

"COMPARING AND CATEGORISING THE ORTHOGRAPHIC ERRORS OF PRIMARY LEVEL GIRLS AND BOYS STUDYING IN SELECTED INDIAN INTERNATIONAL SCHOOLS OF RIYADH, KINGDOM OF SAUDI ARABIA"

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Abstract: A frequently expressed complaint about English orthography is that it does not establish a one to one relationship between symbols and phonological segments. The main reason for irregularity of English orthography lies in the very formation of the English language, which has preserved or reintroduced the old historical spelling of the principal languages contributing most to it: Old English, Old French, Latin, and Greek. In other words, English orthography is a product of its history, both political and linguistic. The aim of this study is to compare and categorise gender based orthographic errors committed by primary level Indian pupils of grade 1 to 5 studying in 7 Indian International Schools, Riyadh. The study expanded the categorization of orthographic errors by Vivan Cook (1999) namely addition, omission, substitution, transposition, invented spellings and multiple errors. This is a quantitative random study which uses frequency and percentage for the analysis. The corpus comprises 78 notebooks collected from 16 pupils with equal distribution. Girls are totally 9 with 39 notebook samples and 9 boys with 39 notebook samples. The study aims to investigate the orthographic errors of genders. The result of the study shows that girls have committed a total of 850 orthographic errors compared to boys 872 with a total of 1722 orthographic errors. The results confirm the set hypothesis.

Keywords: orthography, errors, pupils, spelling, Riyadh.

Introduction: It is a universally known fact that English orthography uses alphabetic spelling system. Oxford English dictionary defines English Orthography as "The study of spelling and how letters combine to represent sounds and form words." It originated from late Middle English: via Old French and Latin from Greek "ortho graphia" from "orthos" from *orthos* 'correct' *graphia* 'writing'. "Orthography is the methodology of writing a language. It includes rules of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation." (Wikipedia, 2015). Learning how to spell words accurately is a complex developmental skill. The research on orthographic errors are identified and accounted on the basis of gender. This study occupies a significant position in terms of identifying and analysing the most frequent occurring orthographic errors of girls' and boys' writing.

Context Of The Study: Indian pupils studying in Riyadh Schools are generally found to manifest better and faster with oral and aural proficiency than with English orthography. The orthographical errors are committed while copy writing onto their notebooks this is partly due to difficulties with word recognition and spelling. The pupils are accountable for the various regional backgrounds assuming the pronunciation is the factor in deciding the correctness of the spellings it is also understood that L1 pronunciation influences L2 in an internationally established context. The orthographic errors decide the distributional factor of the pupils in Riyadh Schools. This research study is an attempt to explore

the difficulties faced by English as first language learners with spelling competence and identifying most and the least occurrence of errors of girls and boys. The research aims to find the answers for the following research questions.

Research Question

1. Are girls intending to make the most committed orthographic errors than boys or vice versa?
2. What are the most and least frequent category of orthographic errors committed by boys and girls?

Literature Review: "Error Analysis and Spelling Mistakes of EFL Learners at Tafila Technical University: A Case Study" by Jibrel Al-Saudi (2013) study is an analysis of the spelling errors made by EFL students of English language in one of the Jordanian universities, Tafila Technical University. "English Spelling Problems among Students at the University of Dongola, Sudan" (2014) Dr. Ahmed Ali Fadul, Benyo University Teacher, Salman Ibn Abdulaziz University, College of Science and Humanity Studies, Sulayil, Saudi Arabia have investigated English spelling errors which has been committed by first year students of Dongola University, including both vowel and consonant errors. Kothar Talib Sulaiman Al Harrasi (2012) "The Most Common Spelling Errors among Omani Learners" reports a case study that has been conducted in one of the classes in Omani second-cycle school for females. Mihiretu Miressa and Melkamu Dumessa (2011) of Don Bosco High and Preparatory School, Batu Ethiopia have conducted a research on "Investigating factors contributing to grade nine students'. The research studies however did not focus on the primary level pupils aged

between 6 and 11 and have not compared the orthographic errors of girls' vs. boys hence; this study plays a significant role.

Materials And Methodology: The errors which has been examined in this study have been collected from grade 1 to 5 learners' daily writing activities of seven international Indian schools namely International Indian School Riyadh (IISR), International Indian Public School (IIPS), Modern Middle East International School (MMEIS), Yara International School, Yasmin International School, New Middle East International School (NMEIS), Delhi Public School, Riyadh, Kingdom of Saudi Arabia. These schools are located in various parts of Riyadh – Rowdha, Sulamaniyah, Naseem, Jabrah. A total of 78 notebooks of 16 pupils are taken for the study. The notebooks of English, Mathematics, Environmental Studies, and Social Science are taken into account for the research analysis.

Orthographic errors attribute to major errors in writing English. Cook (1999) investigated the most common types of spelling errors in the written work of learners of English and the four major types of spelling errors in the written work of learners of English commonly make. These errors were categorized broadly into four major errors: omission (omitting letters), substitution (substituting letters), transposition (reversing the position of letters), and insertion/addition (adding letters). In addition to Cook's classification invented spelling errors (over generalisation of orthographic rules) and Multiple Errors (errors which come under more than one category) are taken for the study. The corpus consist of orthographic errors which belong to either one or other of the five categories mentioned above or some belong to more than one category (Multiple Errors).

Findings Of The Study:

TABLE - 1

Samples (Male)	Addition	Omission	Substitution	Trans position	Invented Spellings	Multiple Errors	Total
1	29	78	42	30	14	22	215
2	2	14	5	1	0	3	25
3	19	86	88	15	10	59	277
4	19	61	32	7	2	23	144
5	5	24	15	2	1	7	54
6	7	44	37	7	1	16	112
7	0	2	2	2	0	0	6
8	4	20	7	2	1	5	39
Total	85	329	228	66	29	135	872
%	9.74%	37.72%	26.14%	7.56%	3.32%	15.48%	99.96%

TABLE - 2

Samples (Female)	Addition	Omission	Substitution	Trans Position	Invented Spellings	Multiple Errors	Total
1	6	24	20	4	6	9	69
	25	63	37	16	13	20	174
	17	60	30	16	2	26	151
2	6	8	2	0	2	2	20
3	15	51	24	13	2	27	132
4	6	40	7	3	1	5	62
5	0	2	1	0	0	2	5
6	2	14	6	3	0	0	25
7	1	4	0	1	0	2	8
	14	24	28	5	6	14	91
8	18	35	35	8	0	17	113
Total	110	325	190	69	32	124	850
%	12.94%	38.23%	22.35%	8.11%	3.76%	14.58%	100%

TABLE - 3

Gender	Sample Notebooks	Total	%
Male	39	872	50.63%
Female	39	850	49.36%
Total	78	1722	99.99%

Table 1 and Table 2 vividly show that boys have committed a total of 872 orthographic errors compared to girls 850. Boys have committed 29, the least errors in Invented Spellings compared to girls 32. Boys' most committed orthographic errors have been found in Omission with 329 and girls with 325. Except for addition 110 compared to boys 85,

transposition 69 compared to boys 66 and invented spellings 32 compared to boys 29, boys have committed more errors with 228 as against 190 in substitution, 135 in multiple errors against 124. Table 1 and Table 2 show the percentage distribution of each category. Table 3 shows the total percentage

distribution. The findings clearly pictures that boys have committed 22 errors more than girls.

Conclusion: The results of this study imply a real need for enough time, adequate instructions, and teacher knowledge. (Corder, 1974) says “systematically analyzing errors made by language learners makes it possible to determine areas that

need reinforcement in teaching”. For learners, error analysis is important as it shows the areas of difficulty in their writing. The outcome of the study may be helpful for teachers to be more careful about learners’ performances in the process of learning English as first language.

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