

AN ANALYTICAL STUDY OF PATTERNS  
OF SPELLING ERRORS OF FRESHMEN  
ETHIOPIAN STUDENTS AT AAU  
MAIN CAMPUS

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By  
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## A B S T R A C T

The main objective of this study is to examine some of the causes and occurrences of the spelling errors of the freshmen Ethiopian students and thereby account for these errors.

According to Error Analysis (EA) theories and inter-language (IL) studies, the learners' errors are developmental and systematic by nature. The systematicity in the error data indicates a more or less natural progression (development) in the learners' acquisition of English language showing adherence to "learner-generated' or 'built-in' syllabus" (see Corder 1981) i.e, the stages of development in learning English.

To verify the claims of EA and IL studies with regard to the occurrences of the learners' spelling, a total of 140 freshmen Ethiopian students with differing mother-tongue (MT) and backgrounds were given two tests i.e, dictation and composition writing. The same composition tests were also given to 24 multilingual group of children at the English Community School (ECS).

The spelling errors obtained from each test written by the Ethiopian group were superficially classified into categories induced by the error types. These errors were then further classified into the clearest error patterns that emerged and were given psycholinguistic explanations.

These patterns were cross-checked with the nature of the spelling errors obtained from the ECS group of children. Moreover, spelling error patterns of the Ethiopian group were compared to the stages in the developmental spelling errors of the native (English) children that Margo Wood has established.

The result of this study, therefore, revealed that the spelling errors of the freshmen Ethiopian students could be accounted for by three factors namely: (a) those errors directly related to  $L_1$  interference upon TL (English) (b) those errors of intralingual confusions (c) those errors caused by  $L_1$  interference but also reinforced by intralingual confusion.

Moreover, the spelling errors of the freshmen group matched significantly, with the phonetic and transitional stages of developmental spelling errors established by Wood. The majority of the error patterns were also found out to be similar to the nature of the ECS group of children. In addition, it was found that students are likely to make less spelling errors in composition than in dictation writing tests when the error percentages are computed against words correctly spelt in these tests.

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## CHAPTER ONE

### 1.0 I N T R O D U C T I O N

Current research on language errors of all kind at all levels of learning are geared towards the analyses of language learners' because "---errors are the most important sources of information about the learner's linguistic development ---" (Corder 1981:35-36).

As in any other English language skill, errors of English spelling are also analysed in order to determine how well the learning of spelling is progressing among the foreign language learners of English. Such an analysis detects the actual problems the students are experiencing and helps give explanations of the source of the spelling difficulties. Moreover, it helps in suggesting corrective measures so that the accurate use of the language in writing can be facilitated.

In view of this, English spelling authorities: Fitzgerald (1951), Schonel (1961), Horn (1970) and many other recent researchers and specialist contributors like: R. Hodges (1981), J.L. Marino (1981), Margo Wood (1982), Elaine Lutz (1986), etc.. emphasized the usefulness of correct spelling. For instance, Fitzgerald (1951) indicates the role that correct spelling plays in written communication. He writes:

spelling is part of life, a skill which if properly mastered, facilitates written expression and makes living more pleasant and more adequate (p.1).

The reverse holds true. Incorrect spelling contributes to inefficient language use in writing. This is mainly

because "Accurate spelling may be one manifestation of a general proficiency in language" (Don Smedley 1983:16).

### 1.1 Statement of the Problem.

English is taught as a subject from grade three onwards and is also used as a medium of instruction from grade seven in the Ethiopian Educational system.

Having such a long period of acquaintances with the language, freshmen Ethiopian students still face difficulty spelling words which are in common use. At this level of language learning, many of these students' writings are found to be littered with spelling errors to the extent of making written communication hardly possible. This contributes to a lot of problems for the students in a language learning situation that calls for writing skill.

This being the fact, what factors do then, contribute to the spelling errors of this group of students? Do the language backgrounds of these students have any role to play in determining the students' spelling proficiency? What patterns of spelling errors do generally emerge among this group of ESL learners? Do these patterns (if any) really differ from the patterns of spelling errors that could be observed among native learners of English or other nationalities learning English as a second language? These are some of the research problems under question that this study attempts to solve.

## 1.2. Purpose of the Study

In second language learning, the learners' errors are often analysed for the purposes of "identifying, classifying and detecting the causes of errors." (Faerch, et al. 1984: 282 adapted). A complete process in error analysis, however, is the one that involves all the three above, and from which corrective measures could be suggested.

The present study with regard to the freshmen Ethiopian students' spelling errors is an attempt to:

- a) find out whether any discernible categories of spelling errors of the Freshmen group of students exist or not.
- b) examine whether these are universal errors, by cross-checking with the spelling errors of multilingual group of children at English Community School (ECS) in Addis Ababa, or specific to freshmen students with Ethiopian language backgrounds.
- c) account for factors leading to the spelling errors and to present the errors in patterns that would emerge as a result of systematic analysis of the actual data on misspelling by the freshmen group of students with differing mother-tongues.
- d) suggest corrective measures in view of the patterns that have been explored.

## 1.3. Importance of the Study

In this study, spelling errors of freshmen Ethiopian students are analysed in the hope that the findings would be of a considerable importance for:

1.3.1 English Language Learners (students) in:

- a) assisting them to explore individualized spelling difficulties, and to identify the factors to which these difficulties could be traced.
- b) giving them the awareness that correct spelling is an aspect of general language development and basic to the maintenance of effective written communication.
- c) assisting them to develop techniques and strategies employed for learning spelling.
- d) suggesting possible ways of exposing the learners to the active language learning situations through the text for learning spelling.

1.3.2. English Language Teachers

- a) to make them realize the interlanguage stages by their students in the process of language learning so as to determine the appropriate method of instruction in spelling;
- b) decide whether instruction in spelling is a desirable activity or not at a certain stage of language learning.

1.3.3. Textbook writers and course designers in determining English spelling curriculum.

1.4. Limitation of the Study

The present study is limited to 151 Freshmen Ethiopian students who were currently enrolled in the main campus at Addis Ababa University. They are speakers of different

languages mainly Amharic, Oromo and Tigrigna. From among the sample population, the spelling errors of students whose native languages are Guragigna, Sidamigna, Kunamigna and Kikuyou are excluded from the study.

Since the present study is analytical by nature, frequency of each word misspelt is not worked out. Instead, the nature of spelling errors or what they involve (omissions, addition, wrong selection and ordering of letters) are taken as the spelling Interlanguage (IL) data.

Possible clues in the learners' NL and TL are used to give linguistic explanations of the errors for the very reason that this study is a reflection of the state of research in theoretical linguistics. Further analysis of the errors are made from psychological points of view.

#### 1.5. Delimitation of the Study

Factors like inavailability of standardized spelling test at the freshman level, absence of an ideal testing situations, the writer's limited knowledge of the sample students' native language and time constraints may delimit the provision of a complete picture of the possible patterns of spelling errors that emerge.

#### 1.6 Definitions and Symbols

a) Spelling:- A system of putting the letters of a word in their conventional order.

b) Orthography:- A system of spelling in which letters of a word are written in their proper and conventional order.

- c) Patterns of Spelling Error:- Learners' spelling errors that reveal systematic characteristic and upon which spelling difficulties of learners could be predicted.
- d) Interlingual Errors:- Linguistic errors reinforced upon TL by NL features ( $L_1$  interference upon  $L_2$ ).
- e) Intralingual Errors:- Language learners' errors accounting for by simplifical strategies (i.e. overgeneralisation, analogy, transfer, etc.. caused by the nature of the TL).
- f) Spelling Developmental Errors:- Illustrate learners attempt to build up hypotheses about the English spelling from his limited experience.
- g) Spelling Strategies:- Developmentally systematic activities employed by learners in the attempt to spell words in English.
- h) Overgeneralisation:- Instances where learners create a deviant structure on the basis of their experience of other structures in the target language (Richards 1985:48).
- i) Cognitive Process:- Specific mental operations occurring in solving problems related to language production.
- j) Psycholinguistic Process:- Cognitive (psychological) processes employed by language learners in language production activities.
- k) Errors of Spelling Performance:- Spelling errors or deviations resulting from memory lapses, slip of pen, etc..

l) Errors of Spelling Competence:- Systematic spelling errors which reflect a defect in the knowledge of English spelling.

m) Spelling Interlanguage:- A systematic attempt of language learners' spelling which is a consistent system in a continuum.

Symbols

EA	=	Error Analysis
CA	=	Contrastive Analysis
IL	=	Interlanguage
L <sub>1</sub>	=	First language
L <sub>2</sub>	=	Second language
TL	=	Target Language
MT	=	Mother Tongue
ECS	=	English Community School

## CHAPTER TWO

### 2.0 REVIEW OF RELATED LITERATURE

Since the 1960's considerable efforts have been made by applied linguists and psycholinguists to describe written and spoken 'language learner's language' (Corder 1981:66). Many experimental investigations and longitudinal studies have been carried out within the framework of second/foreign learning or acquisition. The findings of these studies could be readily exploited for the purposes of language teaching and description of the nature of language learner's language.

The need for describing the second language learner's errors has been expressed by various authors and contributors, notably by Corder (1981), Selinker (1972), Richards (1971), 1985) and Dulay and Burt (1972, 1973). These descriptions of learner's errors are psycholinguistically oriented.

Although a lot has been done to investigate the nature of learners' errors in written language, very little or almost no attempt was made to account for L<sub>2</sub> learners of English spelling errors - which is believed to contribute a lot to the effective communication in writing.

In this chapter, thus, an attempt is made to highlight the theories of error analysis (Corder 1981) and Inter-language studies (Selinker 1972) as a basis for describing the nature (pattern) of spelling errors that have emerged

in the spelling interlanguage (i.e., attempted spelling competence) data of the subjects for this study.

## 2.1 The Concept of Error Analysis and Interlanguage Studies.

In the 1960's it was believed that most, if not all errors of second language learners were predicted by contrastive analysis (henceforth CA). Carl James (1980) writes:

CA likewise observes the principle of linguistic levels, ... (It) CA involves two steps: first, there is the stage of description when each of the two language is described on the appropriate level; the second stage is the stage of juxtaposition for comparison (P.30).

Using this approach, one examined the native and the target languages point by point, and where they differed would be where the learners were likely to go astray following the patterns of his first language (Corder 1978:285 adapted).

According to Wardhaugh, the usefulness of this approach has remained limited for at least two reasons:

- (1) no language has been well enough described to permit a complete comparison between it and any other language.
- (2) it has become increasingly apparent that not all second-language errors have their source in the mother-tongue. (Wardhaugh in Scott 1974:70).

And in most general terms, Henning Wode (1984) as one of the opponents of contrastive analysis hypothesis writes:  
"CA has recently been criticized heavily for being unable

to handle learner data" (P.183). Further, Svartvik (1973) noted that "... this method (CA) was felt to be aloof from the classroom situation (P.71).

As a result of the dissatisfaction with the CA hypothesis's ability to predict learners' errors, applied linguists have begun once again to examine the performance of learners' written and spoken languages in the course of acquiring a second language. This is because:

... a study of learners' errors is part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition (Corder 1981:1).

The linguists then created a pragmatic approach for examining the actual errors of language learners in the hope of discovering a more adequate principle which may be referred to as Error Analysis (henceforth EA). "EA" says Corder, "aims at telling us something about the psycholinguistic process of language learning" (1981:35). Theo Van Els (1984) also indicated that "EA focuses on the L<sub>2</sub> learner. This approach consists of empirical research into the nature and causes of deviations from the L<sub>2</sub> norm" (P.37).

Therefore, beginning with Pit Corder (1967), the EA approach has obtained importance in L<sub>2</sub> learning processes. According to Corder in (Richards 1985):

In the late 1960's however, the study of learner's errors assumed a new significance. The field of error analysis and interlanguage came into prominence. Their focus was the psycholinguistic process of second language acquisition and the status of the learner-language system (P.62).

In this connection, Richards' work 'A Non-contrastive Approach to Error Analysis' (1971) gave an insight into the L<sub>2</sub> learners' psycholinguistic behavior. Perhaps, it is one of the first attempts at describing L<sub>2</sub> learning errors on a non-contrastive basis. He analysed and classified errors in the English of L<sub>2</sub> learners from various linguistic backgrounds as "intralingual and developmental errors within the framework of a theory of second language acquisition" (P. 206). This work of his has taken the form of classification of learners' errors according to their types and causes. Richards' (1985) classification of the errors of those group of learners are, thus, discussed interms of

- (a) Overgeneralisation
- (b) ignorance of rule restriction
- (c) incomplete application of rules, and
- (d) false concepts hypothesized (P.47)

The errors involved the production and distribution of verb groups, use of prepositions, articles and errors in the use of questions.

The analysis of errors which has been based on their classification therefore, suggested that the behavior of students at various stages of language study is systematic and predictable although different from that of the native speakers under similar circumstances.

With regard to language learners' errors, Corder (1981: 36-37 adapted) states that superficial classification of errors into four 'linguistic levels'- Omission, Addition,

Selection and Ordering - can be used as a starting point for the systematic analysis of errors of spelling, grammar or lexico- semantic.

Further, he notes that error analysis which employs this categorization is insufficiently deep and unsystematic. For him, the categorization of errors into omission and wrong selection as in, for example, BEFOR, INGAJED, SABAGE (source: spelling data) by language learners do not explain anything except showing that the learners have not yet mastered the words.

According to Corder, then, one has to account for the causes for the occurrences of these systematic errors by giving due consideration to psycholinguistic factors that the error data may reveal.

Selinker (1972) after defining interlanguage as "a learner's attempted production of a target language norm" (P.214) indicates that

Interlanguage (IL) system is a psycholinguistic process of interaction between two linguistic systems, those of the mother-tongue and the target-language (Selinker in Corder 1981:87).

This is to say that the psycholinguistic process is involved in the production of (the development of) the observable language learner's data i.e., in the interlanguage data.

Interlanguage (IL) studies have also been referred to by Corder as "The study of the language system of language learner; or simply the study of language learner's language"

(1981:66); and is essentially conceived as a 'dynamic system' (P.37) and a goal oriented language system of increasing complexity (P.90) through successive stages (Scott 1974:70) towards the target language.

In view of the 'developmental stages' of first and second language learners' behavior, Dulay and Burt (in Richards 1985) studying a subset of the factors (grammatical morphemes) that Brown (1973) had dealt with in his study of first language acquisition, presented evidence that children learning English as a second language show a high degree of agreement with L<sub>1</sub> learners of English with respect to the degree of accuracy in grammatical morphemes (functors). They conclude that, "There does seem to be a common order of acquisition for certain structures in L<sub>2</sub> acquisition (1973:256), and that the strategies were similar for learners of different language backgrounds (Richards 1985:65). Dulay and Burt (1973), with another observation, have reported that:

The overwhelming majority of errors by children learning English as a second language are developmental, that is, they are similar in kind to errors made by children learning English as a first language (P.249).

Richards (1986), in support of the findings by Duly and Burt writes:

Errors are signs of naturalistic developmental processes, and during acquisition, similar developmental errors occur in learners no matter what their mother-tongue is (P.132).

Moreover, Corder (1981:10) proposes as a working hypothesis that learners' errors provide evidence of a modification

of the target language system he is using at a particular point in the learning process, i.e., that they reflect his transitional competence (Corder 1967) or approximative system (Nesmer 1981).

It follows then that the learners' errors merely reflect their developmental stages and their psycholinguistic behaviour corresponding to certain stages in the course of second language learning.

## 2.2 Processing Strategies Employed in the Interlanguage.

### Written Production (i.e. spelling) by L<sub>2</sub> Learners of English.

In L<sub>2</sub> learning situations, errors have been observed to demonstrate how learners are progressing in foreign language learning. Errors have also come to be regarded by modern linguists as evidence of strategies employed by learners as they build up their competence in the target language.

By the same token, spelling errors in the interlanguage written production convey strategies like rule or syntactic overgeneralization, phonetic transfer, letter naming or any other strategy whereby learners simplify the target language spelling system to match their own interlanguage state. These strategies indicate the learners' developmental stage.

Learners create their own spelling system by overgeneralizing and therefore simplifying the phoneme grapheme relationship in the TL as when 'bicycle' is misspelt

BYCICLE\*. The learners may write the word 'by' in 'bicycle' due to the phonetic rule of [ai] spelt 'y' in 'my', 'why' etc... They then extend this rule to cover other incidents of the sound [ai]. Thus, in their interlanguage they have simplified rule to [ai] or 'y' always to 'y'. The misspelling HEARED for 'heard' is an instance whereby the learners overgeneralize certain syntactic spelling rules of past tense formation of regular verbs. MANTHES for 'months' is an error in spelling accounted for a kind of analogy with the most common words like 'man', or 'many'. This is combined with their simplification of the vowel phoneme system in TL which they have reduced to five or six vowel sounds so that [ʌ] and [æ] are the same phoneme and, therefore, the same letter when spelling (see part 2.3).

As in the first language, learners also use a consonant-vowel combination strategy to represent a sound unit in the TL. Applying such a strategy (i.e. borrowing rules from  $L_1$ ) then they make errors of syllabication which also result in the occurrences of the spelling errors of English words as in writing CONDEMEN for 'condemn', POBERITY for poverty, etc...

Apparently, the spelling errors committed in these ways suggest to us something about the nature of the language learners. Corder (1974) indicates that "learners errors are systematic by nature" (P.270), and it follows that the systematicity in learners' spelling errors can be accounted for or described.

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\* Words with spelling errors are capitalized throughout this paper.

Therefore, as long as most errors remain systematic, the concept of 'communicative strategies' (Corder 1981:103) or processes (Selinker 1972:215) are of vital importance 'as a problem solving procedure' (Sharwood Smith 1979:349) to the analysis and description of spelling errors of learners of English.

In this part of the study, therefore, the cognitive basis of the concept of strategy/process employed in the interlanguage written production as applied to spelling error (interlanguage) are discussed. Tarone (in Sharwood Smith 1979) indicated the condition under which strategies are employed by learners. She writes:

Strategies for handling TL linguistic materials evolve when the learner realizes, either consciously or unconsciously, that he has no linguistic competence with regard to some concept of the TL (P.347).

Within the bounds of the interlanguage system, Selinker refers to five central cognitive processes (or strategies) which exist in the 'latent psychological structures' (1972: 214) of human beings. These processes that Selinker maintains as:

Language transfer, transfer of training, strategies of second-language learning, strategies of second-language communication and overgeneralisation of TL linguistic materials (P.215) can account for

the attempted target language written production i.e., the interlanguage data on spelling by L2 learners of English.

### 2.2.1 Syntactic Simplification in Spelling Interlanguage.

It is a glaring fact that second language learners usually tend to do anything they can by and for themselves in order to make their TL structural difficulties or linguistic loads easier while writing. Such a tendency to "achieve communicative effectiveness" (see Widdowson 1979: 196) gives rise to certain cognitive strategies employed by learners in the process of simplification. Attempting to apply these strategies, thus, learners make errors accounting for overgeneralisation, false analogy and transfer as instances of simplification on the basis of the more familiar linguistic elements to the learners in the target language. Applied linguists and psycholinguists like Taylor (1975:73-88), Wilkins (1968:101-102), Duskova (1969: 11-36) Richards (1971:205-20), Selinker (1972), Corder (1981) and others have also discussed the possibility of many of the learners' systematic errors to result from the use of simplification strategy.

In this connection, learners make use of their limited knowledge/competence in spelling of English words by modifying or involving in a 'recreation continuum' Rod Ellis (1984: 208) as strategies of simplification in writing correct spelling for the purpose of effective written communication. In other words learners resort to such processing strategies to create for themselves a simpler and (highly) systematized spelling of the problem-words on the basis of the familiar

(spelling) word structures in the TL or by analogy with near or so identical elements in their native languages.

This situation obviously leads learners into spelling errors in line with their stages of cognitive development. Spelling errors of omission or addition of letters, confusions of similar unemphasized vowels, sequencing of letters in a word etc--- as part of written interlanguage data are no more than the reflections of language learner's use of one of or all of the cognitive strategies in the process of simplification.

In this light, the kind of children's spelling errors Littlewood (1984) has shown "apparent regression, which is also progression, from 'went' and 'came' to GOED and COMED" (P. 28) ... instances among the many spelling errors attributed to simplification strategy or to any of its forms, (i.e syntactic overgeneralization, analogy or transfer) Read (1971) has also identified that children's spelling errors were found repeatedly in the written production of spellers as a result of simplifying strategies cued in phonetic realization. (This would be discussed later on with reference to Margo Wood).

### 2.2.2 Strategies of Language Transfer.

As to the strategies of language transfer in language learning and/or production situations, Kurt Kohn (1986) writes:

Language transfer is one of the major factors shaping the learners' inter-language competence or performance (P.21).

However, as a process in general, it is conceptualized differently by proponents of different language theories. Briefly, "Within a behaviorist paradigm, transfer refers to the influence of already established linguistic habits on the learning of new habits" (Faerch 1986:49). This would be exemplified as when the prior learning of the spelling of 'knowledge', 'term' and 'music' intervene with the learners' language production activities later in writing the spelling of the words: 'college' as COLLADGE; 'turn' as TERN and 'muscle' as MUSSEL/MASEL respectively. For this group, language transfer is "invariably automatic activation of habitualized linguistic behaviour" (P.49).

The second view of language transfer is the one held by cognitivists. With regard to this Faerch writes:

within the cognitivist paradigm, transfer has been characterized as a problem solving procedure, or 'strategy' utilizing L1 knowledge in order to solve a learning or communication problem in L2 (P.49).

In this light, learners for example, resort to L1 features for clues to solve their spelling difficulties accounting for /θ/, /ð/ and /v/ phonemes, which hardly exist in their native language areas. They may substitute the above consonant phonemes for the equivalent or near phonemes /s/, /z/, and /f or b/ respectively. as in: OTTER/OFER for 'author', 'SABAGE' for 'savage', TOUGHT for 'thought' etc...

Transfer is here seen primarily as decision making procedure, rather than an automatic process... (P.49). This is a situation in

which learners form hypothesis-by-synthesis in order to spell 'problem-words' like: 'urged' as HERGED, ARGED, ERGED ECHED and 'suppression' as SEPRESSION, SUPRATION, SAPARAXION, SEPRETION, using phonological and/or morphological clues in either language.

Kohn (1986) also indicates that "language transfer as a productive process is part of the learner's IL behaviour which includes IL knowledge in an attempt to produce meaningful and/or correct output" (P.22). It follows then that language transfer is purely a learning or production process; and "... operates at various levels of language functioning (e.g. mechanical skills, semantic skills, communicative competence)" Jakobovits (1969:55).

Apparently, spelling as an element in the interlanguage written production of learners could, therefore, be facilitated or impeded by the learners' mother tongue (MT). It is influenced by the MT sound or written system of the learner.

### 2.3 A Comparative Description of Learners' MTs and English.

In this part of the study, a brief account of the writing systems of the three Ethiopian-area languages spoken as MT by different group of the sample students for this study is given. Ethiopian writing system consists thirty-six characters ('fidel' or letters) each of which occurs in a basic form and in six other forms known as orders. The

seven orders present syllable combinations consisting of a consonant and following vowel. This is why the Ethiopian system is often called a syllabery rather than an alphabet. This system is used with slight variations among Amharic, Tigrigna and Oromo (see Bender, et al 1976:121). Such a kind of writing system is said to be distinctively Ethiopian. It has no common element with the Roman system except in its phonic base.

This points to an assumption that Ethiopian learners of English encounter more difficulties in graphemic representation of English speech sounds than do those students whose languages employ Roman alphabets. This is because of the differences in the segmental phonemes and patterns of syllable structures between English and the Ethiopian area languages, in this case, Amharic, Tigrigna and Oromo.

Since writing and speaking apparently intersect in spelling of a language, it is, then, worth touching on the phonological features of these languages so as to give an insight into the possible causes of spelling errors by Ethiopian groups of students.

#### AMHARIC and TIGRIGNA

According to Bender (1976) these languages are Ethiopic; and employ the same proportion of consonant and vowel phonemes. One notable difference is the use of gemination which is less frequent in Tigrigna than in Amharic (P.110 slightly adapted).

### *Vowels*

As for the segmental phonemes, Bender, et al. say that "The set of Tigrigna vowels is essentially the same as that of Amharic" (P.111). He presents the following:

i	i	u
e	ə	o
	a	

as against twelve pure vowels in English.

A comparison between this chart and that of English vowel shows the absence of two pure vowels namely /æ/ /ʌ/ and /ɔ/ in Amharic, which are, however, present in English. On the whole, English has 22 vowels and diphthongs whereas Amharic and Tigrigna have only seven in common.

### *Consonants.*

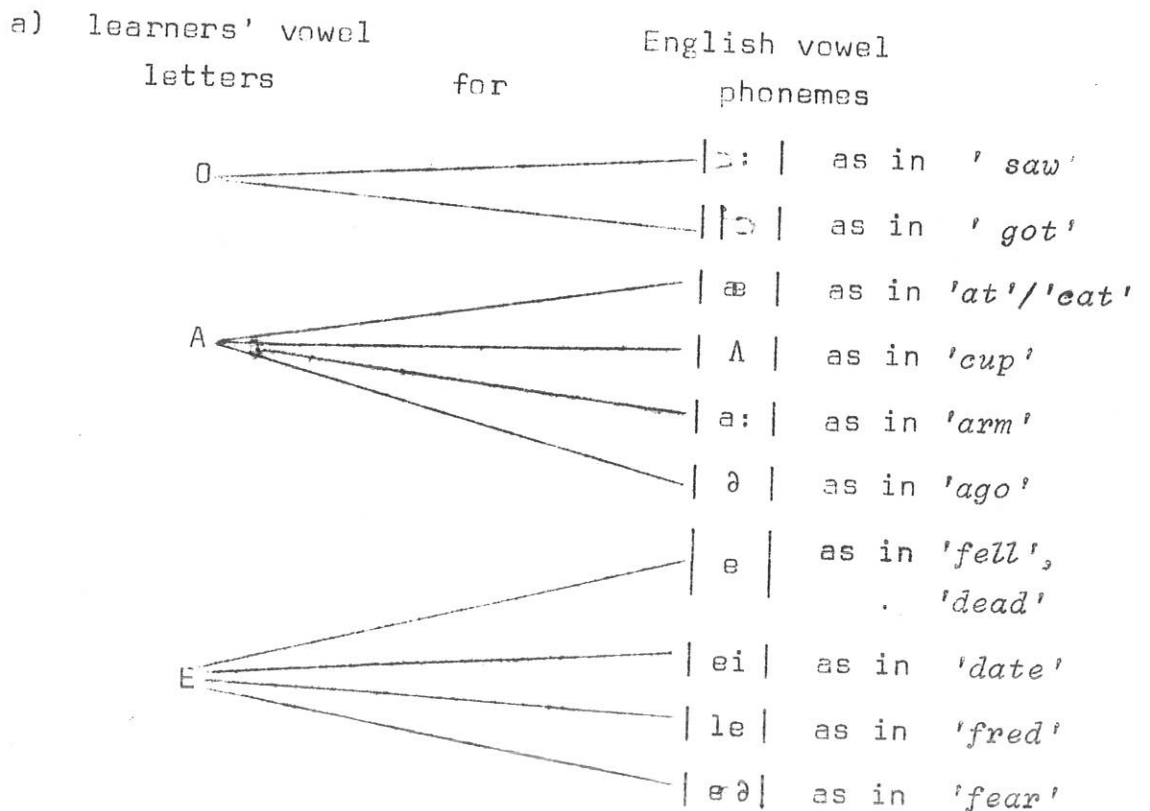
According to the chart by Tadesse Beyene, four English consonant phonemes are absent in Amharic (and in Tigrigna). These are: voiced labio-dental fricative /v/, voiceless fortis /θ/ voiced lenis /ð/, interdental fricatives, and voiced velar nasals /ŋ/ (P.111). Tadesse indicates that these consonant phonemes are rare or non-existent in Ethiopian-area languages. As a result, certain spelling errors of Ethiopian students learning English could be predicted upon the substitution of a consonant letter having similar or near sound for.

### *Syllable Structure.*

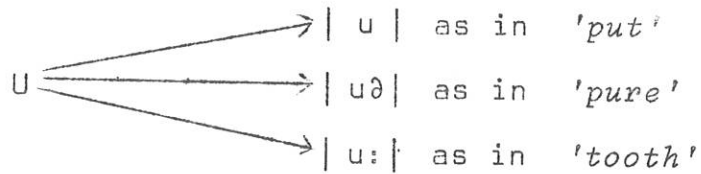
The range of consonant clusters occurring in English is much wider than in Amharic (or Tigrigna). Bender

indicates that "cluster of three or more consonants do not exist, and whenever grammatical processes would lead to such a cluster, it is broken up by automatic insertion of a vowel" (P.69) as in, for example, the addition of 'e' after the three consecutive consonants obtained from a written composition that reads "our team lost its firste chance because ..."

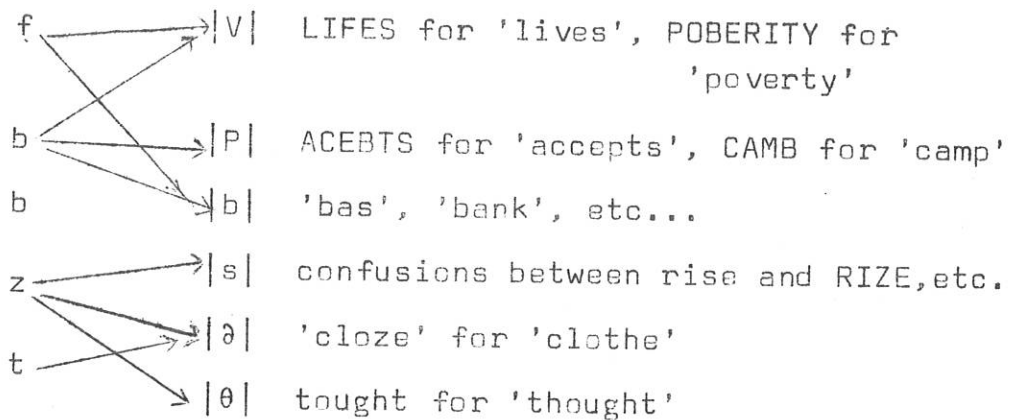
The insertion of vowels in between consonant clusters, therefore, result in the addition of syllable to a word. Such a case often leads Ethiopian students learning English/ to commit spelling errors which can be accounted for by syllable structure. (Empirical explanation of errors of these sort is given in chapter four of this study). Further, Bender, et al notes "Instances where such a cluster is expected, /I/ is inserted". (P.69). Therefore, pronunciation errors that lead to spelling errors among the Ethiopian learners of English are predictable on the following basis.



Learners' vowel      English vowel  
letters              for      phonemes



- (b) Diphthongs are substituted for simple vowels.
- (c) Substitution of learners consonant letters for English consonant phonemes.



- (d) English syllables with initial CC and CCC, and with final CCC and CCCC are difficult for Amharic (Tigrigna) speakers (Tadesse 1966:117). Therefore the insertion of a high central las unrounded vowel |I| as in 'children', is predicted spelling error in syllable structure.

*Oromo*

Oromo is a cushitic language, and uses a syllabary writing system as with that of Amharic and Tigrigna. However,

the inventory of Oromo vowel and consonant phonemes show differences when compared to Amharic (Tigrigna) or English segmental phonemes.

### *Vowels.*

According to Bender, et al (1976) and Italo Bariso (1988:74), the vowel system of Oromo is basically the five simple vowels common in many Ethiopian area languages - as in the following chart:

i	u
e	o
a	

These vowels may occur long or short; the long vowels are indicated by i:, e:, a:, o:, and u:.

As compared to Amharic or Tigrigna vowels, these vowels are phonemically distinctive as in, for example,

ga:ri	'good'	us	gari	'perhaps'
ga:ma	'mane'	us	gama	'strong'
boru:	'unclean'	us	boru	'tomorrow'

This implies that in Oromo the vowel (phonemes) could be extended to ten phonemically distinct sounds.

The vowels of English which do not exist in Oromo are one front |æ| and one back |ɔ:|. |ə| occurs as a variant of |ʌ|. The absent categories, then constitute a learning problem for Oromo students.

### *Consonants.*

Apart from the consonant phonemes absent in Amharic or Tigrigna, the Oromo consonant chart by Italo Beriso (1988: 65) indicates additional consonants that Oromo lacks.

These are: the voiceless medio-palatal fricative [ʃ̥] and the voiced medio-alveolar fricative [z].

As in the other two languages, Oromo also employs an open (CV) pattern of syllable structure. Hence, the insertion of vowels in between consonant clusters that exceed two is a common phenomena.

Based on the facts obtained from the charts mentioned and descriptions given, therefore, the following are predicted spelling errors among the Oromo speakers.

- (a) Substitution of English [θ] for [ʌ] as in 'ARGED' for 'urged' [θ:dzd], DISTARB for 'disturb' [distθ:b]. The 'a' in the misspellings above usually sounds like the strong form of 'but' [bʌt].
- (b) Predicted spelling errors accounting for vowel phonemes discussed under Amharic/Tigrigna are also applied to Oromo.
- (c) Substitution of Oromo [f], [s], [t], [j] for English [v], [θ], [ð] and [z] respectively. "In general, loan words which have [ʃ̥] in the Oromo tend to be assimilated in Oromo either as [ʃ̥] or [j] (Romanyach 1988:14).

#### 2.4 Patterns of Spelling Developmental Errors.

The identification and description of the learners' language production in the interlanguage study states that "The developing system of the learner progresses from 'zero' competence to near native competence in the target language English" (Scott 1974:70).

English spelling, therefore, as one of the language skills show language learners' varied developmental stages in the interlanguage written production. In support of this view, Rubin (1985) writes:

Learning spelling is developmental in nature and requires the acquiring and applying of knowledge of spoken and written languages. By developmental we mean that learning to spell is on going and based on the cognitive development of the learner (P.264).

Moreover, Hodges (1982) pointed out, "The concept of language acquisition in a developmental process is of fundamental importance to our understanding of how spelling is acquired (P.286).

#### 2.3.4.1 Review of Spelling Error Patterns with Native Speakers of English.

Recent exploratory studies on spelling errors, though almost all are addressed to native speakers of English, seem to pay particular attention to the nature of spelling errors and the learners' developmental stages.

Such contemporary studies on patterns of spelling errors of learners may go to Jacqueline L. Marino (1981), Richard E. Hodges (1981), Margo Wood (1982), and Elaine Lutz (1986). They all "viewed spelling as a complex developmental process" (Lutz 1986:742) that shows certain patterns. The studies are geared towards the identifying of processes involved in the spelling of children at different stages of learning.

Research on children spelling by Margo Wood (1982) has developed a standard model that shows four stages that children learning English as their first language go through before they develop a standard spelling, the fifth stage. According to Wood (PP 707-717).

The first is called the deviation stage because of the deviant appearance of the child's spelling attempts. This stage usually appears in early kindergarten or first grade depending on when the child has been exposed to print. Deviant spellings are a random ordering of letters that the child uses symbols from the alphabet but shows no knowledge of letter-sound correspondences; even lack of knowledge of the entire alphabet. Wood illustrates this stage as b + BpA to mean 'monster'.

The second stage which is referred to as prephonetic (for Wood) or Semiphonetic (Cf. Lutz) is the stage at which the child produces one-, two- or three- letter spelling that show letter-sound correspondences. "The child employs rudimentary logic using single letters to represent words, sound, and syllables. For instance, "U" for 'You', MSR for 'monster' and KLZ for "closed".

The third stage is phonetic. At this stage, the child's spelling is characterized by an almost perfect match between letters and sounds. The child's spelling includes the sounds as he/she hears and says them although some of the choices do not conform to conventional English spelling. The spelling errors made at this stage are

systematic and easily understood as in, for example:  
KOM for 'come', and EN for 'in', MONSTR for 'monster'.

During the transitional stage, the fourth stage, the speller begins to assimilate the conventional alternatives for representing sounds, moving from a dependence on phonology (or sound) for representing words to a reliance on visual representation and to an understanding of the structure of words. At this stage, the words they produce look like English though they are misspelled. The children are including vowels in every syllable, so phonetic EGUL for 'eagle' and ADMINISTRATER for 'Administrator' JOURENEY for 'journey', etc....

Lutz (1986) furthering the 'standard stage', the fifth stage that Margo Wood has little to say, writes:

In the standard (correct) stage, the speller knows the English Orthography (spelling) system and its basic rules. The correct speller fundamentally understands how to deal with such things as prefixes and suffixes; accuracy in using silent consonants, alternative spellings, and words with irregular spellings (P.743).

However, applied linguists and psycholinguists do not see these developmental stages only from the point of view of learner's ability to associate sound-to-letter in the attempt to write English spelling. They rather analyze the spelling errors at varied stages from the psycholinguistic perspective. Reads (in Zutell 1978) writes:

Young children's spelling errors provide evidence for the psychological reality of the use of a similar rule construction-hypothesis testing process in their writing (P.846).

Furthering this view, several studies in the 1970's which were inspired by Read's work (1971) have attempted to examine systematically the nature of learners' spelling errors. These investigations "provide further insight into the developmental nature of children's spelling strategies" Zutell (1978:847). He also confirmed "the progressive development of short and long vowel spelling strategies.... and also reported a significant correlation between level of spelling strategy and cognitive development" (P.847) of the learners.

Jackqueline L. Marino (1981:567-571) also discussed some examples of error patterns in spelling of learners of English, though all of the patterns she has presented might not be found in an individual student's paper (writing). The purpose of her work was to suggest different approaches to instruction in spelling for students at different levels of language (English) learning. Marino presents model paragraphs (sentences) written by the learners, and analyses the spelling errors found in the sentences and classifies them into patterns. The analysis of the misspelling patterns she has developed may be oversimplistic but shows developmentally logical strategies, hence, worth reviewing here. Accordingly: PATTERN A: shows the kind of spelling errors in which the beginning spellers employ a logical and systematic spelling scheme of their own. The errors clearly show that the spellers use letter names to represent given sounds, as in FELS for 'feels' or YL for 'while' ELEFET for 'elephant' and CHUNK for 'truck'.

PATTERN B. The misspelled words in this model paragraph are among those words with high frequency hyponyms - which are commonly used in the writing of children. Error patterns that emerged in this case, as shown in the paragraph, are the kind of spelling errors in which, for instance, 'meny' is written for 'many', I NO for "I know", TO SMALR for 'too smart', ALLWA S for 'always' etc....

PATTERN C. The misspelled words of this pattern illustrate fairly regular spelling rules. The spellers are dependent on simplified spelling rules or generalisations which at certain points lead them to write wrong spellings. Errors under this pattern thus indicate false generalizations as in applying: Y-rule (STUDING for studying), the final silent 'e' rule (HOPEING for hoping), the double rule (ADMITING for admitting), and the plural-rule (LETTERES for letters).

PATTERN D. Spelling errors of this category show the constraints associated with the English orthography. Marino has pointed out that some letters are maintained to preserve the sound of others, and in some others, letter-choices are constrained by position or stress. So this group of learners make errors associated with orthographic constraints as she illustrated citing the spellings: 'FANTASTIC' for 'fantastic' 'COURAGOUS' for 'courageous' FAMN for 'dumn' and 'QWIET' for 'quiet'.

PATTERN E. This pattern refers to the morphophonemic nature of the English spelling system. Spelling errors under this

category indicate that learners are unaware of the relationship between the derived form of a word and its root. This pattern also reveals the substitution of the sound of the suffix '-tion' by 'shun' as illustrated making use of

MEGISHUN        for magician

PRODUCSHEN     for production

MANSHIN        for mansion

and

INFLUENCIAL    for influential

for the derived form.

#### 2.42 Review of Spelling Errors of Non-native Learners of English.

As to the studies on second or foreign language learners' spelling errors, two studies by Oller & Ziahosseiny (1970) and Cornell (1972) from the point of view of Contrastive Analysis Hypothesis(CAH) and a study by victor Wyatt (1973) on the L2 learners' frequency of spelling errors are reviewed here.

The two studies were attempts made to determine whether significant differences could be observed between learners using Roman and non-Roman script in their ability to correctly spell English words.

Oller & Ziahosseiny (1970:183-189) explored the implications of three versions of Contrastive Analysis Hypothesis (CAH) namely: (a) the strong version which predicts that the greatest difficulty will occur where the greatest differences exist between native and target languages, (b) the weak

version which doesn't deny the fact that errors in the target language often reflect patterns of the native language and (c) the moderate version which accounts for intra-lingual errors (generated by confusion within one language) as well as interlingual errors.

The strong and weak forms were rejected in favour of the more moderate version which predicts the results of spelling error analyses on the dictation section of the UCLA placement examination in English as a second language. Using the moderate version, the Oller and Ziahosseiny compared the spelling errors of students whose native languages used some non-Roman system. The result of the study indicated a more moderate CAH which predicted that the spelling errors are based on 'interference' factors more than just 'not knowing' the spelling of the word. In this aspect, the most common spelling errors among the speakers of Hebrew, Spanish, French, Swedish, Malay, Japanese, Russian and Twi which had been interpreted as intralingual ('interference') confusions were reported: 'since' spelled as SENCE, and 'barely', BERELY. Examples attributed to interlingual (NL influence) confusions by the same group were also cited as SENS for 'since', CONFORT for 'comfort' REICHES for 'riches', TRAIED for 'tried'.

Cronnel (1972:17-27) suggesting the spelling-sound-relations be used in reading and spelling instruction for students of English as a second language (ESL) tried to indicate that sound-to-spelling correspondence could be employed to assist beginner learners of English and native speakers to spell better in spite of the many differences between both groups.

He further notes that 'advanced learners of English may be able to use more complex understanding of phonology, morphology and syntax to spell' (P.25). At this level, Cornnell agrees with Chomsky's (1970) work on generative phonology that assumes "English spelling corresponds more closely to underlying abstract level of representation than the phonetic realization (P.288). He indicated the usefulness and applicability of such representation for ESL students as for native speakers by referring to the 'unphonetic' quality in such words like 'medicine', 'criticize' and 'prodigious' that Carol Chomsky had cited. Chomsky's view in here is that these examples are able to maintain their deep structure similarities to the words 'medicate', 'critical' and 'prodigal' respectively without exhibiting close phoneme - grapheme correspondence. (Ibid). Her conclusion is, then, that the understanding of the 'abstract representation' (meaning) of words can avoid many of the spelling errors by learners particularly when adding suffixes (adapted). Nation-National, Nature-Natural, Sane-Sanity, Fact-Factual are cited as some of the examples showing semantic rather than phonetic nature of English spelling (see also Frank Smith 1986:62-64).

Cornnell, therefore, came up with a finding; and stated that "These relationships can be used for both reading and spelling instruction for both native speakers and learners of English, although the non-native speakers are faced with greater difficulties because of speech differences (P.26) which account for problems of interference (P.17).

Apparently, the two research activities reviewed above seem to agree on the fact that "knowledge of one Roman writing system makes it more difficult, not less, to acquire another Roman spelling system". (Oller & Ziahosseiny 1970:188).

A part of study in a research by Victor Wyatt (1973: 177-186) aimed at analysing English spelling errors by Swahili-speakers learning English has come up with the following patterns merely ascribed to: "confusion of similar unemphasized vowels (like SEPERATE, DESEASE), double vs single consonants, omissions or additions of letters and metathesis".(P.178-). Wyatt identified the spelling errors as the highest percent of errors that the subjects made in the composition writing tests. Among the fourteen different types of errors that the data has revealed, spelling error constituted 18.4 percent.

However, Wyatt didn't account for the occurrences of spelling errors found in the actual data as, for example, EQUIPED, ENTERANCE, WRITTERS, FOURTY, DEVELOPE - from the spellers' psycholinguistic perspectives. His primary concern was to put the errors under the patterns mentioned above and to show the frequency of the errors against the spelling of the words in the compositions by the subjects. He made no comparison with frequency of words correctly spelt.

To this end, in all the three studies reviewed above, little has been said about the nature of the spelling errors made by each group of learners (i.e. those using Roman Vs

non-Roman scripts), or whether these errors fall into discernible categories, or whether L1 features do have certain role to play in the spelling of L2 learners of English.

By way of concluding this chapter, then, spelling errors are treated here as an area of research in the interlanguage studies in the direction advocated by Selinker (1972) and Corder (1981). They (spelling errors) are elements in the interlanguage written production, and are viewed as dynamic and recreative activities corresponding to the developmental stages of learners. The fact that learners' spelling errors are interlanguage data do also exhibit patterns of the learners' attempted spelling behaviour and factors leading to the errors in this aspect.

Certain patterns which are thus, explored through interlanguage studies and EA approaches, as have been reviewed here, may reveal the use of psycholinguistic processes employed by learners in their attempt to produce the standard English spelling when writing. These processes suggest the systematicity in learners' errors and the sources to which these errors could be ascribed.

Therefore, drawing upon this chapter it is possible to conclude that learners made use of accesses to various competences in their mother tongue and/or to some structures of the target-language to which they are exposed in order to spell words in English.

It follows, then, that the analyses of spelling errors reviewed here in the light of the IL theories would be of wider application to the treatment of the data for this study in the forthcoming chapters.

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

This chapter is designed to show how the student population whose spelling errors were analysed had been selected. The methods employed in selecting, preparing and administering, the test materials for this research work are also dealt with. Moreover, methods of analysing and interpreting the data are pointed out.

#### 3.1. Sampling the Student Population

The subjects for this study consist of a group of Freshmen Ethiopian students who are currently enrolled in the main campus in Addis Ababa University (AAU). There are a total of 903 freshmen students in 29 sections distributed among the College of Social Science, Departments of Business Education, Educational Administration and Technical Teachers' Education. Moreover, the original list of students at the office of the Freshman Programme shows that the names of all the students in the respective departments and the social science college has been alphabetically arranged before they were grouped into sections. Each of the sections originally consisted of 32-37 students.

The students in each section are more or less of the same standard in that they are exposed to the same amount of Freshman English course during the first semester, and are assumed to have had similar general target language backgrounds.

Five sections which consisted of a total of 151 students were, thus, drawn from among the target population for this study. The sections were selected by lot.

The chronological age of the sample students varied from 17 to 32 years, and they were also with differing language backgrounds (See Table 1).

A parallel survey study on the spelling of a group of 24 multilingual non-Ethiopian young children at English Community School (ECS) in Addis Ababa was also made for the purpose of cross-checking. This group was selected in line with the age, i.e., nine and ten year-old children whom schonell's graded review dictation passages are meant for.

T A B L E 1  
DISTRIBUTION OF THE SAMPLE POPULATION AND THE ECS  
GROUP OF CHILDREN ACCORDING TO LANGUAGE BACKGROUND  
AND SEX

AAU				ECS			
Mother-Tongue	SEX			Mother-Tongue	SEX		
	M	F	Total		M	F	Total
Amharic	78	6	84	English	3	5	8
Oromigna	29	0	29	Arabic	1	2	3
Tigrigna	24	3	27	Italian	2	-	2
Others	9	2	11	Hindi	1	1	2
				Somali	1	-	1
				Igbo	1	-	1
				Nyanga	1	-	1
				Chiceua	1	-	1
				Creole	1	-	1
				Kiswahili	-	1	1
				Finnish	1	-	1
				Yugoslav	-	1	1
				Indonesia	1	-	1
	140	11	151		14	10	24

### 3.2 Spelling Testing Instruments

In order to obtain the spelling errors that occurred in the writings of the group of Freshmen students, two types of writing tests namely:

- a) dictation, and
- b) free composition

were administered to the sample population. These tests were used here mainly because, at present, there are neither teaching nor testing materials on spelling in the ELT curricula for Ethiopian schools. Owing to the absence of these materials, the writer, adapted foreign spelling materials to prepare and administer the tests as follows.

### 3.2.1 Methods of Selecting and/or Preparing the Spelling Testing Materials

To treat the problem under study, base materials for use in testing the spelling competence of the students were selected from three main sources.

- a) Essentials in Teaching and Testing Spelling for Ethiopia. By Fred J. Schonell (1963).
- b) English spelling words used as part of ESLCE (ESLCE) Words obtained from the list in spelling tests as part of ESLC Examinations are underlined in the prepared dictation passages. (See Appendix B).
- c) Composition topics as cued in Freshman English Textbook Part One pages 68 and 109; and topics of common interest selected by the researcher,

These were administered in the form of

- a) A dictation review passage
- b) A dictation passage made by the writer
- c) Composition writing topics - respectively.

### 3.2.1.1 Dictation Passages

Byrne (1979) indicates that "Dictation involves listening and the ability to transform what is heard into the written form" (p. 41). Based on Byrne's view, this study considered dictation as a device for use in testing learners' mastery of English orthography and revealing their weaknesses in spelling because of their overreliance on phonics (cf. chapter 2)

Maria Clotide Boriosi (1971) has also indicated that dictation (in general) tests discrimination of phonetic quality (vowel and consonants) and quantity or length (single or double consonants). It follows then that dictation is the testing device through which systematic spelling errors caused by phonological misperceptions of learners could be tested. It is systematic because "In the dictation task, the student is not simply copying down words but is involved in a dynamic process of analysis by synthesis" Oller (in Natalicio 1979: 169; and see also Heaton 1988: 18). To this end, dictation passages were selected and/or prepared by the writer from two sources:

#### a) Schonell's (1963) Spelling Book

This book is used as a source material for spelling test in this study for the following reasons. First, the dictation passages given in the book were prepared for the purpose of testing and developing the spelling ability of students learning English.

Second, most of the spelling words particularly in groups four, five and six (in the increasing difficulty) of passages in the book are found within the scope of those vocabulary words used in upper senior secondary English language curricula and Freshmen English courses for Ethiopian students. The writer also felt justified in selecting one of these passages as they had been evaluated by three Freshmen instructors with regard to the level of difficulty of the spelling words in these passages. The passages were type written in three copies and distributed among the instructors for evaluation. The instructors were, then, asked to mark each passage against one of the five levels given as: Very difficult, Difficult, Moderate, Easy and Very easy. All the instructors indicated their choices by tallying to the second passage as 'difficult' and reacted differently to the remaining two passages (See Table 2)

T A B L E 2.0  
INSTRUCTORS' EVALUATION OF THE THREE DICTATION PASSAGES

	Passage 1			Passage 2			Passage 3		
	I1	I2	I3	I1	I2	I3	I1	I2	I3
Very Difficult							X		
Difficult				X	X	X		X	X
Moderat	X	X							
Easy			X						
Very Easy									

I = instructor

b) The second dictation passage was prepared from words used in testing the spelling proficiency of students on completing senior secondary school as part of ESLCE. Isolated spelling words were thus selected from among a total of 200 words used for over ten consecutive years. The words were selected on the fact that they would fit into a text without becoming too artificial. Then, they were used by the researcher in writing a composition to form a text dictation (see Appendix B).

### 3.2.1.2 Free Composition Writing Topics.

Topics of common interest (See Appendix A) as judged by the researcher) and those suggested in the Freshman English Textbook were selected and modified for use in the free composition writing tests. Since it was desired that the students should write of uniform and reasonable length compositions as much as possible. Guide points were included under each topic.

The contrast between the two tests may show differences in that the dictation test writing is a controlled language production activity where as the composition writing test is not. Under the less controlled testing situation, like the one used here, the students have a chance of avoiding words which appear to be difficult for them to spell. Therefore, they are forced to form hypotheses on how to spell the words under the constrained situations when writing free composition tests they can choose. In the later situation, the students indicate use of avoidance strategies to spell the words. It is then assumed that spelling errors may be fewer in the free composition than in the dictation tests. However, the spelling errors obtained from both tests reveal spelling strategies that students use to overcome difficulties.

### 3.2.2. Steps for Administering the Spelling Tests

After the dictation passage was selected, the spelling words were prepared in a text dictation, and the composition writing topics were identified for use as source materials of the spelling data for this study. Then, the following steps were taken in administering the dictations and free composition writing tests.

#### 3.2.2.1. Administration of the Dictation Tests

For the sake of convenience in administering the dictation and avoidance of variations in the pronunciation of the spelling words of the dictation passages, it was necessary to record them all. The selected and composed dictation passages and the complete instruction (See Appendix B) were recorded by an Ethiopian instructor chosen for his near standard pronunciation and recording experience.

Using vallete's (1977) and also Heaton's (1988:18) methods of administering dictation tests in English, each passage was read once at a moderate speed; a second time slowly at the pace at which the students could write what they heard from the tape. Each speech unit, or division of meaningful phrases, as determined by the person recording were read twice to minimize spelling errors (deviations) which could be caused by the inability to discriminate among pronunciations of the words. The third time, the passages were read at a slower speed so that the students may make use of it to check their spelling errors. Punctuation marks were not read at all.

Total recording time was approximately 41 minutes.

T<sub>4</sub>  
The dictation passages were thus administered by playing a tape to 27-33 students in the respective classrooms where formal lectures are given. Instructions were strictly followed, and interruptions did not occur.

#### 3.2.2.2. Administration of the Composition Writing Tests

The selected composition writing topics were administered to the freshman students and to the ECS group of children in the respective classrooms. There were 27-33 students in each section when the test was administered, and the maximum time given for the test was 50 minutes.

Though stipulation was made as to the length (Appendix A), some of the students were able to write the compositions in about 130 words. However, the average length is approximately 80 words.

#### 3.4. Methods used to Analyse the Spelling Errors

Since this study considers the explanation of some of the spelling errors of the freshmen students, the writer agrees with Corder's and Selinker's views of error classification and analysis as discussed in chapter 2 of this study. Accordingly, the identified spelling errors are:

First, superficially classified into four levels as errors of omission, addition, selection and ordering of letters in words. Corder's (1981: 36-37) view with regard to the possibility of using such a classification is applied here to help lead into

adequate and systematic analysis of the spelling interlanguage data. Therefore the spelling errors of the sample students are tallied and prepared for further analyses and explanations from psycholinguistic perspectives.

Second, the error occurrences that predicted a definite process or strategy (i.e. L1/L2 transfer or simplification and its forms) ( See Chapter 2) are put into categories to show patterns of spelling errors that have emerged from the interlanguage (IL) data. Most of the errors, then, accounted for their sources as interlingual and/or intralingual spelling errors. At the same time, NL features that interfered with the errors of the freshmen group are further ascertained by cross-checking with the nature of the spelling errors of the ECS group of children.

Third, error patterns that the spelling interlanguage had revealed were also explained with reference to the four stages of developmental spelling errors of first language learners that Marge Wood (1982 refer Chapter 2) and others have established as a standard model.

## CHAPTER FOUR

### 4.0 DATA CLASSIFICATION AND ANALYSIS

After the dictation and composition writing tests had been administered for the purpose of collecting the spelling IL data for this study, it was possible to elicit a total of 1470 spelling errors. The spelling errors obtained in this way are put into superficial classification. The most clear patterns of the errors that have been explored on the basis of the causes for their occurrences are then explained (analysed).

#### 4.1. Superficial Classification of the Spelling Errors

The compositions and dictations written by the sample students may supply us with the following information with regard to the total word count and the spelling error identified.

##### Compositions

There are 140 compositions written by the freshmen group of students. In order to compute the total number of words written 2% or 28 composition papers were randomly selected. The average length of this was 80 words. A total word count in all the compositions, then, add up to 11,200 words. Out of these, 567 words were identified and counted as spelling errors (See Table 3.1). The proportion of the errors to the total number of the words in the compositions was also computed. On average, there are 5 spelling errors in every 100. In other words the misspelt words constituted 5% of the total number of words used in the compositions.

## Dictation

The dictation tests administered to the same group of students consist a total of 450 words. The average number of spelling mistakes in each student's written dictation was computed by randomly selecting 2% or 28 dictation papers. As a result an average of 59 spelling errors were counted. This figure represents 13% of total words written or a total of 8260 spelling errors from among 63,000 words that should have been written by all the students. This error does not include whole-word omissions for the reason that omitted words are not spelling errors but grammatical. Therefore students are likely to make more spelling errors-in fact more than twice-in dictation than in composition. This confirms the assumption made in part 3.2.1.2.

### 4.1.1. Explanation of the Spelling Error Classification

Spelling errors might be defined as a violation of the conventions of putting consonant and vowel letters in a word or words; and its highest categories are consonants and vowels.

Corder classifies spelling errors according to letters misrepresented. The misrepresentations include: substitution, omission, addition and transposition (see Chapter 2). However, since this classification is not sufficiently specific to cover the types of errors that the data for this study consists, it was necessary to use other categories for certain types of errors that emerged. Therefore, building on the basic classification that Corder has proposed, and as induced by the

nature of the spelling error data, the following categories:

- a) consonant and vowel (addition, omission, wrong selection and ordering of letters)
- b) transposition of consonant and vowel,
- c) consonant blending,                      f) diphthong,
- d) consonant doubling,                      g) digraphs and
- e) grammatical                                      h) the addition of 'e' to  
word-finals

were obtained. These are shown in tables 3.1 and 3.2 or appendixes C<sub>1</sub> and C<sub>2</sub>

Each misrepresentation is taken into account as an error in spelling. Thus, the spelling errors obtained from the written tests have been counted not on the basis of the number of words that were misspelt, but on the basis of the misrepresentations in the misspelt words. Therefore, a misspelt word could show more than one error, for example, an error of omission and wrong selection or transposition of letters. In such cases, words appear more than once.

Spelling errors which were thus obtained from the dictations show 903 misrepresentations in a total of 562 word misspellings (see Appendix C<sub>2</sub> or Table 3.2). In the same way, out of the 491 misspelled words in the free compositions written, it was possible to secure a total of 567 misrepresentations (see Appendix C<sub>1</sub> or Table 3.1.) .

The following tables on the spelling errors of the freshman group of Ethiopian students then show the percentages computed and the misrepresentations quantified as obtained from the free composition and dictation writing tests.

TABLE 3.1

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## FREE COMPOSITION WRITING TEST

SUPERFICIAL CLASSIFICATION OF SPELLING ERROR		AMHARIC		TIGRIGNA		OROMO		TOTAL		
		Error Count	Perce ntage	Error Count	Perce ntage	Error Count	Perce ntage	Error Count	Perce ntage	Average Percentage
SYLLABLE	Addition (Sy <sub>IA</sub> )	45	13	24	19.6	11	11.0	80	43.6	14.6
	Omission (Sy <sub>IO<sub>m</sub></sub> )	10	2.8	6	4.9	6	6.0	20	13.7	4.6
CONSONANT	Addition (CA)	6	1.7	3	2.4	4	4.0	13	8.1	2.8
	Omission (CO)	36	10.4	9	7.3	14	14.1	61	31.8	10.6
	Selection (CS)	21	6.0	6	4.9	4	4.0	31	14.9	4.9
	Ordering (CO <sub>r</sub> )	2	0.6	-	-	-	-	2	0.6	0.2
	Addition (VA)	11	3.2	4	3.2	6	6.0	22	12.4	4.1
	Omission (VO <sub>m</sub> )	56	16.2	8	6.5	9	9.0	71	31.7	10.6
	Selection (VS)	80	23.2	27	22.1	21	21.2	128	58.3	22.2
	Ordering (VO <sub>r</sub> )	2	0.6	2	1.6	3	3.0	7	5.2	1.7
	Consonant-Vowel Ordering (CVO <sub>r</sub> )	10	2.9	4	3.2	5	5.0	19	11.0	3.7
	Consonant Cluster (CCI)	3	0.9	4	3.2	2	2.0	9	6.0	2.0
	Consonant Doubling (CD)	9	2.6	8	6.5	4	4.0	21	13.1	4.4
	Grammatical (gr)	9	2.6	4	3.2	2	2.0	15	7.8	2.6
	Homophonic (Ho)	7	2.0	1	0.8	1	1.0	9	3.8	1.3
	Diphthong (Ized or Omitted)	12	3.4	5	4.1	1	1.0	18	8.5	2.8
	Digraph (Dig)	11	3.2	4	3.3	4	4.0	19	10.5	3.5
	Magic 'e' (word-final) M'e'	15	4.3	3	2.4	2	2.0	20	8.7	2.9
TOTAL		346	99.6	122	99.2	99	99.3	567	287.0	99.5

TABLE 3.2

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## DICTATION WRITING TEST.

SUPERFICIAL CLASSIFICATION OF SPELLING ERRORS		AMHARIC		TIGRIGNA		OROMO		TOTAL		
		Error Count	Percen tage	Error Count	Percen tage	Error Count	Percen tage	Error Count	Percen tage	Average Percentage
SYLLABLE	Addition (Syl A)	23	6.1	23	8.6	14	5.3	63	20.0	6.7
	Omission (Syl A)	7	1.9	10	3.7	4	1.5	21	7.1	2.4
CONSONANT	Addition (SA)	4	1.1	5	1.9	3	1.2	12	4.2	1.4
	Omission (CO <sub>m</sub> )	34	9.1	19	7.2	29	11.2	82	27.5	9.1
	Selection (CS)	42	11.2	26	9.7	43	16.5	111	37.4	12.4
	Ordering (CO <sub>r</sub> )	-	-	-	-	-	-	-	-	-
VOWEL	Addition (CA)	20	5.3	20	7.4	9	3.5	49	16.2	5.4
	Omission VO <sub>m</sub>	55	14.7	18	6.7	23	8.8	96	30.2	10.0
	Selection (VS)	83	22.2	62	23.1	69	26.2	214	71.1	23.9
	Ordering (VS)	6	1.6	1	0.4	-	-	7	2.0	0.5
Consonant-Vowel Ordering (CO <sub>r</sub> )		6	1.6	3	1.1	10	3.8	19	6.5	2.3
Consonant Cluster (CCI)		6	1.6	8	3.0	4	1.5	18	6.1	2.0
Consonant Doubling (CD)		13	3.4	22	8.2	7	2.7	42	14.3	4.7
Grammatical	gr	-	-	1	0.4	1	0.4	2	0.8	0.3
Homophonic	Ho	17	4.5	19	7.1	16	6.2	52	17.8	5.9
Diphthongized or Omitted)		22	5.9	21	7.8	15	5.8	58	19.5	6.5
Digraph	Dig	14	3.7	6	2.2	4	1.5	24	7.4	2.5
Magic 'e'	M'e'	22	5.9	4	1.5	9	3.5	35	10.9	3.6
Total		374	99.8	268	99.9	260	99.6	903	299.7	99.8

With reference to the tables, then, a few general observation can be made as follows.\*

(a) Vowels

Spelling error in the use of vowel letters dominates the spelling IL data. The percentage figures in the tables (3.1 and 3.2) show the spelling error in use of vowels which most students, of this group have committed. Vowel errors are subdivided into four categories

- i) addition (4.2%) of vowel letters.
- ii) omission (11.4%) of vowel letters from a word/words.
- iii) wrong selection (21.6%) of vowel letters in a word
- iv) switching or reversal (1.1%) of vowel letters in a word (words)

The data also shows the spelling errors accounting for the omission of one of the vowel letters of a diphthong or the tendency to diphthongize by adding a vowel letter to a word.

The addition of vowel letter 'e' to word-endings is another source of error.

Three factors lead to the spelling errors of omission addition, wrong selection or ordering of vowel letters.

These include:

- (i) the learners' tendency to overgeneralize some of the spelling rules.
- (ii) the learners' failure to make fine distinctions between the  $L_1$  and  $L_2$  vowel systems.

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\* The figures used in this part are averages of the percentage figures obtained from both tables.

- (iii) overreliance on phonics. This is especially true for the errors in dictation exercises rather than for the composition writing.

In this connexion, for this group of learners, a vowel sound in a word should correspond with a vowel letter name well known in their interlanguage. The learners' perception of the vowel sound on the basis of their IL knowledge, therefore, most likely compel them to spell the English words using their limited knowledge of the spelling sound correspondences. In this case names of vowel letters become much more important than the vowel sound for the learners in order to spell the English words.

(b) Consonants

With regard to the error data, tables 3.1 and 3.2 also reveal the spelling errors in the use of consonants. The learners add, omit or wrongly select consonants in their attempt to write the correct spelling.

In this connexion, spelling errors are caused by ~~wrong select-~~ion (8.6%) of consonants. Students of this group seem to confuse the consonant letter names with the consonant sounds. Moreover, the students lack the awareness of phonetic changes in certain consonants just due to the consonant letters' distribution in a word. For instance, the g's in the word 'engage' employ entirely distinct sounds leading the students to spell by replacing the second 'g' by 'j'.

Apart from this, there is a greater tendency to omit (9.9%) certain consonants from words than to replace (8.5%) them by the wrong ones. One major factor which contributes

to the omission of consonants is the presence of silent consonant letters in certain words as in, for example, the omission of letters 'd' and 'h' from words like 'ungrudgingly', 'psychology', 'scholar' .

The data also reveals the learners' use of double consonants (4.3%) in situations where doubling is not supposed to occur as in the words: WRITTING, RULLER, HABBIT, POPPULATION etc...

Moreover, spelling errors ascribed to addition of consonants to a word, as distinct from doubling, could be seen from the tables. Very limited percentages (2.1%) of errors fall under this category.

Though insignificantly low, misplacement (2.8%) and blending (cluster) (2.0%) of consonants are also observed from the tables; apparently from the data constituting spelling errors.

Confusion between two words of similar sound, homophonic (3.5%) or where morphemes are partly applied to another word as in FAIRSLY for 'fiercely' has been observed to constitute the data.

Consonant or vowel digraphs are also areas of difficulty accounting for spelling errors of this group of students. Letters are, hence, omitted from words where two consonants or vowel should be used together to represent a sound unit as in, for example, the omission of letters in the following

misspellings:

RESINE	for	<u>resign</u>
RECRATION	for	<u>recreation</u>
SWICHED	for	<u>switched</u>
TURSDAY	for	<u>Thursday</u>
ATLETIS	for	<u>athletes</u>

#### 4.1.2 A Comparison Drawn Between Controlled and Free Writing Errors

It has been observed that in both tests, learners make spelling errors though with reasonable differences in the error counts. In this case, spelling error or percentages occur in free composition writing is far less frequently than in dictation writing tests (See Tables 3.1 and 3.2).

Lower frequency of errors is obtained from the free compositions written by this group of learners because the learners have a much wider range of strategies for their spelling difficulties.

Tarone's (1977) investigation on intermediate learners' producing oral description in L<sub>1</sub> (Spanish, Turkish, Mandarin) and IL (English) could be an instance of learners' language production under a freer situation. Tarone indicates that "the less able students whom she investigated preferred reduction to achievement strategies" (in Rod Ellis 1986: 183). Hyman and Tucker (1980) also point out "the extent to which L<sub>2</sub> child displayed avoidance strategy depended on the grammatical structures involved (Ibid., p. 186).

By and large, the spelling error data from the free compositions written by this group of students reflect Tarone's and Hyman/Tucker's views. Under the free composition writings, the learners need only use words they know. Such a wider opportunity helps them making use of communicative strategies (Selinker 1972, Tarone 1977, Corder 1981) in the forms of avoidance, message adjustment, semantic replacement, reduction by generalisation etc... Most L<sub>2</sub> learners employ these strategies for the purpose of accurate use of English spelling, i.e., if they do not know how to spell a word like scenery they can replace it with a word like the view or avoid referring to this word at all.

Most of the words the students have used in their composition are of high frequency. This implies that the students apply one or more of the strategies mentioned above to abandon the use of difficult words and attempt to pick another word which they think would substitute to fit the context, i.e. a word well known in their interlanguage.

In the dictation test, however, the students are under highly controlled situations and are compelled to write words with which they are unfamiliar. The students' failure in their attempt to write the correct spelling of words, then, cause them to adapt limited language production strategies like that of approximation and/or reduction of letters from a word. These strategies are employed under the dictation writing situation mainly because the students have limited opportunity for analysis-by-synthesis of the words they have to spell.

This group of learners, for instance, adopt approximation strategy on the basis of phonological cues and write the spelling of certain words as in COLIGN for 'calling', HERGED/EARGED for 'urged' DYNEMA for 'dilemma', UNGERAGINGLY for 'ungrudgingly' INGAJED for 'engaged', VERYES for 'various'.

In addition to this, the omission of either consonant or vowel letters from words like TUNG for 'tongue' OFCORS for 'of course', TRABLS for 'troubles', MUSLS for 'muscles' BE FOR for 'before' etc.. which are in common use, and are recurring misspellings observed from the data are fair indications of reduction of letters by making use of cues in phonological or semantic approximations and generalizations.

A conclusion to be drawn from this part (4.1.2) is, then, that highly controlled tests like dictations are inadequately reliable in measuring language learners' linguistic performances, in this case spelling, as compared to the free writing.

#### 4.1.3 A Comparison in Spelling Errors Made by Students with Different Mother-Tongues

In spite of the insignificantly wide differences seen between the spelling performances of the students under each of the test situations, the interlanguage spelling data still suggests the following:

- (a) the nature of the spelling errors made by the students in general, and
- (b) the impact that Amharic, Tigrigna and Oromo languages cast upon the spelling performances of the respective Mother-tongue speakers.

In this connection, the categories obtained from the data, the error counts or percentages of the respective learners' spelling errors may help determining whether these errors are common to all the students or to specific mother-tongue speakers.

As seen from the tables, most error percentages among the groups<sup>\*</sup> exhibit approximately a range of 2%. The range among the groups that exceeded 2% is assumed to make reasonable differences made in the errors committed. Therefore, on the basis of the assumption made, the following error percentage differences appeared among the groups according to the respective mother-tongues.

#### 4.1.3.1. Syllable Addition

This category of error is found to be significantly higher with the Tigrigna speakers than with the other two. The average percentages of the sum of the errors accounting for syllable structure from both tables show that the spelling errors by Tigrigna speakers constitute 14.1% whereas those of Amharic and Oromo speakers show 9.5% and 8.2% respectively. These figures may justify the predictability of spelling errors reinforced by the insertion of vowel /I/ between consonant cluster as stated by Bender, et al. (See Chapter 2.3).

#### 4.1.3.2. Consonant Doubling

Average percentages of spelling errors by each group indicate that doubling of consonants is a much higher problem with Tigrigna speakers than with either of the two.

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\*Group here refers to the category of students having similar mother-tongue.

Spelling errors ascribed to such a problem have constituted 7.4%, 3.3% and 2.0% for Tigrigna, Amharic and Oromo speakers respectively.

#### 4.1.3.2. Addition of 'e' to Word-Finals

Spelling errors accounting for unnecessary addition of 'e' to word-final positions is reasonably higher with speakers of Amharic than with speakers of either groups. This sort of errors constitute 5.1%, 2.7% and 1.9% for Amharic, Oromo and Tigrigna respectively.

#### 4.1.3.2. Diphthongs

Spelling errors under this category include the tendencies to diphthongize or omit one of the vowel letters forming a diphthong. Spelling errors of this category constitute 4.7%, 6% and 3.4% for Amharic, Tigrigna and Oromo speakers respectively. However, it is likely that these errors are less predictable among the Oromo speakers than among the other two groups of learners. This is because Oromo is phonemically distinctive (See part 2.3).

A conclusion to be drawn based on this part (4.1.3) is, therefore, that significant percentage differences observed are unlikely to indicate whether these differences in the spelling error counts have resulted from the differences in  $L_1$  or not. This is because the occurrences of some of these errors do not account for the predicted spelling errors on the basis of the  $L_1$  features of these learners as have been indicated by Bender, et al. (1976) and Tadesse (1966).

On the other hand, minimum percentage differences in the areas of consonant addition, consonant and vowel ordering, vowel selection, spelling errors induced by ungrammaticalness, and digraphs could be seen from the tables.

The minimum differences observed here are, therefore, fair indications of the areas of the spelling difficulties whereby the students experience similar error patterns despite some specific differences among  $L_1$  features of these learners (See Chapter 2.3).

In this aspect, a close examination of the spelling inter-language (IL) data obtained from the two types of tests predict certain factors which lead to the spelling errors. Therefore, starting with the superficial classification and points raised in this aspect in the foregoing pages, the present study further classifies the IL data into the clearest patterns of spelling errors that have been noticed. The classification is based on the assumed underlying causes for the occurrences, not on what they involve. The patterns are described in terms of the causes of these errors among the group of learners with differing language backgrounds. Since the script used by Ethiopian area languages (Amharic, Tigrigna and Oromo) is totally different from English alphabets, confusion between  $L_1$  and  $L_2$  (English) letters do not occur at all; hence discussions in this aspect is automatically ruled out.

Then from the actual data, the following patterns are explored and presented here. The order in which these patterns are presented implies nothing about the importance or frequency of occurrences.

## 4.2. Explanations of the Spelling Error Patterns

### 4.2.1 Error Pattern Showing Movement Towards CV-Syllable Structure

It has already been stated (Chapter 2.3) that Ethiopian languages use a syllabic alphabet to represent a sound unit in a word. This means that each sound unit in a word employs the use of a consonant and a vowel both being written as a single sound forming a syllabic writing system.

Writing habits already formed in this way among Ethiopian students learning English are likely to be carried on to English writing system, and this affects their spelling.

The spelling interlanguage data in this case reveals many of the words misspelt can be accounted, for Ethiopic syllabary. This is because, learners conceive that English system, often maintains the use of consonant and vowel combinations to represent a sound unit in a word like the Amharic writing system. This misconception about the English writing system has made the learner modify the English syllables upon the syllabic structure of Ethiopian area languages - which commonly follow the CV-pattern.

Such a tendency to modify upon the CV-pattern of syllabic structure requires the insertion of vowels in between consonants which often results in spelling errors and so in defective written communication.

The following table shows a few of the spelling errors that appeared in the data showing movement towards the CV-syllable structure.

T A B L E 5  
CHART SHOWING CV-SYLLABLE STRUCTURE OF THE LEARNERS

Correct Spelling	Syllable Division in English	( (Assumed) Syllable Division in The Learners' Spelling
blind	blaind	b.li.ned
steps	steps	s.te.pe.s
friday	fraidi	fi.ri.eday
repeat	ri'pt:t	re.pe.te.
skilled	skild	se.ki.led
depart	di'pa:t	de.pa.r.ti
fragments	frag.ment	f.ra.g.me.n.tes
terrorists	terarist	te.re.ri.s.tes
discover	disk va(r)	des.co.ve.re.
visit	vizit	vi.si.te
library	laibrari	li.be.ra.ry
admire	a'dmaia(r)	a.di.ma.i.re
bible	'baibl	bi.be.le

However, these errors in the interlanguage spelling accounting for the CV-pattern of syllable structure are not solely attributed to L<sub>1</sub> transfer. Certain spelling errors of the multilingual group of children at English Community School

(ECS) also provide evidences of the tendency to produce the CV-syllable structure. Therefore spelling errors as in the following

LIBERERY	for	library	(Iybo, Nigerian child)
HEARED	"	heard	(Somali child)
REDEY	"	ready	(Chicewa " )
FILED	"	field	( Arab " )
TIRIED	"	tried	(Mandinco " )
LUCULY	"	luckily	(English " )
WEHEN	"	when	( " " )

(See Appendix E

are fair indications of such a tendency both by  $L_1$  and  $L_2$  learners of English. With this regard Tarone's analyses of the spontaneous speeches of six students with different mother-tongues learning English as a second language also show the  $L_2$  learners' tendency to revert to a CV pattern in their inter-language. She further indicates that there is a universal tendency to modify upon CV syllable structure (adapted: Tarone in Richards (ed) 1977B: 24).

In light of the fact stated above, spelling errors accounting for this pattern of syllable structure are cases attributable to both interlingual and intralingual factors for the freshmen group of Ethiopian students, one reinforcing the other.

#### 4.2.2. Error Patterns Attributed to Consonantal Substitution

This group of learners' spelling errors accounting for consonantal substitution may occur under two conditions or factors

##### 4.2.2.1. The Presence of Certain Segmental Phonemes of English which are Absent in any One of these Learners' Mother Tongues

Differences between the segmental phonemes of Ethiopian-area languages and that of English still directly or indirectly affect these groups of learners' spellings whenever the learners write words that bear the phonemes: |p|, |v|, |θ| and |ð| in English. The rarity or non-existence of these consonantal phonemes in the learners' mother-tongues makes this group of learners substitute the above phonemes for the nearest phonemes in L<sub>1</sub> like: |f or w or b| for |p or v|, |t| for |θ| and |s| for |ð|. Therefore, in their attempt to write the spellings of certain words bearing the English phonemes |p|, |v|, |θ| and |ð|, the learners resort to transfer strategies as reinforced by the L<sub>1</sub> consonant sound features.

In this connection, the IL data obtained shows the spelling errors made by this group of learners as a result of inter-lingual transfer as for example when they substitute

SABAGE	for	savage
POBERITY	"	poverty
ABRESHET	"	appreciate
OBSERBS	"	observes

ACEBTES	for	accepts
TOUGHT	"	thought

See Appendices C<sub>1</sub> and C<sub>2</sub>

4.2.2.2. Intralingual Factors Leading to Consonant Based Spelling Errors

It has also been noticed here that spelling errors from consonantal substitution do not only account for the differences between L<sub>1</sub> and L<sub>2</sub> phonemes, but also for L<sub>2</sub> transfer cases. This is to say that the errors may arise from confusions with regard to the phonetic variants of certain consonants; or result from interferences of prior learning of the spellings of certain words upon the new learning (or vice-versa).

Therefore, consonantal substitutions in words like:

PRETIUS	for	precious
RATIA	"	Russia
SEPRATION	"	suppression
MOBELISE	"	mobilize
REJESTERED	"	registered
MECENGER	"	messenger
CONCORE	"	conquer

(Appendice C<sub>1</sub> and C<sub>2</sub>)

and many others are errors caused by intralingual rather than interlingual factors.

Spelling errors of these kinds are found both among native-speakers and non-native learners of English as confusions resulting from sound similarities of certain consonants in different words.

Marino's (see Chapter 2) data on misspellings obtained from the paragraphs written by native speakers of English, categorized under one of the spelling error patterns as DIKTR for 'doctor' PLEZ for 'please', ELEFAT for 'elephant' and WUTZ for 'once' are some of the instances whereby consonants could be substituted due to confusions which have a phonetic basis.

Compositions written by most non-native and native children learning English at ECS have also revealed spelling errors caused by intralingual factors as could be seen in the following misspellings:

DILITIOUS	for	delicious	(English child)
SQUISE	"	squeeze	( " " )
KARE	"	care	( Chicewa " )
THIFES	"	thieves	( Indian " )
TINGES	"	things	( Arab " )

( Appendix D)

By way of conclusion, then, most of the spelling errors of consonantal substitution might result from confusions among certain words (partly/wholly) bearing 'similar'-consonantal sounds with those consonants in words well known by the learners irrespective of the learners' nationalities or mother-tongue backgrounds.

#### 4.2.3. Error Pattern Associated with Learners' Perception of English Vowel Sounds

The spelling interlanguage data reveals four different factors which account for most vowel-based spelling errors of this group (Ethiopian) of learners.

Accordingly:

4.2.3.1 The Influence of L<sub>1</sub> Vowel Sound(s)

The learners substitute vowel sounds which occur in their MT for English (TL) vowel sounds which do not occur in their MT (See Chapter 2). This is the condition under which most diphthongs and long vowels are substituted for simple and short vowels respectively. This is because

- a) diphthong is an absent category or rare in the vowel sounds of Amharic, Tigrigna and Oromo languages.
- b) vowel length is not phonemically distinctive for Amharic and Tigrigna languages but for Oromo.

As a result, most learners encounter certain difficulties in the accurate use of vowels while writing words in English. The following spelling error occurrences are obtained from the IL data, they show the reduction of

(a) Diphthongs into simple

Afraid	into	AFFRAD
journey	"	JORNY
railway	"	RALWAY
compound	"	COMPUND

(b) Long into short

suitable	su:təbl	SUTABLE
repeat	ripi:t	REPETE
of course	-- kɔ:s	OFCORS

search	s : t	SERCH
daughter	d : tar	DOTER

Many spelling errors made by this group of students can be explained by their inability to distinguish between long and short vowels or which they hear as homophones. No matter what vowel sound (long or short) the learners hear in a situation where 'homophones' are provided, they often tend to write the spelling of the one they are relatively familiar with. For instance, the learners rarely make any distinction between the following words and write:

kin/KINE	for	keen
RICHED	"	reached
there own	"	their own
REMENDER	"	remainder
WORSE	"	wars

as obtained both from dictation and composition tests.

(c) Vowel digraphs into single

trouble	trʌbl	TRABLE
recreation	rekr'eɪ.n	RECRATION
mountainous	mauntinis	MOUNTANESS

( Appendices C and D)

4.2.3.2. The Impact of Vowel Letter-Name Strategies  
Employed by Learners

Spelling errors that the IL data constitute also reveal the learners tendency to represent vowel sounds by vowel letter names. This is, of course, one of the strategies that emerge

in the early writing of preschool children (Read 1971) which Margo Wood (19 ) also referred to as prephonetic stage, i.e. when letters are used to represent some speech sounds heard in words (See Chapter 2).

In this connexion, certain vowel sounds are represented by vowels whose names are closest to the vowel sounds heard/perceived in words like:

SHAW	for	show
PEDAGOGE	"	pedagogy
LAGAGE	"	Lagoage
ADALT	"	adult
RADY	"	ready
RECRATION	"	recreation
LEDERS	"	leaders
CRAMBLE	"	crumble

(Appendices C<sub>1</sub> and C<sub>2</sub>)

#### 4.2.3.3. The Impact of Unstressed Vowels

The data also reveal that the vowel 'e' replaces vowel letters like 'a', 'o' and 'u' as they occur in words before the letter 'r'. In other words, the unstressed vowel |ə| follows assimilation phenomena in connexion with the liquid |r|, and graphemically represents the letter 'e' mostly in word-final syllables-as in

FAILER	for	failure	feiliə̀r
SENIER	"	senir	si:niə̀r
OFFER/OTER	"	author	'ə:θə̀r
VISITERS	"	visitors	viziə̀rs

CALCHER	for	culture	k ʌ lt ə r
SERVIVE	for	survive	səvaiv

The occurrences of these spelling errors accounting for the unstressed vowel also imply the use of strategies of overgeneralization and/or analogy with correct spelling of English words with 'e' before 'r' well known in the learners' spelling interlanguage. Most of these errors, therefore, occurred as a result of intralingual rather than interlingual factors except for Oromo speakers. They often substitute |ʌ| for |ə|. The Oromo speakers, for example, spell HART vs. HERT; ARGED vs ERGED and 'military' vs. MILITERY as different from the misspellings obtained from the other two group of learners. This is mainly because the vowel sound of the 'first-order' in the syllabary used by Ethiopian area languages which is equivalent to |ə| is absent in the Oromo. It implies that errors of this sort among the Oromo speakers seem to be elicited by interlingual factors.

#### 4.2.3.4 The Influence of Hypercorrected Spelling Pronunciation

Another type of error in IL spelling accounting for vowels involves the addition of an incorrect vowel immediately after or before the already existing vowel in a word. The addition of these vowels presupposes that consecutive distinct vowel sounds are heard in two separate syllables, as in, for example, when bae'ID is slowly pronounced for bed |bed|. The occurrence of some of the spelling errors caused by hypercorrected pronunciation holds true because learners often spell words on the basis of phonetic perception of a word (see Margo Wood and others in Chapter 2).

The fact that "---accurate pronunciation is such an asset in learning (producing) correct spelling" (Hidreth 1955: 28-29 adapted), deviations in pronunciation also possibly cause spelling errors. This implies that hypercorrected pronunciation in the interlanguage phonology of the learners yields a hypercorrected spelling that could be seen among learners of this group. They spell:

BA.ID	for	bed
MA.IGHT	"	might
VILLAGAIZATION	"	villagization
PRA.IORITY	"	priority
TERRI.ABLE	"	terrible
ADMAIRE	"	admire
GA.ETS/GAITS	"	gates
FOREA.ION	"	foreign
PA.IRENT	"	parent
ISI.OLET	"	isolate
CIETY	"	city

(Appendixes C1 and C2)

These are spelling errors of intralingual factors.

#### 4.2.4 Error Patterns Attributed to TL Based Syntactic (Grammatical) Analogy\*

Most of the spelling errors that constitute the spelling interlanguage data of this study are reflections of certain processing strategies adopted by this group of learners in

\* Analogy can be used interchangeably with overgeneralisation as instances of simplification strategy.

their attempt to write correct spelling. This is because learners' may analogize and systematize on the basis of certain similarities that they perceive between two or more words. Practical applications to few of the spelling errors attributed to such processes have been slightly treated in the foregoing pages.

However, another area which has been kept intact is the explanation of the occurrences of the learners' spelling errors accounting for the strategy of syntactic overgeneralisation of the 'spelling rules', and violation of the conventions in which few compound words are written. Convention is, apparently, a powerful factor with regard to the way they spell, and its violation is a spelling error by itself. For instance, learners write the auxiliary verb 'cannot' and 'can't' as CAN NOT and CANN'T by analogy with 'do not' and 'don't' respectively. These are conventionally ungrammatical and are errors in English spelling. Many students make spelling errors of this kind both under controlled and free writing as in:

there for	for	therefore
be for	"	before
can not	"	cannot
to gether	""	together
OFCORS	"	of course
be cause	"	because
be come	"	become
how ever	"	however

(Appendixes C<sub>1</sub> and C<sub>2</sub>)

I In this case spaces are left in between the 'words' and are treated as two words though most of the parts branched off have meanings by themselves, and are with correct spellings. Given the convention, they are misspellings in English, and result in defective communication in writing. Spelling errors of this sort may be due to intralingual 'transfer' resulting from early training in L<sub>2</sub> elements, and might have been fossilized at this particular stage (at Freshman) of language learning.

Spelling errors related to problems of affixation also arise from the strategy of overgeneralisation or false analogy with quite familiar word structure in English. Excessive dependence on some analogous word derivation rules in this case could be the major factor leading to the spelling errors as in the following list.

CITYS	for	cities
EQUIPEMENTS	"	equipment
PLAING	"	playing
DARKENESS	"	darkness
OXENS	"	oxen
SATISFAYED	"	satisfied
DISSIDED	"	decided
ENTERANCE	"	entrance
STUDING	"	studying
HEARED	"	heard
WRITTING	"	writing
MOUNTANESS	"	mountainous
HOLDED	"	held
VISITTING	"	visiting

Moreover, the above spelling errors lie in the learners inability to distinguish between the underlying meanings held by certain words and the derived ones. (see Carol Chomsky in Chapter 2).

Spelling errors accounting for syntactic analogy have also been identified among the ECS children's misspelling for instance

HERED	for	heard	( English child)
HEARED	"	heard	(Somali " )
SENDED	"	sent	( " " )
SAYED	"	said	( Italina " )
HURTED	"	hurt	( Igbo " )
BITED	"	bit	( Finnish " )
RICHEd Langano	"	reached	(Yugoslav " )

(Appenix D)

Therefore, most of the spelling errors of this pattern are attributable to intralingual factors.

#### 4.2.5. Error Pattern Accounting for the Addition of 'e' to a Word-Final

Spelling errors of the freshmen group that fall under this pattern may also account for the CV-syllable structure that has been discussed earlier in this part of the study. As a reasonable number of spelling errors with regard to the addition of 'e' to word-finals constituted the interlanguage data, it is necessary to treat such errors separately. It has, therefore, been observed that three interconnected factors affect the addition of 'e' to a word-final.

These are:

a) When stressed Vowel precedes a consonant in a word-final

FORGATE	for	forget
HOTELE	"	hotel
STEPE	"	step
INGENERALE	"	in general
BRADE/BREADE	"	bread
SELEEPE	"	sleep
VISITE	"	visit

b) When consonant clusters or a single voiced consonant occurs in a word-final

BOTHE	for	both
CLIMBE	"	climb
ADABETE	"	adapt
REMARKE	"	remark
FISHE	"	fish

c) When wrongly substitutes 'y' in a word final

PEDAGOGE	for	pedagogy
HISTORE	"	history
FAMILE	"	family
ANGRE	"	angry
RESINE	"	resign

Appendixes C<sub>1</sub> and C<sub>2</sub>

4.2.6. Spelling Errors that Defy Categorization

In spite of the clear patterns discussed in the foregoing pages, there are still some misspellings which defy categorizations. Perhaps, these errors are reflections of speller's idiosyncrasy or the individual learner's mental state such as fatigue, carelessness, slip of pen, and other similar factors in his/her spelling performance.

Spelling errors like:

ABOUGHT	for	about
SOURNED	"	surround
CONFORTBLE	"	comfortable
JUDJUMENT	"	judgement
INJOUNIOUR	"	engineer

Appendxes C<sub>1</sub> and C<sub>2</sub> are, therefore, found to be difficult to locate elsewhere under the patterns explored in this study from the spelling interlanguage data .

## CHAPTER FIVE

### 5. CONCLUSIONS and RECOMMENDATIONS

#### 5.1 Conclusions.

The main purpose of this study was to analyse the spelling errors of the freshmen groups of Ethiopian students in the university and thereby account for the occurrences of some of these errors.

To achieve this end, the spelling errors collected from the written tests (dictations and compositions) were classified into the patterns observed. The spelling patterns which have emerged from the IL data were analysed in terms of the factors which contribute to their occurrences.

As a result of the analysis, the IL data for this study has revealed three factors to which the spelling errors made by the learners can be ascribed. These are spelling error patterns: (a) showing direct relation to  $L_1$  interference (b) attributable to intralingual confusions, and (c) attributable to  $L_1$  influence but also reinforced by the TL feature.

#### 5.1.1 *Spelling patterns attributable to $L_1$ interference.*

The misspellings of the Ethiopian students revealed error patterns that are directly related to the problems of interference from mother-tongue features upon the spelling performances of the students. Spelling errors of this pattern add up to 47.4%. Accordingly misspellings attributable to.

5.1.1.1 *Vowel sounds* represented an average of 38.2% (see table 3.1 and 3.2) of the corpus. Many of these can be related to the differences in the vowel phonemes between the NL of these learners and the TL. (See Chapter 2 part 2.3)

5.1.1.2 *Diphthongs\** constituted an average of 4.6% of the corpus. These are interlingual spelling errors because diphthongs are absent categories in the mother tongues of these learners. They are substituted by simple vowels. (see 4.2.3).

5.1.1.3 *Digraphs* constituted an average of 3.6%. The omission of vowel/consonant letters are used to stand for a single sound in a word as represented by a single letter of which the name is clearly perceived. Spelling errors accounting for digraphs have occurred due to the absence of this category in the learners' mother-tongue (see tables 3.1 and 3.2 or part 4.2.3).

#### 5.1.2 *Spelling patterns resulting from intralingual factors.*

Misspellings of this category are caused by the confusions that learners make within the TL 'spelling performances. The errors constituted about 38.4% of the corpus. Some of these are misspellings occurring as a result of.

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\* P.S (a) *These mistakes could also be attributed to a universal simplification of vowel and consonant patterns. (Widdowsen 1979 and Tarone 1978).*

(b) *Although vowels and diphthong errors constitute a large population of the corpus it should be remembered that they do have a low meaning potential and lead to less mis-understanding.*

5.1.2.1 Overgeneralization of *magic e* which constituted 3.2% (see tables 3.1 and 3.2 or part 4.2.5). Learners unnecessarily add 'e' to word-final positions.

5.1.2.2 Overgeneralization of the *spelling rules* and *false analogy* to words well known in the learners' IL. The corpus revealed the learners' tendency to overgeneralize the rules for adding suffixes (see part 4.2.4) and doubling consonants (4.5%) (see tables 3.1 and 3.2). Some other processing strategies also result in these errors (see part 2.4).

5.1.2.3 *Inaccurate pronunciation* of words that the learners may perceive. The tendency to spell words on the basis of the letter name-strategy is found to be the cause for the misspellings (see parts 4.2.3.2 and 4.2.3.3). Hyper-corrected pronunciation is also another source of spelling error that the data constituted.

5.1.3 *Spelling errors which occurred due to first language influence but are also reinforced by overgeneralization of features in the target language.* These are spelling errors accounting for the addition (10.6%) and omission (3.6%) of the CV-syllable structure. Spelling errors of this pattern show a universal tendency, i.e., do not solely attributable to the Ethiopian-area languages (see part 4.2.1).

5.1.4 *Conclusions related to strategies students use.*

Learners' attempted spellings have been emphasized as systematic. They reveal certain strategies employed. Differences in strategies used, however, make differences

in the test writing situations (see 4.1.2). Therefore, it can be concluded that:

5.1.4.1 students will avoid where possible words they are not familiar with and replace these with known words, i.e. semantic avoidance, rephrasing etc...

5.1.4.2 When forced to spell unfamiliar words they will either generalise from rules within the first language both phonetic e.g. |ai| = y and non-phonetic e.g. magic e or fall back on rules and patterns from their first language.

5.1.5 *Spelling error resulting from differences in first languages of these learners are very low and therefore insignificant.* (See part 4.1.3)

Therefore, the freshmen Ethiopian students spelling errors which result from the intralingual and syllable structure match significantly with the characteristics of invented spelling that Margo Wood has established indicating the third and the fourth stages in the development of native (English) learners' spelling (Ch.2). In this connexion, the Ethiopian students spelling performance has revealed similarities with the

(a) characteristics of misspellings which are for the most part *phonetic*. The learners included all sound features of words as they may hear, pronounce or articulate (see 4.2.2, 4.2.3 and 4.2.5)

(b) features of *transitional stage* where included vowels in almost every familiar spelling patterns are correct phonetic spelling in. (See parts 4.2.1, 4.2.4, 4.2

5.1.2.1 Overgeneralization of *magic e* which constituted 3.2% (see tables 3.1 and 3.2 or part 4.2.5). Learners unnecessarily add 'e' to word-final positions.

5.1.2.2 Overgeneralization of the *spelling rules* and *false analogy* to words well known in the learners' IL. The corpus revealed the learners' tendency to overgeneralize the rules for adding suffixes (see part 4.2.4) and doubling consonants (4.5%) (see tables 3.1 and 3.2). Some other processing strategies also result in these errors (see part 2.4).

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5.1.3 *Spelling errors which occurred due to first language influence but are also reinforced by overgeneralization of features in the target language.* These are spelling errors accounting for the addition (10.6%) and omission (3.6%) of the CV-syllable structure. Spelling errors of this pattern show a universal tendency, i.e., do not solely attributable to the Ethiopian-area languages (see part 4.2.1).

5.1.4 *Conclusions related to strategies students use.*

Learners' attempted spellings have been emphasized as systematic. They reveal certain strategies employed. Differences in strategies used, however, make differences

A majority of intralingual spelling errors classified into the patterns (see parts 4.2.1, 4.4.4.4, 4.2.2.3, 4.4.3.4, 4.2.4, 4.2.5 and 4.2.6) are also found to be similar to the spelling errors made by the group of children at the ECS in Addis Ababa (see part 4.2.1, 4.2.2.2, and 4.2.5). This reinforces the belief that many spelling problems are universal and developmental rather than attributable to first language interference.

## 5.2 Recommendations.

Earlier in this study, poor spelling has been stated as a source of failure both in schools and in life outside schools. This is because, poor spelling is always associated with learners' poor general proficiency in English language; and spelling, in general, is referred to by many a man as a yardstick to the learners' overall language development.

In addition, spelling errors embarrass the spellers themselves, as well as those with whom they communicate in writing because spelling errors may interfere with written communication.

In order to overcome such embarrassment, learners' thus need to develop a spelling awareness and be motivated to tackle their spelling difficulties with seriousness of purpose. "Spelling doesn't matter" as some people would say cannot be an excuse in formal and standard English, for example, when writing examinations, official letter, public notices, etc...

Apparently, the learner may think of English spelling as a difficult task to manage; certainly, this holds true because even most intellectuals and language experts goof. However, the use of correct spelling is necessary if an accurate use of written communication is desired. It is a basic skill that should be learnt.

However, the learning of this skill basically employs psycholinguistic processes from the view points of language acquisition/learning theories.

In light of this, it has been pointed out in chapter two of this study that first and second language learners showed a high degree agreement in the process of the acquisition of certain grammatical morphemes. However, the two orders were not identical as was found out by Dulay and Burt (see 2.2).

Krashen in Richards (1985) supports the finding by Dulay and Burt. However, he notes that 'this order is more likely to be found in cases of naturalistic than instructed second language acquisition' (P.65).

Krashen's view about the order in which the morphemes could be acquired, therefore, has wider relevance to suggest how certain TL elements are acquired. As could also be seen from the theories of language learning, apparently there are language elements that are either subconsciously (naturally) acquired or formally learnt through instruction.

In the same way, the learning of spelling could basically be seen from the point of view of the theories of language acquisition. It can therefore be acquired or learnt as with the grammatical morphemes. Peters (1967) points out the indeterminate issue with regard to whether spelling is caught or taught. She writes:

The only point at issue is whether the child can learn to spell by more or less developmental process of self teaching (i.e. acquisition) or whether spelling is a skill that has to be taught (i.e. learnt) (in Taylor 1973:85, my words in brackets).

The fact is that, this issue arises from the differences that could be seen among individual learners' spelling ability. This is to say that there are many learners who can easily catch (internalize) the English spelling alongside their reading and writing activities; whereas, others may require formal instruction in spelling.

Therefore, the following plans of action are recommended to help improving the learners' spelling performances abilities.

#### 5.2.1 *The need to promote reading strategies.*

It is believed that wider reading provides learners with a great store of written words and meanings which can then be used as data from which rules can be naturally acquired and internalized. This implies that learners can incidentally 'pick up' or subconsciously internalize the spelling of certain words. Gould (1976:225) suggested that

'spelling awareness can be encouraged while promoting efficient reading strategies". He also emphasized that reading and spelling instructions need not be isolated. Therefore:

5.2.1.1 learners should be provided with ample reading materials like *Pupil's Reader* so as to give them an opportunity through which an overall appearance of certain words could be recognized in a meaningful context.

5.2.1.2 Learners should be aware of the use of dictionaries for checking the 'difficult' spellings while writing and occasionally as they read. Since consulting dictionaries requires close observation of the spelling of words, learners could then manage to overcome their spelling difficulties.

#### 5.2.2 *Training in Writing.*

Being aware of the relationship between spelling and writing, learners should do a lot of both free and controlled writing exercises. In this respect, the provision of workbooks designed for this purpose, and the use of free composition writing exercises on topics of interest by the students sub-consciously reinforce the learning of spelling. Such exercises are desirable activities at senior secondary schools where, at present, no writing programme is included in the textbooks (English for New Ethiopia) used.

#### 5.2.3 *Training in listening discrimination.*

Listening discrimination exercises in the areas of weaknesses noted are of paramount importance to improve

learners' spelling difficulties. This holds true provided that the learning of English spelling is integrated, same with the learning of the vowel sound differences so that the learners will be able to apply rules of phonics in spelling whether learnt or internalized. Learners should be taught to discriminate the long and short vowels as in, for example, 'sit' Vs 'site'. Training students in these areas would largely assist them to overcome spelling errors accounting for magic e, doubling consonants, wrong selections, transpositions, etc...

5.2.3.1 In relation to this, Tench (1987:5 adapted) emphasizes the usefulness of pronouncing and/or listening to words pronounced as one best strategy to cope with spelling difficulties. He indicates the many good advantages that the learning of spelling could gain from standard pronunciation is lacking. For instance, he employs a rhyming spelling pronunciation practice with regard to the 'ough' grapheme as:

<i>though</i>	(rhymes with 'slow')	<i>cough</i>	(rhymes with 'off')
<i>through</i>	( " " 'true')	<i>tough</i>	( " " 'stuff')
<i>thought</i>	( " " 'taut')	<i>bough</i>	( " " 'now')
<i>thorough</i>	(partially) with 'colour')	.	.

or as an alternate exercise, the grapheme ('ough') could be used in a context as follows:

*The farmer drove his plough through the gate and  
o<sup>v</sup>er the rough ground (source: Don Smedley 1985:2)*

5.2.3.2 Listening discrimination exercises for use by students to overcome their spelling difficulties resulting from the vowel sounds like |ð:| and |ə|, |æ| and |ʌ|, |ɔ:| |ɔ:| s(see part 5.1.1.) could be set as given in the following sentence pairs.

- (a) *I heard the black bird early this morning |ð:|*  
*This concert singer will perform in the City Hall |ə|*
- (b) *Tadesse had a plan for jamming the fan |æ|*  
*I wonder if that is thunder or a drum |ʌ|*
- (c) *They have gone to cut the crop before it rots. |ɔ:|*  
*You will fall if you go into the hall |ɔ:|*

Rhyming method could also be applied to the consonants that frequently lead students to misspell words. For instance, CALCHER- 'culture' as misspelt by these learners could be corrected/learnt by association with the spelling pronunciation of 'picture' 'structure' etc ... Moreover, the spelling problems resulting from the consonant sounds like |θ|, |ʒ| and |V| being substituted for the nearest phonemes |s|, |t| and |b or f| respectively can be corrected by series of practices. Differences between the spelling pronunciation of the consonants |θ|, |ʒ| and |z| can be learnt as given in these sentences.

- (a) *He caused many unnecessary deaths on the fourth four.*
- (b) *These sandals of yours with the dazzling Zebra stripes aren't the right size either.*

5.2.3.3 Exercises in determining the syllabification of words are also a help to the improvement in spelling

(ref. 5.1.3). In such exercises learners are made to write part of each word on one line and part one the next as a strategy to the learning of spelling. This could be presented as

*Abebe and Getachew have been ...*  
*constantly ..... with two bright boys in England.*  
*They have great fun comparing ...*  
*corresponding ..... life in England and Ethiopia.*  
*(Fitzgerald 1951:158 adapted)*

In this regard a word divided incorrectly at the end of a line is, in writing, a spelling mistake (P.158).

5.2.3.4 Teaching to discriminate homophones or similar pairs in sentences could improve learners' spellings though this kind of exercises are often used very sparingly in connexion with spelling. Learners spelling difficulties in this area can be tackled as in the exercises below. They may be asked to fill the blanks with one of the words that appear in parenthesis. For example.

- (a) ..... are good reasons why ..... about to sell  
..... houses (*their, there, they're*)
- (b) The father .... (*taught, thought*) him ....  
(*ungreatful, ungrateful*) and regarded his choice  
of a .... (*carrier, career*)

*(Source: Dictation passage 2 or appendix C<sub>2</sub>  
These pairs have been misspelt by many of these  
learners).*

5.2.4 The need to adopt programmed instruction in spelling.

Programmed instruction of words selected from wider context to consciously teach these areas seen as problems in corpus

would practically help improving learners' spelling ability. Such an instruction in spelling should be necessarily integrated with the instruction in listening discrimination. For instance, this group of students' spelling errors accounting for:

5.2.4.1 Magic e can be tackled by setting exercises and by giving instruction on the basis of a specific rule. To correct his/her error in magic e (ref.5.1.2.1) the learner could be taught a rule as to how to identify the differences in the vowel sound length when e is added to a one syllable word-final as in

<i>hop</i>	VS	<i>hope</i>	<i>mad</i>	VS	<i>made</i>
<i>shin</i>	VS	<i>shine</i>	<i>sit</i>	VS	<i>site</i>

Similarly, this rule can be applied to the spelling errors:

WARES for *wars*  
DEVELOPE for *develop* . etc...

like the one these learners have misspelt by unnecessarily adding e to word-finals.

Further, with regard to words of more than one syllable where e is unnecessarily added, semi-cloze exercises could be set for use both in instructing as well as for the students to practice on their own.

5.2.4.2 The transpositions of vowels like 'i' and 'e' or 'a' and 'e', or the substitutions of the unstressed vowels [a], [o], [u] by 'e' before 'r' in a word, or the omission of one of the letters constituting a diphthong or

digraph can be corrected by employing instructional activities like spelling games, administering carefully graded dictations, teaching word-building, etc..

5.2.4.3 Teaching consonant doubling:

Though the rule

*When a suffix beginning with a vowel is added to a word ending with a consonant the final consonant is doubled if the stress falls on the syllable immediately preceding the consonant (Smedley 1983:23).*

is rather complex for application, it has wider relevance in assisting the learning/teaching of spelling difficulties. One can easily remember this rule as presented here in rhyming lines

*If stressed you double  
Not stressed don't trouble*

*- Don Smedley*

To apply this, then, there must have been some listening discrimination to identify different types of word stress. This will integrate a listening discrimination with related spelling rules.

Therefore, the researcher recommends the need to develop a sub-syllabus for spelling instruction or learning on individualized basis.

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## Appendix A

Composition writing test for research purpose in spelling:

Name \_\_\_\_\_ Mother-tongue \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Instruction:- Choose the topic that interests you most and write a composition in about 100 words. If need be, you can make use of the guide points given after each topic.

### Composition Topics

1. A Journey (i.e for Education to a big city, or to a foreign country, or to a place on visit).

Guide Points: time and place, occasion preparation and companions, a general narration of the trip, how you like it...

2. A Festival/Cermony (i.e. Christmas, Wedding, Graduation, etc..)

Guide Points: name, time and place, preparation general narration, experience and effect.

3. My School Compound

Guide Points: -Trees and flowers  
-playing grounds  
-buildings and pediments

4. The Most Horrifying Accident I have ever seen or heard of (E.g. Fire Accidents, Car Accidents, Earthquake, etc...)

Guide Points: -The kind of accident  
- when and how it happened  
- measures taken to stop the accidents  
- what happened after the accidents.

Appendix B

Instruction for the test.

You will listen to the test passage three times

The first time, the passage will be read to you at a normal speed. Do not write anything on your paper; just listen carefully and try to understand as much as you can.

The second time, the passage will be dictated at a slower speed, and you must write down what you hear from the tape. For this each of the sentences in the passage is divided into small parts. Each part will be read only twice, so you must listen very carefully. You will be given enough time to write down each part before the next one is read.

The third time, the passage will be read again at a normal speed. This will enable you to check your spelling errors.

Dictation passage I -- Transcription.

THE LESSON OF HISTORY

Wars are decided by political leaders. For the man on street, there isn't any role to play in making decision as to why and how wars may be fought. After all he is to receive nothing from war except suppression and poverty. However, it is possible to deceive the ordinary man and mobilize him and send him to war. The people fight sincerely and fiercely. What do people gain from such savage wars? Nothing! What do leaders accomplish by carrying out wars? Nothing but misery.

Mussolini's complete military failure in Abyssinia is a case in point. He made the Italian people cannon-fodders. In Italy, men of conscience criticized Mussolini and refused to fight. They condemned him and one had to be courageous to condemn a regime like Mussolini's. What was the result of the wars? Mussolini lost his precious life as did many Italians.

Adolf Hitler did the same. He changed the attitude of the ordinary men. Even those individual Germans who did not like Hitler's ideas jumped on the band wagon in order to save their lives. Those were the ones who suffered the most whereas the least hurt were in dilemma. Hitler tried to conquer the world. However it crumbled like a house of cards. What did the personality of Hitler bring the German People? Total destruction and poverty.

Experience is a good teacher. But still people do not learn lessons from history. The Contras in Nicaragua and Savimbi's forces in Angola are good examples of Facists.

#### Dictation Passage II

The father, who was a successful engineer had determined that his only son should follow the same calling. As he wished the boy to be under his personal guidance and protection, and to obtain accurate instruction, he was accustomed to take him to see the various contracts upon which he was engaged.

---

Key: Underlined words are among the list of words which appeared in Ethiopian School Leaving Certificate Examination in English as part of spelling test.

The parent was convinced that he was acting rightly, and therefore it came as a shock when his son announced that he was not keen on engineering preferred to become an author. The father thought him ungrateful and regarded his choice of a career with some contempt. The mother on the other hand, understood the boy and ungrudgingly gave her consent to his new enterprise.

He was bitterly disappointed at being unable to return to college for the remainder of the summer term, but it was impossible for his leg was very swollen and the muscles were badly torn. The doctor urged him to resign himself to a long rest, otherwise further troubles might develop.

Of course his friends soon noticed his absence and, on being acquainted with the details of his accident, many of them came to visit him. What gave him satisfaction too, were the books which his masters sent, each week, by messenger.

Appendix C1

Spelling Errors obtained from the FREE COMPOSITION writing test. They are reproduced exactly as the students wrote them in column I.

1	2	3
Classmet	VS, VOm	classmate
teachr	VOm	teacher
gaided as	VS/diph	guided us
visist SylAd	sylAd	visit
rememberd	VOm	remembered
abought	sylAd	about
Bibel	CVOr	Bible
Chirist followsr	sylAd/VOm	Christ followers
blined	sylAd	blinded
lam	VOm	lame
croweded	sylAd	crowded
gave many to	Ho	...money...
shawer	VS	shower
to much	Ho	too much
croweded	VS/sylAd	crowded
enteresting	VS/sylAd	interesting
sujest	CS/COm	suggest
repoplc	VS/VOm	republic
journy	VOm/sylOm	journey

Key:

VA = vowel addition	CA = Consonant Addition
CCl = consonant cluster	CS = Consonant selection
CD = consonant doubling	COr = Consonant Ordering
COm = consonant omission	CVOr = Consonant Vowel Ordering
SylOm = syllable omission	dip = diphthong
gr = grammer	dig = digraph
VOr = vowel ordering	M'e' = magic e
VS = vowel selection	
VOm = vowel omission	
SylA = syllable Addition	
HO = Homphon (ic)	

1	2	3
plus	VS	plus
temperature	VOm	temperature
luggage	VS/COm	luggage
continued	syl Om	continued
registered	CS	registered
boring	Diph	boring
generally	COm	generally
there for	VOm	therefore
aksepted	CS	accepted
playing	VOm	playing
conclusion	CS	conclusion
to gether	VS	together
relationship	CVOr	relationship
between	VOm	between
scap	VOm	scape
favourble	VOm	favourable
srounded	VOm	surrounded
sinyor	VS/VS	senior
studendnts	CA/VOm	students
sournded	VOm/Cor	surrounded
thier	VOr	their
survice	VS	service
praority	VS/sylAd	priority
passingers	VS	passengers
scolars	COm	scholar
feature (for feature)	HO	feature
visters	VS/VOm	vistors
planed	COm	planned
defferent	VS	different
villag	VOm	village
sutable	VOm/dig	suitable
travelers	COm	travellers
jorny	VOm	journey
be for	VOm	before
arround	CA	around
intersting	VOm	interesting

1	2	3
senery	COm	scenery
retern	VS	return
hotele	magic 'e'	hotel
campas	VS	campus
liberary	SylAd	library
killo	CD	kilo
differnt	VOm	different
vally vole	VS/VOm	volley-ball
disains	dip/COm	design
expnereance	VS	experience
citys	gr.	cities
sarounded	VS/COm	surrounded
difrent	COm/VOm	different
confortable	CS	comfortable
builted	gr./sylAd	built
atractive	COm	attractive
recreat	VOm	recreate
runing	COm	running
loded	dip	loaded
doters	dip/COm	daughter
cheildren	sylAd	children
holded	gr/sylAd	held
neccary	CD/COm	necessary
equipements	BA/gr	equipment
varaiety	dip	variety
informations	gr	information
inclosed	VS	enclosed
encouragement	VOm	encouragement
buielding	VAd	building
surpprized	CA/CS	surprised
especialy	CS/COm	especially
discharched	CS	discharged
twons	CVOr.	towns
unfourtunately	VA/hom	unfortunately
birgade	CVOr	brigade

1	2	3
caught	diph	caught
brigade	Sy/Ad	brigade
suttle	COm	satellite
emengencies	COr	emergencies
reproted	CVOr	reported
astronoutes	SylAd	astronaut
fragements	VA	fragment
enquires	VS	inquires
spread	dig	spread
programe	M'e'	programme
canclod	VOm + COm	cancelled
safty	VOm	safety
authority	CS	authority
stepes	SylAd	steps
probleme	M'e'	problem
meazere	VS	measure
constracted	VS	constructed
villeg	VS/VOm	village
abandent	VS	abundant
intresting	VOm	interesting
finly	VOm/COm	finally
childrens	gr	children
explaine	M'e'	explain
so fourth	Ho	so forth
disaseteres	sylAd/VA	disasters
catestroph	VOm	catastrophe
desaster	VS	disaster
accedents	VS	accidents
terriable	SylA/VA	terrible
circamstance	VS	circumstance
across	CD	across
empourtancy	VS	importance
occopation	VS	occupation
marbeles	CS	marvelous
beleive	VOr	believe
emmediatly	VS	immediately
experiance	VS	experience

1	2	3
pedement	VS	pediment
beautfullness	V0m/CD	beautiffulness
intrace	VS	entrance
recertaional	V0m	recreational
universty	V0m	university
sarounds	VS/COm	surrounds
plaing	VS	playing
building	sylAd/CVOr	building
happend	V0m	happened
ablity	V0m	ability
office	VAd	office
locted	V0m	located
apprance	V0m/dig	appearance
remarcable	CS	remarkable
ethinic	SylAd	ethnic
sourrounded	VA	surrounded
varity	dig	variety
ingenerale	M'e'	in general
horrifing	Sy/0m	horrifying
ofcours	V0m	of course
schoole	M'e'	school
obserbs	CS/V0m	observes
besidies	SylAd	besides
near by		nearby
beatyful	V0m/VS	beautiful
vally ball	COm	vally ball
prefered	COm	preferred
hunderedes	SylA	hundreds
be cause		
im possible		
occured	COm	occurred
scattared	VS	scattered
accea	sy/0m	acacea
villagaization	VA	villagization
jowrney	VS	journey
misreable	CVOr	miserable

1	2	3	1	2	3
Misreable	CVor	miserable	disterb	VS	disturb
generaly	COM	generally	sacpect	VS/CS	suspect
foung	V0m/CVor	tongue	holeday	VS	holiday
swming	CCI	swimming	repete	sy/A/M'e'	repeat
firiends	sy/Ad	friends	contineously	dip	continuously
seleep	sy/Ad	sleep	psicology	VS/COM	psychology
radly	dig/V0m	ready	costome	VS	costume
there own	hom	their own	breade	M'e''/sy/A	breade
culcher	CCI/CS	culture	regesteration	sy/Ad	registration
competion	sy/0m	competition	sarawnding	VS/dip	surrounding
viste	VOM/VA	visit	greating	VS/dig	greeting
vaction	V0m	vacation	remeber	sy/0m	remember
visitting	CD	visiting	aloyes	CS/VS	always
to gather	VS	together	samtimes	V0m	sometimes
prepartion	V0m	preparation	dessided	CS/CD	decided
T-sherte	VS/M'e'	T-shirt	jouney	COM	journey
sweming	VS/COM	swimming	traveled	COM	travelled
frendis	sy/Ad/V0m	friends	apprishet	CS/VS/V0m	appreciate
manber of--	CS	member	servive	VS	survive
didede	VA/VS	decided	supplys	gr	supplies
matarial	VS	material	intered	VS	entered
reache	M'e'/Ho	rich	realy	COM	really
dipate	VS/sy/Ad	depart	fascinating	CA	facinating
fellet	sy/Ad/CD	felt	regeme	VS	regime
houre	M'e'	hour	immidatly	VS/V0m	immediately
firieday	sy/Ad/VA	friday	terrriorist	sy/Ad	terrorist
isiolate	sy/A/VA	isolet	domphic	VS/COM	olympic
angere	sy/Ad/M'e'	angry	kiling	COM	killing
librate	sy/0m	liberate	sebtember	CS	september
kidnapted	COM	kidnapped	senier	VS	senior
jocks	CA/V0m	jokes	fistival	VS	festival
priparation	VS+V0m	preparation	ochestras	COM	orchestras
earliar	VS	earlier	dramma	CD	drama
companians	VS	companions	jorny	V0m/sy0m	journey
serched	dig	searched	socaliste	M'e'	socialist
ancel	CVOr	uncle	be cous	VS	because
baid	diph	bed	eduquation	CS	education
commpared	CA/VS	compared	Janwary	C/VS	January
driectly	sy/0m	directly	becaus	V0m	because

1	2	3	1	2	3
weare	hom	where	famely	VS	family
befour	hom	before	affrade	dip/M'e'	affraid
swiched	COm	switched	Saterdag	VS	Saturday
darkeness	gr/sy/A	darkness	straggele	sy/A	struggle
memoring	gr	memory	tereristes	sy/A	terrorists
storey	hom	story	Emperialisem	sy/A	imperialism
drawn	hom	drown	appartied	COm/VOr	apartheid
adminstration	V0m	administration	againist	sy/A	against
claimate	sy/A	climate	gustes	sy/Ad/V0m	guests
histori	M'e'	history	tawen	C/VS/sy/A	town
oxens	gr	oxen	recretion	V0m	recreation
horrifin	V0m/COm	horrifying	frined	CVOr	friend
especialy	COm	especially	citure	CCl	culture
beautefull	VS	beautiful	eduction	V0m	education
known	VS	known	joirney	VS	journey
completed	VA	completed	adress	COm	address
Tursday	CS	Thursday	habbit	CD	habit
wumon	VS	woman			
neibuer	dig/VS	deighbour			
difficalty	VS	difficulty			
compute with	hom/VS	compete			
Chemistiry	sy/A	Chemistry			
reson	V0m	reason			
pregnat	sy/0m	pregnant			
develope	M'e'	develop			
Octomber	CA	October			
fevourite	VS	favourite			
studing	C/V0m	studying			
admission	CS	admission			
promices	VS	promises			
writting	CD	writing			
atletis	COm	athletes			

TIGRICINA

1	2	3	1	2	3
concistes	CS/sy/A	consists	visiters	VS	visitors
gaits	V0m +diph	gates	Septimber	VS/V0m	September
enterance	VA/sy/A	entrance	be for	V0m	before
compus	VS	camus	arived	COm	arrived
adminstrative	V0m	administrative	sofsicated	V0/CS/sy/A	sophisticated

1	2	3	1	2	3
flowry	VOm	flowery	wholcity	VOm	wholcity
fascinatedness	CA	facinatedness	comper	VS	compare
atractive	CO/CD	attractive	earth quick	VS/VOm	---quake
well pland	COM/VOm	planned	Ratia	VS/CS	Russia
shap	VOm	shape	shaws	VS	shows
wach	COM	watch	intersting	sy/0m	interesting
popullation	CD	population	tradgic	CA	tragic
decurated	VS	decurated	retialer	VOr	retailer
sarounding	VS/COM	surrounding	hauses	VS	houses
floweres	sy/Ad	flowers	whol salear	VO/VA	whole saler
dinning	CD	dining	adminstritive	VOm/VS	administrative
surroundly	gr/sy/0m	surroundingly	scientfic	VOm	scientific
semister	VS	semester	defferent	VS	different
fosciles	sy/A	fossils	vall ball	VOm	vally ball
fishes	M'e'	fish	villagaization	VA/dip	villagization
sarrounded	VS	surrounded	compeleted	VA	completed
naturaly	COM	naturally	infornt	CVOr	infront
countray	sy/A	country	teachers sited . place	gra	seat/sat
baskete bale	M'e'/COM	basket ball	littele	sy/A	little
plannted	CD	planted	immdietly	CC/VS	immediately
merry	VS	mary	futball	dig	football
spritual	CCI	spritual	beutfull	dig	beautiful
accademic	VS/CA	academic	openines	sy/A	opinions
foreaign	VA	foreign	childrens	gr	children
programically	gr	program	colledge	CA	college
beautifull	CD	beautiful	ciety	VA	city
beautyness	gr	beauty	captal	VOm	capital
attantive	VS	attentive	mediciene	sy/A	medicine
smoth	VOm	smooth	descovre	VS/CVOr	discover
accedents	VS	accidents	hinderance	sy/A	hindrance
crowed	sy/A	crowd	foregin	CVOr	foreign
immediatly	VS/VOm	immediately	courages	Jig	courageous
derivere	sy/Ad	driver	judjument	CS/VS	judgement
horrifing	sy/0m	horrifying	comperatively	VS	comparatively
destrubution	VS	distribution	roades	sy/A	roads
abriciet	CS/VS/VO	appreciate	sourthen	VCOr	southern
abriciec	CS/VS/VO	appreciate			
aqainest	sy/A	against			

1	2	3
winor	VS/V0m	winner
Chiristmas	sy/A/VA	Christmas
compltly	CC1	completely
constracted	VA	constructed
engenner	VS/V0/CA	engineer
purpse	V0m	purpose
recreation	sy/A	recreation
studing	sy/0m	studying
doremetary	sy/Ad	dormitary
liberary	sy/A	library
resarch	V0m	research
compund	dig	compound
mountaness	dig/gr	mountainous
mutualy	C0m	mutually
divoted	VS	devoted
vegetations	VS	vegitations
allmost	CD/gr	almost
vicle	C0m	vehicle
especificall/	sy/A	specifically
limestor	V0m	limestone
proviencie	VA	province
houseses	sy/A	houses
distrect	VS	district
towen	sy/A	town
are growth	CS	---grows

OROMO

1	2	3	1	2	3
befor	V0m	before	succed	dig/V0m	succeed
fierends	V0m/sy/A	friends	competion	sy/0m	competition
sown	gra	were seen	swiming	C0m	swimming
poletly	V0M/VS	politely	hapines	C0m	happiness
place were	Ho	---where	necissity	VS	necessity
jounour	VA/VS	junior	monthely	sy/A	monthly
frist	CV0r	first	marchants	VS	merchants
beigning	V0r/C0m	beginning	simelar	VS	similar
neccassary	CD	necessary	stander	sy/0m	standard
psycology	C0m	psychology	graws	VS	grows
adminasteration	VA/VS	administation	5000 peoples	gr	people
pedagoge	VS	pedagogy	nationanalit	CA/VA/sy/A	nationality
suppervission	CA	supervision	communcation	V0m	communication

1	2	3	1	2	3
teconology	C0m		begning	CCI	beginning
Oceasion	CA/VA/sy/A	Ocean	recieved	V0r	received
recreation	sy/0m	recreation	immesurable	dig	immeasurable
vissit	CD	visit	lastely	VA/sy/A	lastly
satisfayed	VA	satisfied	regestered	VS	registered
adimaire	sy/A	admire	raileway	dig	railway
beatuy	CV0r	beauty	luggage	VS	luggage
espetially	CS	especially	teravelly	CS/VS/CD	terribly
ruller	CD	ruler	gote(very old)	VA	got
strow	VS	straw	controled	C0m	controlled
yellowish	C0m	yellowish	foalt	dig	fault
sarounded	VS/C0m	surrounded	kichen	C0m	kitchen
atractive C0m	atractive		fire brigad	V0m	---brigade
villag	V0m	village	genneral	CD	general
communicate	V0m	communicate	setituated	CA/VA	situated
evere	M'e'	ever	secandary	VS	secondary
wolk	VS	walk	intersting	V0M/sy/0m	interesting
liaberary	VS/sy/A	library	realy	C0m	really
persedant	CV0r/sy/A	president	growen	sy/A	grown
planing	C0m	planning	watter	CA	water
fasileties	CS	facilities	apereciate	C0m/VA	appreciate
existance	VS	existence	resis'time	CS/VS	recess time
varaity	dip	variety	domitory	C0m	dormitory
vorce	CS	course	Tuseday	CV0r/sy/A	Tuesday
adalts	VS	adults	compostion	V0m	composition
pupoiation	Sy/A/VS/VA	population	stimation	sy/0m	estimation
villagaization	VA	villagization	elimentary	VS	elementary
recidence	CS	residence			

Appendix C2

Spelling Errors Obtained from the Dictation Writing Tests. They are reproduced exactly as the Students Wrote them in column 1

1	2	1	2	1	2
tung	VS/dig	safage	CS/VS	regiem	CV0r
supression	C0m	condemed	C0m	expriance	VS/V0m
poverity	VA/sy/A	siencerly	VA/V0m	compelete	sy/0m
fairsly	VS/V0m	cretecized	VS	carragus	dip/V0m
missary	VS/CD	atetude	C0m/VS	jamped	VS

1	2	1	2	1	2
complite	VS	consceness	V0m/sy/A	sencerly	VS/V0m
failer	VS/V0m	concere	CS/VS/C0r	metting	CD/V0m
prisions	VS/VA	dilama	VS/C0m	conscions	V0m/sy/0m
concure	CS/V0m	poletical	VS	pressions	CS/CD
experiance	VS	surpression	sy/S/C0m	conquere	M'e'/VA
reigeme	VA/VS	aresime(regime)	CS/VA	hert	VS/V0m
condemened	sy/A	creticised	CS/VS	crombled	VS
less heart	Ho	missry	C0/V0m	supration	CS/VS
experance	V0m/VS	safered	VS/C0m	crutisized	VS/CS
leders	dig	crimbled	VS	poveraty	CS/VS
caring	sy/0m/V0m	pobarity	sy/A/CS/VS	condom	hom/VS/C0m
failar	VS/V0m	polotical	VS	subage	CS/VS
regim	V0m	sincrely	V0m	coincious	VA/C0m
oridenery	VS/VA	carring	sy/0m	concour	dig/CS/VA
crembled	VS	congure	CV0r	croumble	VA/VS
supprestion	CA/C0m	expreence	V0m/VS	muisery	VA
recieve	V0r/dig	sepression	C0m/VS	conden	C0m
mystery	Ho/VS/VA	fearcily	Hom/VS	facisists	sy/A
crambled	VS	critisized	CS	sepretion	CS/V0m/VS
decieve	V0r/dig	condomen	sy/A/VS	compit	VS/V0m
corrages	dip.0m	gudens	dig./VS	weak	Hom.
junt	V0m/sy/Cm/C0m	regurded	VS	shocke	M'e'
experiance	VS/CS	mecenger	CS/C0m	accomblished	CS
ordeinery	VA/VS	rsine	VS/C0m/M'e'	musry	VS/V0m
senserily	VS/CS	complete	syA/VA	militry	CC1/V0m
saperation	hom	expriance	VS/CC1/CA	falour	VA/V0/diph
stret	dig.V0m	dissided	sy/A/CD	individule	V0m/M'e'
saveg	V0m/VS	leasens	VA/C0m/VS	shoke	C0m/VA
sonsions	hom.V0m/C0m	dillama	CD/VS	thorn(torn)	CS/CS
resalte	VS/VA	dellimma	CD/CV0r	remander	dip/V0m
worse(wars)	hom	develope	M'e'	muscele	M'e'
separation	hom	decisstion	CD/CS/sy/A	sucasiful	C0m/VS/sy/A
tought	CS	crembeled	sy/A/VS	deteremied	sy/A/C0m
conqere	V0m/M'e'/CV0r	detaile	M'e'	gadence	VS/V0m
wares(wars)	M'e'	lesens	Ho./C0m/VS	afore	VS/CS/VA
disitions	CS/VS	failors	VS/V0m	engener	dig/VS/CV0r.
fercely	dig.V0m	consious	C0m	apoitnenet	sy/A/CS

1	2	1	2	1	2
corages	diph./V0m	ware	M'e'	content	C0m
perioce	C0m/V0m/sy/A	'Coragous	dip./V0m	arge	VS
jumpet	CS	iederes	dip/V0m/M'e'	eqated	dip/V0m
seferede	sy/AM'e'/C0m			collage	US
critisised	CS	variouse	M'e'	lege	M'e'
ordnery	sy/0m/VS	desided	CS	earged	VS/hom.
jammed	CD/C0m/Hom.	suffere	M'e'	accurat	V0m
dilema	C0m	concured	CS/V0m	enterpraise	VA/dip
descided	CCI	sinscerely	CA/V0m	resain	VA/C0m/dip
descision	CCI	foght(thought)	CS	chose(choics)	dip./Hom.
noting	CS/Hom.	verious	VS	mecenjec	CS/C0m
accustamed	VS	massangers	VS	freind	V0r
consence	C0m/Hom.	ungreatfull	CD/Hom.	othere wise	M'e'
musseles	CD/C0m	enterprize	Hom/CS	risign	VS
determent	CS/VS/V0m	variouse	VA		

## TIGRIGNA

carere	CV0r	expreense	CS/V0M		
there for		gudans	V0m/CS	carring	sy/0m
maseles	M'e'/VS/C0m	bitrly	CCI	consient	sy/A
trends	V0m	mesender	C0m/CS	jumpet	CS/V0m
accebt	CS	refuzed	CS	dylema	VS/C0m
sutisfation	VS/C0m	colome	VA/C0m	cramble	VS
pasinger	C0m/VS	earged	VS	thoughtal	Hom.
				(total	
collum	VS/CS	ungretful	V0m/Hom./VS	fassists	CD/CS
varios	dip/V0m	troble	V0m	decicive	sy/a
retern	VS	aquanted	dip/C0m	recived	dip/V0m
betterly	VS	carrer	CD/V0m	spression	CCI
carrior	CD/VS	acurat	C0m/V0m	sabage	CS
ordeinary	sy/A	conselt	VS	faiete	dip/com/VA
senserily	sy/A/Hom.	notised	CS	decessions	VS/CD
offered	Hom/sy/A	mastres	CCI/CV0r	dillima	CD/VS
(author)				conqure	CV0rd.
resine	C0m/M'e'	gidence	dip	recive	dip.
engineir	dip.	museals	V0m/C0m/VS	poverty	sy/A
erged	VS	rightely	M'e'	sinserly	CS/V0m
biterely	sy/A/C0m	badely	M'e'/sy/A	failer	VS/V0m
anounced	C0m	coliyning(calling)			

1	2	1	2	1	2
interprice	VS/CS/Hom	convainced	VA/dip.	critisize	CS
frindes	sy/A/Vom	parient	VA	dellema	VS/CD/COm
tourne	VA	ingaiged	dip	decive	dig
vist	VOm	imposible	COm	disetion	CS/VS
supresion	COm	brieng	sy/A	foughters	hom.
fairsely	Hom/CS	pawerty	VS/CA	crambled	VS
sensially	Hom/COm/CD	excepriance	sy/A/VS	fadisem	sy/A
acompalish	VS/sy/A/COm	taught thought)	Hom.	desided	CS
military	VA/VS	deciev	VOr/VOm	seincerely	VA
lessen	Hom	moviience	CS/sy/A	sabagge	CD/CS
conscous	VOm	cauze	CS/VA	mysery	VS
pertous	CS/VOm	consious	COm	cremble	VS
lief	CVOr	condemened	sy/A	critsied	sy/0m
dynamo	sound sim.	jumbed	CS	condemt	sy/0m
ferceli	dig/VS	faccisheits	sy/A/CS	percenality	CS/VS/Hom.
less heart	Hom.	nathing	VS	saffered	VS
crembled	VS	complit	VS/VOm	expriance	CC1/VOm/VS
fashist	CS/CA	failer	VS/VOm	sabage	CS
safient	CV/0m	conceous	COm/COm	mobilsed	VOm/COm
powarity	VS/sy/A	condomt	sy/0m/VS	polotical	VS
ordinery	VS	pereciuous	sy/A	accedent	VS
carrieng	sy/A	dailaba	dip/CS/VS	sacceful	VS/sy/0m
fearsly	Hom/CS	recieve	VOr	curagious	dip
miccery	CD/CS	fiercly	VOm	carrer	CD/VOm
milatory	VS	regim	VOm	gane(gain)	magic 'e'
crietiziesed	sy/A/	fasciest	CC1,dig	beterly	VS/COm
condemnt	CS/VOm	decissions	CD	convienced	dip/VA
condom	VS/COm/Hom	decissions	CD	convienced	dip/VA
carrieges	CD/VA/VOm	seriously	mishearing	turm	VS
dead (deed)	Hom.	fiercelly	CD	ungratingly	COm/VOm
lifes	CS	miscery	CA/CC1	rightely	M'e'
safered	VS/COm	condemed	COm	succefull	CD/sy/0m
ofcors	dip/VOm	ungrajingly	VS/COm	remender	dig.
accurite	VS	sarperised	VS/VA	moscles	VS/VOm
comon	COm	beatarly	hom/VS/VOm	visiti him	sy/A
conducte	M'e'	toure	VA		

	O R O M O				
1	2	1	2	1	2
a caseing	a case in	sollen (swollen)	CS/VS		
susseful	CS/COm/sy/0m	writelty	Hom	beterly	VS/COm
engener	VS/V0m	acastemed	CO/VS/sy/A	carier	VS
sussessful	CS/CD	pairent	VA/diph	firends	sy/ACV0r
inginear	dip/VS	there for		mesanger	COm/VS
determained	diph	ungragively	VS/COm/CA	playe	M'e'
acastempt	COm/VS/CCI	massles	CD/V0m	critizise	CS
ingaged	VS	hearged	sy/A	concore	CV0r/CS/M'e'
kine(keen)	dig/VA	resine	VA/COm	experiance	VS
son(sun)	hom.	divlop	sy/0m/VS	enegener	sy/A/V0m/VS
retern	VS	trablie	CD/dip	acastemed	VS/COm
trables	dip.	veryes	hom.	verios	dip/VS
maight	dip	greatful	hom	engeged	VS
viste	VO/VA	perefered	sy/A/COm	masls	CCI
gaidance	VS	offer(author)	CS/VS	trables	dip
accedent	VS	acustemed	VS/V0m	remender	dip/VS
preffered	CD/COm	masselis	CD/sy/A	ingeged	VS
earged	VS/VA	accustemed	VS	accuret	VS/V0m
enger	V0m	injouniour	sy/A/VS/CS	consalted	VS
ungrugingly	COm	biterrily	CD/COm/VA	dispointed	sy/0m
torene	sy/A/VA	gaidence	VS	reashem	VA/CS/VS/CV0r
messanger	VS	gidence	dip	polotical	VS
ingajed	CS/VS	perefer	sy/A	contright	CS/VS
regareded	sy/A	interferize	CS/VA	apointed	COm
content	COm	complets	V0m	talent forter	CS/VS
ordenary	VS	callegn	VS/CV0r	povority	VS/sy/A
measry	dip/V0m	crauser	CS/VS	reffused	CD
suffere	M'e'	freshous	CS/V0m	ordenery	VS
poet(point)	VS/COm	safe(save)	hom.	jampt	CCI/CS/V0m
conkuer	CS	exiperiance	sy/A/VS	saffered	VS
separation	Hom	risive	VS/dip	dilaima	dip/COm
recive	CV0r	dissitions	CD/Cs	tought	CS
decieve	CV0r	understud	dip	poberity	CS
fiersely	CS	interprice	CS/VS/Hom	cause(case)	VA
concionce	COm/sy/A	instraction	VS	complet	V0m
critisized	CS	sinciarly	VA/V0m	concisous	sy/A/CS/V0m

1	2	1	2	1	2
concent	CS	pricious	VS	corigious	dip/VS
polatical	VS	where(were)	Hom.	pupil	
				(for people)	Hom
decissions	CD	musles	COm/VA	lesens	COm/Hom
complet	VOm	unquinted	VS/CS	fawght	diph
failar	VS/VOm	satisfication	VA/CVØr	crimble	VS
dilema	COm	of cours	VOm	less hert	VS
lifes	CS/gr	savag	VOm	sinciarily	dip/VS
mobilise	CS	oridinary	sy/A	surpression	COm/sy/A
concios	COm/dig	dielema	sy/A/COm	conscience	VA/CS
concor	CVØr/CS/	combles	COm/VS	heart	Hom
	VS				
hearte	M'e'	haus	VS/VOm	separation	Hom.
way(cf.why)	Hom	ingajed	CS/VS	firesely	CVØr/CS
sepration	sy/Om/CS	prefered	COm	sabege	CS/VS
	COm				
complites	VS	angergua- lingly	CS/VS	complite	VS
creatsize	Hom	musls	CC1/COm	cretized	VS/sy/Om
condam	Hom	enged	sy/Om	individuļa	dig/M'e'
jamped	VS	anouncet	CS/COm	betterily	sy/A/VS
historrie	CD/M'e'	guideance	sy/A	ungreatful	Hom
desive	CS	accostmed	VOm	collage	VS
kin(keen)	Hom	perefered	sy/A	equanted	VS/COm/VOm
ungraceful	Hom	taught	Hom/CS	musles	COm
(-grate--)		(thought)		convenced	VS
moscles	VS/VA	interpirise	sy/A/VS	thorn(torn)	CS/VA
ofcourse	CVS	frindce	dig/sy/A	contemt	COm
streat	VS	-trobleres	dig.sy/A/CS	viste	VOm/M'e'
decession	VS/CD	measanger	VA/COm/VS	biterarly	sy/A/COm
furcilly	CS/VS	enngener	CD/VS/VOm	messangere	VS/M'e'
resin	VOm/COm	qurear	CS/VS	develope	M'e'
mather	VS	contrant	VS/CS	ingener	VS/VOm/CVØr
determene	VS	resiend	dig/COm	trable	diph
guidence	VS	araged	sy/A/VS/VA	erged	VS
acosthemed	CV/VS/COm	biterly	COm	concept	CS/CA
refered	COm	townn	dip/CS	(consent)	
regareded	sy/A	acurrat	CD/VOm/COm	notesed	VS/CS

Appendix D


Spelling errors as obtained from the multilingual group of children at the English Community School in Addis Ababa.

<u>English Children</u>	<u>Italian</u>	<u>Kiswahili</u>
exited	swiming	becouse
couldent	stoped	freinds
prist	cought	aighteen
friends	tryed	gaets
hered	sayed	resturants
doun sters	arested	injoy
whould	faverot	exited
luculy	jumpt	bycicle
goans	<u>Somali</u>	acter
frendz	jorny	manthes
wehen	holeday	<u>Arabic</u>
deliticious	heared	becose
squise	were (for where)	tinge
<u>Igbo (Nigeria)</u>	sended	cambe
hurted	athere	dose (does)
traveling	planate	filed
starte	dose (does)	comandar
tenes	<u>Hindi</u>	junier
liberery	traviled	<u>Yugoslav</u>
junier	faverat	littel
cheked	thifes	riched Langanoo
siting	docter	terned
<u>Finnish</u>	Amirica	senior
hous	juce	<u>Mandinco</u>
befor	scered	tiried cheked
lik	arristed	thoese saterdag
bilding		kichen
bited her		disater
hake		scered
<u>Chicewa</u>		
... don't kare about...		
... never mayd...		
... can you corror Miss...		
... about your bab mebey he must...		
... Jast how heside his coming houme...		

D E C L A R A T I O N

I, the undersigned, declare that this thesis is my work and that all sources of material used for thesis have been duly acknowledged.

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