

Orthographic Errors Among High School Students: A Case Study of Toba Tek Singh, Punjab, Pakistan

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Abstract

Second language learning (SLL) involves learning a non-native language, including reading, writing, and listening skills. Students often commit orthographic errors, which are unconsciously or inadvertently written without proper spelling. This paper investigates the main causes of spelling errors among Pakistani English Language Learners at school levels specifically targeting high schools in the rural area of Punjab, Pakistan, known as Toba Tek Singh. This study uses a questionnaire and test-taking method with a sample of 300 girls and boys students from 9th and 10th standard through systematic sampling in order to collect and analyze data. The current paper discusses the different types of orthographic errors and investigates their reasons. The main premise of the current study was to find out the main causes of spelling errors among Pakistani English Language Learners at the School level. This leads us to a logical conclusion of the main causes of the poor spelling errors being made by the students. This makes us able to put suitable suggestions. The study identifies the role of teachers in correcting these errors, with suggestions serving as a guide for teachers and recommendations for future research. Teachers play a crucial role in correcting these errors.

Keywords: Orthographic errors, spelling errors, High School, Government Teachers, SSL,

INTRODUCTION

Errors in language learning arise from performance issues, which involve deviation from target language rules, and competence issues, which involve a lack of understanding of target language rules. (Multazim and Husna, 2019). Acquiring a second or foreign language is a crucially challenging process as it demands a huge effort for its successful completion. (Brown, 2000). The learners from Pakistan have to face many difficulties like any other learners of the English language. These difficulties resulted in the form of many mistakes like Linguistic errors, and syntactic, semantic and phonological errors. These language errors are sine qua none and naturally the byproduct of the learning process of the English language (Corder, 1991). These errors are a significant indicator of the learning process. Hence, a systematic analysis of the errors being committed by the learners is suitable for drawing positive inferences and completely knowing the needs of the learners (Agustinasari, Simanjuntak & Purwanto, 2022). The same author opines that this analysis should be used to design curriculum, modify teaching methods and draw suitable remedial plans.

Pakistani students perform the most common error of spelling errors during their writing work. Spelling errors are being repeated by the students which creates a great hindrance in their learning about the correct spellings. The poor ability of the students to

write correct spellings goes with them to the higher classes as well. The focus of this study was to know the weak areas of orthography, especially in Public Sector Schools in rural areas. The researchers want to develop spelling consciousness among the students and teachers at the elementary level. English spellings are irregular and they have no hard and fast rules to spell them but these errors can be minimized by adopting certain techniques and remedial measures.

Randall (2007) has noted that spelling is basically the draft horse of the orthographic expression and in its absence, actual meaning cannot be delivered. He further adds that if a student is confident in the spelling ability, then a more précised message can be conveyed. Morphology-focused instruction did not improve morphologically complex word memory compared to spelling exposure alone, highlighting implications for vocabulary learning theories and linguistic diversity instruction. (Zhang et al., 2023; Azim et al., 2020).

However, the spelling of the developing students is not accurate and they need to focus on their spelling abilities. Consequently, the final outcome in the form of writing will be more meaningful and understandable. According to Fender (2008), there is a negative effect of poor spelling errors on the clarity and accuracy of the writing passages, and hence, creates noise in the message-conveying process between the message sender and the receiver.

On the side of this, the undesirable impact of poor spelling on the ability of the developing students is grave and their literacy skills are downed, and the influence of bad spelling is poor on the general look of the students and professionals in their sorority and they become famous the bad spellers. And consequently, the bad spellers are looked down upon by the other people. Arndt and Foorman (2010) opine that accurate spelling is proof of good quality manners. In general, it is a part of civility to spell the spelling accurately and it is an ability by which people can understand your language easily. But unfortunately, poor spelling has created a lot of confusion among the English learners and also including the Pakistani learners. There is a need for teachers to widen their knowledge about the types and nature of spelling errors and spelling instructions. External change is not enough but there should be constructive change from the inside of the process of language learning (Costa, Comesana & Soares, 2022). Teachers should start the change by first including themselves. The teachers should become knowledgeable about this very process error making and correcting them. A handsome part of time should be devoted to spelling guidance for the students by the teachers and this process should mainly focus on the poor learners of spelling (Bahloul, 2007; Kharma and Hajjaj, 1997). Sammour, Kahn & Prior (2022), have recommended that it is the duty of the teachers to design a mechanism for knowing the errors of the students in a systematic way and then perform suitably to tackle those errors by guidance and understanding.

Rationale of the Study

English is an international language. It is spoken and understood all over the world with little variations. Pakistan is not exempt from it. In Pakistan, English is a co-official language but unfortunately, the standard of the English language is declining day by day.

One of its main reasons is that the concern of teachers and learners is only to pass the examination and nothing else. Most of English teachers emphasize reading and writing skills but no attention is paid to teaching spelling. Especially the situation in our public sector schools in rural areas is worse than in the urban areas. This research will focus on the causes of orthographic errors made by the students at Govt. Schools in rural areas of district Toba Tek Singh. Methods of teaching spellings will be suggested as remedial measures to improve the existing situation. In Government schools, most of the students belong to lower middle-class families. They are not provided proper facilities in schools as computer labs and many more and they being poor cannot manage it privately so due to this pressure their performance is not as outstanding as it should be.

The teachers also face difficulties regarding their studies. Though the government is trying to minimize these difficulties by taking steps for the students and the teachers' orthography is still a neglected area. These students generally come from the ordinary stream of education, and are not trained to meet the demands of the English medium system from the beginning, most of them do not have a strong background in the English language to cope with the upcoming challenges. It has been observed that despite the inevitable need for a command of English, most of the students make errors in their writing. It is regretful to point out that orthographic errors are given the least importance by the students and teachers, and few measures are taken to eradicate them. These students generally come from the lower classes in which English is not taken as a status symbol. So, consequently, students from such backgrounds are not able to speak fluently. Such students are out of the regular stream and they have to face numerous problems in orthography.

The analysis and the reasons for orthographic errors made by the pupils at the elementary level in the public sector schools of the district Toba Tek Singh will be the main theme of the research. The focus of this study is on the rural areas where the students seem weaker in orthography than the urban areas in writing of English language.

Objectives of the Research

Some of the main objectives of this study are as follows:

1. To explore the causes of orthographic errors among students of rural areas of Punjab.
2. To investigate evidence of incidence of incorrect spellings.
3. To trace teachers' preparedness to deal with the spelling errors of students.
4. To suggest remedial measures and methods of teaching spelling.

Research Question

RQ1: What are the potential reasons for orthographic errors done by the students of schools in rural areas and how they can be minimized through methods of teaching.

Significance of the Research

Nonetheless, the linguistic disparity that is apparent between English and Urdu seems to complicate the process of English spelling learning for Pakistani English language learners (PELL). As a result of this, it is hypothesized that PELLs make different spelling mistakes as compared to the other background students. So, it is needed to make an indigenous procedure to draft out the spelling errors of the Pakistani students. This will help in making this particular case distinctive from the other cases.

Literature Review

Error Analysis and Designing the Curriculum

Brown (2000) emphasizes the importance of error analysis in language acquisition, as it helps identify learners' needs and design effective curriculums. Corder (1981) suggests that errors are part of the language development process and provide evidence of progress. By analyzing learners' errors, teachers can design remedial measures and improve instruction methods. Burt (1975) believes that understanding the types of errors students make is valuable for determining the sequence and emphasis of instruction in an EFL classroom. The study (Shafique & Mahmood, 2022) reveals that second language learners often make prepositional errors, particularly in the 'preposition of place', suggesting the need for new teaching strategies.

Research on word frequency and regularity in native English speakers and learners has been extensive, aiming to assess the lexical decision-making process. The neural beginning in these tasks is also crucial. However, there is a limited understanding of the differences between English maturation and other languages. Nassaji (2005) suggests that ESL pupils are sensitive to frequency and regularity in relation to the development and usage of orthographic representation. (Perez-Cortes, 2022). Enhancing spoken exposure and fine writing exercises can improve lexical entries, similar to native speakers. Regularity is a significant lexical factor in opaque writing systems, but English has deep orthography and sound-spelling systems, with the seven mapping techniques not being consistent. Literacy acquisition is directly affected by orthographic depth, phonology, and spelling development. (Zakian et al., 2022).

Parkin, Hajovsky & Alfonso (2023), refer that the age of acquisition refers to the time a word can be learned by a learner, not the person's age at the time of learning. It helps assess lexical decisions, such as picture naming and semantic categorization tasks. The capricious mapping hypothesis, which includes phonology, orthography, and semantics, suggests that words learned earlier provide less emphasis on subjects learned later. In the context of English, the mappings of phonology and orthography are highly conflicting, making learners highly sensitive to the age of acquisition.

Spelling in the English language can be challenging for some students, especially English as a Second Language (ESL) students. Learners learn to read and write only once, as their literacy knowledge transfers to new situations. ESL children exhibit Henderson's stages of spelling development, such as invented spelling and letterforms. (Bloodgood, 1991). They use their knowledge of writing, its creation, and first language conventions to

write in the second language. However, studies have shown that pronunciation affects the written product, particularly for Black English and Southern dialect speakers. For example, General American English allows *lrl* after vowels in syllables, while Southern British English does not. This dialect-based error is most prevalent among 6 to 7 1/2-year-old children, but less common among more advanced spellers (Wang, Jiang & Chen, 2023).

Factors Affecting the Spelling Performance

Layes, Lazar & Mecheri (2022), highlight the importance of personal skills and external influences on spelling performance. Early use of cursive writing can lead to poor handwriting skills, making mediocre spellers. A study found that 95% of students with legible handwriting had 4 spelling errors or fewer. Knowledge of Latin and Greek roots is also crucial for successful spelling performance.

External factors, such as instructional methods, also impact spelling performance. Emphasis on rote memorization and de-emphasis on spelling as a topic of formal instruction can help develop orthographic problem-solving behaviors. Spruhan et al., (2022), suggest that informal learning and immersion in a language environment are essential for progressing through spelling development. Writing supports learning to spell by challenging children to use their knowledge of print to express their thoughts on paper. Writers must pay attention to the internal details of words, as they have an audience and are more apt to understand how readers are influenced.

Error: An Introduction

Language behavior can be categorized into errors, mistakes, and lapses. Errors occur when a learner consistently gets it wrong, such as using the infinitive with 'to' after the verb must. Ignorance is the root cause of an error, while mistakes occur when one miss-takes something, such as using the wrong form (Berthelsen et al., 2021). A lapse is a type of wrong usage that is neither a mistake nor an error but may be due to lack of concentration, carelessness, or fatigue. Learners often make errors during the learning process, which is a deviant language system. These errors can reveal a lack of proficiency in producing sentences with correct grammar, especially for foreign language learners (Rana, 2019; Rana et al., 2020).

During the encoding process, individuals utilize their orthographic knowledge, including sound-letter relationships, letter patterns, and conventional spelling rules, to convert spoken language into written form. This knowledge includes understanding specific letter-sound relationships, acceptable letter patterns, and sound syllable and word position constraints on spelling patterns (Chung, Koh, Chen & Deacon, 2023).

The multiple linguistic repertoire method is a prescriptive assessment method that uses word lists to analyze an individual's spelling for patterns of errors and linguistic deficits. This method differs from standardized spelling tests like The Test of Written Spelling-4 and the Wide Range Achievement Test-4, which measure spelling performance relative to peers. The method goes beyond these measures by using error analysis to determine why a student misspells words and what type of word study instruction is needed. The method is

implemented in the SPELL and SPELL-2 software assessment programs, which save time and simplify the task of conducting a prescriptive assessment (Bhatti et al., 2020; Nafsi et al., 2023).

Causes of Errors

Understanding the causes of orthographic errors can benefit both students and teachers. By understanding the root causes, teachers can adopt effective strategies to overcome the problem. (Borg, 2001). Common causes include ignorance of rules, confusion between words due to similarity in form or pronunciation, and unawareness of silent letters in languages like Urdu and English. By understanding these factors, learners can plan successful teaching strategies and overcome the challenges of orthographic errors. This knowledge can lead to improved spelling and overall learning outcomes (Graves, 2000).

Individuals develop mental orthographic images (MOIs) of previously read words, which are stored in their long-term memory after repeated exposure to them in print. Inadequate MOIs are often formed through inappropriate reading strategies like partial cue analysis. These MOIs allow individuals to quickly recall and correctly spell words and word parts. Both children and adults use different types of language knowledge throughout spelling development, with each area contributing differently depending on the complexity of the words needed to be spelt (Ling et al., 2023).

Spelling errors in English learners stems from natural developmental factors, such as the linguistic development stage. These errors are not in the hands of learners, as their language stage does not enable them to master certain language features. A study by Bahloul (2007) found that many spelling mistakes made by learners were similar to those made by native speakers during their developmental stages. The irregularity of the English spelling system is another main cause of spelling errors, confusing learners from different language backgrounds. The main cause is the lack of one-to-one correspondence between written words and pronunciation. Husna & Multazim (2019) attributes many spelling difficulties to the "inconsistencies in English word structure."

Researchers argue that the differences between a mother tongue and the target language can hinder language learning. Corder (1993) suggests that speakers with more similarities to the target language are easier to acquire. Brown (2000) refers to the influence of the mother tongue on second language acquisition as a transfer. This can be positive or negative, with positive transfers facilitating learning and negative transfers hindering it. Learners are expected to be influenced by their mother tongue and resort to it to help them learn the new language. Templeton (1998), believes that the native language can influence the acquisition of a second language in two ways: in areas where the mother tongue has no equivalents for some linguistic features found in the target language, and in areas where equivalents are found.

Research Methodology

Research methodology is the process of collecting data in a prescribed and organized way, with a suitably defined purpose and interpretation of the collected information from

the primary and secondary resources (Porta, Todd & Gaunt, 2022). In this study, respondents' views rule over the main subject of the research premise and are the basic tool to reach a valid conclusion. The survey was the main method to collect data.

This study has made use of the positivist and interpretive approach. There was a refined and structured questionnaire to know the opinions of the respondents about the main inquiry of the research. The questionnaire is based on the Likert scale. The population consists of high school students in a rural area of Punjab, Pakistan known as Toba Tek Singh. For this purpose, simple random sampling is used. Then three hundred students were selected from the 9th and 10th classes of the above-mentioned schools. Each school was checked with the students. Twenty-five students were selected from each class. Simple random Sampling is performed for this purpose. We chose one student randomly after every ten students by following this procedure we took a test of ten students randomly. The researcher prepared a questionnaire for the teachers. The questionnaires included close-ended questions using the Likert scale where the respondents had to select one of the given five options. The questionnaire was about teacher's attitudes towards spelling errors and their contribution to the practice of spelling.

Tests

The researcher selected the two paragraphs to check the orthographic errors made by the students. This is quite essential to mention that the first and second paragraphs were selected from the English Grammar and Composition book which is recommended as a helping for the students by the majority of the teachers. The selection of the paragraphs was in consultation with the teachers by picking one paragraph from the beginning and the other from the end of the paragraphs. This was done because normally the first paragraph is comparatively easy and the last is difficult. So, it gave chance to analyze from both angles. Thus, it shows that one paragraph was known to the students and the other was unknown. We took a test to check the orthographic skills of the students and check those tests in the supervision of the teachers.

Data Analysis and Discussion

Part A: Teachers' perceptions of the seriousness of spelling problems

The details from the error corpus analysis have illustrated that the local students make a number of spelling errors. Moreover, the analysis has shown that the average in error was one spelling error after every 12 spelling written at almost all the grades as it was observed during the observation of the notebooks of the students and also during the test conduction. Additionally, this increased the frequency of errors of spellings; there were many wrongly spelt words which were also unrecognizable thus hindering comprehension abilities. The essay requested the students to write about their own past experiences in which they had to relate a true mapping of reality in their lives. This was nearly the same theme as the students they had read in their textbooks.

"i was wolk to my home. I was staned behaun street sdely something shake me and I fool dawn after moment I stand up. I saw someone rid a motor bick. I was angree too much. "

The above selection illustrates the effort that a reader needs to exert in order to decode what was written. Additionally, not only the grammar problems were the main focus but also the spelling errors were committed by the students. It is also important to note that not all the misspelled words can be recognized easily that what are their actual spellings. Thus, isolation of these misspelt words gave an imagination of these spellings only. These spelling errors can be used for the response of the teachers for the statement in the A section of the questionnaire. This gives us a condition where, it is necessary to give students awareness about the achievements in the school language proficiency, literacy skills and arrangement techniques as learnt from the teachers. All teachers agreed with the statement of question 1, "The local students make too many spelling errors" and 80% of teachers agreed with the statement of question 2 as shown in figure 1. "Students lose marks because of their poor spelling".

Moreover, one of the respondents while discussion stated that at a number of events, it was not possible for them to get an understanding of the different parts of the wrong writings done by my students due to their misspelt words and bad handwriting.

Part B Teachers' perceptions of the seriousness of spelling problems

Teachers believe that some students are reluctant to use specific spellings due to their belief they cannot correctly spell them. This affects their performance in class and hinders their ability to convey meaning and ideas. Most teachers agree that spelling is increasingly significant and requires more attention, while some prioritize other aspects of the English language. This perceptive aligns with the growing body of intellectuals who believe language proficiency is directly related to orthographic proficiency and perfect language delivery in multilingual settings. However, many teachers disagree with the statement that teaching English spelling is a difficult task, highlighting the importance of spelling in the minds of teachers.

Part C: The relationship between spelling and literacy skills

The research indicates a strong relationship between literacy skills and spelling, with almost 70% of teachers agreeing. The irregularity of the English language has led to poor spelling and negatively impacted students' reading proficiency. However, 20% disagree and 60% agree as shown in figure 3. Teachers believe that developing students' spelling abilities has positive effects on their reading and writing abilities. They also agree that practicing regular letter combinations with irregular pronunciation can improve reading abilities. The study suggests that teachers may find value in practicing these irregular pronunciation letter combinations to improve students' reading abilities.

The corpus did indeed contain many errors with such word endings, such as writing personality for personal and conclusion for conclusion. These corpus Findings in addition to this teacher's proposition provide shore up to Hildreth (1962) view of the usefulness of

training students to recognize the letter combinations that have regular sounded elements such as de, er, dis and tion.

Part D: - Teachers' perceptions of the likely causes of spelling problems.

Teachers' responses to statements of questions 11, 12, 13 and 14 show the main reasons behind the spelling errors of the students. It is clear that the majority of the teachers have blamed the problem of spelling on the carelessness on behalf of the students. It is shown clearly from the response to statement 12, to which 70% of surveyed teachers agreed. Similarly, 30% of teachers opined that carelessness from the students is one of the core causes that have a direct effect on teachers' spelling teaching as shown in figure 4.

However, this crucial point of view was cleared in a discussion, as one of the teachers opined that the students neither try to focus on the spelling while writing nor pay any attention to study those spellings in which they are weak. She further added that a student writes the true spellings of a word but at the other time, the Spellings are not correctly written. This clearly indicates that the students lack in Proofreading. Such errors fall under the category of performance errors. This means that students should be guided to perform proofreading when they have finished their tests or examination papers.

The issue of carelessness on behalf of the students in the opinion of the teachers is worth exploration and this should also be investigated from the angle of elevation of the student side as well. One of the teachers dared to comment on this issue and proposed that there are two main reasons for this perspective; one is that a number of students do not give importance and consideration to the spellings as it is mainly an ignored prospectus curriculum of English teaching. The second reason is that many of the students are inherently careless and they have poor interest in a number of fields including learning spellings. But, in the meantime, the teacher pointed out that there are grave consequences of this belief of students' carelessness. In learning and remembering spellings. In the opinion of the teacher, the teacher Comes to know about the negligence of the student about a particular perspective they lose interest in teaching that faculty to the students.

As for teachers' perceptions of the other causes of spelling errors, many teachers. Agreeing with the findings of the corpus analysis, seem to consider the irregularity of English and the linguistic differences between Urdu and English two important causes of spelling errors. This appears from their responses to statement 11. "General English spelling irregularities are the main cause of students' spelling errors (Agree = 40%: No Opinion - 10%; Disagree = 50%), and statement 12, "student's carelessness is the main cause of spelling errors" (4Agree = 70%: no opinion= 30%). and statement 13, "The core cause of the students' spelling errors is the difference of linguistic elements between Urdu and English' (Agree = 60%: No Opinion =20%: Disagree =20%) and statement 14, "Students' poor reading and writing proficiency are the cause of students poor spelling" (Agree = 70%: Disagree = 30%).

In another perspective, the analysis of the current data and the details from the corpus analysis show that English irregularities and the linguistic disparity between English and

Urdu are the main causes in the opinion of the teachers. Another cause of poor orthographic ability and spelling errors is the deteriorated ability of the students to read and listen on behalf of the students. This response has been clearly calculated from the statement 14. About four of the seven teachers have shown agreement with the statement highlighting the core relationship between reading and writing and spelling errors.

Part E: - Teachers' perceptions of students' spelling progress over years of instruction and the role of teachers' training.

The response of the teachers to statements 15, 16, and 17, shows that they had a strong belief in the lesser interest of the students in the learning process. This is clearly evident from the teachers' response to the statement number 16 "Students' spelling Improves significantly as students move to higher grades."

The study reveals that teachers' opinions on students' progress in spelling vary across different cases. Some teachers believe that students will naturally develop a sense of true spelling in their upper classes, while others believe that improvement is slow. The majority of teachers believe that spelling is an important language perspective and that teachers can make a difference in students' learning. However, some teachers are unsure of how to teach spelling perfectly, and they may need refresher courses. Most teachers, except one, lack the necessary knowledge to guide students about spelling activities. Additionally, some teachers report a lack of teaching spelling training, as their training usually focuses on teaching most aspects of English, except for spelling.

Another teacher added "We attend many workshops yearly. However, none of which focuses on spelling." Moreover, as he continued even in the workshops that focused on writing skills, we never discussed the teaching of spelling. We were only told that a quarter of the overall mark needs to go for spelling and punctuation."

Part F: - Most common spelling instruction strategies and teachers' knowledge of the

The responses from the teachers to statement number 19 show the commonest spelling instruction strategy which is 'I draw the students' attention to the usual spelling arrangement which can be then generalized to an enhanced number of words. For example, the impact of 'e' on the words containing vowels (e.g. tub vs. tube and rat vs. rate) (Agree = 40%: No Opinion = 10%: Disagree = 50%) and statement number 20. I draw the student's attention to the irregular spelling and also towards the silent letters (Agree = 70%: No Opinion = 30%: Disagree = 0%) and statement number 21. I ask the students to learn by heart the words as a whole in their arrangement (Agree = 60%: No opinion 30%: Disagree = 10%) as shown in the figure.

The main response to statement number 21 shows that the teachers are unanimous on the perception that the irregularity of the English language is the main cause of the poor spelling grip of the students. Teachers in Pakistan believe that irregular English spellings are the main cause of poor spelling abilities among students. However, research suggests that individual efforts by teachers and masters are not working properly, leading to a problem in educational fields. A suggestion is to practice spelling arrangement patterns, which can be

generalized into a larger number of words. Five out of seven teachers support this, but the majority believe students' errors are due to ignorance. Teachers are aware of the importance of spelling arrangements but lack awareness of the rules. Research suggests that teaching spelling rules can help correct spelling errors. However, most teachers are only aware of basic knowledge about English spellings, such as past tense addition to verbs.

The teachers while taking tests revealed that they had no knowledge about the English spelling rules. Further, when they were trained about this they did not get any training related to spelling rules. He remarked, "Frankly, I rarely teach any spelling rules. I leave it for the students to learn the spelling of words. I have more important things to worry about." However, one of the teachers had a strong belief that teaching spelling rules could make a considerable difference by changing the mindset of the students related to spelling writing.

Part G: Least common spelling instruction strategies and class time devoted to spelling instructions

It has been seen from the error corpus analysis that differences of mother tongue and misinformation about the common spelling patterns and rules can cause a large number of mistakes which are considered spelling errors. On the other perspective, the responses for the

23 number statement. "I have made the students do practice for the minimal pairs (fake, sake, bake and take etc.) (Agree = 40%; No Opinion =30%; Disagree =30%). and for the statement number 24. "I raise students' awareness about the main alphabetically lingual difference between Urdu and English (Agree = 20%; No Opinion =30%; Disagree =50%) Now this shows that the strategies that aim at clarifying the difference between Urdu and English spellings are the least used strategies.

Teachers are not using their native language to clarify English spellings in class, despite the importance of spelling and orthographic arrangement. Teachers are dissatisfied with the time spent teaching spellings and believe there should be more time for this purpose. Three out of seven teachers give some time to teaching spelling occasionally, while 80% disagree. Five strategies were considered relevant for improving students' spelling abilities, but none were liked by the teachers. Some strategies include making students copy new words they learn in notebooks, focusing on the correct pronunciation of prefixes and suffixes, and adopting homophone techniques to overcome spelling difficulties. However, these strategies are not popular among non-English-speaking students, including Pakistani students. The main issue with spelling errors is the presence of homophones, which should be addressed.

Conclusion

In conclusion, spelling errors are a significant issue that negatively affects students' performance, leading to poor exam results. Teachers believe that students' carelessness, the disparity between English and Urdu languages, and the irregularity of English spellings are key causes. However, many teachers believe that students' ability to write correct spellings

improves as they move to the upper classes. The lack of spelling correction activities during a student's maturation age can also contribute to poor spelling abilities. The research identifies four main causes of spelling errors: differences with the mother tongue, irregularity and uncertainty of English language routines, lack of knowledge about English spelling rules, and errors committed by students while writing. The majority of respondents believe that irregularity of English is the main cause. The most common types of errors found in studies are omission, substitution, disordering, addition, segmentation, pluralistic errors, omission, addition, and substitution errors.

Limitations and Future Suggestions

The current study on spelling proficiency in English and Urdu has several limitations. The main limitation is that students were well aware of the correct spellings, which may have affected the types and number of errors committed. Future studies should select unseen paragraphs for students to provide more accurate results. The study also included female participants from the 9th class, which may not be suitable for future research. The limited number of students and teachers as respondents also limit the scope of the research. The study relied on a specific category of spelling errors, which could have been improved with follow-up tests. A more comprehensive study focusing on the major differences in English and Urdu languages could address the issue of poor spelling.

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Appendix A

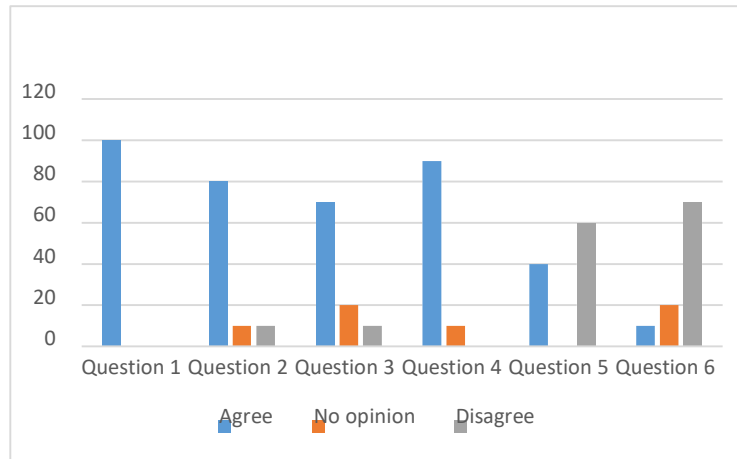


Figure 1: Teachers' perception of the seriousness of spelling problem

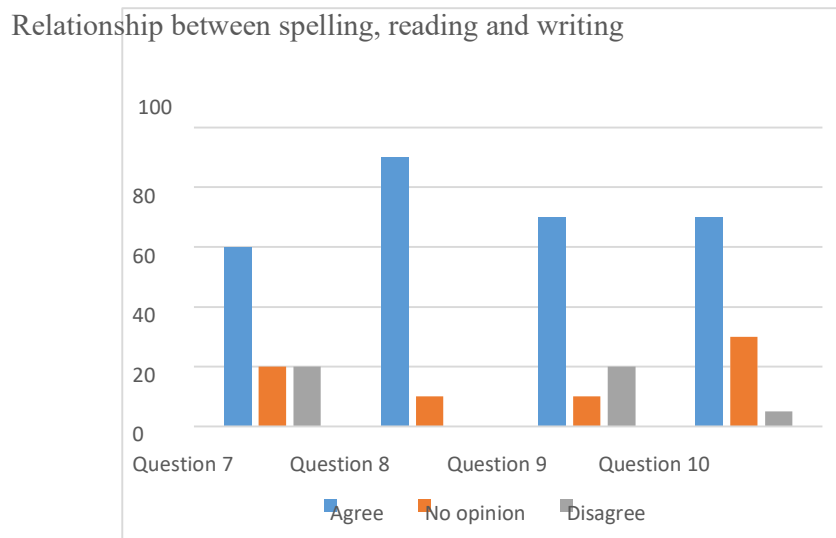


Figure 2: The relationship between spelling, reading and writing

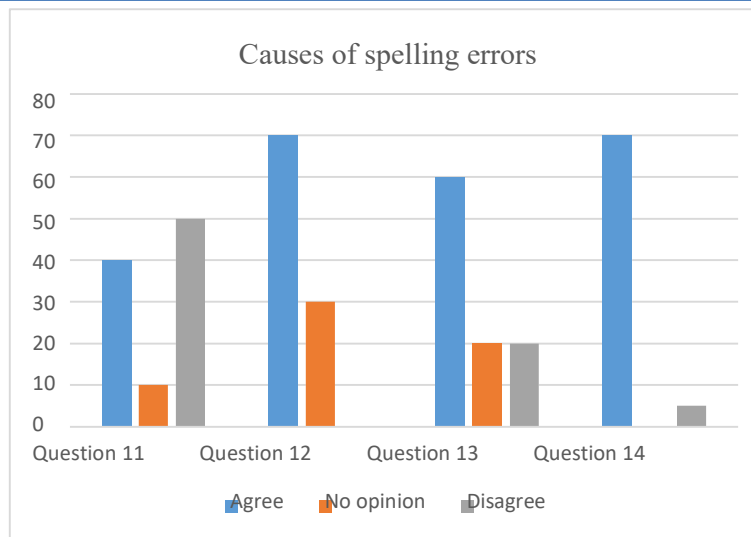


Figure 3: Causes of errors according to teacher

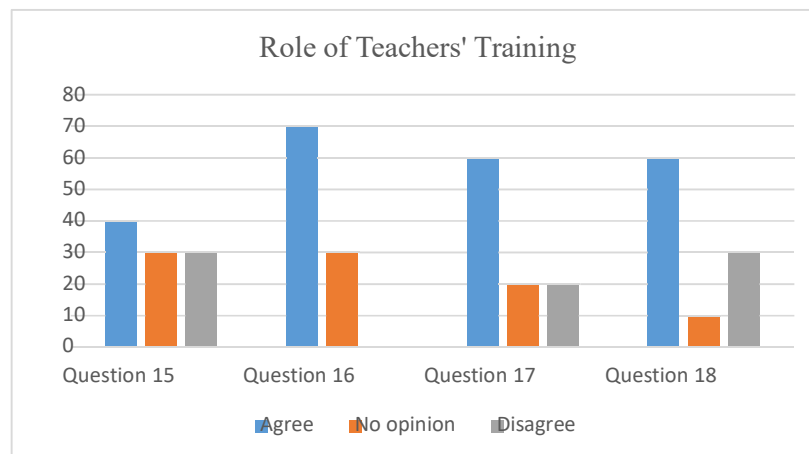


Figure 4: Teachers' perception and role of teachers' training

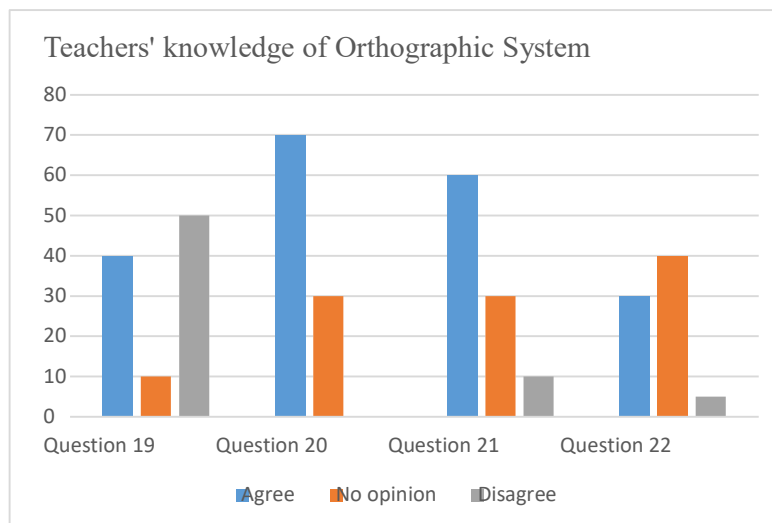


Figure 5: Most common spelling instruction strategies and teachers' knowledge of the nature of English orthographic system

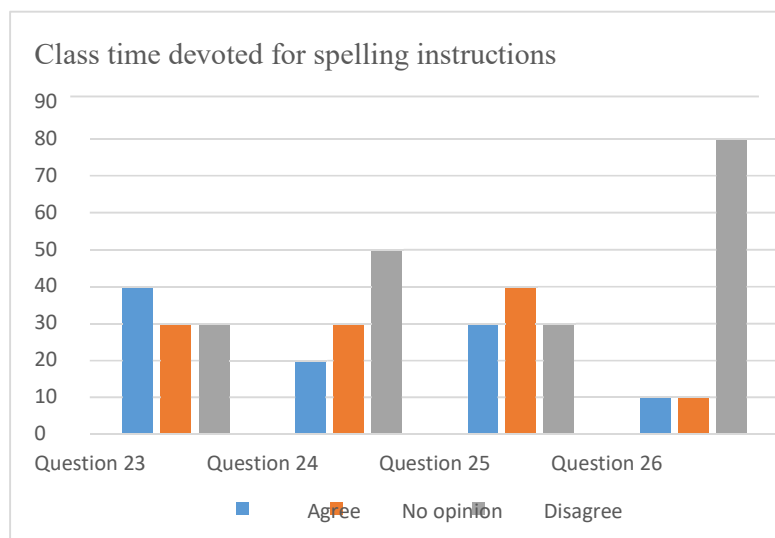


Figure 6: Least common spelling instruction strategies and class time devoted for spelling instructions

