SPELLING ERROR ANALYSIS OF GHANAIAN LANGUAGES COLLEGE OF EDUCATION STUDENTS' ESSAY

Jerome Nketsiah

Department of Languages, Foso College of Education, Ghana.

j.nketsiah@fosco.edu.gh

https://orcid.org/0000-0002-3357-9990

ABSTRACT: *Spelling errors in students' writing have become a burden for teachers and examiners of the Ghanaian languages. Every year, Chief Examiners of the Ghanaian languages lament bitterly in their reports about the inaccuracies students make with regard to spelling in their examinations without clearly indicating the kind of errors they make. As a result, this study investigated the frequency and types of spelling errors students of Ghanaian languages at the Foso College of Education make in their essays. Forty-five students took part in the study that utilized a descriptive qualitative approach. The data came from students' mid-semester examinations. The findings revealed that students' most prevalent spelling errors included sound-based substitution, writing rule-based, omission, addition, transposition, and multiple errors. Teachers are encouraged to give ample time or pay more attention to phonology and the writing rules of the language when teaching spelling because they were the most frequent errors found.*

KEYWORDS: Error analysis, Ghanaian languages, Spelling, Transposition, Omission, College of Education

INTRODUCTION

One of the means through which human beings communicate among themselves is writing, and spelling appears to be one of the major skills needed to communicate well in writing. Literature suggests that for one to be successful in learning to read and write (to be literate), spelling capability is a major predictor (Daffern & Fleet, 2021; Conrad et al., 2019; Daffern et al., 2017). This implies that the foundation on which higher-level literacy tasks such as writing rests is spelling. Poor spelling, therefore, makes it difficult for readers to understand what one has written. The inability to spell properly affects understanding and it can lead to miscommunication. Sumner et al. as cited in Daffern and Fleet (2021) purport that when words are spelt poorly, it slows overall writing time and compromises vocabulary. Now that the world has gone digital and most communications are done through writing on the internet and other forms of media, it has become necessary not only to grammatically construct sentences correctly but also with correct spellings.

Knowing the predictive power of spelling, several studies have been conducted in English and other languages on spelling error analysis to find out the kind of errors students make in spelling and to understand how learners can be efficiently helped to become skillful spellers (Daffern & Fleet, n.d.; Wedge, 2021; Fitria, 2020; Conrad et al., 2019; Daffern, 2018; Daffern, 2017; Kusuran, 2016; Al-Jarf, 2010). However, when it comes to the Ghanaian languages, especially Mfantse – an area where spelling errors have become a concern for teachers and examiners, it appears very little or no study has been done. Every year, chief examiners of the Ghanaian languages lament bitterly in their reports about the inaccuracies students make with regard to spelling in their examinations without clearly indicating the exact kind of spelling errors students make. This is a language studied right from the basic level to the tertiary level in Ghana. It is also a language studied in some foreign universities such as Harvard and Illinois Universities. Thus, it is an important area of research. This study, therefore, investigates the types of spelling errors the students of Ghanaian languages at the Foso College of Education make in their essays to assist teachers and students to overcome such errors.

LITERATURE REVIEW

This section first outlines the theoretical background of the study and presents an overview of the theory of error analysis. This is followed by an empirical review where previous studies on spelling error analysis are briefly discussed.

Error Analysis

Learning processes are not devoid of errors. It is, therefore, necessary for educators, students and researchers to study the kind of errors students make in their learning processes and find remedies. Before I delve into error analysis, it is important to understand the difference between an error and a mistake. A mistake means a situation when a student occasionally deviates from what the learner understands and mainly gets correction, whereas an error is when a learner regularly or constantly gets something wrong because the learner does not know (Wedge 2021; Pratiwi, 2021; Kusuran, 2016; Ellis, 1997). Error analysis was developed in the 1960s by Coder and his colleagues to replace contrastive analysis, which attempted to guess errors based on formal differences between the learners' first and second languages (Anefnaf, 2017). Error

analysis was developed in response to the fact that contrastive analysis failed to predict the vast majority of errors.

According to Richard et al. (2002), the goal of error analysis is to first discover techniques that learners utilize in language acquisition in terms of approaches and strategies used in both teaching and learning. Second, as a first step in eradicating learner errors and trying to discover the reasons for such errors, that is, investigate the motivations for making them. Third, to gather information on common language learning challenges as a teaching aid or in the production of teaching materials. The examination of learners' errors, according to Corder (1967) and Brown (2000), reveals the state of the learners' knowledge. Error analysis, according to Corder (1967), is far more important than just removing errors. He also mentioned that students' errors should be regarded seriously because they reveal language learners' developmental characteristics. Corder (1981) emphasized the need for error analysis from the perspectives of diverse stakeholders. Teachers would be able to see their learners' current level of learning. Also, it discloses the way language is taught and constructed to scholars and finally, these errors can be used by learners as a learning tool to help them improve their language skills. This method is mainly used to analyze errors in second language or foreign language acquisition but the current study applies it to analyze errors made in first language acquisition. The process of error analysis, according to Ellis and Barkhuizen (2005), consists of four steps: a) gathering a sample of learners' language; b) identifying errors; c) describing errors; and d) explaining errors. These were the steps followed in this study to analyze the spelling errors Ghanaian languages college of education students make in their essays.

Empirical review

A plethora of studies have been conducted on spelling errors students make in their writings over the years. For instance, Fitria (2020) conducted a study on the spelling errors students of STIE AAS Surakarta College in Indonesia make in their writings. The study revealed that the spelling mistakes the students make in their writings are omission, substitution, insertion and transposition. The study concluded that teachers should give students enough exercises and time to practice spellings to minimize these errors. A similar study was conducted by Wedge (2021) to analyze the errors Norwegian students make in their English spellings. The study found that the students made six types of errors, being insertion, omission, doubling, substitution, transposition and unclassifiable; omission appeared to be the most frequent error followed by substitution. Daffern and Fleet (2021) also investigated the efficacy of using error analysis data to inform explicit teaching of spelling. The study revealed that before the intervention, students made diverse spelling errors such as omission, substitution and addition. Kusuran (2016), in his study, an investigation of English spelling errors made by Swedish senior high school students, found insertion, omission, substitution, transposition, compounding and apostrophe as the errors Swedish students make in their English spellings. These were attributed to students' limited knowledge in grapheme-phoneme correspondences as both Swedish and English had different orthographical structures. Finally, Elliot and Johnson (2008) also looked at the spelling errors in a sample of GCSE English scripts. It was discovered that the errors students made were sound-based errors, rules-based errors, errors of commission, omission and transposition, writing errors and multiple errors. The studies reviewed so far reveal that there is a lot of research on error analysis of spellings produced by

second or foreign language students in different contexts. Most of these studies concentrated on English and other languages other than the Ghanaian languages.

METHODOLOGY

Design, Population and Sampling

The study followed the qualitative approach making use of the descriptive case study design to examine the kinds of errors Ghanaian languages (Mfantse) students make in their writings. The population of the study consisted of 25 first year and 20 second year Mfantse students in the Ghanaian languages unit of Foso College of Education. These are teacher trainees who are being trained to teach the Mfantse language in the basic schools. They are native speakers of the language and they have completed courses in writing techniques, linguistics of the Ghanaian languages, phonology and essay writing. They equally possessed the experience needed in teaching in schools for at least a semester and so it was expected that they should be familiar with the rules of writing in the Akan language, specifically Mfantse. The census survey was employed to involve all the students (n = 45) in the study. This was to ensure that no element of chance was left to be able to achieve the highest accuracy in the study (Yidana & Asare, 2021).

Instrumentation and Data Collection Procedures

The data was collected using essays. An essay topic was given to the students to develop and write in Mfantse as their mid-semester quiz. No word or page limit was given to them. This was to give them the liberty to write as clearly as possible. They were given an hour to complete the task and they were expected to follow the structure of essays which consists of introduction, body and conclusion.

Data Analysis

The data analysis followed the four steps proposed by Ellis and Barkhuizen (2005) in conducting error analysis. The first step was the identification of errors. Here, the researcher tries to identify all the errors made in the students' writing. To achieve this, I took my time to read through all the 45 essays word by word and sentence by sentence. Any error found while reading was put down in a book. A colleague, also an Mfantse teacher, read the essays critically to identify the errors in them and jot them down. After that, the two lists of errors were compared; any inconsistencies were noted and addressed. In a situation where a word was not clearly seen, which was usually due to poor handwriting or spacing skills, the benefit of the doubt was given. It was often essential to check elsewhere in the candidate's script for examples of specific letters or letter combinations, or to examine the spacing between other words to see whether the presence or absence of spacing appeared to be deliberate on the student's side. The second step was to classify the errors. Here, I put all the errors into six categories – sound-based substitution, writing rules-based, omission, addition, transposition and multiple errors. The next step was to quantify or tabulate the errors. This was to help know the dominant or the most frequent errors students made in their writings. To do this, I coded the data into SPSS v.22 and frequencies and percentages were run to know the number of times an error occurred. The output was presented in a table for easy analysis. The final step was the explanation of the errors. I tried to give a description of the errors identified in the data analysis.

RESULTS

In total, 394 errors were discovered in the essays of the students. These were then divided into two groups: Spelling Errors (SE) and Other Errors (OE). Spelling errors accounted for 61.4 percent (n = 242) of the total errors found, while other errors accounted for 38.4 percent (n = 152). This indicates that students made more spelling mistakes in their essays than the other errors. Because the focus of this article was on spelling errors made by Ghanaian languages students in the College of Education, a full discussion of those errors are presented, while the other errors are left for future research.

Spelling Errors Results

A greater percentage (61.4%) of the errors students made in their writings came from spellings. These have been sub-categorised into six based on the type of error made while spelling. These are sound-based substitution, writing rules-based, omission, addition, transposition and multiple errors. Table 1 presents the types of spelling errors with their number of occurrences.

Table 1: Spelling Errors of Students

Type of Spelling Error	Frequency	Percentage
Sound-based substitution	68	28.1
Writing rules based	58	24
Omission	39	16.1
Addition	15	6.2
Transposition	8	3.3
Multiple	54	22.3
Total	**242**	**100**

Source: Field Data (2022)

It is evident from Table 1 that the majority (n = 68; 28.1%) of the errors students made in spelling came from sound-based substitution. This means most students substituted correct sounds with wrong sounds in their spellings. The next most occurring error identified was the writing rules type of errors (n = 58; 24%). The multiple errors which came next were lesser than the writing rules errors by 4. The least identified spelling error was transposition (n = 8; 3.3%) while addition (n = 15; 6.2%) and omission (n = 39; 16.1%) occurred moderately. A detailed description of each type of error is presented in the ensuing sections beginning with sound-based substitution errors and ending with multiple errors.

Sound-based Substitution Error

When a sound or a letter in a word is replaced with an incorrect one, this type of error occurs. According to the data, this type of error accounted for 68 of the 242 spelling mistakes. The following are some examples of words in students' essays that have this type of error:

	Wrong	**correct**	**English**
i.	**ɛ**nyigye	**e**nyigye	happiness/happy
ii.	banyi**n**ba	banyi**m**ba	boy
iii.	edu**e**nu	edu**o**nu	twenty
iv.	eb**a**asa	eb**i**asa	three
v.	ny**a**nko	ny**ɛ**nko	friend

The highlighted sounds or letters in the examples were the incorrect ones. In the first example, the first letter which should have been "e" was replaced with "ɛ" constituting an error in the spelling. The second "n" in the word "banyinba" should have been "m". The "b" after the "n" is a bilabial consonant so the bilabial nasal consonant "m" should come in front of it. In the word "eduenu", "o" was substituted with "e" and in "ebaasa" "i" was replaced with "a" making the words to be spelt wrongly. Many of these were phonologically plausible mistakes, while others could have been caused by articulation problems. As a result, the way they speak the words might have influenced how they are spelt. Appendix A contains further examples of sound-based substitution errors.

Writing Rules Error

The second most occurring type of error identified came from writing rules (n = 58). Under this type of error, attention is paid to the error of spacing where words that are supposed to be written together are separated and the error of combining where words that are supposed to be separated are combined. In Mfantse, one of the writing rules is that a pronoun and a verb must always be written together while a pronoun and a noun must be separated. However, from the data it was found that most words that comprised a pronoun and a verb were separated while pronouns and nouns were written together. Another type of spacing error identified had to do with the splitting of compound words. In Mfantse, most compound words are written as one or together but most of them were found to be splitted in the students' essays. Examples of such words are presented below:

	Wrong	**correct**	**English**
i.	Mu sua	musua	I learn
ii.	Mo wɔ	mowɔ	I have
iii.	Me yɛ	meyɛ	I am/ I do
iv.	Me tse	metse	I stay/ I live
v.	Me pɛ	mepɛ	I like
vi.	Mi nyim	minyim	I know
vii.	Me kyerɛ	mekyerɛ	I show / I teach

viii.	yɛ kɔr	yɛkɔr	we went
ix.	Mohwen	mo hwen	my nose
x.	mokɔn	mo kɔn	my neck
xi.	metsir	me tsir	my head
xii.	wɔho	wɔ ho	on it/ around it
xiii.	dam tow	damtow	draught playing
xiv.	edwuma dzen	edwumadzen	hard work
xv.	Bɔɔl bɔ	bɔɔlbɔ	football playing
xvi.	ekua dwuma	ekuadwuma	farming
xvii.	edziban yɛ	edzibanyɛ	cooking
xviii.	mframa bɔn	mframabɔn	bad air
xix.	nyame suro	nyamesuro	God-fearing

From example 1 to 8, the words should have been written together because splitting them contradicts the writing rule which states that a pronoun and a verb should be written together. All the 8 examples are made up of pronouns and verbs. From example 9 to 12, the words should have been separated yet they were written together. This also contradicts the rule that states that a possessive pronoun and a noun must be written separately and a verb and its object must also be written separately. The last seven examples should have also been written together as they were compound words. In Mfantse, almost all the types of compounds we have are written together yet they were seen separated in students' writings.

Omission

Another form of inaccuracy observed in students' spellings is omission. This type of error is created by eliminating or removing a sound or letter from a word. The omission of a single letter was responsible for 39 of the mistakes. Below are some examples of such errors, along with their right spellings.

	Wrong	**correct**	**English**
i.	osandɛ	osiandɛ	because
ii.	bosom	bosoom	month/moon
iii.	brɔfo	borɔfo	English
iv.	frɔwe	frɔwee	stew
v.	mokohyew	muokohyew	hot pepper
vi.	edonu	eduonu	twenty

In the first example, "i" was omitted from the word. In the second and third examples, the vowel "o" was omitted from the words respectively. The word "frɔwe" was supposed to have double "e" at the end but it was shortened to one while the letters "u" and "o" was taken away from the last two words respectively. In some cases, these were as a result of quirky spellings – notably silent letters. Most of the omitted sounds or spellings are not heard when the words are pronounced hence their possible omission. In other cases, the error perhaps owes more to negligence.

Addition

This type of error is caused when a sound or more letters are inserted or added to the word. Addition constituted only 6.2% (n = 15) of the total errors identified. Some of such errors are as follows

	Wrong	**correct**	**English**
i.	ago**r**dzi	agodzi	play (noun)
ii.	tsi**r**nhwi	tsinhwi	hair
iii.	aho**m**brɛase	ahobrɛase	humility
iv.	epoo**w**bɔ	epoobɔ	bullying/cheating
v.	anoma**a**	anoma	bird

In examples one and two, the letter "r" was inserted into the words respectively. These are compound words made up of two words – "agor' + "dzi" and "tsir" + "nhwi" respectively. However, one of the rules in compound formation in the Mfantse language states that if the first word ends with "r", the "r" will have to be dropped when putting the two words together. So, the insertion of the "r" in the words might depict their limited knowledge about compound formation rules in the language. The third example had an "m" inserted while the fourth also had "w" added to it. The last example had the last letter doubled or "a" added to it which shouldn't have been there.

Transposition

Transposition was the least (n = 8; 3.3%) type of error identified under spelling. This type of error is caused by reversing the position of two letters. Examples of such words from the students' data are as follows:

	Wrong	**correct**	**English**
i.	s**ai**ntsir	s**ia**ntsir	reason
ii.	om**ou**	om**uo**	he/she is wicked
iii.	as**eɛ**	as**ɛe**	it is spoilt
iv.	n**st**i	n**ts**i	so
v.	es**ou**n	es**uo**n	seven
vi.	w**ei**	w**ie**	to finish

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In example 1, the positions of the first two vowels were exchanged. The "i" should have come before the "a". The "ai" sequence is not permissible in the Mfantse language hence the error in such a word. In the second and the third examples also, the positions of the last two words were exchanged respectively. The "u" should have come before the "o" because the "ou" sequence is not permissible. The same applies to example 5. The positions of the "s" and "t" in example 4 were exchanged. The "t" should have come before the "s" as the "st" sequence in Mfantse is not allowed. In the final example, the "i" should have come before the "e". Though the "ei" sequence is permissible in the language, its arrangement in the word "wei" is erroneous. The above examples indicate that the students have limited knowledge in vowel and consonant sequence rules in the language hence the transposition errors.

Multiple Errors

These types of errors are those that consist of more than one mistake in the spelling of the word. There are some words made up of two separate errors. There are others where a whole part of the word is missing or severely misspelled and also there are others with three or more mistakes in the word. Most of the words having multiple errors can be found in Appendix A but few of them are presented below.

	Wrong	correct	English
i.	manyi	m'enyi	my eye(s)
ii.	me akɔkɔ	m'akɔkɔ	my fowl
iii.	me gyina	migyina	I am standing
iv.	ayankobɔn	anyɛnkobɔn	bad friends
v.	frɔi	frɔwee	stew
vi.	dɛmbra	dɛ mbrɛ	as
vii.	mesima	mbrɛ osi ma	how
viii.	wɔnsamu	hɔn nsamu	their palms

In example 1, two errors were made in the phrase. The first vowel should have been "e" and an apostrophe should have come after the "m" to show possession as can be seen in the correct form. The second example violated writing rules. In the Mfantse language, the rule states that if there is a possessive pronoun which ends with a vowel and the noun it is possessing begins with a vowel, the vowel in the pronoun should be omitted and replaced with an apostrophe. So it was expected that the vowel in the pronoun "me" should have been taken away and replaced with an apostrophe as can be found in the correct version given. The third example contains the error of separation and wrong pronoun usage. The pronoun and the verb are always written together in the language and the pronoun used should have been "mi" and not "me" due to vowel harmony. The fourth example contains the error of omission and sound-based substitution. The letter "n" which should have been between the first two letters was omitted and the second vowel "a" should have been "ɛ". In the fifth example, a whole part of the word

was missing and there is also the error of addition. The "i" inserted into the word should not have been there and the last part of the word (wee) was left out. The next example contains the error of substitution and combining. The last vowel is supposed to be "ɛ" while "dɛ" needs to be separated from "mbrɛ". The last but one example makes omission, substitution and combining errors. The phrase actually consists of three separate words "mbrɛ osi ma", yet it was written together and some sounds taken away. This might have been as a result of the way the phrase is being pronounced. The last example consists of a wrong pronoun usage and writing rules error. In the language, a pronoun and a noun are not written together but it was written together in the example. Also, the third person's singular possessive pronoun (hɔn) should have been used instead of the third person's subject pronoun (wɔ).

DISCUSSION

The study discovered that Ghanaian languages students' essay writings did not meet the satisfaction of chief examiners and teachers. This was attributed to poor competency levels of students in the area of orthography. It was therefore important to analyze students' essays to find out the types of errors students make in their spellings when writing essays to inform teaching and learning.

The study found that the students committed six major types of errors when it comes to spellings. These were sound-based substitution, writing rule-based, omission, addition, transposition and multiple errors. Despite the fact that literature confirms the existence of these types of errors (Fitria, 2020; Sermsook, Liamnimitr, & Pochakorn, 2016; Pratiwi, 2021; Elliot & Johnson, 2008), the categories in this study were derived from the errors observed rather than existing categories, so there may be other types of spelling errors that have not been discussed here simply because they were not encountered. The first two forms of misspellings, sound-based substitution error and writing rules-based error, accounted for the majority of misspellings. Many misspellings can be found in these two groups, which are obviously familiar to teachers. Limited phonological abilities and mispronunciations could account for the sound-based substitution errors. It shows that the majority of students struggled to comprehend the relationship between sounds and letters. There are several irregular spelling patterns in the Mfantse language due to the influence of some vowels (mainly advanced vowels) on others (primarily unadvanced vowels), resulting in sound changes in pronunciation but letter retention. The writing rules-based errors could also be attributed to the students' inadequate mastery of the writing techniques of the language. Mfantse has rules that govern the spelling of words, their usage in sentences among others. Akan, specifically Mfantse, is a language which has more than its fair share of idiosyncratic spellings and complex spelling rules. As a result, students in the Colleges of Education are taken through writing technique courses to abreast themselves of such rules. Their failure to apply such rules indicate that either they did not study such rules well or the teachers did not devote ample time to teach such concepts for the learners to understand. It is therefore not surprising that many of these errors were connected with those. A similar observation was made by Fitria (2020) in Indonesia and Elliot and Johnson (2008) in the UK for ESL students. The categories of omission, addition, and transposition are a little difficult to interpret. Many of these omission errors might have occurred as a result of the existence of many silent letters in most of the words when pronouncing, causing the pupils to overlook them. The addition and transposition might have occurred as a result of the examination settings in which candidates wrote, as well as a lack of

thorough proofreading of their final essay. This can be seen in their limited number of occurrences as compared to the other types of errors (sound-based substitution, writing rules based and multiple errors). This conforms to the findings of Elliot and Johnson (2008) who observed from their students that carelessness and lack of proof-reading made students commit spelling errors like addition and transposition. Finally, it was realized that most of the misspelled words consisted of two or more errors. This category was named as multiple error. The category of multiple errors produces words which least resemble predictable spellings. Interestingly, two simple errors can give a word that is almost unrecognizable, and it is important to be able to recognise these errors for what they are, rather than simply seeing a very inaccurate word.

IMPLICATION TO PRACTICE

Firstly, it is suggested that Ghanaian languages' teachers should take their time and pay particular attention to the teaching of phonology and writing techniques because these are the two areas students appear to have great difficulty when it comes to spelling. Also, students should be given ample examples and time to practice what they have studied on their own, especially in phonology and writing techniques lessons. Again, students should be encouraged to take time to proof-read their works over and over again before they finally submit to do away with most of these identified errors. Last but not least, it must be emphasized that the errors identified are not to judge students or teachers' performance but to be used as tools to help students make fewer errors and write better in the Ghanaian languages.

CONCLUSION

The current study sought to analyze the types and frequency of spelling errors College of Education Ghanaian languages students committed in their essay writings. The findings showed that the students made six types of errors; namely sound-based substitution error, writing rules based error, omission, addition, transposition and multiple errors. The most occurring ones were the sound-based substitution, writing rules based and multiple errors. The study concludes that when students' knowledge in phonological awareness and writing rules are limited, they tend to make the above-mentioned errors in their spellings. Also, examination pressure and tension and students' failure to read over their work or proof-read their final works result in minor errors such as transposition and addition.

Future Research

Future researchers who may wish to work on error analysis can look at it from the grammatical perspective since a lot of them were found in the students' essays but were not discussed in this paper. Future researchers can also look at some interventions that can be used to minimize or eradicate students' spelling errors.
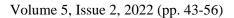
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APPENDIX

Appendix A: List of words which were spelt wrongly in students' essays

SPELLING ERRORS					
Sound-based (1)	**Omission (2)**	**Addition (3)**	**Transposition (4)**	**Writing rules errors (5)**	**Multiple errors (6)**
εnyigye	Osandε	Agordzi	Saintsir	Mo toaa	Aboo ano
Banyinba	Nti (ntsi)	Agorpramado	omou	Mu sua	Epor (apɔr)
Eduenu	Mεyε	Tsirnhwi	aseε	M'enyigye	Bohum
Ebaasa	sesiara	Nyi (yi)	nsti	Dam tow	(ibohu me)
Ne (na)	mfinfin	εhɔ	Esoun	Me enyiwamba	Me nya
Tumtum	bosom	enyingye	wei	Me anan	Meyinii
M'anyenkofo	(bosom)	ahombrεase	esoun	Wo enyiwa	M'adzi
Dze (dzi)	ne (nye)	nsisie	nsti	Me nnyε	abaasa
nntim	mbukuu	eduoenu		Mo wɔ	manyi
Anum	wenya	epoowbɔ		Me yε	nkuroma
Anuanom	brɔfo	epoowbɔ		Mohwen	(nkunuma)
Abusua	frɔwe	anomaa		Me tse	mo hun
wɔtum	mokohyew	enyingye		Me nnyε	kekyer
M'anyi	edonu	enyingye		edwuma dzen	(kaekyir)
Ndwomtonyi	ntsetse(e)	awow		Me pε	wɔ wo
Dam	nuanom			Me nyim	(wɔwoo)
Gyena	Edonu			Me kyerε	mofri
ebaasa	edonu			Wɔ saw	menni
Nkunyimdze	mfinfin			Me da	mesan kɔɔ
Nkatse	ebasa			Me pε	me kɔɔ
Dzi(e)	kraa			Me yε	me wɔ
Nyanko	(koraa)			Bɔɔl bɔ	me wɔ
skull	Nhwehwεm			Me mmpε	me gyina
Oware	kraa			Me kenkan	frɔi
ntuado	(a)bosoom			ɔmanyi	m'ena
gyena	ebien			yε kɔr	me wɔ
kyer	etsiidi			yεdur (yε dur)	me akokɔ
boadze	ni			bɔɔl bɔ	ne apɔw
oware	enyimeyim			ekua dwuma	me adwen
eduenu	da(n)			me yε	ayankobɔn
ɔdε	kraa			me pε	nkurma
atɔi	bosoom			me da	me ndɔm
metsa	ebien			me yε	me nya
akese	dwm			me gyegye	me tum
ndzemba	hɔ(n)			me kenkan	yε dzi
wotse	nyehyεε			mokɔn	me bu
hwin	hɔ abrabɔ			me pε	w'ankɔ
Hen	pintsin			wɔ frε	sisiara
	ayεnkofo			me yε	dεmbra

No dɛm bia(hia)	ntsemu			bɔɔl bɔ	w'anfa
ntontom	Naso			yɛdur	mesima
ntontom	kraa			bɔɔl bɔ	ebotu
ntontom	mbɔdze			me yɛ	anamo
ana(o)				me hyɛɛ	w'etu
ndzemba				mo kɔr	oni
ebaasa				me kyerɛw	w'awar
anamon				metsir	n'abɔakwasɛm
nkorcfo				Skuulmpanyimfo	
panyim				Esuadze (esua adze)	w'apɔn
n'ana(o)				wɔho	w'aba
owofo				wɔ dze	mehu
na(o)				edziban yɛ	ne su
wcbɛfa				mframa bɔn	hɔn mbɛkyerɛ
wcnnkɔ				mframa bɔn	wɔnsamu
wcfa				Ghana man werefir	ntia
ebaasa				skuul kɔ	hɔn
wonntim				nyame suro	ampawaba
dewur					
ndzemba					efutu
afutu					kɔ pɛɛ
moa (i)					mesima
afutu					
awerɔhow					
awerɔhow					
ndzemba					
etsipendo					
wɔdzi					
amandzee					