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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**SPELLING ERROR ANALYSIS AMONG
OROMO LEARNERS OF ENGLISH
AT ASELLA TEACHERS TRAINING
INSTITUTE**

**BY
YESHITLA HABTEMARIAM**

JANUARY, 1999

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ABSTRACT

In this study, 160 trainees and five English teachers were involved. Of the 160 trainees, 80 from Asella TTI and the remaining 80 from Dessie TTI were native speakers of Oromo and Amharic, respectively. Similarly, three of the teachers from Asella and two from Dessie were native speakers of the above languages, respectively. Except the teachers, trainees from both TTI's were selected with the help of the Table of Random Numbers.

The main purpose of the study was, however, to investigate English spelling errors among Oromo trainees at Asella TTI. Trainees from Dessie were included to identify spelling errors that were particular to trainees at Asella TTI. The English teachers were also included to have more points of reference and see whether or not the teachers commit the same spelling errors.

To elicit the possible spelling errors from the above subject groups, composition and dictation tests were administered. Then, the spelling errors obtained from the two tests were listed under the subject groups who committed them (spelling errors).

For further analysis, spelling errors committed by trainees of Asella were classified into five major error types and were then, cross-checked with those errors committed by trainees of Dessie TTI as well as the teachers.

The results of the study, thus, indicate that most of the spelling errors (about 74.1%) committed by trainees of Asella TTI were intralingual misspellings. Phonetic spellings and errors of analogy with target-language spelling pattern were also found to be the most recurrent errors among the intralingual misspellings.

It was also found out that trainees of Asella TTI committed interlingual spelling errors (about 25.8%) in their writings. In this type of errors, errors of analogy with native-language spelling pattern were found dominant.

The data obtained from the teachers' writings, however, show fewer spelling errors both in the composition and dictation as compared with the trainees' errors. In addition, it was found out that there were more spelling errors in the dictation than in the composition writing.

On the basis of the study and its results, major conclusions were drawn and pertinent recommendations made.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Correct spelling is considered as one of the desirable attainments of language learners (Smedley, 1983). It (correct spelling) matters for two main reasons: communication and social.

With regard to the former, Peters (1970), as quoted by Mudd (1994:51), says that,

Spelling is no use unless one wants to write, but to write without being able to spell would be to court circumlocution, to fail to express what one has to say with precision and to fail in fact to communicate.

In addition, incorrect spelling, as James et al (1993:287) mention, ". . . incurs severe social penalties." Repeated spelling errors in a writing can annoy the reader. He/she can even give up reacting to the written text assuming that the writer is poorly educated, careless and impolite in his/her writing.

For effective communication and relationship between him/her and the reader, the writer, therefore, has to be able to spell correctly and construct grammatically accepted sentences (Mudd, 1994).

Learners can, thus, be helped with their spelling difficulties if their (learners') misspellings are studied and understood by their teachers. As Mudd (1994:58) mentions, ". . . the more the teachers know about children's spelling development, the more they will be able to assess children's progress and supply remediation where necessary."

Information obtained from spelling error analysis is, thus, helpful for identifying learners' difficulties in writing English words. For example, from studies made by different scholars such as Mudd (1994), Peters (1985), Norrish (1983), Smedley (1983), and Barbe et al (eds.) (1982), we can understand problems that learners, in general, encounter when spelling English words.

We also get insights from studies conducted by Mamo (1981), Italo (1988), and Guta (1989) regarding learners' difficulties when writing in the target language (TL) at different levels: graphological and phonological. These three studies were conducted on learners of English at Addis Ababa University. The first study is on learners' errors in Advanced English Composition II, and it treats errors in general (grammar, style, spelling, punctuation, handwriting). The second study is at the phonological level. It deals with areas of pronunciation difficulties for Oromo English learners. The third study is about English spelling errors of Amhara, Oromo, and Tigrian students.

The present study is, however, at the Teacher Training Institute level where the Oromos are trained. It differs from Mamo's (1981), Italo's (1988) and Guta's (1989) studies for some reasons. For example, the first study, Mamo (1981), deals with all types of errors whereas this study focuses on misspellings which account for both non-interference and interference errors. The second study, is at the phonological level while this study is at the graphological. This study also differs from the third, Guta (1989), because it (this study) looks into the contribution of the trainees' native language writing system to the spelling errors committed.

1.2 Statement of the Problem

There seems to be a general comment from teachers of Teacher Training Institutes (TTI's) regarding trainees' low level of spelling achievement in their TL writings. As foreign

language learners, trainees' spelling errors may be attributed to the spelling systems of the TL or the orthographic-phonetic influence of the native language (NL).

Many scholars like Mudd (1994), Caplan (1992), Crystal (1987), Smedley (1983) and others have taken the inconsistency of the phoneme-grapheme relationship in the English language as the main source for learners' spelling difficulties while Barbe et al (eds.) (1982), Oller and Ziahosseiny (1970), Kenworthy (1992) and James et al (1993) consider interference from the NL as additional source for learners' spelling problems. They (the last four) mention that students whose NL uses the Latin alphabet may have difficulties in spelling English words because their (students') knowledge of one Latin writing system in their NL interferes with another Latin writing system in the TL.

This study, therefore, tries to investigate trainees' spelling errors from two dimensions: TL and NL influences. It (the study) also attempts to explore the strategies that the trainees are using to simplify the spelling load that stems from lack of phoneme-grapheme correspondence in the TL. It also investigates the influence of the trainees' NL writing system on the trainees' TL writings. Studying the trainee's spelling errors from these perspectives is thought to be a relatively new area which requires a thorough investigation.

In view of this, the study attempts to answer the following basic questions:

- a Are there spelling errors committed in the trainees' TL writings? And, if there are any, which types of spelling errors are dominant?
- b What are the possible sources of the trainees' spelling errors?

1.3 Objectives of the Study

On the basis of questions mentioned above this study attempts to:

- a categorize and describe trainees' spelling errors. It also sorts out the dominant types of spelling errors, if any;
- b identify possible sources of the spelling errors.

From the descriptions of the spelling errors and answers to questions mentioned in the statement of the problem, this study tries to suggest possible solutions to the spelling problems identified.

1.4 Significance of the Study

It is reported that ". . . the child who can spell is free to write with confidence, and that, conversely, the child who cannot spell often develops a poor self-image . . ." (Mudd, 1994:4). Teachers are, thus, responsible for the cultivation of the child's positive self-image as good speller, and this must be done on time. With regard to this, Todd (1982) is quoted by Mudd (1994:42), as saying that ". . . the child's early years are vital in sowing the seeds of, and interest in, spelling; it is in his/her early years that a child acquires good or bad habits."

Planting or establishing these good habits in children at their early age is, therefore, the mission of the future teachers: the trainees. To materialize this mission, however, the trainees themselves must first develop interest in spelling. Otherwise, they may not be able to help the learners to become good spellers by the time they (trainees) start teaching. This seems to be the reason why it is said that ". . . the behaviour of the teacher determines much more than any other single factor, whether a child learns or does not learn to spell." (Mudd, 1994:41)

The study of trainees' spelling errors is, thus, significant in that the findings of the study are hoped to:

- a identify trainees' spelling errors;
- b initiate teachers to give due attention to the teaching of spelling and make further investigation in the area;
- c contribute to the development of trainees' interest in spelling; accordingly, the trainees are hoped to give credit to spelling more than ever before;
- d enable the researcher to suggest possible solutions to the problems raised.

1.5 Delimitation of the Study

Due to financial and time constraints, this study has been limited only to Asella and Dessie TTI's in Arsi and South Wollo Zones, respectively.

1.6 Definitions of Terms and Symbols Used

1.6.1 **Definitions: The following are the definitions of terms used in this study:**

- a. Spelling : The ability to recognize, recall, reproduce or obtain the correct sequence of letters in words either in oral or in written form (Robert, 1965:4)
- b. Orthography: The writing systems in standard, everyday use (Crystal, 1987:194)
- c. Grapheme: The smallest contrastive unit in the writing system of a language (Crystal, 1987: 422)

- d. Phoneme: The smallest contrastive unit in the sound system of a language (Crystal, 1987:427)
- e. Alphabet: A set of graphemes which stands in a more or less one-to-one relationship with the phonemes of a language (Robert, 1965:4).
- f. Grapheme-Phoneme Correspondence: The relationship between a phoneme (sound) and a grapheme (letter) in writing (Blake and Emans, 1982:38)
- g. Error: Systematic deviations from the norms of the language being learnt (Cunningsworth, 1984:87)
- h. Interference: The negative influence of one language while learning another language (Cunningsworth 1984:92)
- i. Overgeneralization: A generalization made by the learner which fails to take account of exceptions and which therefore covers too large an area of the language (Cunningsworth, 1984:96).
- j. Diphthong: Vowels in the articulation of which the tongue starts with the position for one vowel quality and moves towards the position for another vowel within one syllable as in the vowels in the English words like **no** and **buy** (Malmkjær, 1991:26)
- k. Digraph: Combination of two simple graphemes but in themselves function as one (Robert, 1965:2)

- l. Intralingual Errors: Errors produced by the child as a result of processing the second language in its own terms (Littlewood, 1984:22)
- m. Interlingual Errors: Errors committed due to transfer of rules from the mother tongue (Littlewood, 1984:22)

1.6.2 Symbols:

/ /: These are conventionally used to indicate phonemic symbols.

< >: These are used to transcribe graphemic symbols.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 The Concept of Error in Second Language Learning

Learners' difficulties in second language learning have been studied since long time ago. Teachers, linguists, educationalists and psychologists have tried to probe into the problem by viewing second language learners' errors from different perspectives. The errors have been diagnosed in line with different linguistic theories of which contrastive analysis (CA) is one.

2.1.1 Contrastive Analysis

Contrastive analysis, which is based on behaviourist view of language learning, was very popular in the middle part of the twentieth century (Brown, 1994; Littlewood, 1984). It (CA) actually takes two main assumptions into account: the interference of the NL with the learning of a second language (SL), and the presence of greater structural differences between the NL and SL as hindrance to the learner to master the SL (Tran-Thi- Chau, 1975).

The learning of SL is, thus, considered to be a matter of overcoming the structural differences between the NL and SL. According to the contrastivists' belief, elements which are similar to the child's NL are easily learnt while the different ones are not. The different elements will be difficult for the learner because differences in the systems of the two languages (NL and SL) will lead to interference.

On the bases of the comparison of the linguistic systems of the NL and SL, therefore, areas of learners' difficulties were predicted. Tran-Thi-Chau (1975), however, comments that this prediction is not always effective in its real application. Although interference is one

of the causes of errors in SL learning, learners' difficulties always do not coincide with those predicted by CA.

As a result, the theoretical and methodological procedures of CA have been questioned for: 1) errors predicted on the basis of incongruent system of NL and SL sometimes do not occur; 2) not all errors are caused by transfer; 3) some universal learning strategies such as overgeneralization are overlooked; 4) transfer is considered a 'controversial concept' in modern psychology (Tran-Thi- Chau, 1975).

Despite these drawbacks, CA can be used as one of the useful devices in the study of learners' errors. In this respect, Norrish (1983:30) states the following:

Contrastive analysis can, especially in the field of pronunciation, indicate with fair probability certain areas of difficulty. For example, in Thai, some words begin with 'ng' sound as in English 'sing'. In English, this sound does not occur at the beginnings of words. Therefore, this might prove a problem for English speakers learning Thai.

It is obvious that when a given theory or framework of linguistic analysis fails to be applicable in a wider context, it is likely that a better one is in demand. Consequently, as Brown (1994: 205) mentions,

The fact that learners make errors and that these errors can be observed, analysed and classified to reveal something of the system operating within the learner, led to the surge of the study called error analysis.

2.1.2 Error Analysis (EA)

People's perception of SL learners' deviant forms has greatly improved since the late 1960s. An error that was regarded as a faulty version of the SL has now been accepted as one of the learners' devices of learning. This change of people's attitude, according to

Littlewood (1984), is due to studies in first language acquisition. The notion of first language acquisition has encouraged people to view both first and second language learners alike. Both of them are considered as learners who actively discover rules from the linguistic data they encounter. And they gradually adapt the rules towards the language they are learning.

As stated by Norrish (1983), language learning is a gradual process taking place over a period of time in which the learner produces some forms correctly, some incorrectly, and others inconsistently. These outputs of the learner, according to Norrish (1983), are signs and stages of the learners' development that indicate where the learner is. In other words, they indicate that the learner ". . . is on the journey from a complete ignorance of the target language to a complete command of it" (Norrish, 1983:11).

To describe this continuous SL learners' development, different words and phrases such as 'idiosyncratic dialect', 'approximative system' and 'interlanguage'¹ are used. The first phrase is used to emphasize that many aspects of an SL learner's language are unique to the individual learner/speaker. The second one is used to mean that an SL learner's language approximates more or less closely the full SL system. The last term - 'interlanguage' - is employed to describe that an SL learner's language is an intermediate system operating between the system of NL and SL.

To diagnose SL learners' errors, teachers and linguists give several reasons for the causes of the errors. Both the teacher and the linguist are concerned about the study of errors because "Error analysis reveals the student's error tendencies and enables the teacher to detect excessive or infrequent types of errors" (Graham and Miller, 1982:305-6). The most commonly reported errors in error analysis are, however, related to interlingual and

¹ See Littlewood (1984:33).

intralingual factors, context of learning and carelessness (Brown 1994; Norrish, 1983; Littlewood, 1984).

Interlingual errors are those which are caused by interference from the learner's mother tongue (MT). These errors, according to Corder (1981:121), ". . . are best not regarded as the persistence of the old habits, but rather as signs that the learner is investigating the systems of the new language."

Intralingual errors, on the other hand, stem from the TL itself. Littlewood (1984) mentions that most intralingual errors are overgeneralizations. Based on their scanty knowledge of the TL, learners overgeneralize rules and categorize language items into groups. This kind of strategy of learning may result in an error for two reasons: either the rule does not apply to those items, or the items belong to a different category.

Errors can also happen due to the context of learning. Sometimes learners may be misled by examples and data presented in a textbook. The faulty explanations of a teacher during class can be an additional factor which reinforces the confusion of the learner (Norrish, 1983). For example, a student mistakes **effect** for **affect** because his parents and teachers might have not clearly shown him the pronunciation distinction in the two words (Dale et al, 1982). As a result, the student mispronounces the words and spells them in correctly.

Errors caused by carelessness are often associated with the learner's motivation. Sometimes the material to be learnt may not suit the learner. As a result, the learner may lack attention which eventually leads him/her to making errors.

All the errors which arise from these sources (interlingual, intralingual, context of learning, carelessness) in general may be committed at various levels of which the graphological one is the main concern of this research. At this level, the Oromo learners of

English can commit spelling errors which can be attributed to TL or NL influences. They can also misspell words due to non-linguistic factors such as inadequate exposure both to spoken and written English as well as poor study habits.

2.2 Target- Language Related Difficulties in Spelling English Words

Like any other non-native, or native learners of English, the Oromo learners of English, too, may face difficulties in spelling English words due to the very nature of English spelling system itself. It is reported that the inconsistency of phoneme- grapheme relationship within the English language is one problem area for learners' incorrect spelling (Smedley, 1983; Crystal, 1987; Yule, 1985; Coulmas, 1989; Caplan, 1992; Macrorie, 1980; Barbe et al (eds.) 1982; Mudd, 1994; Davis, 1988; Folarin, 1984; Farr and Nancy, 1979; Kenworthy, 1992; Burchfield, 1985).

Although it is difficult to have a complete phoneme - grapheme correspondence in a given writing system, English orthography seems complex in this regard as the sample data below illustrate:

Table 1: Phoneme - Grapheme Correspondence in English

Types of phoneme	Graphemes	Examples
Consonants		
/k/	< c >	as in come, picnic
	< cc >	as in tobacco
	< k >	as in keep, take
	< kk >	as in trekking
	< ck >	as in black, crack
	< ch >	as in character, ache
	< q >	as in conquer
/f/	< f >	as in fine, safe
	< ff >	as in off, cliff
	< ph >	as in philosophy, telephone
	< gh >	as in laugh, enough
/s/	< s >	as in sit, tense
	< ss >	as in miss, hissing
	< c >	as in cent, dance
	< sc >	as in science, muscle
/ʃ/	< sh >	as in ship, bush
	< ch >	as in machine, moustache
	< s >	as in sugar
	< c >	as in ocean, suspicion
	< ss >	as in issue, mission

Types of phoneme	Graphemes	Examples
Semi - vowels / w / / j /	< w > < o > < y > < i > < e > < u >	as in well , twin as in one as in yes , young as in onion as in hideous as in music, uniform
Vowels / i: /	< ee > < ea > < ie > < ey > < eo > < ei > < i > < ay >	as in green , seek as in sea, meal as in field as in key as in people as in receive as in police as in quay
/ ɒ /	< o > < a > < au > < ou >	as in hot as in want as in because as in cough
/ ɔ: /	< a > < oa > < oo > < o >	as in saw , war as in broad , roar as in door as in nor
/ u /	< u > < oo > < ou > < o >	as in push as in book as in could as in woman

Types of phoneme	Graphemes	Examples
Diphthongs / ei /	< a >	as in game
	< ai >	as in rain
	< ay >	as in day
	< ei >	as in vein
	< ea >	as in great
	< au >	as in gauge
/ ai /	< i >	as in bite
	< ei >	as in height
	< uy >	as in buy
	< ai >	as in aisle
	< ui >	as in guide
	< ie >	as in tie
	< y >	as in my

Source: Jordan (1980: 104-6)

As can be inferred from the sample data above, there is a marked degree of irregularity in the orthography of the English language. The phonemes of this language are represented by different graphemes in a variety of ways. For example, the /e/ can be represented by <e>, <ea>, <ie>, <ai> and <u> as in **send**, **head**, **friend**, **said**, and **bury**, respectively.

On the other hand, one grapheme can have different sound values. For instance, the <a> in the word **wash**, **name**, **man** and **ago** is pronounced as /ɒ/, /ei/, /æ/, and /ə/, respectively.

Thus, the grapheme-phoneme correspondences in English, as Caplan (1992: 159) mentions, ". . . are many- to- many in both directions, that is, from sound to print and from print to sound ." However, there are far more graphemic alternatives for a phoneme than phonemic alternatives for a grapheme. In other words, the number of letters per sound is

greater than the number of sounds per letter. According to Crystal (1987:213), ". . .there are 13.7 spellings per sound, but 3.5 sounds per letter in English."

As a result, when writing a word, sometimes we may be unable to decide which one of the competing graphemes is correct. In support of this view, Farr and Nancy (1979:220) mention that "A lot of confusion has emanated from the absence of a one-to-one correspondence between the sounds of the English language and the alphabet used to represent it graphically." This mismatch between the written and spoken English can be attributed to a number of historical influences on the written English (Yule, 1985; Burchfield, 1985).

This uneven representations of phonemes in English, however, can ". . . pose varying degrees and types of problems for an average second or foreign language learner because he/she assumes a perfect regularity of fit in the English phono - graphic relation" (Folarin, 1984:59).

2.3 Native - Language Related Difficulties in Spelling English Words

The Oromo language is one of the most widely spoken languages in Ethiopia. It has four dialects, namely, the Eastern, Central, Southern and Western dialects of intelligible type. These dialects, altogether, are spoken by almost thirty million Oromos in the country. However, the language was not widely used in writing for historical reasons (Hamid Muudee, 1995).

Since the late 1980s E.C, however, the Oromo language has been used as a medium of instruction from grades 1-8 and at the Teacher Training Institute level in the region of Oromia. For this educational and other writing purposes, the Oromo language has adopted

the Latin alphabet. This alphabet is adopted because it is believed that it: 1) can best represent the speech (vowel length and germination are best described with it); 2) is easy to learn (to read and write); 3) easy for reproduction such as use of typewriter and computer services (Hamid Muudee, 1995; Mohammed Kedir, 1988)*.

As O'connor (1980:7) mentions, ". . . it would be much more useful if the reader could always be certain that one letter represented one and only one sound, that when he saw a letter, he would know at once how to pronounce it or at least what to aim at." It may be for such kind of ease of learning that the Latin alphabet was adopted on a simple one-to-one phoneme - grapheme relationship as shown in Table 2.

Table 2: Phoneme - Grapheme Correspondence in Oromo Language

Types of phoneme	Grapheme	Approximate phoneme in English	Examples
Consonants			
2/p/	<p>	/p/	as in public
/b/		/b/	as in book
/t/	<t>	/t/	as in table
/d/	<d>	/d/	as in door
/k/	<k>	/k/	as in king
/g/	<g>	/g/	as in good
/m/	<m>	/m/	as in man
/n/	<n>	/n/	as in north
/l/	<l>	/l/	as in lamp
/f/	<f>	/f/	as in fun
2/v/	<v>	/v/	as in victory
/s/	<s>	/s/	as in sad
2/z/	<z>	/z/	as in zebra
/ʃ/	<sh>	/ʃ/	as in sharp
/r/	<r>	/r/	as in root
/h/	<h>	/h/	as in hat
/tʃ/	<ch>	/tʃ/	as in church
/dʒ/	<j>	/dʒ/	as in jump
Semi-vowels			
/w/	<w>	/w/	as in west
/y/	<y>	/y/	as in yonder

² These phonemes do not exist in Oromo language except in loan words.

* But see (Baye,1984) for counter-arguments.

Types of phoneme	Grapheme	Approximate phoneme in English	Examples
Consonants (unique to Oromo)			
/c'/	<c>	-	as in ciire 'breakfast'
/t'/	<x>	-	as in xalayaa 'letter'
/k'/	<q>	-	as in qotuu 'to farm'
/p'/	<ph/	-	as in qophee 'shoe'
/d'/	<dh>	-	as in dhalaa 'female'
/ñ/	<ny>	-	as in nyaata 'food'
vowels			
/a/	<a>	/ʌ/	as in but
/a:/	<aa>	/a:/	as in father
/e/	<e>	/e/	as in bet
³ /e:/	<ee>		
/ɪ/	<i>	/ɪ/	as in sit
/i:/	<ii>	/i:/	as in seat
/ɒ/	<o>	/ɒ/	as in hot
/ɔ:/	<oo>	/ɔ:/	as in order
/u/	<u>	/u/	as in put
/u:/	<uu>	/u:/	as in pool

Source: Hamid Muudee (1995: xxii - xxiii)

As can be referred from Table 2, both consonants and vowels are regular in their graphemic representations. Each of the thirty-six phonemes of the language (Oromo) is represented by one grapheme. In other words, there is a simple one-to-one phoneme-grapheme correspondence in the language.

³There is no equivalent of this phoneme in English.

The graphemes <aa, ee, ii, oo, uu> as in **karaa** , **siree** , **kanniisa** , **booda** and **oduu**, respectively, are always associated with vowel length which is phonemic in the language as illustrated below:

rafu 'to sleep'
raafuu 'cabbage'
gara 'to / towards'
garaa 'stomach'
lafa 'earth'
laafaa 'not strong /soft'

Similarly, germination is also phonemic in the Oromo language. There can be meaning differences due to gemination as the following examples illustrate:

wacuu 'to cry'
waccuu 'dress'
bitaa 'left'
bittaa 'buying'
sodaa 'fear'
soddaa 'son-in-law'

The possible difficulties that the Oromo learners of English face can be twofold. In the first place, the learners may find it difficult to cope with the irregular spelling systems of the English language as discussed in section 2.2 of this paper. Mother-tongue related factors, on the other hand, may also affect the learners' comprehension of the spelling systems of the English language. For instance, when using the phonemes /θ, ð, æ, ʒ : / as in **thin**, **that**, **land** and **girl** , respectively, in writing, the learners may face difficulty because these phonemes are non-existent in their MT. Diphthongs which are particular to the TL can be additional problem areas. As a result, the trainees may use near equivalent sounds from their NL for /θ, ð, æ, ʒ : / and for diphthongs when writing TL words.

In addition, learners may not properly write consonant clusters they come across in the TL. This is so because, as Italo (1988:76) points out, "There are no initial or final consonant clusters in Oromo language. All the clusters are medial with no more than two consonant clusters."

Examples:

gilgaala 'exercise'
tarsaasuu 'to tear'
danfisuu 'to boil'

In English, however, consonant clusters occur at any position: initial, medial or final. Their number can also be more than two as in **screw**, **transport**, and **desks**. To simplify these consonant clusters, the learners use their own strategy. They insert vowels between the consonant clusters as in *exexchange* for **exchange** and *Engilish* for **English**, which are evidenced in the research data of this thesis.

Graphemes such as <c, q, x, ph > which exist both in the TL and NL with different sound values may create confusion. Whenever the learners use these graphemes, they must be aware of the language in which they are using them.

Examples:

Grapheme	Sound Values in:	
	English	Oromo
<c>	/k/ as in class	/c'/ as in carraa 'chance'
	/s/ as in cenima	
<q>	/k/ as in question	/k'/ as in qaama 'body'
<ph>	/f/ as in grapheme	/p'/ as in kophee 'shoe'
<x>	/k/ as in box	/t'/ as in xumuruu 'to finish'

The simple phoneme-grapheme patterns that the learners use in their NL, may sometimes crop up in their TL writings. This happens because, as Abbott (1978:20) mentions, ". . .

the learner expects similar simplicity in English." Some spelling patterns of the learners' NL are likely to appear in the learners' TL writings. For example, as evidenced in the data of this study, the trainees misspell words like **distance** and **classroom** as *distaance* and *claassroom*, respectively, on the <aa> pattern in the NL.

In general, the very graphemic similarities both in the Oromo and English languages on the one hand and the subtle distinctions in the use of the graphemes, on the other, seem to make the spelling of words in the TL difficult.

Oller and Ziahosseiny (1970) and Kenworthy (1992) have also mentioned that students whose native language uses the Latin alphabet may have difficulties in spelling English words. This may be due to the interference of the students' knowledge of one Latin writing system in their NL with that of another Latin writing system in the English language.

Whatever sources that errors arise from, they reflect one phenomenon, that is, the utilization of prior learning experience in a new learning situation. Since errors from different sources are considered as learning devices, we need to analyse them in order to get more information on them which could assist the learning.

One main problem in EA is, however, the lack of a complete model for the description of errors from all sources. Different models have so far been used by different scholars and researchers to analyse errors as discussed below:

2.4 Models for the Description of (spelling) Errors

According to Corder (1981:36):

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

Corder (1981), thus, comments that the classification of errors on a superficial basis as errors of omission, addition, selection, and ordering can be used as a starting point for systematic analysis of errors.

Guta (1989), however, has amended these categories to create wider ones in which all spelling errors in his data can be classified. He has used the following categories:

- a. consonant and vowel (addition, omission, wrong selection, and ordering of letters);
- b. transposition of consonant and vowel;
- c. consonant blending;
- d. consonant doubling;
- e. grammatical;
- f. diphthong;
- g. digraphs;
- h. the addition of 'e' to word final (Guta, 1989:50).

Howell et al (1982:328), on the other hand mention the following categories as means for the classification of spelling errors:

1. Omission of a silent letter as in *wether* for **weather**, *fin* for **fine**;
2. Omission of a sounded letter as in *requist* for **request**, *juge* for **judge**;
3. Omission of a doubled letter as in *suden* for **sudden**, *sed* for **seed**;
4. Doubling as in *untill* for **until**, *deegree* for **degree**;
5. Addition of a single letter as in *darck* for **dark**, *refere* for **refer**
6. Transposition or partial reversal as in *was* for **saw**, *bron* for **born**;
7. Phonetic substitution for a vowel as in *prisin* for **prison**, *injoy* for **enjoy**;
8. Phonetic substitution for a consonant as in *cecond* for **second**, *vakation* for **vacation**;

9. Phonetic substitution for a syllable as in *purchest* for **purchased**, *financhel* for **financial**;
10. Phonetic substitution for a word as in *weary* for **very**, *coloniel* for **colonel**;
11. Non-phonetic substitution for a vowel as in *rad* for **red**, *reword* for **reward**;
12. Non- phonetic substitution for a consonant as in *watching* for **washing**, *inportance* for **importance**.

In a research conducted on Welsh learners of English, James et al (1993) used three broad categories to classify the spelling errors of these learners. James et al (1993) named these categories as interference, non-interference and dual or multiple-origin errors.

The non-interference misspellings include those that arise from overgeneralization, homophone confusion, and letter naming, while the interference errors refer to those that result from the influence of the learners' NL. The dual or multiple-origin errors involve both interference and non-interference errors reinforcing each other.

Norrish (1983), on the other hand, has a different approach to error classification. According to him, there are two approaches:

The first and more common one is to set up one's categories of errors, based on a set of preconceptions about the learners' most common problems. The second is to group the errors as they are collected into particular areas of grammatical and semantic problems (Norrish, 1983:81).

In Norrish's (1983) first approach, errors are filled in a predetermined category while in the second the errors determine the categories to be chosen.

It follows, then, that by amending and merging the error classifications discussed above, a different model which fits the spelling-error classification in this study can be produced and used. This is the subject of the next chapter.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter deals with a description of the subjects, study site, sampling techniques, research instruments and procedures used for data collection. In addition, it treats methods of data analysis.

3.1 Subjects

The subjects for the main study are 160 trainees at Asella and Dessie Teacher Training Institutes, enrolled during the 1997/1998 academic year. From each Teacher Training Institute (TTI), 80 trainees were involved in the main study.

Of the 80 trainees at Asella TTI, 58 are males and 22 females, with their ages ranging between 19 and 28. With regard to the sex and age composition of trainees at Dessie TTI (involved in the main study), there are 42 males and 38 females whose ages range from 18 to 28.

These trainees at the two TTIs came from different zones of their (trainees') respective regions. For example, trainees at Asella TTI were from East and West Wellega, Arsi, East Harergie, and west Shewa zones of Oromia whereas those at Dessie TTI were from East and West Gojjam, North and South Wollo, North and South Gondar, Bahar Dar, Awi, Wag Hamir and North Shewa zones of Amhara region.

All the 80 trainees at Asella TTI are native speakers of Oromo which uses the Latin alphabet. This language is also used as a medium of instruction at the TTI (Asella). The 80 trainees at Dessie TTI, on the other hand, are native speakers of Amharic which uses the Ethiopic script. This language, too, is used as a medium of instruction at the same TTI (Dessie).

For the pilot study, however, 30 trainees (23 males, 7 females) only from Asella TTI were involved. This was done because trainees at the Asella TTI were the focus of the study. These 30 trainees were also the ones enrolled during the 1997/1998 academic year from different zones of Oromia.

3.2 The Main Study Site

Asella TTI, which is located 175 kms south of Addis Ababa, is found in the city of Asella, the capital of Arsi zone of Oromia. This TTI was selected as the main research site because its nearness to Addis Ababa and the researcher's familiarity with it were believed to make situations convenient for the progress of the research.

3.3 Sampling

3.3.1 The Pilot Study

The subjects for the pilot study, as mentioned above, were the 30 trainees at Asella TTI. To select these trainees from the total number, the following preconditions were fulfilled: Prior to collecting the research data, the researcher prepared a form to be filled in by all the 12 sections at the TTI. The form includes information regarding the trainee's name (for ease of sampling and contact during data collection), sex, age, mother tongue, zone that he/she came from, and date of high school completion. This form was given to the dean of the TTI to get it (the form) filled in and returned.

Of the 12 sections, three were chosen randomly for the pilot study. Of the 156 trainees in these three sections, 120 trainees whose mother tongue is Oromo were picked from the list obtained. These 120 trainees were, then, listed and randomly numbered 1-120 for sampling. Then, 30 trainees (about 25%) were drawn from the 120 trainees using the Table

of Random Numbers. This method was used because, as one of the random sampling techniques, the Table of Random Numbers gives the subjects equal opportunity to be selected.

3.3.2 The Main Study

From the feedbacks obtained in the pilot study, it was felt important to include trainees from Amharic native- speaking region in the main study to check whether the spelling errors committed by trainees at Asella TTI are NL- or -TL specific. As a result, Dessie TTI was selected for this purpose.

Five English language teachers from both TTI's were also involved in the main study. This was to see whether or not the teachers experience the same spelling problems.

For the main study, the remaining nine sections which were not used for the pilot study at Asella TTI were involved. Of the 464 trainees in the nine sections, 324 trainees of Oromo native speakers were picked from the list obtained during the pilot study. Then, 80 trainees (about 25%) were drawn from the 324 trainees using the Table of Random Numbers, as was done in the pilot study. The 80 additional trainees at Dessie TTI were also randomly selected.

However, no sampling was made to select the English teachers at the two TTI's - Asella and Dessie - because they (the teachers) were the only English teachers at those TTI's. The teachers, however, have different language background and years of service as illustrated below.

Table 3: Description of English Teachers Background

Asella TTI							Dessie TTI						
No	Mother Tongue	SEX		Age	Years of Service	Qualification	No	Mother Tongue	SEX		Age	Years of Service	Qualification
		M	F						M	F			
1	Oromo	x	-	25	6	12+2	1	Amharic	x	-	30	11	B.A
2	Oromo	x	-	35	12	B.A	2	Amharic	x	-	35	12	B.A
3	Oromo	x	-	38	17	B.A							

3.4 Instruments and Procedures used for the Pilot and Main Studies

3.4.1 Instruments

To obtain more data that could mirror error patterns of the subjects of this study, two types of tests were given to the sample population during the pilot and main studies. These are dictation and composition writing tests.

3.4.1.1 Dictation

Dictation is one of the means by which spelling skill is practised (Doff, 1992). Howell et al (1982:322) also mention that "In order to spell well, a student must determine how the word is pronounced, if it is spelled like it is pronounced, and how it is spelled if it is not spelled like it is pronounced" The learners' spelling problem, thus, can be more widely studied if they (the learners) are made to write what they hear.

Dictation seems to fit this purpose as it can be used to examine learners' ability to spell as well as their difficulty in spelling words they hear. Dictation also serves a special purpose in this study in that it can minimize learners' strategy of avoidance when writing words they do not know or words which are difficult for them.

Taking into account the importance of dictation in spelling test, the researcher used sources such as Evans (1985) Spelling Made Easy, Jones' (1986) Progress to Proficiency, Peter's (1994) Target Vocabulary and Gregory's (1980) Oxford Junior English to prepare a dictation test. This was done to minimize the problem of getting materials for testing spelling in a dictation form.

The number of words used as stimulus in the pilot study is 40 while, in the main study, it is 50. Besides improving some words which were not responded to in the pilot study, the researcher used more words in the main study to possibly generate more spelling errors.

3.4.1.2 Composition Writing

Unlike the dictation test, the composition writing can give more opportunities to the trainees to use more words in their writing. Consequently, writing more words may result in more spelling errors that could build up the research data. The trainees may also use words which they frequently misspell in this composition writing.

Thus, to be able to write a composition of about 150 and 300 words in the pilot and main studies, respectively, the trainees were given a familiar topic which they could manage. They were made to write about their life experience at their TTI. To simplify the writing, guidelines were also given in each paragraph to be written⁴.

⁴See Appendix A, for the detail.

3.4.2 Administration of the Dictation and Composition

Writing Tests

3.4.2.1 Dictation

All the words in the dictation test of the pilot and main studies were presented in contexts. This was done to minimize misspellings that could arise from confusion of meanings.

The administration of the dictation test was done in lecture rooms for about 25 and 30 minutes for the pilot and main studies, respectively, without any interruption. During the presentation of the dictation test, both in the pilot and main studies, each word was read three times. During the first and second times, only the words were read at a moderate speed. During the third time, the words were read in contexts at a slower speed so that the trainees could discriminate the words they hear.

However, one main difference in the administration of the dictation test during the pilot and main studies was related to recording. The dictation test of the pilot study was not recorded because of lack of recording materials during the study. It (the dictation test) was, thus, read by the researcher during the administration.

The dictation test of the main study, on the contrary, was tape-recorded in the Language Laboratory at Addis Ababa University. The recording was done by an English instructor who has good experience and standard pronunciation in spoken English. This dictation test was, therefore, administered to the subjects by playing on the recorded cassettes. The purpose of the recording was to minimize spelling errors that may occur due to pronunciation variations during the presentation.

3.4.2.2 Composition Writing

During the pilot study, the 30 trainees (at Asella TTI) who did the dictation test were finally given the composition writing as home-take test to be returned on the next day. This was done for fear that the trainees and the proxy might feel boredom if they (trainees) stayed too long in class writing the composition test after the dictation.

The composition writing test of the pilot study, however, resulted in fewer spelling errors. This might be because the trainees have either consulted dictionaries for correct spelling or corrected each others' spelling errors, or even got some assistance.

Therefore, to avoid these problems, the composition writing test of the main study was administered to the same groups of trainees at the two TTI's along with the dictation test in one session.

Similar procedure of administration was followed for the English teachers at the two TTIs - Asella and Dessie. However, to keep the privacy of the teachers and minimize the sense of being tested like students, both the dictation and composition tests were individually administered to them (the English teachers) in their own offices.

3.5 Methods of Data Analysis

In this study, the researcher has used Norrish's (1983) method of error classification as a starting point. First, all the errors from the dictation and composition writing were picked up and listed. Then, depending on the nature of spelling errors listed, a model by which all spelling errors could be treated was formed. This was done by amending and combining James' (1993), and Guta's (1989) spelling error categories and Corder's (1981) error

classification. Spelling error categories mentioned by Howell et al (1982) were also used in the formation of the model as illustrated below.

Model for the Categorization and Analysis of Spelling Errors

(Examples are taken from the research data in this thesis.)

1. Errors of Addition (Ad)
 - 1.1 Consonant Addition (CAAd) as in:
errosion for **erosion**
 - 1.2 Initial Vowel Addition (IVAd) as in:
istudent for **student**
isport for **sport**
 - 1.3 Medial Vowel Addition (MVAd) as in:
drinik for **drink**
exechange for **exchange**
 - 1.4 Final Vowel Addition (FVAd) as in:
spoile for **spoil**
frome for **from**
2. Omission (Om)
 - 2.1 Double-Consonant Omission (DCOm) as in:
atend for **attend**
comited for **committed**
 - 2.2 Silent Consonant Omission (SiCOm) as in:
dout for **doubt**
disonest for **dishonest**
 - 2.3 Sounded Consonant Omission (SdCOm) as in:
goverment for **government**
 - 2.4 Suffix Omission (SuOm) as in:
plant for **plants**

2.5 Medial - Vowel Omission (MVOm) as in:

telphone for **telephone**

unform for **uniform**

2.6 Final-Vowel Omission (FVOm) as in:

telephon for **telephone**

2.7 Vowel-Digraph Omission (VDigOm) as in:

lether for **leather**

mosquto for **mosquito**

3. Transposition (Tr) as in:

firut for **fruit**

thier for **their**

4. Substitution (S)

phonetic substitution (PhS) for:

4.1 a consonant (PhSC) as in:

generashin for **generation**

moskito for **mosquito**

4.2 a vowel (PhSV) as in:

riquire for **require**

drowing for **drawing**

4.3 Phonetic Substitution for a Syllable (PhS.Syl) as in:

shokt for **shocked**

4.4 Non-phonetic substitution (NPhS) as in:

unbrella for **umberlla**

4.5 Suffix Substitution (SuS) as in:

avoied for **avoid**

4.6 Pure Vowel Substitution for a Diphtong (PV. Diph) as in:

femeles for **females**

Petient for **patient**

4.7 Homophone Substitution (HOS) as in:

write/rite for **right**

weak for **week**

5. Error of Analogy (An)

5.1 Analogy with Target-Language Spelling Pattern (AnTLSp.P) as in:

beleave for **believe**

dought for **doubt**

5.2 Analogy with Native Language Spelling Pattern (AnNLSp.P) as in:

ispoortii for **sport**

saaynisii for **science**

Before classifying the errors, those errors with relative high frequency were identified. For the dictation test, spelling errors with frequency of five and above, and for the composition writing, spelling errors with frequency of two and above, were taken and categorized with the help of the model framed above for further analysis. This selection was made because errors which are not repeated were found to be unsystematic in terms of linguistic classification.

After the errors were classified into the categories framed above, they (errors) were given possible explanations accounting for their (errors') likely causes. These spelling errors were also cross-checked with the spelling errors committed by trainees at Dessie TTI.

CHAPTER FOUR: THE DATA AND ITS ANALYSIS

The purpose of this study, as mentioned in chapter one of this paper, is to examine spelling errors of trainees at Asella TTI. To accomplish this, composition and dictation tests of 80 trainees were analysed.

In the dictation test, the trainees responded to 50 stimulus words whereas in the composition writing each of the trainees produced a composition of about 300 words each. From these two tests, a total of 1931 spelling errors were secured. Of these errors, however, those with frequencies of two and above from the composition, and five and above from the dictation were selected.

For further analysis, thus, 1486 (577 from the composition and 909 from the dictation) misspelled words were obtained.

In each of the 1486 misspelt words, however, there may be more than one misrepresentation of letters. For instance, in the misspelled word *handkirafte*, which is taken from the research data of this thesis, there are three misrepresentations. Firstly, the <k> in this misspelled word is a phonetic representation of the grapheme <c> which can be read in the actual word **handicraft**. Secondly, the medial <i> in the same wrongly spelt word mentioned above, is misplaced. Thirdly, the final <e> is also inappropriately added.

So, in a given misspelled word, there can be more than one spelling error. All the spelling errors involved in this analysis are, thus, counted according to the number of misrepresentations in the misspelled words.

The spelling errors identified in this way are then classified according to the model framed in Chapter Three section 3.5 of this paper. First, the spelling errors in the two tests

(composition and dictation) were separately classified to see patterns of the errors that occurred⁵. Then, these errors from both tests are merged and quantified for further analysis.

4.1 Spelling Errors Obtained from the Composition Writing

The number of compositions written was 80. These compositions were corrected by two graduate students, who were attending the TEFL programme at Addis Ababa University in the 1997/1998 academic year, and the researcher. This was done to make the correction reliable. According to the computation made, the reliabilities of marking between the three markers, that is, between X₁ and X₂, X₁ and X₃, and X₂ and X₃ were .97, .92 and .96, respectively. The average reliability, thus, was .95. This implies that there was consistency among the three markers in their spelling error markings. That is, the markers treated the spelling errors in the 80 compositions almost in a similar way. As a result, the marking was reliable.

The total number of words used in all the 80 compositions was 13,262. On average, each trainee used 166 words in his/her composition. Of the 13,262 words, 810 misspelled words were identified⁶. On average, thus, there are 6 spelling errors in every 100 words. This percentage of spelling error is actually greater than the 5% spelling errors that Guta (1989) computed on spelling errors of Freshmen Ethiopian students at Addis Ababa University.

The 80 compositions varied in length from 55 to 341 words. This difference could be attributed to the variation of ability of individuals in writing. As Dale et al (1982:165) mention, ". . . Spelling ability ranges widely. Possibly, there is a sharp difference in the innate ability of persons to visualize the arrangements of word part and letters."

⁵See Appendices B₁, and B₂.

⁶See Appendix E₁.

In the 577 misspelled words in the composition, there are 672 misrepresentations. These misrepresentations are categorized into different error types as follows:

Table 4: Composition Writing Test

Error Type		Error count	Percentage	Total	
				Error count	percentage
Omission:	Double Consonant Omission (DCOm)	50	7.4	132	19.6
	Silent Consonant Omission (SiCOm)	22	3.3		
	Sounded Consonant Omission (SdCOm)	7	1		
	Medial Vowel Omission (MVOm)	4	0.6		
	Final Vowel Omission (FVOm)	12	1.8		
	Vowel Digraph Omission (VDigOm)	25	3.7		
	Suffix Omission (SuOm)	12	1.8		
Addition:	Consonant Addition (CAAd)	6	0.9	115	17.1
	Initial Vowel Addition (IVAd)	8	1.2		
	Medial Vowel Addition (MVAAd)	50	7.4		
	Final Vowel Addition (FVAAd)	51	7.6		
Substitution (s):	<a> for < u, o, e,i >	54	8.1	253	37.6
	<t> for <th>	10	1.5		
	Suffix Substitution (SuS)	43	6.4		
	Phonetic Substitution for a Consonant (PhSC)	52	7.7		
	Phonetic Substitution for a Vowel (PhSV)	57	8.5		
	Pure Vowel for a Diphthong (PV. Diph)	20	2.9		
	Homophone Substitution (HOS)	17	2.5		
Analogy:	Analogy with TL Spelling Pattern (AnTLSp.P)	46	6.8	146	21.7
	Analogy with NL Spelling Pattern (An NLSp.P)	100	14.9		
Transposition (Tr)		26	3.9	26	3.9
Total		672	99.9	672	99.9

As can be referred from Table 4, errors of substitution (37.6%) are the most dominant ones. While errors of analogy (21.7%), omission (19.6%), and addition (17.1%) rank., second,

third and fourth, respectively, in the error classification, errors of transposition or reordering constitute the least (3.9%) in the error types.

On the other hand, five compositions written by five English teachers (three from Asella TTI and two from Dessie) show less percentage of spelling errors. The number of words used in these compositions was 1313. Of these, only 18 words were misspelled. On average, therefore, there were 1.4 spelling errors per hundred words⁷. This percentage of spelling error is actually less than that of the trainees' (6%). This difference might have resulted from the teachers' more exposure to the TL. That is, teachers are likely to have a better understanding of written English words than the trainees possibly because of the instructions they (teachers) gained while they were at colleges or universities. In addition, the teachers might have internalized information about words through their repeated experiences with TL words while teaching and frequently using them (TL words).

4.2 Spelling Errors Obtained from the Dictation Test

The 50 stimulus words in the dictation test were responded to by 80 trainees at Asella TTI. The responses obtained resulted in 909 misspelled words⁸. In these 909 misspelled words, there were 1030 misrepresentations. These misrepresentations are also grouped into error types in Table 5 as follows:

⁷ See Appendix F₁.

⁸ See Appendix B₂.

Table 5: Dictation Test

Error Type	Error count	Percentage	Total		
			Error count	percentage	
Omission:	Double Consonant Omission (DCOm)	38	3.7	269	26.1
	Silent Consonant Omission (SiCOM)	32	3.1		
	Sounded Consonant Omission (SdCOM)	24	2.3		
	Medial Vowel Omission (MVOm)	16	1.6		
	Final Vowel Omission (FVOm)	40	3.9		
	Vowel Digraph Omission (VDigOm)	62	6		
	Suffix Omission (SuOm)	57	5.5		
Addition:	Consonant Addition (CAAd)	17	1.7	90	8.7
	Initial Vowel Addition (IVAd)	11	1		
	Medial Vowel Addition (MVAd)	30	2.9		
	Final Vowel Addition (FVAd)	32	3.1		
Substitution:	<a> for < u, o, e,i >	78	7.5	453	43.9
	<t> for <th>	5	0.5		
	Phonetic Substitution for a Consonant (PhSC)	104	10		
	Phonetic Substitution for a Vowel (PhSV)	91	8.8		
	Phonetic Substitution for a Syllable (PhS.Syl)	43	4.2		
	Pure Vowel for a Diphthong (PV. Diph)	13	1.3		
	Homophone Substitution (HOS)	103	10		
	Suffix Substitution (SuS)	16	1.6		
Analogy:	Analogy with TL Spelling Pattern (AnTLSp.P)	151	14.7	211	20.5
	Analogy with NL Spelling Pattern (An NLSp.P)	60	5.8		
Transposition (Tr):		7	0.7	7	0.7
Total		1030	99.9	1030	99.9

In the above table, errors of substitution (43.9%) are the most dominant errors. Errors of omission (26.1%) and analogy (20.5%) are the second important error types in the error groups. The remaining two, that is, errors of addition (8.7%) and transposition (0.7%) are the least in the error types.

With regard to the percentage of misspelled words in the dictation test, almost above 50% of the words were wrongly responded to by 59 students (about 73%)⁹. The mean score of the wrongly spelled words is 63.

On the contrary, responses given by the five English teachers (three from Asella TTI and two from Dessie) on the same dictation test revealed fewer spelling errors. Only 5 words or 10% of the words in the dictation test were misspelled¹⁰. This might be, as explained in section 4.1 above, due to the teachers' knowledge of the TL.

4.3 Comparison Between the Composition and Dictation Tests

As can be seen from Tables 4 and 5, the trainees committed almost similar spelling errors both in the composition and dictation tests. However, the error count in these two tests are quite different. The error count in the composition is 672 while it is 1030 in the dictation test. This variation in the number of errors committed in both tests can be due to the learners' differing strategies employed during the response.

In the composition writing, for instance, the learners might have used strategies of avoidance. They might have only used words which they know or substituted the most difficult words by simple ones. This kind of strategy, might have helped them to minimize the spelling errors in their composition.

The highly controlled situations in the dictation test, on the other hand, might have compelled the learners to respond to not only all the words they know but also those they do not. Unlike in the composition writing, the learners do not have wider opportunities to minimize their spelling problems in the dictation. Employing limited strategy in the dictation test might have caused the trainees to commit more spelling errors in the dictation than in the composition.

⁹ See Appendix E₂.

¹⁰ See Appendix F₂.

In the dictation test, the trainees might have also relied more on the phonological cues than on other strategies. For instance, of the 1030 error count in the dictation test, many of the errors are phonetic spellings. For example, the phonetic substitutions (for consonants, vowels and syllables) constitute 238 spelling errors (i.e., 23.1%) of the total 1030 errors counted. In the composition writing, however, of the 672 errors counted, the phonetic substitution accounts for 109 (i.e., 16.2%) errors only.

There are also more errors of homophones in the dictation than in the composition¹¹. Of the total errors in the dictation, homophones constitute 10% while they comprise only 2.5% in the composition writing. This may be for two reasons: either the learners might have avoided using homophones in the composition writing or produced more homophones in the dictation for those words which were designed to test different language items other than the homophones.

Another difference between the composition and dictation tests is related to NL-related errors. Errors of initial and medial vowel addition, graphemic substitution such as <a> for <u,o,e,i>, <t> for <th>, analogy with NL spelling pattern and diphthong which are thought to be NL-related errors add up to 36% of the errors committed in the composition while they comprise only 19% in the dictation test. This could imply that the learners are likely to resort to more NL resources in the free writing than in the controlled writing to minimize their spelling difficulties.

4.4 Classification and Explanation of Spelling Errors Obtained from the Composition and Dictation Tests

As mentioned in section 4.3 of this paper, except differences in the number of spelling errors, the types of misspellings both in the composition and dictation tests are nearly the same. We can, therefore, merge the errors from both tests for further analysis as follows:

¹¹ See Tables 4 and 5.

Table 6: Composition and Dictation Tests

Error Type		Error count	Percentage	Total	
				Error count	percentage
Omission:	Double Consonant Omission (DCOm)	88	5.2	401	23.5
	Silent Consonant Omission (SiCOm)	54	3.2		
	Sounded Consonant Omission (SdCOm)	31	1.8		
	Medial Vowel Omission (MVOm)	20	1.2		
	Final Vowel Omission (FVOm)	52	3		
	Vowel Digraph Omission (VDigOm)	87	5.1		
	Suffix Omission (SuOm)	69	4		
Addition	Consonant Addition (CAAd)	23	1.3	205	12
	Initial Vowel Addition (IVAd)	19	1.1		
	Medial Vowel Addition (MVAd)	80	4.7		
	Final Vowel Addition (FVAd)	83	4.9		
Substitution (S):	<a> for < u, o, e,i >	132	7.8	706	41.5
	<t> for <th>	15	0.9		
	Phonetic Substitution for a Consonant (PhSC)	156	9.2		
	Phonetic Substitution for a Vowel (PhSV)	148	8.7		
	Phonetic Substitution for a Syllable (PhS.Syl)	43	2.5		
	Pure Vowel for a Diphthong (PV.Diph)	33	1.9		
	Homophone substitution (HOS)	120	7		
	Suffix Substitution (SuS)	59	3.5		
Analogy:	Analogy with TL Spelling Pattern (AnTLSp.P)	197	11.6	357	21
	Analogy with NL Spelling Pattern (An NLSP.P)	160	9.4		
Transposition (Tr):		33	1.9	33	1.9
Total		1702	99.9	1702	99.9

Based on the error count and percentage in Table 6, we can put all the errors in a descending order as follows: errors of substitution, omission, analogy, addition, and transposition.

4.4.1 Substitution

As mentioned in Table 6, 706 (41.5%) of the 1702 spelling errors of this study constitute substitution. The substitution can be due to TL-related or NL-related factors.

The substitution of <a> for <u, o, e> which represent the same vowel /ə/ as in *difficalt* for **difficult**, *freedam* for **freedom** and *system* for **system**, respectively, can be interference error¹². In this context, the trainees are trying to regularize the representation of the /ə/ sound in the TL by substituting the nearest vowel /a/ which is spelt with <a> in their NL.

As Cramer (1982: 250) mentions, "Any vowel letter may spell the schwa sound in unstressed syllables and sometimes in stressed syllables, as in from". The trainees might have taken their NL <a> as the most common letter that can evenly represent the /ə/ sound whenever words with this sound appeared in their TL writings.

This kind of substitution is also evidenced in the writings of trainees of Dessie TTI. Words such as *campas* for **campus**, *dormitary* for **dormitory** and *handrad* for **hundred** that were used by trainees of Dessie TTI can be additional support for the regularization of /ə/ sound by one common letter - <a>¹³.

Similarly, the substitution of <a> for <u> where the latter represented the sound /ʌ/ could be an interference error. This is because the phoneme /ʌ/ is differently spelt in the English and Oromo languages. For example, this phoneme can be spelt with <u>, <oo>, <ou> and <oe> as in **cut**, **blood**, **touch**, and **does** in English while it is represented only by <a> as in **baruu** 'to learn' and **galii** 'income' in Oromo. As a result, in words where any letter

¹² See Appendix B₁.

¹³ See Appendix C₁.

represents the /ʌ/ sound, the learners tend to substitute their NL /a/ as in *badget* for **budget**, *enagh* for **enough**, *mach* for **much**, *same* for **some** and *hant* for **hunt**.

Similar substitutions were also made by trainees of Dessie TTI for the reason that the Amharic /a/ might have been taken as the near equivalent for the English /ʌ/ sound¹⁴.

In addition, the trainees used their NL <a> for the English <e> <i> and <u> where these letters represent the sound /ɜ:/ as in *sarvice* for **service**, *darty* for **dirty** and *farnichar* for **furniture**. Trainees of Dessie TTI also did the same substitution as in *university* for **university**, for example.

As O'Connor (1980:82) mentions, "The vowel /ɜ:/ . . . is not very close in quality to any other vowels and usually sounds rather vague and indistinct to the foreign learner . . . it is replaced by /a:/ by the Japanese speakers and speakers of many African languages and others." This might be the reason for trainees from both TTIs to replace the /ɜ:/ by the near-equivalent sound /a/ from their NL.

The trainees also substituted <t> for <th> where the latter spells the sound /θ/ as in *tin* for **thin**. Trainees of Dessie TTI also produced spelling errors such as *tife* for **thief** and *lezer* for **leather**, for example.

Since both spoken Oromo and Amharic do not have inter-dentals, that is, /θ/ and /ʃ/, the learning of these sounds becomes difficult for speakers of both languages. Learners therefore, tend to substitute the near equivalents of /θ/ and /ʃ/, that is, /t/ and /z/, respectively, from their NL.

¹⁴ See Appendices C₁, and C₂.

The graphemic substitution of <a> for <u,o,e,i>, which constitute 7.8% of the errors committed and <t> for <th> that accounts for 0.9% of the errors in the research data are, therefore, largely interlingual misspellings¹⁵.

The most noticeable errors in the substitution type are the phonetic ones. The phonetic substitutions for consonants and vowels comprise the highest percentage (9.2% and 8.7%, respectively). Learners employ this phonetic substitution strategy probably to overcome their spelling difficulties that arise from the inconsistent spelling system of the TL. Spelling errors such as *muzic* for **music**, *ather* for **other**, for example, are phonetic substitutions for a consonant and vowel, respectively.

Trainees of Dessie TTI, too, committed spelling errors which are of phonetic type as in *sciense* for **science**, *tuday* for **today**¹⁶. Although few, phonetic spelling is also observed in the teachers' composition writing as in *servises* for **services**.

The trainees also wrote final syllables such as the <-ed> phonetically in the dictation test as in *shokt* for **shocked**. Errors of this type constitute 2.5% of the total errors committed.

All the trainees' phonetic spellings mentioned above, are largely intralingual errors. They indicate the extent to which the trainees rely on sounds of words rather than their visual aspects when dealing with TL words. As Crystal (1987:213) mentions, "Spelling is a more conscious, deliberate process which requires awareness of linguistic structure, and a good visual memory to handle the exceptions to the regular patterns." Successful spellers, as Howell et al (1982:322) mention, ". . . see the word in their mind and copy it on to their paper. Poor spellers seem to lack this skill which is sometimes referred to as revisualization or visual memory." This visual skill could possibly be acquired through repeated

¹⁵ See Table 6.

¹⁶ See Appendices C₁, and C₂.

experiences with the TL words. In the context of foreign language learning, however, exposure to the TL may be limited to the learning situation in the classroom. As a result, the foreign language learners may lack this visual memory which may eventually lead them to spelling words in the way they (the words) sound.

This inadequate exposure to the internal structure of words in the TL may be another possible source for the causes of the trainees' phonetic spellings discussed above.

The trainees' substitution of pure vowels for diphthongs which constitute 1.9% of the errors committed, on the other hand, are interlingual errors. As diphthongs are non-existent in Oromo, they may be realized as simple vowels as shown in the following examples: *imedetely* for **immediately**, *shortege* for **shortage** and *mistek* for **mistake**¹⁷.

Trainees of Dessie TTI also did the same substitution errors because diphthongs are also non-existent in Amharic.

Errors of homophone substitution, however, arise from words which sound the same but have different meanings and spellings. Peters (1985) mentions that learners confuse homophones when they fail to connect the look of the word with its meaning. Peters goes on to say that to spell homophones correctly, learners should not depend on the sound of the word, but on the context in which that word is used.

The trainees, for example, confused homophones indicated in the parentheses in the following sentences:

Farmers must know the (**right, write/rite**)time to sow seeds.

Most car bodies are made of (**steel, steal**).

¹⁷ See Appendix B₁.

This kind of homophone confusions which constitutes 7% of the total errors might have resulted due to the trainees' dependence on the sounds of the words ignoring their contexts.

Errors of suffix substitution which account for 3.5% of the spelling errors in the study, might have resulted from inappropriate application of TL rules. For instance, the letter <d> is substituted by the suffix <ed> as in *avoied* for **avoid**, and *colled* for **cold** due to perhaps an overgeneralization with the <-ed> formation in the TL.

Similarly, the suffixes <-s> and <-es> as in *dayes* for **days**, and *centies* for **cents** are confused probably due to the trainees' inadequate knowledge on the application of these suffixes in plural and third person singular verb formation in the TL.

4.4.2 Omission

Besides substitution, it was observed from the data gathered that trainees omitted letters in their writings. Spelling errors that resulted from omission constituted 23.5% of the data obtained.

As can be seen from Table 6, different kinds of omissions were made by the trainees. For instance, the trainees omitted double letters which comprise 5.2% of the errors. Omission of double letters as in *comited* for **committed**, *atend* for **attend** and *acording* for **according**, for example, would result in phonetic spelling. Errors of this kind were also committed in the teachers' as well as in the trainees' of Dessie TTI writings.

Omission of silent letters, which shares 3.2% of the total errors, is not an exception to what has been discussed above regarding double letter omission. Because silent letters are not sounded out in spoken English, their deletion like the double consonants would end in phonetic spellings. For example, the following words, whose silent letters were deleted,

are phonetic spellings: *sik* for **sick**, *sycology* for **psychology**, *nown* for **known**, *dout* for **doubt** and *shoud* for **should**¹⁸. Trainees of Dessie, too, omitted silent letters in words such as *disonest* for **dishonest**, and *nite* for **night**.

The omission of sounded letters as in *goverment* for **government** constitutes 1.8% of the total errors. This kind of errors appeared in rare cases where there are cluster of consonants as in the word **government** mentioned above. It would be difficult, however, to conclude from this limited data whether learners use this kind of omission as a strategy to overcome or resolve consonant cluster problems in their writing.

Errors that resulted from medial vowel omission constitute 1.2% of the total misspellings. These errors might have resulted from slips of pens because omitting medial vowels could result in clusters of consonants which are usually thought as one of the learning problem areas for the target population in question (Italo, 1988). There are few errors committed, in this regard as in *unform* for **uniform**, and *telephone* for **telephone**. Few errors of this type are also seen in the data gathered from the teachers as in *attched* for **attached** and *intelctual* for **intellectual**.

Errors that occurred due to final <e> omission comprise 3%. The deletion of the final <e> as in *becaus* for **because**, *befor* for **before** appears to be phonetic spelling.

The absence of the final <e>, as Tovey (1982:168) notes, ". . . coincides directly with the phonetic spelling in the dictionary." In other words, words which delete their final <e> can be phonetic spellings. This Omission of final <e> is also common among trainees of Dessie TTI.

¹⁸ See Appendices B₁, and B₂.

The vowel digraph omission is another important error type in the data collected. It accounts for 5.1% of the total errors. In the misspelled words such as *grup* for **group**, *belive* for **believe**, *blackbord* for **blackboard**, *clen* for **clean**, *gussing* for **guessing** and *wether* for **weather**, the trainees are systematic in their vowel digraph omission. That is, they omitted the second vowels which are silent in the digraphs. This kind of omission can also result in phonetic spellings because the vowels are written in the way they sound. This kind of vowel digraph omission is also common in the writings of trainees of Dessie TTI.

Errors of suffix omission which constitute 4% of all the errors committed, resulted from learners' failure to add the plural marker <-s> to singular nouns as in *plant* for **plants**, *period* for **periods**, and *reason* for **reasons**. This kind of omission of grammatical morphemes may be a common experience among language learners because trainees of Dessie TTI also did the same.

4.4.3 Analogy

It is understood that spelling requires precise knowledge of individual letter combinations which can be acquired in various situations. For example, according to Peters (1985:48). "We learn to spell by looking intently and with interest at words and at sequences to letters within words, and by recalling what we have looked at." In the view of Macrorie (1980:317), " We master spelling as we do writing to a large extent. . ." because the only times we need to spell is in writing. We can also develop our power to spell through reading because we can catch spellings of some words while reading (Smedley, 1983). Due to these and other learning situations, ". . . good spellers possess prior knowledge of predetermined letter sequences rather than arbitrarily selecting letters which correspond to sounds they hear" (Tovey, 1982:262).

When writing new words, therefore, learners are likely to draw upon some letter sequences which they are familiar with in order to spell the new ones.

As can be seen from the data gathered, in addition to TL letter sequences, trainees of Asella TTI use their NL letter sequences in spelling some TL words as the following examples illustrate:

doubt reminds the trainees of **bought** and comes out as *dought* in the TL;

believe misspelt as *beleave* on a pattern of **leave** in the TL;

Science misspelt as *saayinsi* on a pattern of **Saayinsii** in the NL; and

Zone misspelt as *Zoon* on a pattern of **Zoonii** in the NL¹⁹.

In terms of the percentage of errors committed, errors of analogy of this kind occupy the third position (21%) in the error types. Of this percentage 11.6% is related to intralingual errors while 9.4% is connected with interlingual errors.

Spelling errors of analogy with the TL spelling pattern are also observed in the teachers' and trainees' of Dessie TTI writings. However, errors of analogy with the NL spelling pattern are typical of or particular to the trainees of Asella TTI only.

4.4.4 Addition

Unlike omission, spelling errors were also committed through addition. This kind of errors constitutes about 12% of the total misspellings. Different errors of addition have been observed. One of them is consonant addition which accounts for 1.3% of the errors collected. According to the data collected, this kind of errors resulted from consonant doubling as in *vaccation* for **vacation**, *erosion* for **erosion**, and silent letter addition as in

¹⁹ See Appendices B₁, and B₂.

bilancket for **blanket**. The trainees insertion of <i> between and <l> here may be to simplify the initial consonant clusters in the word **blanket**.

As Tovey (1982:264) notes, ". . . words where the consonant was doubled inappropriately might reflect children's general awareness of the double consonant phenomenon in the English orthography." Similarly, children's attempt to employ silent letters where they should not have been used indicates the children's awareness of the presence of the silent letters in the TL.

The problems of doubling letters inappropriately are also seen in the writings of trainees of Dessie TTI and in less quantity in the teachers' writings, too.

As discussed in Chapter Two, section 2.3 of this paper, consonant clusters can be difficult for trainees of Asella TTI. This is because only medial consonant clusters of two are existent in the trainees' NL. To simplify consonant clusters, the trainees tended to add vowels to initial consonant clusters as in *istudent* for **student**, and *ispelling* for **spelling** in their writings. They also inserted vowels between consonant clusters of three as in *Engilish* for **English** and *learnet* for **learnt**, for example. Errors that resulted from these types of initial vowel addition and medial vowel insertion constitute 1.1% and 4.7%, respectively, of the errors in the data. These misspellings are, therefore, interlingual errors.

Trainees of Dessie TTI also committed similar errors as in *ismail* for **smile** and *excuse* for **excuse**. As Guta (1989) points out, Amharic speakers learning English insert vowels between consonant clusters of three and more because these clusters are non-existent in their (Amharic speakers') NL.

Errors that occurred due to final vowel addition exceed errors of final vowel omission. While it is 4.9% for the former, it is 3% for the latter²⁰. The addition of final <e> in words such as *bade* for **bad**, *enoughe* for **enough**, *harde* for **hard** indicates that the trainees are aware of the final <e> phenomenon but have not applied it appropriately. That is, they seem to use the <e> in the final position of words without knowing its association with the preceding long vowels as in **mute**, and **mete** and some exceptions as in **become**, and **live**, for example.

This kind of errors was also committed by trainees of Dessie TTI as in *arte* for **art**, *darke* for **dark**, and *buse* for **bus**.

4.4.5 Transposition

Errors of transposition might have been caused due to learners' failure to place letters in their correct order as in *ari* for **air**, *essentail* for **essential**, *gose* for **goes** and *thier* for **their**. This type of errors which constitute 1.9% of the total misspellings might have been committed due to carelessness or exhaustion. Errors of this kind are also observed in the writings of trainees of Dessie TTI as in *berad* for **bread**, and *ruels* for **rules**, for example.

²⁰ See Table 6.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter treats summary of the main objective, methods and results of the study, the conclusions drawn, and recommendations made.

5.1 Summary

As stated above, the main objective of this study was to identify and classify spelling errors that occur in the writings of 80 trainees at Asella TTI and also to indicate possible sources of the errors.

To this end, spelling errors obtained from trainees' composition and dictation tests were analysed. To determine NL- and TL- related spelling errors, those errors committed by trainees at Asella TTI were cross-checked with spelling errors of trainees at Dessie TTI. The spelling errors obtained from five English language teachers (three from Asella and two from Dessie TTI's) were also used in the comparison.

The 80 compositions produced resulted in a total of 13,262 words of which 810 were misspelled²¹. Of the 810 misspellings, however, 577 which have frequencies of two and above were taken for further analysis. The 577 selected misspelled words were actually analysed in terms of their 672 misrepresentations. These misrepresentations were classified into five major error types such as errors of omission, addition, substitution, analogy, and transposition.

²¹ See Appendix E₁.

The error count and percentage in the classification revealed that of the 672 misspellings, 253 (i.e., 37.6%), 146 (i.e., 21.7%), 132 (i.e., 19.6%), 115 (i.e., 17.1%), and 26 (i.e., 3.9%) errors are substitution, analogy, omission, addition and transposition types, respectively.

Among the error types mentioned above, errors of substitution, analogy with TL spelling pattern, omission, addition and transposition are evidenced in the writings of trainees of Dessie TTI whereas errors of analogy with NL spelling pattern are peculiar to trainees of Asella TTI.

In a similar composition writing, the English teachers produced a total of 1313 words of which only 18 words were misspelled²². There was, therefore, 1.4 spelling errors per hundred words as compared with the 6% spelling errors in the trainees' composition writing. The average length of each teacher's composition was 263 words whereas that of the trainees was 166 words.

Unlike the trainees' spelling errors, all the teachers' spelling errors were TL related such as double consonant omission as in *accomodation* for **accommodation**, substitution as in *servises* for **services**, homophone confusion as in **taught** for **thought**, analogy with TL spelling pattern as in **females** misspelled as *feamales* on a pattern of **feast**, suffix substitution as in *taxies* for **taxis**, and vowel digraph omission as in *wether* for **weather**. However, there was no NL- related spelling errors in the teachers' writing.

A possible reason for the occurrence of fewer spelling errors in the teachers' writings than in the trainees' could be due to the teachers' more exposure to the TL²³.

²² See Appendix F₁.

²³ See Section 4.1 of this paper.

The dictation test administered to the trainees, on the other hand, show 1121 misspellings of which 909 with frequencies of five and above were selected and classified into 1030 misrepresentations. These 1030 misrepresentations, like those in the composition writing, were classified into five error types. According to these classifications, errors of substitution, occupy the first rank in terms of number of the errors committed. Errors of omission and analogy are the second important errors whereas errors of addition and transposition are the least in the error groups.

Of the 1030 misrepresentations, 453 (43.9%), are substitution errors. While errors of omission and analogy constitute 269 (26.1%) and 211 (20.5%) errors, respectively, the least types, that is, errors of addition, and transposition comprise 90 (8.7%) and 7 (0.7%) errors, respectively, in the dictation²⁴.

Of the five error types mentioned above, errors of analogy with NL spelling pattern are particular to trainees of Asella TTI. The rest are commonly committed by trainees of both TTIs - Asella and Dessie.

Of the 80 trainees who took part in the dictation test, 59 (i.e., about 73%) of them misspelled above 50% of the stimulus words. In the teachers' response, however, the percentage of misspelled words is very low, that is, 10%.

With regard to the number of errors, there are more errors in the dictation than in the composition. For instance, the error count in the composition is 672 whereas it is 1030 in the dictation. There is also variation of number of errors in some error types. For instance, the percentage of homophone errors in the composition is 2.5% whereas it is 10% in the dictation. Errors of transposition, on the other hand, are more in the composition than in

²⁴ See Table 5.

dictation. Errors of transposition constitute 3.9% in the composition while they cover 0.7% in the dictation.

Errors of analogy with NL spelling pattern also vary in the two tests. They (errors of analogy) constitute 5.8% and 14.9% of the errors in the dictation and composition, respectively.

The data in the two tests also show differences in terms of phonetic substitution errors. In the dictation test, the phonetic substitution for consonants and vowels adds up to 18.8% of the errors committed while it constitutes 16.2% in the composition.

Regardless of their numbers, errors in the two tests fit the same categories in classification. As a result, when added together, errors from both tests (composition and dictation) yield 1702 misspellings of which 706 (41.5%) are errors of substitution. While errors of omission, analogy and addition which comprise 401 (23.5%), 357 (21%), and 205 (12%) of the errors are the next important error types in the group, errors of transposition (33 errors or 1.9%) constitute the least share in the errors committed.

5.2 Conclusions

According to the findings of the study, trainees committed spelling errors that can be attributed to either the TL or NL, or lack of visual memory and poor study habits..

5.2.1 Target - Language Related Spelling Errors

As can be inferred from the analysis and Table 6 in Chapter Four, TL - related errors add up to 74.1% of the misspellings in the study. These errors include:

- a. double, silent and sounded consonant omissions as in, for example, *acording* for **according**, *dout* for **doubt** and *goverment* for **government**, respectively;
- b. medial and final vowels and vowel digraph omissions as in, for example, *telphone* for **telephone**, *becaus* for **because** and *wether* for **weather**, respectively;
- c. suffix omissions as in *classroom* for **classrooms**, for example;
- d. consonant, and final vowel additions as in, for example, *vaccation* for **vacation**, and *harde* for **hard**, respectively;
- e. phonetic substitutions for a consonant, vowel and syllable as in, for example, *elektricity* for **electricity**, *aidea* for **idea** and *shokt* for **shocked**, respectively;
- f. Suffix substitution as in *blined* for **blind**;
- g. False analogy with TL-spelling patterns as in **doubt** misspelled as *dought* on a pattern of **bought**; **drink** misspelled as *dreank* on a pattern of **read**, for example;
- h. transposition as in *firut* for **fruit**, and *freind* for **friend**, for example, and
- i. homophone substitutions as in, for example, *steal* for **steel**, and *coast* for **cost**.

All the error types, mentioned above, are also the ones committed by trainees at Dessie TTI and to a lesser extent, by the language teachers.

Of the 74.1% TL-related errors, phonetic spellings cover the wider proportion (i.e., 36.9%). This might be because, as already mentioned in Chapter Four, the trainees' omission of double and silent consonants, final vowels, vowel digraphs and phonetic substitution for consonants, vowels, and syllables in their (trainees') writings resulted in phonetic spellings. The phonetic spellings, thus, indicate the trainees' tendencies and preferences towards having phoneme-grapheme correspondences in the TL they are learning.

The next noticeable spelling errors which were caused by TL influence are errors of analogy with TL spelling patterns. They constitute 11.6 % of the errors committed. This

kind of errors appears to indicate the influence of prior knowledge of TL letter sequences on the writing of new words.

Errors connected with suffixes and final <e> are the third important types in the TL-related misspellings. Errors of suffix substitution and omission account for 7.5% of the misspellings. According to the data obtained, these errors arise from the trainees' overgeneralization of TL rules, ignoring the exceptions. This kind of spelling errors need to be treated through careful application of rules. Learners should be informed about the values and limitations of rules in learning a language such as English, for Example.

Spelling errors of final <e> addition (where it should not have been used) constitute 4.9% of TL-related misspellings. Errors of this kind can be attributed to the anomalies of the final <e>. For example, in some words such as **mete**, **mate**, **mute** and the like, the final <e> is associated with the preceding long vowels. On the contrary, in words such as **live** , **come**, **prove** and the like, the preceding vowels are not long. These inconsistencies in the use of final <e>, therefore, may create confusion in spelling English words.

As stated above, while errors of homophone substitution constitute 7%, the remaining errors such as transposition, sounded consonant omission, consonant addition, and medial vowel omission constitute the least percentage - in the order presented- in the TL - related errors.

The trainees' errors of homophone confusion might have resulted from their (trainees') dependence on the sounds rather than the meanings of words. The percentage of spelling errors shown in the misspellings of transposition, sounded consonant omission, consonant addition, and medial vowel omission, indicate problem areas which are less difficult for

the trainees as compared with the others such as phonetic spelling, errors of analogy, suffix substitution, final <e> addition and omission, and errors of homophone mentioned above²⁵.

5.2.2 Native - Language Related Spelling Errors

Of the 25.8% spelling errors, the highest percentage of misspellings was observed in the trainees' false analogy with their NL spelling patterns which account for 9.4%. These interference errors are peculiar only to trainees' of Asella TTI. The errors are mostly dominated by the trainees' NL long vowel systems as in:

biology misspelled as *biologii* on a pattern of **baayoolojii** in the NL;

hospital misspelled as *hospitaal* on a pattern of long /a:/ as in **hospitaala** in the NL;

less misspelled as *lees* on a pattern of long /e:/ as in **leemman** which means **bamboo**, and **ltillee** which means **leather** in the NL;

also misspelled as *alsoo* on a pattern of long /o:/ as in **soonsa** which means **wasp**, **sooressa** which means **rich** in the NL;

full misspelled as *fuul* on a pattern of long /u:/ as in **fuula** which means **face**, in the NL²⁶.

This kind of misspellings might have resulted from the trainees' frequent use of their NL writing system in all the subjects they learn except Amharic and English. This wider exposure might have made the learners to easily draw upon spelling patterns from their NL in their (trainees') TL writings.

On the contrary, errors of analogy with NL spelling pattern were not observed in the English language teachers' writings from Asella TTI. This may be because, unlike the trainees, the teachers have more exposure to the TL. The teachers might have gained more information regarding the TL from the instructions they were given while they were

²⁵ See Table 6.

²⁶ See Appendix B₁.

university or college students. They (the teachers) might have also gained more knowledge of the TL while using it (the TL) as a medium of instruction.

The cases of the teachers with regard to the spelling errors committed may indicate the contribution of proper guidance and instruction in the mastery of the TL in question. As Mudd (1994:13) mentions, "Pupils following a systematic method make greater progress and retain their learning better than those given no direction for learning to spell."

The trainees' spelling problems could be minimized as they gradually build up their knowledge of the TL through instructions and practices carried out during their (trainees') TL learning.

The causes of spelling errors of analogy with the NL spelling pattern mentioned earlier, thus, may not be attributed to the teachers' context of teaching. This is because teachers did not commit similar errors in this regard. The causes may be attributed to the trainees' more familiarity with the simple vowel system in their NL than with the more complicated vowel system in the TL.

On the contrary, graphemes such as <c>, <q>, <ph> and <x> which represent different sounds in the TL and NL, seemed not to create confusion in the learners' writings. TL words which involve these graphemes were spelt by the trainees without confusion.

Errors of substitutions such as <a> for <u,o,e,i> which constitute 7.8% of the total misspellings are the second important error type. The trainees committed this kind of errors where some of the letters <u,o,e,i> represented either the /ʌ/, /ɜ:/ or /ə/ sound as in *batter* for **butter**, *garle* for **girl** or *campas* for **campus**, respectively, for example. The trainees might have committed this kind of errors in their attempt to replace the /ʌ/, /ɜ:/ and /ə/ sounds by the nearest sound /a/ from their NL.

The medial vowel addition is the third important error type observed as in words such as *exechange* for **exchange**, *handered* for **hundred**, *mixture* for **mixture** and *worest* for **worst**. This kind errors accounts for 4.7% the spelling errors committed.

The trainees' insertion of vowels in the above words may be to give resolution to the problem of consonant clusters. This is so because only medial consonant clusters of two are existent in the NL. As a result, in many cases, the learners break up the clusters by inserting vowels as mentioned above. Similar strategy was also employed by trainees at Dessie TTI as in *exampele* for **example** and *punishment* for **punishment**.

Diphthongs are the fourth type of misspellings in the trainees' NL (Oromo and Amharic) and they (diphthongs) were realized as simple vowels in the trainees' writings.

Initial vowel addition such as in *istudent* for **student**, *ispelling* for **spelling** appears in the writings of trainees of Asella TTI. This strategy might have been used by the trainees to simplify initial consonant clusters which are non-existent in their (trainees') NL. The same strategy was used by trainees at Dessie TTI as in *ismail* for **smile**, for example. The initial consonant clusters, thus, may be difficult for these trainees also.

The substitution of <t> for <th>, where this grapheme stands for /θ/, has been observed. Because sounds such as /θ/, and /ʒ/ are non-existent in the trainees' NL, trainees from both TTI's tend to replace them by near equivalents from their NL.

Errors of this kind may be persistent and may gradually result in fossilization unless the learners practise them. The oral practice, thus, becomes important to minimize spelling errors that result from mispronouncing of non-native sounds.

As the sources of errors are not secured, knowing their possible causes require a thorough discussion. Thus, letting learners discuss some spelling errors in groups can enable them to learn more from what they did wrong. As Mudd (1994:8) mentions, "Group discussion of spelling errors and their possible causes may lead to distention /debate that generally promotes greater understanding of the subject matter under discussion." Errors of analogy with NL and TL spelling patterns can be understood well through group discussion, for example.

One possible reason for the occurrence of more spelling errors in the dictation than in the composition, as mentioned earlier, can be due to the learners' dependence on the sounds of words rather than on their (the words') visual aspects. This kind of strategy may lead the learner to committing phonetic spellings. The learners' phonetic spellings, thus, can be minimized by drawing their (learners') attention to the look of the word by grouping words of similar spelling patterns together as in **omit**, **commit** and **submit**, for example.

The misspelled words in the composition, on the other hand, revealed the various strategies employed by the trainees. In other words, more varied ways of misspelling words were observed in the composition writing than in the dictation. As a result composition writing was found to be more important, according to this study, than the dictation in testing learners' abilities to spell.

As mentioned above, more TL- related errors (74.1%) were obtained in this study. This percentage of spelling errors was also shared by trainees of Dessie TTI. This could imply that learners of different first languages are likely to commit similar spelling errors related to the TL regardless of their NL influences.

5.3 Recommendation

Based on the findings of the study and possible explanations given in the analysis and conclusions arrived at, the following recommendations are made to help trainees improve their spelling performances.

5.3.1 Employing group discussion on learners' spelling errors during a language class

Group discussion can put learners in a kind of exploratory talk in which they become aware of the causes of their spelling errors and learn more from each other. For instance, spelling errors related to analogy with TL and NL spelling patterns can be understood and consequently minimized better through group discussion than in any other ways. Group discussion can also make the learning of spelling more interesting because it involves the learners in a genuine communication.

5.3.2 Providing proper visual and oral opportunities for the learners to see and hear the word

As spelling is mostly a visual skill, we must draw learners attention more to the internal structure of the word than to the sounds. This could be done by presenting words of similar patterns such as **fruit**, **guice**, **suit** and **ruined** together. This kind of presentation of words can facilitate learners' recall of spellings of words and help the learners fix images of the words in their mind.

In addition, the learners must be helped with the pronunciation of some sounds which caused them difficulties in spelling TL words. These sounds are mostly those which do not exist in the NL such as /θ/, /ʒ/ and /3:/, for example. Learners are likely to misspell words

with these sounds because they fail to correctly articulate them. As a result, the learners tend to substitute these sounds by near equivalents from their NL as in *tink* for **think**, *lezer* for **leather**, and *garl* for **girl**, respectively. This kind of substitution errors can be minimized if the learners practise pronouncing the sounds in a dictation like the following:

*I **think** a hot **path** will do me good after long walk in the snow. (/6/)
During the **first** visit to the Middle East, the hot **weather** made me very
thirsty. (/3:, ʒ /).*

5.3.3 Encouraging learners to practise lots of writing

Learners' ability to spell can improve as they do lots of writing because spelling and writing are integrated skills influencing each other. Providing meaningful situations in which learners can spell words is, therefore, important. This could be done by making learners give immediate written responses to a given exercise or write about topics of their own interest.

5.3.4 Fostering definite and efficient study habits

Learners who study words according to their perceived similarities, for example, are likely to be at a more advantage to improve their ability to spell than those who blindly memorize a printed word list. Giving learners a tool with which they may learn to spell on their own is largely the responsibility of the teacher. The teacher's creative power, in this regard, plays important role in enabling learners to develop good study habits which they can benefit from.

5.3.5 Encouraging learners to read a lot

Learners can gradually build up their knowledge of TL words as they become familiar with more word forms through reading. The learners can pick up spellings of some words out of the many they read. The reading habit, thus, can bring about cumulative effect on the learners' spelling ability as the learners get more chances to examine spellings of more words over a period of time. In this regard, supplying learners with appropriate reading materials or encouraging them to frequent libraries and read materials written in English and refer dictionaries as well is of paramount importance.

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Appendix A: Dictation and Composition writing Tests

**Addis Ababa University
School of Graduate Studies
Institute of Language Studies
Department of Foreign Languages and Literature**

Dear Trainees,

This spelling test is prepared for a research undertaking whose objective is to investigate trainees' spelling errors, if any, while writing in English and to suggest possible solutions to the possible problems. Your genuine response is, therefore, hoped to contribute a great deal to the research.

So, You are requested to kindly respond to each item in the test.

Note: You are not required to write your name.

Thank you.

I. Please Provide the following information about yourself in the space given.

Sex: Male _____ Female _____ (please put a '√' mark)

Age: _____

Date of High School Completion: 19 _____

Zone: _____

Qualification: _____

Years of Service: _____

Mother Tongue: _____

Please mention any other language(s) you know and put a '√' mark in the appropriate boxes to show that you speak, read and write them well.

Language	speak	read	write
A. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Below are 50 sentences with blanks. Try to complete them by listening to the speaker. First, listen and understand the word to be inserted in the blanks. The second and third times you hear, please write down the words that are missing in the blanks. At the end, you can check your spelling errors by going through all the words you have already filled in. The contexts can also help you to correct your spelling errors.

- leave** When doing a completion question, it is always better to make an educated guess than to _____ a blank.
- generation** The most beautiful of our old buildings must be preserved from destruction so that the future _____ may continue to enjoy them.
- alternative** There is no _____ to hard work if you want to pass examination.

4. **patient** The doctor told his _____ that an operation was essential if he wanted to be cured.
5. **require** Growing children _____ nourishing food and exercise if they are to develop into healthy adults.
6. **laughing** The TV programme was funny and everybody could not stop _____.
7. **attend** Children from the age of 5 to 11 usually _____ a primary school.
8. **doubt** He may pass his driving test, but I _____ it. He is too nervous.
9. **stories** Which one do you like? writing _____ or drawing pictures.
10. **steel** Most car bodies are made of _____.
11. **vacation** We have the intention to visit London on our next _____.
12. **telephone** He is extremely polite when speaking on the _____.
13. **cause** Many people know that smoking can _____ lung cancer.
14. **thin** My elder sister is fat, but the younger one is very _____.
15. **revision** In order to pass your test, you will have to do plenty of _____.
16. **uniform** In most high schools nowadays, students wear _____ on school days.
17. **believe** Many People _____ that you need eight hours of sleep every night.
18. **plants** My father has a small garden full of _____. He had built a wall round it.
19. **circle** The _____ and triangle are both common figures of geometry.
20. **leather** You can make _____ from skins of cows.
21. **science** The college offers courses in _____ as well as languages.
22. **broad** One characteristic of this plant is its _____ fleshy leaves.
23. **umbrella** The body of a jellyfish is shaped like a parachute or _____.
24. **spoil** You will _____ the taste of the tea if you let the water boil too long.
25. **single** In our village the bus service is very poor. There is only a _____ bus into town on Sundays.

26. **smile** The photographer asked everyone to _____ and look happy before he took the photo.
27. **harvest** At _____ time work on farm is hard.
28. **chew** You should always _____ your food properly before swallowing it.
29. **waiting** We had been _____ on the platform for half an hour when we were told that the train had been delayed.
30. **result** Modern farm animals and crops are the _____ of centuries of selective breeding.
31. **fruit** People who wish to lose weight often drink only _____ juice for breakfast.
32. **garage** A mechanic repairs cars in a _____.
33. **spoon** You cut with a knife, but you eat with a _____.
34. **girl** She is a very lively little _____.
35. **mosquito** Malaria is transmitted by the female anopheles _____.
36. **sick** We send people to hospital when they are _____.
37. **erosion** In areas of heavy rainfall _____ does a lot of damage to the soil.
38. **sport** Horse racing is a popular _____ in many countries.
39. **shocked** We were _____ at hearing the news that he had lost his money.
40. **difficult** The exercise we did was not _____. It was very easy.
41. **hunt** Wild animals such as lions usually _____ their prey at night.
42. **cold** Most people eat more food in a _____ weather.
43. **blind** My step- mother cannot see. She has been _____ since she was 30.
44. **dishonest** It was _____ of her to cheat in the examination.
45. **government** As production continued to improve, the _____ decided to spend more money on the factory.
46. **technology** _____ deals with the application of science.
47. **right** Farmers must know the _____ time to sow seeds.
48. **should** We _____ take the other route to the city; it is much shorter.
49. **committed** If you see a crime being _____ you must report to the police.
50. **furniture** This house is full of _____. We must move some of the chairs to the next rooms.

III. Essay writing

Write an essay of about 300 words on the topic "Life at _____TTI" regarding your TTI. Use the given guidelines below. You can divide your essay into different paragraphs as follows:

paragraph one: Introduction

- Name of your TTI
- Where it is found (region, town, and the like)
- Estimated distance from Addis Ababa
- Its weather condition, and the like

Paragraph two:

- number of classrooms, halls, trainees, instructors, and the like
- types of subjects you learn
- number of periods you have in a week for each subject
- your study time, and the like

paragraph three:

- dormitory life
- supply of water, food, electricity, and the like
- rules and regulations of the TTI
- transportation facilities, and the like

paragraph four: conclusion

End up your essay by restating the main points giving solutions to the problems, if any, you have already mentioned in paragraphs two and three.

NB. Include ideas of your own in your essay.

Thank you.

Appendix B1: Trainees' Spelling Errors in the Composition Writing (Asella TTI)

Stimulus	Response	Error Type	Frequency	Comment
Sunny	<i>Suny</i>	DCOm	2	Double < n > is omitted.
attractive	<i>atractive</i>	DCOm	2	Double < t > is omitted.
according	<i>acording</i>	DCOm	3	Double < c > is omitted.
affected	<i>afekited</i>	DCOm / PhSC / MVAd	2	Double < f > is omitted; < c > is phonetically represented; < i > is inserted.
accurate	<i>acurate</i>	DCOm	2	Double < c > is omitted.
allow	<i>alow</i>	DCOm	2	Double < l > is omitted.
controlling	<i>controling</i>	DCOm	2	Double < l > is omitted.
difficult	<i>dificult</i>	DCOm	3	Double < f > is omitted.
differs	<i>difers</i>	DCOm	2	Double < f > is omitted.
errors	<i>erores</i>	DCOm / SuS	2	Double < r > is omitted; suffix '-es' is incorrectly added.
happy	<i>hapy</i>	DCOm	2	Double < p > is omitted.
immediately	<i>imedetely</i>	DCOm / Diph	2	Double < m > is omitted; the diphthong /Iθ/ is reduced to simple vowel /e/.
impossible	<i>imposible</i>	DCOm	2	Double < s > is omitted.
sorry	<i>sory</i>	DCOm	2	Double < r > is omitted.
silly	<i>sili</i>	DCOm / PhSC	2	Double < l > is omitted; < y > is phonetically written.
begging	<i>beging</i>	DCOm	2	Double < g > is omitted.
sick	<i>sik</i>	SiCOM	2	silent < c > is omitted.

key:

DCOm:	Double Consonant Omission
SiCOM:	Silent Consonant Omission
SdCOM:	Sounded Consonant Omission
MVOM:	Medial Vowel Omission
FVOM:	Final Vowel Omission
VDigOm:	Vowel Digraph Omission
SuOm:	Suffix Omission
CAd:	Consonant Addition
SuS:	Suffix Substitution
IVAd:	Initial Vowel Addition
MVAd:	Medial Vowel Addition
FVAd:	Final Vowel Addition
S:	Substitution
PhSC:	Phonetic Substitution for a Consonant
PhSV:	Phonetic Substitution for a Vowel
PhS. Syl:	Phonetic Substitution for a Syllable
NPhSC:	Non-Phonetic Substitution for a Consonant
AnNLSp.P:	Analogy with Native Language Spelling Pattern
AnTLSp.P:	Analogy with Target Language Spelling Pattern
PV.DiPh:	Pure Vowel for a Diphthong
Tr:	Transposition
HOS:	Homophone Substitution

Stimulus	Response	Error Type	Frequency	Comment
exhibition	<i>exsibition</i>	SiCOM/CAd	2	Silent /h/ is omitted; < s > is added.
fetch	<i>feach</i>	AnTLSp.P/SiCOM	2	Analogy with < ea > pattern as in feather , deaf in the TL; Omission of silent < t >
hour	<i>aur</i>	SiCOM/PhSV	2	Silent / h / is omitted; < ou > is phonetically represented.
handwriting	<i>handirayting</i>	SiCOM/ MVAd/PhSV	2	Silent /w/ is omitted; < i > is inserted between < d > and < r >; < i > is phonetically written.
psychology	<i>sycology</i>	SiCOM	8	Silent /P/ and <h > are omitted.
wherever	<i>werever</i>	SiCOM	2	Silent /h/ is omitted.
known	<i>nown</i>	SiCOM	2	Silent /k/ is omitted.
assumption	<i>asumtion</i>	DCOm / SdCOM	2	Double < s > is omitted; Sounded /p/ is omitted.
government	<i>goverment</i>	SdCOM	3	Sounded /n/ is omitted.
habit	<i>abite</i>	SdCOM / FVAd	2	Sounded /h/ is omitted; final <e > is added.
cafeteria	<i>kafteriya</i>	PhSC/MVOM/CAd	2	<c> is phonetically written; the <e> between < f > and < t > is omitted; < y > is added.
participate	<i>partsipet</i>	MVOM/PhSC/PV. Diph /FVOM	2	< c > is phontically represnted; the < i > after < t > is omitted; the diphthong /ei/ is replaced by pure vowel /e/.
because	<i>becaus</i>	FVOM	2	Final < e > is omitted.
before	<i>befor</i>	FVOM	2	Final < e > is omitted.
group	<i>grupe</i>	VDigOm/FVAd	2	Vowel digraph omission (< o > is omitted); final < e > is added.
believe	<i>belive</i>	VDigOm	2	Vowel digraph omission (< e > is omitted).
blackboard	<i>blackbord</i>	VDigOm	2	Vowel digraph omission (< o > is omitted).

Stimulus	Response	Error Type	Frequency	Comment
clean	<i>clen</i>	VDigOm	2	Vowel digraph omission (<a> is omitted)
course	<i>corse</i>	VDigOm	2	Vowel digraph omission (<u> is omitted)
eating	<i>eting</i>	VDigOm	2	Vowel digraph omission (<a> is omitted)
great	<i>gret</i>	VDigOm	2	Vowel digraph omission (<a> is omitted)
guessing	<i>gussing</i>	VDigOm	2	Vowel digraph omission (<e> is omitted)
guards	<i>gards</i>	VDigOm	2	Vowel digraph omission (<u> is omitted)
heavier	<i>hevier</i>	VDigOm	2	Vowel digraph omission (<a> is omitted)
weather	<i>wether</i>	VDigOm	2	Vowel digraph omission (<a> is omitted)
equal	<i>eqal</i>	VDigOm	3	Vowel digraph omission (<u> is omitted)
classrooms	<i>classroom</i>	SuOm	3	Final <-s> is omitted.
	<i>clasroom</i>	DCOm / SuOm	3	Double <s> is omitted; final <-s> is also omitted.
periods	<i>period</i>	SuOm	4	Final <-s> is omitted.
reasons	<i>risen</i>	PhSv/ SuOm	2	<ea> is phonetically spelt; final <-s> is omitted.
student	<i>istudent</i>	IVAd	2	<i> is added before initial consonant clusters.
sport	<i>isport</i>	IVAd	2	<i> is added before initial consonant clusters.
	<i>esporti</i>	IVAd/ FVAd	2	<e> and <i> are added before and after initial and final consonant clusters, respectively.
spelling	<i>ispelling</i>	IVAd	2	<i> is added before initial consonant clusters.
blanket	<i>bilancket</i>	MVAd/CAd	2	<i> is inserted between and <l>; <c> is added.
broken	<i>beroken</i>	MVAd	2	<e> is inserted between initial clusters.
drink	<i>dirink</i>	MVAd	3	<i> is added between initial consonant clusters.
exchange	<i>exexchange</i>	MVAd	2	<e> is inserted between medial clusters.

Stimulus	Response	Error Type	Frequency	Comment
English	<i>Engilish</i>	MVAd	3	< i > is inserted between < g > and < l >.
extra	<i>extira</i>	MVAd	3	< i > is inserted between < t > and < r >.
excuse	<i>execuse</i>	MVAd	2	< e > is inserted between < x > and < c >.
except	<i>execept</i>	MVAd	2	< e > is inserted between < x > and < c >.
hundred	<i>hundered</i>	MVAd	2	< e > is inserted between < d > and < r >.
handicraft	<i>handkirafte</i>	Tr/FVAd/PhSC	2	< c > is phonetically represented; < i > is misplaced; final < e > is added.
learnt	<i>learnet</i>	MVAd	2	< e > inserted between final clusters.
mixture	<i>mixture</i>	MVAd	2	< i > is inserted between < x > and < t >.
sixteen	<i>sixiteen</i>	MVAd	2	< i > is inserted between < x > and < t >.
worst	<i>worest</i>	MVAd	2	< e > is inserted between medial clusters.
bad	<i>bade</i>	FVAd	3	Final < e > is added.
enough	<i>enoughe</i>	FVAd	4	Final < e > is added.
hard	<i>harde</i>	FVAd	4	Final < e > is added.
month	<i>monthe</i>	FVAd	4	Final < e > is added.
our	<i>oure</i>	FVAd	4	Final < e > is added.
problem	<i>probleme</i>	FVAd	3	Final < e > is added.
sport	<i>sporte</i>	FVAd	4	Final < e > is added.
supply	<i>supplye</i>	FVAd	4	Final < e > is added.
start	<i>starte</i>	FVAd	3	Final < e > is added.
warm	<i>warme</i>	FVAd	4	Final < e > is added.

Stimulus	Response	Error Type	Frequency	Comment
avoid	<i>avoied</i>	SuS	3	An overgeneralization with '-ed' formation
cold	<i>colled</i>	SuS	5	An overgeneralization with '-ed' formation
cents	<i>centies</i>	SuS	2	An overgeneralization with '-es' addition
days	<i>dayes</i>	SuS	4	An overgeneralization with '-es' addition
halls	<i>halles</i>	SuS	2	An overgeneralization with 'es' addition
kinds	<i>kindes</i>	SuS	3	An overgeneralization with 'es' addition
studying	<i>studing</i>	SuS	7	An overgeneralization with '-ing' addition
looks	<i>lukes</i>	PhSV/ SuS	2	< oo > is phonetically written; '-es' is in correctly used (an ovegeneralization with '-es').
mind	<i>mined</i>	SuS	2	An overgeneralization with '-ed' formation
physics	<i>physices</i>	SuS	2	The word 'physics' is treated as if it adds the suffix '-es'.
periods	<i>periodes</i>	SuS	2	An overgeneralization with the use of '-es'
studied	<i>studed</i>	SuS	2	An overgeneralization with '-ed' formation
topics	<i>topices</i>	SuS	5	An overgeneralization with 'es' addition.
absence	<i>absense</i>	PhSC	3	< c > is phonetically represented.
discipline	<i>disipline</i>	PhSC	2	< s > is phonetically substituted for < sc >.
electricity	<i>elektricity</i>	PhSC	2	< k > is phonetically substituted for < c >.
geography	<i>geogiraphi</i>	MVAd/ PhSC	3	< i > is inserted between medial consonant clusters; <y> is phonetically represented.

Stimulus	Response	Error Type	Frequency	Comment
including	<i>inkiluding</i>	PhSC/ MVAd	2	< c > is phonetically represented; medial < i > is inserted between < k > and < l >.
music	<i>muzic</i>	PhSC	9	< s > is phonetically spelt.
medicine	<i>medisin</i>	PhSC/FVom	2	< c > is phonetically spelt; final < e > is omitted.
o'clock	<i>okilok</i>	PhSC/ MVAd	4	< c > and < ck > are phonetically spelt; medial < i > is inserted between < k > and < l >.
permission	<i>permishen</i>	PhSC	2	< ss > is phonetically spelt.
republic	<i>republik</i>	PhSC	2	< c > is phonetically spelt.
certain	<i>sertain</i>	PhSC	2	< c > is phonetically spelt.
taxi	<i>taksi</i>	PhSC	2	< x > is phonetically spelt.
about	<i>abaut</i>	PhSC	3	< ou > is phonetically represented.
any	<i>eny</i>	PhSV	2	< a > is phonetically written.
found	<i>faund</i>	PhSV	2	< ou > is phonetically spelt
appreciated	<i>appriciated</i>	PhSV	2	The < e > after < r > is phonetically spelt.
around	<i>araund</i>	PhSV	2	< ou > is phonetically spelt.
drawing	<i>drowing</i>	PhSV	2	< a > is phonetically spelt.
either	<i>aither</i>	PhSV	2	< ei > is phonetically spelt.
foot	<i>fut</i>	PhSV	2	< oo > is phonetically represented.
idea	<i>aidea</i>	PhSV	3	< i > is phonetically written.
night	<i>nayight</i>	PhSV	2	< i > is phonetically written; < i > is added.

Stimulus	Response	Error Type	Frequency	Comment
means	<i>mins</i>	PhSV	2	< ea > is phonetically spelt.
other	<i>ather</i>	PhSV	11	< o > is phonetically spelt.
our	<i>aur</i>	PhSV	2	< ou > is phonetically spelt.
region	<i>rigion</i>	PhSV	2	< e > is phonetically spelt.
time	<i>tayime</i>	PhSV/MVAd	2	< i > is phonetically spelt; the < i > after < y > is added.
teaching	<i>tiching</i>	PhSV	2	< ea > is phonetically spelt.
wash	<i>wosh</i>	PhSV	2	< a > is phonetically spelt.
buy	<i>bay</i>	PhSV	3	< uy > is phonetically written.
classroom	<i>classrum</i>	PhSV	2	< oo > is phonetically spelt.
landrover	<i>landrober</i>	S	2	 for <v>
orthodox	<i>ortodox</i>	S	2	<t> for /θ/
thousand	<i>tausand</i>	S / PhSV	2	/t/ for /θ/; < ou > is phonetically spelt.
thank	<i>tank</i>	S	2	/t/ is substituted for /θ/.
think	<i>tink</i>	S	2	/t/ for /θ/.
three	<i>tree</i>	S	2	/t/ for /θ/.
exchange	<i>exechange</i>	MVAd /PV. Diph	2	Medial < e > is inserted between < x > and < c >; the diphthong /ei / after < ch > is reduced to /e/.
estimate	<i>estimete</i>	PV.Diph	2	The diphthong /ei/ after <m> is reduced to /e/.
females	<i>femeles</i>	PV.Diph	2	The diphthong /ei/ after <m> is reduced to /e/.

Stimulus	Response	Error Type	Frequency	Comment
mistake	<i>misteke</i>	PV.Diph	3	The diphthong /ei/ after <t> is replaced by pure vowel /e/.
shortage	<i>shortege</i>	PV.Diph	2	The diphthong /ei/ after <t> is reduced to pure vowel /e/.
town	<i>tawn</i>	PV.Diph	5	The diphthong /au/ represented by <ow> is reduced to <aw> which nearly has a pure vowel value: /ɔ:/ .
almost	<i>almoost</i>	AnNLSp.P	2	Analogy with long /o:/ or <oo> pattern in the NL writing
also	<i>alsoo</i>	AnNLSP,P	2	Analogy with long /o:/ or <oo> pattern in the NL writing
a lot of	<i>a loot of</i>	AnNLSp.P	2	Analogy with long /o:/ or <oo> pattern in the NL writing
bad	<i>baad</i>	AnNLSp.P	2	Analogy with long /a:/ or <aa> pattern in the NL writing
bilolgy	<i>biolojii</i>	AnNLSp.P	2	Analogy with the spelling pattern of baayoolojii in the NL writing.
campus	<i>campaa</i>	AnNLSp.P	6	Analogy with long /a:/ or <aa> pattern in the NL writing
classroom	<i>claassroom</i>	AnNLSp.P	5	Analogy with long /a:/ or <aa> pattern in the NL writing
distance	<i>distaance</i>	AnNLSp.P	2	Analogy with long /a:/ or <aa> pattern in the NL writing
from	<i>froom</i>	AnNLSp.P	2	Analogy with long /a:/ or <aa> pattern in the NL writing
full	<i>fuul</i>	AnNLSp.P / DCOm	2	Analogy with long /u:/ or <uu> pattern in the NL; double consonant <l> omission.
great	<i>greet</i>	AnNLSp.P	2	Analogy with long /e:/ or <ee> pattern in the NL writing
go	<i>goo</i>	AnNLSp.P	2	Analogy with long /o:/ or <oo> pattern in the NL writing
hazardous	<i>hazaardous</i>	AnNLSp.P	2	Analogy with long /a:/ or <aa> pattern in the NL writing

Stimulus	Response	Error Type	Frequency	Comment
student	<i>studeent</i>	AnNLSp.P	2	NL long /e:/ or <ee> pattern is used, may be due to MT pronunciation
hospital	<i>hospitaal</i>	AnNLSp.P	2	Analogy with the spelling pattern of 'hospitaala' in the NL writing
kilometres	<i>kiloometers</i>	AnNLSp.P	3	Analogy with the word kiloomeetra in the NL
kept	<i>keep</i>	AnNLSp.P	2	Analogy with long /e:/ or <ee> pattern in the NL
less	<i>leess</i>	AnNLSp.P	3	Analogy with long /e:/ or <ee> pattern in the NL
music	<i>muziqaa</i>	AnNLSp.P	8	Analogy with the word muziiqaa in the NL
well	<i>weel</i>	AnNLSp.P/DCOm	2	Analogy with long /e:/ or <ee> pattern in the NL; double <l> omission
psychology	<i>saayikoloojii</i>	AnNLSp.P	10	Analogy with the word saaykolojii in the NL writing
possible	<i>poosible</i>	AnNLSp.P / DCOm	2	Analogy with long /o:/ or <oo> pattern in the NL; double <s> omission
prolem	<i>pirobleem</i>	MVAd/AnNLSp.P	2	<i> is inserted between initial consonant clusters; analogy with long /e:/ or <ee> pattern in the NL.
result	<i>resaalt</i>	AnNLSp.P	2	Analogy with <aa> in the NL
science	<i>saayinsi</i>	AnNLSp.P	6	Analogy with the word saayinsii in the NL
sure	<i>shuur</i>	AnNLSp.P/PhSC/FVOM	2	Analogy with <uu> pattern in the NL; phonetic substitution for <s>; final <e> omission
satisfied	<i>satisfaayed</i>	AnNLSp.P	2	Analogy with <aa> pattern in the NL
tell	<i>teel</i>	AnNLSp.P/DCOm	3	Analogy with <ee> pattern in the NL; double <l> omission
very	<i>veery</i>	AnNLSp.P	2	Analogy with <ee> pattern in the NL

Stimulus	Response	Error Type	Frequency	Comment
twenty	<i>tweenty</i>	AnNLSp.P	2	Analogy with <ee> pattern in the NL
your	<i>yuur</i>	AnNLSp.P	2	Analogy with <uu> pattern in the NL
zone	<i>zoon</i>	AnNLSp.P	2	Analogy with the word zoonii in the NL
zero	<i>zeroo</i>	AnNLSp.P	2	Analogy with <oo> pattern in the NL
not	<i>noot</i>	AnNLSp.P	2	Analogy with <oo> pattern in the NL
when	<i>wheen</i>	AnNLSp.P	2	Analogy with <ee> pattern in the NL
hotness	<i>hootiness</i>	AnNLSp.P/MVAd	2	Analogy with <oo> pattern in the NL; insertion of <i> between medial consonant clusters
because	<i>becouse</i>	AnTLSp.P	7	Analogy with the spelling pattern as in cough, course in the TL.
believe	<i>beleave</i>	AnTLSp.P	2	Analogy with the spelling pattern in the word leave
because	<i>beacouse</i>	AnTLSp.P	2	Analogy with the <ea> pattern as in beach, bean and <ou> pattern as in course in the TL
cold	<i>coald</i>	AnTLSp.P	2	Analogy with <oa> pattern as in coal in the TL
	<i>could</i>	AnTLSp.P	2	Analogy with <ou> pattern as in court, thought in the TL
credit	<i>creadit</i>	AnTLSp.P	2	Analogy with <ea> pattern as in bread in the TL
drink	<i>dreank</i>	AnTLSp.P	2	Analogy with <ea> pattern as in read, reach
education	<i>eduquestion</i>	AnTLSp.P	2	Analogy with the spelling pattern in the word question
you	<i>yoo</i>	AnTLSp.P	2	Analogy, with <oo> pattern as in book, look in the TL
eastern	<i>eastearn</i>	AnTLSp.P	2	Analogy with <ea> pattern as in learn in the TL

Stimulus	Response	Error Type	Frequency	Comment
giving	<i>giveness</i>	AnTLSp.P	3	Analogy with words like sharp-sharpening , short-shortening in TL.
many	<i>meany</i>	AnTLSp.P	3	analogy with <ea> pattern as in meant in the TL
place	<i>pleace</i>	AnTLSp.P	2	Analogy with <ea> patten as in break in the TL
rest	<i>reast</i>	AnTLSp.P	2	Analogy with the spelling pattern as in breast in the TL
rule	<i>roule</i>	AnTLSp.P	2	Analogy with <ou> pattern as in group in the TL
science	<i>since</i>	AnTLSp.P	2	Analogy with the /s/ sound value as in sign
speak	<i>speek</i>	AnTLSp.P	2	Analogy with <ee> pattern as in peek , peel in the TL
sleep	<i>sleap</i>	AnTLSp.P	3	Analogy with <ea> pattern as in leap in the TL
air	<i>ari</i>	Tr	2	< i > is misplaced.
essential	<i>essentail</i>	Tr	2	< i > is misplaced.
friends	<i>firends</i>	Tr	2	< i > is misplaced.
	<i>freinds</i>	Tr	2	< i > is misplaced.
goes	<i>gose</i>	Tr	2	< s > is misplaced.
protein	<i>protine</i>	Tr	2	< n > and < e > are transposed.
rules	<i>ruels</i>	Tr	2	< e > is misplaced.
science	<i>sceince</i>	Tr	2	< e > and < i > are transposed.
their	<i>thier</i>	Tr	6	< e > and < i > are transposed.
wide	<i>wied</i>	Tr	2	<d> and <e> are misplaced.
week	<i>weak</i>	HOS	2	homophon Substitution
cost	<i>coast</i>	HOS	2	Two words which sound alike, but have different spelling and meaning are confused.

Stimulus	Response	Error Type	Frequency	Comment
live	<i>leave</i>	HOS	3	homophone Substitution
lacks	<i>lucks</i>	HOS	2	homophone Substitution (near homophone)
minor	<i>miner</i>	HOS	2	homophone Substitution
relationship	<i>relationsheep</i>	HOS	2	homophone Substitution
serious	<i>series</i>	HOS	2	homophone Substitution
right	<i>write/rite</i>	HOS	2	homophone Substitution
budget	<i>bajet</i>	S	2	<a> for <u>
	<i>badget</i>	S	2	<a> for <u>
butter	<i>batter</i>	S	2	<a> for <u>
difficult	<i>difficalt</i>	S	8	<a> for <u>
discuss	<i>discas</i>	S/ DCOm	2	<a> for <u>; double <s> is omitted.
enough	<i>enagh</i>	S	4	<a> for <ou>
instructors	<i>instractors</i>	S	2	<a> for <u>
much	<i>mach</i>	S	2	<a> for <u>
sometimes	<i>sametimes</i>	S	2	<a> for <o>
somewhat	<i>samewhat</i>	S	2	<a> for <o>
study	<i>stady</i>	S	2	<a> for <u>
some	<i>same</i>	S	2	<a> for <o>

Stimulus	Response	Error Type	Frequency	Comment
culture	<i>calechar</i>	S/MVAd/PhSC/FVom	2	<a> for <u>; <e> is inserted between < l > and <t>; <t> is phonetically spelt; final <e> is omitted.
hundred	<i>handrad</i>	S	2	<a> for <u> and <e>
system	<i>system</i>	S	2	<a> for <o>
freedom	<i>freedom</i>	S	2	<a> for <o>
campus	<i>campas</i>	S	2	<a> for <u>
research	<i>resarch</i>	S	2	<a> for <ea>
service	<i>sarvice</i>	S	2	<a> for <e>
dirty	<i>darty</i>	S	2	<a> for <i>
girl	<i>garle</i>	S/FVAd	6	<a> for <i>; Final <e> is added.
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Appendix B2: Trainees' Spelling Errors in the dictation Test (Asella TTI)

Stimulus	Response	Error Type	Frequency	Comment
leave	<i>live</i>	HOS	35	Homophone Substitution
generation	<i>jeneration</i>	PhSC	5	<g> is phonetically represented.
	<i>generashin</i>	PhSC	6	<tio> is phonetically written.
alternative patient	<i>olternative</i>	PhSV	20	Initial <a> is phonetically written.
	<i>peshent</i>	Diph/PhSC	8	The diphthong /ei/ after <p> is reduced to simple vowel /e/; <tie> is phonetically represented.
require	<i>petient</i>	Diph	5	The diphthong /ei/ is replaced by /e/.
	<i>requare</i>	AnTLSp.P	7	Analogy with the letter patterns as in square in the TL
laughing	<i>riquire</i>	PhSV	5	The <e> after <r> is phonetically written.
	<i>lafing</i>	VDigOm/PhSC	13	Omission of vowel digraph (<u>is omitted); <gh> is phonetically spelt.
	<i>laphing</i>	VDigOm/S	8	vowel digraph omission; use of alternative grapheme: <ph>
attend	<i>atend</i>	DCOm	6	Double <t> is omitted.
doubt	<i>dout</i>	SiCOm	6	silent is omitted.
	<i>dawt</i>	PhSV	5	<ou> is written the way it sounds.
	<i>dought</i>	AnTLSp.P	20	Analogy with the spelling pattern as in bought, thought in the TL.

Stimulus	Response	Error Type	Frequency	Comment
stories	<i>storys</i>	SuS	6	An overgeneralization with '-s' addition
steel	<i>steal</i>	HOS	7	Homophone Substitution
	<i>still</i>	HOS	17	Homophone Substitution
vacation	<i>vakation</i>	PhSC	5	<c> is phonetically represented.
	<i>vaccation</i>	CAd	5	<c> is doubled.
telephone	<i>telphone</i>	FVom	10	Ffinal <e> is omitted.
	<i>telephone</i>	MVom	5	Medial <e> is omitted.
cause	<i>couse</i>	AnTLSp.P	11	Analogy with <ou> pattern as in course , thought in the TL
thin	<i>tin</i>	S	5	/t/ for /θ/
revision	<i>revition</i>	S	5	/ʃ/ for /3/
uniform	<i>uniforme</i>	FVAd	9	Final <e> is added.
	<i>unform</i>	MVom	11	Medial <i> is omitted.
believe	<i>belive</i>	An TLSP.P	41	Analogy with the letter pattern as in the word live in the TL
	<i>beleave</i>	AnTLSp.P	6	Final '-s' omitted.
plants	<i>plant</i>	SuOm	57	Final <-s> is omitted.
circle	<i>sercile</i>	PhSC/S/MVAd	5	<c> is phonetically spelt; /e/ for /i/; <i> is inserted between <c> and <e>.
	<i>sarcle</i>	PhSC/S	5	<c> is phonetically written; <a> is substituted for <i>.
leather	<i>lether</i>	VDigOm	18	<a> is omite.

Stimulus	Response	Error Type	Frequency	Comment
science	<i>since</i>	AnTLSp.P	5	Analogy with the /S/ sound value as in the word sign in the TL
	<i>scince</i>	VDigOm	6	Medial <e> is omitted.
broad	<i>saayinsii</i>	AnNLSp.P	15	Analogy with the spelling pattern as in saayinsii in the NL
	<i>broud</i>	PhSV	6	<oa> is written the way it sounds.
	<i>browed</i>	PhSV	10	<oa> is written the way it sounds.
umbrella	<i>unbrella</i>	NPhSC	8	/n/ for /m/.
spoil	<i>spoile</i>	FVAd	11	Final <e> is added.
	<i>ispooyile</i>	IVAd/AnNLSp.P/MVAd	5	Initial <i> is added; analogy with <oo> pattern in the NL; <y> and <e> are added.
single	<i>singil</i>	MVAd/FVOM	5	<i> is inserted between <g> and <l>; final <e> is omitted.
smile	<i>smail</i>	PhSV/FVOM	10	<i> is phonetically spelt; final <e> is omitted.
	<i>isimaayel</i>	IVAd/MVAd/ CAAd/AnTLSp.P	6	Initial <i> is added; <i> is inserted between <s> and <m>; analogy with <aa> pattern in the NL; <y> is added.
harvest	<i>haarveste</i>	AnNLSp.P / FVAd	5	Analogy with <aa> pattern the NL; final <e> is added.
chew	<i>cheaw</i>	AnTLSp.P	9	Analogy with <ea> pattern as in cheat, cheap in the TL
	<i>cheew</i>	AnTLSp.P	5	Analogy with <ee> pattern as in cheer in the TL
waiting	<i>weating</i>	AnTLSp.P	5	Analogy with <ea> pattern as in great in the TL

Stimulus	Response	Error Type	Frequency	Comment
	<i>weighting</i>	HOS	5	Homophone Substitution
	<i>wayiting</i>	PhSV/MVAd	9	<ai> is written the way it sounds; the <i> after <y> in inserted.
result	<i>risalt</i>	PhSV/S	12	<e> is phonetically represented.
fruit	<i>firut</i>	Tr	7	<i> is misplaced.
	<i>froot</i>	AnTLSp.P	5	Analogy with <oo> pattern as in root in the TL
garage	<i>garaje</i>	PhSC	5	Final <g> is phonetically spelt.
	<i>gaarage</i>	AnNLSp.P	5	Analogy with <aa> pattern in the NL
spoon	<i>spun</i>	PhSV	14	<oo> is phonetically spelt.
	<i>spoun</i>	AnTLSp.P	5	Analogy with <ou> pattern as in group in the TL
girl	<i>girle</i>	FVAd	7	Final <e> is added.
mosquito	<i>mosquto</i>	VDigOm	11	<i> is omitted.
	<i>moskito</i>	PhSC/VDigOm	6	<q> is phonetically represented; <u> is omitted
sick	<i>sik</i>	PhSC	17	<ck> is phonetically written.
erosion	<i>errosion</i>	CAd	6	<r> is doubled.
sport	<i>ispoorti</i>	AnNLSp.P	5	Analogy with the word ispoortii in the NL
shocked	<i>shokt</i>	PhS.Syl	43	The final syllable is phonetically spelt.
difficult	<i>difficalt</i>	S	13	<a> for <u>
hunt	<i>hant</i>	S	35	<a> for <u>

Stimulus	Response	Error Type	Frequency	Comment
cold	<i>coold</i>	AnTLSp.P	6	Analogy with <oo> pattern as in door in the TL
	<i>could</i>	AnTLSp.P	10	Analogy with <ou> pattern as in bought, thought in the TL
blind	<i>blined</i>	SuS	10	An overgeneralization with 'ed' formation
	<i>bliend</i>	AnTLSp.P	10	Analogy with <ie> pattern as in tie, lie in the TL.
dishonest	<i>disonest</i>	SiCOm	16	silent /h/ is omitted.
government	<i>goverment</i>	SdCOm	14	<n> is omitted.
	<i>gaverment</i>	S/SdCOm	10	<a> is substituted for <o>; <n> is omitted.
technology	<i>teknology</i>	PhSC	14	<ch> is phonetically spelt.
	<i>teknolojii</i>	AnNLSp.P	25	Analogy with the word teeknoooloojii in the NL
right	<i>write</i>	HOS	34	Homophone Substitution
	<i>rite</i>	HOS	5	Homophone Substitution
should	<i>shoud</i>	SiCOm	10	silent <l> is omitted.
committed	<i>comited</i>	DCOm	32	Double letters are omitted.
furniture	<i>furnicher</i>	PhSC/S/FVOM	10	<ch> is phonetically written; <e> is used instead of <u>; final <e> is omitted.
	<i>farnichar</i>	S/PhSC/FVOM	5	<a> is used instead of <u>; <ch> is phonetically written; final <e> is omitted.
Σ			909	

Appendix C1: Trainees' Spelling Errors Obtained from Composition Writing (Dessie TTI)

<u>Stimulus</u>	<u>Response</u>	<u>Stimulus</u>	<u>Response</u>
accidental	<i>acidental</i>	attached	<i>attched</i>
adres	<i>adress</i>	balanced	<i>blanced</i>
discussion	<i>discusion</i>	disturb	<i>dsturb</i>
electricity	<i>electriccity</i>	electricity	<i>electricity</i>
funny	<i>funy</i>	satisfy	<i>satsfy</i>
permitted	<i>permitted</i>	condition	<i>condtion</i>
sleep	<i>slep</i>	approximately	<i>approximatly</i>
specialy	<i>specialy</i>	different	<i>diffrent</i>
programme	<i>programe</i>	haven't	<i>havn't</i>
		disease	<i>diseas</i>
		before	<i>befor</i>
night	<i>nite</i>	because	<i>becaus</i>
fighting	<i>faiting</i>	life	<i>lif</i>
know	<i>now</i>	time	<i>tim</i>
psychology	<i>psycology</i> <i>sychology</i>	sincere	<i>sincer</i>
assumption	<i>assumetion</i>	clean	<i>clen</i>
around	<i>aroun</i>	dangerous	<i>dangerus</i>
account	<i>accoun</i>	encourage	<i>encorage</i>
always	<i>alway</i>	guess	<i>guss</i>
everything	<i>everthing</i>	guards	<i>gards</i>
except	<i>exepet</i>	friends	<i>frinds</i>
already	<i>aready</i>	eastern	<i>estern</i>
expensive	<i>expessive</i>	sufficient	<i>sufficint</i>
government	<i>goverment</i>	dorm	<i>dorme</i>
according	<i>accourding</i>	dark	<i>darke</i>
breakfast	<i>breakefast</i>	hote	<i>hote</i>
clothes	<i>clooths</i>	music	<i>musice</i>
circle	<i>cirecele</i>	mind	<i>minde</i>
dormitory	<i>doremitory</i>	problem	<i>probleme</i>
transport	<i>teransport</i>	this	<i>thise</i>
excess	<i>execess</i>	your	<i>youre</i>
excuse	<i>execuse</i>	bus	<i>buse</i>
ethnic	<i>ethinic</i>		
example	<i>exampele</i>		

<u>Stimulus</u>	<u>Response</u>	<u>Stimulus</u>	<u>Response</u>
fifty	<i>fifty</i>	compared	<i>comparied</i>
friend	<i>feriends</i>	days	<i>dayes</i>
flexible	<i>felexeable</i>	easily	<i>easly</i>
hospital	<i>hospitail</i>	hours	<i>houres</i>
punishment	<i>punishment</i>	girls	<i>girles</i>
satisfaction	<i>satisifaction</i>		
learnt	<i>learnet</i>	nterchangeable	<i>enterchangble</i>
		Joks	<i>jokes</i>
smile	<i>simile</i>	studying	<i>studing</i>
	<i>esmail</i>	studied	<i>studed</i>
transport	<i>teransport</i>	telephoned	<i>telephond</i>
twenty	<i>*tewenty</i>		
twelve	<i>*tewelve</i>	graduation	<i>grajuation</i>
freedom	<i>*feeredom</i>	science	<i>sciense</i>
library	<i>*liberary</i>	appreciated	<i>appriciated</i>
		semester	<i>semister</i>
bad	<i>bade</i>	today	<i>tuday</i>
art	<i>arte</i>	dean	<i>din</i>
classroom	<i>classrome</i>	department	<i>dipartment</i>
fine	<i>faine</i>	appropriate	<i>appropreate</i>
because	<i>becose</i>	because	<i>becouse</i>
found	<i>faund</i>	bed	<i>bead</i>
hours	<i>haur</i>	credit	<i>creadit</i>
meal	<i>mil</i>	cold	<i>coald</i>
our	<i>aur</i>		<i>could</i>
all	<i>olle</i>		<i>coold</i>
warm	<i>worm</i>	caught	<i>cought</i>
hazardous	<i>hazardies</i>	come	<i>coum</i>
interest	<i>enterest</i>	dorm	<i>doorm</i>
beautiful	<i>butiful</i>	distance	<i>destance</i>
supply	<i>supplay</i>	discipline	<i>descipline</i>
satisfy	<i>satisfay</i>	four	<i>faur</i>
		Ethiopian	<i>Ethiopean</i>
believe	<i>belife</i>	friday	<i>Frieday</i>
upto	<i>abto</i>	facilities	<i>fascilities</i>
dirty	<i>derty</i>	O'clock	<i>O'clock</i>
		privillage	<i>previllage</i>

<u>Stimulus</u>	<u>Response</u>	<u>Stimulus</u>	<u>Response</u>
favourable	<i>febarable</i>	science	<i>since</i>
orthodox	<i>ortodox</i>	goodbye	<i>goodbuy</i>
student	<i>stwdent</i>	pedagogy	<i>peadagogy</i>
system	<i>sestem</i>	patient	<i>paitient</i>
thank you	<i>tangue you</i>	rigion	<i>reagon</i>
thief	<i>tife</i>	reason	<i>reson</i>
		speech	<i>speach</i>
		west	<i>weast</i>
estimate	<i>estimete</i>	library	<i>lyberary</i>
females	<i>femels</i>	bread	<i>berad</i>
place	<i>plece</i>	rules	<i>ruels</i>
saving	<i>seving</i>	vechiles	<i>vehicles</i>
Tuesday	<i>Twesday</i>		
cold	<i>called</i>	camp	<i>cump</i>
deer	<i>dear</i>	enough	<i>enagh</i>
luck	<i>lack</i>		<i>enegh</i>
Red see	<i>Read sea</i>	effort	<i>effert</i>
poor	<i>pour</i>	hundred	<i>handrad</i>
steel	<i>steal</i>	instructors	<i>instactors</i>
their	<i>there</i>		<i>instructers</i>
weather	<i>wether</i>	month	<i>menth</i>
week	<i>weak</i>	much	<i>mach</i>
		mother	<i>mather</i>
		plus	<i>plass</i>
classrooms	<i>classroom</i>	saturday	<i>saterday</i>
halls	<i>hall</i>	sometimes	<i>sametimes</i>
April	<i>Aprill</i>		
control	<i>controll</i>		
fulfill	<i>fullfill</i>		
help	<i>hellpe</i>		
kilometre	<i>killometer</i>		
Thursday	<i>Thirsday</i>		
university	<i>univarsity</i>		
budget	<i>bajet</i>		
brothers	<i>brathers</i>		
campus	<i>campas</i>		
dormitory	<i>dormitary</i>		

**Appendix C2: Trainees' Spelling Errors Obtained from the
Dictation Test (Dessie TTI)**

<u>Stimulus</u>	<u>Response</u>	<u>Stimulus</u>	<u>Response</u>
leave	<i>live</i> <i>life</i>	steel	<i>still</i> <i>steal</i>
generation	<i>genaration</i> <i>geanration</i>	vacation	<i>vaccation</i> <i>location</i>
alternative	<i>altarnative</i> <i>olternative</i> <i>allternative</i> <i>alternative</i>	telephone	<i>telephon</i> <i>telepone</i>
patient	<i>petient</i> <i>peshent</i> <i>pecient</i>	thin	<i>tin</i>
require	<i>requare</i> <i>requir</i>	revision	<i>revisision</i> <i>revition</i>
laughing	<i>laphing</i> <i>lafing</i>	uniform	<i>uniforme</i> <i>unform</i>
attend	<i>atend</i> <i>obtained</i> <i>attained</i> <i>attended</i>	believe	<i>belive</i> <i>beleave</i>
doubt	<i>daught</i> <i>dought</i> <i>dout</i> <i>dawt</i>	plants	<i>plant</i> <i>blants</i>
stories	<i>stoys</i>	circle	<i>sickle</i> <i>sercle</i>
umbrella	<i>unbrella</i> <i>amberella</i>	leather	<i>lether</i> <i>lezer</i>
spoil	<i>spoile</i> <i>spoyel</i>	science	<i>since</i> <i>scince</i>
single	<i>sengule</i> <i>simple</i>	broad	<i>brought</i> <i>broud</i> <i>browed</i>
smile	<i>smail</i> <i>ismail</i>	sick	<i>sik</i> <i>seek</i>
		erosion	<i>errosion</i> <i>erossion</i>
		sport	<i>sporte</i>
		shocked	<i>shokt</i> <i>shout</i>
		difficult	<i>difficalt</i>

Stimulus**Response****Stimulus****Response****harvest***hurvest**harveste***chew***cheaw**cheew***waiting***weating**weighting***result***reasult**resalt***fruit***froot**friut***garage***garaje**garaze**garrage***spoon***spoun**spone***girl***girle**gall***mosquito***mosquto**mosqito***hunt****cold****blind****dishonest****government****technology****right****should****committed****furniture***defficult**hant**called**cooled**coald**blined**blained**disonest**goverment**gaverment**tecnology**teknology**write**rite**shoud**shoot**comited**fernicher**farniture*

Appendix E1: Trainees' Spelling Errors in the Composition Writing (Asella TTI)

Code	words used	Error count			Average Error count.	percentage
		X ₁	X ₂	X ₃		
1	195	18	19	19	18.67	9.57
2	125	7	8	8	7.67	6.14
3	154	12	11	10	11	7.14
4	228	6	8	9	7.67	3.36
5	107	4	4	3	3.67	3.43
6	62	7	5	8	6.67	10.9
7	195	5	7	5	5.67	2.9
8	98	8	10	9	9	9.18
9	148	23	24	23	23.33	15.76
10	92	13	14	13	13.33	14.49
11	312	13	12	10	11.67	3.74
12	83	13	15	15	14.33	17.27
13	100	16	18	17	17	17
14	92	7	11	11	9.67	10.51
15	264	9	9	6	8	3
16	189	11	9	8	9.33	4.94
17	69	11	12	15	12.67	18.36
18	191	9	10	8	9.	4.71
19	204	19	22	21	20.67	10.13
20	100	11	11	10	10.67	10.67
21	55	6	6	5	5.67	10.31
22	95	9	10	9	9.33	9.82
23	60	8	8	8	8	13.33
24	120	10	10	11	10.33	8.61
25	117	5	7	6	6	5.13
26	182	8	10	9	9	4.95
27	278	33	33	32	32.67	11.75
28	229	15	16	14	15.	6.55
29	152	11	10	12	11	7.24
30	78	16	14	15	15	19.23

Appendix D1: Teachers' Spelling Errors in the Composition Writing (Asella and Dessie TTI's)

<u>Stimulus</u>	<u>Response</u>	<u>Error type</u>	<u>Frequency</u>	<u>comment</u>
administrative	adminitrative	SdCOM	1	<s> is omitted.
accommodation	accomodation	DCOm	1	Double letter <m> is omitted.
allotted	alloted	DCOm	1	Double <t> is omitted.
dinning	dining	DCOm	1	Double <n> is omitted.
education	eduction	MVOM	1	Medial <a> is omitted.
given	give	SuOm	1	Suffix <-n> is omitted.
female	feamale	AnTLSp.P	1	Analogy with <ea> pattern as in "feast"
commission	commision	DCOm	1	Double <s> is omitted.
hours	hour	SuOm	1	suffix <s> is omitted.
provincial	provincial	MVOM	1	Medial <i> after <c> is omitted.
renown	reknown	HOC	1	Homophone confusion.
privileged	previleged	AnTLSp.P	1	Analogy with "prepare"
intellectual	intelctual	MVOM	1	Medial <e> is omitted.
thought	taught	HOC	1	Homophone confusion.
services	servises	PhSC	1	The <s> after <i> is phonetically spelt.
tomorrow	tomorow	DCOm	1	Double <r> is omitted.
weather	wether	VDigOm	1	Digraph omission.
taxis	taxies	SuAd	1	An overgeneralizaion with <-es> addition.

Appendix D2: Teachers' Spelling Errors in the Dictation Test (Asella and Dessie TTI's)

<u>Stimulus</u>	<u>Response</u>	<u>Error type</u>	<u>Frequency</u>	<u>comment</u>
steel	steal	HOC	1	Homophone confusion
vacation	vaccation	CAd	1	<c> is doubled.
plants	plant	SuOm	1	Final <-s> is omitted.
garage	garrage	DCOm	1	<r> is doubled.
erosion	errosion	DCOm	1	<r> is doubled.

Code	used	X ₁	X ₂	X ₃	count.	percentage
31	97	5	5	5	5	5.15
32	253	15	14	15	14.67	5.79
33	68	5	7	6	6	8.82
34	148	8	9	8	8.33	5.63
35	134	2	2	1	1.67	1.25
36	103	3	4	4	3.67	3.56
37	107	5	5	4	4.67	4.36
38	85	7	7	9	7.67	9
20	252	10	9	11	10.67	4.21

Appendix D1: Teachers' Spelling Errors in the Composition Writing (Asella and Dessie TTI's)

<u>Stimulus</u>	<u>Response</u>	<u>Error type</u>	<u>Frequency</u>	<u>comment</u>
administrative	<i>adminitrative</i>	SdCOM	1	<s> is omitted.
accommodation	<i>acomodation</i>	DCOm	1	Double letter <m> is omitted.
allotted	<i>alloted</i>	DCOm	1	Double <t> is omitted.
dinning	<i>dining</i>	DCOm	1	Double <n> is omitted.
education	<i>eduction</i>	MVOM	1	Medial <a> is omitted.
given	<i>give</i>	SuOm	1	Suffix <-n> is omitted.
female	<i>feamale</i>	AnTLSp.P	1	Analogy with <ea> pattern as in "feast"
commission	<i>commision</i>	DCOm	1	Double <s> is omitted.
hours	<i>hour</i>	SuOm	1	suffix <s> is omitted.
provincial	<i>provincial</i>	MVOM	1	Medial <i> after <c> is omitted.
renown	<i>reknown</i>	HOC	1	Homophone confusion.
privileged	<i>previleged</i>	AnTLSp.P	1	Analogy with "prepare"
intellectual	<i>intellctual</i>	MVOM	1	Medial <e> is omitted.
thought	<i>taught</i>	HOC	1	Homophone confusion.
services	<i>servises</i>	PhSC	1	The <s> after <i> is phonetically spelt.
tomorrow	<i>tomorow</i>	DCOm	1	Double <r> is omitted.
weather	<i>wether</i>	VDigOm	1	Digraph omission.
taxis	<i>taxies</i>	SuAd	1	An overgeneralizaion with <-es> addition.

Appendix D2: Teachers' Spelling Errors in the Dictation Test (Asella and Dessie TTI's)

<u>Stimulus</u>	<u>Response</u>	<u>Error type</u>	<u>Frequency</u>	<u>comment</u>
steel	<i>steal</i>	HOC	1	Homophone confusion
vacation	<i>vaccation</i>	CAd	1	<c> is doubled.
plants	<i>plant</i>	SuOm	1	Final <-s> is omitted.
garage	<i>garrage</i>	DCOm	1	<r> is doubled.
erosion	<i>errosion</i>	DCOm	1	<r> is doubled.

Code	words used	Error count			Average Error count.	percentage
		X ₁	X ₂	X ₃		
31	97	5	5	5	5	5.15
32	253	15	14	15	14.67	5.79
33	68	5	7	6	6	8.82
34	148	8	9	8	8.33	5.63
35	134	2	2	1	1.67	1.25
36	103	3	4	4	3.67	3.56
37	107	5	5	4	4.67	4.36
38	85	7	7	9	7.67	9
39	253	10	8	11	9.67	3.82
40	194	10	8	10	9.33	4.81
41	131	12	12	13	12.33	9.41
42	175	11	11	12	11.33	6.47
43	93	3	3	1	2.33	2.5
44	139	11	13	12	12	8.63
45	140	7	7	10	8	5.71
46	207	9	9	12	10	4.83
47	106	6	5	6	5.67	5.35
48	181	10	11	12	11	6
49	260	3	3	5	3.67	1.41
50	119	5	5	8	6	5
51	212	9	8	7	8	3.77
52	332	18	18	19	18.33	5.52
53	147	14	15	15	14.67	9.98
54	147	10	11	11	10.67	7.26
55	126	19	16	17	17.33	13.75
56	252	17	17	18	17.33	6.88
57	159	5	5	4	4.67	2.94
58	176	6	6	6	6	3.41
59	318	13	11	13	12.33	3.88
60	95	8	8	7	7.67	8
61	94	11	13	13	12.33	13.12
62	186	24	24	25	24.33	13
63	290	8	8	5	7.	2.41
64	258	15	13	16	14.67	5.68
65	172	11	8	10	9.67	5.62

Code	words	Error count			Average Error count.	percentage
	used	X ₁	X ₂	X ₃		
66	145	8	5	7	6.67	4.6
67	132	6	5	6	5.67	4.29
68	236	3	3	2	2.67	1.13
69	192	7	6	8	7	3.65
70	144	7	6	7	6.67	4.63
71	155	8	8	8	8	5.16
72	341	21	20	19	20	5.86
73	240	7	8	8	7.67	3.19
74	150	5	3	3	3.67	2.45
75	284	13	10	11	11.33	3.98
76	178	18	17	19	18	10.11
77	155	4	4	7	5	3.23
78	296	9	8	10	9	3
79	130	4	2	3	3	2.31
80	153	6	5	7	6	3.92
Σ	13262	804	802	824	810	

Code here refers to the number which was assigned to the trainee during the administration of the composition writing test.

X₁: Marker₁

X₂: Marker₂

X₃: Marker₃

Appendix E₂: Trainees' Score of Misspelled Words in the Dictation Test (Asella TTI)

Score (x) in percentage	f	Score (x) in percentage	f
98	1	60	4
96	3	58	3
94	3	56	4
92	2	54	3
90	3	52	3
88	1	50	2
86	1	46	1
84	1	44	2
82	1	42	1
80	2	40	3
76	3	38	2
74	5	36	2
72	6	34	1
70	1	32	3
68	3	30	2
66	1	26	1
64	3	22	1
62	2		

$$\Sigma X = 5046$$

$$N = 80$$

$$\bar{X} = 63$$

Appendix F₁: Teachers' Spelling Errors in the Composition Writing (Asella and Dessie TTI's)

Code	words used	Error count			Average Error count	percentage
		X1	X2	X3		
400	174	3	3	3	3	1.72
401	131	3	3	3	3	2.29
402	453	5	6	7	6	1.32
251	413	7	5	6	6	1.45
252	142	-	-	-		-
Total	1313	18	17	19	18	

Appendix F₂: Teachers' Score of Misspelled Words in the Dictation Test (Asella and Dessie TTI's)

Score (x) in percentage	F
10	1


X₁: Marker₁
X₂: Marker₂
X₃: Marker₃

Code here refers to the number which was assigned tot the teacher during the administration of the composition writing test.

DECLARATION

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

Name : Yeshilla Habtemariam

Signature 

Date January, 1999