



SELINUS UNIVERSITY
OF SCIENCES AND LITERATURE

**AN ANALYSIS OF SPELLING ERRORS
COMMITTED BY TIBETAN CHILDREN
IN LEARNING ENGLISH
AT THE SECONDARY LEVEL**

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Authenticity Statement

“I do hereby attest that I am the soul author of this Project/ Thesis and that its contents are only the result of the readings and research I have done.”

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ABSTRACT OF THE PAPER/ SYNOPSIS

Topic: An Analysis of Spelling Errors Committed by Tibetan Children in Learning English at the Secondary Level.

The topic ‘An Analysis of Spelling Errors Committed by Tibetan Children in Learning English at the Secondary Level has been chosen meticulously, looking at the new community that has been settled in India since 1959 when nearly 80,000 Tibetan had fled from Tibet. They took political asylum in India after Chinese Communist Troops quelled a ‘Tibetan Revolt’. Their coming to India became possible only because of Pt. Jawaharlal Nehru, the first Prime Minister of India who had extended a helping hand to H.H the 14th Dalai Lama at the time of their pressing needs. Their coming brought a new religion, language, accent, diction, style and dialect. After arrival, they developed a little Indianness with the passage of time and exposed themselves to languages spoken in India namely Hindi, English and Regional Languages as they had settled in various States in India.

They started using their mother tongue as the first language for inter communication with their own people and took help of gestures to communicate with outside people. Thus, it was difficult for them to manage their livelihood. In spite of their best efforts, the conversation almost remained one sided. Hence, there arose the need of link-language to make the conversation, easy, enjoyable and understandable.

Hindi was used by general public, but English became compulsory for the school going children as a medium of instruction in some good schools. There was a need of Education in English Language to achieve their goals. They were allowed to get admission in any school in India but at the request of H.H the 14th Dalai Lama, who is the temporal and spiritual leader of Tibetans, Central Tibetan Schools Administration opened its eyes in 1959 to preserve and promote the rich Tibetan cultural- heritage and language. Owing to those reasons, they started learning English and so committed errors as usual like others.

This reason gave me the opportunity to pursue research on a completely new community of children who also commit errors in writing spellings like other children. The efforts would be to know the problems of learning and causes of errors, which will be followed by remedial

measures for improvement. The endeavor would be a joyful experience because of working in this same department in the capacity of a Principal and taking fifteen periods per week in various classes. Owing to this reason, there will be a constant touch with the concerned schools and the children. So, it would be quite easy to conduct several spelling tests, observe and analyze them from close quarters for better results to bring authenticity and reliability in work.

The field work, data collection, obtaining questionnaires from the teachers and the students, a few case studies with a few specific cases will be the main endeavor to come to the specific result. The interaction with a few Research Supervisors will be quite helpful to move in the right direction. An attempt will be to review some of the books, journals, research papers and dissertations which are very close to the present study.

There has been a continuous movement for spelling reforms in English since the days of Shakespeare. The influential writers who worked on it were Selinkar in 1972, Jack C, Richards in 1974, Roar Raven in 1974, S.P Corder, Gnana

Sundaram in 1978, Nadaraj Pillai in 1981, T.C. Baruah and Edward Williams in 1978:

The main reasons reflected by them were-

- Hasty writings
- Analogy
- Wrong Pronunciation
- Under Definition
- Interference of the Dialectical Features of the Learners
- Overgeneralization of Rules
- Over Extension of Target Language Rules
- Inter Language Interference
- Filter language Interference
- Mother Tongue Interference.
- Induced Error Deficit learning etc.

This objective would be totally different from others because till now no work has been done on 'Spelling Errors', especially on the Tibetan Community. So, there will be many new things to see, observe and analyze for better results. The objective will also be to show-case new dimensions, arena, curiosity, reasons, fresh perspectives to help the Educational Planners and Policymakers to bring apt solution for corrective measures to bring betterment.

Overall, it will be a new kind of attempt owing to a completely new community, socio-economic and educational conditions and a different way of life as compared to Indians. The brief explanation of the paper will be as under:

-Information-Authenticity Statement

-Table of Content

-Acknowledgement

-Introduction: It will have the following chapters such as A Brief about the Tibetan Learners, Problems of Learning, Definition of Errors, Importance of Errors, Purpose of Study and Causes of Errors.

-Review of Literature

-Methodology

-Analysis

-Summation

-Bibliography

-Appendix

However, there may be minor changes looking at the situations.

(B) BODY OF THE PAPER

CHAPTER 1 INTRODUCTION

Introduction is the background of the topic which covers many areas and thus, it is divided into six sub-headings. These sub-headings have been dealt with in detail. They are:

- A Brief about the Tibetan Learners
- Problems of Learning
- Definitions of Errors
- Importance of Spelling Errors
- Purpose of Study
- Causes of Errors

A Brief about the Tibetan Learners

In 1959, nearly 80,000 Tibetans fled from Tibet and took political asylum after Chinese communist troops quelled a Tibetan revolt. Thus, the said year symbolized Tibetans' arrival in India. Their coming to India brought a new religion, language, accent, diction, style and dialect. After arrival, they developed a little Indian ness with the passage of time and exposed themselves to the languages spoken in India viz. Hindi, English and Regional Languages at the places of their stay.

They started using their mother tongue as the first language for inter-communication with their own people and took help of gestures to communicate with outside people. Thus, it was difficult for them to manage their livelihood. In-spite-of their best efforts, the conversation remained one-sided. Hence, there arose the need of link-language to make the conversation easy, enjoyable and understandable. In order to mingle with Indians, they started learning mainly two languages Hindi and English along with regional languages, depending upon places and

situations. Hindi was used by general public but English became compulsory for the school going children as a medium of instruction in some good schools. Then, there arose the need of Education in the English language to achieve their goals.

H.H. the Dalai Lama, who is the temporal and religious leader of Tibetans, had a first vis-à-vis meeting with Pt. Jawaharlal Nehru in Mussoorie. Pt. Nehru, the first PM of India asked what his priorities were. Hearing this, H.H the Dalai Lama gave top priority to the education of children with a request to provide a separate school for the Tibetan children so that their rich cultural heritage, the language and the religion may be preserved well and thereafter promoted. Pt. Nehru graciously agreed and thus Central Tibetan Schools Administration opened its eyes in 1959 which brought a ray of hope in the community. Now, there are many 'English Medium Tibetan Schools' running under Central Tibetan Schools Administration - New Delhi which is being managed and controlled by Ministry of Human Resource Development - New Delhi.

Thus, the compulsion of English language in the schools as a medium of instruction made the Tibetans feel the importance of English in the syllabus and in daily life as well.

When the children started learning English as a second language, the situation was quite different and typical. Whenever, they tried to express something in the second language, they had to keep the habit of the first language in check to produce new sounds and structures. That was really a stupendous task for them. It was because of human nature. "Man, really follows the path of least resistance".

The ears of Tibetans were so accustomed to the sounds of mother tongue that they did not easily hear the difference between the sounds of the two languages and as a result they could not produce the distinctive sounds of the second language with the similar sounds of their mother-tongue.

The same thing happened in spelling and syntactic structures in written English. Their conscious efforts of arranging words in syntactic pattern resulted into literal translation and when the pattern in two languages differed, they produced ungrammatical structures with lots of spelling errors.

This tendency to replace the sounds and structures of the second language with those of the mother-tongue is known as the pull of mother-tongue. Psychologically, it may be considered as transfer. In this way, the process of listening, speaking, reading and writing began in the school and the ball of learning was set in motion.

In learning the first language, the children had acquired a set of linguistic habits. It is equally true that old habits die hard. So, when the children used the second language, they had the tendency to transfer two speech habits of the language to the second language. This transfer is sometimes positive and sometimes negative.

In positive transfer facilitation, when two languages don't differ, the habit of first language helps in the learning of the second.

In negative transfer or interference, the learners overcame the pull of the mother-tongue to produce the sounds and structures of the second language. It is really true that in the areas of language learning, where habits play predominant role, the force of such linguistic interference is maximum. In case of pronunciation, the pull is so great that it is almost impossible for the second language learners to acquire the pronunciation of the native speaker of the language.

There are certain factors responsible for different attainments of students such as their socio-economic positions, Education of the parents and motivation. Some parents may be quite affluent to provide basic facilities to their children but there may be many who are not and thus they find it difficult to come to the mainstream. In socio-cultural system, there is a domination of Tibetan language as it is frequently used. Besides, most of the parents are illiterate but some are well qualified and capable enough to take their children out of the quagmire of the society.

Furthermore, the IQ of the children is highly appreciable. They are intelligent and highly inquisitive, blessed with aesthetic sensibilities and spirit of enquiry. Besides, they bear in mind that right kind of education that will help them some day in regaining their freedom from the clutches of Chinese imperialism.

PROBLEMS OF LEARNING

We know that English is the language of British but it is playing an important role in our educational system. It is generally held that the British introduced English in the educational system to produce cheap clerks for their colonial administration and to produce what ***Lord Macaulay** called “**a class of people, Indian in blood and color, but English in taste, in opinion, in morals and in intellect. On the other hand, it helped in the growth of nationalism in India which ultimately freed the country from the British Yoke. English also served as a great unifying force in our struggle for independence. Today, it is playing an important role as the link-language for different purposes.**

In fact, English has deep association with some languages such as Greek, French and Latin and thus, it is not our language. We Indians have borrowed it for the purpose of Education and also for maintaining link with the outside world. That is why, it is well said: “Borrowed garments never fit well”. Such a language doesn't leave its originality. It comes forward in one or the other way. Owing to this reason, there isn't a suitable flow between the pronunciation and the spellings of English words. The learners write the spellings, according to their knowledge of some words. Thus, they guess the spellings of words and write wrong.

In India, RP (Received Pronunciation) has been accepted as the correct pronunciation. Unless and until they are exposed to right system, errors can't be corrected. In order to do it, the teacher has to take right initiative. It is he who can differentiate between wrong and right words. This task can be taken as a project and all the children can be fully involved in this endeavor. They may be told to list out all the wrong words written in various note-books and at the same time, right words may be written against the wrong words. After making a final list, the teacher may help the children in differentiating them by telling the pattern of writing and meaning as well by constructing sentences related to day-to-day life situations. It is so because words can't be learnt in isolation. It can be learnt suitably with association and frequent use only

DEFINITION OF ERRORS

According to ****Oxford Advanced Learner's Dictionary, the word error means a thing done wrongly, riddled with serious, minor or silly spelling errors. There are some common errors which are committed by the learners of English Language.**

There are many types of errors committed by the children. In this research, only a few main errors have been observed in the writings of children viz addition, Deletion and Substitution and Metathesis.

Addition of Letters:

***** Addition is a phenomenon where there is an addition of vowel as well as consonant letters.**

Example – studient for student

Here, there is an addition of extra vowel before a vowel.

Example – linee for line

Here, there is an addition of a second vowel to the vowel already present.

Example – sune for sun

There is an addition of extra vowel to a consonant.

Example – writter for writer

In this case, there is an addition of a consonant.

Deletion or Omission of Letters:

Deletion is a type of error in which there is deletion or omission of vowels as well as consonants at different places or positions.

Examples:

anothr for another: There is a deletion of vowel between two consonants.

color for colour: There is deletion of vowel between a cluster of vowels.

quckly for quickly: There is deletion of second vowel in a cluster of vowels.

beaty for beauty: There is deletion of third vowel in a cluster of three vowels.

requested for requested: There is deletion of one vowel after second consonant.

cast for caste: There is deletion of last vowel.

emper for emperor: There is deletion of vowel and a consonant together.

valy for valley: There is deletion of a consonant and a vowel together.

runing for running : There is deletion of a consonant before another consonant or a vowel.

Substitution of Letters:

Substitution is a phenomenon where one letter replaces the other.

Example- son for sun and former for farmer.

Metathesis:

It is a category of an error in which a word contains all the necessary letters to make a word but the letters are written at wrong places. It is committed due to wrong pronunciation of words. The error may be committed either by the teacher or by the taught.

Example – modren for modern, hores for horse.

IMPORTANCE OF SPELLING ERRORS

Correct spellings really play a very important role in written English. Sentences with wrong spellings alter the meaning completely. Any slip of pen may either damage the reputation of a person or raise laughter. Thus, in order to write good and effective English, one has to be very meticulous all the time. Over all, it is essential to put effort to clear the dust from the mirrors of our mind.

We know that watching words with correct spellings is very much essential. That is why; it is beautifully said by Michael Braganza in his book Common Errors in English:

**** **“It is bad if the spelling of a word we use is bad.**

It is worse if the word with the wrong spelling makes a new word with ludicrous effect.

It is worst possible if using a word with a wrong spelling, we run into loss in business”

There is a classic example of the error due to wrong spelling occurred some years back in an American Insurance Company. The Managing Director did not find it profitable to invite a certain type of insurance and dedicated a note to the possible clients. He dictated: “Any further policies will not be effected”. The lady Secretary, not more intelligent than the boss, typed the note as “Any further policies will not be affected”.

The boss signed the letter without caring to note whether the word typed was ‘**effected or affected**’. The company suffered a loss of \$100,000 before the mistake was spotted. And it was the Managing Director who was dismissed, not the secretary. We know that half the errors that the modern users of English commit are merely errors of spellings. So, it is essential to pay serious attention on spellings. A wrong word can distort the meaning and give a different sense.

We have seen that disaster overtakes our literary piece when wrong spelling of one word leads to the making of an entirely new word.

For example – pray for prey.

Sometimes, it creates ludicrous effect when we speak a sentence – “My friend was preying in the temple”. He should have written praying. This type of spelling error that falls under the category ‘substitution.’ It is very serious as it gives entirely different idea. The listeners or the readers might feel that friend was robbing the gods or hunting for girls. Thus, it is very essential for the readers or the writers to refer to the dictionary, whenever, any kind of doubt lurks in the mind. In this connection, I am to say that only a regular habit of referring to dictionary may bring perfection in English Matters.

The learners of English must be motivated time and again so that they may keep their knowledge of spelling abreast and use it effectively while using the language.

PURPOSE OF STUDY

Behind any study, there lies a specific aim. This topic- “An Analysis of Spelling Errors, committed by Tibetan Children in Learning English” has been chosen to identify the common errors in spellings, committed by the learners while learning English and at the same time to correct them in order to bring improvement and accuracy in the language.

Any language becomes appealing when there is correctness in it. Language with distortions and flaws is never liked and appreciated by anyone. The primary concern should be to acquaint the learners with the salient features of the spellings to develop an insight into how spelling rules work, as without insight they may not succeed in their endeavors. I also cherish a hope that a planned maneuver will initiate scholarly approach into the fascinating arena of spellings and help in maintaining the standard of language.

The main aim behind this study has the following aspects: -

- To find out the spelling errors committed by the students in Written English and their causes.
- To suggest strategies to overcome the errors.
- To plan text-books, keeping in view that these errors also produce some remedial materials for Tibetan children in order to make them sound in spelling errors.

It is essential to find improvement among the learners of English language as it is internationally acclaimed language. It is also important to make the learners understand that just as the backbone makes the person stand erect and firm, so does the English Language with correct spellings and construction makes him stand confident and courageous to face the swift changing and highly competitive world. The teachers must bear in mind that language is like kaleidoscope with all the colors of the rainbow through which the child is exposed to its various hues and nuances. In this way, accuracy in the language that can be brought and the real purpose of the study can be achieved.

CAUSES OF ERRORS

It is quite evident that correcting pupils' errors is a very delicate work. It is very essential to judge the magnitude of errors as all the errors are not equally serious. The frequent correction may sometimes dampen the zeal of learners and make them indifferent towards learning. Thus, only crucial errors may be corrected. In this way, pupils may modify their ad hoc rules and move toward correctness. The main causes of errors are:

- Carelessness or slips
- Violation of rules of the language code

The other reasons are faulty pronunciation, insufficient practice of writing and insufficient visual presentation of words, a general indifference to correct the spellings on the part of the teacher and the taught and ignorance of some of the inconsistent rules of spellings. Owing to these many reasons, children commit errors in writing spellings in English. The errors noticed after analyses were- addition of the letters, deletion of the letters, substitution of the letters and metathesis.

Seeing this, one can say that English spellings bring great hurdle before the students as they do not conform to pronunciation. One letter stands for different sounds.

For Instance – 'a' stands for 'ah' in farmer and 'ae' in 'cat'.

The variation in sounds results in errors. Thus, while learning spellings, one can't depend only on spelling rules. The old good saying – "Practice makes men perfect" holds well even today. In spite of that it is very important for the learners to learn a set of rules to write correct spellings and also to have a good spelling base. Besides all these, the learners of spellings may follow Bacon's mighty lines:

***** **"Reading maketh a full man; conference a ready man and writing an exact man".**

NOTES

- * T.C Baruha, 1991 The English Teacher's Handbook,
Third Revised Edition
Sterling Publisher Private Limited
- ** Oxford Advanced Learners Dictionary,
Fifth Edition
Oxford University Press
- *** Dr. R. Nanjaiah, 1969-1994 A Linguistic Study of Errors
Silver Jubilee Publication
- **** Michael Braganza, 1988 Common Errors in English
Goodwill's Publishing House, New Delhi – 110008
- ***** W.E. Williams, A Book of English Essays, Penguin Book

CHAPTER-2

REVIEW OF LITERATURE

An attempt was made to review some of the books, journals, research papers and dissertations, which are very close to the present study. It is an uphill task to cover all the materials on language teaching and learning as the no. of works is very huge in this area. Many books from the West are available on language teaching and learning that share enough idea on the chosen topic. So, the books that focus some aspects on spelling errors have been reviewed in order to get firm footing on the topic. Some papers which have been on English language learning have also been reviewed. There has been a continuous movement for spelling reforms in English since the days of Shakespeare; but in spite of this persistent demand; the English spelling today reflects the pronunciation of the 15th century than that of the 20th century. In this regard, the famous remark of Gorge Bernard Shaw in the preface to his *Pygmalion* is worth quoting:

“The English can’t spell their language because they have nothing to spell it with but an old foreign alphabet of which only the consonants and not all of them have agreed speech value. “To drive the point home with his characteristic wit, Shaw is reputed to have said that the pronunciation of the English word fish/fi/can as well be rendered by the spelling ghoti; because in English /f/ may be represented by ‘gh’ (Example) – laugh, /i/ by o (Example – women) and // by ti (Example- nation).

There are however, strong reasons why these somewhat erratic conventions remain almost unchanged till today. Pronunciation is subject to frequent changes; it varies from person to person, from place to place and from time to time. If everyone starts spelling as he speaks, it would not only be difficult for others to follow but the writing may also become completely unintelligible to the generations.

Selinker in 1972 dealt with the problems of errors from a psychological point of view and suggested that there are five central Processes which contribute to ‘fossilization’ of certain

deviance of linguistic forms. These fossilized forms become a part of the national language behavior of the learners and so constantly secure in their productive performance in spite of repeated attempts to eradicate them.

The following are his 5 central processes:

➤ Language Transfer:

Fossilizable items, rules and sub-systems of the learner's native language influence his performance in the target language.

➤ Transfer of Training:

Fossilizable items, rules, sub-systems and the result of identifiable training procedures also function.

➤ Strategies of the Second Language Learning:

There are results of an identifiable approach by the learner to the material to be learnt.

➤ Strategies of Second Language Communication:

These are the results of the learners' approach to communication with speakers of the target language.

➤ Over generalization of the Target Language Linguistic Material:

These are the results of a clear overgeneralization of the second language rules and semantic features. Jack. C. Richard in 1974 emphasized the importance of error in learning theory in his work 'An Error Analysis'. The articles were brought under introductory towards theories and models, developmental studies of second language acquisition in children and error analysis of adult language learning.

Roar Raven in 1974, in his articles 'the development of wh -question in the first and second language learners' said that learning of the mother tongue is a part of the whole maturational process of the child whilst learning a second language normally begins only after the maturational process is largely completed.

S.P. Corder in his article 'The significance of learner's Errors' said that the errors of the learners provided evidence of the system of the language that he was using. He said that language learning is an active and creative process.

T. Edward Williams in 1978 stated the following reasons that cause errors: -

Hasty writing

Analogy

Wrong Pronunciation

Under differentiation and Interference of the Dialectical Features of the Learners

He said that two grapheme errors are found within a word or word boundaries. Though instances can be brought to show certain errors, based on phonological environment, there are instances where one can't find a reason why such an error should creep in.

Gnana Sundaram in 1978 in his study on 'The Role of Linguistic in the preparation of Mother-tongue teaching materials with a special reference to central school' says that: "Language has two sides-spoken and written, of which the primary form is the spoken form. A child at the age of 5 to 7 masters his language system".

Language has got dialects of geographical and socio-economic class nature. There is cleavage between spoken and written forms in some languages. Teaching mother tongue means teaching various styles and registers of the language.

Exercises in general serve the purpose of developing written skills of the written variety from the existing spoken-language. At the same time, they have the purpose of checking the students not to be carried away by spoken spellings at various levels and with grammatically deviant forms as cited already. A special care has to be taken for English, as the cleavage between spoken and written forms has been wide.

Nada raja Pillai (1981:47) has given classification of the various casual factors or sources of the errors. According to him, sources of the errors are the following:

- Overgeneralization
- Over Extension of Target Language Rules
- Inter Language Interference
- Filter Language Interference
- Mother Tongue Interference
- Simplification of errors
- Induced Errors
- Deficit Learning

According to T.C. Baruah in his book ‘The English Teacher’s Handbook (Third Revised Edition), it is pointed out that a single letter may not correspond to a single phoneme and this is particularly true in the case of English. The language that uses a close letter-to phoneme correspondence is said to use a phonemic alphabet or written phonemically. He says that most of the Indian Languages that use an alphabet derived from Devanagari are written phonemically.

Even many European languages that use the same Roman alphabet use the letters phonemically. But in English, the letter-to-phoneme correspondence is not consistent. It is perhaps even more bewildering for a new learner that the same letter may stand for different phonemes in the same word. For example- the letter ‘c’ in cancel. It is because of some such well known irregularities between the sound and the spelling that a learner of English takes longer duration to learn to write it than any other language.

CHAPTER- 3

METHODOLOGY

Methodology is a set of methods used in a particular area of activity and the method is a way of doing something systematically with approaching strategy of the procedures. It is nothing else except data collection for record and analysis to reach the conclusion for accurate result. It consists of a network of traced data along with details of approaches to reach the desired goal.

Under methodological approach, the first and foremost task is mental preparedness for the selection of sample. For this study, I chose the students of Secondary Classes, studying CBSE- syllabus at CST-Darjeeling (WB) India which is a co-educational institution. It comes under Central Tibetan Schools Administration, Delhi which was set up as an autonomous body of the Govt. of India, Ministry of Education (Now Ministry of Human Resource Development in 1961 and was registered as a society under the Societies Registration Act (XXI of 1860).

The aim of this institution is to manage and assist institutions for the education of Tibetan refugees. The school is situated ideally located, away from the hustle and bustle of town where the medium of instruction is English. I took 50 samples including twenty-five boys and twenty-five girls, depending on sects which was my main criterion. It was so because I wanted to see the difference of sects in spelling errors. In this regard, socio-economic conditions were also taken into consideration. I didn't do I.Q test because that was not my determining factor. Besides, it could be one of the short comings of the study. I presumed that all of them had the same level of attainment as all the students had studied English for the same number of years.

The given table shows the distribution of samples across 4 variables such as: -

- I. Location of the School
- II. Medium of Instruction
- III. Sex
- IV. Economic Conditions

Class X**Table**

Location of the School	Medium of Instruction	Sex		Total	Economic Condition		
		M	F		Poor	Middle Class	Rich
Rural	English	25	25	50	25	20	5

I selected my own students because being a practicing teacher and a Principal of that school, I knew them better. Besides, I have been monitoring their progress for a couple of years. Here, twenty-five boys and twenty-five girls have been taken by me to get accurate result.

In order to begin the work, collection of data was the most important thing for which I prepared a questionnaire by consulting a few experts. After a thorough discussion, it came into its final shape. Thereafter, the same was given to the students in the English periods to fill in accurately. The concept behind it was to know their interest, educational and financial status along with social background. Collection of data was done by me from dictation tests, copy-writing, home-work, notes, class test-papers, monthly, half-yearly and Pre-Board Examination scripts etc.

The method followed was quite objective to bring accurate findings. Each time, 50 answer-scripts were collected for error analysis. The students appeared in the test seriously because it was conducted by me in the capacity of a Principal. Children were serious in the examination and tests because they had to qualify the exams to get elevation for the next class. The wrong spellings were seriously viewed and noted down separately from the written compositions. The errors were many that gave me opportunity to go ahead in my work. Along with the wrong errors, correct words were also written in order to judge and compare the errors in words. Along list was made with utmost care.

There were mainly 4 types of errors namely Addition, Deletion, Substitution and Metathesis. The words were once again classified into errors at the initial position, the middle position and the final position. All these things were put in a system to make the study easier. The system was really very sound to match the things and observations.

At time of the analysis, some errors were found idiosyncratic. That is why; they have not been dealt with categorically. The errors committed by the students have been defined and illustrated separately with examples.

The words of the data have been listed out in the columns namely Sl.No., Types of Errors, Number of Students Committed the Particular Types of Errors and the Frequency of Errors. The frequency has been calculated in the following manner: For example: Let there be 4 students. Each student committed the same error 3 times. Thus, the frequency of error will be $4 \times 3 = 12$. It has been done by forming groups of the same type and same number of errors in different positions committed by the students to keep accuracy in the data.

The steps gave me a kind of ladder to reach the target. The detailed and meticulous study showed the reasons of errors such as lack of practice, lack of familiarity with words, faulty pronunciation of words, lack of knowledge about formal rules of spellings, idiosyncrasy, inadequacy of language and above all conditioning in spellings.

In the study, at first detailed data have been reflected with the type of errors in tabular forms and then in pictorial or graphical form along with the description to substantiate the point and also to bring accuracy in order to present authentic picture of error analysis. The description is given separately along with the types of errors.

Overview:

The Thesis consists of five chapters:

The first chapter is 'Introduction' which contains six sub headings such as: -

- A Brief about the Tibetan Learners
- Problems of Learning
- Definition of Errors
- Importance of Study and
- Causes of Errors

These titles have been arranged systematically to know all the pros and cons of the selected topic and its background.

The second chapter is 'The Review of Literature'. This chapter has really widened my mental horizon and familiarized me with brilliant ideas and rich experiences of many veteran and literary stalwarts who have contributed and have been contributing their high degree of erudition for the growth of the language and its status. Some of the references have been reflected in the bibliography.

Third chapter is 'Methodology'. It has the narration of various steps taken and procedures followed as the right method leads to the goal. So, this part has the sequencing of ideas with relevance, sound enough to rely on data and findings.

The fourth chapter is 'the Analysis of Data' which contains the details of errors, various steps of analysis and description of genuine errors. The table reflects types of Errors, Number of Students Committed the Particular Types of Errors, Frequency of Errors, Tabular and Graphical Representations along with description/findings. The presentation is vivid and apt according to the data collected.

The fifth chapter is 'Summation'. It consists of summary, descriptions, conclusion, suggestion and strategies for improvement.

After fifth chapter, there is a Bibliography which gave me a deep insight to understand the topic and its background well. Without references and clear ideas, it would not have become

possible to complete this task. There were certain hurdles on the way but overall, this literary endeavor was a pleasurable experience that gave me a kind of eternal bliss and satisfaction. Besides, it had created a literary instinct in me which will undoubtedly help me in fashioning my intellectual fate.

In the end, there is an Appendix which contains questionnaire given to the students. Furthermore, the end notes are given after the first chapter only as a few references have been taken for the same chapter. In the Review of Literature, the references have already been mentioned in the chapter only. The other chapters have no references. In the entire process, the authenticity point is that the learners took the test seriously as they had to shape their carrier. Thus, the collected data can be fully relied upon.

CHAPTER – IV

ANALYSIS

In this chapter, efforts have been made to put the data in a systematic way in order to explain the nature of spelling errors. The nature of spelling errors is divided into four categories namely Addition, Deletion, Substitution, and Metathesis which have been committed by the students in various positions. Such cases are quite common and these can be ascribed to a systematic as well as idiosyncratic errors of the learners. The errors committed by the students were carefully studied after conducting various tests. The examples below will illustrate this phenomenon clearly.

4.1 ADDITION OF LETTERS

Addition is a phenomenon where there is an addition of vowels as well as consonants. Example: - studient for student. Here ‘i’ is added extra that results in wrong spelling.

ILLUSTRATION WITH SOME EXAMPLES:-

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
1	ADDITION		Four	Twelve
	INITIAL POSITION			
	+ of e			
	CORRECT	INCORRECT		
	eager easy	<u>ee</u> ager <u>ee</u> asy		
2	+ of l		Three	Nine
	CORRECT	INCORRECT		
	lull	<u>ll</u> ul		
1	MIDDLE POSITION		Three	Fifteen
	+ of e			
	CORRECT	INCORRECT		
	biting	bi <u>t</u> ing		
2	+ of l		Seven	Twenty eight
	CORRECT	INCORRECT		
	already always welcome	all <u>r</u> eady all <u>w</u> ays well <u>l</u> come		

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
1	FINAL POSITION		Five	Thirty
	+ of e			
	CORRECT	INCORRECT		
	begin cream dream eager earth	begine_ creame_ dreame_ eagere_ earthe_		
2	+ of l		Eleven	One Hundred Forty fiur
	CORRECT	INCORRECT		
	beautiful cheerful dutiful fearful faithful grateful hateful thankful tearful useful woeful	beautifull_ cheerfull_ dutifull_ fearfull_ faithfull_ gratfull_ hatefull_ thankfull_ tearfull_ usefull_ woefull_		

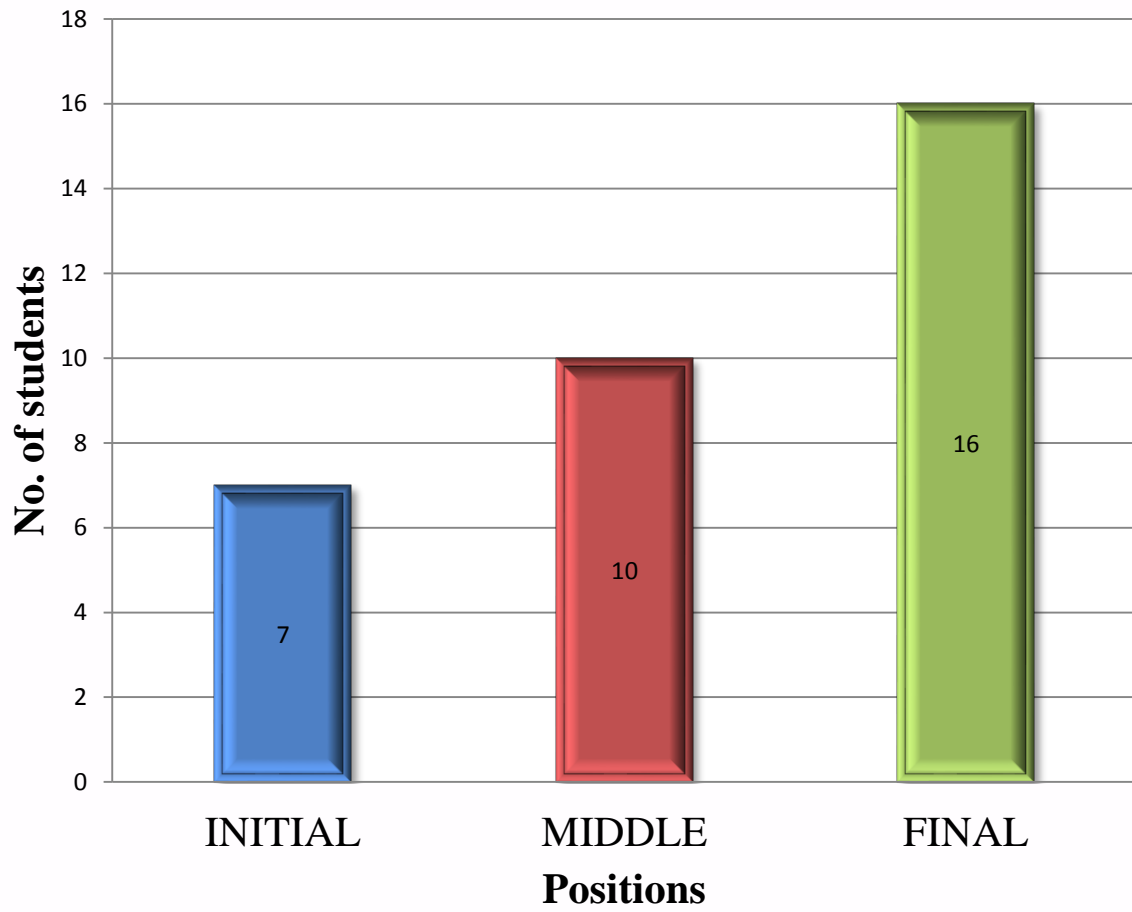
This can be put in a tabular form for clear illustration. The table shows- Types of Errors, No. of students committed the Particular Types of Errors and Frequency of Errors.

4.1.1 Table Showing No. of Students Committed the Particular Types of Errors in Various Positions: -

INITIAL POSITIONS	MIDDLE POSITIONS	FINAL POSITIONS
<u>+ of e</u> 04	<u>+ of e</u> 03	<u>+ of e</u> 05
<u>+ of l</u> 03	<u>+ of l</u> 07	<u>+ of l</u> 11
07	10	16 = 33

Thus, the total no. of errors in addition at the initial, the middle & final position is 33.

No. of Students Committed the Errors in Various Positions

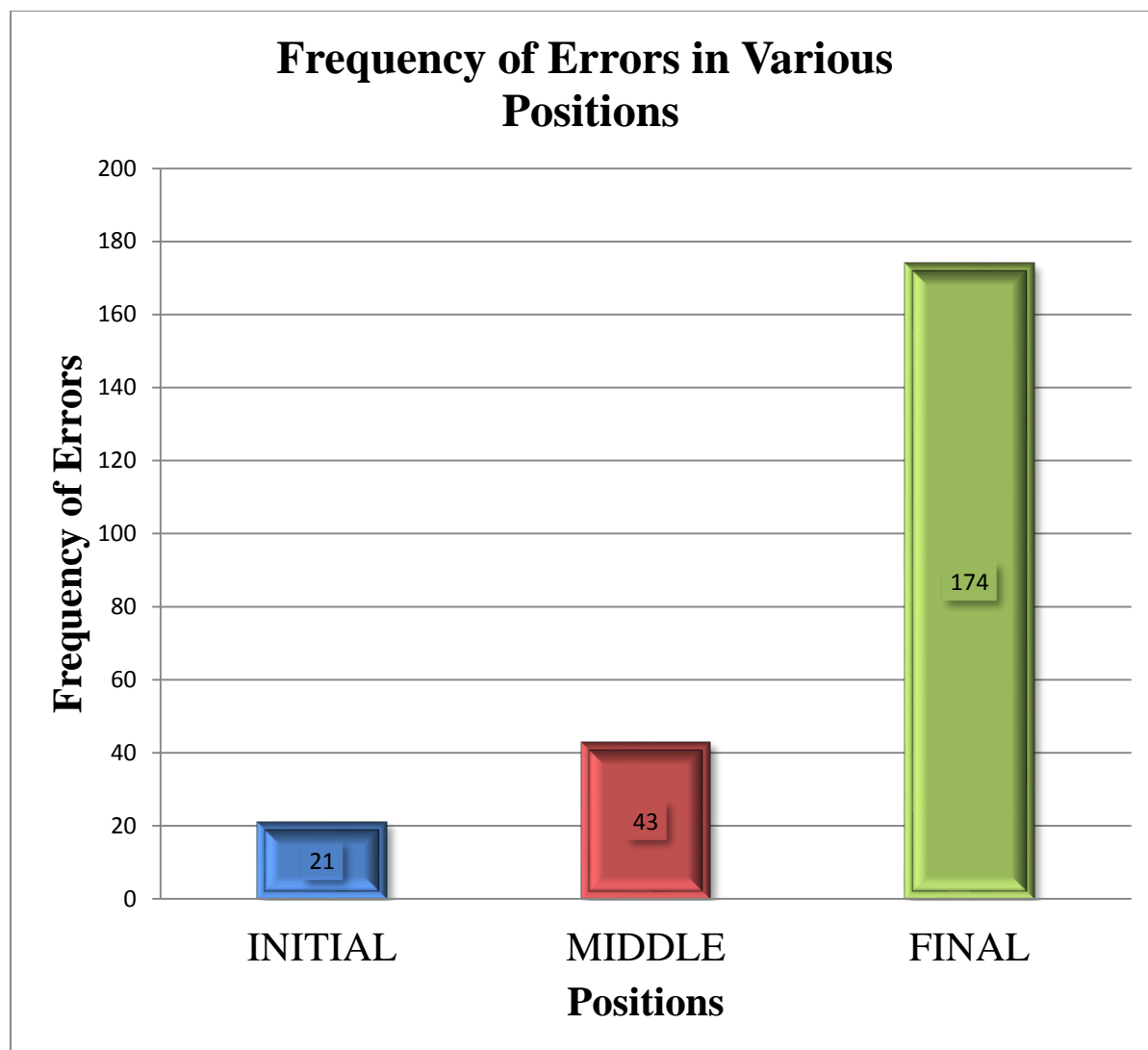


ADDITIONS

4.1.2 Table Showing Frequency of Errors: -

INITIAL POSITIONS	MIDDLE POSITIONS	FINAL POSITIONS
$\frac{+ \text{ of e}}{12}$	$\frac{+ \text{ of e}}{15}$	$\frac{+ \text{ of e}}{30}$
$\frac{+ \text{ of l}}{09}$	$\frac{+ \text{ of l}}{28}$	$\frac{+ \text{ of l}}{144}$
21	43	174 = 238

Thus, the total no. of frequency of errors in addition at the initial, the middle & the final position is 238.



ADDITION

Description: The Tables 4.1.1 and 4.1.2 and their figures show the number of students committed the particular types of errors in various positions along with frequency of errors. It is observed that the addition of letters is more in the final position followed by the middle and the initial positions. There are mainly two kinds of addition of letters such as ‘e’ and ‘l’. The addition of ‘l’ is more than the addition of ‘e’. The addition of ‘e’ in the middle and the end position seem to be idiosyncratic.

It is seen from the data that the addition of ‘l’ is with the words which ends in ‘l’. Thus, the error is due to the analogy based on the spelling of ‘full’ as the child has mastered it as ‘full’. In this way, we can say that lack of conditioning in learning is one of the reasons for errors.

There is no systematic reason for the errors committed by the students in the middle position. They are due to the idiosyncrasy of some students.

The students commit errors due to the lack of knowledge about vowel and consonant sounds. Sometimes, they have wrong assumptions about the spellings of words. Thus, they over generalize the spelling and commit errors. It is often seen that ignorance about the spelling rules create many hurdles in front of the students and hence they get confused while writing the spellings of many words. Many times, similarity of sounds also comes on the way. Furthermore, the anomalous natures of spellings in English distort the words the students commit errors due to confusion.

4.2 DELETION OF LETTERS

Deletion is a type of error in which there is deletion or omission of vowels as well as consonants at different places or positions.

For example – color or colour for colour.

In the above example, there is deletion of ‘o’ which results in spelling error. Under deletion, the errors are placed in the categories, depending on types of errors committed by the learners in the middle and the final positions. There is not a single case of deletion of letters at the initial position.

ILLUSTRATION WITH SOME EXAMPLES: -

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
1	DELETION		Four	One Hundred Forty four
	MIDDLE POSITION			
	a → φ			
	CORRECT	INCORRECT		
	already	alre <u>Δ</u> dy		
break	bre <u>Δ</u> k			
board	bo <u>Δ</u> rd			
character	char <u>Δ</u> cter			
chair	ch <u>Δ</u> ir			
chain	ch <u>Δ</u> in			
chameleon	ch <u>Δ</u> meleon			
charm	ch <u>Δ</u> rm			
chargeable	charge <u>Δ</u> ble			
charitable	charit <u>Δ</u> ble			
charity	ch <u>Δ</u> rity			
escalator	escal <u>Δ</u> tor			
evaluate	ev <u>Δ</u> lute			
exhilarate	exhil <u>Δ</u> rate			
feasible	fe <u>Δ</u> sible			
fear	fe <u>Δ</u> r			
quarrel	qu <u>Δ</u> rrel			
road	ro <u>Δ</u> d			
readable	read <u>Δ</u> ble			
strange	str <u>Δ</u> nge			
tearful	te <u>Δ</u> rful			

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
2	DELETION		Five	Thirty
	MIDDLE POSITION			
	e → φ			
	CORRECT	INCORRECT		
	already	alr <u>Δ</u> ady		
armies	armi <u>Δ</u> s			
break	br <u>Δ</u> ak			
babies	babi <u>Δ</u> s			
believe	beli <u>Δ</u> ve			
closely	clos <u>Δ</u> ly			
exercise	ex <u>Δ</u> rcise			
exertion	ex <u>Δ</u> rtion			
exterior	ext <u>Δ</u> rior			
filled	fill <u>Δ</u> d			
exert	ex <u>Δ</u> rt			
field	fi <u>Δ</u> ld			
freak	fr <u>Δ</u> ak			
flower	flow <u>Δ</u> r			
feather	f <u>Δ</u> ather			
feature	f <u>Δ</u> ature			
federal	fed <u>Δ</u> ral			
gear	g <u>Δ</u> ar			
lives	liv <u>Δ</u> s			
lawyer	lawy <u>Δ</u> r			
married	marri <u>Δ</u> d			
receive	rec <u>Δ</u> ive			
relieve	reli <u>Δ</u> ve			
stories	stori <u>Δ</u> s			
street	stre <u>Δ</u> t			
thieves	thi <u>Δ</u> ves			

Sl. No.	Types of Errors	No. of Students Committed the Particular Types of Errors	Frequency of Errors
3	DELETION	Four	Twelve
	MIDDLE POSITION		
	$i \rightarrow \phi$		
	CORRECT INCORRECT		
	conceive deceive receive	conce <u>Δ</u> ve dece <u>Δ</u> ve rece <u>Δ</u> ve	
4	$u \rightarrow \phi$	Three	Nine
	CORRECT INCORRECT		
	buying bouquet		
5	$ff \rightarrow f$	Seven	Twenty
	CORRECT INCORRECT		
	puffs suffix		
6	$gg \rightarrow g$	Three	Nine
	CORRECT INCORRECT		
	begging beggar		
7	$n \rightarrow \phi$	Four	Twelve
	CORRECT INCORRECT		
	beginning happening consulting		
8	$t \rightarrow \phi$	Five	Thirty
	CORRECT INCORRECT		
	getting setting sitting		

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
9	DELETION		Three	Nine
	MIDDLE POSITION			
	s → ϕ			
	CORRECT	INCORRECT		
	concession	conce <u>Δ</u> sion		
10	v → ϕ		Four	Twelve
	CORRECT	INCORRECT		
	wives knives	wi <u>Δ</u> es kni <u>Δ</u> es		
11	w → ϕ		Four	Twelve
	CORRECT	INCORRECT		
	answer owner owl	ans <u>Δ</u> er o <u>Δ</u> ner o <u>Δ</u> l		
12	y → ϕ		Two	Six
	CORRECT	INCORRECT		
	flying joyful trying	fl <u>Δ</u> ing jo <u>Δ</u> ful tr <u>Δ</u> ing		

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
1	DELETION		Two	Six
	FINAL POSITION			
	e → φ			
	CORRECT	INCORRECT		
	extreme gate nice opaque	extrem <u>Δ</u> gat <u>Δ</u> nic <u>Δ</u> opaqu <u>Δ</u>		
2	ff → f		Four	Twelve
	CORRECT	INCORRECT		
	gruff	gruf <u>Δ</u>		
3	g → φ		Three	Nine
	CORRECT	INCORRECT		
	binding reading ringing singing	bindin <u>Δ</u> readin <u>Δ</u> ringin <u>Δ</u> singin <u>Δ</u>		
4	s → φ		Two	Six
	CORRECT	INCORRECT		
	confess illness sings	confes <u>Δ</u> illnes <u>Δ</u> sing <u>Δ</u>		
5	y → φ		Three	Nine
	CORRECT	INCORRECT		
	enjoy joy tray	enjo <u>Δ</u> jo <u>Δ</u> tra <u>Δ</u>		

This can be put in a tabular form for convenient study. The table shows – types of Errors, No. of Students Committed the Particular Types of Errors and Frequency of Errors. The errors committed by the students were carefully studied after conducting various tests.

4.2.1 TABLE SHOWING NO. OF STUDENTS COMMITTED THE PARTICULAR TYPES OF ERRORS IN VARIOUS POSITIONS: -

MIDDLE POSITIONS	FINAL POSITIONS
<u>a</u> → ϕ 11	-----
<u>e</u> → ϕ 05	<u>e</u> → ϕ 02
<u>i</u> → ϕ 04	-----
<u>u</u> → ϕ 03	-----
<u>ff</u> → f 07	<u>ff</u> → f 04
<u>gg</u> → ϕ 03	<u>g</u> → ϕ 03
<u>n</u> → ϕ 04	-----
<u>t</u> → ϕ 05	-----

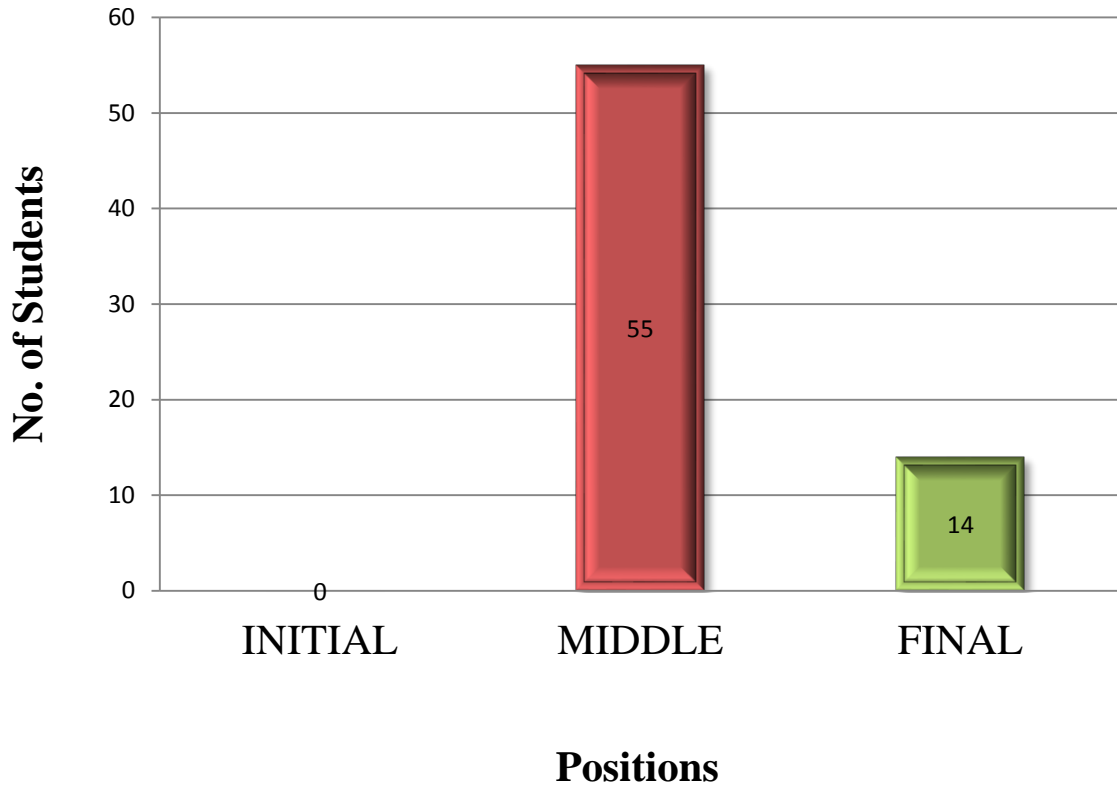
$\frac{s \rightarrow \phi}{03}$	$\frac{s \rightarrow \phi}{02}$
$\frac{v \rightarrow \phi}{04}$	-----
$\frac{w \rightarrow \phi}{04}$	-----
$\frac{y \rightarrow \phi}{02}$	$\frac{y \rightarrow \phi}{03}$

55

14 = 69

Thus, the total no. of errors in deletion at the middle the final position is 69.

No. of Students Committed the Errors in Various Positions



DELETION

4.2.2 TABLE SHOWING FREQUENCY OF ERRORS: -

MIDDLE POSITIONS	FINAL POSITIONS
<u>a</u> → ϕ 144	-----
<u>e</u> → ϕ 30	<u>e</u> → ϕ 06
<u>i</u> → ϕ 12	-----
<u>u</u> → ϕ 09	-----
<u>ff</u> → f 28	<u>ff</u> → f 12
<u>gg</u> → g 09	<u>g</u> → ϕ 09
<u>n</u> → ϕ 12	-----
<u>t</u> → ϕ 30	-----

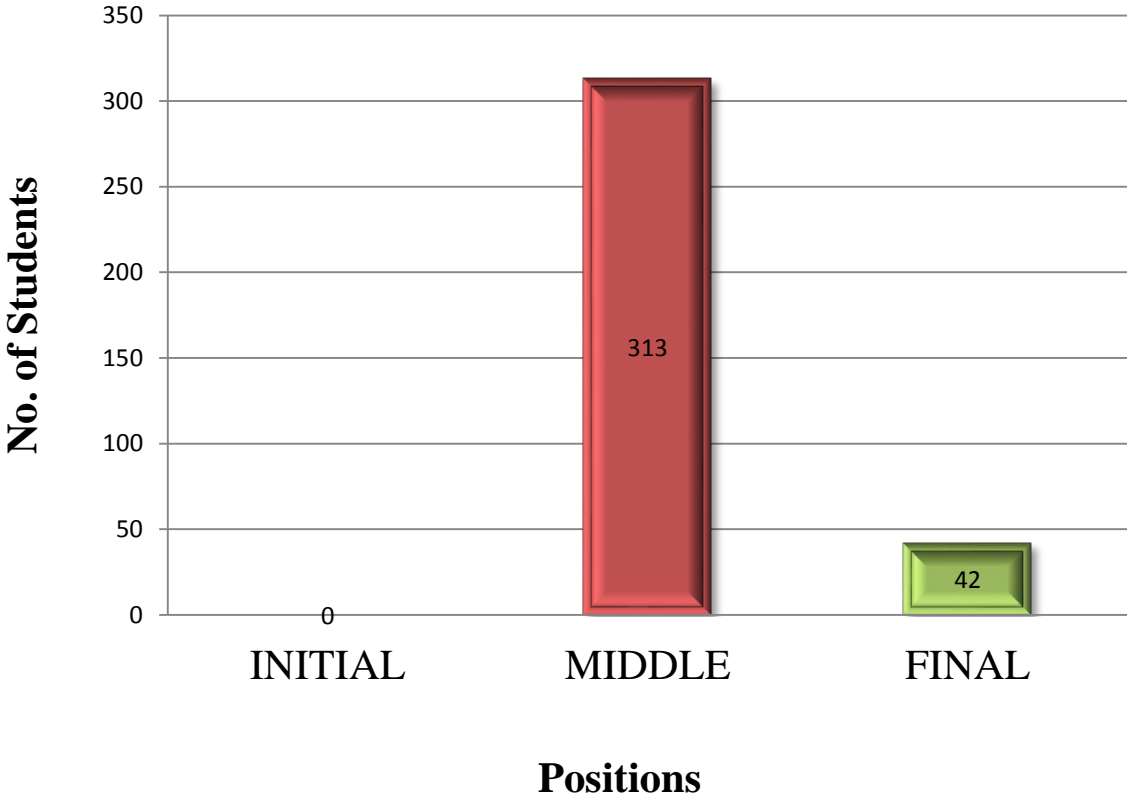
$\frac{s \rightarrow \phi}{09}$	$\frac{s \rightarrow \phi}{06}$
$\frac{v \rightarrow \phi}{12}$	-----
$\frac{w \rightarrow \phi}{12}$	-----
$\frac{y \rightarrow \phi}{06}$	$\frac{y \rightarrow \phi}{09}$

313

42 = 355

Thus, the total No. of frequency of errors in deletion at the middle and the final positions is 355.

Frequency of Errors in Various Positions



DELETION

Description:

From the illustrative examples given above, it is seen that the deletion of vowels 'a' is more in students. Its frequency is also more as compared to the other vowels like 'e' 'i' and 'u'. It shows that where this kind of error is committed, the sound representing this letter is not there. So, there is a systematic deletion of the sounds in the students. In the correct spelling, all these vowels occur where there is also another vowel in the words illustrated. These words don't show the pronunciation of two vowels. Owing to this confusion, the students commit errors.

As regards the deletion of consonants, here also in most of the examples, double consonants are simplified as there doesn't seem to be any rule explaining the need for double consonants. This is also a very systematic error seen from all the examples and the need is to systematically rehabilitate the correct spellings because where there is a deletion of other consonants like 'w' and 'y', these words don't represent their pronunciation because of which this kind of error is committed.

4.3 SUBSTITUTION OF LETTERS: -

Substitution is a phenomenon where one letter replaces the other.

For example – son for sun and former for farmer.

The errors are placed in three categories depending on types of errors committed by the learners in various positions namely the initial, the middle and the final.

ILLUSTRATION WITH SOME EXAMPLES:-

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
1	SUBSTITUTION		Four	Twelve
	INITIAL POSITION			
	a → e			
	CORRECT	INCORRECT		
	<u>a</u> ttitude	<u>e</u> ttitude		
<u>a</u> ngle	<u>e</u> ngle			
<u>a</u> spire	<u>e</u> spire			
<u>a</u> sk	<u>e</u> sk			
<u>a</u> im	<u>e</u> im			
asterisk	e <u>a</u> steriks			
<u>a</u> cquire	<u>e</u> cquire			
<u>a</u> ctual	<u>e</u> ctual			
<u>a</u> spirin	<u>e</u> spirin			
<u>a</u> pe	<u>e</u> pe			
<u>a</u> pple	<u>e</u> pple			
<u>a</u> phid	<u>e</u> phid			
<u>a</u> te	<u>e</u> te			
<u>a</u> ge	<u>e</u> ge			
<u>a</u> ss	<u>e</u> ss			
<u>a</u> maze	<u>e</u> maze			
<u>a</u> gile	<u>e</u> gile			
<u>a</u> zure	<u>e</u> zure			
<u>a</u> nimate	<u>e</u> nimate			
<u>a</u> glow	<u>e</u> glow			
<u>a</u> midst	<u>e</u> midst			
<u>a</u> mbition	<u>e</u> mbition			
<u>a</u> mple	<u>e</u> mple			

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
2	SUBSTITUTION		Two	Six
	INITIAL POSITION			
	e → a			
	CORRECT	INCORRECT		
	egg	agg		
	enquire	anquire		
	engine	angine		
	entreat	antreat		
	exit	axit		
	eggs	aggs		
	emit	amit		
	encourage	ancourage		
	epistle	apistle		
3	i → y		Three	Nine
	CORRECT	INCORRECT		
	ink	ynk		
	island	ysland		
4	o → e		Three	Nine
	CORRECT	INCORRECT		
	oat	eat		
	oppose	eppose		
	often	efthen		
	open	epen		
	odd	edd		

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
1	SUBSTITUTION		Four	Twelve
	MIDDLE POSITION			
	a → e			
	CORRECT	INCORRECT		
	bag	beg		
	babies	bebies		
	break	breek		
	beat	beet		
	courage	couerge		
	dream	dreem		
	dear	deer		
	eat	eet		
	eager	eeger		
	eagle	eegle		
	fearful	feerful		
	fraud	freud		
	fray	frey		
	fragment	fregment		
	fragrance	fragrence		
	frame	freme		
	feast	feest		
	fatal	fateI		
	fracture	frecture		
	fame	feme		
	fair	feir		
	fat	fet		
	game	geme		
	gate	gete		
	gear	geer		
	great	greet		
	lame	leme		
	lean	leen		
	leak	leek		
	meat	meet		
	making	meking		
	neat	neet		
	narrate	narrete		
	nasty	nesty		
	oak	oek		
	pear	peer		

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
	SUBSTITUTION			
	MIDDLE POSITION			
	a → e			
	CORRECT	INCORRECT		
	p <u>a</u> ge	p <u>e</u> ge		
	qu <u>a</u> rrel	qu <u>e</u> rrel		
	r <u>a</u> d	r <u>e</u> d		
	r <u>a</u> id	r <u>e</u> id		
	r <u>a</u> te	r <u>e</u> te		
	r <u>a</u> ke	r <u>e</u> ke		
	r <u>a</u> cer	r <u>e</u> cer		
	r <u>a</u> ge	r <u>e</u> ge		
	r <u>a</u> ce	r <u>e</u> ce		
	s <u>a</u> t	s <u>e</u> t		
	s <u>e</u> at	s <u>e</u> et		
	s <u>a</u> te	s <u>e</u> te		
	s <u>a</u> il	s <u>e</u> il		
	t <u>a</u> il	t <u>e</u> il		
	t <u>e</u> ar	t <u>e</u> er		
	w <u>e</u> ar	w <u>e</u> er		
	w <u>a</u> ges	w <u>e</u> ges		
	w <u>a</u> r	w <u>e</u> r		
	w <u>a</u> gon	w <u>e</u> gon		
	w <u>h</u> eat	w <u>h</u> eet		
	y <u>e</u> ast	y <u>e</u> est		
	y <u>e</u> ar	y <u>e</u> er		
	z <u>e</u> al	z <u>e</u> el		
	z <u>e</u> alous	z <u>e</u> elous		

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
2	SUBSTITUTION		Three	Nine
	MIDDLE POSITION			
	e → a			
	CORRECT	INCORRECT		
	bar <u>r</u> el	barr <u>a</u> l		
b <u>e</u> nding	band <u>i</u> ng			
cre <u>e</u> k	crea <u>a</u> k			
cre <u>d</u> ential	cr <u>a</u> den <u>t</u> ial			
cre <u>a</u> se	cr <u>a</u> ase			
de <u>l</u> ete	da <u>a</u> lete			
de <u>s</u> olate	da <u>s</u> olate			
qu <u>e</u> st	qua <u>a</u> st			
re <u>s</u> olve	ra <u>s</u> olve			
re <u>q</u> irement	ra <u>q</u> irement			
se <u>g</u> ment	sa <u>g</u> ment			
se <u>c</u> tion	sa <u>c</u> tion			
ve <u>n</u> erable	va <u>n</u> erable			
ve <u>i</u> n	va <u>i</u> n			
ve <u>n</u> geance	va <u>n</u> geance			
wea <u>r</u>	wea <u>a</u> r			
wea <u>th</u> er	wea <u>th</u> ar			
yea <u>r</u>	yea <u>a</u> r			

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
3	SUBSTITUTION		Two	Six
	MIDDLE POSITION			
	i → y			
	CORRECT	INCORRECT		
	b <u>i</u> ting d <u>i</u> ving fl <u>i</u> es gl <u>i</u> de h <u>i</u> re n <u>i</u> ke k <u>i</u> te k <u>i</u> nd l <u>i</u> ke m <u>i</u> ke n <u>i</u> ce p <u>i</u> vot qu <u>i</u> lt s <u>i</u> phon	by <u>y</u> ing dy <u>y</u> ing fly <u>y</u> es gly <u>y</u> de hy <u>y</u> re ny <u>y</u> ke ky <u>y</u> te ky <u>y</u> nd ly <u>y</u> ke my <u>y</u> ke ny <u>y</u> ce py <u>y</u> vot qu <u>y</u> lt sy <u>y</u> phon		
4	o → e		Four	Twelve
	CORRECT	INCORRECT		
	sh <u>o</u> ot ro <u>o</u> t flo <u>o</u> d fo <u>o</u> twear	sh <u>e</u> t ro <u>e</u> t flo <u>e</u> d fo <u>e</u> twear		

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
1	SUBSTITUTION		Two	Six
	FINAL POSITION			
	a → e			
	CORRECT	INCORRECT		
	Plea <u>a</u> tea <u>a</u> zebra <u>a</u>	plee <u>e</u> tee <u>e</u> zebre <u>e</u>		
2	o → e		Three	Nine
	CORRECT	INCORRECT		
	Cuckoo <u>o</u> Zoo <u>o</u>	Cuckoe <u>e</u> Zoe <u>e</u>		

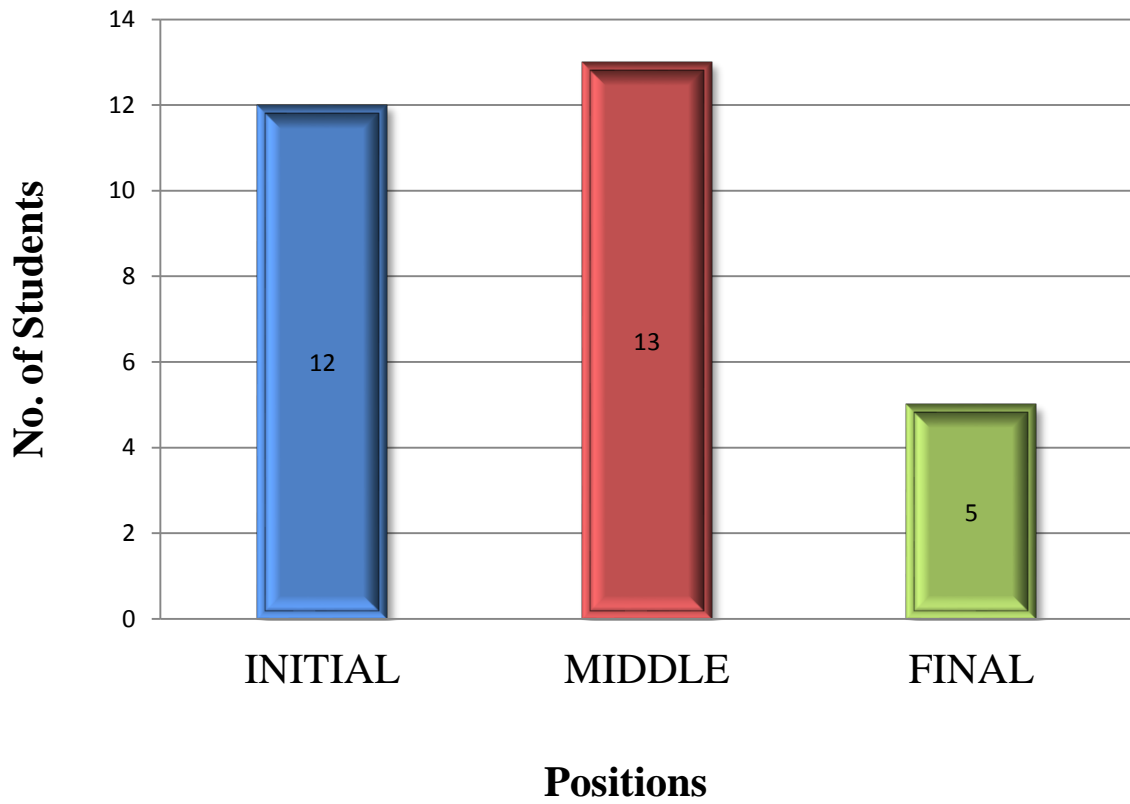
This can be put in a tabular form for convenient study. The table shows – Types of Errors, No. of Students committed the Particular Types of Errors and Frequency of Errors. The errors committed by the students were carefully studied after conducting various tests.

4.3.1 TABLE SHOWING NO. OF STUDENTS COMMITTED THE PARTICULAR TYPES OF ERRORS IN VARIOUS POSITIONS: -

INITIAL POSITIONS	MIDDLE POSITIONS	FINAL POSITIONS
<u>a → e</u> 04	<u>a → e</u> 04	<u>a → e</u> 02
<u>e → a</u> 03	<u>e → a</u> 03	-----
<u>i → y</u> 03	<u>i → y</u> 02	-----
<u>o → e</u> 03	<u>o → e</u> 04	<u>o → e</u> 03
12	13	05 = 30

Thus, the total no. of errors in substitution at the Initial, the Middle and the Final positions is 30.

No. of Students Committed The Errors in Various Positions

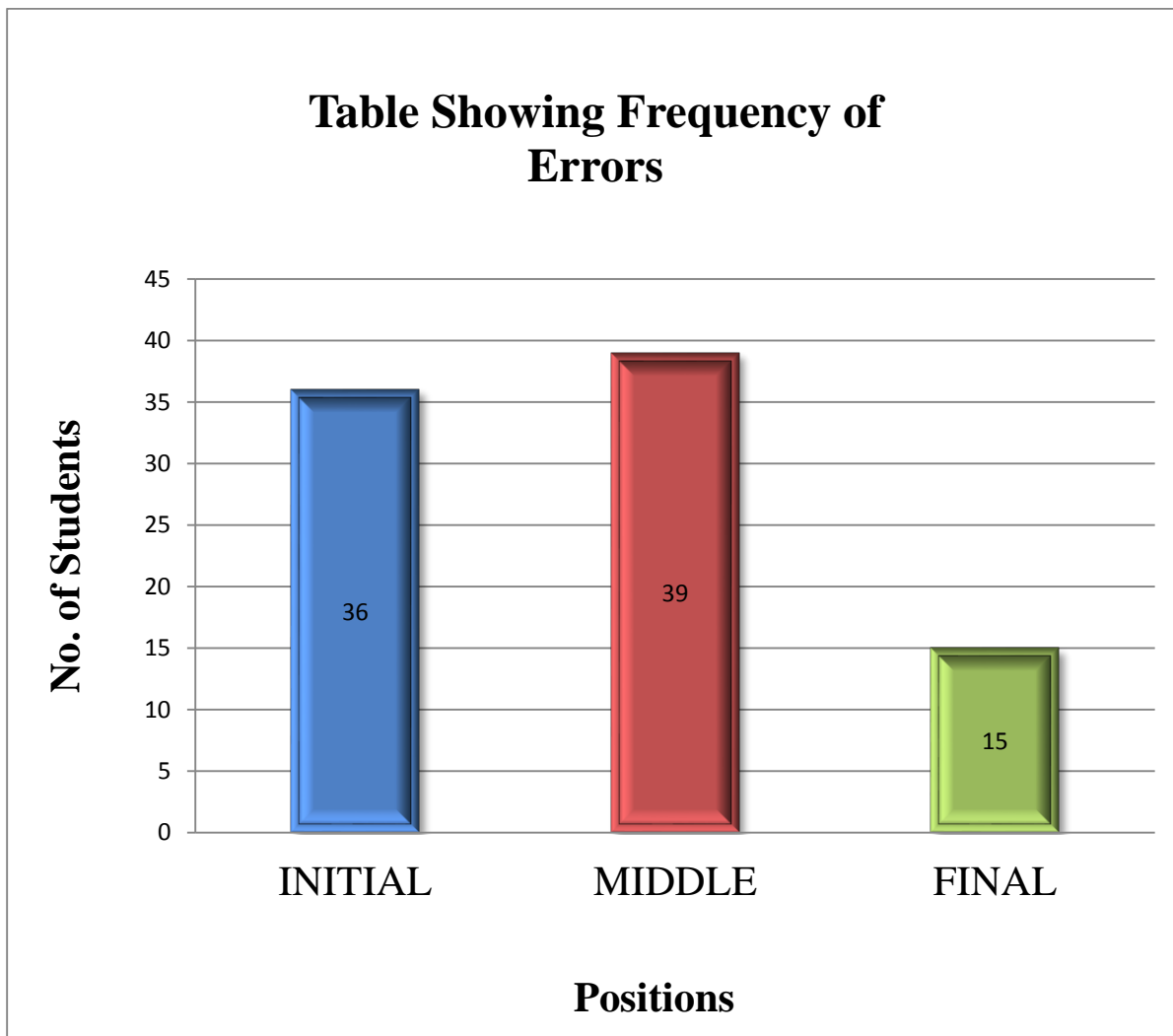


SUBSTITUTION

4.3.2 TABLE SHOWING FREQUENCY OF ERRORS: -

INITIAL POSITIONS	MIDDLE POSITIONS	FINAL POSITIONS
<u>a → e</u> 12	<u>a → e</u> 12	<u>a → e</u> 06
<u>e → a</u> 06	<u>e → a</u> 09	-----
<u>i → y</u> 09	<u>i → y</u> 06	-----
<u>o → e</u> 09	<u>o → e</u> 12	<u>o → e</u> 09
36	39	15 = 90

Thus, the total no. of frequency of errors in substitution at the Initial, the Middle and the final position is 90.



SUBSTITUTION

Description:

From the errors committed by the students, it has been observed that they delete ‘a’, add ‘a’ and also substitute ‘a’ which shows that this vowel is affected most in the errors. In English language, the vowel ‘a’ is pronounced variously in words such as ‘call’ is pronounced as /kɔ:l/,

ask is pronounced as /'ɑ:sk/, mail is pronounced as /meɪl/ and mat, cat and pat are pronounced as /mæt/, /kæt/, /pæt/.

Owing to the varying pronunciation, students get confused because of which, there is a maximum substitution of 'a' with letter 'e' as 'e' stands for the pronunciation [e] as in egg and peg etc. and thus, due to this anomaly, 'a' is substituted as 'e' and vice-versa. Furthermore, 'e' is substituted with 'a' because of the confusion. Similarly, the students have replaced 'I' with 'y' because of the pronunciation of the 'y' in some words denotes the pronunciation of 'I' like 'yeast' /ji:st/ and 'year' /jɪə/; brit also /jɜ:(v)/ etc.

Interestingly, there is not even a single example of substitution of consonants which shows that the consonants have more fixed pronunciation in the language than the vowel which is very obvious as five vowel letters represent about sixteen vowel sounds. We also see some idiosyncratic errors for which we can't find a reason like substituting 'o' with 'e' where pronunciation of 'o' and 'e' are quite apart. This shows carelessness on the part of some students.

4.4 METATHESIS

It is a category of error in which a word contains all the necessary letters to make a word but the letters are mutually substituted. Such an error is classified as metathesis. It is a very common error found in the learning of English Language which sometimes occurs due to confusion. The error may be committed either by the teacher or by the students. Example: modren for modern and hores for horse etc. The errors are described at the initial, the middle and the final positions, only in vowels of this sample. It is by chance that the sample collection has only vowels but it is not over-ruled that metathesis is not found in consona

ILLUSTRATIONS WITH SOME EXAMPLES:-

Sl. No.	Types of Errors		No. of Students Committed the Particular Types of Errors	Frequency of Errors
1	MATATHESIS		Two	Six
	INITIAL POSITION			
	ae → ea			
	CORRECT	INCORRECT		
	aeropl <u>a</u> ne	ea <u>r</u> opl <u>a</u> ne		
2	ei → ie		Four	Twelve
	CORRECT	INCORRECT		
	ei <u>g</u> ht	ie <u>g</u> ht		
1	MIDDLE POSITION		Seven	Twenty eight
	ie → ei			
	CORRECT	INCORRECT		
	ba <u>b</u> ies	ba <u>b</u> eis		
	br <u>ie</u> f	br <u>ie</u> if		
	bel <u>ie</u> ve	bel <u>ie</u> ve		
	ch <u>ie</u> f	ch <u>ie</u> if		
	ci <u>tie</u> s	ci <u>tie</u> is		
	cri <u>e</u> s	cri <u>e</u> is		
	dri <u>e</u> s	dri <u>e</u> is		
	fi <u>eld</u>	fi <u>eld</u>		
	gr <u>ie</u> f	gr <u>ie</u> if		
	ni <u>ce</u>	ni <u>ce</u>		
qui <u>e</u> t	qui <u>e</u> it			
re <u>vi</u> ew	re <u>vi</u> ew			
reli <u>e</u> ve	reli <u>e</u> ve			
reli <u>f</u>	reli <u>f</u>			
retri <u>e</u> ve	retri <u>e</u> ve			
vi <u>e</u> w	vi <u>e</u> w			
2	ei → ie		Four	Twelve
	CORRECT	INCORRECT		
	con <u>ce</u> ive	con <u>ce</u> ive		
	de <u>ce</u> ive	de <u>ce</u> ive		
hei <u>g</u> ht	hei <u>g</u> ht			
per <u>ce</u> ive	per <u>ce</u> ive			
re <u>ce</u> ive	re <u>ce</u> ive			
re <u>ce</u> ipt	re <u>ce</u> ipt			

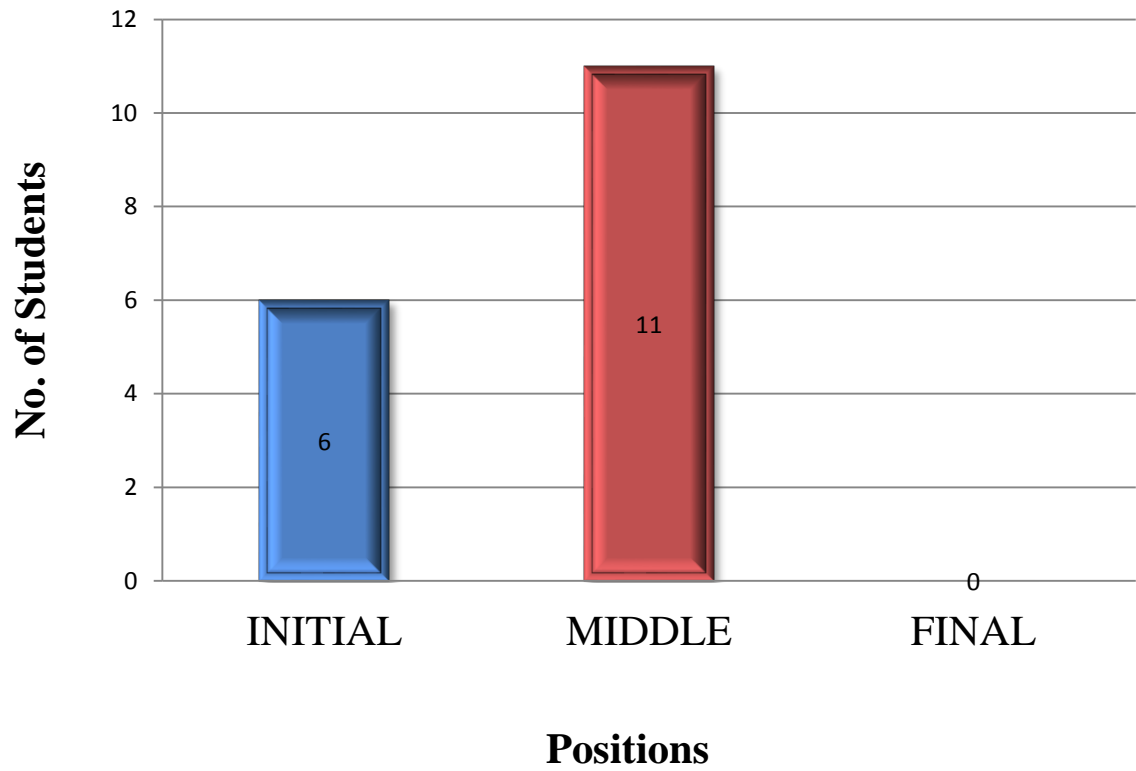
This can be put in a tabular form for convenient study. The table shows – Types of Errors, No. of Students Committed the Particular Types of Errors and Frequency of Errors. The errors committed by the students were carefully studied after conducting various tests. The tables are given in 4.4.1.

4.4.1 Table Showing No. of Students Committed the Particular Types of Errors in Various Positions: -

INITIAL POSITIONS	MIDDLE POSITIONS
<u>ae → ea</u> 02	-----
<u>ei → ie</u> 04	<u>ei → ie</u> 04
-----	<u>ie → ei</u> 07
06	11 = 17

Thus, the total number of Errors in Metathesis at the initial and middle positions is 17.

No. of Students Committed the Errors in Various Positions

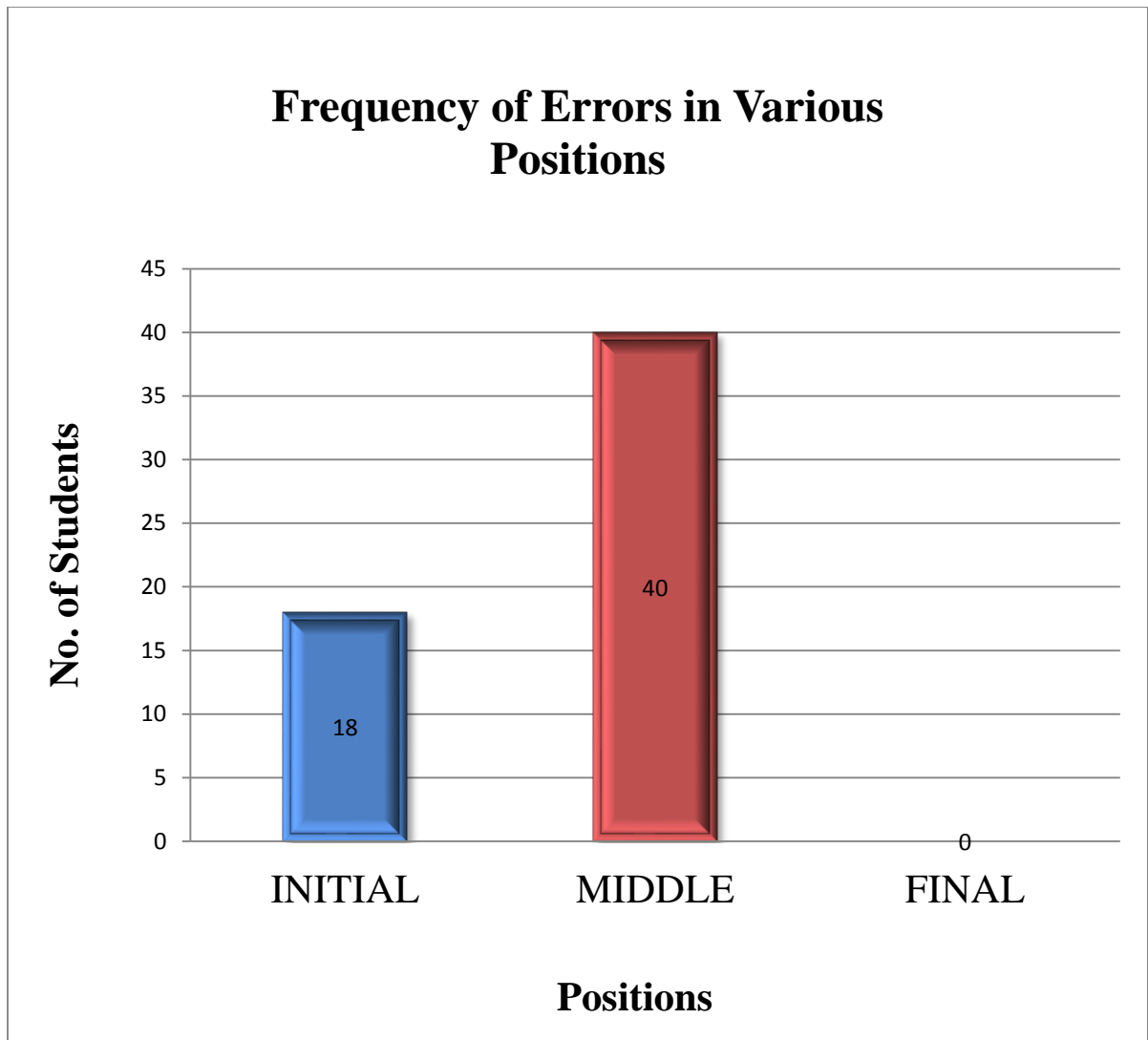


METATHESIS

Table Showing Frequency of Errors

INITIAL POSITIONS	MIDDLE POSITIONS
<u>ae → ea</u> 06	-----
<u>ei → ie</u> 12	<u>ei → ie</u> 12
-----	<u>ie → ei</u> 28
18	40 = 58

Thus, the total no. of frequency errors in Metathesis at the initial and the middle position is 58.



METATHESIS

Description

From the errors committed by the students, it is seen that we have sample of only metathesis of vowels and three vowels are involved in combination that is ‘ae’ and ‘ei’ which show metathesis. If we compare this with the error among vowels seen in addition, deletion, & substitution, this type of error is also not different because in substitution we have seen that ‘a’ is substituted by ‘e’ and ‘e’ by ‘i’ and vice-versa. So, here because of the inherent feature of the language, the vowel representing different pronunciation, the interchangeability of these vowels are occurring, which is quite systematic.

All kinds of errors whether they are addition, deletion, substitution or metathesis, occur more in the middle position than in the initial and the final positions. Metathesis occurs only in the initial and the middle position which is not seen in the sample of final position where as deletion doesn't occur in the initial position in the present sample. It also shows that errors occur more in universally true in the studies conducted on errors. So, the errors committed by the Tibetan children are not exceptions. Only one peculiarity is seen in respect of Tibetan children that in the initial position 'l' is added because of which we find 'll' in the initial position. It is perhaps due to the fact that in Tibetan language 'l' is very frequently used in the initial position because of which such errors are being committed which is not very common in the speakers of any other Indian language.

CHAPTER V

SUMMATION

The thorough study of the topic shows various areas where the students have committed errors. Among them, certain errors are quite significant. Apart from the inherent inadequacies of the English writing system, pupils make errors because of other reasons also. Some of them are faulty pronunciation, insufficient practice on writing and insufficient visual presentation of words, a general indifference to correct spellings on the part of the teacher and the taught and ignorance of consistent rules of spellings. MTI (Mother Tongue Influence) is the main reason for errors.

In order to write correct spellings, it is essential to formulate certain strategies such as – to try to write out the words, to look at the appropriateness and also to try to speak aloud. For this purpose, a learner can rely on his/her sense organs as spelling is more a matter of reflex action than a conscious knowledge. With this process, the repeated experiences of writing a word are stored in the memories of our fingers. The moment we start writing, the fingers perform required conscious effort. The experience which is stored in motor organs is called KINAESTHETIC MEMORY and it plays vital role in all reflex actions. After going through the data carefully, following conclusions can be drawn:

The data, the tables and the histograms show the types of errors, no. of times the students committed the errors and the frequency of errors. It is seen that maximum students have committed errors in the middle position only. In ‘addition of errors’ the maximum errors have been committed at the final position which is quite obvious as per the existing spelling rule system. Separate description has already been given along with each type of error at various positions in the ‘Analysis’ chapter.

Furthermore, the frequency of the errors is maximum in Deletion and least in Metathesis. It is also seen from the data that the girls have committed less no. of errors as compared to the boys. The reasons may be their maturity and seriousness. The main reasons of such errors have already been stated above. At the end of the study, list of wrong words was made, detailed

explanations were given to the students and thereafter re-tests were conducted on the same words and a big improvement was noticed. The students also felt satisfied after seeing their improvement. Overall, the entire study was a joyful experience.

Chapter 6

WRITTEN DEFENSE OF THE THESIS

Being a practicing educator I found that usually learners commit mistakes in spellings while writing. This is almost in all the students. After observing, it was noticed that a few committed more mistakes and a few less, but mistakes in spellings were there in most of the cases. So, it came to my mind to work on it and find some solutions to rectify things so that errors may be minimized and the beauty of language is maintained. Then, it was taken by me with utmost care.

The learners generally maintain class work, homework and test copies. Other than these, they are given answer sheets in the exams to write answers. In this process, I had decided to go through all the written material. Thereafter, I had listed out the common mistakes done by most of the students. My one to one interacting made me clear that it was due to many reasons. I learnt that it was having many factors such as cultural background, societal background, socio-economic conditions, family background and friend circle too. The learners speak and write what they hear. Sometimes, there are problems in the inbuilt system of the language. The errors also occur due to the idiosyncratic behavior of the learners. There are other reasons too.

There are mainly four types of errors namely Addition of Letters, Deletion of Letters, Substitution of Letters and Metathesis:

In **addition** of letters, there is an addition of vowels as well as consonants. Example: student for student. Here 'i' is added extra that results in wrong spelling.

In **deletion** of letters, there is a deletion or omission of vowels as well as consonants at different places or positions. Here, there is a deletion of letter in color instead of color.

In **substitution** of letters, one letter replaced the other. For instance, son for sun and former for farmer

In the category of **Metathesis**, a word contains all the necessary letters to make a word but the letters are mutually substituted. This is a very common error, found in the learning of English

language which sometimes occurs due to confusion. Example: modren for modern, hores for horse.

Based on the above, I put every detail in a tabular form such as sl.no, type of errors, no of students committed the particular type of errors and their frequency. It is so because the frequency of errors makes pivotal role in analysis. Thereafter, I listed out the correct and incorrect words systematically for better understanding and clarity, I put the errors in the form of histograms. The students had committed the errors at the **initial**, **middle** and **final** positions. This was also put in a tabular form. The above task made my task easier. In between, I kept on reading various books on my topic of errors to develop a deep insight and also to gain momentum in this field. The greater details may be seen in methodology and analysis parts of thesis.

The efforts were also to interact with other language teachers to know the reasons of errors. This also helped me to visualize things in a better way. During my findings many things came out very clearly which helped me to sum up. The following reasons emerged out:

1. Inherent inadequacies of English Writing system
2. Faculty pronunciation
3. Insufficient practice of writing
4. Insufficient visual presentation of words
5. A general indifference to correct spellings on the part of a teacher and the taught
6. Ignorance of consistent rules of spellings
7. Casual attitude towards learning
8. Idiosyncrasy
9. Less exposure to English language owing to Hindi or belts of regional languages
10. Primary Education in regional languages instead of English.

11. Interference of native language because it reflects the inability to separate native language and second language

In this way, frequency of errors was maximum in deletion and the least in metathesis. It was also observed that girls had committed fewer errors as compared to boys. It is also because they become mature than boys and so take things seriously.

After knowing the reasons, remedial measures were also required. The wrong words were listed out, detailed explanations were given to the students. Re-tests were conducted on the same words and a big improvement was noticed. It was also decided to sensitize the students towards learning.

It was essential to correct them because wrong spellings bring communication breakdown between the writers and the readers. Besides, a person's intelligence and his level of education are judged by his spellings. The wrong spellings mislead the teachers and the students both.

Hornby has said "Spelling is the act of forming words correctly from individual letter." Al-Jerf in 2010 also said, "Any word that does not match the target word in part or in full is marked as a misspelling" e.g.: reminiscence. It should be reminiscence. He also added that any graphemes that are added, deleted, substituted by another or reversed are counted as misspellings.

The other reason is that the spelling rules are quite complicated and uneven. So, the learners commit errors. The need is to simplify such rules. In India, Tibetans are living and they usually correspond less in English as compared to their Tibetan language. Mother tongue interference also plays pivotal role in it. The learners speak what they generally hear in the society.

Example: wake becomes vake

rhythm becomes ritham

good becomes gud

Furthermore, a few homophones are quite confusing such as: sea and see, here and hear.

Silent letters create confusion such as: **k**nee, talk, **p**salm, comb**b**, crumb**b**, **h**onor, **h**onest, **k**neel etc. Not only this, the American and British spellings also confuse the learners: Colour becomes color, endeavor becomes endeavor, centre becomes center and theatre becomes theater. It has been noticed that owing to dyslexia, a few learners commit errors.

Suggestive measures to overcome Spelling Errors:

It is quite evident that that mastery over the spellings is a must to make the language beautiful. Hence, overgeneralization and avoidance of rules should be avoided. Instead, rules of syntax, pronunciation and teaching spelling rules should be included in the syllabus. Efforts should be made to remove the variations in the inbuilt system of language to avoid confusion.

- Spelling games can help the learners to improve spellings.
- Teaching of Basics of Phonetics, by telling the IPA Symbols will certainly correct them.
- Teaching the spelling rules and group of words that can minimize errors such as Convenience, difference, experience etc.
- Words ending in - ness such as Cleanliness, greenness, plainness etc. Such clusters will help them to write correctly.
- Maximum use of prefixes and suffixes that come under word study needs to be practiced.
- More awakening in rural areas rather than urban areas is required through computer literacy.
- Knowing of aspiration (p, t, k) and gemination sounds can also help in improving spellings.
- No proper training of the teaching faculty of English. So, they need to be trained well.
- Less opportunities to learn proper English. More opportunity should be provided for betterment.

Thus, by taking care of the following basic rules, things will improve and the learners will perform better.

Basic Spelling Rules

R1. 'Q' always comes with 'U'

Example: Queen, Quick, Quality

R2. When 'full' is added to a word in the end, one 'l' is knocked down.

Example: Care+full : Careful

Faith+full : Faithful

R3. When a word ends with 'y', 'y' is replaced by 'i', while adding 'full' to the word.

Example: Beauty+ful : Beautiful

Duty+ful : Dutiful

R4. When a word ends with 'll' and when something is added to it, one 'l' is knocked out.

Example: Well+come : Welcome

Well+fare : Welfare

R5. When 'well' or 'will' is added to a word, 'l' is retained.

Example: Fare+well : Farewell

Un+well : Unwell

R6. When a verb ends in 'ee', there is no change while adding 'ing' or 'dom'.

Example: Free+dom : Freedom

Agree+_ing : Agreeing

R7. When a verb ends with 'e', it is replaced by adding 'ing'.

Example: Bite+ing : Biting

Write+ing : Writing

Exception: Be+ing : Being

R8. When a verb ends with 'ie', it is replaced by 'y' while using 'ing'.

Example: Lie+ing : Lying

Tie+ing : Tying

R9. When there is a single vowel in a verb before the last letter, except (w,r), the last letter doubles up while adding 'ing' to it.

Example: Cut+ing : Cutting

Put+ing : Putting

Exception: Pardon+ing : Pardoning

Iron + ing : Ironing

Open+ing : Opening

R10. When a verb takes 'w, r or y' and there is a vowel before it, the last letter is written while adding 'ing' to it.

Example: Answer+ing : Answering

Water+ing : Watering

R11. When a verb ends with 'c', 'k' is added while adding 'ed'/'ing' to it.

Example: mimic+ed : mimicked

picnic+ing : picnicking

R12. When 'i' and 'e' combine to give 'ee' sound, 'i' is used before 'e'.

Example: Grief, Yield, Niece

Exception: Seize

R13. When 'e' comes before the sound of 'e', 'ei' is used.

Example: receive, ceiling, receipt

R14. When the pronunciation 'ee' misses, 'i' is written after 'e'.

Example: height, neighbour, weight, heir, foreign

R15. When there is 'e' at the end of the word, 'e' is replaced while adding 'able', 'our', 'age' and 'ish'.

Example: Blue+ish : Bluish

Move+able : Movable

Exception: When a word ends with 'ge' or 'ce', leaving 'e' or 'i', 'e' is not replaced in a few words.

Example: Courage+ous : Courageous

Notice+able : Noticeable

R16. When a word ends with 'ce', 'ous' is to be added to it, and 'e' changes into 'i'.

Example: Malice+ous : Malicious

Grace+ous : Gracious

R17. When there is 'l' in the end of a word and before it, there is a vowel; 'l' is doubled in the end.

Example: Jewel+er : Jeweller

Travel+er : Traveller

Exception: Parallel+ed : Paralleled

R18. When there is 'ate' in the end of a word, 'e' is replaced with 'ion' while making a noun.

Example: Hesitate+ion : Hesitation

Educate+ion : Education

R19. When there is 'y' in the end of a word and there is 'consonant' before it, 'y' is replaced with 'i' (except with a word ending with 'ous')

Example: Busy+est : Busiest

Happy+ness : Happiness

R20. When there is a consonant at the end of the word and there is a single vowel before it, last letter is doubled up.

Example: Dig+ing : digging

Prefer+ed : preferred

Spelling Games:

Spelling Games in the life of students plays a pivotal role. It is seen that usually children avoid learning spellings. Even if they learn, they learn either under pressure or to follow the instructions of the teachers. They feel it a cumbersome exercise. Up to prefixes and suffixes, they feel comfortable but barking at the words and their spellings do not give any delight to them. Spelling is essential because it supports in reading. It cements the connection that is shared between sounds and letters. It adds beauty in the language as well.

With ESL spelling games, the learners may use their spelling abilities to compete against themselves and others. So, it is better to make the students learn English with the help of spelling games. It becomes a joyful experience for them. Games keep things interesting for the teacher and the taught both. They add a little excitement to what can easily turn into memorization drills and repetitive writing exercises.

There are a few interesting games such as: **Scrabble Slam, Free form Scrabble, Unscrambled Eggs, Spelling Pong, Spelling Bee, Find the Vowels, Incredible Man, Magnetic Letters, Word Search, Spell Hopscotch, etc.**

It is observed time and again that students are fun loving and so they prefer such activities that may add pleasure to them. Thus, it depends totally on the teachers how they add fun to the class while teaching spellings. The best way to teach spellings is to take a cluster of words with similar sounds so the students may easily assimilate within a short span of time and make their spelling stock rich. The same may be used at the time of conversation.

At the same time, it is also true to say that along with spellings, they should pronounce the words correctly for which they should have basic idea of IPA symbols. This will certainly strengthen their correct pronunciation. In English, there are many skills that go together other than LSRW.

A few wrong spellings may be given in a table and the students may be told to write the correct ones in the next table. Later, the same may be corrected. For example:

S.No.	Wrong Word	Correct Word
1	Recieve	Receive
2	Beleive	Believe
3	Decieve	Deceive
4	Vien	Vein
5	Fiegn	Feign
6	Niegh	Neigh
7	Wiegh	Weigh
8	Wieght	Weight
9	Nieghbour	Neighbour
10	Frieght	Freight

Thus, repeated drill of such confusing words may take the students to the correct words.

Implications:

The fact is that English is a lingua franca (World Language) and so the exposure is less for the learners. It is generally used in classrooms while teaching and learning. In India, English is used mainly in a very high society. Since there are many states, people prefer their regional languages for conversation. Even in high society, complete English is not used at the time of conversation. Hence, the need is to provide maximum exposure to the learners to use English as a second language and take care of spellings and pronunciation too. It is also true that providing a word list and its proper grooming will help the learners in improving spellings. Besides, irregularities in language, spellings and pronunciation also come on the way of learning. So, the learners commit errors while writing spellings. It is seen that usually; language teachers do not teach spelling rules to the students and the students also show no interest in learning spellings of words. In this way, learning gets restricted to listening and speaking both.

Limitations:

There were a few limitations because the existing study was restricted to a small no. of students, say 50 only. So, it may be done on 100 or more students. It was based on dictation test, class notebooks, homework notebooks and test papers. Here, other areas may also be included. It was based on the Tibetan students. It could be a comparative study with the Indian students too to draw comparison.

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(D) APPENDIX

QUESTIONNAIRE

1. * Name of the School : _____
* Name of the Student : _____
* Class / Section : _____
* Sex : _____
* Address : _____
* Mother tongue : _____
* Age of the Student : _____
2. * Father's Name & Occupation : _____
* Father's Level of Education : _____
3. * Mother's Name & Occupation : _____
* Mother's Level of Education : _____
4. * Monthly Income of the Father : _____
* Monthly Income of the Mother : _____
5. * What language do you speak at home? : _____
6. * What Language do you use when you converse with your friends, relatives, teachers and parents both at home and outside?
: _____
7. * Do you use English in your everyday life? If so, how often and in what situation?
: _____
8. * When did you start to learn English? : _____
9. * How often do you see English films? : _____
* Mention the names of three films you have seen recently.
(i) : _____
(ii) : _____
(iii) : _____

10. * What books (other than prescribed ones), Magazines and Newspapers do you usually read?: _____

* Indicate the amount of time you spend every day in reading books, magazines and newspapers: _____

11. * How do you spend your time after the class hours?

: _____

12. * Do you write letters / poems/ essays, short stories & articles in English?

If so, please give details: _____

13. * Details of earlier education: _____

Sl. No.	Standard	Class / Sec	Name & Address of the School	Language in which you were taught
I	Nursery / K.G.			
II	Class I - IV			
III	Class V - VII			
IV	Class VIII - X			

14. * How would you like to speak? Put a tick (✓)

- Like my English teacher ().

- Like news readers ().

15. * Are your neighbors well qualified: (Yes / No).

16. * Do you belong to urban area, semi-urban, rural or slum areas?

Ans: _____

17. * Why do you want to learn English?

Ans: _____

18. * Do you want to become an English teacher? (Yes / No)

19. * Do you enjoy the programs of AIR or The BBC or The Voice of America? (Yes/No)

Name & Signature of the Student

Researcher

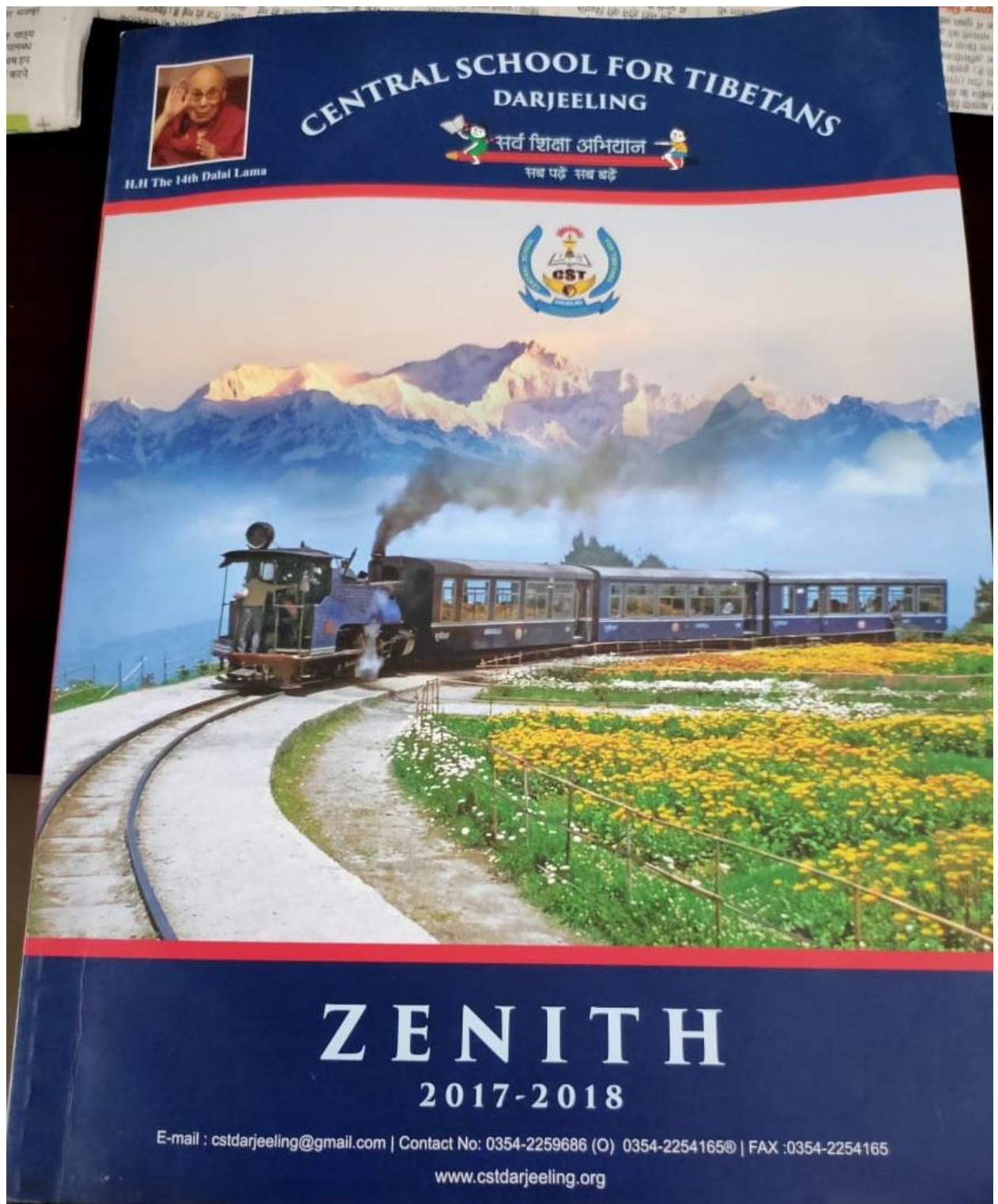
Glimpses of CST - Darjeeling



1: Principal's Chamber.



2: Committed Staff of CST - Darjeeling (WB, India).



3: CST – Darjeeling School Magazine.



4: Sprawling CST School Campus.



5: Assembly



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DATE 5 AUGUST 2019

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STUDY INFORMATION:

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Faculty of **ARTS & HUMANITIES**
Major: **ELT ENGLISH LANGUAGE TEACHING**
Degree: Associates Bachelor Master PhD (Philosophy Doctor)
Program of study: Ordinary Accelerated Honoris Causa
Method of study **Accelerated**
Student Advisory: **Savatore Fava PhD**

TUITION AND FEE INFORMATION

Expiration date payment: **10 JANUARY 2020**
Payment method **6 INSTALLMENTS**
Type of payment **Bank remittance or PayPal**



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