here declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: Fikadu Belda

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Gideon Cohen (Ph.D)

Signature: _____

Date: _____