

A Diagnostic Study of Spelling Errors in English Language of III & IV Level Students



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Abstract

This study focused on diagnostic study of III & IV level students in terms of spelling errors in English language. The purpose of present investigation is to diagnose the errors in English spellings and to assess the level of performance of III & IV standard students in English spelling. The sample comprises 100 students from III and IV standards, selected from Jodhpur District of Rajasthan. In this study data was analyzed by adopting the percentage and chi-square. The data has been collected through personal visits to school. The result indicate that :

1. There is no significant difference in the level of performance of III Std. boys and girls in writing correct English spellings.
2. There is no significant difference in the level of IV Std. boys and girls in writing correct English spellings.

Keywords: Diagnosis, Spelling Errors, Spelling Achievement

Introduction

Spelling is a very important tool for effective written communication. It (spelling) is the learner's ability to write a word correctly from memory. Effective writing depends on effective spelling and so understanding learner's spelling difficulties can help teachers support the development of learner's writing.

Since English is full of irregularities and Orthographic challenges, it has been influenced by a myriad of different cultures. Poor spelling skills are associated with limited intellectual ability in our society and carry a negative stigma. Incorrect spelling is known to affect both writing and reading capabilities. Lack of spellings skill will make the students avoid uncommon words, resulting in void of advanced vocabulary and likely fails to please and impress others. Academic performance and grades will also be affected too, therefore in the field of education diagnostic test is required to assess the prior performance, learning weakness, difficulties etc of the students.

Cook (1999) claims that spelling errors are the most common type of mistake in the written work of learners of English.

Numerous studies have been made on the kinds of spelling errors made by different group of people. However, most of the studies have concentrated on older students and adults. Since students begin to study spelling in the primary grades, their spelling problem also begin in the primary grades. It is necessary to determine what the spelling problems of primary students are, in order to help them correct their problems in the early stages. If the problems of students are recognized in the early stages and given proper remedy the chances of committing mistakes by them will be minimized to a greater extend.

Review of Literature

By observing the related literature it can be focused here that spelling errors are the most common type of errors in the written work of learners of English. The present study deals with the diagnosis of spelling errors in English language of III & IV level students. Numbers of studies have been conducted from time to time in context of spelling errors by the researchers.

1. Dr. Dina El – Dakhs and Dr. Alia Mitchell in their study on "Spelling Errors among EFL High – School Graduates" reveals that EFL learners suffer from serious difficulties with their English spelling despite the earlier introduction of English in school.

2. Reima, Al – Jarf in her study on “Spelling error corpora in EFL” found that English spelling is complex and it is expected to pose several spelling difficulties particularly in the early stages of spelling development.
3. Prof. Gopinath Sharma and Bhabagrahi Pradhan in their study revealed that the study of language is itself a great job for the teachers and we should concern about the correct learning and teaching.
4. Falah Mohammed Al – Jabri in his study found that learning to spell is something all our learners need to do.

Statement of the Problem

“A Diagnostic Study of Spelling Errors in English Language of III & IV Level Students.”

Objective of the Study

1. To assess the level of performance in English spelling of III Std. boys and girls.
2. To assess the level of performance in English spelling of IV Std. boys and girls.

Hypotheses of the Study

1. There will be no significant difference in the level of performance of III Std. boys and girls in writing correct English spellings.
2. There will be no significant difference in the level of performance of IV Std. boys and girls in writing correct English spellings.

Methodology**Method**

In the present study descriptive survey method of investigation was employed.

Sample

The researcher collected randomly 100 students as the sample of the study from III & IV standard of Jodhpur district.

Tools

Diagnostic Spelling Test developed by Dr. (Mrs.) Raj. K. Gupta and Mrs. Susheela Narang was use for the present study.

Statistics Used

In this study the investigator has used the following statistical technique for Analysis and Interpretation of the data.

1. Percentage.
2. Chi-Square.

Analysis and Interpretation of Data

The following table shows the number of boys and girls and their percentage in each level of performance categorized on the basis of marks obtained in a diagnostic spelling test.

Table 1 Level of Spelling Achievement of III Std. Students

Level of Performance in Spelling	Range of Z-scores	Grade	Boys		Girls		Total
			N	%	N	%	
High	+1.26 and above	A	5	20	7	28	12 (24%)
Above Average	+0.51 to +1.25	B	9	36	9	36	18 (36%)
Average	-0.50 to +0.50	C	5	20	5	20	10 (20%)
Below Average	-0.51 to -1.25	D	5	20	4	16	9 (18%)
Low	-1.26 and below	E	1	04	-	-	1 (2%)
Total			25	100	25	100	50 (100%)

From the overall estimation of the data it is found that 20% boys shows high level of performance in writing correct English spellings where as high level of performance in girls is 28%. Further analysis of table shows that the highest percentage of boys and girls i.e.36% is above average in writing correct English spellings. 20% boys and girls show average level of performance whereas 20% boys and 16% girls are below average in writing correct English spellings. Only 4% boys show low level of performance.

Table-2 Level of spelling achievement of IV Std. students

Level of Performance in Spelling	Range of Z-scores	Grade	Boys		Girls		Total
			N	%	N	%	
High	+1.26 and above	A	-	-	5	20	5 (10%)
Above Average	+0.51 to +1.25	B	11	44	9	36	20 (40%)
Average	-0.50 to +0.50	C	7	28	6	24	13 (26%)
Below Average	-0.51 to -1.25	D	2	8	2	8	4 (8%)
Low	-1.26 and below	E	5	20	3	12	8 (16%)
Total			25	100	25	100	50 (100%)

It may be seen from the Table 2 that 20% girls show high level of performance in writing correct English spellings where as no boy shows high level of performance. Further analysis of table shows that the highest percentage of boys and girls i.e. 44% boys and 36% girls are above average in writing correct English spellings. 28% boys and 24% girls show average level of performance in writing correct English spellings. 8% boys and girls are below average whereas percentage of girls showing low level of performance is 12% and boys are 20%.

Table-3 Significance Difference in the Level of Spelling Achievement of III Std. Boys and Girls

S. No.	Std.	Gender	Level of achievement					Total	x ²	df	Significance
			High	Above average	Average	Below Average	Low				
1.	III	Boys	5 (6)	9 (9)	5 (5)	5 (4.5)	1 (0.5)	25	1.942	4	NS
2.		Girls	7 (6)	9 (9)	5 (5)	4 (4.5)	0 (0.5)	25			
Total			12	18	10	9	1	50			

Note : Figure in the brackets are the expected frequency and outside the brackets are the observed frequency.

The calculated chi-square value 1.942 is not significant at 0.05 level as it is lower than the table value i.e. 9.49 with df-4.

Table – 4 Significance Difference in the Level of Spelling Achievement of IV Std. Boys and Girls

S. No.	Std.	Gender	Level of achievement					Total	x ²	df	Significance
			High	Above average	Average	Below Average	Low				
1.	IV	Boys	0 (2.5)	11 (10)	7 (6.5)	2 (2)	5 (4)	25	5.776	4	NS
2.		Girls	5 (2.5)	9 (10)	6 (6.5)	2 (2)	3 (4)	25			
Total			5	20	13	4	8	50			

Note: Figure in the brackets are the expected frequency and outside the brackets are the observed frequency

The calculated chi-square value 5.776 is not significant at 0.05 level as it is lower than the table value i.e. 9.49 with df-4.

Testing of Hypotheses

Hypothesis 1

"There will be no significant difference in the level of performance of III Std. boys and girls in written correct English spellings.

It was observed from the investigation that there was no significant difference in the level of performance of III Std. boys and girls in writing correct English spellings.

Hence the hypothesis – 1 is accepted.

Hypothesis 2

"There will be no significant difference in the level of performance of IV Std. boys and girls in written correct English spellings.

On the basis of research study it was found that there was no significant difference in the level of performance of IV Std. boys and girls in writing correct English spellings.

Hence the hypothesis- 2 is accepted.

Conclusion

1. The present study clearly shows that the III Std. boys and girls show same level of performance in writing correct English spellings.

2. On the basis of research study it was found that the IV Std. boys and girls shows same level of performance in writing correct English spellings.

On the basis of these findings it may be concluded that level of performance in writing correct English spellings is independent of gender. In other words there is no effect of gender in the ability of writing correct English spellings.

Educational Implications of the Study

1. A study can be undertaken to know relationship between the student's spelling errors and their educational achievement.

2. From the findings of the present study the teachers can find out the level of performance of

primary students in writing correct English spellings.

- These findings stress the need for further careful examination of the diagnostic spellings errors of primary students. A major assumption underlying this study is that teachers should use thorough and specific diagnostic techniques when dealing with youngsters with serious spelling problems.
- Based on the information from the article, teachers have a solid base about spelling acquisition in primary students.
- More the care is taken at the initial stage, the better and the more solid will be the foundation of spelling which is very difficult to be improved at a later stage.

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