

**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE  
(GRADUATE PROGRAMME)**



**INVESTIGATING LEARNERS' SPELLING ERRORS IN THEIR  
COMPOSITIONS: PERSISTENCY AND FREQUENCY  
(WITH PARTICULAR REFERENCE TO YEKATIT 12 PREPARATORY  
SCHOOL GRADE 12 STUDENTS)**

By Andargachew Getu

June, 2009

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Approved by Board of Examiners:

Dr. Belhamu Bogale

Adviser

Seime

Signature

Seime Kebede (Ph.D.)

Examiner

Seime

Signature

## DEDICATION

Dedicated to my mother, W/zo Wuddie Dessie, who was at the side of me in my cumbersome university days till I lost her in the middle of my expedition. Without her indispensable backing I definitely couldn't be successful. Unluckily, I couldn't see her delight with my success.

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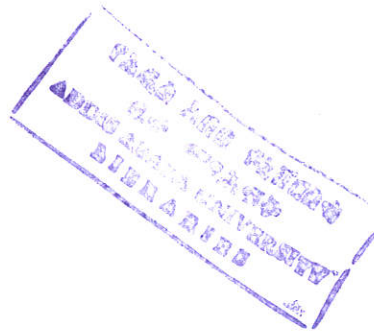
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## TABLE OF CONTENTS

|                                                                                                | Page |
|------------------------------------------------------------------------------------------------|------|
| ACKNOWLEDGEMENT .....                                                                          | i    |
| TABLE OF CONTENTS.....                                                                         | ii   |
| LIST OF TABLES .....                                                                           | v    |
| ABSTRACT .....                                                                                 | vi   |
| <br>CHAPTER ONE                                                                                |      |
| 1. Introduction .....                                                                          | 1    |
| 1.1. Background of the Study .....                                                             | 1    |
| 1.2. Statement of the Problem .....                                                            | 2    |
| 1.3. Objectives of the Study .....                                                             | 4    |
| 1.4. Research Questions .....                                                                  | 4    |
| 1.5. Significance of the Study .....                                                           | 4    |
| 1.6. Scope of the Study .....                                                                  | 5    |
| 1.7. Limitation of the Study .....                                                             | 5    |
| 1.8. Definition of Terms and Abbreviations .....                                               | 6    |
| 1.8.1. Definition of Terms .....                                                               | 6    |
| 1.8.2. Abbreviations .....                                                                     | 6    |
| <br>CHAPTER TWO                                                                                |      |
| 2. Review of Related Literature .....                                                          | 8    |
| 2.1. Overview of the Writing System in English .....                                           | 8    |
| 2.1.1. The Old English Period .....                                                            | 8    |
| 2.1.2. The Middle English Period .....                                                         | 8    |
| 2.1.3. The Modern English Period .....                                                         | 10   |
| 2.1.4. Summary of the Great Vowel Shift<br>through the Three Periods .....                     | 11   |
| 2.2. The spelling Reform (Sound/Symbol representation):<br>The Case Against and in Favor ..... | 11   |
| 2.2.1. The Case Against .....                                                                  | 11   |
| 2.2.2. The Case Pro .....                                                                      | 12   |

|                                                            |     |
|------------------------------------------------------------|-----|
| 2.3. Theoretical Approaches to Errors in FL Learning ..... | 13  |
| 2.3.1. Contrastive Analysis (CA) .....                     | 13  |
| 2.3.2. Error Analysis (EA) .....                           | 14  |
| 2.4. Causes of Written Errors .....                        | 14  |
| 2.4.1. Interlanguage Errors .....                          | 14  |
| 2.4.2. Intralanguage Errors.....                           | 15- |
| 2.5. Classification of Spelling Errors .....               | 22  |
| 2.6. The Spelling Curriculum.....                          | 23- |
| 2.6.1. Synthetic Alphabet/ whole word Approach .....       | 24  |
| 2.6.2. Phonemic Approach.....                              | 25  |
| 2.7. How should Spelling be taught? .....                  | 25  |
| 2.8. Spelling in CLT.....                                  | 27  |
| 2.9. Meaning and Spelling .....                            | 27  |

### CHAPTER THREE

|                                        |    |
|----------------------------------------|----|
| 3. Research Method and Design.....     | 29 |
| 3.1. The Research Design.....          | 29 |
| 3.2. Subjects .....                    | 29 |
| 3.3. Sampling Techniques .....         | 29 |
| 3.4. Data Collection Instruments.....  | 30 |
| 3.4.1. Composition Writing.....        | 31 |
| 3.4.2. Multiple Choice Questions.....  | 32 |
| 3.4.3. Course Book Analysis.....       | 32 |
| 3.4.4. Semi-Structured interview ..... | 32 |
| 3.5. Data Analysis .....               | 33 |

### CHAPTER FOUR

|                                                  |    |
|--------------------------------------------------|----|
| 4. Data Analysis and Interpretation.....         | 34 |
| 4.1. Frequency of Errors in the Composition..... | 35 |
| 4.1.1. Errors of Addition .....                  | 36 |
| 4.1.2. Errors of Omission .....                  | 38 |
| 4.1.3. Errors of Substitution .....              | 40 |

|                                                                           |     |
|---------------------------------------------------------------------------|-----|
| 4.1.4. Total Errors in Compositions .....                                 | 42  |
| 4.2. Frequency of Errors in the Test.....                                 | 45  |
| 4.2.1. Major Error Types and their Frequency .....                        | 46  |
| 4.2.2. Errors of Addition .....                                           | 47  |
| 4.2.3. Errors of Omission .....                                           | 48  |
| 4.2.4. Errors of Substitution .....                                       | 49  |
| 4.3. The Composition and the Test Errors .....                            | 50  |
| 4.4. The Text Book Coverage for Spelling Teaching .....                   | 52  |
| CHAPTER FIVE                                                              |     |
| 5. Summary, Conclusion and Recommendation .....                           | 54  |
| 5.1. Summary .....                                                        | 54  |
| 5.2. Conclusion .....                                                     | 55  |
| 5.3. Recommendation .....                                                 | 56  |
| References .....                                                          | 58  |
| Appendix-1: The Composition Task for Students .....                       | 62  |
| Appendix-2: The Multiple Choice Test for Students .....                   | 64  |
| Appendix-3: Interview Items for Students .....                            | 70  |
| Appendix-4: The English Version of the Interview Items for Students ..... | 71  |
| Appendix-5: Interview Items for Teachers .....                            | 72  |
| Appendix-6: Checklist for Relative Coverage of Spelling Lessons.....      | 73  |
| Appendix- 7: List of Total Errors in the Composition.....                 | 74  |
| Appendix-8: List of Total Errors in the Test.....                         | 77  |
| Appendix-9: List of Errors found in the Composition.....                  | 80  |
| Appendix-10: Frequency of Wrongly used Words in the Test .....            | 106 |
| Appendix-11: The Amharic Version of Sample Students                       |     |
| Response to the Interview .....                                           | 107 |
| Appendix-12: The English Version of Sample Students                       |     |
| Response to the Interview .....                                           | 114 |
| Appendix-13: Teachers' Response to the Interview .....                    | 119 |



## LIST OF TABLES

|                                                                                         | Page |
|-----------------------------------------------------------------------------------------|------|
| Table-1: Total Number of Words Written and Errors<br>Committed in the Composition ..... | 35   |
| Table-2: Errors of Addition in Pupils Composition.....                                  | 36   |
| Table-3: Omitted Errors in Pupils Composition.....                                      | 39   |
| Table-4: Errors of Substitution .....                                                   | 41   |
| Table-5: Total Sum of each Major Errors in the Pupils Compositions.....                 | 43   |
| Table-6: Total Errors of the Test .....                                                 | 46   |
| Table-7: Errors of Addition and its Frequency.....                                      | 47   |
| Table-8: Errors of Omission and its Frequency.....                                      | 48   |
| Table-9: Frequency of the Errors of substitution.....                                   | 49   |
| Table-10: Comparison of the Composition and the Test Errors.....                        | 51   |

## ABSTRACT

*The major purpose of the study was investigating students' spelling errors in compositions they produced. To reach this goal instruments such as composition writing; multiple choice test, which contain three misspelled and a correctly spelt word, having 30 questions were designed; and checklist for relative coverage of spelling lessons of grade 12 text book were prepared. The subjects of the study were Yekatit 12 Preparatory School grade 12 students and teachers. From 658, i.e. 14 classes, total population 235, i.e. 5 classes, were taken using purposive sampling. Then, systematic random sampling technique was employed to choose 70, i.e. 29.7%, samples from 235 students. The selected samples were taken to two classrooms, i.e. 35 in each, and invited to write the composition. On the next day the test was administered to the students. Following the test, 15 students from the samples and four English language teachers were interviewed. The errors obtained in the composition and the test were subjected to five major categories, i.e. Addition, Omission, Substitution, Transposition, and Semantically Different Words. To analyze and interpret the data both quantitative and qualitative methods were applied. In a similar vein analyzed data revealed that 1937, i.e. 13.5%, spelling errors were found from 14,357 total number of words observed in the compositions; and from the total number of 1033 errors in the test, an individual student, on average, committed 14.8 errors from the 30 multiple choice questions. Of the error types Omission and Substitution took the lions share. Particularly Vowels are found to be the deficits of students. However, it doesn't mean that the rest error types have insignificant role in blocking readers from what the students intended to convey. Rather, semantically different words used in the learners' compositions, especially homonyms, were found the most problematic parts of the error types at grade 12 level. In conclusion, spelling seems the most neglected skill which both students and teachers give little attention. Accordingly, to help students develop their spelling skill much has to be done by both teachers and students. Teachers have to get the courage and motive to design teaching materials and assist their students. Students, on the other hand, should try to use their own effort to improve their spelling skill so as to communicate effectively through writing. It should also be noted that integrated teaching of pronunciation and spelling has contribution for students' spelling improvement.*

## CHAPTER ONE

### 1. Introduction

#### 1.1. Background of the Study

As an integral part of language teaching, the treatment of language errors has probably been in existence ever since language teaching began. Second or foreign-language students' errors collection, classification and analysis in the written and spoken ability has had a role in applied linguistics and language teaching at least 60 years back (Richards, 1994:62). This was primarily "an application of concepts derived from linguistic theory of the 1960s and first language acquisition" aiming at developing second language learners' linguistic competence (Ibid: 63). As Corder (1981:10) has said, "A learner's errors, then, provide evidence of the system of the language that he is using (i.e. has learnt) at a particular point in the course, although it is not yet the right system."

Scholarly explanations in error analysis indicated second or foreign language learners commit some kinds of ascribed errors in language use and usage. These errors, as Corder (1981:10-11) confirmed, are significant; to the teacher: in indicating the students progress towards the goal; to the researcher: in providing evidence of the way language is learnt; and to the student since s/he benefits from the result revealed in the errors committed.

Accordingly, analyses of errors have been done on both written and spoken communications. Writing is more vulnerable to errors, as a result of its unique features, than speaking (Norish, 1983:63). In oral communication, the uttered sentence or word alone does not bear the burden of meanings of one's thought; rather it lies on facial expressions, gestures, intonation and other features of the speaker's help to carry the thought; but in written communication, this becomes impossible (Ibid: 64). So, the information that needs to be conveyed in writing need to be clear and unambiguous.

When one prefers to communicate through writing, various components of sentence writing have to be considered. These include grammar, punctuation, and spelling. Henderson (1984:12) asserted "the writing system supplies information about speech sound, meaning, morphology, and syntax". Hence, it can be possible to categorize the error types in one's composition.

## 1.2. Statement of the Problem

*Historically, spelling has been one of the most investigated areas. However, improvement in spelling programs in school doesn't seem commensurate with research efforts.*

Fitzsimmons and Loomer (1978)

Experience has shown that many of high school and college students get troubled to the correct spelling of English words. As the researcher's experience in teaching EFL in high schools and colleges, spelling errors recurred in written communication. Shemesh and Waller (2001:1) also confirmed that high school FL students commit spelling errors persistently. This indicates that the skill has received little attention in the teaching-learning process even if it is obvious that unless one knows how to spell the words s/he prefers to use in composition, it can be annoying for the reader to go through.

Considering this problem as major, scholars like West (1965), Barbe, et al. (1982) and Norrish (1983) have given a detailed account of error analysis to help students utilize words with precision. Besides, Polak and Krashen (1988) conducted a study on the correlation between spelling and voluntary reading among community college ESL students.

In studies conducted, for the partial fulfillment of MA, in Addis Ababa University, students had tried to pave the road for further studies on the area. They (the studies) were made by Mamo (1981), Tekle (1985), Italo (1988) and Yeshitla (1999). Their studies focused on errors in general; giving due attention to specific matters, in particular. For example, Mamo (1981) focused on general errors committed by students in composition writing (i.e. grammar, punctuation and spelling); Tekle (1985) tried to stress on principles and methodologies used in teaching spelling; Italo (1988) did his study basing on segmental phonemes of English and Oromo languages; and the recent study by Yeshitla (1999), showed the interference of Ormo language in English language word spelling. Two of these studies were made in Addis Ababa University. The rest two, Tekle (1985) and Yeshitla (1999) limited their scope at a grade nine and Teacher Training Institute (TTI) levels respectively.

However, it is still heard that the problem gets worsened although Ethiopian students have been learning English as a foreign language beginning from grade one. Particularly, in composition writing they are exposed to various kinds of errors. Amongst the errors type misspellings looks the one which persistently and frequently occurred (Mamo, 1981; Yeshitla, 1999). Some spelling errors even bring distortion in the general meaning of the sentence and/or the composition. This could be of from lack of the anticipated attention towards spelling teaching at different levels.

EFL instructors usually felt that students still submitted papers with poor spellings. West Germany EFL teachers, for example, feel reasonable in marking incorrect spelling in classroom test as severely as grammatical errors (Schmid-Schonbein, 1982). Some others, on the other hand, ascribe spelling errors as if it has less value in writing putting aside the fact that spelling errors do immediately give a bad-impression of the writer and may block understanding as well. For such belief it is possible to say easier said than done. Whether we like it or not, the revealing fact points out that "it is the one area of writing where English language teachers themselves will admit ineptness" (Shaughnessy, 1977:161). Mostly, whatever valuable thoughts an application letter or a composition holds for a certain purpose, "they will not be given a fair chance if they contain many misspellings" (Triggs and Robbins, 1954:2). Shaughnessy (1977:161) strengthened the issue saying that "the ability to spell is viewed by many as one of the marks of the educated person." Ill-equipped writings of words in a composition do not attract readers to keep reading through, in other words.

To alleviate such deficit therefore the researcher believes that, as one of the possible solutions, the persistency and frequency of those errors type need to be identified and sorted out to help students, teachers and curriculum designers consider the case since 'spelling is the medium of written thoughts' (Triggs and Robbins, 1954:1).

The issue, then, triggered the researcher to see the students' orthographic errors at preparatory level as there are no similar studies, on the persistency and frequency, at this level. Moreover, teachers' beliefs and implementations, observed through experience, got the researcher's attention to look for the spelling errors being committed in EFL classes written tasks.

### **1.3.Objectives of the Study**

Learners' spelling errors frequency and persistency in compositions they produced becomes the overall aim of the study which the researcher prefers to investigate. Holding this general goal, the study seeks to address the following specific objectives.

1. Identifying students' spelling errors in the compositions they produce.
2. Checking how persistently their errors happen in their compositions.
3. Sorting out the frequently occurred errors in their categories.
4. Assessing Grade 12 text book for its relative coverage on spelling teaching. And/Or looking for the teachers effort in helping the students to develop their spelling skill.
5. Classifying those errors that bring meaning difference (if any).

### **1.4. Research Questions**

In view of the above objectives I have taken a tough stand to look for answers to the following vital questions.

1. Do students commit spelling errors in composition writing?
2. Which type of error persistently occurs in their composition?
3. What types of spelling errors frequently happened?
4. Do the errors committed create distortion of meaning?
5. Does the prescribed course book have a place for spelling to be treated in the classroom?  
Or do teachers use extra effort to help students distinguish the spellings of words?

### **1.5. Significance of the Study**

Since the study emphasizes on learners' deficiency of spelling out words precision, concerned bodies like; teachers, students, curriculum designers will be benefited from its outcomes.

Teachers get insights on:

- the students' misspelling persistency
- the misspelled words type and frequency
- which words they should give special treatment for the betterment of learners' writing
- the significance of spelling teaching for the development of written communication.

- the status of spelling teaching coverage in the text book and which type they should give emphasis to teach
- designing their own curriculum of teaching spelling considering their students level.

Students, on the other hand, will be advantageous in that they indirectly, with the help of their teachers or the teaching learning process:

- recognize the spelling errors they committed bring bad impression and annoyance on the readers' side.
- identify the error types and frequency of being misspelled
- perceive that some errors can bring meaning distortion

In a nutshell, the researcher believes that the study will offer clearly the existing problems in spelling out words in composition and their (the errors) continuity and frequency that need considerable attention in curriculum designing and/or in the teaching learning process. This, in turn, can help other researchers to look for the causes helped with empirical studies. Therefore, the study can open the door to search related problems in the area.

### **1.6. Scope of the Study**

The researcher tried to find the errors committed in spelling out words in a composition. In consequence, the scope of the study was confined to Yekatit 12 Preparatory School grade 12 students.

It should also be noted that, the research restricted itself not to make out the potential causes of the problem; rather a brief linguistic explanation regarding the errors was given helped with the predetermined error types described in the related review chapter.

### **1.7. Limitation of the Study**

Completing this study within the short period of time provided, i.e. four months, was the major hurdle the researcher faced. In other words, though the researcher has exerted his maximum effort for better accomplishment, there could still be gaps which he might not observe. Therefore, to help the researcher fill such gaps reputations are highly commended.



## **1.8. Definition of Terms and Abbreviations**

### **1.8.1. Definition of Terms**

The provided definitions thereby solely consider the contexts they are used in this research.

**Phonographic:** sound to symbol correspondence (James, 1997:137))

**Phoneme-Grapheme relationship:** sound to symbol correspondence (Zutel, 1980:17)

**Orthography:** the spelling system (Zutel, 1980:17)

**Phoneme:** units of sounds (Shemesh and Waller, 2001:1)

**Grapheme:** the letter or letters representing the phoneme (Shemesh and Waller, 2001:1)

**Consonant Cluster:** the coming together of two or more consonant letters. For example, in the word 'string', the consonant clusters are 'str' at initial position and 'ng' at final position (Howell et al., 1980: 325)

**Consonant Digraph:** two letters representing one consonant sound (phoneme). For example, in words: these, think, shape, charge, phone, laugh, sing and hand; th, sh, ch, ph, gh, ng and nd are consonant digraphs (Blake and Emans, 1970:38)

**Homonym:** words which sound alike, but with different meanings. For example, tale and tell.

**Addition:** inserting a letter at the initial, middle, or last position of a word which is not part of it (the English word). For Example, writing 'increament' for 'increment'.

**Omission:** deleting one of the letters which has to be placed in a word. For example, writing 'orp\_ans' for 'orphans', a sample deleted the grapheme <h>.

**Transposition:** changing the positions of letters in a word. For example, writing 'brith' for 'brith'.

**Substitution:** the replacement of a letter with another in a word. For example, writing 'nessesities' for 'necessities' where the grapheme <c> is replaced by <ss>.

### **1.8.2. Abbreviations**

**CA:** Contrastive Analysis

**EA:** Error Analysis

**PG:** Phonograph

**FL:** Foreign Language

**EFL:** English as a Foreign Language

**TL:** Target Language

**Ad:** Addition  
**Om:** Omission  
**S:** Substitution  
**Tr:** Transposition  
**SDW:** Semantically Different Words  
**CD:** Consonant Doubling  
**VD:** Vowel Doubling  
**OthCAd:** Other Consonant Addition  
**OthVAd:** Other Vowel Addition  
**OthAd:** Other Addition  
**OmDC:** Omission of Double Consonant  
**OmSC:** Omission of Silent Consonant  
**OmPC:** Omission of Pronounced Consonant  
**OmDV:** Omission of Double Vowel  
**OmSV:** Omission of Silent Vowel  
**OmPV:** Omission of Pronounced Vowel  
**OthLOm:** Other Letter Omission  
**CPhS:** Consonant Phoneme Substitution  
**VPhS:** Vowel Phoneme Substitution  
**CN-PhS:** Consonant Non-Phonetic Substitution  
**VN-PhS:** Vowel Non-Phonetic Substitution  
**OthLS:** Other Letter Substitution  
**Tr.:** Transposition  
**SDW:** Semantically Different Words

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1. Overview of the Writing System in English

The progress of the English writing system passes through three major periods (Fergus, 1983). In the transition of these periods the system has brought inevitable orthographic differences as a result of changes in pronunciation (Jones, 2006). Of the “old, middle and modern periods-the middle one had the most effect on the writing system as we know it today” (Fergus, 1983). Consequently, English becomes a ‘non-phonetic language’ whose spelling system creates problems in reading (Cronnell, 1979; Smith, et al., 1989; Waller and Shemesh, 2000; Kelly, 2000).

##### 2.1.1. The Old English Period

At first the English writing system came into being not for linguistic aspect, but showed development for standardize and innovative purposes as well as for ‘political and educational movements’ (Fergus, 1983). The Angles, Saxons, and tribes from the northern part of Germany were the first people in introducing English language in the fifth century (Fergus, 1983; Freeborn, et al., 1986; Shemesh and Waller, 2000). Then, English becomes a national language of those people who came from different places (Fergus, 1983).

As to Freeborn, et al. (1986:24) there are old English extracts which are still pronounced as they were even if their spelling and also pronunciation has changed. For example:

|      |         |
|------|---------|
| wær- | (were)  |
| torr | (tower) |
| geat | (gate)  |
| loc  | (lock)  |
| sæd  | (said)  |
| fram | (from)  |

##### 2.1.2. The Middle English Period

This period has contributed a lot in the development and expansion of the English language (Fergus, 1983: 1). Fergus has depicted that from 1100 to 1500 the language has brought various lexis from French and Greek; and the Greek letters were historically connected to the Latin alphabetical system. Freeborn (1986:27), on the other hand, explained that the middle period in

which 'marked differences' made from the old period covers from 1150-1450. The borrowing of lexemes from different languages lends itself to the gradual changes in English word spelling which in turn makes it (the English language) 'non-phonetic' (Jones, 2006). The 'ou' sound, for example, borrowed from French replaced the English 'u' as in 'house, found etc' (Fergus, 1983). French scribes have also respelled a lot of English words, e.g. 'qu' for /kw/ as in 'queen' ; 'gh' for /h/ as in 'night' ; and 'c' for /s/ before 'e' or 'i' as in 'circle' and 'cell' (Crystal, 1987:216). The silent /p/ phonemic words 'psychology' and 'pneumonia'; and the 'ph' representing the phoneme /f/ in 'philosophy' and 'sophomore' were originally Greek sounds (Fergus, 1983: 2).

Seime (2001:5) has explained that the Norman (= North men) French was one of the causes of the mismatch between pronunciation and spelling. Seime writes it with Robertson (1934:272) words as:

*Earliest among the larger factors that has brought confusion into English spelling the influence of the Norman French. New letters j and q, were introduced, or at any rate first given wide use; new phonetic values were attached to the old symbols or the old symbols were used in new combinations; e.g. 'c' was written for 's', 'o' for 'u' and 'ou' for 'u'. On the favorable side one must add that from French came 'v' and 'z' to spell sounds which had existed in old English but for which there had been no separate characters. We owe such spellings as, 'tongue' for what would more sensibly be 'tung' (like lung); 'guess' for what Chaucer spelled 'gesse'; and such other anomalies as programme, catalogue.*

The period from 1350 to 1550 was considered as the transformation from Middle to Modern in which the Great Vowel Shift occurred (Fergus, 1983: 2). Fergus illustrates it as:

*...the long stressed vowels moved forward in the mouth; for example, the i which was pronounced as a long e became the I that we know today as the personal pronoun.*

This shift had contributed to the irregularity of spelling and pronunciation. Robertson in Seime (2001:6) depicted that it was one of the causes "which forced English out of orthographic line."

In the transition period the printing houses that were brought to England tried to standardize the English word writing system, "such as the initial and medial use of i, the final use of y, and the

reduction of double consonants; but at the same time tended to retain some of the Middle English spelling” (Fergus, 1983: 2). Though the printing houses played unquestionable role in trying to standardize the writing system, they are blamed as one contributors “for the divergence between spelling and pronunciation” ( Seime, 2001: 5). Seime puts it in Robertson terms as:

*One was the circumstance that most of the earliest printers came from Holland. These men followed certain Dutch analogies and introduced absurdities like ghost, gherkin; ghospel, ghossip; gheess, guest. The illustration have been given in three groups to suggest the three different lines of development that these ‘gh’ words later took: the first pair retained the unnecessary ‘h’; the second pair dropped it and restore the old English ‘g’; the third pair was later “Gallicized” by the substitution of ‘gu’ for ‘gh’.*

All in all, in the middle period some kind of attempt was made to improve the English spelling system. The role of the printing houses and the Great Vowel Shift were part of the Middle period efforts in the history of orthographic system.

### **2.1.3. The Modern English Period**

Modern period covers from 1550 on wards. It was this time, as to Fergus, when scholars have tried to standardize the conventional writing system by avoiding some confusing systems, i.e. spelling ‘such as the initial and medial use of ‘i’ the final use of ‘y’, and the reduction of consonant cluster. However, since words retained as they were in the middle period, the difficulty of the English orthography lies on the deviant between phoneme-grapheme relationships (Fergus, 1983; Shemesh and Waller, 2000).

To sum up, the three periods have laid a baseline for the English writing system. The middle period system, particularly, gets pertinence up to the modern shouldering its difficulty level of spelling particularly regarding the mismatch of some sounds and letters. By and large, the English language orthographic system had passed through amendments from century to century even if it still challenges learners, especially those who are attending English as a foreign language, to spell words with no problem in writing.

2.1.4. Summary of the Great Vowel Shift through the Three Periods

A brief account of the Great Vowel shift have been made on page 10 of this paper. This section holds further elaboration on the shifts of vowels through the Old, Middle, and Modern Periods with examples as tabulated by Seime (2001: 7).

| Old English | Middle English | Modern English | Old English | Middle English | Modern English |
|-------------|----------------|----------------|-------------|----------------|----------------|
| ae:         | ae:            | i              | sae, claene | sae, claene    | sea, clean     |
| e:          | e:             | i              | grene, tef  | grene, teeth   | green, teeth   |
| I::y        | i:             | ai             | is, hydan   | ise, hide      | ise, hide      |
| a:          | j:             | o              | ban, bat    | boon, bote     | bone, boat     |
| o:          | o:             | u              | too, sona   | tooth, soone   | tooth, soon    |
| :           | u:             | ou             | mua, hus    | mouthe, hous   | mouth, house   |

2.2. The spelling Reform (Sound/Symbol representation): The Case Against and in Favor

2.2.1. The Case Against

It was in the first half of the eighteenth century when “ the desirability of any form of manipulation of the standard spelling system either as a means of making the learning of spelling more easy or as a mechanism for the improvement of pronunciation” (Jones, 2006: 19).As to Jones many writers had various ideas and feelings towards spelling reform. These writers ranges from those who fully “opposed to any kind of spelling reformation, through those who see the advantages of keeping some kind of mixture of both standard and ‘introduced’ orthographies, with a few others advocating a complete overhaul of the current system” (Ibid: 19).

In 1711, Brightland and Gildon, for instance, were aware of the value of reducing the irregularities of sound/symbol correspondence (Ibid: 20). However they believed that the lack of mach could have its contribution to historical value.of the language. Jones (2006: 20) puts it as:

*They recognize, though, that there are many instances, especially in foreign vocabulary items, where there will be a mismatch between sound and symbol and that such a lack of correspondence might have*

*its advantages in indicating a word's etymological source and even pronunciation history.*

Seime (2001: 11) Provides further illustration with respect to the term 'etymology' quoting Robertson:

*The least defensible- an unfortunate by-product of the humanistic movement was etymological principle; according to which scholars and writers began to respell English words to make them conform to Latin or Greek analogies. Often this was done with words, though originally Latin had been borrowed not from Latin but from French, with changes in spelling and pronunciation that had been taken place in vulgar Latin and Old French. Thus 'doubt' was respelled to indicate its remote ancestor, the Latin 'doute' and 'dout'; better both phonetically and etymologically, were discarded. In this word the 'b' has never been pronounced.*

Generally speaking, etymological point of view was the main debating idea in which scholars stood against spelling reform. Such reasoning, as to Seime (2001:11), lack careful overhaul of the deficit that the English spelling brought as a result of sound/symbol inconsistency.

### **2.2.2. The Case Pro**

According to Jones (2006: 21) "there can be no doubt that writers in this period did recognize the imperfections of their standard orthography as a vehicle for the expression of the actual sounds of their language, particularly an imperfection very often linked to the ways in which digraphs like ea, eo, and, ie did (or did not) express the phonetic value of their individual components or that of some other (perhaps mixed) entity."

The English spelling reform is worthwhile as it helps children to be fruitful in recognizing the spelling of words, in their time, at school (Seime, 2001:8).

In early seventeenth century, there were solely "two writers who advocate and describe relatively fully-blown systems for spelling reform (or at least orthographic emendation): the authors of 'The Many Advantages' and 'The Needful Attempt'" (Jones, 2006:22).



In 1724, the author of 'The Many Advantages' provided a set of "Maxims or Rules" to be examined in Correcting, Improving, and Ascertaining the spelling of the English language (Ibid: 22). Even if the writer understood that it would have been hardly possible to produce a perfectly one-to-one sound/symbol correspondence, he took a tough stand on the idea of 'one symbol/one sound'. Jones (2006:23) quote the author's as:

*That every letter should be considered as Owner or Proprietor of its own sound, and should neither be robbed of it, nor be put to other uses than sounding its own power. If Alphabets were perfect, and this main was observ'd, no other Rules would be wanted; for every judicious Ear would spell right by using those letters that express the true sound; and where that can not be done, there is some Defect that ought to be considered and mended, if there be not some just Reason for the contrary.*

However, the English language couldn't receive "a logical spelling" (Seime, 2001:9). As to Seime "If the spelling system of English could be brought into effective relation with the sounds of the language or if, at least, some of the worst anomalies could be eliminated- this would be an enormous gain."

To conclude, the reformation of the English language spelling system has passed through arguments in the late Middle and early Modern English periods. Though the debate has brought some kind of amendments, there is still mismatches which confuse FL students to attain easily.

## **2.3. Theoretical Approaches to Errors in FL Learning**

### **2.3.1. Contrastive Analysis (CA)**

Behaviorists and structuralists tried to show that the major barrier to L2 acquisition comes from as a result of the interference of L1 system with L2 (James, 1980; Norish 1983; Brown, 1987). Lado in Brown (1987:153) and Stern (1983) contended that it is possible to predict and explain the causes of difficulty in learning a language by looking at the systems of the students L1 system with the TL system. According to Lado's view elements that are available in the students L<sub>1</sub> can more simply be learned than those that are different from the students' L<sub>1</sub> (Stern, 1983).

However, it was recognized that the learners' L<sub>1</sub> system may not show errors in all its areas (Norris, 1983; Brown 1987). As Brown (1987:166) has said the narrowed view of CA neglected the 'intralingual' effects of learning an SL/FL.

### **2.3.2. Error Analysis (EA)**

Error analysis is a type of linguistic analysis that focuses on the errors that learners make (Corder, 1981; Brown, 1987; James, 1998). Traditionally errors used to be considered as problems of students that needed to be eradicated and they (students) 'have been reprimanded for making too many errors' (Norris, 1983:1). Corder, on the other hand, presented a completely different point of view. He contended that those errors are 'important in and of themselves' (James, 1974: 19). In Corder's belief, for learners themselves, errors are 'indispensable' since the making of errors can be regarded as devices that the learner uses in order to learn.

Researchers are interested in errors because they are believed to contain valuable information on the strategies that students utilize to acquire a language (Dulay and Burt, 1974; Richards, 1974; Norris, 1983). Moreover, as to Richards and Sampson in Richards (1974:150) "At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching, and determines priorities for future effort." This implies that systematic analysis of 'errors made by language learners make it possible to determine areas that need reinforcement in teaching' (Corder, 1974).

All in all, the investigation of errors can tell us learners' state of the language at a given point during the teaching and learning process and can help course organizers to reorient language learning materials on the basis of the students' current deficits (Corder in Richards, 1976:25).

## **2.4. Causes of Written Errors**

### **2.4.1. Interlanguage Errors**

Interlanguage studies have been vigorously pursued since the seventies by psycholinguistic researchers so as to observe L2 learners' language performance (James, 1980; Corder, 1981; Stern, 1983; Brown, 1987). It (interlanguage) refers to the interference of the students' native language system over the target language (Corder, 1971; Brown, 1987). Such interference or

prevention against acquiring the TL helps to know the students' 'production competence' (Brown, 1987). As Peter (2000:6) has said interlanguage analysis will also help to indicate the students' level of 'grammatical and lexical development'. This, in turn, implies that EFL learners' grammatical and lexical errors can be of from their L1 interference. Chomsky and Halle as cited in Zutell (1980) and Al-shabbi (1994:22) have explained that the English spelling can be considered as "a near optimal system for the lexical representation of English words as it is based on the morphophonemic structure of English". However, Hamerly in Al-shabbi (1994:22) depicted that the optimality of the system can only be pretty much interesting from a linguistic perspective, but when we observe it from a pedagogical point of view it goes beyond the truth of 'language acquisition, literacy, and language use.'

In order to understand such reasoning, an elaboration of phoneme-grapheme (sound-letter) correlation of the English language system seems sounding. English language has gone through phonological changes affecting sound-letter relationships in its development through history (Zutell, 1980; Fergus, 1983). As a result, EFL learners whose language holds a phoneme-grapheme correlation, for instance Spanish, Turkish or Arabic, have faced problems in English language writing system (Cronnell in Celce-Murcia and McIntosh, 1979; Al-shabbi, 1994).

#### **2.4.2. Intralanguage Errors**

Error Analysis was considered as one of the major contributions of the causes of errors that go beyond the interlingual errors in second language learning (Brown, 1987:178). Thus, errors can also occur because of intralingual transfer, i.e. within the target language itself (Ibid: 178). In 1974, Richards forwarded that ESL students errors do not reflect the student's inability to separate L1 and L2 but 'those intralingual and developmental errors reflect the student's incompetence at a particular stage and illustrate some of the general characteristics of L2 acquisition.' Their (the errors') origins can be found within the structure of L2 itself, and through reference to the strategy by which L2 is acquired and thought.

The types and causes of intralingual and developmental errors are classified into: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false

concepts hypothesized (Richards, 1974; Shaughnessy, 1977; Norish 1983; Brown 1987). Brief discussions of these causes of errors are presented hereunder.

### **i. Overgeneralization**

The term overgeneralization, as to Brown (1987:82), can be subsumed in 'generalization', which is considered as crucial and accepted strategy in human learning. To generalize means to refer or derive a law, rule, or conclusion, mostly from the observation of particular instances (Ibid: 82). In other words, generalization is considered as 'meaningful learning' (Ibid: 82). However overgeneralization goes beyond this notion even if it (overgeneralization) can be embodied within the broader term generalization.

Overgeneralization refers to errors caused by extending L2 rules to inappropriate contexts (Richards, 1974; Norish, 1983; Brown, 1987). Most verb inflectional errors of spelling are considered as the students' grammatical errors caused by overgeneralization of the TL rules (Norrish, 1983; Brown 1987). For example abound-utterances like 'He goed\*' and 'she must \*goes' hold the erroneous grammatical words 'goed\*' and 'goes\*' respectively which can be committed as a result of overgeneralization of the regular past and third person singular present forms of verbs (Norrish, 1983; Brown 1987).

### **ii. Ignorance of Rule Restrictions**

Errors attributed to ignorance of the English spelling rules are those in which the English phonics, orthographic and morphological rules were ignored such as rule of adding an 's' to a word ending in 'y'; adding '-ing' to a word ending in the vowel <e> (Shaughnessy, 1977; Shemesh and waller, 2000:4)). Phonics is not concerned with sound instruction; rather it studies the correspondence between graphics and phonemes i.e. 'it deals with relating the two systems of a language, i.e. speech and writing' (Betts, 1976).

Orthographic rules are known as spelling rules which focuses on the changes that occur in a word various forms. For instance, the changing of 'y' into 'ie' in words like 'city' for its plural 'cities' (Jurfasky and Martin, 2000:91-92).

Smith, et al. in Henderson (1984:105) depicted orthographic rules in relation to syllabic or morphemic classifications. Smith has asserted that English words can not simply be analyzed arbitrarily keeping the words syllabic and morphemic rules. For example, the word 'reckon' can not be analyzed into 're +con', nor 'pressing' as 'pre' and 'ssing' since 'syllables or morphemes can not be spelled 'ck' or 'ss' in English'. Generally speaking, being aware of orthographic rules will have contribution to be a better speller (Ibid: 105).

Morphological rules are rules of the joining together of 'minimal meaning-bearing units' i.e. morphemes (Roach, 1983; Jurfasky and Martin, 2000). Unable to distinguish the major classes of morphemes, i.e. 'stems and affixes', can lead students to commit orthographic errors (Jurtasky and Martin, 2000:85). The knowledge of affixes includes both inflectional and derivational; and they (affixes) are further divided into prefixes, suffixes, infixes and infixes which students should be familiar with for better lexical identification (Ibid: 86).

### iii. Incomplete Rule Application

This refers to the deficit observed in students' language usage in a sentence (Richards, 1974; Norrish, 1983; James, 1997). As to James (1997:177) L2 learners may face problems in the structure of question formation as well as in the statements formed based on the requests. Generally speaking, questions or 'part of it' encouraged to be repeated by students in the responses, and the students' use of deviant forms are the major causes of incomplete rule application (Richards, 1974; Norrish, 1983, James, 1997). Here are some examples:

|                          |                                   |
|--------------------------|-----------------------------------|
| What was she saying?     | She saying* she would ask         |
| What does she tell him?  | She tell* him to hurry.           |
| What's he doing?         | He opening* the room.             |
| How much does it cost?   | It cost* one dollar.              |
| What does he have to do? | He have* to do write the address. |

(Richards, 1974:178)

The above examples indicate that the replies are taken from some part of the questions which lead to wrong application of the structure as shown by asterisks. The errors manifest grammatical

deficits which lends itself to the addition and omission of derivational and inflectional affixes within which spelling errors are clearly observed.

#### **iv. False Concepts Hypothesized**

Falls concepts refers to the systems of the language 'which derive from faulty comprehension distinction in the TL that sometime happen due to poor gradation of teaching items' (Richards, 1974: 178). Students, for example, may "understood the form 'is' to be the corresponding marker of the present tense, e.g. he is speaks French" (Ibid: 178).

James (1997:137) has classified Misspellings (MSs) into two broad categories, i.e. 'Mispronunciation errors' and 'written misencodings'.

##### **i. Mispronunciation and Spelling**

As to George Bernand Show the nonsense word 'ghoti' should be pronounced as the word fish /fɪʃ/. In his belief the 'gh' could be taken from words like; 'tough' /t f/; the 'o' could be taken from words like 'Women' /wɪmɪn/, and the 'ti' could be from words like 'notion' /nəʊʃn/. In the nonsense word he created, he tried to demonstrate that English spelling is not phonetic as there is no one-to-one correspondence between spelling and pronunciation in English (Dale, et al., 1971; Kelly, 2000:122).

As to Shaughnessy (1977:167) "No one speaks 'spelled' English." This implies that in English language one can not speak as a word is spelt out. In other words, writing is the corrupted form of speaking since there is no one to one 'phonographic (PG) or sound-to-symbol' correspondence (James, 1997). Consequently, students who mispronounce the TL word wrongly believe that the sound they utter represents a grapheme (Ibid: 137). Thus, such belief let them misspell English words.

As to James (1997:137) mispronunciations have two causes. One may come from the student's first language phoneme substitution; the other could be from replacement of phonetically closely related words of the TL itself. Consonant clustering, for example, usually confuses Ethiopian students as a result of their phonetic rule interference. The words 'string', 'spray', and 'screw',



for example, have three consonants on the onset position; and a word like 'texts' has four consonants on the coda (Roach, 1983). In English, therefore, up to three consonants at the initial and four at the end positions respectively are possible which we can hardly get in Ethiopian languages like Amharic, Oromifa and Tigrigna (Baye, 2000; Italo, 1988; Guta, 1989). By and large, such rule diverges between L1 and L2 put FL learners in problem of spelling out words following its PG correspondence. Examples of English phoneme-grapheme relationship which may challenge FL students are shown below.

### Imperfections and Anomalies in the English Orthographic System:

#### One phoneme various letter(s)

##### Consonants

| Phoneme           | Graphemes | Examples                          |
|-------------------|-----------|-----------------------------------|
| /p/               | <pp>      | as in wrapping                    |
| /b/               | <bb>      | as in robbing                     |
| /t/               | <tt>      | as in written                     |
|                   | <ed>      | as in passed                      |
| /d <sub>3</sub> / | <dd>      | as in ladder, addition            |
|                   | <j>       | as in soldier, procedure          |
| /ŋ/               | <ng>      | as in sing                        |
|                   | <nd>      | as in handkerchief                |
| /k/               | <c>       | as in cat, picnic, cute           |
|                   | <cc>      | as in tobacco                     |
|                   | <kk>      | as in trekking                    |
|                   | <ck>      | as in black, crack                |
|                   | <ch>      | as in character, ache             |
|                   | <q>       | as in conquest                    |
| /f/               | <ff>      | as in off, cliff                  |
|                   | <ph>      | as in philosophy, phone           |
|                   | <gh>      | as in laugh, enough               |
| /s/               | <ss>      | as in miss, hiss                  |
|                   | <c>       | as in ice, cent, dance            |
|                   | <sc>      | as in science, muscle             |
| /h/               | <wh>      | as in, who, what, when            |
| /d /              | <g>       | as in gender, edge, bridge, judge |
| /ʃ/               | <sh>      | as in ship, bush                  |
|                   | <ch>      | as in machine                     |
|                   | <s>       | as in sugar                       |
|                   | <c>       | as in ocean, suspicion            |
|                   | <ss>      | as in issue, mission              |
| /č/               | <ch>      | as in church, match, nature       |



## Vowels

|      |      |                     |
|------|------|---------------------|
| /i:/ | <ee> | as in green, seek   |
|      | <ea> | as in sea, meal     |
|      | <ie> | as in field         |
|      | <ey> | as in key           |
|      | <eo> | as in people        |
|      | <ei> | as in receive       |
|      | <i>  | as in police        |
| /I/  | <ie> | as in cities        |
|      | <e>  | as in become        |
|      | <o>  | as in women         |
|      | <a>  | as in private       |
|      | <ee> | as in coffee        |
| /Λ/  | <u>  | as in nut, but, cut |
|      | <o>  | as in son           |
|      | <ou> | as in touch         |
|      | <oe> | as in does          |
|      | <oo> | as in blood         |
|      | <ui> | as in build         |
|      | <o>  | as in hot           |
| /D/  | <a>  | as in want          |
|      | <au> | as in because       |
|      | <ou> | as in cough         |
|      | <ow> | as in knowledge     |
|      | <a>  | as in saw, war      |
| / /  | <oa> | as in broad, roar   |
|      | <oo> | as in door          |
|      | <o>  | as in nor           |
|      | <oo> | as in book          |
| /u/  | <ou> | as in could         |
|      | <o>  | as in woman         |
|      | <a>  | as in private       |
|      | <ui> | as build            |
|      | <ia> | as in carriage      |
|      | <oo> | as in book          |

## Semi-Vowels

|     |     |                      |
|-----|-----|----------------------|
| /W/ | <o> | as in one            |
| /j/ | <i> | as in onion          |
|     | <e> | as in hideous        |
|     | <u> | as in music, uniform |



## Diphthongs

|      |       |                     |
|------|-------|---------------------|
| /ei/ | <a>   | as in game          |
|      | <ai>  | as in rain          |
|      | <ay>  | as in day           |
|      | <ea>  | as in great         |
|      | <au>  | as in gauge         |
| /au/ | <o>   | as in go            |
|      | <oe>  | as in toe           |
|      | <oa>  | as in loaf          |
|      | <ow>  | as in grow          |
|      | <ou>  | as in shoulder      |
|      | <oh>  | as in oh            |
|      | <e>   | as in sew           |
| /ai/ | <i>   | as in bite          |
|      | <ei>  | as in height        |
|      | <uy>  | as in buy           |
|      | <ui>  | as in guide         |
|      | <ie>  | as in tie           |
|      | <y>   | as in my            |
| /əu/ | <ou>  | as in found, plough |
|      | <ow>  | as in brown         |
| /lɪ/ | <ee>  | as in deer          |
|      | <ea>  | as in dear, fear    |
|      | <ere> | as in here          |
|      | <eir> | as in weird         |
| /ea/ | <ai>  | as in fair          |
|      | <are> | as in care          |
|      | <ere> | as in where         |
| /uɔ/ | <our> | as in four          |
|      | <ure> | as in cure          |
|      | <oer> | as in doer          |
|      | <ue>  | as in cruel         |

(Cronell, 1979; Jordan, 1980:104-106)

In a nut shell, Seime (2001:7) has summarized the potential causes for the mismatch between sounds and symbols as follows:

1. The pronunciation of words retained as they were but their symbols has changed. For example, 'friend' was once spelt as 'frend'.
2. Their spelling has remained the same but their pronunciation has changed. For example, 'pilot' was once pronounced 'peelahty'.
3. Both spelling and pronunciation have changed, but different directions.

## ii. Written Misencodings

All misspellings are not only committed as a result of mispronunciation (James, 1997:137). However, FL students might also go wrong using their L1 PG rules to the TL they are attending; or they could apply unaccepted PG rule of the TL itself (Richards, 1974; James, 1997). These misapplications of rules are called interlingual and intralingual errors respectively (James, 1997:137). As to James intralingual errors could be resulted from using L<sub>1</sub> PG rules which are not available in the TL, using graphemes that are available in both L<sub>1</sub> and L<sub>2</sub> but differ in their sound, or using graphemes that exist in both languages but having various distributions of the phonemes in each language.

James, Scholfield, Garrett and Griffiths (1993) have distinguished four subtypes of intralingual errors (James, 1997:138). Overgeneralization refers to errors caused by implementing a single rule for various words; homophone confusion which results from unable to differentiate words having similar sound but semantically and orthographically different; mis-choice of words which are not English, e.g. 'mees\*' for 'means'; and letter naming in which students use a letter which they think represent the sound they utter, e.g. 'ant\*' for 'aunt'.

## 2.5. Classification of Spelling Errors

Identification of possibly committed spelling error types lends itself for the analysis technique in their (errors) category (Howell, et al, 1980). Hence, one can distinguish the area of students' phonetic weaknesses. The errors, as to Spache, are classified into twelve common error types (Howel, etal, 1980). Of course, the error patterns categorization bases on four broad categories as to Corder (1981); Jurfasky and Martin (2000:171). These scholars asserted that the errors could be of from insertion, deletion, substitution, or transposition of graphemes. Spache in Howell et al (1980) holds five major classifications of common spelling errors with in the twelve error types. They are omission, doubling, Addiltion, Transposition, and substitution. The specific error types contended by Spache are listed here under.

1. Omission of a silent letter (e.g. whether for weather, reman for remain, fin for fine)
2. Omission of a sounded letter (e.g. request for request, plasure for pleasure, personl for personal, juge for judge).
3. Omission of a doubled letter (e.g., Suden for Sudden, adress for address, sed for seed).

4. Doubling (e.g., untill for until, frriend for friend, deegree for degree)
5. Addition of a single letter (e.g., darke for dark, nineth for ninth, refere for refer)
6. Transposition or partial reversal (e.g. was far saw, nickle for nickel, bron for born)
7. Phonetic substitution for a vowel (e.g. prisin for prison, injoy for enjoy)
8. Phonetic substitution for a consonant (e.g. prixon for prison, cecond for second, vakation for vacation).
9. Phonetic substitution for a syllable (e.g. purchest for purchased, financhel for financial, naborhood for neighbor-hood, stop for stopped)
10. Phonetic substitution for a word (e.g. weary for very, colonial for colonel)
11. Non-phonetic substitution for a vowel (e.g. rad for red, reword for reward)
12. Non-phonetic substitution for a consonant (e.g. watching for washing, inportance for importance).

(Howell et al., 1980)

Guta (1989) and Yeshitla (1999) have used Spache's model for the description of (Spelling) errors with a bit improvement. Guta (1989:50), for example, applied the following eight categories.

1. Addition, omission, wrong selection, and ordering of consonant and vowel letters;
2. consonant and vowel transposition
3. consonant blending;
4. consonant doubling;
5. grammatical;
6. diphthong;
7. digraphs;
8. addition of 'e' to word final

## 2.6. The Spelling Curriculum

*Learning to spell is a difficult task. The speller faces many difficulties including, but not limited to foreign spellings, 26 letters representing 44 sounds, silent letters, variant and invariant-sounds, and 300 different letter combinations for 17 vowel sounds.*

Graham and Miller (1979)

Researches on spelling errors indicated that the major causes of misspellings were vowel errors (Shemesh and Waller, 2000:4). As to Peter (1970) cited in Graham and Miller (1979) the word “circumstance” can be spelled over 396,000,000 various ways phonetically.

In planning a spelling curriculum, then, what should be thought and which skills should receive primary consideration? In this regard, Graham and Miller have presented two major theories for curricular application based on varied views considering the consistency of English orthography.

### **2.6.1. Synthetic Alphabet/ whole word Approach**

One theory of the spelling curriculum holds that English orthography is irrational which makes it difficult to handle (Graham and Miller, 1979). This notion contains two distinct methodological interpretations that are: (a) instruction should be based on a special synthetic alphabet (e.g. Initial teaching alphabet); and (b) whole words should form the core of spelling curriculum’ (Ibid: 300).

However, synthetic Alphabet approach of instruction can not help to produce effective spellers per se (Graham and Miller, 1979; Ur, 1996). This could be as a result of the mismatch between the number of letters and sounds produced. The 21 consonant letters, for example, can make 24 sounds and the 5 vowel letters make 20 various sounds (Kelly, 2000:123). Whole word approach also appears to be impractical since a person can only use 10,000 words freely and recognizes another 30,000 to 40,000 amongst the 490,000 words in addition to the 3000,000 technical terms English language has (Graham and Miller, 1979).

Contrary to the irregularity view, English words are considered as 75% regular (Crystal, 1987: 216). As to Crystal its regularity sounds louder as a result of the most frequently used irregular spellings of words which account greater or equal to 400. Scholars have also asserted that amongst 17,000 English words analyzed in a computer based study, more than 80% were spelled, according to a regular system, and only 3% were so unpredictable that they would have to be learned totally by rote (Hanna, et al, 1971; Crystal, 1987).



### 2.6.2. Phonemic Approach

“The second theory views English orthography as a patterned but incomplete system,” (Graham and Miller, 1979). Misspellings are the result of ‘poor phoneme awareness’ (Graham and Miller, 1979; Shemesh and Waller, 2000:4; Kelly, 2000). Supporters of these view, thus, stresses the application of phonics and spelling rules as a means of developing spelling abilities (Cronnell in Celce-Murcia and McIntosh, 1979: 203; Graham and Miller, 1979; Kelly 2000).

With no doubt, the English language has the following problems in its phonemic application:

- most sounds are spelled many ways;
- most letters spell many sounds;
- more than one-third of the words in the dictionary have more than one accepted pronunciation,
- more than half contains silent letters, and about a sixth contain double letters; and
- unstressed syllabus are difficult to spell

(Graham and Miller, 1979)

Of course, it is impossible to say that all English words can be spelled based on their sounds (Cronell in Celce-Murcia and McIntash, 1979:202). However, it should be noted that ‘Many words can be spelled on the basis of sounds and of other principles of English orthography’ (Ibid: 202-203). By and large, the English spelling system is not as such simple and straightforward, but it can be managed and from which students can benefit (Graham and Miller, 1979; Cronell in Celce- Murcia and McIntosh 1979).

All in all, the arguments done based on established data confirmed that English word spellings can be attained by using both the linguistic form as well as rote memory. Crystal (1987:215) has also asserted that spelling is ‘a more conscious, deliberate process which requires linguistic knowledge, and a good visual memory, to handle the exceptions to the regular patterns.’

### 2.7. How should Spelling be taught?

No single way of teaching spelling is correct for all students or teachers (Graham and Miller, 1971; Barbe, etal, 1982). Recognizing the students’ method of attaining orthographic forms of words will help teachers for successful instruction (Blake and Emans, 1970). Effective teachers



are familiar with the ways that 'some students learn 'best' to spell by reading, some by studying meanings of words, some by writing words in and out of context, some by oral spelling, some by using phonic and linguistic aids, and some by using a combination of some and even all of these' (Ibid:37).

Hillerich (1977) and Shoughnessy (1977) on the other hand, indicated that for the better implementation of spelling teaching approaches that help to distinguish how to put letters in order include good word list, pretest with immediate correction, study method which involves the following steps.

1. Look at the word and say it to yourself.
2. Close your eyes. Try to see the word as you spell it to yourself.
3. Check to see if you were right. (If not, begin again at sep1).
4. Cover the word and write it.
5. Check to see if you were right. (If not, begin at step 1.)
6. Repeat steps 4 and 5 two more times.

And other crucial elements such as the ability to use a dictionary and writing a lot should be incorporated for successful retention of words spelling (Ibid: 86-87).

Cronnell in Celce Murcia and McIntosh (1979:202) asserted that 'English spelling is a system, and they should be able to apply the rules of this system.' Barbe, et al. (1982:3) have also believed that teaching spelling rules make sense. However, it should also be recognized that spelling rules must not be exclusively used when students become unfamiliar with a word spelling (Ibid: 3). This implies that teaching spelling rules has its own value but the rules can not bring perfection in isolation. Therefore, most frequently confusing words should be listed and memorized. These commonly committed errors by L2 users include:

*accommodating, because, beginning, business, career, choice, definite, develop, different, describe, government, interest(ing), integrate, kindergarten, knowledge, life, necessary, particular, professional, professor, really, study/student, their/there, which, would*

Cook (2001:77)



In a nut shell, there are three views of spelling teaching. One is each word should be memorized separately. Another view is that knowledge of the spelling system helps students spell words correctly. The last holds both using memory and the language system for effective retention.

## 2.8. Spelling in CLT

*With its emphasis on "fluency" over "accuracy" the Communicative Language Teaching (CLT) approach has paid insufficient attention to spelling in the EFL classroom.*

Al-Shabbi (1994:21)

Studies on spelling errors, in addition, confirm that Ethiopian students commit spelling errors in writing (Mamo, 1981; Yeshitla, 1999). As to Al-Shabbi such deficit is the result of the emphasis given to accuracy in language teaching. In his study, thus, Al-Shabbi discusses three types of activities of communicative approaches to spelling which promote accuracy in spelling. These are reading activities, inductive-reasoning activities, and language-focusing activities like cross word puzzles, dictation passages, spelling bees, and language arts games.

## 2.9. Meaning and Spelling

Derivational and inflectional affixes are meaning bearing units of the English language (Kelly, 2000; Roach, 1993; Fergus, 1983). Unable to discriminate these meaning bearing units can bring misunderstanding, in sentences. In certain words the prefixes 'dis-' and 'de-' have so similar sound that one can replace one for the other in words like 'dismiss' and 'desirable' (Fergus, 1983:105). Being confused with the prefixes pre-, per- and pro-, which mean before, forward, and through respectively, can mislead students to understand words and even sentences differently (Ibid:106).

Dale, et al. (1971) have also confirmed that misspelling can cause the reader to misunderstand the meaning of a word; for example, 'set\*' for 'sit', 'red\*' for 'rid', 'loath\*' for 'loathe' etc.

Homophones can also bring semantic differences since there are orthographic misuses even if they are pronounced alike (Shaughnessy, 1977). For instance, the /e/ sound in 'here' and 'hear'

are aurally indistinguishable but brings meaning difference when it is used wrongly (Ibid: 169).

Such words include:

|                     |                 |
|---------------------|-----------------|
| do-due              | two-to-too      |
| for-four-fore       | through-threw   |
| here-hear           | won-one         |
| know-no             | whether-weather |
| there-their-they're | you're-your     |

To sum up, spelling, which might be considered as having no value in EFL classes, can lead to misunderstanding of written communication. As a result, the researcher felt interested to look at the frequency and persistency of the students' misspellings. The study was managed with the help of the method discussed in the following chapter.

## CHAPTER THREE

### 3. Research Method and Design

#### 3.1. The Research Design

The major objective of the study was investigating students' spelling errors frequency and persistency in their (students') compositions at preparatory school, grade 12, students' level. For the achievement of this goal, therefore, the researcher employed descriptive method of study. This (descriptive) method is effective to investigate a phenomenon in assessing the performance of students in their natural setting (Best and Khan, 1999). Besides, a descriptive study helps to clearly state and interpret what revealing facts exist regarding the problem area (Best and Khan, 2003). The frequency of the errors was tabulated and analyzed using simple descriptive statistics quantitatively; whereas the persistency of the errors was discussed qualitatively.

#### 3.2. Subjects

The study was conducted with 70 grade 12 students and 4 English Language teachers of the same grade in Yekatit 12 preparatory school. This school was chosen for the reason that almost all government schools of the same grade level utilize identical course books having similar topics. Besides, it was more convenient to the researcher to gather data with the help of the school English language teachers.

Grade 12 students were selected as they were at the finish line of the pre-college level and were going to join universities for specific subject study. These students were, thus, expected to communicate efficiently and accurately through writing, and investigating the problem they have, if any, in spelling might help to reveal the problem in most secondary school levels.

#### 3.3. Sampling Techniques

The target school had 14 sections in which grade 12 students were attending. Within these 14 sections, there were 658 students, i.e. approximately 47 in each. These many numbers could not easily be manipulated as sample population. Therefore, to help the researcher handle the respondents reply, 5 (35.7%) sections, i.e. 235 students, were first chosen utilizing purposive sampling technique. This technique was used consciously to include students from all the five

English language teachers of grade 12. The reason was that all teachers might not use similar effort; might not have similar approach; might also not worry about their students' failure.

In this study, then, the researcher employed one of the probability sampling techniques called systematic sampling to nominate the samples from the classrooms selected in each group. This procedure involved drawing a sample by taking every  $x^{\text{th}}$  case from a list of the target population. Therefore, from the total members of 235 (N) sample population, 70 (n) samples were selected from 5 sections, which represents 29.7% of the total population. The sampling interval (x) was determined by dividing N by n (Ary, et al., 2002:168). So, the sampling interval was:

$$x = 235 \div 70 = 3.35 \approx 3$$

The first member of the sample was randomly selected from the first x (3) members of the list, and then every  $x^{\text{th}}$  member of the target population was taken for the study purpose. To obtain representative samples two digit numbered, i.e. beginning from 00 to 40, pieces of papers were prepared and distributed randomly to take every  $x^{\text{th}}$  member so that it became reasonable sample (Ary et al., 2002:169).

### 3.4. Data Collection Instruments

The data sources to be used were only primary. This first hand data was gathered from students (mainly), teachers and the 'English for Ethiopia' grade 12 text book. To this end, Composition Writing, Multiple Choice Test, Interview, and Grade 12 Students Text Book plus the plasma guide analysis were the tools employed. From these tools the Composition Writing and Multiple Choice Test were the major tools since tangible information were obtained from the learners writings as far as spelling error is concerned; whereas the remaining two were supportive which helped to crosscheck the consistency of the responses gathered.

Letting students' write a composition freely giving certain procedures was the major tool for spelling errors data collection. Besides, to strengthen the findings of the study the researcher employed multiple choice test in which the students were invited to choose the correctly spelled alternative from four options provided. All the alternatives were designed from the same word but with spelling difference. Moreover, students' text book inventory and semi-structured

interview have been part of the instruments. The researcher thought that from these tools the written composition and the administered test played the main role to gather tangible information about the students spelling skill with the frequency and persistency of the errors.

Before gathering the main study data, the researcher has piloted the three tools, i.e. the composition, the test and the interview, with 12 students at Medhanialem Preparatory School to observe the students' production and whether errors were available. From the total number of 1699 words, which on average 141.6 words each student used, the samples committed 159, i.e. 13.3 (9.6%) per individual, spelling errors from the composition; and 32.2% from the test were found. Following the results some error classifications were left out and some fused. Suffix Addition, for example, as in 'childrens' in which the grapheme <s> added, was rejected out since it can potentially be classified under grammatical error type. Moreover, Final Vowel Omission, as in 'describ\_' and 'wher\_' in both cases the unpronounced grapheme <e> was omitted. Consequently, such errors in the main study were treated under Omission of Silent Vowel (SVOM).

Again before starting to gather the main study with the help of Yekatit 12 grade 12 English language teachers, students were informed to go through the reading passage entitled with 'Controlling China's Population' based on which to write a composition as they did in Unit 2 writing section. Letting them read the passage in the text book had helped the students to have the concept of what they were inquired to write. Also, the samples were informed to check what they had written, ahead of giving back to the invigilator.

### **3.4.1. Composition Writing**

Looking for learners' errors in their compositions for further classification was part of content analysis in which the errors were classified in their categories in a written work (Ary, et al., 2002). The written task revealed the students errors more meaningfully than any other methods for the area searched since spelling errors could potentially be observed in writing.

As a result, the subjects were given familiar topic, i.e China's One Child Policy, in which they were invited to write argumentative essay as it was part of their text book writing section and at

the same time it was believed that students could easily generate idea based on their assessment with respect to the current population number and living standard of their country. They (the learners') were needed to jot down a composition with at least 150 and at most 200 words. And as observed the topic selected has been effective for the target intended.

### **3.4.2. Multiple Choice Questions**

The second tool used for data collection was Multiple Choice in which students were invited to choose the correctly spelt alternative in conventional English writing system from the alternatives given. All the alternatives were drawn from the same word having three incorrectly spelt distracters and a correctly spelt one. All the words offered as options were selected from the students' text book Vocabulary Sections so as not to confuse students with words which might be beyond their capacity. In a similar vein, if the words were taken from other material(s), it would have been challenging to check whether they were appropriate to their levels.

### **3.4.3. Course Book Analysis**

Content or document analysis is a research method applied to written materials for the purpose of identical specified characteristics of the material. This method is widely used in education to analyze types of errors in students' writing, i.e. to classify spelling or grammatical errors and their nature and frequency; and to see the coverage of a certain topic in a text book (Ary, et al., 2002:442). For this reason, the students' text book, the teachers book and the plasma guide have been assessed with the help of a check-list which the researcher designed to see its value in delivering a piece of information on when and in which unit and section spelling English words should be taught as set by curriculum designers.

### **3.4.4. Semi-Structured interview**

The use of less-structured interview helped the researcher to strengthen the data gathered with the other tools aforementioned. This (the interview) is considered as one of the most widely used methods to obtain qualitative data (Ibid: 434). In this regard therefore I used tape recorder to grab the piece of information forwarded by both teachers and students.



Before the researcher conducted the interview, eight questions for teachers and five for students were designed regarding students' misspellings of words and how the errors were treated in the classroom, i.e. the effort used to alleviate the observed problem. Generally speaking, based on the pre-designed questions valuable information which strengthened the other results was found.

### **3.5. Data Analysis**

The data gathered through the instruments discussed above were subjected to both qualitative and quantitative methods of analysis. The spelling errors gathered through composition writing and fill in the gaps using the alternatives given, for example, have been sorted out in to suitable categories to make it (the data) convenient for analysis (Norrish, 1983:81). Thus, the errors collected through the tools were sorted out in to five major classifications, i.e. Addition (Insertion), Omission (Deletion), Substitution, Transposition and Semantically Different Words (Jurfasky and Martin, 2000; Howell, et al, 1980). Howell's et al. (1980) sub-classifications of the errors were used predominantly in the study to categorize the data collected. Besides, the natures of some errors were analyzed separately.

Moreover, the information gathered through interview and the student's text book was analyzed using both quantitative and qualitatively. The interview was recorded and transcribed. Then, some extracts of the interview transcript were used in the discussion section of the analysis.

In the students' text book inventory, the researcher counted the number of the units and sections which hold spelling lessons for the purpose of looking for relative coverage. The teacher's book and plasma guide were also observed to check the availability of lessons with respect to spelling teaching. Finally, the researcher's intent to observe the relative focus of spelling teaching was accomplished successfully and discussed in brief focusing on what has been the coverage of spelling looked like.

## CHAPTER FOUR

### 4. Data Analysis and Interpretation

The study focused on the student's spelling errors frequency and continuity of the error types in the composition they produced as well as the test administered for spelling errors classification purpose. The research questions that guided the research were: a) Do students commit spelling errors in composition writing? b) Which type of error persistently occurs in their composition? c) What types of spelling errors frequently happened? d) Do the errors committed create distortion of meaning? e) Does the prescribed course book have a place for spelling to be treated in the classroom? Or do teachers use extra effort to help students distinguish the spellings of words? To answer these leading questions different tools, i.e. Composition writing, Multiple Choice Test, Interview, and Course Book Analysis (i.e. Relative Coverage of Spelling lessons), have been used. (See Appendices 1-6). Then, the result obtained through all the three tools had got space in this chapter.

The total number of errors in the composition and the test were classified into five major error types using Howell et al. (1980:328) classifications. Each type has got sub-categories which might help learners and other concerned bodies give due emphasis to those problematic areas. These error types are Addition, Omission, Substitution, Transposition, and Semantically Different Words having five, seven, and five sub-types for the first three but the remaining are shown with no further classification.

Brief account of the findings obtained through the students' compositions and tests have been given attention in this section and discussed separately. Moreover to show the results of the two tools findings, a table has been designed, which reveals the results of both tools side to side for clarity purpose, and analyzed descriptively.

It should also be noted that some observed errors in both tools (composition and test) showed two or more types of classifications. Consequently, these multi-type errors were subjected to their appropriate types. For this purpose we can look at the 'word' 'cyc\_olog\_cal\_y' which has the maximum error types observed from one of the samples, as an instance. In spelling out the word 'psychologically', the student looked confused of the letters as a result of its pronunciation.

The silent consonant graphemes <p> and <h>, and one of the doubled consonant grapheme, i.e. <l>, and the vowel <i> are all omitted out in the response. These errors are therefore listed in each revealed type as four various errors. On the other hand, the wrongly spelt words having identical category or types of errors were counted as one. To make it tangible, the wrongly spelt word 'a\_com\_odation' can become a clear instance. In the response given from students, some preferred to use the word 'accommodation' omitting out one of the doubled consonant graphemes <c> and <m>, which have similar category and thus considered as single error.

#### 4.1. Frequency of Errors in the Composition

To make the major and specific type results easily manageable and meaningful, total sums of words produced by the samples (i.e. 70 students) and the total number of spelling errors committed by all the samples are tabulated and analyzed primarily. This total figure is obtained by adding the errors occurred in the five major error types (i.e. Addition, Omission, Substitution, Transposition and Semantically Different Words used).

Table-1 Total Number of Words Written and Errors Committed in the Composition

| No. of words used |                              |                   | No. of errors committed |                          |                   |
|-------------------|------------------------------|-------------------|-------------------------|--------------------------|-------------------|
| Total             | Per Student<br>( $\bar{x}$ ) | Percentage<br>(%) | Total                   | Per. St<br>( $\bar{x}$ ) | Percentage<br>(%) |
| 14,357            | 205.1                        | 100               | 1937                    | 27.7                     | 13.5              |

As table 1 above indicates all the samples of the study, i.e. 70 students, have used 14,357 words to produce their compositions. This, in turn, shows that on average each student has written 205.1 words in a composition. From the total number of errors obtained in all compositions i.e. 1937, each student shares 27.7, i.e. the mean. These many errors were found from the composition by each having 205.1 words which is equivalent to 13.5 %, viz.

The figure and percentage entail the students' state of performance in spelling skill. The ineptness of the skill, by implication, becomes sever and can go with the learners up to college or university level in which they are probably anticipated to recognize how to spell words precisely and produce meaningful compositions.

The response collected through the interview confirmed that all of the students and of teachers said the problem happened frequently in writing. The majority of the students questioned their teachers for the problem which occurred now and again in writing. According to their response their English language teachers played no role for the enhancement of their spelling skill. They added that teachers did not properly give feedback for the errors they committed. As a result, they hardly got time to discuss the errors in order not to commit them again. Two of the teachers, quite the reverse, have stressed that such issue should thoroughly be discussed at elementary level and be ‘reminded’ at the preparatory school level. Shemesh and Waller (2000:1) stood on both sides of the aforesaid thoughts when they reason out why they have prepared their book ‘Teaching English Spelling’. The scholars contended that the frequently happened errors and the few teaching remedies designed for their non-native speaker of middle and high school students have inspired them to help students be familiar with spelling rules.

#### 4.1.1. Errors of Addition

This section covers the errors students did by adding certain letter (s) from what they were expected to spell out. The added letter could be of Consonant Doubling (CD), for example, the doubling of the grapheme <t> in the word ‘center’ which occurs in one of the samples, i.e. ‘centter’, Vowel Doubling (VD), e.g. ‘caase’, Other Single Consonant Addition (OthCAd), e.g. ‘bechouse’, Other Single Vowel Addition (OthVAd), e.g. limite, or any Other Letter Addition (OthLAd), e.g. ‘nothiyng’ which can not be classified under the categories mentioned.

Table-2 Errors of Addition in Students Composition

| Error types | f   | %    | $\bar{x}$ | *n   |      |
|-------------|-----|------|-----------|------|------|
|             |     |      |           | f    | %    |
| CD          | 86  | 22.2 | 1.2       | 36   | 51.4 |
| VD          | 10  | 2.6  | 0.1       | 8    | 11.4 |
| OthCAd      | 18  | 4.6  | 0.3       | 15   | 21.4 |
| OthVAd      | 268 | 69.1 | 3.8       | 62   | 88.6 |
| OthAd       | 6   | 1.5  | 0.1       | 5    | 7.1  |
| Total       | 388 | 100  | 5.55      | **68 | 97.1 |

\* Refers to the number of students who commit the errors

\*\*The number of students from the whole sample, i.e. 70

As indicated in Table 2 the frequency, percentage, average errors per individual, i.e. mean, and the total sum of addition errors are shown. In this respect Other Vowel Addition (OthVAd) takes the highest frequency, i.e. 268, and percentage of 69.1 in which 88.6 % of the total population participated. This implies that learners have faced problems to distinguish whether there is a vowel in between or at the final position. These many errors (88.6%) were recorded from 62 (88.6%) students' compositions.

The second highest frequently committed error type becomes CD with 86 (22.2%) frequency. These errors were committed by 51.4% of the samples, by implication one of two students has doubled the consonants wrongly.

From the data analyzed above, one can recognize that vowels are one of the challenges of students in identifying how to spell words correctly. For example, a sample has spelt the word 'aim' as 'aime' adding the final graphème <e>. Some samples have inserted a vowel in the word they used, e.g. 'continoue' to mean 'continue', 'growith' for 'growth' in both erroneous words the graphemes <o> and <i> were added respectively. In other instance, we get the word 'amendment' spelled out as 'amendement'. Here the vowel lies in the middle of two consonant graphemes <n> and <d> plus the other consonant graphème <m>. What we can observe in the correctly spelled word 'amendment' is the consecutive order of the three consonant graphemes, i.e. <n>, <d> and <m>. Consequently, we might conclude that the sample's mother tongue might not allow three consonants in the same order, Guta (1989). Baye (2000) has also explained that Amharic language doesn't allow more than two consonants consecutively in its writing system. Italo (1988) has said that in Oromifa language writing system 'three or more' consonants can hardly be possible to get one after the other.

The respondents of the interview have asserted that they commit all types of errors as a result of giving little attention to spelling out words correctly. In this regard, one of the teachers says:

*Actually they commit all sorts of spelling errors. I haven't actually conducted any research but according to my observation they make all sorts of spelling errors.*

One of the interviewees retorts on the lenient activity of the teachers in checking their compositions. As the respondent has depicted mostly the teacher preferred to ignore such errors and give back their compositions. This sample added that the teacher only once gave them a spelling test by letting them write individual words listening to him/her.

On the contrary, two of the teachers replied as they usually check the errors committed in students' compositions; and even two of the teachers said they mostly put relative score to the errors observed. Generally speaking, all teachers shared with the notion that students' commit all types of errors harshly.

As a result of the above discussion, it seems possible to conclude that addition of (a) certain letter(s) is one of the problems they usually face as a result of being unaware of the words spelling order. Shouldering such immense problem students and teachers pointed their hands to each other as the interview response indicates. To Cronnell (1979:206) this can not be pushed to one of the two for accountability; rather both should work hand-in-hand for effective written communication; students are expected to use 'their most valuable spelling tool, i.e. dictionary; and teachers need to identify their students problems and look for appropriate materials and methods to help them be better spellers.' Of course, it should also be recognized that dictionaries 'do not teach spellings' on their own, but 'teachers do' (Barbe et al., 1980:2).

#### **4.1.2. Errors of Omission**

Omission of letter is also one of the error types which most EFL students commit in words. This error type, in this study, is classified into seven sub-classes as tabulated thereby.

Table-3 Omitted Errors in Students Composition

| Error Types | f   | %    | $\bar{x}$ | N  |      |
|-------------|-----|------|-----------|----|------|
|             |     |      |           | f  | %    |
| OmDC        | 108 | 13.1 | 1.5       | 49 | 70   |
| OmSC        | 47  | 5.7  | 0.7       | 24 | 34.3 |
| Om PC       | 95  | 11.5 | 1.4       | 41 | 58.6 |
| OmDV        | 20  | 2.4  | 0.3       | 15 | 21.4 |
| OmSV        | 285 | 34.6 | 4.1       | 64 | 91.4 |
| OmPV        | 247 | 30   | 3.5       | 59 | 84.3 |
| OhLOm       | 22  | 2.7  | 0.3       | 9  | 12.9 |
| Total       | 824 | 100  | 11.8      | 70 | 100  |

As can be seen from table-3 34.6% and 30% of the total errors were found to be under the Omission of Unpronounced Vowels (OmSV) and Omission of Pronounced Vowels (OmPV) respectively. OmSV was committed by 91.4% of the samples; and 84.3% omit pronounced vowels.

One of the Doubled Consonants Omission (OmDC) committed by 70% of the errors cover 13.1% of the total errors take the third position. The fourth challenging area of omission was observed under Omission of Pronounced Consonant (OmPC) which 58.6 % of the samples share 11.5% of the error type.

Still the most frequently recurred errors are found to be in the wrong use of vowels in words. The percentages pointed out above indicated the omission of vowels, when we sum it, has taken the largest part of occurrences, i.e. 67%. Majority of misspellings take place because of students' perplexity in the use of vowels (Shemesh and Waller, 2000:4).

As it is also shown in appendices 6-8, many of the samples persistently committed silent vowels and pronounced vowels omission in order. In this regard it could be possible to say that students have serious deficits in identifying the positions of vowels in words. For instance, the word



'population' happened in a composition tirelessly as 'pop\_lation' omitting out the pronounced grapheme <u>.

It doesn't mean that consonant omission is the least troublesome kind. Though it is one of the shortfalls, it takes fewer occurrences and percentages than vowels. For example, the word 'method' was written in a composition by a sample omitting out the grapheme <h>, i.e. 'met\_od'. Words having **th** are mostly pronounced either /θ/ (e.g. think) or /ð/ (e.g. these) which are not part in some of the Ethiopian languages, e.g. Amharic, Tigrigna, and Oromifa, sound system. In addition, a sample has omitted one of the doubled grapheme <l>. In the word 'wellbeing' and <t> in 'little' and spelt them out as 'welbeing' and 'litle' respectively.

Moreover, even if all the teachers said that all types of errors occurred frequently one of them has stressed upon the letters particularly omission as the major one in occurrence. An interviewee sample learner also said that omission of letters is the main which the learner can not manage.

In a nut shell, from the discussion above, one can recognize that omission of vowel letters, in general, seem the most problematic area in students writing which need great effort to help them write accurately. Most of these errors, as can be seen in appendix-7, include omitting the final silent letter 'e', e.g. ther\_, disadvantage\_s etc., and lack of pronunciation skill in words like policy, benefits, negative etc. which the students spelt out as 'pol\_cy', 'ben\_fits', and 'negat\_ve'.

#### **4.1.3. Errors of Substitution**

The students' errors of Substitution are classified into five sub-types as shown in the following table.

Table-4 Errors of Substitution

| Errors | f   | %    | $\bar{x}$ | N  |      |
|--------|-----|------|-----------|----|------|
|        |     |      |           | f  | %    |
| CPhS   | 82  | 15.1 | 1.2       | 40 | 57.1 |
| VPhS   | 235 | 43.4 | 3.4       | 60 | 85.7 |
| CNPhS  | 40  | 7.4  | 0.6       | 28 | 40   |
| VNPhS  | 129 | 23.8 | 1.8       | 47 | 67.1 |
| OthLS  | 56  | 10.3 | 0.8       | 25 | 35.7 |
| Total  | 542 | 100  | 7.8       | 70 | 100  |

As it is shown in the above table 43.4% of the errors committed by 85.7% of the samples under Substitution (S), which on average 3.4 errors by each student, emanates from the problem of Vowel Phoneme Substitutions (VPhS). Still the second highest deficiency is recorded in vowels, i.e. Vowel Non-Phonetic Substitution (VNPhS), covers 23.8% of the total substitution errors done by 67.1% of students, in which ,on average, 1.8 errors each sample used wrong substitutions.

Consonant substitution, particularly phonemically similar ones also existed in learners' compositions which cover 15.1%, in which 57.1% of the samples substituted incorrectly. By implication, every student committed 1.2% of errors, on average, of Consonant Phoneme Substitution (CPhS).

As can be seen in Appendices 7 and 8 substituting (a) letter(s) with another become the second error type which persistently happened in students' compositions. Particularly vowels and again especially vowels having phonetic similarity showed the students repeatedly happened error type in their composition.

To make the discussion tangible, let us look at some instances as written by some samples. A sample, in the composition produced, has used the grapheme <c> in place of <s>, in words 'twince' and 'divercity. This could be as a result of the letters having identical sounds (Jordan, 1980:104; Cronnell in Celcemurcia and MakIntosh, 1979:210). In the above instance, for example, "the letter 'c' can be pronounced as /k/ as in 'can', or /s/ as in 'cinema'." Kelly

(2000:122). Another sample student has replaced the grapheme <n> with <m>, which is not phonemically alike, and spelt the word as 'improved'. This could be as a result of the bilabial sound /p/ which takes the next position of the alveolar /n/ sound which the student thought that it need be written as it is pronounced. Shaughnessy (1976:169) has written that the sounds /m/ and /n/ are the most common misspellings caused by pronunciation.

When we come across to vowels, the word 'decreasing' spelt out as 'decrising'; the word 'died' as 'daid' by samples as shown in appendix 8. In the former case the vowel diagraph <ea> gets substituted with <i> since they seem alike when the student utter it out, and in the second word the sample replaced a diagraph, i.e. <ai> for another, i.e. <ie> which seem similarly pronounced. Obviously, in 1980, Johnson said that the grapheme <ie> can be pronounced with the diphthong /ai/ which may challenge students in writing words like 'tie'.

The interview result for question number 4, i.e. appendix-5, as given by all teachers asserted that substitution goes beyond letters replacement and includes homophones. Particularly one of the teachers has said "students usually make horrible spelling errors including homophones like 'sun' for 'son'" etc. Spelling difficulties, perhaps, can best be measured by the teachers alarming responses based on the number and kinds of errors they assured, (Shaughnessy, 1976:162).

Generally speaking, students got troubled to write words correctly distinguishing the letters. Substitution of letters, especially letters with similar phonemes confused them.

#### **4.1.4. Total Errors in Compositions**

The total errors, solely in each major type, which are discussed so far, are recapitulated in the following fashion. The total errors discussed below revealed the frequency, percentage and average results of Addition (Ad), Omission (Om), Substitution (S), Transposition (Tr.), and Semantically Different Words (SDW). In addition, the numbers of students who commit each main error type have been depicted vividly for clarification.

Table-5 Total Sum of each Major Errors in the Students Compositions

| Errors<br>Types | f    | %    | $\bar{x}$ | N  |      |
|-----------------|------|------|-----------|----|------|
|                 |      |      |           | f  | %    |
| Ad              | 388  | 20   | 5.5       | 68 | 97.1 |
| Om              | 824  | 42.5 | 11.8      | 70 | 100  |
| S               | 542  | 28   | 7.7       | 70 | 100  |
| Tr              | 89   | 4.6  | 1.3       | 41 | 58.6 |
| SDW             | 94   | 4.9  | 1.3       | 47 | 67.1 |
| Total           | 1937 | 99.9 | 27.7      |    |      |

The tabulated figure above revealed that from the total number of errors recorded Omission takes 42.5% which 100% of the sample population shared; on average  $11.8 \approx 12$  errors per individual are observed. Substitution 28% that every individual (100%) substituted wrong letters in which, by implication, each individual committed  $7.7 \approx 8$  errors; and 20% Addition where 97.1% of the total sample insert (a) letter(s) in a word, in which every student shared  $5.5 \approx 6$  errors.

Though Omission, Substitution and Addition errors showed the highest percentage figures in order, semantically varied words used in students' compositions can not be seen as the least percentage, i.e. 4.9%. For the reason that, such errors may challenge readers to understand what the writer needs to explain. From the sample compositions the researcher read, homophones like 'write', as in "this policy is write", 'close', 'hole' and 'grate' were used substituting the correct words 'right', 'cloth', 'whole' and 'great' in that order. But again non-phonetic (differently pronounced) semantically different words were also found in the compositions the samples produced. Amongst the words 'fell' for 'feel', 'wall' for 'well', 'money' for 'many' are some examples. See appendix 8 for further instances.

Moreover, the interview held with all the teachers as well as the students confirmed that learners have problems of spelling out words in their (students) compositions. One of the teachers says:

*Even matures, when you go to the colleges, I have many friend of mine over there, just crying students over spelling, over writing and so on. That*

*becomes nowadays tangible a very national issue, very national issue where teachers couldn't do anything. Even if they tried to help them day and night due to the volume of failure of students, teachers felt bored. How can he help 90% of the students, where 10 are actually relatively better, mind you relatively better but not best. 90 % of the students, I can say, are poor at writing words correctly. So, students should be given the basic skill to develop their positive self concept over writing, reading of the four skills language.*

Quite the reverse to this, the teacher confirmed that the students are helped only intermittently as there are no specific lessons deigned for spelling teaching. It is believed that teachers may not always depend on printed materials for spelling teaching; rather, they are expected to be proficient in English spelling to supply systematic and precise teaching, (Cronnell, 1979:206).

Three of the teachers envisaged that homophones (words with the same pronunciation) are one of the error types which sometimes change what students intend to explain. The other two have said that since the learners do not know how to spell words sometimes; the teachers themselves got lost in the middle of the essays. In addition, six of the students confirmed that sometimes the wrongly spelt words and mostly the homophones changed what they mean. One more added that sometimes a word which is not English occurred in writing.

For their problems most of the interviewee students did not appreciate their teachers approach for the betterment of their spelling skill. They said that their teachers did not stretch their hands in helping them get improved. Concerning this, a student retorts as follows:

*Mostly they give us tests. But they don't tell us how to spell words properly. Let alone teaching the ways of spelling out words, we have been given a test regarding spelling once this year. Of course, our English teacher often dictates us. In such lessons, I put letters of words using my own consideration. The teacher doesn't tell us the spellings of words as a result of the little attention given towards it. Besides, the teacher prefers to check only single words after we are told to write individual letters like 'patient'; not words in compositions.*

The other three replied that their teachers check the wrongly spelt words, and underlined them in their compositions but do not invite them for discussion. However, it should be recognized that

giving too much concern to spelling at the expense of composition writing may prevent students' fluency and flow of idea, (Cronell, 1979:206). In other words, teaching composition and spelling are as different as chalk and cheese.

Based on the above collected details, it looks probable to bring to a close that students should be given adequate support as fourteen of the interviewees appreciated to be granted assistance. Even if it sounds great in focusing on the learners improvement of fluency in speaking, the writing sub-skills should also be given due emphasis as six of the interviewees proved.

By and large, with no doubt students' spelling as observed through their compositions are poor. Their composition showed that they are in problem of identifying homophones which further lead to meaning distortion. Omission, Substitution, Addition, and Transposition of letters are also deficits which have to be emphasized.

#### **4.2. Frequency of Errors in the Test**

The test was one major tool which helped to look for the learners spelling errors. The errors observed were classified in to five main categories the same as the composition error types. However, sub-classifications such as Other Addition (OthLAd), Other Omission (OthLOm) and Other Substitution (OthLS) are not available here since the distracters designed were possibly placed in one of the remaining sub-categories, i.e. Consonant Doubling, Vowel Doubling, Other Consonant Addition, and Other Vowel Addition; Omission of Double Consonant, Omission of Silent Consonant, Omission of Pronounced Consonant, Omission of Silent Vowel, and Omission of Pronounced Vowel; and Consonant Phoneme Substitution, Vowel Phoneme Substitution, Consonant Non-Phonetic Substitution, and Vowel Non-Phonetic Substitution.

It should be noted that, similar to the composition errors category, some errors in the test contained various taxonomies which are counted as various errors in the wrongly selected word. For instance, one of the distracters 'gove\_nement' holds two error types, i.e. Silent Consonant Omission (OmSC) and Other Vowel Addition (OthVAd), the graphemes <r> and <e> respectively.

#### 4.2.1. Major Error Types and their Frequency

The major error types used to categorize the errors are Addition (Ad), Omission (Om), Substitution (S), Transposition (Tr.) and Semantically Different Words (SDW) as shown below.

Table-6 Total Errors of the Test

| Error types | f    | %    | $\bar{x}$ | n  |      |
|-------------|------|------|-----------|----|------|
|             |      |      |           | f  | %    |
| Ad          | 108  | 10.5 | 1.5       | 54 | 77.1 |
| Om          | 361  | 34.9 | 5.2       | 70 | 100  |
| S           | 381  | 36.9 | 5.4       | 70 | 100  |
| Tr          | 158  | 15.3 | 2.3       | 64 | 91.4 |
| SDW         | 25   | 2.4  | 0.4       | 25 | 35.7 |
| Total       | 1033 | 100  | 14.8 *    |    |      |

\* Refers to the average result of the errors from the correctly spelt alternatives, i.e. 30 words, in the test provided.

As can be seen from the above table from the total number of errors observed Substitution(S) takes 36.9% followed by Omitting letters (Om) which contains 34.9% which are the most serious problems found in the students errors that challenge 100% of the respondents. Changing the positions of letters covered 15.3%, which was another trouble for learners' word spelling. The total number of errors in the test was found to be 14.8 (49.3%), on average, which every student committed out of the 30 multiple Choice questions.

In line with the composition errors the test revealed similar cases. In both tools the data gathered showed that students' Omission and Substitution of letters received the highest degree of frequency as well as persistency as shown in appendix 7 and 8. Most of the respondents, for example, chose 'intervi\_wed' for 'interviewed'; 'begin\_ing' for 'beginning'; 'gover\_ment' for 'government' ignoring the graphemes <e>, <n> and <n> respectively.



In the interview held three of the students and a teacher particularly emphasized on the problem of omission. Jurfasky and Martin (2000:186) have explained that 'deletion is quite common in English.' Mostly students omit medial syllables in a word, 'crated' for 'created' for instance, (Shaughnessy, 1976: 170).

Generally speaking, the learners have observable problems in spelling out words correctly. From these error types omission and substitution, as both data confirmed, looked the rooted ones.

#### 4.2.2. Errors of Addition

Addition, as discussed above in general, is one of spelling errors which frequently happened in the test. This error type is going to be discussed on the basis of sub-categories like, Consonant Doubling (CD) Vowel Doubling (VD) and Other Vowel Addition (OthVAd) as tabulated as follows.

Table-7 Errors of Addition and its Frequency

| Error types | f   | %    | $\bar{x}$ | n    |      |
|-------------|-----|------|-----------|------|------|
|             |     |      |           | f    | %    |
| CD          | 47  | 43.5 | 0.7       | 36   | 51.4 |
| VD          | 12  | 11.1 | 0.2       | 9    | 12.9 |
| OthCAd      | 1   | 0.1  | 0.01      | 1    | 1.4  |
| OthVAd      | 49  | 45.4 | 0.7       | 43   | 61.4 |
| Total       | 108 | 200  | 1.6       | **54 | 77.1 |

\*\* Refers to the total number of respondents who committed error of Addition.

The above table revealed that 45.4% of Addition errors got hold of Other Vowel Addition (OthVAd); and 43.5% were consonant doubling which were committed by 61.4 and 51.4 percent of the respondents respectively.

The learners' composition errors also strengthen the most frequent errors under Addition (Ad) as were Other Vowel Addition (OthVAd) and Consonant Doubling (CD) in order. For instance,

some of the respondents preferred to use ‘amatiere’ for ‘amateur’ and ‘turiste’ for ‘tourist’ adding the grapheme <e> at the end. Regarding consonants many of the samples have chosen the doubled consonant word ‘successfull’. This seems beyond the rule of doubling consonants as presented by Howell et al (1980:324). As to the scholar’s view a final consonant will only be doubled when the word has one syllable preceded by a short vowel; and if the suffix starts with a vowel.

From the above discussion, it could be possible to conclude that the most frequent addition errors in the composition as well as in the test were recorded in the incorrect use of vowels. This may in turn indicate how the area lacks due emphasis.

### 4.2.3. Errors of Omission

The letters omitted in the test were classified into Omission of Double Consonant (OMDC), Omission of Silent Consonant (OMSC), Omission of Pronounced Consonant (OMPC), Omission of Silent Vowel (OMSV) and Omission of Pronounced Vowel (OMPV).

Table-8 Errors of Omission and its Frequency

| Error types | f   | %     | $\bar{x}$ | n  |      |
|-------------|-----|-------|-----------|----|------|
|             |     |       |           | f  | %    |
| OmDC        | 152 | 42.1  | 2.2       | 64 | 91.4 |
| OmSC        | 63  | 17.5  | 0.9       | 46 | 65.7 |
| OmPC        | 1   | 0.3   | 0.1       | 1  | 1.4  |
| OmSV        | 88  | 24.4  | 1.3       | 53 | 75.7 |
| OmPV        | 57  | 15.8  | 0.8       | 44 | 62.9 |
| Total       | 361 | 100.1 | 5.3       | 70 | 100  |

As can be seen from the above table, 42.1% of the errors were Omission of Double Consonants (OmDC) committed by 91.4 percent of the respondents, 24.4% of Silent Vowel Omission (OmSV) by 75.7% of the respondents, and 17.5% were Silent Consonants Omission (OmSC) in

which 65.7% of the respondents took part. This implies that students get troubled in identifying doubled consonants, silent vowels, and silent consonants.

Most of the respondents were confused of doublings in words like ‘accommodation’, ‘beginning’, ‘applicable’ etc and chose the singled consonant words. Besides, silent letters in words like ‘interesting’, ‘communicate’, and ‘interviewed’, were observed the focal spots of their problems. Consequently, the respondents preferred to use ‘int\_resting’, ‘communicat\_’, and ‘intervi\_wed’ respectively. From the instances the long vowel /i:/ in the word ‘interviewed’ often confused learners from which, it may be said, they probably lack pronunciation skill (Jordan, 1980) or visual memory (Shaughnessy, 1977; Hillerich, 1977). In consonants also the grapheme <t> in ‘catches’ and the grapheme <r> in ‘government’ are both unpronounced. For this reason, the learners were unable to identify the correctly spelt word.

To be brief, silent letters are the tribulations of the students which need enormous emphasis in the teaching-learning process. Because pronounced letters, particularly consonants, did not occur severely as the silent graphemes did.

#### 4.2.4. Errors of Substitution

The frequency count and percentage of Consonant Phoneme Substitution (CPhS), Vowel Phoneme Substitution (VPhS), Consonant Non-Phonetic Substitution (CNPhS) and Vowel Non-Phonetic Substitution (VNPhS) are tabulated and discussed thereby.

Table-9 Frequency of the Errors of substitution

| Error types | f   | %    | $\bar{x}$ | n  |      |
|-------------|-----|------|-----------|----|------|
|             |     |      |           | f  | %    |
| CPhS        | 94  | 24.7 | 1.3       | 42 | 60   |
| VPhS        | 212 | 55.6 | 3         | 69 | 98.6 |
| CNPhS       | 16  | 4.2  | 0.2       | 15 | 21.4 |
| VNPhS       | 59  | 15.5 | 0.8       | 44 | 62.9 |
| Total       | 381 | 100  | 5.3       | 70 | 100  |

It can clearly be read from the above table that vowel and consonant phonemes substitution errors cover 55.6% committed by 98.6% of the respondents and 24.7% which 60% of the samples share respectively. In both types we can observe how phonemic similarity confused students to spell out words precisely. For example students have substituted the grapheme <i> with <e> in the word 'beginning' and spelt out it as 'biginning'; again they have preferred to use 'technicues' to 'techniques' replacing <q> with <c>. Kelly (2000:122) has said "...it is not always easy to learners, whatever L1 they use, to see how a written English word should be pronounced, or how a word they have only heard should be written."

The discussion held, therefore, indicated that phonemically (sound) identical and/or nearly identical letters seem one of the tricky areas of word spelling. However, shouldering such intense problem teachers and students themselves did not try to offer considerable attention to spelling teaching and learning as their own words during the interview confirmed.

On the contrary, the literature attributes to the considerable teaching of spelling. Barbe et al. (1980:2) depicted that not the tools such as dictionaries, books etc which feed students the knowledge of spelling but the teachers who can help their students as far as teaching or giving clear instruction is concerned. It is also believed that teachers are expected to help students know rules and patterns, by linking spelling with pronunciation, which they (the students') pertain when they face unfamiliar words, (Kelly, 2000:123).

#### **4.3. The Composition and the Test Errors**

So far errors observed in each of the data gathering tools, i.e. composition and test, were discussed separately with brief explanations. The results of the two tools are presented in this section for further clarification purpose.

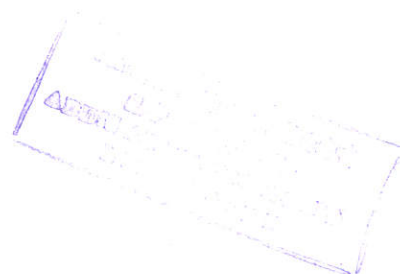


Table-10 Comparison of the Composition and the Test Errors

| Error types | Test |      |           |      |      | Composition |      |           |      |      |
|-------------|------|------|-----------|------|------|-------------|------|-----------|------|------|
|             | f    | %    | $\bar{x}$ | n*   |      | f           | %    | $\bar{x}$ | n*   |      |
|             |      |      |           | f    | %    |             |      |           | f    | %    |
| Ad          | 108  | 10.5 | 1.5       | 54** | 77.1 | 388         | 20   | 5.5       | 68** | 97.1 |
| Om          | 361  | 34.9 | 5.2       | 70   | 100  | 824         | 42.5 | 11.8      | 70   | 100  |
| S           | 381  | 36.9 | 5.4       | 70   | 100  | 542         | 28   | 7.7       | 70   | 100  |
| Tr          | 158  | 15.3 | 2.3       | 64   | 91.4 | 89          | 4.6  | 1.3       | 41   | 58.6 |
| SDW         | 25   | 2.4  | 0.4       | 25   | 35.7 | 94          | 4.9  | 1.3       | 47   | 67.1 |
| Total       | 1033 | 100  | 14.8 *    |      |      | 1937        | 100  | 27.6      |      |      |

\* Refers to the number of students who commit the errors

\* Refers to the average result of the errors from the correctly spelt alternatives, i.e. 30 words, in the test.

\*\* Refers to the total number of respondents who committed error of Addition.

As can be read from the above table Omission, i.e. 361 (34.9%) from the test and 824 (42.5%) from the composition, and Substitution, 381 (36.9%) from the test and 542 (28%) from the composition happen most frequently.

Omitting and replacing a letter with another are, thus, the most challenging parts of students in writing English words. However, it doesn't mean that the uses of semantically different words, most of which are homophones, were insignificant in making their compositions hardly readable. Rather the deficiency of distinguishing homophones in sentence construction requires grave attention since such errors may mislead towards unintended meaning. Such errors are not expected from such students who hang around learning English for twelve years, to boot.

The respondents of the interview, particularly three of the teachers and six of the students, have confirmed that mostly homophones confused the learners and used wrong words in place which can bring meaning change from what they (the students') have thought.

Thirteen of the respondents said that in the composition they produced their teachers often highlighted or circled the misspelled words but they (the teachers) do not let them know some rules and/or do not inform them to take care of it. Besides, two of the samples added that the teachers have considered the committed spelling errors in grading their compositions. As a result misspellings may not allow students to attain 'top grades in schools' (Johnson, 1959:26). One of the teachers asserts as:

*We check it and mark it and we deduct some marks.... Not only in writing also in dictation, for example, the plasma teachers says we should deduct half or something like that. So, we check spelling not only in writing but also in listening as far as dictation is concerned.*

In a nut shell, as explained above the problem becomes severe. It is obvious that unless one has the ability to express his thought and feeling through writing s/he couldn't be considered as a literate. One of the teachers have said that there are no differences between an educated person and illiterate one if a lot of misspellings are found in his/her writing. It is of course considered by people that the skill of putting words with no misspellings as one spot of a learned person (Shoughnessy, 1977). Generally speaking, the learners' problem of spelling looks deep rooted, so they need immediate help.

#### **4.4. The Text Book Coverage for Spelling Teaching**

The composition and test better indicated that the students are facing problems in spelling. Accordingly, one means of getting the problem away is giving appropriate coverage in learners' book. Alshabi (1994:21) discussed that to create better spellers certain communicative approaches like reading activities, and language-focusing activities such as cross word puzzles, dictations and spelling bees, and language arts games should be treated well. To evaluate the relative coverage of the students' book therefore I designed a simple checklist. (See appendix 6).



Of course, spelling books may not be necessarily designed for letters correct order teaching purpose; but it could easily be manageable if it would, (Barbe et al., 1980:2). As to Barbe et al the teachers are there, with students, not only to feed what they have in but also to distinguish their students' errors type and look for possible solutions.

In contrast to the beliefs of spelling teaching, grade 12 English for Ethiopia text book has given almost no emphasis for one of the learners' problematic area in writing. There are seven units having seven sections each. However, the learners' as well as the teachers' book provide spelling teaching lessons in unit six section four entitled with "spelling and pronunciation 'ough'", and some homophones in unit one speaking section. Again dictation activity is only located in unit four listening section. On the contrary, the teachers book on page 17 lets us read as there are dictation activities approximately in half of the units.

The interview also consolidated that teachers' effort looked insignificant in guiding students spelling improvement. Four teachers have said that the learners are unwilling to learn spelling as they only focus on how to promote to the next level. For this reason, they (teachers) brought nothing on their own for teaching spelling though their (the students') misspellings became dreadful. A teacher has depicted the students' unwillingness to learn spelling as:

*They don't want to learn such thing which is very simple thing. They have the problem but if I tell them you have to learn this one; if I tell them to read this one and practice their reading, they are not voluntary because, you know, since they are eager to get some idea which is very much related to what the examination.*

Contrasting the explanation given above, a student has elaborated as:

*In English this [spelling] is the most important part. This problem is also observed at any level and not only in grade 12 students. Therefore, to help students give considerable attention to the area, it should, I think, be found in the course book.*

Lastly, from the above discussion it seems possible to say that the learners' book as well as teachers themselves have nearly no role in giving emphasis to spelling teaching. Besides, the learners self-teaching activity looks poor to be precise spellers.



## CHAPTER FIVE

### 5. Summary, Conclusion and Recommendation

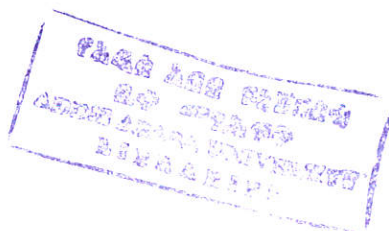
#### 5.1. Summary

It is described in the first chapter that the major objective of the study was looking for students' spelling errors frequency and checking how continuous their problem was in compositions they produced. Shouldering this general goal the researcher prepared instruments which helped to collect and categorize the error types.

The errors found in the learners' composition were classified into five major types. These were Addition (Ad), Omission (Om), Substitution (S), Transposition (Tr), and Semantically Different Words (SDW). These main categories have entailed sub-classifications under which the errors located. The Added letters, for example, could be of Consonant Doubling, Vowel Doubling, Other Consonant Addition, Other Vowel Addition, or Other Addition. The letters Omitted have also been sorted out in the Double Consonant Omission, Unpronounced (Silent) Consonant Omission, Pronounced Consonant Omission, Doubled Vowel omission, Unpronounced (Silent) Vowel Omission, and Other Letter Omission. Under Substitution we get Consonant Phoneme Substitution, Vowel Phoneme Substitution, and Other Letter Substitution. The remaining ones Transposition and Semantically Different Words were put with out further classification.

The test designed for students were only to help the researcher gather observable evidence on students spelling skills. The types used in the composition errors were also employed in the test except 'Other'. In other words, Other Letter Addition, Omission and Substitution are not available in the test since the errors were not out of the rest aforementioned classes.

The data gathered in both tools, i.e. Composition and Test, revealed that most commonly students omit as well as substitute letters. Addition of vowels and consonant doubling were also found severe problems. However, it doesn't mean that Transposition and Use of Semantically Different words are the least deficits of students spelling skill. To this end, students are in trouble of all spelling error types in general, Omission and Substitution in particular.



The evidence obtained from teachers and students through interview has also confirmed that spelling becomes the most neglected area in English language teaching-learning process. The teachers' lenient consideration and lack of the learners' effort to the skill seems invaluable.

## **5.2. Conclusion**

Based on the findings discussed in the data analysis section the following conclusions are drawn.

Students are facing rooted problem in spelling out words accurately. Wrongly spelt vowels are found vastly in each of the error classifications and in every student composition. On the whole, even if all the error types found in compositions, the most frequent are Omission and Substitution. More specifically phonemically similar segments seem the confusing sections in writing words in its meaningful order.

Transposition and use of Semantically Different Words, in which homophones appeared in every one written works, becomes the hurdle in the learners' composition to read through. Of course, many of the homophones substituted do not block understanding the whole paragraph, but they sometimes challenge and mostly annoy readers. Besides, in some of the compositions, readers, with no doubt, can not reach from what the writer intended to convey as a result of the wrongly spelt words and not only homophone substitution.

Spelling, as one part of the writing skill, does not receive proper attention by teachers, students themselves as well as the learners' book. The teachers lack courage and moral to design their own material in the most challenging areas of their students so that they, it can be said, do not reach out their hands to create better spellers. Students, at grade 12 level, were expected to develop self-teaching in every aspect of their movements. However, many of the students get worried regarding exams and ignore spelling skill in their activities. In other words, students are exam oriented so that they give no attention for meaningful order of letters in words.

When all is said and done, learners spelling errors found inevitably too severe to the extent of getting lost in the middle or at the beginning of the students' writings. In contrast, the area does not receive the deserved follow up in all of the concerned bodies, i.e. students as they carry the

case; the teachers who are standing beside their children; curriculum designers for lack of relative coverage and attention both in the students' and teachers' book.

### 5.3. Recommendation

The findings pointed out under the conclusion section invites the researcher to draw possible solutions as shown thereby.

1. Students should be provided lists of some words. These words may include: accommodation, government, interesting, proprietor, development, interviewed, coughing, amateur, occupation, cinema, opportunity etc. In addition, rule governed words like believe, receive, deceive etc, i.e. the 'ie' and 'ei' rules, should be presented and well practiced by students.
2. Some of the major problems of learners spelling emanates from letters that have the same or nearly the same phonemes, pronounced letters, and homophone substitution. This implies that the integration of pronunciation and spelling is vital. However, it is clearly stated that pronunciation is one of the neglected skills in Ethiopian EFL classes, (Anegagreg, 2006: 71). In other words to attain the major goal of teaching EFL, i.e. to help students develop their communicative competence, all the skills should be given relative emphasis. Moreover, visual memory plus spelling-pronunciation integrated teaching can help learners to alleviate the problem.
3. In checking the students' compositions, teachers have to be dedicated to let their students be familiar with the correct form of spellings of words that they (students) wrote wrongly. By implication, there should be time for discussing the compositions errors when written works are going to be given back to students.
4. Teachers have to look for their students' difficulty areas and choose suitable materials and methods to help students be aware of the spellings. In other words, they should develop the courage and motive to plan their own ways of help as the nearby teachers maximum effort and utmost commitment unquestionably play great role for students spelling skill improvement.

5. The Ministry of Education has to take action in providing adequate coverage to spelling teaching at various levels. By implication, curriculum designers should have to be well informed/trained to include spelling lessons in students' book.
6. Experimental studies are hardly available in the area. As a result, those who are inspired to find the potential causes of spelling errors can look through the opened window. Taking cases, experimental studies can be made on the interference of the students' mother-tongue for various ethnic groups of our learners. It may also require being all inclusive regarding subjects, i.e. teachers, students, curriculum designers etc.

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ባዩ ደማም (2000) የአማርኛ ሰዋሰድ (ዜሰተኛ ኦትም)፤ እሴቷ ማተሚያ ድርጅት፡ አዲስ አበባ፡፡

**Appendix-1: The Composition Task for Students**

**Composition Writing**

The topic “*China’s one-child policy*” was presented for you to write a composition based on the general outlines given. It is believed that you are not unfamiliar with this issue. Therefore, now you are required to write a composition using at least 150 and utmost 200 words with this title again. The main question lies on:

*Do you think that China’s one child policy is a good idea?*

You can use the following general outline to plan your composition.

- a. Discuss the reasons why the policy was introduced?
- b. What have been the benefits of the policy?
- c. What have been the disadvantages of the policy?
- d. Should such a policy be adopted in other countries?
- e. What is your final opinion about the policy? Why?

Remember to: 1. Think

2. Plan

3. Write

4. Check

**China’s One Child Policy**

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Blank lined paper with horizontal ruling lines.

## Composition Writing

The topic "**China's one-child policy**" was presented for you to write a composition based on the general outlines given. It is believed that you are familiar with this issue. Therefore, now you are required to write a composition using at least 150 and utmost 200 words with this title again. The main question is that:

***Do you think that China's one child policy is a good idea?***

You can use the following general outline to plan your composition.

- a. Discuss the reasons why the policy was introduced?
- b. What have been the benefits of the policy?
- c. What have been the disadvantages of the policy?
- d. Should such a policy be adopted in Ethiopia?
- e. What is your final opinion about the policy? Why?

Remember to: 1. Think

2. Plan

3. Write

4. Check

### China's One Child Policy

a/

I think the reasons are China's that time they  
 very many people & not develop country so that  
 China's are very poor country that time. not  
 equal/stable economic & people.  
 that time this decisions this policy big  
 at people are many this are many affects of  
 that country. so that economic & people are stable  
 & develop that country. important of this decision  
 this policy

B.

The Benigs are this Prices are they are many  
this are diss. cost many. develop country. decess  
die decess disses and price. they many people &  
therefore economy that not equal all peoples benefit  
in school. hospital. not build road they many peoples

I think that this advantage big of the people are  
many & hard working. they very very important  
one country and also they manufacture & technology  
& comfortable life. big one family income & out  
comes are equal & one children to one family that  
child are an material & important in life

are the ethnicpa are not important this policy  
but the people are not hard worker & dependent  
of family & the culture are not important but  
an ethnicpa people are hard working "Ethiopia" one day  
develop & change all city" but not ethnicpa people  
are many I think this are they long time gover-  
ments are not good. The affect of the ethnicpa  
development are not people, but the big affectance  
are education & government.

This policy are it's fine but not all country  
sometime in Africa important. but not better  
in this policy improve the people are good in  
speaking but not practical it's theoretical this  
policy. so it this time important to Ethiopia we  
don't believe the government & people so that the develop-  
of one country equal economy & people and also they  
many educational people. the as the future I am a  
government but "Ethiopia are two child police" this  
are my disson.



## Composition Writing

The topic "**China's one-child policy**" was presented for you to write a composition based on the general outlines given. It is believed that you are familiar with this issue. Therefore, now you are required to write a composition using at least 150 and utmost 200 words with this title again. The main question is that:

***Do you think that China's one child policy is a good idea?***

You can use the following general outline to plan your composition.

- Discuss the reasons why the policy was introduced?
- What have been the benefits of the policy?
- What have been the disadvantages of the policy?
- Should such a policy be adopted in Ethiopia?
- What is your final opinion about the policy? Why?

Remember to: 1. Think

2. Plan

3. Write

4. Check

### China's One Child Policy

a)

I think the reasons are China's that time they  
very many people & not develop country so that  
China's are very poor country that time not  
equal/stable economic & people.  
that that time this decisions this policy big  
a people are many this are many affects of  
that country. so that economic & people are stable  
& develop that country important of this decision.  
this policy

## Appendix-2: The Multiple Choice Test for Students

### YEKATIT 12 PREPARATORY SCHOOL TEST FOR GRADE 12 STUDENTS 2001 E.C.

**Direction:** The following **30** questions have four differently spelt alternatives. You are kindly invited to choose the one which is correctly written.

1. Most commonly hotel \_\_\_\_\_ gets scarce in this town when there is a national meeting.
  - A. acommodation
  - B. accomodation
  - C. accommodation
  - D. acomodation
2. He used his maximum effort in the task. However, he has \_\_\_\_\_ only half of what he had hoped to do.
  - A. acheved
  - B. achived
  - C. acheived
  - D. achieved
3. Teaching only the grammatical aspects of a language can bring nothing unless we try to make it \_\_\_\_\_.
  - A. applicible
  - B. aplicable
  - C. applicable
  - D. applicabel
4. I read 'Fikir Eske Mekabir' from \_\_\_\_\_ to end twice.
  - A. biginning
  - B. beginning
  - C. begining
  - D. begginning



5. Both magazines have presented different ideas on the same issue. I don't know which of them to \_\_\_\_\_.
- A. beleive
  - B. belive
  - C. believe
  - D. beleve
6. Healthy \_\_\_\_\_ of children can help to produce committed generation.
- A. development
  - B. divelopment
  - C. developement
  - D. divelopement
7. Many of the United States of America (USA) citizens are blaming for the previous eight years of work \_\_\_\_\_ that had left the economy in ruins.
- A. goverment
  - B. government
  - C. govenement
  - D. goverement
8. The questions prepared were so \_\_\_\_\_ that require one's logical thinking.
- A. intresting
  - B. intersting
  - C. interesting
  - D. intristing
9. The school human resource development committee has \_\_\_\_\_ ten people for the vacant they announced.
- A. interviwed
  - B. interviewed
  - C. interveiwed
  - D. interviewed

10. I have only limited \_\_\_\_\_ of computer programming.
- A. knowlege
  - B. knowledge
  - C. knoledge
  - D. noowlege
11. There were a great deal of \_\_\_\_\_ between the management and the workers.
- A. fricshion
  - B. frection
  - C. frecshion
  - D. friction
12. Look! The dog \_\_\_\_\_ bird.
- A. caches
  - B. katches
  - C. catches
  - D. kaches
13. He has had a cold since last week; and that's why he is \_\_\_\_\_.
- A. caughing
  - B. koughing
  - C. caafing
  - D. coughing
14. The \_\_\_\_\_ of the company arrived in Addis last Saturday.
- A. propretor
  - B. propreitor
  - C. proprieter
  - D. proprietor
15. He seems rude to his friend at every \_\_\_\_\_.
- A. oportunity
  - B. opporchunity
  - C. opportunity
  - D. oporchunity

16. Most people do not usually get favorite \_\_\_\_\_.  
A. occuppation  
B. occupation  
C. ocupation  
D. ockupation
17. President Barack Obama becomes \_\_\_\_\_ as a result of hard work and strong commitment.  
A. succesful  
B. successful  
C. sucssesful  
D. successfull
18. Using appropriate \_\_\_\_\_ of teaching English language can help pupils to be effective interlocutors.  
A. techniques  
B. technics  
C. technicues  
D. teckniques
19. \_\_\_\_\_ you like it or not every body needs to work harder for the well-being of the coming generation.  
A. Wether  
B. Weather  
C. Wheather  
D. Whether
20. \_\_\_\_\_ questions do you like most?  
A. Whitch  
B. Wich  
C. Witch  
D. Which

21. Someone who plays a sport only for entertainment, not for money, is called \_\_\_\_\_.
- A. amature
  - B. amateur
  - C. amatuer
  - D. amatuere
22. To \_\_\_\_\_ effectively in writing, we need to know the basic sub-skills of writing.
- A. comunicate
  - B. communicate
  - C. comunicat
  - D. communicat
23. A \_\_\_\_\_ is someone who travels for pleasure, usually sightseeing and staying at hotels.
- A. tourist
  - B. turiste
  - C. tuorist
  - D. turest
24. We usually \_\_\_\_\_ a ticket that shows we have paid for a certain service.
- A. ricive
  - B. recieve
  - C. riceive
  - D. receive
25. Most of the students have problems in \_\_\_\_\_ and \_\_\_\_\_ of words.
- A. spilling/pronaunciation
  - B. speling/pronawnciation
  - C. spelling/pronunciation
  - D. spealleng/pronunsiation

26. Can every student write a \_\_\_\_\_ with 300 words without any problem?
- A. komposition
  - B. compozition
  - C. kompozition
  - D. composition
27. The topic needs further \_\_\_\_\_ so as to attain the intended goal.
- A. eksplanation
  - B. explanetion
  - C. ikxplanation
  - D. explanation
28. Most people's \_\_\_\_\_ seem negative towards the issue raised.
- A. opinion
  - B. opininion
  - C. openion
  - D. opineon
29. Students should ask \_\_\_\_\_ if they need to go out of the class.
- A. permision
  - B. parmision
  - C. permission
  - D. permiton
30. There are many \_\_\_\_\_ in Addis Ababa.
- A. cenimas
  - B. sinimas
  - C. cinemas
  - D. senimas

1742

YEKATIT 12 PREPARATORY SCHOOL  
SPELLING TEST FOR GRADE 12 STUDENTS  
2001 E.C.

**Direction:** The following 30 questions have four differently spelt alternatives. You are kindly invited to choose the one which is correctly written.

- ① Most commonly hotel \_\_\_\_\_ gets scarce in this town when there is a national meeting.
- Ⓐ accomodation
  - B. accomodation
  - C. accommodation
  - D. acomodation
- ② He used his maximum effort in the task. However, he has \_\_\_\_\_ only half of what he had hoped to do.
- A. acheved
  - Ⓑ achived
  - C. acheived
  - D. achieved
- ③ Teaching only the grammatical aspects of a language can bring nothing unless we try to make it \_\_\_\_\_.
- Ⓐ applicible - 22
  - B. aplicable
  - C. applicable
  - D. applicabel
- ④ I read 'Fikir Eske Mekabir' from \_\_\_\_\_ to end twice.
- A. biginning
  - B. beginning
  - Ⓒ begining
  - D. beggining



5. Both magazines have presented different ideas on the same issue. I don't know which of them to \_\_\_\_\_.

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- B. belive
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- D. beleve

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- A. development
- B. divelopment
- ☒ C. developement
- D. divelopemen

7. Many of the United States of America (USA) citizens are blaming for the previous eight years work of the \_\_\_\_\_ that had left the economy in ruins.

- A. goverment
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- D. goverement

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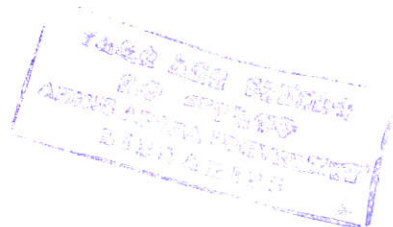
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- A. interviewed
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  - B. propreitor
  - ☒ C. proprieter
  - D. proprietor
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☒ B. technics  
C. technicues  
D. teckniques
19. \_\_\_\_\_ you like it or not every body needs to work harder for the well-being of the coming generation.  
A. Wether  
☒ B. Weather  
C. Wheather  
D. Whether
20. \_\_\_\_\_ questions do you like most?  
A. Whitch  
☒ B. Wich  
C. Witch  
D. Which

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- A. amature
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  - ☒ B. communicate
  - C. comunicat
  - D. communicat
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- ☒ A. tourist
  - B. turiste
  - C. tuorist
  - D. turest
24. We usually \_\_\_\_\_ a ticket that shows we have paid for a certain service.
- ☒ A. ricive - 87
  - B. recieve
  - C. riceive
  - D. receive
25. Most of the students have problems in \_\_\_\_\_ and \_\_\_\_\_ of words.
- A. spilling/pronaunciation
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- A. komposition
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- ☒ A. opinion
  - B. opininion
  - C. openion
  - D. opineon
29. Students should ask \_\_\_\_\_ if they need to go out of the class.
- A. permission
  - ☒ B. parmision
  - C. permission
  - D. permitition
30. There are many \_\_\_\_\_ in Addis Ababa.
- A. cenimas
  - B. sinimas
  - ☒ C. cinemas
  - D. senimas

**GOOD LUCK!**

### Appendix-3: Interview Items for Students

#### በየካቲት 12 መሰናዶ ት/ቤት ለሚገኙ በፕናቱ ስተካተቱ

#### የ 12ኛ ክፍል ተማሪዎች የተዘጋጀ ቃለ መጠይቅ

1. አጭር ድርሰት (Composition) በእንግሊዝኛ ስትጽፍ/ራ በቃላት ውስጥ የፊደላት ግድፈት ትፈጽማለህ/ሽ?
2. በቃላት ውስጥ የፊደላት ግድፈት የምትፈጽም/ሚ ከሆነ ስህተቶች በተደጋጋሚ ይከሰታሉ?
3. ከፊደላት ግድፈቶችህ/ሽ ውስጥ መግለጽ የፈለግሽውን/ሽውን ቃል ትርጉም የሚቀይሩ ስህተቶች ፈጽመህ/ህ ታውቃለህ? በዓ.ነገሩ ጠቅላላ መልእክት ላይ የሚያሳድሩት ተጽእኖስ ስለ?
4. በተዘጋጀው የ12ኛ ክፍል መጽሀፍ ውስጥ ቃላትን በትክክል ከመጻፍ አኳያ እገዛ ያደርግላችኋል? ወይም መጽሀፉ የፊደላት ግድፈቶችን እንዳትፈጽሙ የሚረዱ መወያያ ርእሰ ጉዳዮችን አካቷል?
5. በግልህ/ሽ የፊደላት ግድፈት በቃላት ውስጥ ላለመፈጸም የምታደርገው/ገው ጥረት አለ? ካለ ምን አይነት? ወይም እንዴት?

**APPENDIX-4: The English Version of the Interview Items for Students**

**INTERVIEW QUESTIONS FOR GRADE 12 STUDENTS  
AT YEKATIT 12 PREPARATORY SCHOOL**

1. Do you commit spelling errors when you write compositions in English?
2. Do your spelling errors happen frequently?
3. Have you come across spelling errors that alter the intended meaning of words; or the overall meaning of a sentence?
4. Does the prescribed grade 12 text book have space for spelling teaching?
5. What extra efforts do you employ to solve the problem of spelling out words accurately?



## **Appendix-5: Interview Items for Teachers**

### **INTERVIEW QUESTIONS FOR GRADE 12 ENGLISH LANGUAGE TEACHERS AT YEKATIT 12 PREPARATORY SCHOOL**

1. Do learners commit spelling errors when you invite them to write a composition?  
How severe is it?
2. How often do learners make such errors?
3. Do you check or mark the spelling errors in learners' compositions?
4. What kinds of errors do you observe persistently in learners' compositions? For example:
  - 4.1. Do they (the learners) omit letters?
  - 4.2. Do they add letters in or at the end of a word?
  - 4.3. Do they change positions of letters in a word?
  - 4.4. Do they substitute a letter with another?
5. When you check pupils compositions do you get misspelled words that vary in meaning with what is intended to write?
6. Do you get errors that change the general meaning of the sentences?
7. Does the learners' text book have space for spelling teaching?
8. How are the learners being helped to spell words correctly? Or  
Do you use extra effort to help pupils spell words correctly?

### Appendix-6: Checklist for Relative Coverage of Spelling Lessons

| No.       | Unit | Section         | Topic of the Lesson                  | The Focal Point of the Lesson |               | Total No. of the Topics in the Book |
|-----------|------|-----------------|--------------------------------------|-------------------------------|---------------|-------------------------------------|
|           |      |                 |                                      | Spelling                      | Non-Spelling  |                                     |
| 1         | 1    | 4<br>(Speaking) | Spelling and Pronunciation<br>'ough' |                               | Pronunciation | 1 (One)                             |
| 2         | 6    | 4<br>(Speaking) | Homophones and Compound-Nouns        |                               | Pronunciation | 1 (One)                             |
| Total Sum |      |                 |                                      |                               |               | 2 (two)                             |

Appendix- 7: List of Total Errors in the Composition

| SAMPLE | ADDITION |    |          |          |         | OMISSION |       |       |       |       |       |         |      | SUBSTITUTION |          |        |        |   | Tr. | SDW | Total Error | %   | Total Words Written |
|--------|----------|----|----------|----------|---------|----------|-------|-------|-------|-------|-------|---------|------|--------------|----------|--------|--------|---|-----|-----|-------------|-----|---------------------|
|        | CD       | VD | Oth.C Ad | Oth.V Ad | Oth. Ad | Om DC    | OmS C | OmP C | OmD V | OmS V | OmP V | Oth.O m | CPhS | VPhS         | C N-Ph S | VNPh S | OthL S |   |     |     |             |     |                     |
| 1      | 1        |    | 1        |          |         | 1        |       |       |       | 4     | 5     |         | 1    | 2            |          |        |        |   | 1   | 16  | 10          | 160 |                     |
| 2      | 1        |    |          | 1        |         | 2        | 1     |       |       | 1     |       |         |      |              |          | 1      |        |   |     | 7   | 4           | 176 |                     |
| 3      | 4        |    |          | 3        |         | 1        | 5     | 3     |       | 5     | 9     |         | 1    | 4            | 1        | 6      | 1      | 1 | 4   | 48  | 18.2        | 264 |                     |
| 4      | 1        |    |          | 10       |         | 1        |       |       |       |       | 2     |         |      | 2            |          |        | 5      | 5 | 1   | 27  | 10.7        | 253 |                     |
| 5      | 1        |    |          | 1        |         |          | 2     |       | 2     | 1     | 1     |         |      | 1            |          | 1      |        |   | 2   | 13  | 5.6         | 232 |                     |
| 6      |          |    | 1        |          |         |          | 1     |       | 1     |       |       |         | 1    |              |          |        |        | 1 | 1   | 6   | 3           | 197 |                     |
| 7      |          |    |          | 1        |         | 2        |       |       |       | 1     |       |         |      | 3            |          |        | 1      |   |     | 8   | 5.7         | 140 |                     |
| 8      | 1        |    |          | 1        |         | 1        |       | 1     | 1     | 1     |       |         |      |              |          |        |        | 1 |     | 7   | 3.4         | 209 |                     |
| 9      | 1        | 1  |          | 3        |         | 2        |       | 2     |       |       |       |         |      | 3            |          |        | 1      | 2 | 1   | 16  | 6           | 266 |                     |
| 10     | 5        |    |          | 10       |         | 1        |       | 3     | 2     | 1     | 10    |         | 2    | 5            |          | 3      |        | 3 |     | 45  | 21.2        | 212 |                     |
| 11     |          |    |          | 2        |         | 2        | 1     | 2     |       | 8     | 9     | 1       | 1    | 3            |          | 2      |        | 1 |     | 32  | 13.3        | 240 |                     |
| 12     | 1        |    | 1        | 1        | 1       | 1        |       | 1     | 2     | 4     | 4     |         |      | 5            |          | 1      |        |   |     | 22  | 10          | 220 |                     |
| 13     | 1        |    |          | 7        |         | 1        |       | 1     | 1     | 10    | 1     |         | 2    | 6            | 1        | 2      | 1      | 2 | 4   | 40  | 14.9        | 268 |                     |
| 14     | 1        |    | 1        | 1        |         |          |       |       |       | 5     | 1     |         | 3    | 1            | 2        | 2      |        |   | 3   | 20  | 8.1         | 246 |                     |
| 15     |          |    |          | 3        |         |          |       | 4     |       | 2     | 2     |         |      | 2            |          |        | 1      |   | 2   | 16  | 13.2        | 121 |                     |
| 16     |          |    | 2        |          |         | 3        |       | 1     |       | 2     | 1     |         |      | 3            |          | 1      | 1      |   | 1   | 15  | 6.9         | 216 |                     |
| 17     |          |    |          | 3        |         | 1        |       |       |       | 4     | 3     |         |      | 3            |          | 1      |        |   | 2   | 17  | 7.8         | 219 |                     |
| 18     |          |    |          | 2        |         | 3        | 1     |       |       | 6     | 1     |         | 1    |              |          | 1      |        | 3 |     | 18  | 9.3         | 193 |                     |
| 19     | 1        |    |          | 1        |         | 2        |       | 1     |       | 4     | 5     |         | 1    | 4            | 1        | 1      |        | 3 | 2   | 26  | 9.5         | 275 |                     |
| 20     | 5        |    |          | 1        |         | 1        | 1     |       |       | 4     | 6     |         | 2    |              | 1        |        |        | 1 |     | 22  | 9.7         | 227 |                     |
| 21     |          |    |          | 1        |         |          |       |       | 2     | 2     | 6     |         |      | 4            | 1        | 2      |        | 1 |     | 19  | 14.5        | 131 |                     |
| 22     |          |    |          | 4        |         | 3        |       | 1     |       | 13    | 2     |         |      | 3            | 1        |        |        |   | 2   | 29  | 10.6        | 274 |                     |
| 23     | 2        | 2  |          | 4        | 1       | 1        |       | 1     |       | 7     | 2     | 1       | 1    | 10           |          | 4      | 2      | 1 |     | 39  | 23.2        | 168 |                     |
| 24     |          |    |          | 4        |         |          |       | 2     |       | 4     | 1     | 1       | 4    | 2            |          | 1      |        |   | 2   | 21  | 10.3        | 204 |                     |
| 25     |          |    |          | 4        |         | 1        |       | 2     |       | 2     | 2     | 1       |      | 1            |          | 6      | 1      | 1 | 1   | 22  | 10.8        | 203 |                     |

|    |    |   |   |    |   |    |   |    |   |    |    |   |    |    |   |    |    |   |   |     |      |     |
|----|----|---|---|----|---|----|---|----|---|----|----|---|----|----|---|----|----|---|---|-----|------|-----|
| 26 | 12 |   |   | 19 | 1 | 1  | 4 | 12 | 1 | 17 | 15 | 1 | 10 | 13 | 3 | 13 | 15 | 2 | 4 | 143 | 40.6 | 352 |
| 27 |    | 1 |   | 3  | 1 |    |   |    |   | 2  | 1  |   |    | 3  |   | 2  |    |   | 1 | 14  | 14.6 | 96  |
| 28 |    |   |   | 3  |   | 1  | 1 | 1  |   | 2  | 3  |   | 3  | 3  | 2 | 1  |    |   |   | 20  | 19   | 105 |
| 29 |    |   |   | 6  |   |    | 3 | 1  |   | 2  | 1  |   |    | 6  | 1 | 3  |    |   | 3 | 26  | 21.8 | 119 |
| 30 | 3  | 1 |   | 2  |   | 1  | 1 |    | 1 | 5  | 1  |   | 2  | 2  | 1 | 1  | 1  |   |   | 22  | 10.3 | 213 |
| 31 |    |   |   | 1  |   | 3  |   |    |   | 3  |    |   | 1  | 4  |   | 1  |    | 1 |   | 14  | 8    | 176 |
| 32 |    |   |   | 2  |   |    |   |    |   |    | 3  |   |    | 2  |   | 1  |    |   |   | 8   | 4.3  | 184 |
| 33 |    |   |   | 2  |   |    |   |    | 1 | 2  | 2  |   | 1  | 7  |   | 1  |    |   |   | 16  | 13.3 | 120 |
| 34 | 5  | 1 |   | 19 |   | 5  |   | 1  |   | 10 | 2  | 1 | 3  | 10 | 1 | 6  | 1  | 1 |   | 66  | 18.3 | 360 |
| 35 | 3  |   |   | 6  |   |    | 1 | 8  |   | 6  | 17 | 3 | 5  | 2  | 1 |    | 1  | 3 | 1 | 57  | 55.9 | 102 |
| 36 |    |   |   | 1  |   |    |   |    |   |    | 1  |   | 1  |    | 1 | 1  |    |   | 1 | 6   | 7.1  | 84  |
| 37 |    |   |   |    |   |    |   | 2  |   |    |    |   |    | 2  |   |    |    | 1 |   | 5   | 6.9  | 72  |
| 38 |    |   |   | 2  |   | 1  |   | 1  |   | 1  | 4  |   |    | 4  | 3 | 2  |    | 1 |   | 19  | 16   | 119 |
| 39 |    |   |   | 1  |   | 3  | 2 |    |   | 3  | 1  |   | 2  | 1  |   |    |    | 1 |   | 14  | 6.2  | 226 |
| 40 |    |   | 1 | 4  |   | 2  | 2 | 1  |   | 4  | 2  |   | 2  | 10 | 1 | 3  |    |   |   | 32  | 14.3 | 223 |
| 41 |    |   | 1 | 6  |   | 3  | 1 | 1  |   | 8  | 3  |   | 1  | 5  |   | 2  |    |   | 4 | 35  | 12.3 | 285 |
| 42 | 1  |   |   | 3  |   |    | 2 |    |   | 4  |    |   |    | 3  |   | 2  |    |   |   | 15  | 6    | 251 |
| 43 |    | 1 | 1 |    |   | 4  |   |    |   | 1  |    |   |    |    |   |    |    |   |   | 7   | 4.8  | 147 |
| 44 |    |   |   |    |   | 1  |   | 2  |   | 6  | 6  |   |    | 1  | 1 | 1  |    | 2 | 2 | 22  | 13.8 | 160 |
| 45 | 2  |   |   | 1  |   | 3  |   | 2  | 1 | 3  | 4  |   | 1  | 3  | 1 |    |    | 3 | 3 | 27  | 17.8 | 152 |
| 46 |    |   |   | 8  |   | 1  |   |    | 1 | 4  |    |   |    | 3  |   | 1  |    |   | 2 | 20  | 10   | 200 |
| 47 |    |   |   | 4  |   | 3  | 1 | 2  |   | 5  | 5  |   |    | 1  | 1 |    | 3  | 1 | 2 | 28  | 9.9  | 282 |
| 48 |    |   |   | 4  |   | 5  | 4 | 2  |   | 4  | 10 |   | 3  | 4  | 2 | 2  |    | 3 | 6 | 49  | 21.2 | 231 |
| 49 |    |   |   | 3  |   |    |   |    |   | 3  | 2  |   | 1  |    | 1 |    |    |   | 1 | 11  | 11.2 | 98  |
| 50 | 3  |   | 1 |    |   | 10 | 1 | 1  |   | 5  | 3  |   |    | 4  |   | 5  |    | 1 | 2 | 36  | 11.3 | 320 |
| 51 | 1  |   |   | 4  |   | 2  |   |    |   | 2  | 1  |   |    | 1  | 3 | 1  |    | 1 | 2 | 18  | 10.7 | 168 |
| 52 |    |   |   | 9  |   | 2  |   |    |   | 3  | 2  |   | 1  | 5  |   |    | 1  | 5 | 4 | 32  | 14.7 | 218 |
| 53 | 2  |   |   | 2  |   |    |   |    |   | 2  | 4  |   |    | 3  |   | 2  |    | 1 | 5 | 21  | 10   | 207 |
| 54 | 2  |   |   | 5  |   |    |   |    |   | 5  | 2  |   | 2  | 4  |   |    |    | 1 | 3 | 24  | 14.3 | 168 |
| 55 | 2  |   |   | 7  |   | 6  |   |    |   | 5  | 3  |   |    | 4  |   |    |    |   | 1 | 28  | 14.8 | 189 |
| 56 | 4  |   |   | 4  |   | 1  |   |    |   | 2  | 3  |   | 2  | 4  |   | 1  |    | 2 | 1 | 24  | 11.2 | 215 |
| 57 | 4  |   |   | 1  |   |    |   | 1  | 1 | 3  | 2  |   | 1  | 3  | 1 |    |    | 1 |   | 18  | 11.8 | 152 |
| 58 | 2  |   |   | 3  |   | 2  | 1 | 1  |   | 3  | 3  |   | 1  |    |   |    |    | 1 | 1 | 18  | 8    | 226 |
| 59 | 1  |   |   |    |   | 4  | 2 | 2  |   | 3  | 1  |   | 1  | 4  | 3 | 1  | 1  | 1 | 2 | 26  | 12   | 216 |

|    |      |      |      |      |     |     |      |      |      |      |      |      |      |      |    |      |      |    |      |       |      |        |
|----|------|------|------|------|-----|-----|------|------|------|------|------|------|------|------|----|------|------|----|------|-------|------|--------|
| 60 | 2    |      | 1    | 1    | 2   | 1   | 1    | 5    |      | 5    | 6    | 2    | 3    | 4    |    | 2    | 2    | 4  | 4    | 45    | 16   | 280    |
| 61 | 1    |      |      | 11   |     | 1   | 6    | 6    |      | 6    | 16   |      | 2    | 8    |    | 9    | 1    | 1  | 3    | 71    | 19.7 | 360    |
| 62 | 1    |      | 1    | 2    |     | 3   | 2    | 1    |      | 7    | 6    |      | 5    | 7    |    | 2    | 1    | 1  | 3    | 42    | 15.7 | 268    |
| 63 |      | 2    | 1    | 10   |     |     |      | 2    |      | 5    |      |      |      | 6    | 1  | 11   | 3    | 2  |      | 43    | 23.6 | 182    |
| 64 | 3    |      | 2    | 5    |     | 3   |      | 5    | 1    | 18   | 6    |      | 2    | 3    | 2  | 4    | 2    | 7  |      | 63    | 29   | 217    |
| 65 | 1    |      |      | 5    |     |     |      | 1    | 2    | 6    | 9    |      | 1    | 3    |    | 5    |      |    |      | 33    | 15.7 | 210    |
| 66 | 3    |      |      | 5    |     | 1   |      | 2    |      | 9    | 2    |      | 1    | 5    |    | 5    | 2    | 2  |      | 37    | 14   | 262    |
| 67 |      |      | 1    | 1    |     | 3   |      | 3    |      | 6    | 7    | 11   |      | 1    | 1  |      | 1    | 2  |      | 37    | 18.2 | 203    |
| 68 | 2    |      | 1    | 12   |     | 1   |      | 1    |      | 5    | 12   |      |      | 10   |    | 2    |      | 2  |      | 48    | 18   | 266    |
| 69 |      | 1    |      | 3    |     | 1   |      |      |      | 5    | 1    |      | 2    | 2    | 1  | 1    | 2    | 1  |      | 20    | 17.9 | 112    |
| 70 |      |      | 1    | 10   |     |     |      | 3    |      | 4    | 2    |      | 2    |      |    |      | 5    | 10 |      | 37    | 15   | 247    |
| f  | 86   | 10   | 18   | 268  | 6   | 108 | 47   | 95   | 20   | 285  | 247  | 22   | 82   | 235  | 40 | 129  | 56   | 89 | 94   | 1937  | 13.5 | 14,357 |
| %  | 4.4  | 0.5  | 0.9  | 13.8 | 0.3 | 5.6 | 2.4  | 4.9  | 1    | 14.7 | 12.8 | 1.1  | 4.2  | 12.1 | 2  | 6.7  | 3    | 5  | 4.9  | 100.3 |      |        |
| *n | 36   | 8    | 15   | 62   | 5   | 49  | 24   | 41   | 15   | 64   | 59   | 9    | 40   | 60   | 28 | 47   | 25   | 42 | 41   |       |      |        |
| %  | 51.4 | 11.4 | 21.4 | 88.6 | 7.1 | 70  | 34.3 | 58.6 | 21.4 | 91.4 | 84.3 | 12.9 | 57.1 | 85.7 | 40 | 67.1 | 35.7 | 60 | 58.6 |       |      |        |

\* n refers the total number of students who commit each error type

### Appendix-8: List of Total Errors in the Test

| SAMPLE | ADDITION |    |          |         | OMISSION |       |       |       |       | SUBSTITUTION |      |        |        | Tr. | SD | f  | Per (%) |
|--------|----------|----|----------|---------|----------|-------|-------|-------|-------|--------------|------|--------|--------|-----|----|----|---------|
|        | CD       | VD | Oth.C Ad | Oth.VAd | Om DC    | Om SC | Om PC | Om SV | Om PV | CPhS         | VPhS | CN PhS | VN PhS |     |    |    |         |
| 1      | -        | -  |          | -       | 3        | 1     | -     | 1     | -     | -            | 2    | 1      | 1      |     |    | 9  | 30      |
| 2      | 1        |    |          |         | 2        |       |       |       |       |              | 1    |        | 1      | 1   |    | 6  | 20      |
| 3      | 1        |    |          |         | 1        | 1     |       |       |       |              | 1    |        |        | 2   | 1  | 7  | 23.3    |
| 4      |          | 2  |          | 1       | 2        |       |       |       |       |              | 2    |        |        | 2   |    | 9  | 30      |
| 5      |          |    |          |         | 2        |       |       |       |       |              | 1    |        |        | 2   |    | 5  | 16.6    |
| 6      |          |    |          |         | 1        |       |       |       | 1     |              | 2    | 1      |        | 1   |    | 6  | 20      |
| 7      |          |    |          |         | 2        | 1     |       | 1     |       | 1            |      |        |        | 3   | 1  | 9  | 30      |
| 8      | 1        |    |          |         |          |       |       |       | 1     |              | 2    |        |        | 1   |    | 5  | 16.6    |
| 9      |          |    |          |         | 2        | 1     |       | 1     |       | 1            | 2    |        | 1      | 1   |    | 9  | 30      |
| 10     |          |    |          |         | 1        |       |       | 1     |       |              | 2    |        | 1      | 3   |    | 8  | 26.6    |
| 11     |          |    |          |         | 2        |       |       | 2     | 1     |              | 1    |        |        | 2   |    | 8  | 26.6    |
| 12     |          | 1  |          |         | 1        | 1     |       |       | 1     |              | 3    |        | 1      |     | 1  | 9  | 30      |
| 13     | 1        |    |          |         | 1        | 1     |       |       |       |              | 2    |        |        | 4   | 1  | 10 | 33.3    |
| 14     | 1        |    |          | 1       | 2        | 1     |       |       |       | 3            | 3    | 1      | 2      | 4   |    | 18 | 60      |
| 15     | 2        | 1  |          | 1       |          | 1     |       | 1     | 1     |              | 2    | 1      | 1      |     | 1  | 12 | 40      |
| 16     |          |    |          | 1       | 3        | 2     |       | 1     |       | 2            | 2    |        |        | 2   |    | 13 | 43.3    |
| 17     |          |    |          | 1       | 2        | 2     |       |       | 2     | 2            | 8    |        | 1      | 4   |    | 22 | 73.3    |
| 18     |          |    |          | 1       | 1        |       |       |       |       | 4            | 3    |        | 2      | 1   |    | 12 | 40      |
| 19     | 3        |    |          | 1       | 1        | 1     |       | 1     | 1     | 1            | 3    | 1      | 2      | 4   |    | 19 | 63.3    |
| 20     | 1        |    |          | 1       | 1        | 1     |       | 1     | 1     | 2            | 3    |        |        | 2   |    | 13 | 43.3    |
| 21     | 2        |    |          | 2       | 2        | 3     |       | 3     | 2     | 3            | 5    |        | 1      |     | 1  | 24 | 80      |
| 22     | 1        |    |          | 1       | 3        |       |       | 1     | 2     | 1            | 6    | 2      | 2      | 1   |    | 20 | 66.6    |
| 23     | 2        |    |          | 1       | 3        | 3     |       | 2     |       | 5            | 5    |        | 2      | 3   | 1  | 27 | 90      |
| 24     | 2        |    |          | 1       | 5        | 2     | 1     | 1     | 1     | 5            | 3    | 1      | 1      | 3   | 1  | 27 | 90      |
| 25     | 2        | 1  |          |         |          | 1     |       | 2     | 2     |              | 1    |        |        | 2   | 1  | 12 | 40      |
| 26     |          |    |          | 1       | 3        | 3     |       | 1     | 2     | 4            | 5    |        | 1      | 3   |    | 23 | 76.6    |
| 27     | 1        |    |          | 1       | 2        |       |       | 1     |       | 1            | 1    | 1      | 1      | 4   |    | 13 | 43.3    |

|    |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |    |      |
|----|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|----|------|
| 28 | 1 |   |   | 1 | 3 |   |  | 1 |   |   | 2 |   | 2 | 1 |   | 11 | 36.6 |
| 29 |   |   |   | 1 | 4 | 2 |  | 1 |   | 4 | 4 | 1 | 1 |   | 1 | 19 | 63.3 |
| 30 | 1 |   |   |   |   | 1 |  | 1 | 3 |   | 3 |   | 2 | 2 |   | 13 | 43.3 |
| 31 | 1 |   |   |   |   | 1 |  | 2 | 2 | 2 | 3 |   |   | 2 | 1 | 14 | 46.6 |
| 32 |   |   |   |   | 2 | 1 |  | 2 | 1 | 2 | 4 |   |   | 1 | 1 | 14 | 46.6 |
| 33 |   |   | 1 |   | 2 | 1 |  | 1 | 1 | 4 | 2 |   |   | 3 | 1 | 16 | 53.3 |
| 34 |   |   |   |   | 1 | 1 |  | 1 | 1 |   | 4 |   | 1 | 1 |   | 10 | 33.3 |
| 35 |   |   |   | 1 | 1 | 1 |  | 1 | 1 | 2 | 2 |   | 1 | 1 |   | 11 | 36.6 |
| 36 |   |   |   | 1 | 1 | 1 |  | 1 | 1 |   | 6 |   | 2 | 2 |   | 15 | 50   |
| 37 | 1 |   |   | 1 | 2 | 1 |  | 1 |   | 2 | 4 |   |   | 2 |   | 14 | 46.6 |
| 38 |   |   |   |   | 1 | 2 |  |   | 1 | 1 | 2 |   |   | 5 | 1 | 13 | 43.3 |
| 39 |   |   |   |   | 4 |   |  |   |   |   | 3 | 1 | 2 |   |   | 10 | 33.3 |
| 40 | 2 |   |   | 1 | 3 | 1 |  |   |   |   | 2 |   | 2 | 4 |   | 15 | 50   |
| 41 |   | 1 |   | 2 | 2 | 1 |  | 1 | 1 |   | 2 | 1 | 1 | 3 |   | 15 | 50   |
| 42 |   |   |   |   | 2 | 1 |  | 3 |   |   | 5 | 1 | 2 | 4 |   | 18 | 60   |
| 43 |   |   |   | 1 | 4 |   |  | 3 | 1 | 2 | 3 |   |   | 1 |   | 15 | 50   |
| 44 | 1 |   |   | 1 | 1 | 1 |  | 3 |   | 2 | 3 |   | 1 | 1 |   | 14 | 46.6 |
| 45 | 2 |   |   | 1 | 5 | 2 |  | 2 | 1 | 1 | 6 |   | 2 | 3 | 1 | 26 | 86.6 |
| 46 |   | 2 |   | 1 | 1 |   |  | 1 | 1 |   | 2 |   |   | 3 |   | 11 | 36.6 |
| 47 | 1 |   |   | 2 | 5 |   |  | 2 |   | 2 | 2 |   | 2 | 3 |   | 19 | 63.3 |
| 48 |   | 1 |   |   | 2 |   |  |   |   |   | 2 |   |   | 3 |   | 8  | 26.6 |
| 49 |   |   |   |   | 1 | 1 |  | 1 | 1 |   | 1 |   |   | 4 | 1 | 10 | 33.3 |
| 50 |   |   |   | 1 | 4 |   |  | 1 | 1 | 3 | 3 | 1 |   | 3 |   | 17 | 56.6 |
| 51 | 1 |   |   | 1 | 3 | 1 |  | 4 | 1 | 2 | 3 |   | 1 | 2 | 1 | 20 | 66.6 |
| 52 | 1 |   |   |   | 2 |   |  | 1 | 1 | 2 | 1 |   |   | 4 |   | 12 | 40   |
| 53 | 1 |   |   | 2 | 1 | 1 |  | 2 | 1 | 1 | 4 |   | 1 | 2 |   | 16 | 53.3 |
| 54 | 1 |   |   | 2 | 2 |   |  | 1 |   | 2 | 3 |   | 1 | 4 |   | 16 | 53.3 |
| 55 | 2 |   |   | 1 | 4 | 2 |  | 1 | 1 | 2 | 4 |   | 1 | 4 |   | 22 | 73.3 |
| 56 | 1 |   |   | 1 |   | 1 |  |   | 2 | 2 | 3 | 1 | 1 | 2 |   | 14 | 46.6 |
| 57 |   |   |   | 1 | 1 |   |  |   |   | 1 | 2 |   |   | 4 |   | 9  | 30   |
| 58 |   |   |   |   | 5 | 1 |  | 2 | 1 | 2 | 5 |   | 1 | 3 |   | 20 | 66.3 |
| 59 |   |   |   | 1 | 2 | 1 |  | 1 | 1 | 1 | 5 |   | 1 | 3 | 1 | 17 | 56.6 |



|             |      |      |     |      |      |      |     |      |      |     |      |      |      |      |      |      |      |
|-------------|------|------|-----|------|------|------|-----|------|------|-----|------|------|------|------|------|------|------|
| 60          | 2    |      |     | 1    | 2    | 1    |     | 1    |      | 2   | 3    | 1    | 1    | 2    | 1    | 17   | 56.6 |
| 61          |      |      |     | 1    | 4    | 1    |     | 3    | 1    | 1   | 2    |      | 1    | 1    |      | 15   | 50   |
| 62          | 2    |      |     | 2    | 1    | 1    |     | 2    | 2    |     | 2    |      |      | 2    |      | 14   | 46.6 |
| 63          |      | 1    |     |      | 3    | 2    |     | 3    | 1    |     | 5    |      |      | 1    |      | 16   | 53.3 |
| 64          | 2    |      |     | 1    | 5    | 2    |     | 4    | 1    | 6   | 5    |      | 1    | 4    | 1    | 32   | 106  |
| 65          |      |      |     | 1    | 5    | 1    |     | 1    | 2    | 5   | 7    |      | 1    | 2    | 1    | 26   | 86.6 |
| 66          | 1    |      |     | 1    | 2    |      |     | 4    | 1    | 2   | 5    |      | 2    | 2    | 1    | 21   | 70   |
| 67          | 1    |      |     | 1    | 4    | 3    |     | 3    | 1    | 1   | 3    |      | 2    | 2    |      | 21   | 70   |
| 68          | 1    |      |     | 1    | 3    |      |     | 1    | 1    | 1   | 3    |      | 1    | 2    |      | 14   | 46.3 |
| 69          |      | 2    |     |      | 1    |      |     | 2    | 2    |     | 4    |      | 1    | 3    | 1    | 16   | 53.3 |
| 70          |      |      |     |      | 3    |      |     | 2    | 2    |     | 3    |      |      | 2    | 1    | 13   | 43.3 |
| f           | 47   | 12   | 1   | 48   | 152  | 63   | 1   | 88   | 57   | 94  | 212  | 16   | 59   | 158  | 25   | 1033 |      |
| Per.<br>(%) | 4.5  | 1.2  | 0.1 | 4.6  | 14.7 | 6.1  | 0.1 | 8.5  | 5.5  | 9.1 | 20.5 | 1.5  | 5.7  | 15.3 | 2.4  | 99.8 |      |
| n           | 36   | 9    | 1   | 43   | 64   | 46   | 1   | 53   | 44   | 42  | 69   | 15   | 44   | 64   | 25   |      |      |
| %           | 51.4 | 12.9 | 1.4 | 61.4 | 91.4 | 65.7 | 1.4 | 75.7 | 62.9 | 60  | 98.6 | 21.4 | 62.9 | 91.4 | 35.7 |      |      |

### Appendix-9: List of Errors found in the Composition

| No. | Error Type | Written Word  | Intended Word | Missed Grapheme | Frequency |
|-----|------------|---------------|---------------|-----------------|-----------|
| i   | Addition   |               |               |                 |           |
|     | CD         | poppulation   | population    | <p>             |           |
|     |            | tommorrow     | tomorrow      | <m>             |           |
|     |            | fullfill      | fulfill       | <l>             | 2x        |
|     |            | familly       | family        | <l>             | 3         |
|     |            | propportional | proportional  | <p>             |           |
|     |            | introducced   | introduced    | <c>             |           |
|     |            | polley        | policy        | <l>             | 4x        |
|     |            | rappidly      | rapidly       | <p>             | 2x        |
|     |            | graduall      | gradual       | <l>             |           |
|     |            | centter       | center        | <t>             |           |
|     |            | arround       | around        | <r>             |           |
|     |            | helpfull      | helpful       | <l>             |           |
|     |            | rapidlly      | rapidly       | <l>             |           |
|     |            | peacefull     | peaceful      | <l>             |           |
|     |            | addopted      | adopted       | <d>             |           |
|     |            | controll      | control       | <l>             | 2x        |
|     |            | alarmming     | alarming      | <m>             |           |
|     |            | advanttage    | advantage     | <t>             |           |
|     |            | disadvanttage | disadvantage  | <t>             |           |
|     |            | opinnion      | opinion       | <n>             |           |
|     |            | acceptted     | accepted      | <t>             |           |
|     |            | introducced   | introduced    | <c>             |           |
|     |            | aggry         | agree         | <g>             |           |
|     |            | familly       | family        | <l>             | 5x        |
|     |            | pollicy       | policy        | <l>             | 3x        |
|     |            | rappidly      | rapidly       | <p>             | 3x        |
|     |            | docttor       | doctor        | <t>             |           |
|     |            | graduall      | gradual       | <l>             |           |
|     |            | sosibly       | sociably      | <l>             |           |
|     |            | centter       | center        | <t>             |           |
|     |            | arround       | around        | <r>             |           |
|     |            | helpfull      | helpful       | <l>             |           |
|     |            | rapdlly       | rapidly       | <l>             |           |
|     |            | peacefull     | peaceful      | <l>             |           |
|     |            | addopted      | adopted       | <d>             | 2x        |
|     |            | controll      | control       | <l>             | 3x        |
|     |            | familly       | family        | <l>             | 3x        |
|     |            | desession     | decision      | <s>             |           |
|     |            | alarmming     | alarming      | <m>             |           |
|     |            | adoptted      | adopted       | <t>             | 2x        |

|  |         |                |               |     |    |
|--|---------|----------------|---------------|-----|----|
|  |         | problems       | problems      | <l> |    |
|  |         | intterst       | interest      | <t> |    |
|  |         | advantage      | advantage     | <t> |    |
|  |         | disadvanttage  | disadvantage  | <t> |    |
|  |         | opinnion       | opinion       | <n> |    |
|  |         | acceptted      | accepted      | <t> |    |
|  |         | skillfull      | skillful      | <l> | 2x |
|  |         | cann't         | can't         | <n> | 3x |
|  |         | meaninnngless  | meaningless   | <n> |    |
|  |         | facillites     | facilities    | <l> |    |
|  |         | benifftes      | benefits      | <f> |    |
|  |         | govemmental    | governmental  | <m> |    |
|  |         | schooll        | school        | <l> |    |
|  |         | chidernn       | children      | <n> | 2x |
|  |         | hurmfll        | harmful       | <l> | 2x |
|  |         | chillds        | child         | <l> | 2x |
|  |         | deceass        | decrease      | <s> |    |
|  |         |                |               |     |    |
|  | VD      | caase          | case          | <a> |    |
|  |         | chineese       | Chinese       | <e> | 2x |
|  |         | Sweedeen       | Sweden        | <e> |    |
|  |         | exaample       | example       | <a> | 2x |
|  |         | poopulation    | population    | <o> |    |
|  |         | coorruption    | corruption    | <o> | 3x |
|  |         |                |               |     |    |
|  | OthCAd  | polplation     | population    | <l> |    |
|  |         | relingius      | religious     | <n> |    |
|  |         | bechouse       | because       | <h> | 2x |
|  |         | reakction      | reaction      | <k> |    |
|  |         | chantry        | country       | <h> | 2x |
|  |         | exthernaly     | externally    | <h> |    |
|  |         | parnent        | parent        | <n> |    |
|  |         | succsessful    | successful    | <s> | 3x |
|  |         | disadavantage  | disadvantage  | <n> |    |
|  |         | extravanganace | extravagance  | <n> |    |
|  |         | participation  | participation | <t> |    |
|  |         | wishly         | wisely        | <h> |    |
|  |         | peoplec        | people        | <c> |    |
|  |         | papelathene    | population    | <h> |    |
|  |         |                |               |     |    |
|  | Oth.VAd | limite         | limit         | <e> | 2x |
|  |         | adopte         | adopt         | <e> | 5x |
|  |         | developement   | development   | <e> | 8x |
|  |         | deacrease      | decrease      | <a> |    |
|  |         | chaines        | Chinese       | <a> |    |

|  |  |             |            |     |    |
|--|--|-------------|------------|-----|----|
|  |  | maintane    | maintain   | <e> |    |
|  |  | aime        | aim        | <e> | 4x |
|  |  | theire      | their      | <e> |    |
|  |  | accepetance | acceptance | <e> |    |
|  |  | chlderen    | children   | <e> | 2x |
|  |  | sheleter    | shelter    | <e> | 5x |
|  |  | extente     | extent     | <e> |    |
|  |  | unellss     | unless     | <e> |    |
|  |  | negeitive   | negative   | <i> | 4x |
|  |  | bering      | bring      | <e> | 2x |
|  |  | blifes      | beliefs    | <e> |    |
|  |  | employment  | employment | <e> | 6x |
|  |  | chinies     | Chinese    | <i> | 4x |
|  |  | chiled      | child      | <e> |    |
|  |  | chilled     | child      | <l> |    |
|  |  | thiere      | there      | <i> |    |
|  |  | worled 3x   | world      | <e> | 3x |
|  |  | econiomie   | economy    | <i> |    |
|  |  | falle       | fall       | <e> |    |
|  |  | popoulation | population | <o> | 7x |
|  |  | clouse      | cloth      | <u> |    |
|  |  | equipement  | equipment  | <e> |    |
|  |  | problemes   | problems   | <e> |    |
|  |  | weare       | were       | <a> |    |
|  |  | childerens  | children   | <e> |    |
|  |  | peopul      | people     | <u> |    |
|  |  | givet       | gift       | <e> |    |
|  |  | continue    | continue   | <o> |    |
|  |  | ferindship  | friendship | <e> |    |
|  |  | evene       | even       | <e> |    |
|  |  | develope    | develop    | <e> |    |
|  |  | further     | further    | <e> |    |
|  |  | adivantage  | advantage  | <i> |    |
|  |  | bade        | bad        | <e> | 3x |
|  |  | famiel      | family     | <e> |    |
|  |  | maniy       | many       | <i> |    |
|  |  | climax      | climax     | <a> |    |
|  |  | daiting     | dating     | <i> |    |
|  |  | twince      | twins      | <e> | 2x |
|  |  | amendement  | amendment  | <e> |    |
|  |  | riche       | rich       | <e> | 5x |
|  |  | clothis     | cloths     | <i> |    |
|  |  | adevantag   | advantage  | <e> | 7x |
|  |  | licet       | least      | <e> |    |
|  |  | growith     | growth     | <i> |    |

|  |  |               |               |     |    |
|--|--|---------------|---------------|-----|----|
|  |  | Etiopaia      | Ethiopia      | <a> |    |
|  |  | prosesse      | process       | <e> | 3x |
|  |  | develope      | develop       | <e> |    |
|  |  | changeing     | changing      | <e> |    |
|  |  | peopele       | people        | <e> |    |
|  |  | relationships | relationship  | <e> |    |
|  |  | sade          | sad           | <e> |    |
|  |  | beste         | best          | <e> |    |
|  |  | aime          | aim           | <e> |    |
|  |  | chaina        | china         | <a> | 2x |
|  |  | interoduce    | introduce     | <e> | 8x |
|  |  | caina         | China         | <a> |    |
|  |  | problemes     | problems      | <e> |    |
|  |  | worke         | work          | <e> |    |
|  |  | split         | split         | <e> |    |
|  |  | policey       | policy        | <e> |    |
|  |  | chiled        | child         | <e> | 6x |
|  |  | learne        | learn         | <e> |    |
|  |  | unhapye       | unhappy       | <e> |    |
|  |  | daied         | died          | <a> |    |
|  |  | nabiour       | neighbor      | <i> |    |
|  |  | thise         | this          | <e> | 3x |
|  |  | adoptied      | adopted       | <i> |    |
|  |  | developmente  | development   | <e> | 2x |
|  |  | outpute       | output        | <e> |    |
|  |  | howe          | how           | <e> |    |
|  |  | increcesment  | increment     | <e> |    |
|  |  | afored        | afford        | <e> |    |
|  |  | meany         | many          | <e> |    |
|  |  | meney         | many          | <e> | 3x |
|  |  | caina         | China         | <a> |    |
|  |  | highliy       | highly        | <i> |    |
|  |  | poupulation   | population    | <u> |    |
|  |  | developement  | development   | <e> |    |
|  |  | countinu      | continue      | <u> | 2x |
|  |  | finiancialy   | financially   | <i> | 2x |
|  |  | contradict    | contradict    | <e> |    |
|  |  | growthe       | growth        | <e> | 2x |
|  |  | groweth       | growth        | <e> | 2x |
|  |  | diforestation | deforestation | <a> |    |
|  |  | haremeny      | harmony       | <e> |    |
|  |  | effectes      | effects       | <e> |    |
|  |  | advantagouse  | advantageous  | <e> |    |
|  |  | feutuer       | future        | <e> |    |
|  |  | opetion       | option        | <e> |    |

|  |  |                |              |         |    |
|--|--|----------------|--------------|---------|----|
|  |  | saied          | said         | <e>     | 3x |
|  |  | verey          | very         | <e>     |    |
|  |  | comforitable   | comfortable  | <i>     |    |
|  |  | minimaizing    | minimizing   | <a>     | 2x |
|  |  | benifites      | benefits     | <e>     |    |
|  |  | clouth         | cloth        | <u>     | 3x |
|  |  | thiese         | these        | <i>     |    |
|  |  | arguement      | argument     | <e>     |    |
|  |  | growith        | growth       | <i>     |    |
|  |  | faboulous      | fabulous     | <o>     |    |
|  |  | familiy        | family       | <i>     |    |
|  |  | advantagues    | advantageous | <e>     |    |
|  |  | meanes         | means        | <e>     |    |
|  |  | bourne         | born         | <u>     |    |
|  |  | opinion        | opinion      | <o>     | 2x |
|  |  | disadvantange  | disadvantage | <a>     |    |
|  |  | extravanganace | extravagance | <a>     |    |
|  |  | childeren      | children     | <e>     | 6x |
|  |  | dengeores      | dangerous    | <o>     | 2x |
|  |  | suificeony     | sufficiency  | <i>     |    |
|  |  | suestanable    | sustainable  | <e>     |    |
|  |  | theare         | there        | <a>     | 2x |
|  |  | surtenity      | certainity   | <i>     |    |
|  |  | thaeir         | their        | <a>     |    |
|  |  | multiplay      | multiply     | <a>     |    |
|  |  | whaile         | while        | <a>     |    |
|  |  | diesition      | decision     | <i>     |    |
|  |  | stayle         | style        | <a>     |    |
|  |  | chiled         | child        | <e>     | 2x |
|  |  | stayl          | style        | <a>     |    |
|  |  | supplay        | supply       | <a>     |    |
|  |  | opinioun       | opinion      | <u>     |    |
|  |  | roal           | role         | <a>     |    |
|  |  | behined        | behind       | <e>     | 2x |
|  |  | strugele       | struggle     | <e>     |    |
|  |  | pooliation     | population   | <o>&<i> |    |
|  |  | berofetable    | profitable   | <e>     |    |
|  |  | frome          | from         | <e>     |    |
|  |  | feuther        | future       | <e>     |    |
|  |  | obstakcele     | obstacle     | <e>     |    |
|  |  | averey         | every        | <e>     |    |
|  |  | increament     | increment    | <a>     | 4x |
|  |  | popuelation    | population   | <e>     |    |
|  |  | luxuryues      | luxuries     | <u>     |    |
|  |  | contrybiut     | contribute   | <i>     |    |



|    |          |               |              |     |    |
|----|----------|---------------|--------------|-----|----|
|    |          | doen't        | don't        | <e> |    |
|    |          | childeren     | children     | <e> |    |
|    |          | chiana        | china        | <a> |    |
|    |          | wase          | was          | <e> |    |
|    |          | worelds       | worlds       | <e> |    |
|    |          | populatene    | population   | <e> |    |
|    |          | vayre         | vary         | <e> |    |
|    |          | woreding      | wording      | <e> |    |
|    |          | warled        | world        | <e> |    |
|    |          | depende       | depend       | <e> | 4x |
|    |          | maye          | may          | <e> |    |
|    |          | beanfishery   | beneficiary  | <a> |    |
|    |          | satisfication | satisfaction | <a> | 7x |
|    |          | thinkiable    | thinkable    | <i> |    |
|    |          | aganiest      | against      | <e> | 3x |
|    |          | extera        | extra        | <e> |    |
|    |          | amoung        | among        | <u> | 2x |
|    |          | stope         | stop         | <e> |    |
|    |          | advantigieous | advantageous | <i> |    |
|    |          |               |              |     |    |
|    | OthLAd   | nothi yng     | nothing      | <y> |    |
|    |          | societyies    | societies    | <y> |    |
|    |          | idiya         | idea         | <y> |    |
|    |          | diey          | die          | <y> |    |
|    |          | thery         | their        | <y> |    |
|    |          | growthy       | growth       | <y> |    |
|    |          |               |              |     |    |
| ii | Omission |               |              |     |    |
|    | OmDC     | asure         | assure       | <s> |    |
|    |          | adetion       | addition     | <d> |    |
|    |          | planing       | planning     | <n> | 4x |
|    |          | neccesities   | necessities  | <s> |    |
|    |          | tommorow      | tomorrow     | <r> |    |
|    |          | dificut       | difficult    | <f> |    |
|    |          | economicaly   | economically | <l> | 7x |
|    |          | unles         | unless       | <s> | 4x |
|    |          | atitute       | attitude     | <t> |    |
|    |          | fulfiling     | fulfilling   | <l> | 5x |
|    |          | deficuit      | difficult    | <f> |    |
|    |          | controld      | controlled   | <l> | 5x |
|    |          | defers        | differs      | <f> |    |
|    |          | gradually     | gradually    | <l> | 3x |
|    |          | ilegal        | illegal      | <l> |    |
|    |          | sorow         | sorrow       | <r> |    |
|    |          | suporter      | supporter    | <p> |    |



|  |              |                 |     |    |
|--|--------------|-----------------|-----|----|
|  | alow         | allow           | <l> |    |
|  | uper         | upper           | <p> |    |
|  | espesialy    | especially      | <l> |    |
|  | diferent     | different       | <f> | 2x |
|  | oposition    | opposition      | <p> |    |
|  | generaly     | generally       | <l> | 3x |
|  | guses        | guesses         | <s> |    |
|  | acepted      | accepted        | <c> |    |
|  | accomodian   | accommodation   | <m> |    |
|  | bilion       | billion         | <l> |    |
|  | necesary     | necessary       | <s> |    |
|  | cicologicaly | psychologically | <l> | 2x |
|  | economicaly  | economically    | <l> | 2x |
|  | finaly       | finally         | <l> | 3x |
|  | suply        | supply          | <p> |    |
|  | efect        | effect          | <f> |    |
|  | finaly       | finally         | <l> | 4x |
|  | exthernaly   | externally      | <l> |    |
|  | anounced     | announced       | <n> |    |
|  | succesful    | successful      | <s> |    |
|  | atempt       | attempt         | <t> |    |
|  | phiscaly     | physically      | <l> |    |
|  | emotionaly   | emotionally     | <l> |    |
|  | efects       | effects         | <f> |    |
|  | unhapye      | unhappy         | <p> |    |
|  | marage       | marriage        | <r> |    |
|  | emotinaly    | emotionally     | <l> |    |
|  | cycologcaly  | psychologically | <l> |    |
|  | afored       | afford          | <f> |    |
|  | polticaly    | politically     | <l> |    |
|  | hapened      | happened        | <p> |    |
|  | folow        | follow          | <l> |    |
|  | strugles     | struggles       | <g> |    |
|  | finiancialy  | financially     | <l> | 2x |
|  | mentaly      | mentally        | <l> | 2x |
|  | intelectual  | intellectual    | <l> |    |
|  | litel        | little          | <t> |    |
|  | welbeing     | wellbeing       | <l> |    |
|  | generaly     | generally       | <l> | 5x |
|  | sugetion     | suggestion      | <g> |    |
|  | nessesary    | necessary       | <s> |    |
|  | controlling  | controlling     | <l> |    |
|  | forbiden     | forbidden       | <d> |    |
|  | emdietyly    | immediately     | <m> |    |
|  | begining     | beginning       | <n> |    |

|  |      |               |                 |           |     |
|--|------|---------------|-----------------|-----------|-----|
|  |      | oportunity    | opportunity     | <p>       | 3x  |
|  |      | strugele      | struggle        | <g>       |     |
|  |      | afect         | affect          | <f>       |     |
|  |      | awernes       | awareness       | <s>       |     |
|  |      | socialy       | socially        | <l>       |     |
|  |      | suficient     | sufficient      | <f>       |     |
|  |      | equaly        | equally         | <l>       |     |
|  |      |               |                 |           |     |
|  | OmSC |               |                 |           |     |
|  |      | goverment     | government      | <n>       | 10x |
|  |      | nessesities   | necessities     | <s>       |     |
|  |      | pscological   | psychological   | <h>       |     |
|  |      | exeed         | exceed          | <c>       |     |
|  |      | tecnogcal     | technological   | <h>       |     |
|  |      | cicologically | psychologically | <h>       | 2x  |
|  |      | govenment     | government      | <r>       | 7x  |
|  |      | consumtion    | consumption     | <p>       |     |
|  |      | lak           | lack            | <c>       |     |
|  |      | cycologcaly   | psychologically | <h>       |     |
|  |      | exited        | excited         | <c>       |     |
|  |      | hi_h          | high            | <g>       |     |
|  |      | sugetion      | suggestion      | <g> & <s> | 4x  |
|  |      | globaly       | globally        | <l>       |     |
|  |      | localy        | locally         | <l>       |     |
|  |      | coudn't       | couldn't        | <l>       |     |
|  |      | woud          | would           | <l>       |     |
|  |      | desin         | design          | <g>       | 3x  |
|  |      | soud          | should          | <l>       |     |
|  |      | youself       | yourself        | <r>       |     |
|  |      | govenmental   | governmental    | <n> & <r> |     |
|  |      | enviroment    | environment     | <n>       | 5x  |
|  |      |               |                 |           |     |
|  | OmPC |               |                 |           |     |
|  |      | supor         | support         | <t>       |     |
|  |      | dificut       | difficult       | <l>       |     |
|  |      | ecomic        | economic        | <n>       |     |
|  |      | cloting       | clothing        | <h>       |     |
|  |      | disadantege   | disadvantage    | <v>       |     |
|  |      | grothe        | growth          | <w>       |     |
|  |      | whic          | which           | <h>       |     |
|  |      | orpan         | orphans         | <h>       |     |
|  |      | someting      | something       | <h>       | 7x  |
|  |      | tink          | think           | <h>       | 3x  |
|  |      | bith          | birth           | <r>       |     |
|  |      | poores        | poorest         | <t>       |     |

|  |              |                 |           |    |
|--|--------------|-----------------|-----------|----|
|  | foud         | found           | <n>       |    |
|  | opion        | opinion         | <n>       |    |
|  | Etiopia      | Ethiopia        | <h>       | 2x |
|  | tecnogcal    | technological   | <h> & <l> |    |
|  | metod        | method          | <h>       | 4x |
|  | Etiopian     | Ethiopian       | <h>       | 6x |
|  | soial        | social          | <c>       |    |
|  | Etiopaia     | Ethiopia        | <h>       |    |
|  | ecomical     | economical      | <n>       |    |
|  | nessary      | necessary       | <c>       |    |
|  | higer        | higher          | <h>       | 2x |
|  | accomodian   | accommodation   | <t>       |    |
|  | sameting     | something       | <h>       |    |
|  | crise        | crises          | <s>       | 3x |
|  | healtier     | healthier       | <h>       |    |
|  | cantiys      | countries       | <r>       |    |
|  | rura         | rural           | <l>       |    |
|  | monts        | months          | <h>       |    |
|  | emoinaly     | emotionally     | <t>       |    |
|  | importan     | important       | <t>       |    |
|  | sortage      | shortage        | <h>       |    |
|  | tings        | things          | <h>       | 4x |
|  | implemtenion | implementation  | <t>       |    |
|  | stastics     | statistics      | <t>       |    |
|  | cycologcaly  | psychologically | <h>       |    |
|  | resut        | result          | <l>       | 2x |
|  | somting      | something       | <h>       |    |
|  | contro       | control         | <l>       |    |
|  | successul    | successful      | <f>       |    |
|  | ofcouc       | of course       | <r>       |    |
|  | exis         | exist           | <t>       |    |
|  | thig         | thing           | <n>       |    |
|  | chil         | child           | <d>       |    |
|  | suificeony   | sufficiency     | <c>       |    |
|  | whe          | when            | <n>       | 2x |
|  | soud         | should          | <h> & <l> |    |
|  | athough      | although        | <l>       |    |
|  | tings        | things          | <h>       |    |
|  | employemts   | employments     | <n>       |    |
|  | sortage      | shortage        | <h>       |    |
|  | prpely       | properly        | <r>       |    |
|  | coutry       | country         | <n>       |    |
|  | amout        | amount          | <n>       |    |
|  | chid         | child           | <l>       |    |
|  | comare       | compare         | <p>       |    |

|  |      |               |                |     |     |
|--|------|---------------|----------------|-----|-----|
|  |      | shor          | short          | <t> |     |
|  |      | neary         | nearly         | <l> |     |
|  |      | cayna         | China          | <h> |     |
|  |      | transpor      | transport      | <t> |     |
|  |      | assitance     | assistance     | <s> |     |
|  |      | eduation      | education      | <c> |     |
|  |      | governmet     | government     | <n> | 5x  |
|  | OmDV |               |                |     |     |
|  |      | feling        | feeling        | <e> | 3x  |
|  |      | porest        | poorest        | <o> | 7x  |
|  |      | fredom        | freedom        | <e> |     |
|  |      | fod           | food           | <o> |     |
|  |      | fel           | feel           | <e> | 2x  |
|  |      | disagre       | disagree       | <e> |     |
|  |      | agrement      | agreement      | <e> | 3x  |
|  |      | coperation    | coperation     | <o> | 2x  |
|  |      |               |                |     |     |
|  | OmSV | introduc      | introduce      | <e> | 3x  |
|  |      | incom         | income         | <e> | 3x  |
|  |      | definitly     | definitely     | <e> |     |
|  |      | reqirment     | requirement    | <e> |     |
|  |      | chaines       | Chinese        | <e> |     |
|  |      | maintane      | maintain       | <i> |     |
|  |      | gav           | gave           | <e> |     |
|  |      | infrastructer | infrastructure | <e> |     |
|  |      | pressur       | pressure       | <e> |     |
|  |      | interfer      | interfere      | <e> |     |
|  |      | helth         | health         | <a> |     |
|  |      | alon          | alone          | <e> | 2x  |
|  |      | violat        | violate        | <e> |     |
|  |      | crat          | create         | <e> | 3x  |
|  |      | becaus        | because        | <e> | 4x  |
|  |      | resons        | reasons        | <a> | 2x  |
|  |      | thes          | these          | <e> | 3x  |
|  |      | creat         | create         | <e> | 4x  |
|  |      | controld      | controlled     | <e> |     |
|  |      | therefor      | therefore      | <e> | 6x  |
|  |      | chinis        | Chinese        | <e> | 4x  |
|  |      | chinies       | Chinese        | <e> | 4x  |
|  |      | befor         | before         | <e> | 4x  |
|  |      | leavs         | leaves         | <e> |     |
|  |      | ther          | there          | <e> | 3x  |
|  |      | mak           | make           | <e> |     |
|  |      | chines        | Chinese        | <e> | 17x |
|  |      | awar          | aware          | <e> |     |

|  |                |                 |           |     |
|--|----------------|-----------------|-----------|-----|
|  | limitd         | limited         | <e>       |     |
|  | mony           | money           | <e>       |     |
|  | lern           | learn           | <a>       |     |
|  | relingius      | religious       | <o>       |     |
|  | polic_es       | policies        | <i>       |     |
|  | frends         | friends         | <i>       | 4x  |
|  | peopls         | peoples         | <e>       |     |
|  | peopul         | people          | <e>       |     |
|  | belive         | believe         | <e>       | 7x  |
|  | developd       | developed       | <e>       |     |
|  | evrything      | everything      | <e>       |     |
|  | therefore      | therefore       | <e>       | 8x  |
|  | advantag       | advantage       | <e>       | 5x  |
|  | ther           | there           | <e>       | 11x |
|  | rais           | raise           | <e>       | 2x  |
|  | encourag       | encourage       | <e>       |     |
|  | showd          | showed          | <e>       | 3x  |
|  | decesing       | decreasing      | <a>       |     |
|  | guss           | guess           | <e>       | 4x  |
|  | larg           | large           | <e>       | 3x  |
|  | belivi         | believe         | <e>       |     |
|  | chang          | change          | <e>       | 6x  |
|  | cuntry         | country         | <o>       |     |
|  | langug         | language        | <e>       | 2x  |
|  | advoke         | advocate        | <e>       |     |
|  | dusadvantagous | disadvantageous | <e>       |     |
|  | lonly          | lonely          | <e>       | 5x  |
|  | poplat         | populate        | <e>       |     |
|  | deces          | decrease        | <a> & <e> | 2x  |
|  | wisly          | wisely          | <e>       |     |
|  | introduc       | introduced      | <e>       | 4x  |
|  | minimiz        | minimize        | <e>       |     |
|  | governans      | governance      | <e>       |     |
|  | sher           | share           | <e>       |     |
|  | duble          | double          | <o>       |     |
|  | recives        | receives        | <e>       |     |
|  | chanis         | Chinese         | <e>       |     |
|  | relativly      | relatively      | <e>       | 3x  |
|  | earthquaq      | earthquake      | <e>       |     |
|  | ofcours        | of course       | <e>       |     |
|  | somone         | someone         | <e>       |     |
|  | reson          | reason          | <a>       |     |
|  | encom          | income          | <e>       |     |
|  | averag         | average         | <e>       |     |
|  | polit          | polite          | <e>       |     |

|  |  |               |                 |         |    |
|--|--|---------------|-----------------|---------|----|
|  |  | mor           | more            | <e>     |    |
|  |  | positiv       | positive        | <e>     | 5x |
|  |  | resistans     | resistance      | <e>     |    |
|  |  | dises         | disease         | <a>&<e> |    |
|  |  | sutable       | suitable        | <i>     |    |
|  |  | provid        | provide         | <e>     |    |
|  |  | practic       | practice        | <e>     |    |
|  |  | marage        | marriage        | <i>     |    |
|  |  | increas       | increase        | <e>     |    |
|  |  | shamful       | shameful        | <e>     |    |
|  |  | helth         | health          | <a>     | 3x |
|  |  | the_r         | their           | <i>     |    |
|  |  | resons        | reasons         | <a>     |    |
|  |  | disadvantgs   | disadvantages   | <e>     | 4x |
|  |  | increse       | increase        | <a>     | 4x |
|  |  | decreas       | decrease        | <e>     |    |
|  |  | countinu      | continue        | <e>     | 2x |
|  |  | dath          | death           | <e>     |    |
|  |  | becos         | because         | <e>     |    |
|  |  | introdusd     | introduced      | <e>     |    |
|  |  | determin      | determine       | <e>     |    |
|  |  | outshyins     | outshines       | <e>     |    |
|  |  | approch       | approach        | <a>     |    |
|  |  | effectivly    | effectively     | <e>     | 3x |
|  |  | decads        | decades         | <e>     |    |
|  |  | greter        | greater         | <a>     |    |
|  |  | somting       | something       | <e>     | 4x |
|  |  | non_          | none            | <e>     |    |
|  |  | ofcouc        | of course       | <e>     |    |
|  |  | usful         | useful          | <e>     | 2x |
|  |  | cas           | case            | <e>     | 2x |
|  |  | facillites    | facilities      | <i>     |    |
|  |  | polices       | policies        | <i>     |    |
|  |  | advantag      | advantage       | <e>     |    |
|  |  | populus       | populous        | <o>     |    |
|  |  | thar_         | there           | <e>     |    |
|  |  | programd      | programmed      | <e>     |    |
|  |  | evry          | every           | <e>     | 2x |
|  |  | movment       | movement        | <e>     |    |
|  |  | hous          | house           | <e>     |    |
|  |  | focusd        | focused         | <e>     |    |
|  |  | emdietly      | immediately     | <e>     |    |
|  |  | lif           | life            | <e>     |    |
|  |  | stayl         | style           | <e>     |    |
|  |  | infrstracturs | infrastructures | <e>     | 2x |



|  |      |              |               |         |     |
|--|------|--------------|---------------|---------|-----|
|  |      | helthy       | healthy       | <a>     | 2x  |
|  |      | incres       | increase      | <a>&<e> | 3x  |
|  |      | countris     | countries     | <e>     | 2x  |
|  |      | resons       | reasons       | <a>     | 2x  |
|  |      | decreas      | decrease      | <e>     |     |
|  |      | roal         | role          | <e>     |     |
|  |      | poulat       | populate      | <e>     |     |
|  |      | thes         | these         | <e>     | 2x  |
|  |      | awernes      | awareness     | <e>     | 2x  |
|  |      | structior    | structure     | <e>     |     |
|  |      | motivet      | motivate      | <e>     |     |
|  |      | effectiv     | effective     | <e>     |     |
|  |      | luxuryues    | luxurious     | <o>     |     |
|  |      | privius      | previous      | <o>     |     |
|  |      | contrybiut   | contribute    | <e>     |     |
|  |      | befor        | before        | <e>     |     |
|  |      | execis       | exercise      | <e>     |     |
|  |      | diadvanteg   | disadvantage  | <e>     |     |
|  |      | layk         | like          | <e>     |     |
|  |      | avareg       | average       | <e>     | 2x  |
|  |      | becauc       | because       | <e>     |     |
|  |      | fasilites    | facilities    | <i>     |     |
|  |      | livs         | lives         | <e>     |     |
|  |      | wivs         | wives         | <e>     |     |
|  |      | expens       | expense       | <e>     |     |
|  |      | advantigieus | advantageous  | <o>     |     |
|  |      | countres     | countries     | <i>     | 3x  |
|  |      |              |               |         |     |
|  |      |              |               |         |     |
|  | OmPV | contry       | country       | <u>     | 6x  |
|  |      | econmy       | economy       | <o>     |     |
|  |      | religin      | religion      | <o>     |     |
|  |      | interst      | interest      | <e>     | 4x  |
|  |      | qulity       | quality       | <a>     |     |
|  |      | polplation   | population    | <u>     |     |
|  |      | parllel      | parallel      | <a>     |     |
|  |      | chldren      | children      | <i>     | 2x  |
|  |      | chldern      | children      | <i>     |     |
|  |      | ecomic       | economic      | <o>     |     |
|  |      | polcy        | policy        | <i>     | 15x |
|  |      | unellss      | unless        | <e>     |     |
|  |      | postive      | positive      | <i>     | 4x  |
|  |      | negatve      | negative      | <i>     | 2x  |
|  |      | poltical     | political     | <i>     | 2x  |
|  |      | contreptive  | contraceptive | <a>     |     |



|  |              |               |           |    |
|--|--------------|---------------|-----------|----|
|  | specally     | specialy      | <i>       |    |
|  | limte        | limit         | <i>       |    |
|  | crat         | create        | <e>       |    |
|  | blifes       | beliefs       | <e>       |    |
|  | socity       | society       | <e>       | 5x |
|  | implment     | implement     | <e>       |    |
|  | thse         | these         | <e>       |    |
|  | stablize     | stabilize     | <i>       |    |
|  | citzen       | citizen       | <i>       | 2x |
|  | accesseblity | accessibility | <i>       |    |
|  | neeutrent    | nutrient      | <i>       | 2x |
|  | ther         | their         | <i>       | 8x |
|  | poplotion    | population    | <u>       | 2x |
|  | benift       | benefit       | <i>       |    |
|  | famly        | family        | <i>       |    |
|  | eficent      | efficient     | <i>       | 2x |
|  | opeion       | opinion       | <i>       |    |
|  | equity       | equality      | <a>       |    |
|  | eduction     | education     | <a>       |    |
|  | benfciary    | beneficiary   | <i>       | 2x |
|  | santiation   | sanitation    | <i>       |    |
|  | benficiary   | beneficiary   | <e> & <i> | 2x |
|  | ferindship   | friendship    | <e>       |    |
|  | opinion      | opinion       | <i>       | 4x |
|  | individual   | individual    | <i>       |    |
|  | disadvantge  | disadvantage  | <a>       | 3x |
|  | contre       | country       | <u>       |    |
|  | sosity       | society       | <e>       |    |
|  | langug       | language      | <a>       | 2x |
|  | blieve       | believe       | <e>       | 3x |
|  | opion        | opinion       | <i>       |    |
|  | benfits      | benefits      | <e>       | 9x |
|  | incrses      | increases     | <ea>      | 2x |
|  | poplat       | populate      | <u>       |    |
|  | scarsty      | scarcity      | <i>       |    |
|  | tecnogcal    | technological | <i> & <o> |    |
|  | socal        | social        | <i>       |    |
|  | econmical    | economical    | <o>       |    |
|  | ecomical     | economical    | <o>       |    |
|  | blance       | balance       | <a>       | 2x |
|  | nessary      | necessary     | <e>       |    |
|  | contry       | country       | <u>       |    |
|  | developmnt   | development   | <e>       |    |
|  | confrtible   | comfortable   | <a> & <o> |    |
|  | accomodian   | accommodation | <a>       |    |

|  |  |               |                 |      |     |
|--|--|---------------|-----------------|------|-----|
|  |  | diffculties   | difficulties    | <i>  | 2x  |
|  |  | becose        | because         | <u>  | 4x  |
|  |  | sade          | said            | <i>  |     |
|  |  | finanshaly    | financially     | <i>  |     |
|  |  | poplation     | population      | <u>  | 10x |
|  |  | citzen        | citizen         | <i>  |     |
|  |  | ethopia       | Ethiopia        | <i>  |     |
|  |  | responsblity  | responsibility  | <i>  |     |
|  |  | phiscaly      | physically      | <i>  |     |
|  |  | responsiblity | responsibility  | <i>  |     |
|  |  | parnts        | parents         | <e>  | 7x  |
|  |  | positve       | positive        | <i>  |     |
|  |  | famly         | family          | <i>  |     |
|  |  | sustanble     | sustainable     | <i>  | 3x  |
|  |  | gudance       | guidance        | <i>  |     |
|  |  | chidrn        | children        | <e>  |     |
|  |  | risponsibilty | responsibility  | <i>  | 2x  |
|  |  | emoinaly      | emotionally     | <io> |     |
|  |  | cycologcaly   | psychologically | <i>  |     |
|  |  | Ethiopa       | Ethiopia        | <i>  |     |
|  |  | develope      | develop         | <e>  |     |
|  |  | sosilly       | socially        | <a>  |     |
|  |  | polticaly 2x  | politically     | <i>  | 2x  |
|  |  | disadvantgs   | disadvantages   | <a>  |     |
|  |  | cruded        | crowded         | <o>  |     |
|  |  | solders       | soldiers        | <i>  |     |
|  |  | engner        | engineer        | <i>  |     |
|  |  | beleves       | believes        | <i>  |     |
|  |  | dcline        | decline         | <e>  |     |
|  |  | advantagouse  | advantageous    | <e>  |     |
|  |  | preferble     | preferable      | <a>  |     |
|  |  | opnion        | opinion         | <i>  | 2x  |
|  |  | famly         | family          | <i>  |     |
|  |  | socally       | socially        | <i>  | 3x  |
|  |  | intterst      | interest        | <e>  |     |
|  |  | bleives       | believes        | <e>  |     |
|  |  | implemention  | implementation  | <a>  |     |
|  |  | grat          | great           | <e>  |     |
|  |  | advantagues   | advantageous    | <eo> |     |
|  |  | mentined      | mentioned       | <o>  |     |
|  |  | stastics      | statistics      | <i>  |     |
|  |  | condtion      | condition       | <i>  | 3x  |
|  |  | thir          | their           | <e>  |     |
|  |  | famly         | family          | <i>  |     |
|  |  | existng       | existing        | <i>  |     |

|  |        |             |               |      |     |
|--|--------|-------------|---------------|------|-----|
|  |        | Chan's      | China's       | <a>  |     |
|  |        | beniffites  | benefits      | <i>  |     |
|  |        | adventge    | advantage     | <a>  |     |
|  |        | polics      | policies      | <ie> |     |
|  |        | countrs     | countries     | <ie> |     |
|  |        | genartion   | generation    | <a>  | 3x  |
|  |        | tradtional  | traditional   | <i>  |     |
|  |        | ther        | there         | <e>  |     |
|  |        | devlopment  | development   | <e>  | 2x  |
|  |        | rainassence | renaissance   | <i>  |     |
|  |        | satsfay     | satisfy       | <i>  |     |
|  |        | prefernce   | preference    | <e>  |     |
|  |        | nececerly   | necessarily   | <i>  |     |
|  |        | emdietly    | immediately   | <e>  |     |
|  |        | reachs      | reaches       | <e>  |     |
|  |        | the_r       | their         | <i>  |     |
|  |        | benefit     | benefit       | <i>  |     |
|  |        | buld        | build         | <i>  |     |
|  |        | contans     | contains      | <i>  |     |
|  |        | citzens     | citizens      | <i>  | 3x  |
|  |        | damond      | diamond       | <i>  |     |
|  |        | contry      | country       | <u>  |     |
|  |        | poorst      | poorest       | <e>  |     |
|  |        | sutable     | suitable      | <i>  | 4x  |
|  |        | beneficiary | beneficiary   | <i>  |     |
|  |        | distrbuted  | distributed   | <i>  |     |
|  |        | conomy      | economy       | <e>  |     |
|  |        | sustanable  | sustainable   | <i>  |     |
|  |        | highr       | higher        | <e>  |     |
|  |        | poploution  | population    | <u>  |     |
|  |        | benfit      | benefit       | <e>  |     |
|  |        | poplution   | population    | <u>  |     |
|  |        | benfets     | benefits      | <e>  |     |
|  |        | contry      | country       | <u>  | 2x  |
|  |        | incrase     | increase      | <e>  |     |
|  |        | diffcult    | difficult     | <i>  |     |
|  |        | necssity    | necssity      | <e>  | 2x  |
|  |        | beanfishery | beneficiary   | <e>  |     |
|  |        | pollcies    | policies      | <i>  |     |
|  |        | genous      | genius        | <i>  |     |
|  |        | beneficals  | beneficial    | <i>  |     |
|  |        | partcpate   | participate   | <i>  |     |
|  |        |             |               |      |     |
|  | OthLOm | pscological | psychological | <y>  |     |
|  |        | polic       | policy        | <y>  | 13x |

|     |              |               |                 |                               |    |
|-----|--------------|---------------|-----------------|-------------------------------|----|
|     |              | famiel        | family          | <y>                           |    |
|     |              | sacrsset      | scarcity        | <y>                           |    |
|     |              | phsically     | physically      | <y>                           | 3x |
|     |              | slowl         | slowly          | <y>                           |    |
|     |              | econom        | economy         | <y>                           |    |
|     |              | ver           | very            | <y>                           |    |
| iii | Substitution |               |                 |                               |    |
|     | CPhS         | nessesities   | necessities     | <c> with <ss>                 |    |
|     |              | praktise      | practice        | <c> with <k>                  |    |
|     |              | crices        | crises          | <s> with <c>                  | 2x |
|     |              | introduse     | introduce       | <c> with <s>                  |    |
|     |              | cloose        | clothe          | <th> with <s>                 |    |
|     |              | servies       | services        | <c> with <s>                  |    |
|     |              | spase         | space           | <c> with <s>                  |    |
|     |              | phinantial    | financial       | <f> with <ph><br><c> with <t> |    |
|     |              | clouse        | clothe          | <th> with <s>                 |    |
|     |              | espesially    | especially      | <c> with <s>                  | 3x |
|     |              | sosity        | society         | <c> with <s>                  |    |
|     |              | advoket       | advocate        | <c> with <k>                  |    |
|     |              | twince        | twins           | <s> with <c>                  | 2x |
|     |              | resourse      | resource        | <c> with <s>                  |    |
|     |              | divercity     | diversity       | <s> with <c>                  |    |
|     |              | scarsty       | scarcity        | <c> with <s>                  |    |
|     |              | licet         | least           | <s> with <c>                  |    |
|     |              | prosesse      | process         | <c> with <s>                  |    |
|     |              | benefisial    | beneficial      | <c> with <s>                  |    |
|     |              | acsept        | accept          | <c> with <s>                  |    |
|     |              | cicologically | psychologically | <s> with <c>                  | 2x |
|     |              | governans     | governance      | <c> with <s>                  |    |
|     |              | finanshaly    | financially     | <c> with <sh>                 |    |
|     |              | earthquaq     | earthquake      | <k> with <q>                  |    |
|     |              | resistans     | resistance      | <c> with <s>                  |    |
|     |              | assumbsion    | assumption      | <t> with <s>                  |    |
|     |              | cycologcaly   | psychologically | <s> with <c>                  |    |
|     |              | sosilly       | socially        | <c> with <s>                  |    |
|     |              | capasity      | capacity        | <c> with <s>                  | 5x |
|     |              | pleace        | please          | <s> with <c>                  |    |
|     |              | developet     | developed       | <d> with <t>                  |    |
|     |              | introduced    | introduced      | <c> with <s>                  | 3x |
|     |              | fase          | face            | <c> with <s>                  |    |
|     |              | tradision     | tradition       | <t> with <s>                  |    |
|     |              | obstacle      | obstacle        | <c> with <k>                  | 3x |
|     |              | citithens     | citizens        | <z> with <th>                 |    |

|  |      |              |               |                                |    |
|--|------|--------------|---------------|--------------------------------|----|
|  |      | bajet        | budget        | <g> with <j>                   |    |
|  |      | ofcouc       | of course     | <s> with <c>                   |    |
|  |      | nessesary    | necessary     | <c> with <ss>                  | 2x |
|  |      | surtenity    | certainty     | <c> with <s>                   | 2x |
|  |      | diesition    | decision      | <c> with <s><br><s> with <t>   |    |
|  |      | nececerly    | necessarily   | <s> with <c>                   |    |
|  |      | defence      | defense       | <s> with <c>                   |    |
|  |      | educasion    | education     | <t> with <s>                   |    |
|  |      | spetially    | spetially     | <c> with <t>                   |    |
|  |      | spetial      | special       | <c> with <t>                   |    |
|  |      | contecst     | context       | <x> with <cs>                  | 2x |
|  |      | admission    | admission     | <ss> with <t>                  |    |
|  |      | resoures     | resource      | <c> with <s>                   | 3x |
|  |      | beanfishery  | beneficiary   | <c> with <sh>                  |    |
|  |      | fasilites    | facilities    | <c> with <s>                   |    |
|  |      | cerise       | series        | <s> with <c>                   |    |
|  |      | nessecity    | necessity     | <c> with <ss><br><ss> with <c> |    |
|  |      |              |               |                                |    |
|  | VPhS | polices      | policies      | <ie> with <e>                  | 6x |
|  |      | discribe     | describe      | <e> with <i>                   |    |
|  |      | awere        | aware         | <a> with <e>                   |    |
|  |      | openion      | opinion       | <i> with <e>                   | 5x |
|  |      | economi      | economy       | <y> with <i>                   | 3x |
|  |      | encome       | income        | <i> with <e>                   | 2x |
|  |      | opineon      | opinion       | <i> with <e>                   |    |
|  |      | negeitive    | negative      | <a> with <e>                   |    |
|  |      | religeous    | religious     | <i> with <e>                   |    |
|  |      | deficuit     | difficult     | <i> with <e>                   |    |
|  |      | emplemented  | implemented   | <i> with <e>                   |    |
|  |      | iconomy      | economy       | <e> with <i>                   | 3x |
|  |      | disadantege  | disadvantage  | <a> with <e>                   |    |
|  |      | government   | government    | <o> with <e>                   |    |
|  |      | accesseblity | accessibility | <i> with <e>                   |    |
|  |      | bicause      | because       | <e> with <i>                   |    |
|  |      | chinis       | Chinese       | <e> with <i>                   | 4x |
|  |      | mins         | means         | <ea> with <i>                  | 2x |
|  |      | defers       | differs       | <i> with <e>                   |    |
|  |      | econiomie    | economy       | <y> with <ie>                  |    |
|  |      | sactor       | sector        | <e> with <a>                   | 2x |
|  |      | gat          | get           | <e> with <a>                   |    |
|  |      | shalter      | shelter       | <e> with <a>                   |    |
|  |      | adetion      | addition      | <i> with <e>                   |    |
|  |      | idia         | idea          | <e> with <i>                   | 2x |



|  |  |              |              |                |    |
|--|--|--------------|--------------|----------------|----|
|  |  | pregnent     | pregnant     | <a> with <e>   | 2x |
|  |  | benifit      | benefit      | <e> with <i>   | 5x |
|  |  | openion      | opinion      | <i> with <e>   | 4x |
|  |  | apper        | appear       | <ea> with <e>  | 3x |
|  |  | standerd     | standard     | <a> with <e>   |    |
|  |  | desadvantage | disadvantage | <i> with <e>   |    |
|  |  | econemy      | economy      | <o> with <e>   |    |
|  |  | standerds    | standards    | <a> with <e>   | 3x |
|  |  | survice      | service      | <e> with <u>   |    |
|  |  | satesfy      | satisfy      | <i> with <e>   |    |
|  |  | opineon      | opinion      | <i> with <e>   | 4x |
|  |  | idiya        | idea         | <e> with <i>   |    |
|  |  | openyon      | opinion      | <i> with <e>   |    |
|  |  | meny         | many         | <a> with <e>   | 3x |
|  |  | drims        | dreams       | <ea> with <i>  |    |
|  |  | spelleng     | spelling     | <i> with <e>   |    |
|  |  | advoket      | advocate     | <a> with <e>   |    |
|  |  | thiory       | theory       | <e> with <i>   |    |
|  |  | sacrset      | scarcity     | <i> with <e>   |    |
|  |  | licet        | least        | <ea> with <i>  |    |
|  |  | benifit      | benefit      | <e> with <i>   |    |
|  |  | dicrease     | decrease     | <e> with <i>   |    |
|  |  | divelop      | develop      | <e> with <i>   |    |
|  |  | happe        | happy        | <y> with <e>   |    |
|  |  | cheined      | chained      | <a> with <e>   |    |
|  |  | opportunitie | opportunity  | <y> with <e>   |    |
|  |  | lagal        | legal        | <a> with <e>   | 2x |
|  |  | sher         | share        | <a> with <e>   |    |
|  |  | refrash      | refresh      | <e> with <a>   |    |
|  |  | chanis       | Chinese      | <e> with <i>   |    |
|  |  | laber        | labor        | <o> with <e>   |    |
|  |  | prodactive   | productive   | <u> with <a>   | 3x |
|  |  | faver        | favor        | <o> with <e>   |    |
|  |  | disfaver     | disfavor     | <o> with <e>   |    |
|  |  | sistor       | sister       | <e> with <o>   | 3x |
|  |  | medeas       | medias       | <i> with <e>   |    |
|  |  | resistence   | resistance   | <a> with <e>   | 4x |
|  |  | phiscaly     | physically   | <y> with <i>   |    |
|  |  | decrising    | decreasing   | <ea> with <i>  |    |
|  |  | dises        | disease      | <ea> with <e>  |    |
|  |  | positeve     | positive     | <i> with <e>   |    |
|  |  | grous        | grows        | <w> with <u>   |    |
|  |  | resalt       | result       | <u> with <a>   |    |
|  |  | brather      | brother      | <o> with <a>   | 2x |
|  |  | daid         | died         | <ie> with <ai> |    |

|  |  |              |                |                                |    |
|--|--|--------------|----------------|--------------------------------|----|
|  |  | angree       | angry          | <y> with <ee>                  |    |
|  |  | risponsiblty | responsibility | <e> with <i>                   | 2x |
|  |  | sefer        | safer          | <a> with <e>                   | 2x |
|  |  | meney        | money          | <o> with <e>                   | 2x |
|  |  | risean       | reason         | <ea> with <i><br><o> with <ea> |    |
|  |  | docter       | doctor         | <o> with <e>                   | 3x |
|  |  | engener      | engineer       | <i> with <e>                   |    |
|  |  | factery      | factory        | <o> with <e>                   |    |
|  |  | commenly     | commonly       | <o> with <e>                   |    |
|  |  | desaster     | disaster       | <i> with <e>                   |    |
|  |  | coused       | caused         | <au>with <ou>                  |    |
|  |  | haremeny     | harmony        | <o> with <e>                   |    |
|  |  | diveloping   | developing     | <e> with <i>                   |    |
|  |  | prefareble   | preferable     | <e> with <a><br><a> with <e>   |    |
|  |  | cauntry      | country        | <ou>with <au>                  |    |
|  |  | gawthe       | growth         | <ow>with<aw>                   | 2x |
|  |  | disapiered   | disappeared    | <ea> with <ie>                 |    |
|  |  | desease      | disease        | <i> with <e>                   |    |
|  |  | agen         | again          | <ai> with <e>                  |    |
|  |  | prignant     | pregnant       | <e> with <i>                   |    |
|  |  | smoll        | small          | <a> with <o>                   |    |
|  |  | bast         | best           | <e> with <a>                   |    |
|  |  | desession    | decision       | <i> with <e>                   |    |
|  |  | pouer        | power          | <ow>with<ou>                   |    |
|  |  | petient      | patient        | <a> with <e>                   |    |
|  |  | arias        | areas          | <e> with <i>                   |    |
|  |  | impliment    | implement      | <e> with <i>                   |    |
|  |  | empacts      | impacts        | <i> with <e>                   |    |
|  |  | secters      | sectors        | <o> with <e>                   |    |
|  |  | advanteges   | advantages     | <a> with <e>                   | 2x |
|  |  | diffecult    | difficult      | <i> with <e>                   |    |
|  |  | limet        | limit          | <i> with <e>                   |    |
|  |  | dengeres     | dangerous      | <a> with <e><br><ou> with <e>  |    |
|  |  | effecient    | efficient      | <i> with <e>                   |    |
|  |  | benifet      | benefit        | <e> with <i><br><i> with <e>   |    |
|  |  | benifftes    | benefits       | <e> with <i>                   |    |
|  |  | cauntry      | country        | <ou>with <au>                  | 6x |
|  |  | setuation    | situation      | <i> with <e>                   | 2x |
|  |  | dengeores    | dangerous      | <a> with <e><br><ou> with <e>  | 2x |
|  |  | thare        | there          | <e> with <a>                   | 2x |



|  |        |               |                 |                               |    |
|--|--------|---------------|-----------------|-------------------------------|----|
|  |        | desadvantage  | disadvantage    | <i> with <e>                  |    |
|  |        | surtenity     | certainity      | <e> with <u><br><ai> with <e> |    |
|  |        | poletical     | political       | <i> with <e>                  | 2x |
|  |        | enterest      | interest        | <i> with <e>                  | 2x |
|  |        | diesition     | decision        | <e> with <ie>                 |    |
|  |        | nececerly     | necessarily     | <a> with <e>                  |    |
|  |        | emdietly      | immediately     | <i> with <e>                  |    |
|  |        | vella         | villa           | <i> with <e>                  |    |
|  |        | infrstractors | infrastructures | <u> with <a>                  | 2x |
|  |        | benefiteble   | benefit able    | <a> with <e>                  |    |
|  |        | diveloping    | developing      | <e> with <i>                  |    |
|  |        | restrected    | restricted      | <i> with <e>                  |    |
|  |        | berofetable   | profitable      | <i> with <e><br><a> with <e>  |    |
|  |        | motivet       | motivate        | <a> with <e>                  |    |
|  |        | benfets       | benefits        | <i> with <e>                  |    |
|  |        | rechest       | richest         | <i> with <e>                  |    |
|  |        | suffor        | suffer          | <e> with <o>                  |    |
|  |        | psychologecal | psychological   | <i> with <e>                  |    |
|  |        | chenge        | change          | <a> with <e>                  | 2x |
|  |        | awer          | aware           | <a> with <e>                  |    |
|  |        | millien       | million         | <o> with <e>                  | 2x |
|  |        | diadvanteg    | disadvantage    | <a> with <e>                  |    |
|  |        | avareg        | average         | <a> with <e>                  | 2x |
|  |        | babese        | babies          | <ie> with <e>                 | 3x |
|  |        |               |                 |                               |    |
|  | CN-PhS | fould         | found           | <n> with <l>                  |    |
|  |        | confertably   | comfortably     | <m> with <n>                  | 6x |
|  |        | givet         | gift            | <f> with <v>                  |    |
|  |        | jop           | job             | <b> with <p>                  | 2x |
|  |        | sochal        | social          | <c> with <ch>                 |    |
|  |        | inportant     | important       | <m> with <n>                  | 3x |
|  |        | confrtble     | comfortable     | <m> with <n>                  |    |
|  |        | adabted       | adapted         | <p> with <b>                  |    |
|  |        | inproved      | improved        | <m> with <n>                  | 2x |
|  |        | gob           | job             | <j> with <g>                  |    |
|  |        | assumbsion    | assumption      | <p> with <b>                  |    |
|  |        | recistance    | resistance      | <s> with <c>                  | 3x |
|  |        | increce       | increase        | <s> with <c>                  | 2x |
|  |        | proplem       | problem         | <b> with <p>                  |    |
|  |        | adobt         | adopt           | <p> with <b>                  |    |
|  |        | inprove       | improve         | <m> with <n>                  |    |
|  |        | confertable   | comfortable     | <m> with <n>                  | 3x |
|  |        | conclution    | conclusion      | <s> with <t>                  | 2x |

|  |        |               |                |                              |    |
|--|--------|---------------|----------------|------------------------------|----|
|  |        | poplic        | public         | <b> with <p>                 |    |
|  |        | berofetable   | profitable     | <p> with <b>                 |    |
|  |        | popelassen    | population     | <t> with <s>                 |    |
|  |        | becauce       | because        | <s> with <c>                 | 2x |
|  |        |               |                |                              |    |
|  | VN-PhS | contunious    | continuous     | <i> with <u>                 |    |
|  |        | binifits      | benefits       | <e> with <i>                 | 2x |
|  |        | popelation    | population     | <u> with <e>                 | 4x |
|  |        | infrastructer | infrastructure | <u> with <e>                 |    |
|  |        | freally       | freely         | <ee> with <ea>               |    |
|  |        | confertablly  | comfortably    | <o> with <e>                 | 4x |
|  |        | letar         | later          | <e> with <a><br><a> with <e> | 3x |
|  |        | hes           | his            | <i> with <e>                 |    |
|  |        | econemy       | economy        | <o> with <e>                 |    |
|  |        | libarty       | liberty        | <e> with <a>                 |    |
|  |        | benfaciary    | beneficiary    | <i> with <a>                 | 2x |
|  |        | comminist     | communist      | <u> with <i>                 |    |
|  |        | contre        | centre         | <e> with <o>                 |    |
|  |        | belivi        | believe        | <e> with <i>                 |    |
|  |        | inergy        | energy         | <e> with <i>                 |    |
|  |        | namber        | number         | <u> with <a>                 | 3x |
|  |        | costomary     | customary      | <u> with <o>                 |    |
|  |        | chana         | china          | <i> with <a>                 | 7x |
|  |        | degenaration  | degeneration   | <e> with <a>                 |    |
|  |        | dependancy    | dependency     | <e> with <a>                 |    |
|  |        | cantry        | country        | <ou> with <a>                | 6x |
|  |        | accomodian    | accommodation  | <io> with <ia>               |    |
|  |        | sameting      | something      | <o> with <a>                 |    |
|  |        | mamber        | member         | <e> with <a>                 |    |
|  |        | adea          | idea           | <i> with <a>                 | 2x |
|  |        | mentiened     | mentioned      | <io> with <ie>               |    |
|  |        | nabour        | neighbor       | <ei> with <a>                |    |
|  |        | genoral       | general        | <e> with <o>                 |    |
|  |        | puople        | people         | <e> with <u>                 |    |
|  |        | agreay        | agree          | <ee> with <eay>              |    |
|  |        | finianciely   | financially    | <ia> with <ie>               | 2x |
|  |        | prefareble    | preferable     | <e> with <a><br><a> with <e> |    |
|  |        | sociaty       | society        | <e> with <a>                 | 3x |
|  |        | calture       | culture        | <u> with <a>                 |    |
|  |        | becouse       | because        | <au> with <ou>               |    |
|  |        | versas        | verses         | <e> with <a>                 | 3x |
|  |        | bunefit       | benefit        | <e> with <u>                 |    |
|  |        | bajet         | budget         | <u> with <a>                 |    |

|  |       |             |              |                               |    |
|--|-------|-------------|--------------|-------------------------------|----|
|  |       | adventge    | advantage    | <a> with <e>                  |    |
|  |       | suificeony  | sufficiency  | <ie> with <eo>                |    |
|  |       | genartion   | generation   | <e> with <a>                  | 3x |
|  |       | surtenity   | certainty    | <e> with <u><br><ai> with <e> |    |
|  |       | davelopment | development  | <e> with <a>                  | 3x |
|  |       | thare       | there        | <e> with <a>                  |    |
|  |       | meltiplay   | multiply     | <u> with <u>                  |    |
|  |       | rainassence | renaissance  | <ai> with <a>                 |    |
|  |       | warld       | world        | <o> with <a>                  |    |
|  |       | ather       | other        | <o> with <a>                  | 2x |
|  |       | cantry      | country      | <ou> with <a>                 | 2x |
|  |       | thir        | there        | <e> with <i>                  |    |
|  |       | poploution  | population   | <a> with <ou>                 |    |
|  |       | poplic      | public       | <o> with <u>                  |    |
|  |       | structor    | structure    | <u> with <io>                 |    |
|  |       | avery       | every        | <e> with <a>                  |    |
|  |       | hormonesly  | harmoniously | <a> with <o><br><ious>with<e> |    |
|  |       | hurmfull    | harmful      | <a> with <u>                  | 2x |
|  |       | commenity   | community    | <u> with <e>                  |    |
|  |       | sociaty     | society      | <ie> with <ia>                |    |
|  |       | cauntry     | country      | <ou> with <au>                | 4x |
|  |       | populatiem  | population   | <io> with <ie>                |    |
|  |       | papelathene | population   | <o> with <a><br><u> with <e>  |    |
|  |       | populatene  | population   | <io> with <e>                 |    |
|  |       | popelasen   | population   | <u> with <e><br><io> with <e> |    |
|  |       | rolmodal    | role model   | <e> with <a>                  |    |
|  |       | cayna       | China        | <i> with <a>                  | 2x |
|  |       | warled      | world        | <o> with <a>                  |    |
|  |       | wamen       | women        | <o> with <a>                  |    |
|  |       | weman       | woman        | <e> with <a>                  |    |
|  |       | deap        | deep         | <e> with <a>                  |    |
|  |       |             |              |                               |    |
|  | OthLS | polycy      | policy       | <i> with <y>                  |    |
|  |       | familys     | families     | <ie> with <y>                 | 2x |
|  |       | contrys     | countries    | <ie> with <y>                 |    |
|  |       | facilitys   | facilities   | <ie> with <y>                 |    |
|  |       | openyon     | opinion      | <i> with <e><br><i> with <y>  |    |
|  |       | aggry       | agree        | <ee> with <y>                 | 4x |
|  |       | sereas      | series       | <ie> with <ea>                |    |
|  |       | cantiys     | countries    | <ie> with <iy>                |    |

|    |                    |             |             |                 |    |
|----|--------------------|-------------|-------------|-----------------|----|
|    |                    | supplied    | supplied    | <ie> with <iye> |    |
|    |                    | desien      | design      | <g> with <e>    | 4x |
|    |                    | risean      | reason      | <o> with <ea>   |    |
|    |                    | countrys    | countries   | <ie> with <y>   | 6x |
|    |                    | opinyon     | opinion     | <io> with <yo>  |    |
|    |                    | howse       | house       | <u> with <w>    |    |
|    |                    | countrys    | countries   | <ie> with <y>   | 3x |
|    |                    | fertily     | fertile     | <e> with <y>    |    |
|    |                    | feuther     | future      | <u> with <h>    |    |
|    |                    | luxuryues   | luxurious   | <io> with <y>   |    |
|    |                    | contrybiut  | contribute  | <i> with <y>    |    |
|    |                    | cayna       | china       | <hi> with <ay>  | 2x |
|    |                    | layk        | like        | <i> with <ay>   | 2x |
|    |                    | pwpole      | people      | <eo> with <w>   |    |
|    |                    | countrie    | country     | <y> with <ie>   | 5x |
| iv | Transposition (Tr) | avaliable   | available   | <l> with <i>    | 3x |
|    |                    | brith       | birth       | <i> with <r>    | 2x |
|    |                    | thier       | their       | <e> with <i>    | 3x |
|    |                    | develompent | development | <p> with <m>    |    |
|    |                    | chldern     | children    | <r> with <e>    | 8x |
|    |                    | conculsion  | conclusion  | <l> with <u>    |    |
|    |                    | peopel      | people      | <l> with <e>    |    |
|    |                    | servies     | service     | <c> with <e>    |    |
|    |                    | chlidren    | children    | <i> with <l>    | 3x |
|    |                    | santiation  | sanitation  | <i> with <t>    |    |
|    |                    | dide        | died        | <e> with <d>    |    |
|    |                    | contineu    | continue    | <u> with <e>    |    |
|    |                    | poilcy      | policy      | <l> with <i>    |    |
|    |                    | guses       | guess       | <e> with <s>    |    |
|    |                    | peopel      | people      | <l> with <e>    | 8x |
|    |                    | sacrset     | scarcity    | <c> with <a>    |    |
|    |                    | popluation  | population  | <u> with <l>    |    |
|    |                    | lonley      | lonely      | <e> with <l>    |    |
|    |                    | abroton     | abortion    | <o> with <r>    |    |
|    |                    | opinoin     | opinion     | <n> with <i>    |    |
|    |                    | acheive     | achieve     | <i> with <e>    | 2x |
|    |                    | adpetd      | adapted     | <t> with <e>    |    |
|    |                    | propelry    | properly    | <r> with <l>    |    |
|    |                    | famliy      | family      | <i> with <l>    |    |
|    |                    | graet       | great       | <e> with <a>    |    |
|    |                    | situation   | situation   | <i> with <t>    |    |
|    |                    | productiev  | productive  | <v> with <e>    |    |
|    |                    | feutuer     | future      | <r> with <e>    |    |
|    |                    | solvde      | solved      | <e> with <d>    |    |

|   |                                          |               |              |              |    |
|---|------------------------------------------|---------------|--------------|--------------|----|
|   |                                          | bleives       | believes     | <i> with <e> |    |
|   |                                          | litel         | little       | <l> with <e> |    |
|   |                                          | dosen't       | doesn't      | <e> with <s> | 2x |
|   |                                          | thier         | their        | <e> with <i> |    |
|   |                                          | onec          | once         | <c> with <e> |    |
|   |                                          | contlor       | control      | <r> with <l> |    |
|   |                                          | gose          | goes         | <e> with <s> |    |
|   |                                          | dide          | died         | <e> with <d> |    |
|   |                                          | instutition   | institution  | <i> with <u> |    |
|   |                                          | foriegn       | foreign      | <e> with <i> |    |
|   |                                          | cirme         | crime        | <r> with <i> |    |
|   |                                          | feritlity     | fertility    | <t> with <i> |    |
|   |                                          | poplution     | population   | <u> with <l> |    |
|   |                                          | chidernn      | children     | <r> with <e> | 2x |
|   |                                          | popluation    | population   | <u> with <l> | 2x |
|   |                                          | feuther       | future       | <r> with <e> |    |
|   |                                          | Chian's       | China's      | <n> with <a> | 5x |
|   |                                          | tiem          | time         | <m> with <e> |    |
|   |                                          | vayre         | vary         | <r> with <y> |    |
|   |                                          | acheive       | achieve      | <i> with <e> |    |
|   |                                          | resoures      | resources    | <s> with <e> |    |
|   |                                          | satisfication | satisfaction | <a> with <c> | 7x |
|   |                                          | oppoistion    | opposition   | <s> with <i> |    |
|   |                                          | aganiest      | against      | <i> with <n> |    |
|   |                                          | thier         | their        | <e> with <i> |    |
|   |                                          |               |              |              |    |
| v | Semantically<br>Different Words<br>(SDW) | match         | much         |              |    |
|   |                                          | plant         | plan         |              |    |
|   |                                          | write         | right        |              |    |
|   |                                          | main          | mean         |              |    |
|   |                                          | fell          | feel         |              |    |
|   |                                          | money         | many         |              | 5x |
|   |                                          | mines         | means        |              | 2x |
|   |                                          | reach         | rich         |              |    |
|   |                                          | went          | want         |              |    |
|   |                                          | too           | to           |              |    |
|   |                                          | there         | their        |              | 2x |
|   |                                          | grate         | great        |              |    |
|   |                                          | tank          | thank        |              |    |
|   |                                          | greet         | great        |              |    |
|   |                                          | craze         | crazy        |              |    |
|   |                                          | now           | know         |              |    |
|   |                                          | chain         | china        |              |    |



|  |        |         |  |     |
|--|--------|---------|--|-----|
|  | dose   | does    |  |     |
|  | tank   | thank   |  |     |
|  | reach  | rich    |  |     |
|  | hole   | whole   |  |     |
|  | vary   | very    |  | 2x  |
|  | there  | their   |  | 2x  |
|  | police | policy  |  | 4x  |
|  | lake   | lack    |  |     |
|  | chains | Chinese |  | 10x |
|  | close  | cloth   |  | 3x  |
|  | on     | one     |  |     |
|  | grate  | great   |  | 2x  |
|  | fell   | feel    |  |     |
|  | there  | their   |  | 2x  |
|  | mean   | main    |  |     |
|  | many   | money   |  |     |
|  | wall   | well    |  |     |
|  | money  | many    |  | 2x  |
|  | ware   | wear    |  | 2x  |
|  | thin   | think   |  |     |
|  | an     | un      |  | 2x  |
|  | cane   | can     |  |     |
|  | county | country |  |     |
|  | their  | there   |  |     |
|  | god    | God     |  | 2x  |
|  | sea    | see     |  |     |
|  | their  | there   |  |     |
|  | cause  | case    |  | 2x  |
|  | mach   | much    |  |     |
|  | its    | it is   |  |     |
|  | write  | right   |  |     |
|  | chain  | china   |  | 2x  |
|  | bay    | by      |  |     |
|  | know   | now     |  |     |
|  | sow    | saw     |  |     |
|  | hole   | whole   |  |     |
|  | will   | well    |  |     |
|  | reach  | rich    |  |     |
|  | there  | their   |  | 3x  |
|  | these  | this    |  |     |
|  | much   | match   |  |     |
|  | con    | can     |  |     |
|  | ward   | word    |  |     |
|  | heath  | health  |  |     |
|  | list   | least   |  |     |

# Appendix-10: Frequency of Wrongly used Words in the Test

| No. | Words                  | Frequency * |
|-----|------------------------|-------------|
| 1   | accommodation          | 44          |
| 2   | achieved               | 51          |
| 3   | applicable             | 23          |
| 4   | beginning              | 37          |
| 5   | believe                | 38          |
| 6   | development            | 19          |
| 7   | government             | 15          |
| 8   | interesting            | 28          |
| 9   | interviewed            | 47          |
| 10  | knowledge              | 14          |
| 11  | friction               | 26          |
| 12  | catches                | 11          |
| 13  | coughing               | 50          |
| 14  | proprietor             | 52          |
| 15  | opportunity            | 20          |
| 16  | occupation             | 17          |
| 17  | successful             | 43          |
| 18  | techniques             | 18          |
| 19  | Whether                | 57          |
| 20  | Which                  | 8           |
| 21  | amateur                | 54          |
| 22  | communicate            | 9           |
| 23  | tourist                | 16          |
| 24  | receive                | 53          |
| 25  | spelling/pronunciation | 19          |
| 26  | composition            | 9           |
| 27  | explanation            | 18          |
| 28  | opinion                | 26          |
| 29  | permission             | 24          |
| 30  | cinemas                | 29          |

\* Refers to the number of students who select wrongly spelt alternatives



Appendix-11: The Amharic Version of Sample Students Response to the Interview

ተማሪ 1

ጠያቂ: አጭር ድርሰት በእንግሊዘኛ ስትጽፍ በቃላት ውስጥ የፊደላት ግድፈት ትፈጽማለህ?

ተማሪ 1: አዎ አልፎአልፎ እፈጽማለሁ

ጠያቂ: ስህተቶችህ የፈለከውን ቃል ትርጉም ሊለውጡ ይችሉ ይሆን ወይም የሚለውጡ ገጥመውህ ያውቃሉ?

ተማሪ 1: አዎ። አነጻጻጼ ማለት ነው።

ጠያቂ: አንጻንዴ በምትጽፋቸው ኮምፖዚሽን ውስጥ የሚገጥሙ የፊደላት ግድፈት በቃላት ውስጥ የዐረፍተነገሩን መልእክት (አንተ የፈለከውን መልእክት) የመቀየር አዝማሚያ አስተውለህ ታውቃለህ?

ተማሪ 1: አዎ ይቀይራሉ። ለምሳሌ ሲነበቡ አንድ አይነት ንግግር ያላቸው ግን የተለያየ ትርጉም ያላቸው ያስቸግራሉ።

ጠያቂ: ስለዚህ አንጻንዴ የምትጽፋቸው ቃላት እስፔሊንግ ስህተቶች ትርጉሙን ይቀይራሉ ማለት ነው?

ተማሪ 1: አዎ የሚፈለግን መልእክት ላያስተላልፏ ይችላሉ።

ጠያቂ: ከዚህ ጋር ተያይዞ መምህራችሁ ውጤት (ማርክ) ያስይዙታል?

ተማሪ 1: አዎ ማርክ ያስይዛሉ። አስራ ሁለተኛ ክፍል ከገባሁኝ እስፔሊንግ ስንፈተን አስራ አንደኛም እያለሁ 'ኮምፖዚሽኖችን' ስንፈተን 'እስፔሊንግ ኢረር' ብለው 'ኬርለስሊ' እየተባለ ነው የሚመለስልን ። እንዲሁም ማርክ አለው በተለይ በእንግሊዘኛ ትምህርት ጊዜ።

ጠያቂ: በተዘጋጀው የአስራ ሁለተኛ ክፍል መጽሀፍ (የተማሪዎች ቴክስት) ውስጥ ቃላትን በትክክል ከመጻፍ አኳያ እገዛ ያደርግላችኋል?

ተማሪ 1: ከጀርባው ከአፔንዴክስ ጋር ኮመን ኢረር ስፔሊንግ በሚል ርእስ በተደጋጋሚ የምንሳሳታቸውን ቃላት አሉ። የሚያሳስቱ ቃላት አሉ ብዙ ባይሆኑም የተቻለው ተደርጓል።

ጠያቂ: ከዚያ ባሻገር የፊደላት ህግጋትን (Spelling Rule) በተመለከተስ?

ተማሪ 1: ስፔሊንግ ህግጋትን አስራ ሁለተኛ ክፍል አንማርም። 'ለዎር ግሬድ' ላይ እንማር ነበር። ለምሳሌ ዘጠነኛና አስረኛ ክፍል ላይ 's' የሚጨመርባቸው ስለ 'ፐሉራል' እንዲሁም እንዲሁም 'tense' ስንማር ግሶች ወደ ነጠላ ቁጥር ሲሆኑ 's' ይጨመርባቸዋል የሚሉትን ነገሮች እንማር ነበር።

ጠያቂ: በየትኛው የክፍል ደረጃ መጽሀፍ ላይ መካተት አለበት ብለህ ታምናለህ?

ተማሪ 1: እንደ እኔ ሁሉም ላይ ቢካተቱ ነው ደስ የሚለኝ አሁን ብቻ ሳይሆን ማለት ነው (ለአስራሁለተኛ ክፍል ብቻ ሳይሆን) ትልልቅ የሚባሉ ሰዎች በማስተማር ደረጃ ያሉ ስፔሊንግ ይሳሳታሉ። ስለዚህ ስፔሊንግ ሩል ለሎዎር ግሬድ ብቻ መተው ያለበት አይመስለኝም። እዚህ አስራ ሁለተኛ ክፍል የሚገቡ ተማሪዎች አብዛኛው ማትሪክን እንደአጋጣሚ ይሆናል የሚያልፉት። ብዙዎቹ ተማሪዎች ይህንን የስፔሊንግ ፕሪንሲፒል ሳትስፋይ የሚያደርጉት አይመስለኝም። ስለዚህ ለዎር ግሬድ ላይ ያሉ የስፔሊንግ ትምህርቶች አስራ ሁለተኛ ክፍ ላይ በአጭር በአጭሩ ቢኖሩ እኔ ደስ ይለኛል። ከዚህም በላይ ቢኖሩ።

ጠያቂ: አንተስ በግልህ የምታደርገው ጥረት አለ?

ተማሪ 1: ብዙ ጊዜ አዳዲስ ቃላቶችን ሳውቅ ስፔሊንጎችን ለማየት እሞክራሁ። ለምሳሌ ስፔሊንጎችን ብቻ ሳይሆን እንዴት እንደሚነበቡም ማለት ነው። ለምሳሌ ‘ራፍ’ አነባበብ አለ አይደል ‘ኦሬንጅ’ የሚለውን ‘ኦሬንጅ’ ተብሎ ይነበባል አይደል። በዛ ስታይል ለመያዝ እሞክራሁ።

ጠያቂ: የራስህ ስታይል ነው ማለት ነው? በራስህ ፕሮፍውንሴሽን ማለት ነው

ተማሪ 1: አዎ ሳወራ ‘ኦሬንጅ’ እላለሁ ግን በአእምሮ የስፔሊንጉን የምቀርጸው ‘ኦሬንጅ’ ብዩ ነው።

ጠያቂ: መምህራችሁ (የእንግሊዘኛ መምህራችሁ ማለቱ ነው) በግላቸው የሚያደርጉላቸው ጥረት አለ?

ተማሪ 1: ብዙ ጊዜ ፈተና መስጠት እንጂ ብዙ ጊዜ የምትሳሳቱት ቃል ይህ ነው ይህንን ስፔሊንጉን ያዙት አይሉንም። ስፔሊንጉ አፔንዴክስ ላይ መኖሩንም የሚያውቁት ትንሽ ተማሪዎች ናቸው። መጽሀፉን የሚያዩ ተማሪዎች ማለት ነው። ብዙ ተማሪዎች ላያውቁ ይችላሉ። እና አንዴ ነው የተፈተነው (ስፔሊንግ ፈተና ማለት ነው) አስራሁለተኛ ክፍል ከገባን ብዙ ጊዜ የሚሰጡት ትኩረት የለም። እንዲያውም ሲያስጽፉን እማላውቀው ቃል ከሆነ ሲነበብ ሲጻፍ ጠበቅ አርጎ የሚናገረው ከሆነ ለምሳሌ ደብል አደርገዋለሁ። ለምሳሌ ‘y’ ተብሎ የሚነበበውን ‘i’ አድርጌ የምጽፈው እኔ እያሰብኩኝ ነው እንጂ ስፔሊንጉ እንደዚህ ነው ብለው ብዙ ጊዜ አይናገሩም። ስንጽፍ እስፔሊንጉን እየነገሩን ብንጽፍ የለለጠ ግድፈት እንዳይኖርብን ያደርጋል።

በቃል ጻፉ እንባላለን ግን መምህራኖች ስፔሊንግ አያዩም አጠር ያሉ ወረቀቶች ላይ ነው እንጂ ለምሳሌ ከአምስት የምንፈተነው ፈተና ከሆነ አንዳንድ ቃል ነው እንጂ የሚያዩት አረፍተ ነገር ወይም ‘ፓራግራፍ’ ከሆነ አያዩም እንደውም ይደብራቸዋል መሰለኝ አንብቡ ነው የሚሉን። ብዙዎች እንዲህ አይነት ነገር ላይ ይሰንፋሉ። ለ ‘ስፔሊንግ’ ተጨንቀው አያውቁም ለ ‘ስፔሊንግ’ የሚጨነቁት ፈተና ላይ ነው። ለምሳሌ ‘ፔሽንት’ የሚለውን ቃል ጻፍ ትባላለህ ። አሁን ይህ ለማረም አይከብዳቸውም ። ቀለል ያለ ስራ ነው የሚወዱት መምህራኖቻችን።

ጠያቂ: ከዚህ ተነስተን ለንግግር ችሎታና ለጽሁፍ የተሰጠው ዋጋ እኩል አይደለም ማለት እንችላለን?

ተማሪ 1: አዎ እኩል አይደለም በዙ ጊዜ ተማሪው ክፍል ውስጥ እንዲናገር ነው የሚፈልጉት። እንዲጻፍና ስፔሊንግ ልክ ነው አይደለም የሚለው ነገር ላይ አትኩሮት አይሰጡም። አራቱም የቋንቋ ‘ስኪሎች’ እኩል አትኩሮት ቢሰጣቸው ጥሩ ነው እላለሁ። አንዱ ያላንዱ ይኖራል ማለት ይከብዳል። ሁሉም አላስፈላጊዎች ናቸው። የመናገር ችግር ስላለብን ነው መሰለኝ መምህራኖች ከማጻፍ እንድንናገር ነው ትኩረት የሚሰጡ በት/ቤቱ ውስጥ ‘ኢንግሊሽ ደይ’ አለ እንደዚህ አይነት ፕሮግራሞችን ለንግግር ክለፍል ውስጥ ደግሞ ለጽሁፍ አትኩሮት ቢሰጥ የሚል አስተያየት አለኝ።

ጠያቂ: ለእስካሁኑ በጣም አመሰግለሁ። በተጨማሪ መሆን አለበት የምትለው ነገር ካለ እድሉን ልስጥህ

ተማሪ 1: በዚህ አጋጣሚ መናገር የምፈልገው ለመምህራን ‘እስፔሻል’ የሆነ ‘አቴንሽን’ ተሰጥቶ መሰራት አለበት እነሱ በስነ ስርአት ካልተሰሩ መምህር ማለት ሞልድ ነው። ተማሪዎችን ሞልድ አድርጎ የሚያዋጣ። ያ ‘ሞልድ’ ከተጣመመ የተጣመመ እቃ ነው የሚያወጣው ስለዚህ በእንግሊዘኛ ትምህርት (እንግሊዘኛ ቋንቋ ኢንተርናሽናል እየሆነ ነው) ያለ እንግሊዘኛ ምንም ነገር መስራት አንችልም የምንልበት ጊዜ እየሆነ ነው ። የእንግሊዘኛ መምህራን በመጽሀፍቱ ላይ ያሉትን ተጠቅመው መነጋገር ከሆነ መነጋገር ጽሁፍ ከሆነ ማስጻፍ ያለ ምንም ድካም ትውልድ ከመቅረጽ አንጻር ትልቅ ስራ ቢሰራ የሚል ሀሳብ ነው ያለኝ አመሰግናለሁ።

ጠያቂ: አመሰግናለሁ።

ተማሪ 2

ጠያቂ: አጭር ድርሰት በእንግሊዘኛ ጽፈሽ ታውቂያለሽ?

ተማሪ 2: አዎ።

ጠያቂ: አጭር ድርሰት በምትጽፈበት ወቅት በቃላት ውስጥ የፊደላት ግድፈት ፈጽመሽ ታውቂያለሽ?

ተማሪ 2: አዎ ብዙ ጊዜ።

ጠያቂ: ብዙ ጊዜ ስትይ በተደጋጋሚ ስህተቶች ይከሰታሉ?

ተማሪ 2: አዎ።

ጠያቂ: እነዚህ በተደጋጋሚ የሚከሰቱት ስህተቶች መግለጽ የፈለግሽውን ቃል ትርጉም ይለውጡታል?

ተማሪ 2: አዎ ብዙ ጊዜ ስጽፍ አጋጥሞኝ ያውቃል።

ጠያቂ: ከፊደላት ግድፈቶችሽ ውስጥ የአረፍተነገሩን መልእክት የሚቀይሩ አጋጥመውሽ ያውቃሉ?

ተማሪ 2: አዎ።

ጠያቂ: እነዚህ የፊደላት ግድፈት ለማስተካከል (ለማሻሻል) አንቺ በግልሽ ያደረግሽው ጥረት አለ?

ተማሪ 2: ማለት እኔ ብዙ ጊዜ ትኩረት አልሰጠውም አስተማሪዎቼ ራሳቸው ብዙ ትኩረት አይሰጡትም።

ጠያቂ: ለምንድን ነው በግልሽ ጥረት የማታደርገው?

ተማሪ 2: ሲያስተምሩን ብዙ ትኩረት እንዳንሰጠው አድርገው ነው ያስተማሩን። ስፔሊንግ ላይ አስተማሪዎቼም ተማሪዎቼም ቢሰሩት ጥሩ ነው ብዬ አስባለሁ።

ጠያቂ: በአስተማሪዎች የተሰጠው ዋጋ አናሳ መሆን አንቺም ትኩረት እንዳትሰጭው አድረጎሻል ማለት ነው?

ተማሪ 2: አዎ።

ጠያቂ: መጽሀፋችሁስ ላይ ፊደላትን በቃል ውስጥ በትክክል ማስቀመጥን በተመለከተ መወያየ ርዕስ ጉዳዮች አሉ?

ተማሪ 2: 'ቴክኒቱ' ላይ አሉ። ሊኖር ይችላል። ማለት እኔ ቴክኒቱን ብዙም አላየውም።

ጠያቂ: አመሰግናለሁ።

ተማሪ 2: እኔም አመሰግናለሁ።

ተማሪ 3

ጠያቂ: አጭር ድርሰት በእንግሊዘኛ ስትጽፈ በቃላት ውስጥ የፊደላት ግድፈት ትፈጽሚያለሽ?

ተማሪ 3: ብዙ ጊዜ ኮምፓዚሽን ስንጽፍ የፊደላት ግድፈቶች ያጋጥማሉ።

ጠያቂ: የፊደላት ግድፈትሽ በተደጋጋሚ የሚከሰቱ ናቸው ወይስ አልፎ አልፎ

ተማሪ 3: ኮምፓዚሽን ስጽፍ በአንድ ፓራግራፍ ውስጥም ቢሆን አንድ ሶስት ቃላቶች ሚስ ማድረግ አይቀርም።

ጠያቂ: እነዚህ የፊደላት ግድፈቶች ማስተላለፍ የፈለግሽውን ቃል ትርጉም ይቀይሩታል?

ተማሪ 3: ብዙ ጊዜ አይቀይሩብኝም ምክንያቱም ብዙ ጊዜ የምሳሳታቸው አናባቢ የሚባሉትን ቃላት ነው የምቀያይረው። አልፎ አልፎ ሊያሳስቱብኝ የሚችሉት ደግሞ 'ደብሊንግ' ሊደረጉ የሚችሉ ቃላቶች ነው እንጂ ይህን ያህል 'ኮንቴክስቱ' የሚቀያየር አጋጥሞኝ አያውቅም።

ጠያቂ: በተዘጋጀው የአስራ ሁለተኛ ክፍል የእንግሊዘኛ መጽሀፍ ውስጥ ፊደላትን በትክክል ከማስቀመጥ አኳያ እገዛ የሚያደርግላችሁ መወያያ ርእሰ ጉዳይ አለ?

ተማሪ 3: መጽሀፉ በእስፔሊንግ ላይ ብዙም ነገር የለውም። አስተማሪው 'ኢንተረስትድ' ሆኖ ሌላ ነገር ካልጨመረልን በስተቀር መጽሀፉ የለውም። መጨረሻ 'አፔንዴክስ' ላይ ብዙ ጊዜ 'ሚስ' የሚደረጉ ቃላቶች አሉ። ወደ ሀያ የሚሆኑ ይመስለኛል። በአንደኛ 'ፔጅ' ነው የተቀመጡት። እነሱ ቃላቶች አሉ። እነሱም ደብል የሚደረጉ፣ ረጃጅም ቃላቶች ናቸው። ግን ይህን ያህል ትኩረት ሰጥቶ የሚሰራው ነገር የለም። በተለይ አስራ ሁለተኛ ክፍል ከገባሁ በኋላ ይመስለኛል እንግሊዘኛ መምህራችን 'ኢንተረስትድ' ሆነው አይደለም የሚያስተምሩት። ደስብሎአቸው ሊያስተምሩን የሚፈልጉት 'ግራመር' እና የመሳሰሉትን ነው እንጂ 'እስፔሊንግ' ትኩረት አይሰጡም። መጽሀፉ ትኩረት ስላልሰጠው ይመስለኛል እነሱም ትኩረት የማይሰጡት።

ጠያቂ: ግን ውጤት (ማርክ) የማስቀነስ ነገር አለ?

ተማሪ 3: ተሰጥቶን አስራ አንደኛ ክፍል ይመስለኛል ብዙ 'እስፔሊንግ ኢረር' ብለው ጭራሽ ሳይታረም ይመለሳል። ለምን እንደተመለሰ እንኳን ሳይታወቅ ይችላል። ተማሪው ሄዶ ካልጠየቀ በስተቀር 'እስፔሊንግ ኢረር' ነው ተብሎ አይመስለኝም ። ማርክ

ለመስጠት ብቻ ‘ራፍሊ’ ያነቡታል። ተማሪውን ለማበላለጥ እንጂ ተማሪው ምን ያህል አውቆታል የሚለውን አይደለም።

ጠያቂ: ውጤት ይሰጠዋል ግን ጥረት የለም ማለት ነው?

ተማሪ 3: አዎ።

ጠያቂ: ሁለቱን ነገሮች እንዴት ትገልጫቸዋለሽ?

ተማሪ 3: አላውቅም ወይስ ለእነሱ የሚሰጣቸው ካሪኩለም የሚሰሩበትን ይሆናል። ግን በእስፔሊንግ ላይ ብዙ አይሰሩም ። ኮምፓዚሽን ሲሰጥ ብዙ ጊዜ ማርክድ አያደርጓቸውም። አሳይመንት ተሰጥቶን ክፍል ውስጥ ወጥተን ነው ‘ፕረዘንት’ የምናደርገው ከዚያ መምህሩ ገለጥ ገለጥ አድርጎ ነው የሚያያቸው። በብዛት ነው መሰለኝ የሚያስቡት በፔጅ ማርክ’ ይሰጣሉ። ወይም የመናገር ችግር ስላለብን ማን ጥሩ ይናገራል በሚለው ጭምር ነው እንጂ እስፔሊንግ ላይ ትኩረት አይሰጡም።

ጠያቂ: አንቺ እኩል ዋጋ ለንግግርና ለጽሁፍ መስጠት አለበት ብለሽ ታምኛለሽ?

ተማሪ 3: አዎ ምክያቱም እንግሊዘኛ ካልጻፍክ ካልተናገርክ ካላነበብከው ‘አንደርስታንድ’ ካላደረከው ምንም ትርጉም የለውም እንግሊዘኛ መማሩ።

ጠያቂ: በመጨረሻ የምትገልጪው (የምትጨምረው) ሀሳብ ካለ?

ተማሪ 3: ‘እስፔሊንግ ቤዚክ’ ነው ለትምህርት ስለዚህ መምህራን ትኩረት ሰጥተውት ብንማር ደስ ይለኛል። እኛ ተማሪዎችም ትኩረት ብንሰጠው ‘አሪፍ’ ነው እንጠቀምበታለን።

ጠያቂ: አመሰግናለሁ።

ተማሪ 3: እኔም አመሰግናለሁ።

#### ተማሪ 4

ጠያቂ: አጭር ድርሰት በእንግሊዘኛ ጽፈህ ታውቃለህ?

ተማሪ 4: አዎ።

ጠያቂ: አጭር ድርሰት በእንግሊዘኛ በምትጽፍበት ወቅት የፊደላት ግድፈት ትፈጽማለህ?

ተማሪ 4: አዎ።

ጠያቂ: ስህተቶችህ በተደጋጋሚ ይከሰታሉ?

ተማሪ 4: ይከሰታሉ። ብዙ ጊዜ እንደውም ፊደል ግድፈት ላይ ብዙ ‘አቴንሽን’ አልሰጥም አላተኩርባቸውም።

ጠያቂ: የማታተኩርበት ምክንያት ምንድን ነው?

ተማሪ 4: ፈተናዎቻችን ብዙ ጊዜ ጽሁፍ ላይ የሚያተኩሩ አይደሉም። በምርጫ መልክ ናቸው። እና ስለእስፔሊንግን የሚመለከት የትምህርት ‘ሌሰን’ በመጽሀፋችን የለም። እና አብዛኛውን ጊዜ ‘እስፔሊንግ’ ላይ ብዙም ጊዜ አንወስድም (አናተኩርም)። በዛ ምክንያት ይመስለኛል።

ጠያቂ: የእንግሊዝኛ አስተማሪህ የፊደላትን ግድፈትን ውጤት (ማርክ) ያስይዙታል?

ተማሪ 4: አዎ አንድ አንድ ጊዜ ማርክ ይደረጋል። ለምሳሌ አንዳንድ ጊዜ ዳሽ ሙላዎች በሚኖሩበት ጊዜ የሚጻፍ ስሞች ሊኖሩ ይችላሉ። አንዳንድ ነገሮች ላይ ስህተት ሲኖርብን ያከቡበታል ወይም ያሰምሩበታል። ማርካችንን ግን አይቀንሱብንም።

ጠያቂ: ከፊደላት ግድፈቶችህ ውስጥ መግለጽ የፈለግከውን ቃል ትርጉም የሚቀይሩ ስህተቶች ገጥመውህ ያውቃል?

ተማሪ 4: ቃል ትርጉም መቀየር ሳይሆን ብዙ ጊዜ ቅድም እንደነገረኩህ እስፔሊንግ ላይ አላላተኩርም እና ከጨረስኩ በኋላ ታርሞ ከመጣ በኋላ ምናምን ነው ስለእስፔሊንግ ማየት የምጀምረው። እየጻፍኩ ግን ስህተት መስራቴን አላስተውለውም። ሲመለስ በየመሀሉ ‘አሚት’ አድርጌ የምጽፋቸው ወይም ‘ደብል’ አድርጌ የምጽፋቸው ይኖራሉ። ያኔ ነው ስህተቴን የማየው ይኸ የራሴ ችግር ሊሆን ይችላል።

ጠያቂ: ታርሞ ከመጣ በኋላ፤ ከአስተማሪው ጋር ትወያያላችሁ?

ተማሪ 4: ያው ባንወያይበትም የራሳችንን ስህተት እናውቃለን። ብዙም ጊዜ ስለማይኖር ከአስተማሪ ጋር አንወያየም።

ጠያቂ: በተደጋጋ የሚከሰቱት የቃላት ግድፈቶች የትኞቹ ናቸው?

ተማሪ 4: አብዛኛው ጊዜ ፊደላትን የመተው ነው።

ጠያቂ: በመጽሀፉ ውስጥ መካተት አለበት ብለህ ታምናለህ?

ተማሪ 4: በጣም! በእንግሊዝኛ የሚያስፈልገውም ‘ፓርት’ ይኸ ነው።ይህ ስህተት በሁሉም የት/ደረጃዎች ይታያል። ስለዚህ ተማሪውም ትኩረት እንዲሰጠው ‘ሌሰን’ ፕላን ውስጥ ቢካተት ጥሩ ይመስለኛል።

ጠያቂ: አንተ በግልህ የምታደርገው ጥረት አለ?

ተማሪ 4: በግሌ የማደርገው ጥረት ስህተቶቼን ካየሁ በኋላ ‘ዲክሽነሪ’ ላይ አያለሁ። እና ያን ቃል ላለመርሳት ደጋግሜ አስታውሰዋለሁ። እና የተለያዩ መንገዶችንም እጠቀማለሁ ያንን ቃል ለማስታወስ።

ጠያቂ: አመሰግናለሁ።

ተማሪ 4: እኔም አመሰግናለሁ።



## **Appendix-12: The English Version of Sample Students Response to the Interview**

### **Student 1**

Interviewer: Do you commit spelling errors when you write compositions?

Student 1: Yes, sometimes. I do.

Interviewer: Do your errors change the meanings of the intended words?

Student 1: Yes, sometimes.

Interviewer: Do such errors alter the overall meaning of sentences?

Student 1: Yes. They change. For example words with the same pronunciation which vary in meaning can bring such problems.

Interviewer: So, do you mean that some of your spelling errors change the message what you need to transfer?

Student 1: Yes. They may not convey the intended message.

Interviewer: Do your spelling errors graded or deduct marks for spelling errors committed?

Student 1: Yes, they mark it. In grades 11 and 12, teachers returned compositions back marking (or giving scores to) our errors. They also consider us as we are careless.

Interviewer: Does your text book have space for spelling lessons?

Student 1: Of course, there are words which are listed, in the appendix, as they are the most frequent misspelled words. However, I don't think that the given words are adequate to solve our problem.

Interviewer: What about spelling rules?

Student 1: We don't learn spelling rules in grade 12. We learned in lower classes. For example, when we discussed tenses and how to make plurals in grades 9 and 10, we learned that singular verbs add 's'.

Interviewer: In which grade level do you say that spelling lessons should be incorporated?

Student 1: As to me, since the problem is not only limited to a certain grade level, at all levels students should get the chance of learning how to spell words. So, it should not be left only to lower classes. Most of grade 12 students, for example, are here by chance. They lack the ability of spelling out words correctly. Therefore, brief spelling lessons should get coverage in grade 12 text book; and even beyond this level.

Interviewer: Do you use extra effort to be familiar with words spelling?

Student 1: I usually try to observe words spellings when I face new words. In this case, I utilize my own techniques to attain its spelling easily. For example, I capture the spelling of the word orange Pronouncing it as / rand e /. When I speak I say / rind /, but for its spelling purpose, I hold it as / rand e/.

Interviewer: Do your teacher on his/her own use extra effort to help the students spell words accurately?

Student 1: Mostly they give us tests. But they don't tell us how to spell words properly. Let alone teaching the ways of spelling out words, we have been given a test regarding spelling once this year.

Of course, our English teacher often dictates us. In such lessons, I put letters of words using my own consideration. The teacher doesn't tell us the spellings of words as a result of the little attention given towards it. Besides, the teacher prefers to check only single words after we are told to write individual letters like 'patient'; not words in compositions.

Interviewer: Based on your speech, can I say that writing and spelling skills have not received relative attention?

Student 1: Yes. Teachers want their students to speak in the class room. They don't give as adequate attention to writing as speaking skill. In my thought all the skills should inseparably be given equal value.

Interviewer: Do you have additional idea which you would like to say?

Student 1: With in this chance, I would like to comment that teachers should be produced by giving them standardized training and by making them competent enough as far as English language teaching is concerned. If an institute produces inefficient teachers, the result will be hazardous to get properly shaped generation.

Interviewer: Thank you so much.

Student 1: You are welcome.

## **Student 2**

Interviewer: Do you write compositions in English?

Student 2: Yes.

Interviewer: When you write compositions, do you commit spelling errors?

Student 2: Yes, most of the time.

Interviewer: Do you mean that the errors happen frequently?

Student 2: Yes.

Interviewer: Do these errors change the meanings of the words you need to convey?

Student 2: Yes. I mostly found such errors.

Interviewer: Do such errors distort the meanings of sentences?

Student 2: Yes.

Interviewer: Have you tried to improve your spelling skill on your own?

Student 2: I don't give due attention to my spelling errors as the teachers have almost neglected it.

Interviewer: Does your text book have topics for spelling teaching?

Student 2: Yes, there are. There could be. I mean, I don't use the text book.

Interviewer: Thank you.

Student 2: You are welcome.

### **Student 3**

Interviewer: When you write compositions, do you commit spelling errors?

Student 3: Mostly I faced spelling errors when I write compositions?

Interviewer: Do these errors occur persistently?

Student 3: I committed at least three misspelled words in a paragraph.

Interviewer: Do such errors alter the meanings of words?

Student 3: Mostly I did wrong use on the positions vowels, so they don't change the meanings of words. I also sometimes confused with words with double letters which doesn't change the context of the intended meaning.

Interviewer: Does your text book have appropriate topics for spelling lessons?

Student 3: Even if there some words listed down at the back page of the text book, it is not enough as compared to our rooted problem of spelling skill. Teachers themselves are not interested to design their own materials and help us regarding spelling. This could, of course, be as a result of the little attention given in the prescribed course book.

Interviewer: Do your teachers give marks (scores) to spelling errors?

Student 3: I remember In grade 11 the teacher got our compositions back without giving results and comments to compositions at all because of the misspelled words recurred in the compositions. Now, the teacher make only a rough look for the sake of giving marks and not to check what and why students put something down.

Interviewer: At last if you have anything to say, let me give you the chance.

Student 3: Spelling is one of the basic skills, so teachers and we, students, should give adequate attention so as to be efficient in written communication.

Interviewer: Thank you.

Student 3: Take it easy.

#### **Student 4**

Interviewer: Do you write compositions in English?

Student 4: Yes.

Interviewer: If so, do you commit spelling errors in compositions?

Student 4: Yes.

Interviewer: Do the errors happen frequently?

Student 4: Yes. They happen. Surprisingly, most of the time, I don't give reasonable attention for my spelling errors.

Interviewer: Why don't you give considerable attention to your errors?

Student 4: Because our exams do not focus on writing. They are mostly multiple choice items.

Besides, the text book has hardly had lessons with focal point on spelling. As a result, we have no time to spend on spelling lessons.

Interviewer: Do your teachers mark (score) spelling errors in compositions or any other tasks?

Student 3: Yes. The teacher sometimes marked it but not always. For example sometimes the teacher prepares fill in the blank tests and when we misspelled words the teacher circled it or underlined it.

Interviewer: Do your misspellings change the meanings of the words which you would like to transfer?

Student 4: The errors are not as such severe, but I don't give due attention when I write. I usually observe such errors after the teacher bring my writing task back. This could, of course, be my problem.

Interviewer: Do you discuss with your teacher after it is brought back to you?

Student 4: Though we don't discuss with the teacher, we identified our problems.

Interviewer: Which error type does persistently occur?

Student 4: Mostly letter omission.

Interviewer: Do you think that such topics should be incorporated in grade 12 text book.

Student 4: Definitely. In English this is the most important part. This problem is also observed at any level and not only in grade 12 students. Therefore, to help students give considerable attention to the area, it should, I think, be found in the course book.

Interviewer: Do you, by yourself, make extra effort to improve your spelling skill?

Student 4: On my own, I tried to check the misspellings I committed by looking at a dictionary.

In order not to forget the wrongly spelt word, then, I try to remind the word now and again.

Interviewer: Thank you.

Student 4: You are welcome.

## Appendix-13: Teachers' Response to the Interview

### Teacher 1

Interviewer: Do learners commit spelling errors when you invite them to write a composition?  
How severe is it?

Teacher 1: Yah! they commit. One of the problems as far as writing is concerned is spelling error, you know. They all, I can say, except few, all students commit the error. And I think the problem is very very great. Simply, when you give them very simple word, they can't spell it correctly.

Interviewer: What I think from your expression is that it is too severe.

Teacher 1: Yah! I can say it is too severe especially when you come to social science students, but when we come to natural science you can get outstanding students who can spell correctly but when we come to the social science one you can get such great problems. Because, you know they are supposed to be low achievers in comparison to natural science students, because outstanding students join natural science. So you can get good students in the natural science when you come to the social science one there are many students who commit these mistakes.

Interviewer: Do you check or work these errors in the students' compositions?

Teacher 1: Yah! We check it and mark it and we deduct some marks from that one. Not only in writing also in dictation, for example, the plasma teachers says we should deduct half or something like that. So, we check spelling not only in writing but also in listening as far as dictation is concerned.

Interviewer: Do the students make extra effort to improve their spelling particularly in spelling out words correctly?

Teacher 1: Right, but you know after we observe errors ,I myself do like this, I select their error, jot down in my note book and I stated on the based and I tell them the correct spelling and in tell them to study and I tell them also write it five times or four times and the like. So, I tell them for that time they do it but I don't know what they do after the class.

Interviewer: You mean, you don't have any information whether they use extra effort to improve their spelling skill or not.

Teacher 1: Yah! Especially in grade 12 we are running to cover the lesson and to give them additional lesson because they are preparing for the exam. So, that's why we don't have extra hours to check their spelling.

Interviewer: What kinds of errors do you observe that happen persistently in learners compositions? For example,

Do the learners' omit letters?

Do they add letters?

Do they change positions of letters in a word?

Do they substitute a letter with another?

Teacher 1: Good, yah! you are right just the most common especially, I can say, for most of the students, the most common error is omitting vowels. I can say, sometimes they write the consonants only. For instance: to say 'bread' like 'brd' like that. So, they don't consider the vowels, you know they omit for this and sometimes also they don't follow the rules. There are spelling rules, for example doubling the consonants, omitting the vowels. They don't consider these things simply they do by themselves. But those who have knowledge, I can say few students, do this one, they know the correct spelling and they write it like that, but most of them commit error.

Interviewer: You said that students do not use spelling rules. Do they learn spelling rules?

Teacher 1: They learn, you know even though it is very shallow especially in grade 11, we have a lesson to spelling. There are ample spelling rules that students should learn but what is supplied is, it's only supplied in book 1 even. It doesn't extend to book 2 even. So, it is very small, very little. In my opinion spelling rule should be given in a very great depth.

Interviewer: When you check pupil's composition do you get misspelled words that vary in meaning with what is intended to be written?

Teacher 1: Good. But, you know, when you read their composition even though there is spelling error, but you could understand what they mean. That means what they are writing is they don't change word but they omit some letters. So, simply even though there is spelling error, you can understand what they mean, or what they



are meaning .So, I can say that, no student has used another word instead of a word which should be written.

Interviewer: Didn't you face any sentence which you can not understand because of there spelling errors?

Teacher 1: Okay this is another problem you know. It is not because of the spelling but another problem. The other problem here is that sentence construction, grammatical. So grammar and sentence construction by itself and word order, these all can bring about meaning change but not because of the spelling.

Interviewer: Does the learners' text-book have space for spelling teachers?

Teacher 1: Okay as I have said before, it's limited to book-1 grade 11 only. We have about 3 books grade11 book 1 and 2 and grade 12 another book. So, it is treated only in book 1 grade 11. And also, just you can get some after 2 units or something like that. And even if it has a section, for example, we have writing, reading sections. All the skills have their own sections in a unit. So, spelling rules should have also its own section in each unit. But, you know, directly or indirectly, spelling can be taught, for example, by yourself you can teach when you are teaching composition, for example, you observe some sample compositions and you see it and you have your own note and can teach spelling and so on just in composition lesson, listening lesson especially in dictation, teachers can also do it by him/herself.

Interviewer: Have you used extra effort in order to help pupils to spell out words correctly?

Teacher 1: Good. I have been teaching grade11 first semester. Now I am transferred to grade 12. I always you know, for example, when I tell them to dictate something simply I jot down my own points just my own note especially the words which are not correctly spelt and simply I show them on the board and the correct spelling and I tell them to study it , you know.

Interviewer: what about regarding giving them handouts or any other pieces of papers having the spelling rules to be studied at home or just helping then by tutorial classes, etc?

Teacher 1: Good, you know when you come to giving handouts just you can't give them because you know there is shortage; for example, the school is not willing to photo copy everything or to duplicate what you want. I have ample things that I want to give to my students. You know, but they are not voluntary. Material constraints and also unwillingness of the school hinder not to do so.

Special lesson should be given, very great, what we call, focus. Because, you know, spelling is very good. If there is a spelling change, there will be meaning change. No one will understand what you mean. So, simply spelling should be taught in depth starting from lower grades if you teach grade12 about spelling rule it is, I think, problematic. Because grade 12 just they don't follow everything. They don't want to learn such thing which is very simple thing. They have the problem but if I tell them you have to learn this one; if I tell them to read this one and practice their reading, they are not voluntary because, you know, since they are eager to get some idea which is very much related to what the examination. But you know since grade12 is revision I don't force any body to treat spelling rule in grade12 but it should be given starting from elementary grades. So, in all English books starting from elementary level, to the high school level spelling rule should be given very much focus.

Interviewer: Thank you very much.

Teacher 1: Any time.

## **Teacher 2**

Interviewer: Do pupils commit spelling errors?

Teacher 2: Yes, they do?

Interviewer: How severe is it?

Teacher 2: They usually have weakness in writing especially in spelling they have serious weakness.

Interviewer: Do you check or mark spelling errors?

Teacher 2: No we don't check. We check, we do, but we don't give marks for spelling Errors.

Interviewer: What kinds of errors do you observe persistently?

Teacher 2: Spelling errors are spelling errors.

Interviewer: By spelling error types I mean:

Do the learners' omit letters?

Do they add letters?

Do they change positions of letters in a word?

Do they substitute a letter with another?

Teacher 2: Actually they commit all sorts of spelling errors. I haven't actually conducted any research but according to my observation they make all sorts of spelling errors.

Interviewer: What do you think the causes of these problems are?

Teacher 2: Well em ... as far as my observation is concerned, I think, it is from lower grades they don't actually give adequate practice, exercise and even they haven't been told how to write correctly, the nature of spelling how words are spelled and written.

Interviewer: Is there any space for spelling at grade 12 course books?

Teacher 2: Not much.

Interviewer: Do you think such topics should be incorporated?

Teacher 2: Sure. Of course, it should be. You know writing is one of the skills of language acquisition skill development so that it should have been included.

Interviewer: Do you use any extra effort to help them spell words correctly?

Teacher 2: Well, yah we tell tem casually not on a planned form. We tell the casually when we come up with such errors when we correct compositions, there written tests and exercise I write the correct form and tell individually.

Interviewer: If there are errors, do some of the errors have a different meaning from what is intended to write?

Teacher 2: All sorts of spelling errors. We can look at in two ways. When they write on their own or write on summaries and so on or when they write dictations, such sorts of spelling errors happen.

1. basic spelling errors
2. confusing words

3. With confusing letters like receive, deceive and so on. They can change the words, the letter in some words like receive, deceive and so on and like 'write' and right they just exchange. They write 'write for 'right' .They confuse that such spelling errors occur. Anyway, such errors might be counted as failure in contextual understanding. Any how, there is spelling error.

Interviewer: Do you believe that such topics need to be included in grade 12 text books?

Teacher 2: Yes, I do, but not only in grade12 that will be too late should it be included in lower grades. Even down to grades 3,4,5,6 elementary levels. Because it is there, the further basic knowledge in writing and spelling words.

Interviewer: Some teachers believe that such kinds of minor things topics should not be included in grade12 text books rather such kinds of things should be taught.

Teacher 2: I wouldn't agree if they said it is minor. It is not minor. Anything unknown is not minor such kind of errors may be minor if they are actually treated in elementary section if these students have not given the chance of knowing how to spell words at elementary or junior high school levels. They have not had the chance to have such it kind of training. But what I believe is instead of giving them at higher levels, it is elementary and junior classes where such things should be introduced and giving ample exercises on writing not merely spelling on wring as well, on how to spell words and so on .So they acquire actually. Then, it becomes habit they shouldn't write any letter consciously. They should have developed actually that they can write just automatically when they are given ample classes at elementary and junior levels. And at the same time grade12 students should also be taught and reminded given that opportunity. Grades 11 and 12 levels would be where they can be reminded where they can fear a shame, when they make mistake and with that they should be in a position to correct themselves.

So, what I stress up on is for a student to be able to write spell words correctly, due emphases must be given during elementary & junior highschool grades. That's where students learn how to spell words actually. Writing words is not something to be considered as simple at this level. It is basic skill at this level. It is illiteracy, mind you if a student does not write correctly s/he is equal to some one who doesn't know how

to write. A letter makes a difference if they add a letter, omit a letter, exchange letters that makes great difference so, we should have been very much careful at lower levels because that is where students acquire spelling, writing techniques .

Interviewer: So, according to your thought that could be the cause for these students spelling problem.

Teacher 2: Very much sure. You know, I know the problem that I face. I tried to tell them, they forget it. We tried to tell them, they forget. There is a dictation listening classes actually in grades 12 and 11 if you look at their papers, very horrible. Sure, for every sentence you can get spelling errors in almost all words .They don't have the mental image for the construction of that word. So, a person who writes in English correctly has the image of each word in his brain. Even if he has written incorrectly, he takes as slip of the pen not the mind. But these students feel satisfied on whatever they write being wrong or correct. They don't know what the correct is until you tell them to correct. Even you tell them they don't give due attention. You give them; tomorrow they make the same mistake, after tomorrow same mistake. They will not give the importance of writing words correctly.

Interviewer: So how could they be reminded if they don't know at all?

Teacher 2: Well! When I say reminded a person who knows is reminded. You never remind a person who doesn't know at all. What I mean is if these students were taught during elementary or junior high schools, they know and may forget it and you just remind them. Then they might say "Oh! How can I make such mistakes?" They can say like that self correction, do you understand? But if they don't know the spelling they say "well what is wrong with this" they argue. They tried to win over you rather. They say " I saw it in some other book" and so on like that. It is very ignorance actually, So, grade 12 should be a place where we remind students not only of spelling actually, of grammatical instruction, of spoken language, of listing. That's what it should have been actually. But what is done now is they simply push them, push them grade 2 to grade 3 to grade 4 and when they come grade 11 and 12 they will be dead-end. Even matures, when you go to the colleges, I have many friend of mine over there, just crying students over spelling, over writing and so on. That becomes nowadays tangible a very national issue, very national issue where teachers couldn't

do anything. Even if they tried to help them day and night due to the volume of failure of students, teachers felt bored. How can he help 90% of the students, where 10 are actually relatively better, mind you relatively better but not best. 90 % of the students, I can say, are poor at writing words correctly. So, students should be given the basic skill to develop their positive self concept over writing, reading of the four skills language.

### **Teacher 3**

Interviewer: Do learners commit spelling errors when you invite them to write a composition?

Teacher 3: oh, Yes. This is definitely true. They make many mistakes on writing composition especially which have the same pronunciation like for example, where and were; son and sun seem for them the same.

Interviewer: Do you mean that some of the spelling errors which students commit vary in meaning with what is intended to be written down?

Teacher 3: em... yes, it changes .This is a problem concerning the pronunciation also; they just take as the same word. Of course, some students distinguish the difference.

Interviewer: What other spelling errors do you observe that happen persistently? For example,

Do the learners' omit letters?

Do they add letters?

Do they change positions of letters in a word?

Do they substitute a letter with another?

Teacher 3: Yah. For example the spelling 'written' they write 'writen' the other one is like spelling 'receive' when 'c' comes 'e' follows but they change their position; and also the cvc rule consonant-vowel-consonant. In that case, if it comes the last three letters cvc, it doubles. They just make mistake on that but if you tell them this rule, cvc, they follow that rule. English doesn't follow through out the rule, it varies or it changes. In that case they ask "teacher last time you say this... what about this" so English, it varies, it won't constantly goes. That's why the problem. If there is rule, they follow that rule always the stick to the rule.

Interviewer: If the students commit spelling errors do you check and mark it?

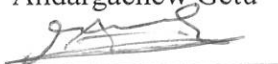
### **Declaration**

I declare that this is my original work and has not been presented for a grade in any university; and all sources of materials used for the thesis work have been appropriately acknowledged.

Name

Andargachew Getu

Signature



Place

Addis Ababa University/Institute of

Language Studies

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