

CHAPTER ONE

INTRODUCTION

The proposed study entitled **Spelling Errors Committed by the Student of Grade Ten of Community School** aimed to find out the types of spelling errors committed by the secondary level students of the community schools and also to provide some pedagogical implications to reduce those errors. Errors play instrumental role for the language learning. It is also considered as one of the phases of learning process through which every learner has to go before achieving the language learning goals. It is said that if there is no error, perhaps there is no learning. So that, errors are regarded as the most important factor to provide genuine information and recommendation needed for the improvement in the learning process of second or foreign language.

This section consists of background of the study, statement of the problem, objectives of the study, significance of the study, research questions, and delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language learning is like any other human learning and second language learning is a process that is not same as learning process of mother tongue. Committing errors in learning foreign language is natural. Error analysis is a branch of applied linguistics. It is related with the compilation, study and analysis of errors made by second language learners. And, its basic objective is to investigate the different aspects of second language acquisition. Errors are inevitable in the process of learning a language. But it is also true that it is the duty of teachers, syllabus designers and textbook writers to help learners to reduce errors.

In the words of Crystal (2004, p. 15), "error analysis uses techniques for identifying, classifying and systematically interpreting the unacceptable forms

produced by someone who is learning a foreign language". Error analysis can be carried out in order to find out how well someone knows a language, to find out a person learns a language and to obtain information on common difficulties in language learning as an aid in teaching or in preparation of teaching materials.

Errors, in general, refer to the use of linguistic item in a way, which native speakers of a language regard as incomplete learning. Error may be in the speech or writing of second or foreign language learners. For Richards (1999, p. 95) "a distinction is sometimes made between an error, which result from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness or some other aspect of performance". In foreign language learning, error correction has become one of the important teaching processes. But actually, few teachers know enough about error analysis and some related theories. They often have negative attitudes towards errors that they could not tolerate any errors and tend to correct them as soon as they could find any. As a result, although they think they have been working hard enough and spend much time and energy working on error correction, their efforts do not seem productive. Corder (1967) "A learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language."

With the help of error analysis, teachers get an overall knowledge about the students' errors. Foreign language learning is a process of hypothesis and trial and error whereas occurrence of error is inevitable. So, the teacher should learn to tolerate some errors, especially some local errors. Errors can also tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him to learn. So, errors committed by the students are also regarded as valuable feedback. Some errors need to be handled; otherwise, they will become fossilized. In a sense, error analysis theory together with other theories have enriched the second language learning theory in that learning

involves a process in which success comes by profiting from mistakes and by using mistakes to obtain feedback from the environment. With the feedback they make new attempts to achieve the more closely approximate desired goals.

Some researchers distinguish error analysis from transfer analysis, which compares the learner's data with the respective first language, whereas error analysis compares the learner's data with the target language norm and identifies and explains errors accordingly (James, 1998). Error analysis was first used as a way of studying second language acquisition in the 1960s. Corder's seminal paper "The Significance of Learner's Errors" (1967) had shifted researchers' attention from the teaching perspective to the learning perspective.

1.2 Statement of the Problem

It is said that a number of students face difficulty in spelling while writing in English language. They make several mistakes in their writings and even they repeat the same mistakes time and again. Generally, students commit mistakes in their examinations and in their homework therefore that affects their learning as well as they lack the confidence. This factor hinders their ability of writing skill and they become discouraged towards the language learning. So, the researcher tried to find out the causes and the best ways to overcome those spelling errors and to know the best strategies that teachers and parents can follow to reduce spelling errors with the learners.

Errors provide feedback and they tell students about the effectiveness of their learning. In other words, errors provide the information for designing remedial syllabus or program of learning. Learning a second language or a foreign language is a complex process, involving a seemingly infinite number of variables though, to some extent, the first language foster the second language; means learning L2 is strongly influenced by the learner's first language (Ellis,1995). The learners of different linguistic background follow the rules of their own mother tongue while learning the target language. They try to

maintain congruency between the languages for simplification, which is not generally true.

Spelling error is one of the common problems faced by the student of community schools which hinders their confidence towards learning English language as well as their writing skills. The researcher found very less effort and attempt to address this problem. Students often encounter problems with spellings of the English words and there seems to be little or no effort at helping them overcoming this problem. This study therefore attempted to identify the problem with a view to analyzing and suggest solutions to the problems.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. to find out the types of spelling errors committed by the secondary level students in free writing.
- ii. to find out the causes of spelling errors committed by the secondary level students in free writing.
- iii. to suggest some pedagogical implications.

1.4 Research Questions

The following research questions were addressed in this study:

- (1) What are the types of spelling errors found in the free writing?
- (2) What are the causes of committing errors in free writing?
- (3) What can be the possible solutions or remedies to overcome those problems?

1.5 Significance of the Study

The main purpose of this research work was to identify the causes of spelling errors committed by learners in essay writing and provide valuable insights to

the people involved in writing. This study will be important for the students and teachers of ELT. It may help them find the right path in their academic journey. Further, the findings and recommendations will be useful to syllabus designers, language planner and policy makers, textbook writers and researchers.

1.6 Delimitations of the Study

The research work had the following delimitations:

- a) The research work was limited to two government-aided schools of Kathmandu valley.
- b) Likewise, the sample of the population was forty students of Kathmandu valley.
- c) Similarly, study was limited among the students of grade ten.
- d) Questionnaire was made as the main tool for data collection.
- e) Mainly students of grade ten were focused to find out the reasons of spelling errors.

1.7 Operational Definition of the Key Terms

Spelling errors: -When a word is spelled incorrectly that is called spelling errors.

Error analysis: -Error analysis is a branch of applied linguistic which is concerned with the compilation, study and analysis of errors made by second language learners.

Free Writing: Free writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic.

Essay: An essay is, generally, a piece of writing that gives the author's own argument.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of the related literature is an account of what has been published on a topic by accredited scholars, researchers and paves a way to the research endeavor as it clearly visions the status of research conducted earlier to validate the study undertaken. All the research endeavors require the knowledge of previous background to clear the objectives and authenticate the research work. In this section, some of the research papers, books, journals, old thesis has been reviewed considering them as related literature also as evidence. This chapter consists of the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study.

2.1 Review of Theoretical Literature

This sub-section deals with the different theoretical grounds of the study. The theoretical review of related literature consists of English language teaching, English language teaching in Nepal, Error Analysis, Lapses, Mistakes and Errors, Stages of Error Analysis, Spelling Errors, Review of Empirical Literature, Implication of the Review of the study and Conceptual Framework.

2.1.1 Error Analysis

Error analysis is a branch of applied linguistics. Richards (1985) states, “Error analysis is the systematic study and analysis of the errors made by second or foreign language learners”. When the learner is learning a second language, she/he may commit errors. Errors may be in the speech or writing of second language learner. Linguistic items may be a word, a grammatical item, or speech act. Errors results from incomplete knowledge and mistake is caused by lack of attention, fatigue, carelessness or some other aspects of performance.

In learning, there occurs a clash between the system of the first language and that of second. There are two different systems of different languages. Due to this factor, the erroneous sentences are repeatedly produced but the learner cannot rectify them. Thus, a learner of second or foreign language commits errors in course of learning a language. Besides, when an error is compared with a mistake, we find that mistake covers as a whole but an error covers a part of mistake. It means that all errors are mistakes but not all the mistakes are errors. Likewise, a learner of second or foreign language commits error in course of learning a language. Linguists have taken this area of language for their study and analysis. Corder (1973, p. 265) states 'Errors provide feedback, they tell a teacher something about the effectiveness of his teaching materials and his teaching techniques and show him/her what have been inadequately learned or taught and need further attention.'

Error analysis refers to a systematic study and analysis of the errors made by second or foreign language learners. In a nutshell error analysis is carried out to find out how a person learns a language and also to get information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

2.1.2 Lapses, Mistakes and Errors

Mistakes and errors are taken synonymously but technically they are different in the sense that mistake is a cover or umbrella term which includes mistakes, errors, lapses and slip. Then,

it establishes the fact that all errors are mistakes, but not all mistakes are errors. In this sense, mistakes are common to everyone while errors are specific.

Lapses refer to minor mistakes because they are corrected by doer themselves. The mistake at performance level is known as lapses. According to Corder (1973), lapses mainly occur because of fatigue, tension, and so on. There are mainly two types of Lapses: tongue slip and pen slip. Tongue slips happen in

speech and pen slip happened in writing. The learner may make such a mistake not because of his/her lack of knowledge about the rules but because of certain physiological and psychological reasons like fatigue tension etc. If s/he knows the rules but lapses happened because of external factors then mistakes are called lapses or slips.

Errors are committed at competence level due to lack of knowledge of target language. They are committed due to lack of knowing the underlying rules or imperfect knowledge of foreign language. Errors occur time and again.

Therefore, they are recurrent and regular in nature. Errors are committed by L2 learners whereas native speakers do not commit errors as they are competent in their language. Thus, errors are specific, only part of L2 learners and committed at competence level because of linguistic reasons. They are consistent, regular and non-correctable in nature.

2.1.3 Stages of Error Analysis

There are several stages of error analysis. Various scholars have presented different stages of error analysis differently. Among them Corder (1974) suggests five steps in error analysis research in order to reach the objective.

These steps are:

- (a) Collection of a sample of learner language
- (b) Identification of errors
- (c) Description of errors
- (d) Explanation of errors
- (e) Evaluation of the errors

(a) Collection of a sample of learner language

Data collection is the first stage of error analysis. There should be reliable data to identify, describe, classify, explain and evaluate the errors. In other words it is accumulation of information. Corder (1973, p. 1260) says that data may be oral or written but oral is preferable because it embraces all kinds of errors,

which are not found in written data. It is easier to make a systematic study of written materials. He also divided the written work into two types:

-) Spontaneous production and
-) Controlled production

The first one contains free composition and second contains translation, retelling of stories etc. According to him, spontaneous production is ‘error avoiding’ whereas controlled production is ‘error provoking’. Hence, spontaneity should be taken while collecting data.

The best way to collect data is to collect them in a natural way, i.e. without making the learners aware of the fact that their works will be analyzed as errors. And similarly, on the basis of quality, we can find two types of qualities of data viz., as authentic as possible, and as comprehensive as possible. Thus, ideal data should contain these both qualities.

(b) Identification of Errors

Identification of errors is second step of error analysis. Errors are identified after collecting the data. Generally, errors and mistakes are taken synonymously but technically they are different in the sense that mistake is a cover or an umbrella term which includes mistakes, Errors, lapses or slip. Then, it establishes the fact that all the errors are mistakes, but not all the mistakes are errors. Therefore, we have to recognize either it is error or mistakes. Corder (1973, p. 127) points out the need to distinguish ‘errors’ (i.e. deviant sentences which are the result of psychological or physiological reasons rather than linguistic ones). Mistakes occur at performance level and errors occur at competence level. Mistakes can be corrected but errors can not be corrected. The writer or speaker can realize he has made a mistake but error can not be realized by the performer.

(c) Classification of Errors

Classification of errors is third step of error analysis in which the errors are classified into different categories. After recognition of errors, we have to describe or classify them into different dimensions or parameters. According to Corder (1993) errors can be classified into three stages on the basis of their appearance at three different levels. They are:

i. Pre-systematic Stage

Such errors occur when the learner is unaware of the existence of a particular system or rules in the target language. These errors are uncorrectable, irregular and random.

ii. While Systematic Stage

In this stage, learners' errors become regular. The learner' errors are correctable.

iii. Post-systematic Stage

In this stage, the learner is supposed to have learned the underlying rules but his or her failure is supposed to have been occurred because of the lack of attention or lapses of memory.

(d) Explanation of Errors

It is the fourth stage of error analysis. This stage is to find out the different sources or causes of errors committed by the learners. It is the field of psycholinguistics. It deals how and why errors come out. The followings are the causes of committing errors.

In his "A Non-Contrastive Approach to Error Analysis", Richards (1971, pp 19-22) shows the four main causes of errors.

- i. Overgeneralization: Richards says that "Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language." A learner may write "She walked fastly to catch the bus" because he already knows "He walked quickly to catch the train"
- ii. Incomplete application of rules: It involves a failure to fully develop a structure. Thus learners are observed to use declarative word order in questions such as "You like to play?" instead of "Do you like to play?"
- iii. False concepts hypothesized: It arises when the learners do not fully comprehend a distinction in the target language, for example, the use of 'was' as the marker of the past tense, as in the sentence "one day it was happened".

Similarly, Brown (1980, p.p. 173-181) shows the four sources of error. They are as follow:

- i. Inter-lingual transfer that is the negative influence of the mother tongue of learner.
- ii. Intra-lingual transfer that is the incorrect generalization of rules within the target language.
- iii. Context of learning, which overlaps both, types of transfer, for example, the classroom with its teacher and its materials. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language.
- iv. Communication strategies, sometimes the communication strategies can lead the student to make error. There are five main communication strategies, namely-Avoidance, Prefabricated patterns, Cognitive and personality style, Appeal to authority, and Language switch.

(e) Evaluation of Errors or Error Gravity

Evaluation of errors refers to the determination of seriousness of errors. The seriousness of errors is also regarded as error gravity. The greater the degree of

error gravity the more serious error occurred. The degree of error gravity of different kinds of errors (e.g. errors of pronunciation, grammar, vocabulary, etc.) varies; some errors have little effect, some cause irritation, while others may cause communication difficulty'. It is said that the teacher, examiner, educationists, linguists, native speakers, laymen can make judgment on error. They can determine the seriousness of errors whereas native speakers are also taken as best evaluators of error gravity as they know the underlying rules of language. There are two approaches to determine the seriousness of errors: subjective and objective. Subjective approach attempts to determine errors on the basis of the evaluator's personal attitudes or feelings towards errors. The objective technique of error determination measures the errors in terms of objective technique.

Techniques to determine seriousness of errors

Rating and ranking are two techniques used to determine the seriousness of errors. In rating, each sentence is evaluated individually or independently.

Five point scale of rating

0, 1, 2, 3, 4

0- Absolutely correct

1- Fairly acceptable

2- May be acceptable

3- May not be acceptable

4- Absolutely incorrect

Here, 0 is not serious at all whereas 4 is very serious.

Advantages of rating

Rating is advantageous if error gravity is equal in both sentences.

For instance, He is a good girl.

She is a good boy.

It is good for broad categorization.

It is more economical.

In ranking, each sentence is compared with the rest of sentences.

May be the scales are following: Most serious

More serious

Serious

Less serious

Least serious

Advantages of ranking

1. Ranking is better if subtle variation is to be showed.
2. Ranking is objective technique of determining seriousness of error.
3. Ranking is more scientific than rating.
4. Greater deal of brain work is involved.

Disadvantages of ranking

1. Ranking is difficult if erroneous expressions are large in number.
2. Ranking is not possible if gravity is equal.
3. It is time consuming.

Corder (1973, p. 129) has discussed the following criteria for the evaluation of errors.

i) Linguistic Criteria

This criterion states that inter-lingual errors are more serious than the intra-lingual ones because intra-lingual errors are more comparatively light and less common but inter-lingual errors are more difficult to deal with. And similarly, lexical errors are more serious than grammatical errors.

ii) Communicative Criterion

It regards those errors to be more serious which hinder the communication. Erroneous communicative expressions reduce the degree of intelligibility. That's why, errors causes impairment of intelligibility. The more the degree of impairment of intelligibility, the more serious errors occurs there.

iii) Attitudinal Criterion

This criterion considers that seriousness of an error may depend upon the attitude of the listener. Attitude of the receiver plays a vital role in communication. There should be communication according to the situation. If somebody is irritated then, communication is not effective there.

iv) Pedagogical Criterion

It mentions that those errors are more serious which are related to language teaching items. All types of items are not of equal difficulties. Some are easy and some are difficult to teach. If we are going to teach pronunciation, it is easy to teach rather than teaching vocabulary.

f) Correction/Remediation of Errors

Learners' errors are corrected mainly in two ways: by the teacher and by the learners themselves. This stage is viewed to be the goal of error analysis. Errors are naturally committed by learners. At different stages of learning, they commit divergent categories of errors which are not viewed as a bad signs of learning. Correction and remediation are inevitable in language teaching. Five key questions that often arise in error correction are:

- a. What kind of mistake has been made? (Grammar, spelling, pronunciation etc.)
- b. What should I (teacher) do about it? (Correct or not correct?)
- c. When should it be corrected? (now, later in the class, next lesson)

- d. How should it be corrected? (Which technique would work best?)
 - Finger correction
 - Repeat sentence up to error
 - Echo with surprised intonation
 - Ask a question
 - Error codes i.e. sp= spelling, wo=word order etc.
- e. Who should correct it? (self correction, peer correction, teacher correction)

2.2 Spelling Errors

In simple words, spelling can be defined as a correct arrangement of letters to represent a word. Spelling as a sub-skill of language is an important element of the writing skill. Spelling is taken as dominant skill of language to keep away misunderstanding and miscommunications based on writing. It is one of the significant skills of writing that has to be mastered by all learners and users of English language for the good communication in the written form of the language. Spelling is basically related with the understanding of the orthography and its system of sign and symbols which represent the spoken language. Spelling errors in writing can change the meaning of the whole sentence or also can make it without any meaning that no one could understand. So that for effective communication in written form spellings are given priority in order to learn language. Spelling errors categorized as mechanical errors which include, punctuation, spellings and capitalization.

It is fact English language spelling is irregular that even the native speakers have problems with it. Many English words are not pronounced the way they are spelt and this has created havoc to learners of the English language. Also, certain words sound alike in English language and this can lead to error while learners are writing them. Examples of such words are Seize/cease, scene/sin, right/write, suit/sooth among others.

Spelling is a complex cognitive activity in which several mental processes are involved. Many of the learners commit spelling errors because learning to spell correctly is not usually easy for many people but it is very important for all those who are learning the language. This is because part of what determines a learner's proficiency in English Language is his/her ability to spell correctly for accurate expression. According to Kuiper and Allan (2004), English Language spelling seems straight forward in theory but turns out to be a little more complex in practice. They claim that many people find spelling difficult because English language spelling does not always directly reflect the sounds people make when they say a word.

English writing skills are significant as it plays an important role in communication. To convey messages effectively, accurate spelling is strongly required. Spelling is essential since one misspelling may change the whole meaning of the word which the author intended to convey in the text (Fagerberg, 2006).

2.3 Review of the Empirical Literature

Many researchers have already carried out research in the field of error analysis. Here, this section is an attempt to review the related researchers work, articles and reports. The research works done under the supervision of the Department of English Education T.U. are reviewed as follows:

Pun (2010) has carried out a research study on "Interlingual Errors Committed by Tharu Learners of English." The main objective of the research study was to identify the inter-lingual errors committed by Tharu learners of English. He took twenty Tharu students of four secondary level public schools as a sample. Both primary and secondary sources of data were used following non-random sampling procedures. They were used to meet the objectives of the study. The test items were used to collect the data. This study found that 46.40% of the total errors were found committed by Tharu students in the 'negation item' due to the interference of their mother tongue.

Likewise, Yadav (2011) carried out a research on "Errors Committed by Grade Nine Students in the Use of Prepositions." The main objective of the study was to identify the errors in the use of prepositions committed by nine graders. Researcher selected eighty students of grade nine of Shree Kamala Devi H.S.S. Namdi-4, Ramechhap. The test items were the tools for data collection. He found that students committed errors in the phrasal prepositions than in the simple prepositions.

Similarly, Baral (2012) has carried out research study on " A Study of Errors Committed by Grade 12 Students in Reported Speech". The main objective of this study was to find out errors committed in the use of reported speech. The population was all the students studying in class twelve from kirtipur by using the random sampling procedure. Researcher used four sets of tests using questionnaires to elicit the data. He found that, the students had problem in using reported speech. Among the total students 92 errors were committed out of 112 problems.

Yadav (2015) carried out a research study on "Errors in the Use of Determiners: A case of Secondary Level Students." This study was a survey research. The objectives of the study were to find out the errors committed by the students while using determiners in English, to compare the errors committed by the students of government-aided and private schools and also to suggest some pedagogical implications. For this research one government aided school and one private school of Kathmandu district were selected. The total sample of the study was forty. Twenty learners were selected from each school. The researcher used simple random sampling procedure for sampling the population. The researcher prepared test items. The main findings of the research were that the learners of government aided schools committed greater number of errors than learners of the private schools and in comparison to substitutions and disordering of determiners, over use of determiners in improper places were found in abundance.

Khatai (2016) carried out a research study on "Errors committed by Tharu Speaking Students in Free Writing." The objective of this study were to find out the errors on tense, subject- verb agreement, prepositions, articles and spellings committed by secondary students in free composition, to make comparison between the students of public e and private schools on the basis of errors committed by tem in writing free composition and also to suggest some pedagogical implications. It was a survey research. This study was limited to two schools of Udaypur district and data was collected using open ended questions like essay writing, paragraph writing and letter writing and student of grade ten were the sample for the study. The main finding of the study was, the student of the private school committed the highest numbers of errors than the student of public schools.

Similarly, Bhatt (2016) conducted a research study entitled "Errors Committed by Ninth Graders in Word Formation." This study was based on survey research design. The main objective of this study was to identify errors committed by ninth graders in word formation and compare them in terms of item and school wise. Sixty students of four different schools of Kathmandu district were selected non-randomly for the study. Test items included three different items as a tool for data collection and visited the selected schools and administered the test items. For the study the total proficiency and errors were accumulated from the written responses of the sampled population. Sample was selected through purposive non-random sampling procedure. The main findings of the study were that the learners committed the highest numbers of errors in modification and lowest in prefixes in the process of word formation and also it was found after the item wise analysis that errors learner committed errors due to lack of practice and misunderstanding of the context.

Rani (2016) published a research articles article in NELTA ELT forum entitled "Error analysis of the Written English Paragraphs of Bangladeshi EFL Learners." The main objectives of the research study were to identify the recent errors of written paragraphs of undergraduate level students Bangladesh and to

focus on the pedagogical implications to overcome such errors. Participants were randomly selected from different private and public universities of Bangladesh at under graduate level. Among them 470 students were sample of the study. The major finding of this study were, in this era of communicative approach errors are tolerated in spoken English, errors in writing are not allowed still in the realm of English Language Learning. In the large class of Bengali medium correction class is ignored for having a large number of students and for having a syllabus in community approach. After applying communicative approach in school and college level, grammar is vastly ignored. The communicative class work is less conducted because not having enough training or varieties reasons. So the language teachers should emphasis much on the different process of error correction from identifying errors to correction of errors.

Lama (2017) carried out a research study on "Errors Committed by Tamang Learners of English on Subject- Verb Agreement." The objectives of this study were to identify the errors on subject - verb and agreement committed by Tamang students, to find out the proficiency of Tamang students in subject-verb agreement and also to suggest some pedagogical implications of the study. The research was based on survey research design. Test items were used as the major tool to collect the data. Tamang student of grade seven of Ramechhap district were the population of the study. Among them forty-eight students were selected as the sample of this study using the purposive non-random sampling procedure. This research was limited to the Tamang student of Ramechhap district. The main finding of the study were, the student committed 37.46 percent errors in 'be' verbs and 37.38 percent in 'main' verbs, girls committed 69.39 percent errors and boys committed only 34.60% errors in subject-verb agreement and another finding was that the proficiency of Tamang learners in 'selecting verbs' items was found 54.16 percent which was at good level of proficiency.

2.4 Implications of the Review for the Study

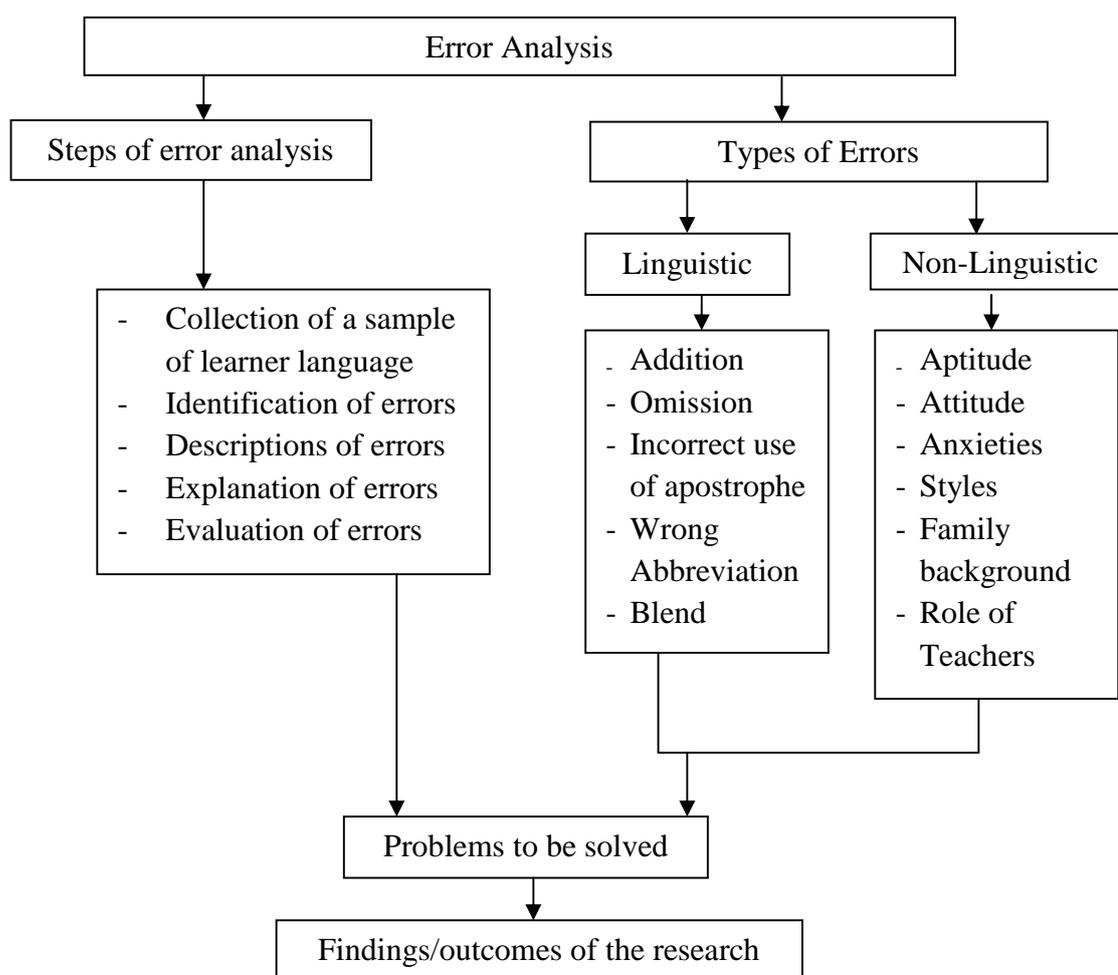
The review of the literature is a milestone for any research. The purpose of literature review is to expand upon the context and background of the research. Determining and reviewing the related literature is the central and most important task for researcher in all research. It helps to bring clarity and focus on research problem, improve methodology and contextualize the findings. There are numerous research works done under the department of English education. The researcher consulted many sources to broad the horizon of knowledge to precede the research work.

The researcher reviewed many books, articles and research works to facilitate this research. Particularly, Pun (2010) and widened knowledge on errors committed by second language learners. The work of Baral (2012) provided insight to prepare the methodology for my research work. Khati (2016), Bhatt (2016) and Lama (2017) helped to design theoretical background and necessary research tools. Similarly, from these reviews, the researcher cited some content related to general background and statement of scholars in this study.

2.5 Conceptual Framework

Conceptual framework is the graphic or narrative form of a research which is represented through a diagram. It is a paramount representation of the research.

This study followed the following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with methodologies and the procedures followed while carrying out this research work. It includes design of the study, sources of data, population, sample and sampling procedures, study area/field, data collection tools, data collection procedure, data analysis and interpretation procedure and ethical consideration.

3.1 Designs and Methods of the Study

There are many research designs which are used to find out the truth to problematic questions. Among them, the present study was based on survey research design which is most common method in the field of research study. Generally, survey also means to collect information. Survey research design is one of the most popular descriptive research design used by researcher, practitioners and scholars.

According to George Beam (2012), "survey methodology studies the sampling of individual units from a population and the associated survey data collection techniques, such as questionnaire construction and methods for improving the number and accuracy of responses to surveys." In this way, Survey research is a descriptive research which studies large and small population. It is mainly carried out to find out people's attitudes, opinions and the specified behaviors on certain issues, phenomenon, event or situations.

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

Step 1: Define objectives - What do we want to find out?

Step 2: Identify target population - Who do we want to know about?

Step 3: Literature review - What have other's discovered about the issues?

Step 4: Determine sample - How many subjects should we survey, and how we identify these?

Step 5: Identify survey instruments - How will the data be collected?
Questionnaire/interview

Step 6: Design survey procedure - How will the data collection actually be carried out?

Step 7: Identify analytical procedure - How will the data be assembled and analyzed?

Step 8: Determine reporting procedure - How will results be written up and presented?

There are several purposes of survey research. The purposes of Survey research are:

1. The main purpose of survey research is to find out the public opinion on certain issues; to assess certain educational programme and to find out behavior of different professional; to assess certain activity. To study certain trend of single point of time and to find out existing situation or state of certain intuitions.
2. Compare the findings with standard ones.
3. Lastly, to forward same suggestions for the improvement of reached area:
 - a. Finding out
 - b. Comparison'
 - c. Suggestions

The main features of survey research with reference to (Cohen et al.2007) are as follows:

-) It has wide and inclusive coverage.
-) It gathers data on one-shot basic and is taken as economical.
-) It manipulates key factors and variables to derive frequencies and represents a wide range of target population.

-) It gathers data from indirect test and generates accurate instruments.
-) It provides explanatory, statically and inferential information.

The researcher had selected this sort of research work for the proposed study because this research gathers both qualitative and quantitative data. It has the advantage of allowing the study to gain wide and comprehensive information for the research. It compares the findings and suggests for the further improvements of the intended research.

3.2 Sources of Data

In order to carry out this research, the researcher used both primary and secondary sources of data.

3.2.1 Primary Sources of Data

This research was primarily based on the primary sources of data. The primary sources of data were forty students of class ten of government-aided schools. To carry out this research, the researcher himself met the respondents living in different places of Kathmandu.

3.2.2 Secondary Sources of Data

The researcher used some books, journals, magazines, articles, unpublished dissertations, relevant websites and other materials as secondary sources of data.

3.3 Population, Sample and Sampling Strategy

The population of this study was all the English language learners of public schools in secondary level of Kathmandu valley. Among them, ten students were selected as sample of this study. The researcher selected sample by using non-random judgmental sampling procedures.

3.4 Study Area/ Field

The research area of this study was Kathmandu district. The respondents were selected students from different districts of Nepal living in Kathmandu. The forty students were selected as sample following non-random judgmental sampling procedures.

3.5 Data collection Tools and Techniques

The researcher developed a questionnaire consisting open-ended and close-ended questions as research tool of this study. All the students were distributed pre-planned questionnaire.

3.6 Data Collection Procedures

The research procedures followed while collecting the data from the students were as follows:

- i) Firstly, the researcher developed the research tool.
- ii) The researcher established rapport building visiting to the selected students of grade ten. The researcher also explained the students the purpose of the study.
- iii) The researcher made requests with them and helped them with the questionnaire
- iv) The researcher selected forty students following non-random judgmental sampling procedure.
- v) The researcher provided the designed questionnaire consisting of open ended and close-ended questions.
- vi) The researcher collected the information observing them.
- vii) Finally, the researcher collected the questionnaire from the respondents.

3.7 Ethical Considerations

Ethical consideration plays paramount role in fair and vivid research works. While carrying out the research, the researcher collected the information in accordance with their consent. The researcher maintained the norms and values of the research work. To accomplish this research, the researcher considered the following moral ethics:

- i) The authorized approval
- ii) The clarification of the research
- iii) Rapport building with the respondents
- iv) Avoidance of plagiarism
- v) Healthy confidentiality
- vi) Bias less data collection and data analysis.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

4.1 Analysis of Data and Interpretation of the Result

This chapter includes the analysis and interpretation of the research results collected through data . The collected data were analyzed with help of primary sources. The data were collected from the questionnaire consisting close-ended and open-ended questions. The data were collected from forty grade ten students. The questionnaire was based on the objectives of the study thematically. This section solely deals with the presentation, analysis and interpretation of the data which was based on the summary of all the answers of the students. To meet the objectives of the present research work, the collected data was analyzed and interpreted under the following titles:

- a. Types of Spelling Errors Found in free writing
- b. Influence of Friends in Learning Spelling
- c. Importance of Spelling Errors in Writing
- d. Position of English Spellings in Writing
- e. Contribution of Spellings in Enhancement of Writing
- f. Materials for Improving Spelling Errors in Writing
- g. Styles of Learning Spellings
- h. Roles of Teacher in Learning Spellings

4.1.1 Types of Spelling Errors Found in the Free Writing

Errors are the deviations found in language learning. They are the mistakes committed at competence level. There are various types of spelling errors .The types of errors found in the data collected from the students of grade ten in free writing are as follows:

a. Addition of letter

The highest frequency of errors was found in the addition of the letters. More than 250 letters were added by the students in the free writing in the questions related with future plans, visited places and story heard recently.

Example: - It would possibly* makes* my future.

b. Omission of letter

Omission was the type in which the students committed errors in their free writing. More than 288 errors were found in their writings.

Example: - Everyone has own planng*.

c. Incorrect use of apostrophe

Most of the students were not familiar about the basic rules of apostrophes. They used in both the pre and post positions. Some the words were plural but they were apostrophes for them.

Example: - My future plan's*.

d. Simplification/wrong abbreviation

None of the students used the abbreviations in their writings. They used the extended forms and most the extended forms were not used properly. They were lacking in punctuation and capitalization.

e. Wrong prefixes and suffixes

Placement of suffixes and prefixes in writing was another challenge for the students of grade ten. They were in puzzle while using them all. They were not familiar about them all in detail

Example:- I Inwanted* to go to another place. (Prefixes)

I was thinking to become doctor in my childness*. (Suffixes)

f. Blend

Few students have problem with blending. They committed mistakes by unnecessary blending.

Example: - I and my friends along with English teacher recently visited one of the influencable* places. (Blend)

4.1.2 Influence of Friends in Learning Spelling

The students were requested to respond the question entitled “How do you take learning English spellings?” The data on the basis of responses have been presented in the following table:

Table 1
Influence of Friends in Learning Spelling

S.N	Categories	Response	
		No. students	Percentage
1	Easy	6	15%
2	Moderate	16	40%
3	Tough	18	45%

This table shows the percentage of responses from the students. Among 40 Students 15% said that learning spelling is easy for them. They said their friends influenced in their spelling learning. It is serving as change agent in the field of language teaching. Likewise, 40% of student opined that spelling errors are moderate for them while learning spellings. They further added that they are not sure about it. They further added that there may be or there may not be the influence of friends in learning spellings. Finally, 45% students said that learning spellings are tough for them. They do not feel easy while going through the spellings.

4.1.3 Importance of Spelling Errors in Writing

The students were asked to respond the question entitled 'Are English spellings important for your writing?' The data on the basis of responses have been tabulated below;

Table 2
Importance of Spelling Errors in Writing

S.N	Categories	Response	
		No. students	Percentage
1	Yes	40	100%
2	No	0	0%
3	Unsure	0	0%

This table shows the percentage of response from students. Among 40 Students all the students said that there is importance of spelling errors in writing. They said that spelling errors help them to improve their writing. They serve as influential factor.

4.1.4 Position of English Spellings in Writing

The students were requested to respond question entitled “How do you see the position of English spellings in your language learning? The data on the basis of responses have been presented in the following table:

Table 3
Position of English Spellings in Writing

S.N	Categories	Response	
		No. students	Percentage
1	Change agent	8	20%
2	Priority given	24	60%
3	Ignorance	8	20%

This table shows the percentage of response from students. Among 40 Students 20% said that spelling errors are serving as change agent in ELT. They said spelling errors have influenced in their English spelling writing. Similarly, 60% students said “spelling errors are given priority in the syllabuses of English writing courses”. Then 20% of students said that spelling errors are ignored.

4.1.5 Contribution of Spellings in Enhancement of Writing

The students were requested to respond question entitled “How do spellings help to enhance your writing?” The data on the basis of responses have been presented in the following table:

Table 4
English Spellings in enhancement of Writing

The students were requested to respond the question entitled “How do English spellings help you to enhance your writing?” The data on the basis of responses have been presented in the following table:

S.N	Categories	Response	
		No. students	Percentage
1	Engage	4	10%
2	Space for learning	10	25%
3	Confidence in writing	26	65%

This table shows the percentage of response from students. Among 40 Students 10% said that spelling errors motivate them to engage in writing. They also said that spelling errors have served as influential matter in their English spelling writing. Similarly, 25% said that “spelling errors have given space for learning English writing”. Then 26% said that spelling errors have developed their confidence in writing.

4.1.6 Materials for Improving Spelling Errors

The data were collected from question number fifteen entitled “Do you have sufficient English reading and writing materials?” The data have been presented in the following table:

Table 5
Materials for Improving Spelling Errors

S.N	Categories	Response	
		No. students	Percentage
1	Yes	20	50%
2	No	20	50%

The aforementioned table shows among 40 students, 50% said that they have sufficient reading materials. They have a number of dictionaries to read. They remember the spellings orally. On the other hand, 50% said that they do not have materials for reading and writing. Even they do not have dictionaries and other essential materials for reading and improving spellings.

4.1.7 Style of Learning Spellings

The students’ responded question entitled “what is your style of learning spellings?” The data have been presented in the following table:

Table 6
Style of Learning Spelling

S.N	Categories	Response	
		No. students	Percentage
1	By writing	20	50%
2	By memorizing	14	35%
3	Rote learning	6	15%

The table shows the style of learning English spellings. Style differs from learners to learners. Among 40 students, 50% said that they learn spellings by

writing. They write and recite while learning spellings. Similarly, 35% said that they learn spellings by memorizing. Finally, 15% said they parrot spellings and recite the spellings orally.

4.1.8 Roles of Teacher in Learning Spellings

The students were requested to respond the question entitled “Does your teacher focus learning English spellings?” The data on the basis of responses have been presented in the following table:

Table 7
Roles of Teachers in Learning Spellings

S.N	Categories	Response	
		No. students	Percentage
1	Yes	28	70%
2	No	2	5%
3	Not at all	10	25%

This table shows the percentage of responses from the students. Among 40 Students 70% said that teachers give emphasis on their spelling learning. They that said teachers have influenced in their English spellings learning. Similarly, 5% said that, “teachers do not help them or give emphasis on their spellings learning. Then 25% said that teachers have negative attitudes towards spellings teaching and learning.

From the aforementioned opinions, we can conclude that there are several causes of committing spellings errors in writing. They are mostly both linguistic and non-linguistic errors. The concerned authorities should consider the challenges, problems, issues and adverse effect of the spelling errors in students writing.

4.1.9 Determination of Error Gravity

Evaluation of errors refers to the determination of seriousness of errors. The seriousness of error is known as the error gravity. Some errors are serious whereas others are light. To find out the seriousness of error there are different criterion on the basis of which gravity of error determined. Gravity of error was ranked on the basis of linguistic criterion as grammar is considered as the core area of the language. Moreover, goal of the teaching or learning language is to increase the accuracy in the use learners.

Table 8
Description of Error Gravity

Ranking	Number of Errors
Most Serious	82
More Serious	109
Serious	244
Less Serious	298
Least Serious	265
Total No. of Errors	998

The above table shows the ranking of the spelling errors found in the free writing of the students. Among the 910 errors 55 errors were ranked as the most serious errors as those errors were responsible to change the overall meaning of the sentences. Likewise, errors which did not affect the meaning of the sentence/ words were ranked as least serious because those were minor errors which can be ignored. Rests of the errors were ranked as more serious, serious and less serious on the basis of their seriousness or gravity.

- a. Following is the example of Most serious error: - Me and my brother went to my uncles* house in Chitwan.
- b. Following is the Example of more serious error:- Once upon a time, these* lived a men near the village.

- c. Following is the example of serious error:- Every one* has own ain* and planng* for future life for his Sullesment*.
- d. Following is the example of less serious error:- I visited Bahari* Mandir In* this mandir Thousands* of pilgrims visit every day.
- e. Following is the example of least serious error:- Me And* my freind* ram study together.

4.2 Summary of Findings

The study shows that due to certain reasons students commit spelling errors. Likewise there are few books that emphasize spelling rules in the school library. The study also reveals that spelling errors are perceived to influence students' essays in a number of ways and ultimately has contributed to students' poor performance in English language.

The researcher has found the following things based on presentation, analysis and interpretation of the data.

A. Types of Spelling Errors Committed by Grade Ten Students

There are several things that make students to commit spelling errors. On the other hand, there are several types of spelling errors. Some of the basic types are presented below;

1. Linguistic Errors

- a. Addition
- b. Omission
- c. Incorrect/none use of apostrophe
- d. Simplification and wrong abbreviation
- e. Wrong prefixes and suffixes
- f. blend

2. Non-Linguistic

- g. Aptitude

- h. Attitude
- i. Anxieties
- j. Strategies
- k. Style

A. Reasons of spelling Errors

Students committed spelling errors because they did not take the pain to go through their works after writing. Many teachers seem to commit spelling errors while writing on the chalkboard or notebooks or whiteboard. Students commit spelling errors because spelling is not actually taught as an aspect/sub skill of English language in secondary schools.

The major causes of committing spelling errors are:

- a. Mental schemata about spellings
- b. Ignorance in spelling teaching and learning
- c. Way of learning spelling
- d. Lack if spelling materials
- e. Style of learning spellings
- f. Influence of teachers and their teaching

B. Possible Ways of Overcoming those Challenges

It is very difficult to cope with the spelling errors. Overcoming spelling errors is a challenging task. There are different ways to overcome with spelling errors or challenges. Some of the possible ways of overcoming spelling challenges for the errors are presented below:

- a. Spelling competitions should be organized among students.
- b. Spelling should be included as a major aspect of English Language to be taught in secondary schools.
- c. Teachers should develop interest in teaching spellings.
- d. Emphasis should be laid on spelling rules in all recommended English language texts for secondary schools.

- e. Students should develop the desire to learn correct spellings and denote necessary time to learning it.
- f. Learner centered teaching is required
- g. Exposure is needed for spelling learning.
- h. Textbook writers should give equivalent terms to the words.
- i. The writers should maintain formality in terms of selecting words in texts
- j. There should be avoidance of monopoly and monotonous behaviour while selecting and designing the courses.
- k. There should be adequate CA and EA of Nepali- English words.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study has shown that students commit a great deal of errors in writing which are identifiable and can be categorized in their free writings and quite a lot of reasons are responsible for this problem. This problem of spelling errors has also contributed in a way to their poor performance in English language, especially in free writing. In this present research work, the researcher found the types of spellings errors based on the writing of the grade ten students. The researcher also found the reasons of the spelling errors that hinder students' learning. The researcher examined the types and reasons thoroughly and adequately. The researcher found out that very less students are good at spelling in their writing. Still there are several deviations and flaws with their spellings and writing. Due to some irrelevant, impractical and difficult texts, the estimated aims of English may not be fulfilled. It may bring challenge for Ministry of Education, Government of Nepal, teachers, students, syllabus designers, experts and stakeholders. The updated texts and words should be included in the syllabuses so that they will solve the contemporary issues related to spellings and writings. Likewise, the course should be designed on practice basis rather theory basis. There should be strict omission of complexity and vagueness from the courses. The courses should be student's interest oriented and teachers' manual and other supportive materials should be written by experts for teachers and student's easiness.

5.2 Recommendations

The researcher has made the following recommendations and pedagogical implications in the research work. They are explained in the following sub-headings:

5.2.1 Policy Level

The recommendations and pedagogical implications for the policy level are as follows:

-) The texts incorporated in secondary English courses should promote and solve linguistic, economical, and cultural problems.
-) The texts should solve real life problems of students.
-) There should be provision of survey and monitoring for the effective implementation of texts and courses.
-) The teachers must maintain formality and validity in their teaching.
-) The courses should be designed practically rather theoretically.
-) The course should be designed based on bottom up approach.
-) There should be active involvement of experienced teacher in the selection of courses.
-) There must be omission of impartiality while designing the courses.
-) The updated texts should be included in the syllabuses so that they will solve the contemporary issues.
-) The stakeholders should make adequate and authorized policy in collaboration with literary experts and MoE.

5.2.2 Practice Level

Not all the time policy making works unless there is on effective and adequate implementation. That is why the researcher has derived the following recommendations and pedagogical implications from analysis and interpretation of data for practice level. They are:

-) The course designers should include contextual and interest oriented texts. So that the students and teachers will be motivated towards learning English through texts..
-) Textbook writers, course book designers, syllabus designers and teacher should give due priority to local texts both original and translated.

-) The complexity and vagueness should be removed by proper editing and proof reading from the experts.
-) Teachers and students should feel a kind of ownership and belongings during their teaching and learning.
-) The special supervision and observation is necessary to achieve the aims and objectives of the MoE. So the effective and sensible teaching learning should take place.
-) There should be maximization of student's interest and minimization of designer's interest.
-) The regular evaluation and continuous assessment should be done to the prescribed texts.
-) The strong deletion should be made of the intellectual barriers and academic obstacles.
-) Teachers' manual and other supportive materials should be written by experts for teachers and student's easiness.

5.2.3 Further Research Level

The present research work may not be able to cover all the areas of the study. However, it will serve as panacea for the forth coming researcher and they will take it as secondary source.

The researcher has made the following recommendations and pedagogical implications for further research level. They are:

-) Research is to be carried out on what types of spelling errors are made by the students and ways of overcoming them.
-) Research is to be carried out on addressing the issues on what criteria the works of course designers included in secondary courses.
-) Addressing the issues of nepotism and favouritism during selection of texts in English incorporated in secondary level courses.

REFERENCES

- Awasthi, J. R. (2000). *Language Errors and their Treatment in PABSON Smarika*. 77-81 Kathmandu: PABSON.
- Awasthi, J.R. and R. A. Giri (1997). *Errors Gravity in Journal of NELTA*. 2.1-2, Kathmandu: Nepal English Language Teachers' Association.
- Awasthi, J.R. (1996). *Evaluation of Errors Committed by Nepal Learners of English in Journal of NELTA*. 1.2.1-2, Kathmandu: Nepal English Language Teachers' Association.
- Baral, K. K. (2012). *A study of errors committed by grade 12 in reported speech*. An unpublished M.Ed, Thesis, T.U., Kathmandu.
- Bhatt, B. D. (2016). *Errors committed by ninth graders in word formation*. An unpublished M.Ed, Thesis, T.U., Kathmandu.
- Bhattra, G.R.(2006). *English Teaching Situation in Nepal: Elaboration of the theme for panel discussion in TESOL conference*. March 15-29, 2006 Tampa Florida USA.
- Brown H. Douglas. (1987). *Principles of Language Learning and Teaching*. Prentice: Prentice-Hall
- Brown, H. D. (1980). *Principles of language learning and teaching*. New York: Prentice Hall Regents.
- Coder, S.P. (1973). *Introducing applied linguistics*. Harmondsworth: Penguin.s
- Corder, S.P. (1967). *The significance of learner's errors*. Washington, D.C.: ERIC Clearinghouse.
- Crystal, D. (2004). *A dictionary of linguistics and phonetics*. London: Backwell Publishing Ltd.
- Ellis R. (1999). *The Study of Second Language Acquisition*. Shanghai: Shanghai Education Press.

- Ellis, R. (1987). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Fagerberg, I.(2006). *English spelling in Swedish secondary schools: Students' attitudes and Performance*. Karlstads University Press. Retrieved September 06, 2017, from: <http://kau.divaportal.org/smash/get/diva2.../FULLTEXT01.pdf>
- George, B. (2012). *The problem with survey research*. New Brunswick, NJ: Transaction, p. xv.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- James C. (2001). *Errors in Language Learning and Use: Exploring Error Analysis*. Beijing: Foreign Language Teaching and Research Press.
- James, C. (1998). *Errors in language learning and use: Exploring error analysis*. Essex: Pearson.
- Khati, H. R. (2016). *Errors committed by Tharu speaking students in free writing*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Kuiper, K., & Allan, W. (2004). *An introduction to English language, word, sound and sentence*. UK: Palgrave Macmillan.
- Lama, S. (2017). *Errors committed by Tamang learners of English on subject-verb agreement*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Londono, V., & David, A. (2008). *Error analysis in a written composition: Profile issues in teachers' professional development*, (10), 135-146. Retrieved September 06, 2017, from:" http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902008000200008&lng=en&tlng=en.
- Nunan, D. (1992). *Research methods in language learning*. New York: Cambridge University Press.

- Pun, I.B. (2011). *Inter-lingual errors committed by Tharu Learners of English*,
An unpublished M.Ed. thesis, T.U., Kathmandu.
- Rani, S. (2016). *Error analysis of the written English paragraphs of
Bangladeshi EFL learners*. NELTA ELT Forum, 2, 133-146.
- Richards, J. (1999). *Longman dictionary of applied linguistics*. Essex:
Longman.
- Yadav, S. (2015). *Errors in the use of determiners: A case study of secondary
level students*. An unpublished M.Ed, thesis, T.U., Kathmandu.

APPENDIX-I

Questionnaire

Dear Informants

I am Jyoti Tiwari, an M.Ed. Student at the Central Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. This survey questionnaire has been designed to collect information, ideas, opinions and views of grade 10 students regarding the spelling errors. This questionnaire has been prepared in order to accomplish a research work entitled “**Spelling Errors Committed by the Student of Grade 10 of Public School**” under the supervision of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. Your cooperation in responding the questionnaire and your responses will have great value in accomplishing my research work. I appreciate your honest opinion and assure you that your responses will be completely anonymous. I promise that strict confidentiality will be maintained in my study ahead.

Thank you for your patience and cooperation in advance.

Researcher

Jyoti Tiwari

Central Department of English Education

Tribhuvan University, Kirtipur, Kathmandu

Please read the following statements carefully and tick the answer you agree with.

1. How do you take learning English spellings?
a. Easy b. Moderate c. Tough
2. Have your friends influenced your English spelling learning?
a. Yes b. No c. Unsure
3. Are English spellings important for your writing?
a. Yes b. No c. Unsure
4. How do you see the position of English spellings in your language learning?
a. English spelling as change agent
b. English spelling is given a priority in syllabuses
c. English spelling is ignored
5. How do English spellings help you to enhance your writing?
a. They help me to understand coherence and cohesion
b. They motivate me to engage in writing
c. They create space for learning writing
6. Remembering word meaning is to me.
a. Tough b. Easy c. Boring
7. Do you have sufficient English language reading and writing materials?
a. Yes b. No
8. Do you use English dictionary to strengthen your spelling?
a. Yes b. No
9. How many English dictionaries do you have?
a. Only one b. Two c. Three d. I do not have
10. What is your style of learning spellings?
a. Learning by writing b. Learning by memorizing
c. Rote learning
11. How many of your family members write in English?
a. One b. Less than five c. More than five d. None

12. Does your teacher focus learning English spellings?

a. Yes b. No c. Not at all

The researcher will be reached at jyotitwarijune5@gmail.com if you wish to know more about the study.