

## CATEGORIES OF ORTHOGRAPHIC ERRORS COMMITTED AT INITIAL, MEDIAL AND FINAL POSITIONS BY PRIMARY LEVEL PUPILS

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**Abstract:** Orthographic errors have remained a subject of study in the domain of language learning. Orthographic errors are a persistent problem through various stages of study from primary to the university. The study has explored the orthographic errors of primary level grade 1 to 5 pupils of Indian origin studying in selected seven International Schools in Riyadh province, kingdom of Saudi Arabia aged between six and eleven. The orthographic errors have been listed and then sorted out into six categories viz., errors of addition, errors of omission, errors of substitution, errors of transposition, invented spelling and multiple errors. The six categories of errors are distributed through almost all the samples irrespective of the quantum of distribution through three positions viz., initial, medial and final. It is found that errors of omission are the most committed and errors of invented spelling are the least committed of the six categories of errors at the medial and final positions; whereas at the initial position errors of substitution and errors of transposition accounts the least. The strong positive correlation and regression statistics at the medial and final position indicate there is no significant difference in the distribution and ranking of errors whereas negative value indicates that there is significant difference at the initial and final positions.

**Keywords:** orthography, pupils, categories, positions, correlation, regression.

**Introduction:** Pupils of Indian origin studying in Riyadh province come from different Indian states so they are representation of the Indian population. Though they are from the general Indian background they are not from the general linguistic background and therefore irrespective of their language in their home they are to be considered as linguistically homogenous and therefore the errors committed is also of homogenous nature. Therefore, a fruitful study has been conducted in finding out the statistical significance of the orthographic errors committed by primary school pupils. The study has used percentage analysis to find the most occurring orthographic errors to the least.

The pupils have been learning English from pre-school, kindergarten and have 5 hours of English instruction a week. The pupils learn English as L<sub>1</sub> and the medium of instruction at school is English to bridge the gap between different Indian language backgrounds and to fulfill the academic needs. The pupils' exposure to the English language are not only limited to the classroom. Therefore, they are able to understand and use English language skills at the basic level of language proficiency.

**Review of Literature:** The studies on orthographic errors provide an opportunity to understand and facilitate learners' difficulties in acquiring English orthographic system and contribute to transform learners to efficient writers. Eid M Alhaisoni, Khalid M. Al-Zuoudi and Daya Ram Gaudel have conducted a research on "Analysis of Spelling Errors of Saudi Beginner Learners of English Enrolled in an Intensive English Language Program" (2015), reports four types of spelling errors which has been designed by Cook (1999) committed by the beginners of English in the

EFL context. Babiker I. El-Hibir and Fayez M. Al-Taha of King Faisal University, Hofu, Saudi Arabia (2007) have done a research on the Orthographic English errors of Saudi students learning English. The hypothesis tools have been established based on these extant studies on orthographic errors. These research studies have been conducted at various levels of academics with varied dimensions. These studies however, focus very little attention on the patterns of orthographic errors committed by primary level Indian pupils of grade 1 to 5 who learn English as first language in Riyadh, Kingdom of Saudi Arabia.

**Materials and Methods:** A total of 2136 samples of 102 populations have been gathered from English, Math, Environmental Science and Social Studies notebooks of 16 primary level Indian pupils of grade 1 to 5. Grade 5 pupils alone have Social Studies along with other three subjects. The pupils are of 6 to 12 years age group. Simple random technique has been used to collect the data. The corpus comprises more than one notebook sample from each subject thereby resulting to 102 populations. The data have been collected from selected seven eminent schools namely, International Indian School Riyadh (IISR), Ar Rawdah, International Indian Public School (IIPS), Sulaimaniyah, Modern Middle East International School (MMEIS), Naseem, Yara International School (YIS), Jabrah, Al Yasmin International School, Al Malaz, New Middle East International School (NMEIS), Sulaimaniyah, Delhi Public School (DPS), Um-ul-Hammam.

The empirical research study facilitates the random sampling technique with survey method which is quantitative and qualitative. The descriptive

approach sophisticates the study. Ranking technique has been applied to find the most and least frequency of errors. Percentile study supports the percentage

variations. The research has taken correlation and regression statistics to hypothesis the interdependence.

**Findings and Analysis**

Categories	Initially	Percentage	Medially	Percentage	Finally	Percentage	Total
<b>Addition</b>	5	15.15%	219	12.17%	32	10.56%	256
<b>Omission</b>	5	15.15%	697	38.72%	110	36.31%	812
<b>Substitution</b>	17	51.52%	436	24.22%	35	11.55%	488
<b>Transposition</b>	0	0	113	6.28%	41	13.53%	154
<b>Invented Spelling</b>	2	6.06%	68	3.78%	20	6.60%	90
<b>Multiple Errors</b>	4	12.12%	267	14.83%	65	21.45%	336
<b>Total</b>	<b>33</b>	<b>100%</b>	<b>1800</b>	<b>100%</b>	<b>303</b>	<b>100%</b>	<b>2136</b>

With the incidence of a total of 2136 errors distributed over six categories, and three positions, it is found that the most number of errors 1800 have been committed at the medial position 84.27% and

the least number of errors 33 have been committed at the initial position 1.54% where the number of errors committed at the final position is 303 (14.19%).

Table 1.2

Positions of Error (Variables)	Correlation Coefficient	Regression	
	r	b (Slope)	r <sup>2</sup>
<b>Initial Position and Medial Position</b>	0.4739	18.5690	0.2245
<b>Initial Position and final Position</b>	-0.0631	-0.3465	0.0039
<b>Medial Position and final Position</b>	0.8217	0.1152	0.6751

The variable 82.17% gives a strong positive correlation. The variable 47.39% gives a moderate correlation. The variable -6.31% gives a negative correlation which indicates that pupils who commit orthographic errors at the initial position do not necessarily commit orthographic errors at the final position.

The regression values of x independent variable and y dependent variable give 18.5690, and 0.1152. The values indicate that on average of every orthographic error committed in x, there is increase or cause of orthographic errors committed in y. In contrary -0.3465 gives a negative value which is not a loaded dependent variable which indicates that on average of every orthographic error committed in x, there is no increase or cause of orthographic errors committed in y.

The r<sup>2</sup> values of the variables give 67.51% to moderately fit the model. The values 22.45% and 0.39% have been found to be statistically insignificant. The value states the percentage of total variation in x has been explained by errors caused in y. The results facilitate the need to focus at the medial and final positions of errors.

**Conclusion and Recommendations:** The purpose of categorisation and finding out the distribution is to enable or assign pedagogical priority. The study helps teachers to identify and anticipate problematic areas of pupils and engage them in more spelling drills or competition like spell bee to help them overcome the flaws in spelling. It has been recommended that much attention has to be channeled to pupils by extending English teaching periods and additionally incorporating remedial courses. Teachers play a vital

role in inculcating the habit of reading extensively novels or story books of different kinds to improve their vocabulary and language. A habit of referring to the dictionary for the spelling and their meaning

without succumbing to guess work would be more beneficial for the pupils' community to enhance their orthography.

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