

CHAPTER ONE

INTRODUCTION

The present study entitled "An Analysis of Spelling Errors Committed by Grade Seven Students" consists of different headings and sub headings: such as background of study, statement of the problem, objectives of the study, research questions, and significance of the study and delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is the most powerful means of communication which is highly developed and frequently used all over the world. The communication involves transmission of information from a sender to a receiver. In the process of communication involves transmissions of information from the sender to the receiver.

People learn language to communicate with others. Communication can be in either spoken or written. A person who wants to communicate through writing should have adequate content and correct forms of English words for effective writing. Similarly A person who wants to communicate through speaking should have adequate knowledge of sound system. So it is taken as complex phenomenon. Venkateswaran (1995, p.19) states, "Language is an extremely complex and versatile code and is used to communication our thoughts, desires and experiences to other people". Similarly, Crystal (1994, p.212) defines "language as the systematic, conventional use of sound, signs, or written symbols in a human society for communication and self expression". This definition is broad one, which includes different forms of language like written language and sign language including the proper language speech.

In the present study, efforts were exerted on dealing with the spelling errors in the context of English as a foreign language. Spelling is important for everybody to communicate his/her idea. Correct spelling is important for conveying the right meaning of a written discourse. Bad spelling is a hindrance for the reader to get the meaning of written language.

Spelling is very important in written language, and any mistake in spelling can affect the written product and may lead to misunderstanding. Therefore, correct spelling of vocabulary is essential to convey the intended meaning (Corder, 1981, p.76). The study is concerned with a topic related to the written part of the language namely the spelling errors committed by grade seven students. Many of the spelling errors are due to these sound problems. So, students have a clear weakness in English spelling. English writing system based on word form and not pronunciation, and the relationship between sound and symbol is arbitrary not a clear relationship of one sound to one symbol. Therefore, students face difficulties with spelling. Many spelling errors are due to omission, addition, substitution and transposition of the sounds. Some students also fail to use the rules correctly, and rely on their tongue when they transmit ideas to a target language.

Spelling seems to cause a lot of confusions for all learners of English. The languages are distinct in almost all linguistic features. Anyway, it will try to analyse spelling committed by grade seven students.

1.2 Statement of the Problem

The statement of the problem provides the context for the research study and typically generates questions which the researcher hopes to answer. The problem statement should hook the readers and establish a persuasive context for what follows. It is a concise description of issues that need to be addressed by the researcher. And its primary purpose is to focus on the attention of the researcher. A research worthy statement of the problem is the description of an active challenge faced by the researcher that does not have adequate solutions.

The statement of the problem is any statement that a researcher wants to investigate. In this research, I analyzed spelling errors committed by grade seven students. Spelling is difficult for many people, but there is much less research on spelling errors than there is on reading. Lower secondary level students make a lot of spelling errors also. It has been noticed that they are incapable of performing even basic task. This

problem is due to the fact that students do not know the spelling rules and English sound recognition. They are also not familiarized with the correct pronunciation.

In this regard, I analyzed the spelling errors committed by grade seven students. Similarly, in my data collection I found out the causes of spelling errors.

1.3 Objectives of the Study

The main objectives of this study were as follows:

- i. To identify the spelling errors committed by grade seven students.
- ii. To describe spelling errors, and
- iii. To suggest some pedagogical implications.

1.4 Research Questions

This study used the following distinctive research questions (RQ) in order to explore factors related to the problem under the study.

- i. What types of spelling errors are committed by grade seven students?
- ii. What are the most common spelling errors?

1.5 Significance of the Study

Clearly, English spelling errors have been committed by many learners of English Language. Nevertheless, the linguistic differences that exist between Nepali and English seem to complicate English spelling. In Nepal, there is a dearth of research that investigates spelling problems, the efficacy of current methods of spelling instruction, how teachers perceive spelling problems, the analysis of spelling errors and why they commit spelling errors. The current study is needed to fill this gap in order to gain new insights into the spelling errors committed by lower secondary level students and provide possible recommendations to teacher as well as students.

This study attempted to identify and describe spelling errors committed by EFL learner. It is useful to the teacher of the English so as to be aware of the expected

areas of difficulties and how they can address them. It is also useful for inspectors, textbook writers, method developers and course designers, who can use the results in field work to draw teacher's attention to tackle English sound as carefully and seriously for the benefit of students.

1.6 Delimitations of the Study

Delimitations describe the scope of the study or establish parameters or limits for the study which the research generally does have some degree of control. Every research has its own delimitations. Due to the different reasons i.e. time, cost, and geographical remoteness etc. So it is important to identify the major focus of a study and ensure that it is comprehensively dealt with. The delimitations of the study were as follows:

- i) The study was related particularly to lower secondary level.
- ii) Grade seven students studying in Dadeldhura district were considered as key informants of the research.
- iii) This study was confined within three schools.
- iv) This study was incorporated to written test only.

1.7 Operational definitions of the key terms

Error : An error is a deviation from accepted rules of language made by a learner of second language.

Misspelling : Misspelling as such violates certain convention for representing phonemes by means of graphemes.

Error analysis: Error analysis is the systematic stepwise study and analysis of the errors made by second or foreign language learners.

Identification : Identification refers here, recognition or detection of errors committed by learners.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review and conceptual framework are two essential aspects of a research study (Kumar 2009, pp. 7-8). Review of the related literature provides an extensive review of the literature and research related to principle selection. This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of the Theoretical Related Literature

Research is controlled, rigorous, systematic, empirical, valid and critical study of certain situation or phenomenon. To carry out an investigation, the researcher locates an issue or some unanswered questions in the existing body of knowledge for which a thorough study of existing literature is required.

A theoretical literature review offers an overview of significant literature published in the related area which carries a theoretical value for the study. It provides the foundation for the report and gives theoretical background to the choices made during the course of the work. In addition it gives the reader an understanding of what s/he needs to know in order to interpret and understand the results of the study.

According to Anderson and Arsenaut (1998, p.76) it is as a path to understand winds like a river. Therefore a theoretical framework guides research by using ‘what work’ in the experience or exercise of doing something by those directly involved research studies.

2.1.1 The English Language and Its Position

There are many languages in the world, among them English is the most widely used language. It is spreading all the hooks and corners of the world day by day. It has dominated almost all the areas in the world, such as politics, science, technology,

medicine, marketing and so on. It has gained the position of the international standard. Therefore, it is used as lingua franca to maintain communication among different linguistic communities.

English has a significant influence in education system of Nepal. English is taught as a compulsory subject right from grade one to bachelor degree in government aided schools and colleges. Basically, the main purpose of teaching English in the school of Nepal is to enable the students to exchange their ideas with people of any nationality who speak English.

In relation to English in our teaching context, Bhattarai (2006) states:

English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one visits the world and one knows English can enjoy the advantage of the world citizen. Therefore, English is the one means of preventing our isolation from the world and we will act unwisely if we allow ourselves to envelop in the folds of dark curtain of ignorance. (p.217)

The importance of English language in the present day world need not be overemphasized. It is principal language for international communication. The English language is given great importance in the education system of Nepal.

2.1.2 History of Spelling

English has an alphabetic writing system based on the Roman alphabet that was brought to Anglo Saxon England by Christian missionaries and church officials in the 600s (Kemmer, 2009). He also explained that the Roman alphabet being designed for a language with a very different phonological system. It was never perfectly adopted for writing English even when first used to represent Anglo Saxon. Consistency in writing was never absolute in Anglo Saxon because the whole system was new and norms for writing words in a consistent way took time to develop (Kemmer, 2009).

Before the innovation of typewriter people used to write words as they feel this created a series of problem in understanding the message of the writers. However, after the innovations of typewriter, people begin to use similar spelling for the words they are writing (Kemmer, 2009). Similarly, Crystal (1994, p.74) defines “the English spelling system is the result of a process of development that has been going on for over one thousand years”. There are a number of linguistic and social events that affect the English spelling.

2.1.3 Meaning of Spelling

Spelling is the learner's ability to write a word correctly. Writing accurate spelling adds to the quality of overall writing texts. Various writers define spelling variously. For example, spelling is defined as the act of forming words correctly from individual letters (Hornby, 2000). It means spelling has its own rules for forming correct words. More over letters must be appeared in correct sequence to be meaningful otherwise it may lead to spelling errors. Oxford Advanced Learner's Dictionary (2010, p.1483) defines spelling as "the act of forming words correctly from individual letters".

English orthography is an alphabetic spelling system used by the English language. English orthography like other alphabetic orthographic uses a set of rule that generally governs how speech sounds are represented in writing. More over spelling describes the way in which the symbols or letters of the alphabet are arranged in a conventional way to represent the words of a language. Language is the mirror that reveals what is going on in the mind. It is the audible; people use spoken and written language in addition to other means of paralinguistic communications. English language is far from the ideal writing system, as anyone with spelling difficulties is well aware.

2.1.4 Error Analysis

Error analysis was developed as a branch of applied linguistics in the 1960s and it sets out to demonstrate that many learner errors were not due to the learner's mother tongue, but reflected universal learning strategies. Error analysis, thus, appeared as an alternative to contrastive analysis. Error, in general, refers to the use of a linguistic item in a way, which a fluent or native speaker of the language regards as showing faulty or incomplete or incomplete learning. Error may be in the speech or writing of second or foreign language learning. Linguistic item may be a word, a grammatical item or a speech act etc.

Error analysis as, the study and analysis of errors made by second language learners with a view to identifying language learning the causes of errors and indentifying areas of difficulty for language learners. James (1998, p.5) states out that Error analysis is a paradigm that involves objective analysis of the interlanguage of learners and a comparison of the interlanguage with the target language, to see where the two differ.

Mechanical error was distinguished by James (ibid, p.127). Both misspelling and mechanical errors are for James classified as 'substance errors', meaning that they are related to the medium utilized by language users-either written or spoken. According to James (ibid, pp.129-139) misspelling and mechanical errors are caused when a learner makes an encoding error while writing.

James (ibid, pp.129-139) identifies four types of mechanical errors, namely punctuation errors, typographical errors, confusable and dyslexic errors.

i) Punctuation errors

Punctuation errors involve all commonly known errors in using punctuation marks. Punctuation errors occur due to under use and over use of punctuation marks, for instance

(a) A boys club (b) tomato's' splits.

ii) *Typographical errors*

Typographical errors are primarily caused by key missing committed by typists and differ from other errors.

iii) *Confusable errors*

Confusable errors are occurred due to confusions between words pairs that have similar sounding phonemes or morphemes such as divorce/devoice.

iv) *Dyslexical errors*

Dyslexical errors, which refers to errors made by language users, who may suffer from a pathological conditions.

2.1.5 Spelling Errors

An excellent account of spelling errors within the context of 'Error Analysis' is provided by James (ibid, p.134). Spelling is important for everybody to communicate his/her idea. Correct pronunciation is very important for conveying the messages. Wrong spelling is a hindrance for the reader to get meaning of writing language. Spellings are very important in written language and any mistake in spelling can affect the written product. In other written product can be affected by mistakes of spelling. Spelling errors may lead to misunderstanding. Therefore, correct spelling of vocabulary is essential to convey the intended meaning.

Many of the spelling errors are due to these sound problems. So, students have a clear weakness in English spelling. English written system is based on word form, but the relationship between sound and symbol is arbitrary. Moreover the relationship between sound and symbol is not clear. Therefore students face many difficulties with spelling. Many spelling errors occur due to omission, addition, substitution and transposition of the sound. In the school, it has been noticing that students are incapable of performing even basic wiring task. This problem is due to the fact that

the students do not know the spelling rules and English sound recognition. Also, they are not familiarized with the correct pronunciation system. English language is far from the ideal writing system, as anyone with spelling difficulties is well aware.

James (1998, p.134) defines misspelling as such violate certain convention for representing phonemes by means of graphemes. According to James (ibid, p.134) misspelling occurs when the rules are broken.

James and his co-workers derived two broad categories of misspelling. They can be summarized as follows:

i) Mispronunciaion

There are many causes of spelling error. Among them, mispronunciation is one of them. James (ibid, p.137) uses a welsh example to illustrate this. In trying to spell the English word <blood> welsh school children substituted the target phoneme < > for the Welsh equivalent [y] which in welsh is represented by the letter <y>. The result of this was that the word blood frequently misspelled <blyd>

ii) Misencoding

Misencoding is not cause by pronunciation. Misencoding can be further divided into interlingual and intralingual types

Inerlingual encoding

First interlingual misencoding leads spelling errors that can be linked back to the learner's L1. James further divided into three types :

a. Try to use L1 rule

In the context of Nepal <sent> in the place of word 'cent', <distrik> in the place of word 'district'

b. Learner attempts to use grapheme from his or her L1

An example of this grapheme <c> which exists in English and in Malaya but in Malaya this sound represents the sound [ts].

- c. A learner may use a grapheme that exists in both the L1 and the TL, but that same grapheme is distributed differently in the target language than it is in the L1 eg. [f] can be spelled [ph].

Intralingual misencoding

Intralingual misencodings include a number of different subtypes according to James (ibid, pp.136-140)

a) *Overgeneralization*

James (ibid, p.138) uses the example that [ja] is written as <iour> in words like 'saviour' but this cannot be generalized to words like 'picture'.

b) *Homophone confusion*

Homophone confusion can be seen in confusable pairs such as turn/tern, roll/role and their/there.

c) *Mis-choice*

Mis-choice where a learner simply chooses a wrong grapheme e.g. spelling the word 'mean' as 'meen'

- d) *Letter naming*: A good example of this is SMS language, where users of the service may write <mt> to represent 'empty' or <CU> to represent 'see you'.

2.1.6 Categories of Spelling Errors

Many categories such omission, substitution, insertion and transposition are categorized by Cook (1999). These categories are discussed as follows:

(i) Omission

Eliminating or omitting letter (s) from word is called omission for example : 'country' by omitting [u] in contry.

(ii) Substitution

Sometimes learners substitute or replace the letter for example: errors of substituting [c] with [s] in 'nise' for 'nice' and 'sentar' for 'center'.

(iii) Insertion

Insertion errors occurred mainly because of the addition of redundant letter (s) in a word. For example insertion of [t] in 'coatch' for 'coach'.

(iv) Transposition

Transposition means mis-order the letter in a word for example : 'thier' for 'their'.

2.1.7 Spelling Rules

The correct and effective communication through writing is impossible if the individual words are not spelled correctly. Misspelled words make the written script difficult to comprehend. Spelling errors lead a misunderstanding, so it is a great problem for language learner, especially foreign language learners. There are some spelling rules given by Quirk, et.al. (1972, pp. 106-109) which are presented below:

a) Spelling rule on the basis of morphology

Morphologically, there are two types of verbs: regular verbs and irregular verbs. In the process of word formation, i.e. changing the word from one form to another the spelling also changes

1) Deletion and addition

Share sharing shared

Live living lived

2) Doubling of consonant before the suffixes –'ing' and 'ed'.

Permit permitting permitted

3) Spelling of –'y'

The words have –'y' ending base and followed by consonant have the following changes:

i) 'y' changes into 'i' before 'es', for example try-tries, carry-carries

ii) 'y' changes into 'i' before 'ed' for example; try-tried,

iii) 'y' does not change when it follows the vowel letter

for example; stay- stayed

iv) The words which end in 'ie' the 'ie' changes into 'y' before the suffixes 'ing'.

For example; die-dying, lie- lying

4) The spelling of the plural

The 's' is added after most of the noun to make plural (i.e. hat-hat), however there are several exceptions of this rule, they are as follows:

i) Noun ending in sibilant (-s, -ss, -sh, -ch, -x, -zz) are pluralized adding –es'.

gas – gasses

pass- passes

bush – bushes

church – churches

box – boxes

buzz – buzzes

- ii) Noun ending in 'oo' take only-s for pluralization.
For example, bamboos, kangaroos, studios, zoos.
- iii) The following nouns which ends with 'o' takes 'es' for pluralization.
For example;
dimino - diminoes
echo - echoes
hero – heroes
- iv) Nouns that end in '-is' has plural replaced by –'es'.
For example
basis – bases
crisis – crises
hypothesis – hypotheses
- 5) Rule of forming adverb from adjectives
 - i) Adjective ending in –'le' form adverbs replacing 'le' to 'ly'. For example :
simple – simply
 - ii) Adjective ending in –'y', 'y' changes in 'i' before –'ly'. For example: happy –
happily
 - iii) –'ed' participle form adverbs when –'ly' is added to them. For example; marked
– markedly, learned – learnedly

B. Plural of compound terms

The noun is changed into the plural forms which may occur at the beginning, middle or end of the term.

- i) In the beginning, for example; bills of fare, brothers in law
- ii) In the middle, for example; joint chiefs of staff.
- iii) The plural is formed on the last word, for example, run ons, forget me nots.

C. *Plural of abbreviations*

Plural of abbreviations are made formed by adding '-s' except in the abbreviations with periods. For example; HMOs, YMOs

D. *Plural of numbers*

Plural of numbers are formed by adding '-s'. for example; 2s, 10s and 100s.

E. *Plural of Names*

The plural of proper nouns are formed by adding '-s' or '-es' to them. For example; Charleses, Jerrys, Georjes.

2.1.8 Teaching Spelling

Spelling is graphical representation of sound in which a particular word is written. The correct and effective communication through writing is impossible if the individual words are not spelled correctly. Misspelled word makes the written script difficult to comprehend and account for the largest number of writing errors. Spelling errors lead to misunderstanding. So, it is a great problem for language learner especially foreign language learners. Spelling errors, not only loses the meaning of the written text but also the standard of writing.

It is important that English teacher should have a good understanding of how students learn to spell that is why teaching spelling is one of the important aspect of teaching vocabulary. Ur (1996, p.58) provides following ideas for pronunciation-spelling correspondence.

- a) Dictation : Dictate random list of words that have similar spelling problems.
- b) Reading aloud: Reading aloud of syllable, words, phrases, sentences.
- c) Discrimination (1): Prepare of set of minimal pairs. Pairs of words which differ from each other in one sound letter combination such as; dip-deep

- d) Discrimination (2): Provide list of words that are spelt the same in the learners mother tongue and in the target language: read aloud our ask learner and discuss the differences in pronunciation.
- e) Prediction (1): Provide a set of letter combination which are parts of words the learner expect them to pronounce.
- f) Prediction (2): Dictate a set of words in the target language which the learner do not know at but whose spelling according with rules can they spell then reveal meaning.

The spelling supports student to regularize the most frequently occurring words and encompass the memory span the recognition of sound segments, make familiar with the grammatical and lexical pattern of language. Teaching spelling helps to produce details and simple system for diagnosis and the solution of individual spelling problems.

2.2 Review of Related Empirical Literature

The literature review is an integral part of the entire research process which makes a valuable contribution to almost every operation step. (Best & Khan, 2009) state that the literature review is an important aspect in the development of any research work. According to Anderson and Arsenaut (1998, p.76) it is as a path to understanding winds like a river. Every new task needs the knowledge of previous background, which can help and direct to reach the new target for finding out new things or ideas. To find out the effectiveness of one particular method over another different researches have been carried out in different context.

Many research works have been carried out on attitudes towards English language teaching and learning, examination of English in SLC, validity of examination, wash back effect of examination in different level and grades, beliefs of the different people towards teaching learning English, beliefs towards teaching material, techniques, skills, methods, approaches, etc. however none of the research has focused on 'a study of spelling errors among students school of lower secondary level'. It is necessary to

find out the spelling errors committed by the students. Being more specific the research focused spelling errors made by lower secondary level students.

I have reviewed some related study to connect the previous studies to this present study in following:

Shrestha (2001), Studied on “An analysis of the spelling errors made by the 9th graders”. The objectives of the research was to analyze spelling error made by 100 students of grade 9 studying at 5 different public school of Jhapa district. She used test items to elicit the data. Similarly, she used non-random judgmental sampling procedure. The finding showed that due to the absence of correspondence spelling and pronunciation system in English, Nepali learners commit various types of spelling errors such as; shoes, visite, behaind. She used test item to elicit the data.

Subedi (2008) had carried out research entitled "An analysis of errors committed by the grade ten students in free compositions". The main objective was to identify the errors committed by grade ten students in free composition. He used non-random judgmental sampling procedure to select the five schools of Dolakha district. His study was based on one hundred informants for eliciting the errors. He used test items to elicit the data. He found that most of the errors were found intra lingual errors as they were caused due to he source language itself.

Bhatta (2011) has analyzed "Errors committed by 9th grader in model verb" with the main objective to identify the errors committed by the 9th grader students in model verbs. She used test to elicit the data. Her study was based on 60 informants for eliciting the errors by using non random judgmental sampling procedure. She used questionnaires to elicit the data. She found that learners of government-aided schools committed the highest numbers of errors. On the other hands the learners of private schools committed the lowest number of error in total test item.

Gurung (2014) studied on "Error committed by Gurung speaking learners of English on subject verb agreement." The objectives of the research were find out the proficiency of Gurung students in subject verb agreement and to find out the errors on

subject verb agreement committed by Gurung students. His study was based on 60 students of grade IX of Syangja district. The main tool for data collection was the test items. He used non-random judgmental sampling procedure. The major findings of that study was that students committed more errors in main verbs, such as nobody come to see you.

Benyo (2014) studied on "English spelling problems among students at the University of Dongola, Sudan". The objective of the research was to reconsider the cause leading to the problem of misspelling and to suggest a solution or treatment and to identify, classify and analyze the different spelling errors. The main tool for data collection was test items, including pre-test and post-test. The population of this study were Sudanese university students in the Northern state, at the University of Dongola. 200 students selected randomly from the first year at the university of Dongola. The findings showed that the first year student have a clear weakness in spelling. Similarly it had noticed that spelling errors are committed by the students are particularly noticeable in vowel sound which appeared to be very poor.

2.3 Implications of the Review for the Study

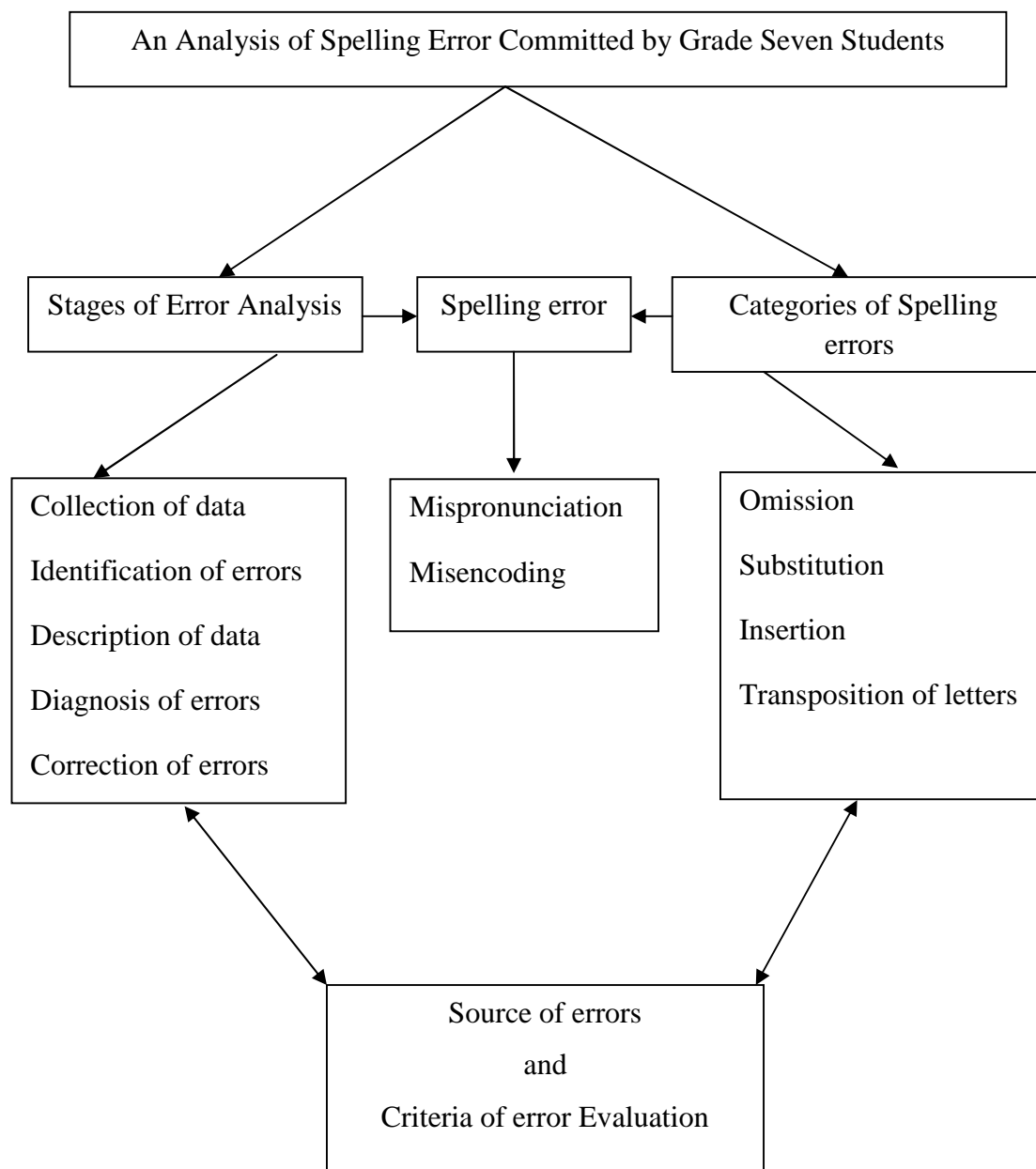
The literature review is an integral part of the entire research process which makes a valuable contribution to almost every operational step. Firstly, it provides a theoretical background to the study and broadens the knowledge base in the research area. Secondly, it helps to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of the knowledge. For the proposed study, review of the theoretical literature provides a theoretical background and broadens the knowledge base of the researcher in the research area. Similarly, review of the empirical literature helps to develop the conceptual framework and to bring clarity and focus to the research question. And it helps to improve the methodology as well as to contextualize the findings.

All the aforementioned studies are very useful for writing theses. Among them one research entitled "Analysis of errors committed by the grade 10 students in free composition" gave me very clear conceptual framework as well as theoretical

background of spelling. Similarly, another research paper "English spelling problems among students at the University of Dongola, Sudan" brought clarity on research questions; it is also very useful for building theoretical background knowledge about purposed topic. Therefore, after reviewing these researches I have got more ideas on the process of research design, sampling and many more other activities.

2.4 Conceptual Framework

Conceptual framework is a type of intermediate theory that attempts to connect all aspects of an inquiry. I followed the following conceptual framework for the completion of this study. It can act like a map that gave coherence to empirical inquiry of a study.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the overall plan for conducting a research. Methodology is a vital element of a research work. So, it is designed in such a way which helps to carry out the study systematically and scientifically. In this chapter, I discussed on design of the study, population, sample and strategy, study area/field, data collection tools, data collection procedures, data analysis and interpretation. I adopted the following methodology to carry out this research:

3.1 Design and Method of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions. The plan is the complete scheme or program of the research. This step answers the questions of how to investigate.

The study design is survey in nature, being designed to find out the errors committed by Gurung learners of English. According to Nunan (1992), “The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time” (p. 140). The collection of data usually related to attitudes, beliefs, intentions from subjects without attempting to manipulate the phenomena under investigation.

Nunan (1992) suggests the following eight-step procedure of survey research in a more comprehensive way (p.141)

a) Define Objectives

Defining a research objective is the first and most important step in the research process. Research objectives needs to be defined in order to conduct any type of research. So is the case with survey research. A research objective identifies our destination. If we conduct research without defining objective it will lead us nowhere. Therefore, defining objective is the first and important thing in survey research.

b) Identify Target Population

According to survey research process, after the objective have been defined, then we need to identify the unit of analysis. The unit analysis is the analysis of entity under study or who is being described or analyzed. It answers the questions of whom we want to know.

c) Literature Review

Literature review informs us what others have said/discover about the issue. It is the central and most important task for a researcher. Reviewing the related literature expands the body of knowledge and acquaints the researcher with available literature in the area of the study.

d) Determine Sample

In this phase we need to decide how many subjects we should survey and how we will identify these. The sample size is an important feature of any empirical study in which the goal is to make inference about a population from a sample.

e) Identify Survey Instruments

We have to identify how the data will be collected. We have to generalize instruments required for data collection. e.g. questionnaire, observation, interview, test item and so on.

f) Design Survey Procedures

After preparing the tools for data collection we have to design survey procedures of data collection. In this phase, we have to answer the question of how the data collection will actually be carried out. It means we need to be clear regarding the systematic process of data collection. Inaccurate data collection can impact the result of a survey and ultimately lead to invalid result.

g) Identify Analytical Procedures

Analytical procedures informs us how the data will be assembled and analyzed. Raw data themselves may not give any sense/information. Coded data can be analyzed manually or with the help of computer. We have to analyze it using appropriate statistical and descriptive tools like mean, mode, median etc.

h) Determine Reporting Procedures

Reporting procedure is the last step of the research process. The report informs the world what we have done, what we have discovered and what conclusions we have drawn from our findings.

3.2 Population, Sample and Sampling Strategy

The population of this study was grade seven Students studying in Dadeldhura district. Sixty students of grade seven from three schools were selected by using purposive non-random sampling procedure to fulfill the objectives of research study.

3.3 Study Areas/Field

The research area of this study was grade seven of three different schools of Dadeldhura district viz. Gaurishankar Lower Secondary School, Shankar Kedar Lower Secondary School and Krishna Kalika Higher Secondary School. The District Education Office (DEO) and concerned school authorities are the stakeholders where the students are the respondents. The field of the research study was an analysis of spelling errors committed by grade seven students. The main focus of this study was to identify and describe spelling errors.

3.4 Data Collection Tools and Techniques

The main tool for data collection was the test items. The test items encompassed essay writing, application writing and choosing correct spelling.

3.5 Data Collection Procedure

At first, I prepared the aforementioned research tools before going to the fields. I visited the DEO and to get the list of secondary level schools. Then I selected 3 schools with the purposive non random sampling procedure. I made them clear about the purpose of my visiting and fixed the time for data collection.

I visited the selected schools personally and sought permission from the authority to administer the test on the students. Then, I established a good rapport with the students and sampled the required number of population using non random sampling procedure. I gave clear concept and instructions to the students before they responded to tasks. Then, I administered the test on the selected students in the allocated time. Likewise, I examined each answer sheet by circling the erroneous words. After identifying the erroneous words, I attempted to divide those erroneous words into omission, substitution, insertion, and transposition. Eventually, I analyzed, interpreted and came to the findings of collected data.

3.6 Data Analysis and Interpretation Procedure

The topic itself states that the study is quantitative in nature. The collected data from the informants were identified, classified and interpreted. While carried out this research, a researcher collected the required data from sixty students who were studying in grade seven. The questionnaire and spelling test were used as main tool for collecting data. The systematically collected data were analysed, interpreted and presented descriptively and comparatively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter includes the data analysis and interpretation of results and summary/discussion of the findings. The collected data has been analyzed and interpreted as follows:

4.1 Analysis of Data and Interpretation of the Results

This section deals with the presentation, analysis and interpretation of the data collected from primary sources. The erroneous items i.e. wrong spelling were counted and tabulated from the data. The analysis and interpretation of data has been carried out descriptively as well as comparatively with the help of percentage. The main objectives of this study were to identify and describe spelling errors committed by grade seven students. While carrying out this research, I collected the required data from sixty students of three schools viz. Gaurishankar Lower Secondary School, Alital, Krishna Kalika Higher Secondary School, Alital and Shankar Kedar Lower Secondary School, Alital of Dadeldhura district. In this study, respondents were selected by using purposive non random sampling procedure.

The test was used as a main tool for the collection of data in which both open ended and close ended question were used. They were as follows :

-) Choose the word with correct spelling for each sentence
-) Write an application to your headmaster asking for two days leave
-) Write an essay in about 100 words on your village.

The spelling errors found in the writing samples were analyzed and classified into four categories of spelling errors Cook (1999) has talked four categories such as, mission, substitution, insertion and transposition. The data has been grouped under four main headings and they are analyzed separately.

The data is grouped as follows :

- (i) Holistic analysis
- (ii) Category wise analysis and interpretation

4.1.1 Holistic Analysis

The following table shows the overall analysis of spelling errors committed by grade seven students of three schools. This analysis of spelling errors most frequently committed by 60 students of following schools based on omission, substitution, insertion and transposition types.

Table 1 : Frequency of errors according to OSIT

S.N.	School name	No. of students	Omission	Substitution	Insertion	Transposition	Total
1	Gaurishankar lower	20	63	62	13	7	145
2	Krishna Kalika Higher	20	72	51	20	12	155
3	Shankar Kedar	20	54	23	9	9	95
	Total	60	189	139	42	28	395
	Percentage		47.84	34.43	10.63	7.08	100

The table above shows that out of 395 total errors analyzed, the errors of omission occupy the highest position with a percentage of 47.84% (189 errors), followed by errors of substitution with a percentage of 34.43% (139 errors). In this study errors of insertion and transposition; however, occurred less frequently than the first two types of errors with percentage means of 10.63% (42 errors) and 7.08% (38 errors) , respectively.

Similarly, the students of Krishna Kalika Higher Secondary school, committed highest numbers of errors 155 errors out of 395 errors with a percentage of errors was 39.24% followed by students of Gaurishankar lower secondary school whereas 145 errors

were committed, out of 395 errors with a percentage of errors was 36.7%. In this study the students of Shankar Kedar lower secondary school committed least number of errors only 95 errors in 395 errors with a percentage error was 24.05%.

Errors of omission were the most commonly found in the current study, for example, 'wenesday' for 'wednesday', 'devlopment' for 'development', 'com' for 'come', 'villag' for 'village' etc. Similarly, the errors of substitution were the second most frequent errors. Those errors were the outcomes of substituting vowels more frequently than consonants for example; 'sevan' for 'seven', 'peopol' for 'people', 'electririsiti' for 'electricity'. Likewise insertion errors occurred mainly because of the addition of redundant letter in a word, for example, 'be comming' for 'becoming'. Errors of transposition were the least frequently appearing errors in this study. Despite their rarity, these errors should not be ignored. Errors of transposition included 'their' for 'their.'

An analysis of the errors in general, shows a strong correlation between the articulation and the spelling of words. Firstly, I identified the intralingual errors within the English language; the target language of the participants. The other issue involves the participants own habit of manipulating standard pronunciation of words which resulted in writing wrong spelling. These two variables could have contributed to the omission, substitution, insertion and transposition errors.

4.1.2 Category wise Analysis and Interpretation

Errors were grouped into major categories to incorporate the data of the present study. The classification system used in this study of Cook's classification : omission, substitution, insertion and transposition.

4.1.2.1 Errors of Omission

EFL students, particularly beginner writers, may manipulate and associate a wide range of vowels and consonants combinations to form words. A strong correlation was found between the articulation of English words. Some omission errors and those most commonly found in the current study, for example 'wether' for 'weather', 'receive'

for 'receive', 'wenesday' for 'wednesday', 'tomorow' for 'tomorrow' and 'thruhg' for 'through' are included. (See appendix II, a)

Table 2 : Frequency of errors according to omission

S.N.	Category	No. of errors	Total errors	Average
a	omission	189	395	47.84%

At first glance, the figure above clearly depicts that out of 395 total errors analyzed, the errors of omission occupy 47.84% (189 errors). When examined the sources of errors in this study, I assume that such errors may be attributed to the participants attempt to construct a word base on their knowledge of grapheme- phoneme relationship. For example, silent letters present problems to the participants when guessing accurate spelling of target words such as in the representations of 'wednesday' by omitting [d] in 'wenesday' and 'beautiful' by [a] in beautiful. Furthermore, identified eliminating [e] at the end of the words, such as 'becaus' for because, by people for people, and 'plac' for 'place'.

The reason for the occurrence of omission errors in interlingual, which can be attributed to distinction found between English and Nepali. There is a high potential for errors in producing accurate. Spelling in the English language system, which is far more complex mainly due to the lack of patterns in spelling and articulation.

4.1.2.2 Errors of substitution

The fact that many learner failure to recognize the English words have multiple correspondences between the sounds of the language and the letters that represent. Some substitution errors, and those most commonly found in the current study, for example 'districk' for district, 'peopol' for people 'electirisiti' for 'electricity', 'exzemple' for 'example', 'sevan' far 'seven', 'simmal' for 'small', 'grien'. for 'green' and 'primari' for 'primary' are included in the following table. (See appendix II, b)

Table 3 : Frequency of errors according to substitution

S.N.	Category	No. of errors	Total errors	Average
------	----------	---------------	--------------	---------

a	Substitution	136	395	34.48%
---	--------------	-----	-----	--------

The above table shows the error's committed in substitution category. Out of 395 errors are committed by students, 136 errors are committed in substitution category. The percentage of the errors is 34.43%.

4.1.2.3 Errors of Insertion

Insertion errors occurred mainly because of the addition of redundant letter (s) in a word. In the current study insertion errors, for examples : 'always' for 'always' 'exzampe' for 'example', 'becomming' for 'becoming', 'hottel' for 'hotel' and 'furnichar' for 'furniture' are included in the following table.

Table 4 : Frequency of errors according to insertion

S.N.	Category	No. of errors	Total errors	Average
a	Insertion	42	395	10.63%

The above table shows the errors committed in insertion category. Among 395 spelling errors committed by participants, only 42 erroneous words are found in this category, which is 10.63% of the total errors.

4.1.2.4 Errors of Transposition

Errors of transposition, or mis-ordering were the least frequently errors in this study. Frequency of transposition errors included 'friend' for 'friend', 'poplese' for 'people', 'banna' for 'banana' and 'thier' for 'their' are shown in the following table.

Table 5 : Frequency of errors according to transposition

S.N.	Category	No. of errors	Total errors	Average
a	Transposition	28	395	7.08%

The above table shows the amount of the errors committed in transposition category. Participants commit 28 errors out of 395 errors. The percentage of errors is 7.08%. So these errors should not be ignored.

4.2 Summary/Discussion of the Findings

This study entitled 'An Analysis of Spelling Errors Committed by Grade Seven Students' was conducted to identify describe and analyse spelling errors committed by grade seven students. In order to carry out this study, I selected sixty students of grade seven from three schools of Dadeldhura district using non-random purposive sampling procedure. Test items were taken as the main tools for data collection. Those sixty students' responses were utilized to collect the data as the sources.

The whole study has been summarized in the five chapters. In the first chapter, first of all I attempted to make an appropriate context for conducting the study. Then statement of the problem and the objectives of the research were introduced. Research questions, significance of the study, delimitations of the study, and operational definition of the key terms were all grouped under the first chapters. In the chapter two; review of related literature, review of related empirical literature, implication of review for the study and conceptual framework were introduced according to the purposes of research design.

The methods and procedures of the study were described in third chapter. The design of this study was survey and data were collected through both primary and secondary sources. To carry out this study, 60 students were selected as a sample using non-random purposive sampling procedures. Different test items like essay writing, application writing and multiple choice test were the tools for collecting data and presented in the tables and described and interpreted descriptively. The study showed out of 395 total errors analyzed the errors of omission occupied the highest position with a percentage of 47.84% (189 errors), followed by errors of substitution with a percentage of 34.43% (139 errors). In this study errors of insertion and transposition, however occurred less frequently than the first two types of errors with percentage means of 10.63% (42 errors) and 7.08% (28 errors) respectively.

The whole study is summarized and concluded with the implication in three levels; policy, practice and further research in the last chapter with conclusion and recommendation.

On the basis of the analysis and interpretation of the data following findings have been explored.

- (a) It was found that the most frequently occurring errors were errors of omission. It occupied the highest position with a percentage of 47.84% (189 errors) At a closer look, these errors revealed that the omission of vowels occurs, more frequently than the omission of consonants, for example : 'becaus' for 'because', etc. (See appendix II a)
- (b) The second most frequent errors were the errors of substitution with a percentage of 34.43% (139 errors) out of 395 errors. Again, these errors were more frequently related to the substitution of vowels than the substitution of consonants, for example : 'electiriciti' for 'electricity', 'peopol' for 'people' etc. (See appendix no. II b)
- (c) The least frequently occurring errors were the errors of insertion and transposition with percentage means of 10.63% (42 errors) and 7.08% (28 errors) respectively.
- (d) The average total errors committed by students from Gaurishankar Lower Secondary School, Krishna Kalika Higher Secondary School and Shankar Kedar Lower Secondary School were 38.70% (145 errors), 39.24% (155 errors), 24.05% (95 errors) respectively. The students of Shankar Kedar Lower Secondary School had committed least numbers of errors than other two schools.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Addressing spelling errors should be an integral part of teaching English language. Bad spelling affects English sentence structure and causes the mispronunciations of words. Bowen (2011) emphasized the learning of spelling as a component of writing, not as the result of studying isolated words. However, in this study students committed the most frequently occurring errors were errors of omission and errors of substitution. The reasons behind it, are pronunciation of the English words, learners' L1 interference and a large number of English words are different from their articulation and spelling.

This study revealed that most frequently occurring errors were errors of omission. The students had difficulties especially with silent vowels, for example : 'becaus' for 'because', 'leav' for 'leave' etc. The second most frequent errors were the errors of substitution. The study also revealed an interesting phenomenon overlapping of lexical item, such as 'broudur' for 'brother', 'rever' for 'river'.

The least frequently occurring errors were the errors of insertion and errors of transposition. Insertion errors included 'becomming' for 'becoming', 'theire' for 'there', transposition errors included 'frind' for 'friend', 'their' for 'their', 'banna' for 'banana' etc.

The study revealed that learners' attempts to spell words accurately were thwarted when they seemed to primarily recall the pronunciation of the English words. In this sense, L1 interference is not the only source of spelling errors. In fact, the target language itself was the main source of many spelling errors.

5.2 Recommendations

Based on the findings obtained from the analysis of the data; some pedagogical implications and recommendations are as follows :

- (a) This study showed that learners of EFL had difficulty in establishing a link between the articulation and spelling of words. This means that it might be necessary to teach the spelling of vocabulary in tandem with their pronunciation and then integrate the words into sentence writing and a composition.
- (b) Encourage learners to memorize words in syllabic chunks. For example, learners may memorize the word 'expensive' better as 'ex-pen-sive- rather than getting them to spell 'e-x'-p-e-n-s-i-v-e'.
- (c) Spelling should be taught by embedding all vowels and diphthongs at the early stage of their language learning.
- (d) The students should be engaged in spelling games, cross word puzzle for their better memory.

Finally, similar research works can be carried out regarding the types of spelling errors, causes of spelling in government schools as well as in private boarding schools obtaining data from the large number of population and expanding the area of research, i.e. graphological and phonological levels.

5.3 Policy Related

Policy related is a plan of action agreed or chose by a certain organization, business and so on. Every nation has its own policy in different sectors. Since policy is a higher level action, it works as a catalyst for the development of the country. This study has great implications at the policy related, some of the implications are mentioned below :

- J Teaching spelling should be taken as an important part of overall language comprehension. So, the policy makers like experts textbook writers, course

developers and teacher trainers should design the course and activities that helps to enhance the spelling proficiency of the student.

-) The spelling is related to the reading and writing skills. So, the curriculum development center should include those techniques which become more appropriate to develop students spelling proficiency.

5.4 Practice Related

Spelling is very important in written language, and any mistake in spelling can affect the written product and may lead to misunderstanding. Therefore, correct spelling of vocabulary is essential to convey the intended meanings (Corder, *ibid*, p.76). The implications at the practice related are given below :

-) Encourage learners to memorize words in syllabic chunks,
-) Spelling should be taught by embedding all vowels and diphthongs at the early stage of their language learning
-) Students should be engaged in spelling games.

5.5 Further Research Related

For this purpose, nothing can be absolutely perfect in this world. So, this study could not cover all the areas of the study. However, it had pointed out some relevant areas for the further study. And the present study would be highly directive for further research. Moreover, the present study will be helpful for those who want to carry out further research in the field of spelling errors. It will be secondary sources for them as well. Following studies can be the further research related :

- (a) Investigating factors contributing to spelling errors.
- (b) Spelling errors among secondary level students.
- (c) An analysis of spelling errors of Nepali beginner learners.

References

- Anderson, G. & Arsenaut, N. (1998). *Fundamentals of educational research*. London: The Flamer Press.
- Benyo, A. (2014). *English spelling problems among students at the university of Dongola, Sudan*. <http://www.interestjournals.org/ERSL>. Retrieved on 16 November, 2014.
- Best, J. W. & Khan, J. V. (1993). *Research in education (7th Edition)*. New Delhi: PHI Learning Private Limited.
- Bhatta, N.K. (2011). *An errors committed by 9th grader in model verb*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Bhattarai, G. R. (2006). *A thematic analysis of research, reports*. Kathmandu : Ratna Pustak Bhandar.
- Bowen, H. (2011). *Spelling it out ! accounting for spelling difficulties for Arab learner corpus*, <http://search.babylon.com>. Retrieved on 20 July, 2011.
- Cook, V. (1999). *Teaching spelling*. Retrieved February 10, 2013, from <http://homepage.nt/world/com/vivian.c/>.
- Corder, S. P. (1981). *Error analysis and inter language*. Oxford: Oxford University.
- Crystal, D. (1994). *An encyclopedic dictionary of language and languages*. Harmonds Worth : Penguin
- Goldsmith, P. (1995). *The development of spelling and world knowledge in older students*. Australian Review of Applied.
- Gurung, G.B. (2014). *Errors committed by Gurung speaking learners of English on subject verb agreement*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Hofstee, E. (2006). *Constructing of a good dissertation*. <http://www.exactica.co.za> . Retrieved on 12 January, 2014.

- Hornby, A.S. (2000). *Oxford advance learner's dictionary of current English*. Oxford: OUP.
- James, C. (1998). *Error in language learning and use: Exploring error analysis*. Harlow, Essex: Addison –Wesley Longman.
- Kemmer, S. (2009). *The history of English and standardization*.
<http://www.ruf.rice.edu/kemmer/spelling.html>. Retrieved on 17 March, 2009.
- Kumar, R. (2009). *Research methodology*. New Delhi :Dorling Pkindersley.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Oxford Advanced learner's Dictionaries (2010)*. Oxford: Oxford University Press.
- Quirk, R. Sidney G., Jan. S.(1972). *A grammar of contemporary English*. London: Longman.
- Richards, J.C. & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics (3rd Ed.)*. Harlo: Pearson Education Limited.
- Shahi, R.R. (2003). *A study on the vocabulary and spelling in British and American English*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Shrestha, L. (2001). *An analysis of spelling errors made by ninth graders*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Subedi, D. (2008). *An analysis of errors committed by the grade ten student in compositions*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge: CUP.
- Venkateswaran, S. (1995). *Principles of teaching English*, New Delhi: Vikas Publishing House Pvt. Ltd.

Appendix- I

Test Items

Dear Respondents,

You are requested to answer the given questions for my research study. The given test items aims to find out Spelling Errors. The study is under the supervision of Dr. Ram Ekwil Singh; Reader, Department of English Education. Please, read the questions carefully and give your views. You are free to answer them anyway you like. Your responses will be used strictly for my research purpose only. All the information collected through the test items will be kept confidential. It is hoped that your kindly co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

Indra Bahadur Saud

Set 'A'

Name of the School :

Name of the student :

Class :

Choose the word with correct spelling for each sentence. [12]

1. Dr. Yadav _____ an active politician.
i) becomimg ii) becoming iii) becomming
2. Ram is looking _____ the window into the garden.
i) thrugh ii) through iii) throogh
3. We need to make a _____ about the meeting.
i) decision ii) decision iii) decicion
4. The _____ in Nepal in the winter can be very cold.
i) weather ii) wether iii) whether
5. The swimming club meets every _____ at six o'clock in the evening.
i) Wenesday ii) Wenesday iii) Wednesday
7. The Monalisa is a famous panting of a _____ woman.
i) beautiful ii) buetiful iii) buetiful
8. My _____ name is Dadeldhura.
i) districk ii) district iii) distric
9. _____ knocks only once at your door.
i) oppportunity ii) oportunity iii) opputunity
10. He held the position of Health_____
i) Minister ii) Ministre iii) Ministr
11. The first _____ project that the village received was drinking water.
i) devlopment ii) development iii) developmnt
12. I always _____ letters from my friends.
i) recive ii) receive iii) receiv

Appendix - II

Categories of Spelling Errors

a. Frequency of Errors according to Omission

Wrong Form	Correct Form
wenesday	wednesday
thruhg	through
recive	receive
villag	village
buetifu	beautiful
relizees	realize
friad	friend
betiful	beautiful
diffrence	difference
buetiful	beautiful
recive	receive
reliaz	realize
beautiful	beautiful
gren	green
bulding	building
later	letter
reliaze	realize
computr	computer
bitphl	beautiful
rod	road
pepol	people
beautyiful	beautiful
vlage	viage
devlopment	development
oppotunity	opportunity
hopita	hospital

leav	leave
vrry	very
wether	weather
revice	receive
relize	realize
thruhg	through
tomorrow	tomorrow
viage	village
siste	sister
boks	books
papal	people
beautiful	beautiful
oportunity	opportunity
minster	minister
proble	problem
devlopment	development
frfinds	friends
enviroment	environment
biautful	beautiful
beutifal	beautiful

b. Frequency of errors according to substitution

Wrong Form	Correct Form
respecxct	respect
broudur	brother
gaury	Gauri
pepal	people
oppunit	opportunity
classrum	classroom
upsent	absent
their	there

pravite	private
too	two
sike	sick
hare	here
funichar	furniture
primari	primary
pepol	people
liave	leave
beautiful	beautiful
meadim	madam
studnt	student
rever	river
to	two
diy	day
hare	here
studant	student
went	want
their	there
shek	sick
secondaerary	secondary
districk	district
minister	minister
peopel	people
tehar	tiar
peopol	people
mast	most
recive	receive
villaga	village
Dhame	Dhami
papal	people
eletirisiti	electricity

sarounded	surrounded
headmastr	headmaster
thet	that
roats	roads
becomingg	becoming
ples	place
through	through
roudes	roads
watters	water
feastball	festival
mile	mil
temble	temple
oppotunity	opportunity
surruding	surrounding
estavasede	established
exzemple	example
grien	green
sevan	seven
gran	green
hospitaliti	hospitality
contary	country
villaga	village
simma	small
dector	doctor
simal	small
conutery	country
farma	farmer
developmant	development

c. Frequency of errors accordingly to Insertion

Wrong Form	Correct Form
your's	yours
theire	there
furnichar	furniture
belvaDi	Belvadi
verry	very
student	student
requestyee	request
exzmples	example
becomming	becoming
hottle	hotel
your's	yours
featball	festival
alwayas	always

d. Frequency of errors according to transposition

Wrong Form	Correct Form
pepal	people
buetiful	beautiful
hare	here
banna	banana
reliaze	realize
thier	their
realiase	realize
oppotunty	opportunity
prived	private
emain	remain
att.end	attend
class room	classroom
cann't	can't
cometo	come to
buetiful	beautiful
minister	minister
buetiful	beautiful
markates	market

Appendix -III

School wise Analysis

Set - 1

1. Shree Krishnakalika Higher Secondary School

a. Errors of Omission

Wrong Form	Correct Form
wenesday	wednesday
through	through
recive	receive
villag	village
buetifu	beautiful
relizees	realize
friad	friend
beutiful	beautiful
diffrence	difference
buetiful	beautiful
recive	receive
reliaz	realize
beautiful	beautiful
gren	green
bulding	building
later	letter
reliaze	realize
computer	computer
bitphl	beautiful
rod	road
pepol	people
beautyiful	beautiful
vlage	viage
devlopment	development
oppotunity	opportunity
hopita	hospital
leav	leave
vrry	very

b. Errors of Substitution

Wrong Form	Correct Form
respecxct	respect
broudur	brother
gaury	Gauri
pepal	people
oppunit	opportunity
classrum	classroom
upsent	absent
their	there
pravite	private
too	two
sike	sick
hare	here
funichar	furniture
primari	primary
pepol	people
liave	leave
beautiful	beautiful
meadim	madam
studnt	student
rever	river
to	two
diy	day
hare	here
studant	student
went	want
their	there
shek	sick
secondaerary	secondary

c. Errors of Insertion

Wrong Form	Correct Form
your's	yours
theire	there
furnichar	furniture
belvaDi	Belvadi
verry	very
studant	student
requestyee	request

d. Errors of transposition

Wrong Form	Correct Form
pepal	people
buetiful	beautiful
hare	here
banna	banana
reliaze	realize
thier	their
realiase	realize
oppotunty	opportunity
prived	private

Set - 2

2. Shree Gaurishankar Lower Secondary School

a. Errors of Omission

Wrong Form	Correct Form
wether	weather
revice	receive
wenesday	Wednesday
relize	realize
thruhg	through
tomorrow	tomorrow
viage	village
siste	sister
boks	books
papal	people
beautiful	beautiful
oportunity	opportunity
minster	minister
proble	problem
devlopment	development
frfinds	friends
enviroment	environment
biautful	beautiful
beutifal	beautiful

b. Errors of Substitution

Wrong Form	Correct Form
districk	district
minister	minister
peopel	people
tehar	tiar
peopol	people
mast	most

recive	receive
villaga	village
Dhame	Dhami
papal	people
eletirisiti	electricity
sarounded	surrounded
headmastr	headmaster
thet	that
roats	roads
becoming	becoming
ples	place
through	through
roudes	roads
watters	water
feastball	festival
mile	mil
temble	temple
oppotunity	opportunity
surruding	surrounding
estavasede	established
exzemple	example
grien	green
sevan	seven
gran	green
hospitaliti	hospitality
contary	country
villaga	village
simma	small
dector	doctor
simal	small
conutery	country
farma	farmer
developmant	development

c. Errors of Insertion

Wrong Form	Correct Form
exzmples	examples
becomming	becoming
hottle	hotel
your's	yours
featball	festival
alwayas	always

d. Errors of Transposition

Wrong Form	Correct Form
minstre	minister
reilaze	realize
simal	small
recieve	receive
poples	people
minsiter	minister
pepal	people

Set - 3

3. Shree Shanker Kedar Lower Secondary School, Alital errors of omission

a. Errors of omission

Wrong Form	Correct Form
wenesday	wednesday
buetiful	beautiful
development	development
thruhg	through
recve	receive
reliaze	realize
distric	district
oportunity	opportunity
ministr	minister
develpment	development
vilag	village
wether	weather
receie	receive
tomrrrow	tomorrow
frends	friends
com	come
congsted	congested
dashar	dashain

b. Errors of Substitution

Wrong Form	Correct Form
respect	respect
neme	name
developmant	development
hape	hope
whether	weather
secondari	secondary
vallage	village
tomple	temple
vary	very
seek	sick
roed	road
shire	shree
infarm	inform
raspect	respect
sach	such
ham	him
maish	people
markate	market

c. Errors of Insertion

Wrong Form	Correct Form
sevan	seven
whether	weather
cann't	can't
verry	very
your's	yours

d. Errors of transposition

Wrong Form	Correct Form
emain	remain
att.end	attend
class room	classroom
cann't	can't
cometo	come to
buetiful	beautiful
minister	minister
buetiful	beautiful
markates	market