

**SPELLING ERRORS COMMITTED BY THE STUDENTS  
OF GRADE TEN OF COMMUNITY SCHOOLS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Jyoti Tiwari**

**Tribhuvan University  
Faculty of Education  
University Campus, Kirtipur  
Kathmandu, Nepal  
2018**

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**Date of Approval of the  
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Date of Thesis Submission: 17/09/2018**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Miss Jyoti Tiwari** has prepared this thesis entitled **Spelling Errors Committed by the Students of Grade Ten of Community Schools** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 18/05/2018

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## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 18/05/2018

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**Jyoti Tiwari**

# **DEDICATION**

**Dedicated**

**To**

**My Gurus and Parents**

Who always inspired me to do my best in every step of my life.

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Date: March 14, 2018

**Jyoti Tiwari**

## **ABSTRACT**

The present study entitled **Spelling Errors Committed by the Student of Grade Ten of the Community School** is an attempt to explore the types and reasons of the spelling errors of the student of grade ten and to suggest some pedagogical implications. As it is a mixed research (quantitative and qualitative), the researcher selected 40 students following non-random judgmental sampling procedures from Kathmandu district. The researcher used a questionnaire consisting open-ended and close-ended questions to carry out this research. From this study, it was found that there are several types of spelling errors committed by the students of grade 10 and students have been facing several issues, challenges and they have different perceptions including relevancy, practicality and applicability while learning English spellings in writing.

The present study consists of five chapters and other sub chapters. The first chapter has background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, reviews of theoretical, review of empirical literature, implications of review for the study and conceptual framework are included under the second chapter. In the same way, methods and procedures of the study, design and method of the study, population, sample and sampling procedures, study area/ field, data collection tools , data collection procedure and ethical considerations are under the third chapter. The fourth chapter deals with the analysis and interpretation of results and summary/discussion of findings. The fifth chapter deals with conclusions and recommendations consisting of three areas; policy related, practice related and further research related followed by references and appendices.

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## **LIST OF SYMBOLS, ACRONYMS AND ABBREVIATIONS**

CA	:	Contrastive Analysis
CDC	:	Curriculum Development Centre
EA	:	Error Analysis
e.g.	:	example
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
etc.	:	etcetera
FoE	:	Faculty of Education
i.e.	:	That is/ that is to say
L1	:	First language
L2	:	Second language
MoE	:	Ministry of Education
NELTA	:	Nepal English Language Teachers' Association
pp.	:	Pages
Prof.	:	Professor
SLA	:	Second Language Acquisition
S. No.	:	Serial Number
T. U.	:	Tribhuvan University