A case Study on the Use of Spelling as a Determining Factor in Teaching English Grammar in Dominican Schools

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Abstract

English spelling has always been described by many language researchers and teachers as a daunting task especially for learners whose first language is not English.

This monograph presents the report of an investigation on the use of spelling, which includes the determining factor of grammar in the teaching of English, in it we will develop a program for observing students and teachers as an initial assessment, (pretest) and the design of the development of said observation as a final evaluation (posttest).

This observation was made with the total of 28 students of the sixth grade of Primary School Nuestra Señora de Guadalupe, of which we only choose 6 which are the ones that are going through presented spelling difficulties according to the results obtained in the initial evaluation. Based on some activities proposed by the research team, activities related to the acquisition of the strategy to solve these difficulties in spelling were carried out.

The students' types of spelling errors were detected, analyzed and then categorized according to Cook's (1999) classification of errors namely substitution, omission, insertion and transposition.

The result of the observation was satisfactory since the objectives were met. And the results obtained at the end, compared to the initial results, show us a great advance in the development of the use of spelling as a determining factor in the teaching of English grammar.

Keywords: spelling, error, English grammar, factors, Primary School, public school.

Introduction

Spelling is a complex written language skill, which requires a learner to possess a number of language abilities, including phonological, morphological, visual memory skills, semantic relationships as well as adequate knowledge of spelling rules (Staden, 2010).

As such, learning to spell words correctly is considered an important activity for several reasons. One is this precise spelling makes the reader understand what is written, so that the message is clear and more when it is a second language.

Therefore, a student must have good spelling proficiency to convey the written message without being distracted. Okyere (1990) emphasized that spelling is an essential ability to master a language, because it allows the clear expression of thought in any written text.

Believes that spelling correction should be strengthened during the effort involved in the production and editing of texts, a process that, when well oriented, begins with the planning and use of a series of high cognitive skills that allow a student to write according to your communicative intention.

On the other hand, it is unavoidable that the teacher evaluates the spelling of primary school students for the following reasons: 1. The orthographic contents are part of the plans and programs of study of the English subject in force in all the grades of secondary and primary education. 2. Spelling is an important component of effective message communication, since it eliminates semantic ambiguities, lexical and syntactic: mastery of spelling conventions facilitates understanding between readers and writers.

Consequently, spelling is considered one of the indispensable skills in written communication and a major component of a total language arts curriculum. Warda (2005) stated that spelling also affected the written performance of students. It is expected that with little spelling the confidence and writing skills less and less clearly than entrusted spellers. Despite its importance, spelling in English presents a considerable challenge for most students of a second language (Al-Jarf, 2010; Bowen, 2011).

Therefore, by virtue of the foregoing, this research has been developed, whose general objective is to analyze the use of spelling as a determining factor in the teaching of English grammar in public schools. That will allow us to know and reflect on the teaching process of teachers in terms of spelling in English grammar, for the improvement of the teaching-learning process of students.

This research is organized into four chapters:

Chapter I. Approach and construction of the object of study, in it the national and international background will be presented, as well as the nature of the problem, the formulation and systematization of the problem, we will also observe the general and specific objectives, the justification, the relevance, its viability, limitations, research context and definition of terms.

Chapter II. Literature review, the purpose of this chapter is to develop the different themes that support this research, which emphasize everything that concerns the use of spelling as a determining factor in the teaching of English grammar.

Chapter III. The methodological quadrant that will be used for the construction of the object of study is explained, in addition the main conceptualizations, characteristics of

qualitative and quantitative research are described, focusing on the mixed approach, the

qualitative being the dominant approach. In addition, it contains the design selected for this

research with the respective phases of qualitative research. It will also address what

concerns the population and sample, description of the techniques and instruments for data

collection and their validation report.

Chapter IV. After choosing the methodological framework of this research, the

analysis of the data presented in this chapter is presented below as a result of the analysis of

the data obtained, corresponding to a Bonao Educational Center of the Cotui Regional,

District 16 -04, Rep. Dom, where these will yield relevant data that will serve as evidence

for the improvement of the use of spelling as the factor in the teaching process of English

grammar, and for decision-making of the work carried out by the research team . In the end,

the conclusions, recommendations, references and annexes are presented.

Chapter I. Theoretical Framework

This chapter aims to present both national and international antecedents, as well as the nature of the problem, the formulation and systematization of the problem, we will also observe the general and specific objectives, justification, relevance, feasibility, limitations, research context and the definition of terms.

Historical Backgrounds

The spelling system has a core importance within a language, among other reasons, because it has the character of normalizer and tongue fixative; it is an essential instrument of cohesion and unity of English. In addition, it allows establishing a historical sequence in the formation of a language. On the social and personal levels, mastery of spelling conventions facilitates the effective communication of messages by eliminating semantic, lexical and syntactic ambiguities; good spelling improves comprehension among readers and writers. Due to the above, spelling proficiency is a highly appreciated skill in communication; a low level of spelling implies a low level of training and culture of an individual, and as such, it is an indicator that is associated with the assessment of their academic, professional and work life.

In another sense, Carratalá (1997) points out that the written word is, above all, a visual image, and any alteration of its spelling finds the rejection of the vast majority of literate people, who, as users of the written language, accept the arbitrariness of spelling precisely because of its collective validity. This author quotes Charles Bally by heart and points out that spelling is not just a form of social pressure; it is, above all, a necessity imposed by the reading eye that, deprived of the musical resources of the living word,

demands that each word be presented as an ideographic image. Bearing in mind the considerations related to the importance of spelling mentioned in this chapter, next, the national and international background on which this research will be based will be presented.

Internationally the Following was Found:

On the one hand, Hamdi (2016) conducted a study entitled: Analysis of spelling errors in the English compositions of students of English as a foreign language, which was published as an article in the International Journal of Humanities and Cultural Studies (IJHCS). The study corresponds to a quantitative investigation of descriptive type that was made with the objective of knowing the types of spelling errors in English written compositions of 20 students of the "Institut Supérieur des Etudes Appliqués at Humanité du Kef" ISAHF institute of Kef (Tunesia) with 8 years of instruction in the English language whose official language is Arabic and foreign languages French and English. The instrument applied was a written test that collected type compositions argumentative between 300 and 350 words without the use of dictionaries and for the period of one hour on the subject of advantages and disadvantages of living in your country. The texts were evaluated and the errors classified by two teachers with experience in English language teaching.

In his results he found that the 20 compositions contained a total of 54 orthographic errors, 40.74% of errors were formal, 31.48% of word formation errors, 22.22 % of word selection errors and only 7.40% of errors semantics Its results highlight the following:

a) Students of English as a foreign language face more difficulties with formal spelling mistakes (94.44%) than with semantic spelling errors (0.05%).

b) Some of the factors attributable to the causes of the errors spelling found in the written compositions of the students are: hypercorrection, equivocal teaching, fossilization and inappropriate learning.

c) In order to amend these learning difficulties, the teacher's role is significant, as it ensures an effective correction of spelling errors found.

The background is useful because it provides data of the problem of spelling errors in the written expression of students of English as a foreign language, in addition to classification, encompasses and systematizes the taxonomy of Carl James consulted and also cited in the present investigation.

A similar study is that of Shalaby, Yahya and El-Komi (2009) in their article for the magazine "Ayn, the Saudi Association of Languages and Translation" present a study entitled: Analysis of Lexical Errors a spelling in Saudi College Students Compositions. The research corresponds to a descriptive analysis of the lexical and orthographic errors in the written expression of English as a foreign language in which female students in Saudi Arabia enrolled in the first year of university preparation at the University of Taibah. The mother tongue of the students is the Arabic language, they have about 5 to 6 years of instruction in English as a foreign language and can be classified as beginning English writers whose levels range from beginner to intermediate.

The data collection instrument consisted of the partial and final exams of the students in their writing course of the year of university preparation where they were

enrolled. For the partial exam, the students had to write a paragraph regarding any of the proposed topics (advantages and disadvantages of living in a city, choosing an ideal job, etc.) and for the final exam, the students had to write an essay from 3 paragraphs on different topics to choose (Saudi Arabia culture, influence of technology, etc.) productions were selected and analyzed at random from a total of 563 written tests. For the counting and classification of errors, the authors adapt the classification of Hemchua and Schmitt (2006) and, according to the results obtained, propose a classification of 20 errors between lexical and orthographic.

In their results it was found that the 96 compositions contained a total of 718 errors with an average of 8 errors per composition. Of the total errors, 60.45% correspond to semantic errors and 39.55% to orthographic errors. The most frequent subcategories are: confusion of semantic relations and change of letter. In its results, the following stands out:

a) Students of English as a foreign language commit more semantic lexical errors (60.45%) than orthographic errors (39.55%) but it is nevertheless the mother tongue that plays a very important role in the acquisition of lexemes of a second language and in the production and choice of a spelling item in the plane of writing.

b) As for the teacher, he must take into account the student's mother tongue and help him in his associations with the second language, in addition a more explicit instruction is recommended in order for students to understand the causes and reasons behind each error, training is also necessary in the effective use of a multilingual dictionary, the teaching of new words in context, and finally the

instruction of the same teacher not only in the linguistic field but also in the application of linguistic knowledge in the classroom.

The antecedent is useful because it provides data on the problem of both lexical and orthographic errors in students of English and foreign language, also discloses some recommendations to take into account based on the reality described, which are helpful for the present investigation.

Statement of the Problem

Spelling has traditionally been considered to be a component of the English. Among most educators and the public, spelling retains its traditional definition: "the knowledge and application of the conventional written representation of words in the process of writing, and the instruction necessary to develop this knowledge. (Tempeton, p.197)

During the last few years of the twentieth century, however, many psychologists and educators extended this definition to include spelling knowledge, meaning an understanding of how the written form of words corresponds to their spoken counterparts and underlies the ability to decode words during the process of writing. According to Chomsky: English spelling is not "almost optimal." Spelling is the set of alphabetic system rules related to speech and sound that make up the English language. According to linguists Anne Curzan and Michael Adams, St. Augustine and his followers began writing with the Latin alphabet in England around 597, at that time, the alphabet had 23 letters for about 35 sounds in English. The action of teachers is a key factor, because they are the ones who create environments, pose didactic situations and look for different reasons to awaken the interest of the students and involve them in activities that allow them to advance in the

development of their skills. (Programas de la Educacion Primaria/Primary Education Study Programs, 2011).

According to the above mentioned program (Primary Education Study Programs), (2011). The curricular proposals promoted since 1993 in the Dominican Republic, have had as a priority that students participate in communicative situations (orality, reading and writing), with specific purposes and concrete interlocutors. Consequently, the students' approach to knowledge and the efficient use of various textual types becomes relevant; therefore, from this curricular reform, and to date, they are not very related to the language, so they need a basis for the importance of correct spelling, that is, if they are not taught correctly from the beginning, more later on, he will suffer serious errors in (orality, reading and writing). Taking into account that the mastery of spelling conventions facilitates understanding between readers and writers. Part of the worsening of spelling among today's students, in the digital age, causes in them the small confrontation between the sheet, the pencil or the pen and the words, that minimal and even simple act is vital to "save" the spelling.

On the other hand, many students at low levels are afraid to communicate their knowledge when writing in other languages, so the teacher must be careful. Grzegorz Kondrak says: "No one has been able to demonstrate computationally, in a principle-based way, that spelling in English is far from optimal." Regardless of the environment where the student develops, to acquire the necessary knowledge of the English language, spelling must be the determining factor to teach grammar correctly, since it will determine a better understanding of the student at the time of writing. A teacher who teaches English grammar

must be knowledgeable or trained to teach as a determining factor students with a spelling base because they will follow their pattern. (Venezky, 1999).

Because of this insight into the role of spelling knowledge in reading as well as in writing, spelling research and instruction were generating considerable interest and focus in the field of literacy. In examining this research and aware of this reality, the research team designed and formulated the problem around the following general question: What are the difficulties of using spelling as a determining factor in the teaching of English grammar presented by students in the sixth grade of Primary School at Nuestra Señora de Guadalupe, during the 2019-2020 school year?

Importance of the Problem

The need to study spelling from a communicative and functional approach, arises from the interest of the research team to perform a systematic analysis of this problem. In it we realized the difficulty of writing correctly, and at the same time, the great link between writing correctly and developing in certain contexts in the classroom. For this reason, spelling acquires great importance in the educational context, it is necessary to awaken in students the need for written communication, to promote the use of written language in different situations and to support a progressive approach to conventional writing and a motivation to approach her.

This is due to the fact that the strategies used by some of the teachers do not promote the active participation of the students, on the contrary, they frequently resort to exercise such as dictation, repetition of words and only the revision of writing errors, without promote in students who consciously get involved in the process of writing

correctly as the grammar of the language explains. This causes the students disinterest in writing correctly, since it seems tedious, tired and demotivating (Cassany and Sanz, 2000)

That is why the purpose of this study is to address the use of spelling as a determining factor in the teaching of English grammar in sixth grade, in order to describe it, interpret it and understand its nature and factors that constitute it, as well as explain its causes and effects or find a possible solution to this problem.

Objective

On the basis of the problem statement, analyzed in the context of the Nuestra Señora de Guadalupe School, located in the city of Bonao, Monsignor Nouel Province, Dominican Republic, the following objectives are postulated:

General Objective

To analyze the perception of teachers and students about the use of spelling as a determining factor in teaching English grammar in high school students. Sixth grade of the Nuestra Señora de Guadalupe school, Educational District 16, Regional 04 of Cotui, Monsignor Nouel, 2019-2020 school year.

Specific Objectives

1. To detect the difficulties of using spelling as a determining factor in teaching English grammar in 6th grade students.

2. To analyze the spelling and its relation to the grammar of the English language.

3. To determine if teachers use spelling in EFL and how it influences the teaching of English language grammar.

4. To identify the strategies used by teachers in the process of teaching language learning to correct spelling difficulties in 6th grade students.

Research Questions:

1) What is the impact of the spelling presented as a determining factor in the practice of writing English language learning?

2) What common spelling mistakes do students make in relation to English grammar?

3) What is the importance of the teacher-student interaction?

4) What consideration do students take for the eradication of lack of spelling?

5) How can you teach the English language with the correct use of spelling?

Justification

Currently, English is a language that people would like to learn because this language generates more job opportunities, among other aspects. English is the language that leads us to effective and competitive development and a modern society. In this sense, having a good knowledge of grammar is vital for a professional and academic life.

Therefore, grammar is one of the components of language, linked to the sound system, vocabulary and expressing itself through words and everything is represented by writing. That is why teaching spelling is a necessity. Making orthographic mistakes is inevitable for some and it can be said, as necessary sometimes, when learning to produce in a foreign language; therefore, analyzing and identifying these difficulties and their causes becomes a task unavoidable in order to avoid lack of understanding or interpretation in a written production.

Shalaby, Yahya and El-Komi (2009) explain the importance of words and their selection when transmitting a message. Words constitutes the building blocks of language. When appropriately chosen, they help language structures hold together and help language learners convey their intended meaning. If, on the other hand, they are improperly and inaccurately selected, they lead to the confusion and segmentation of meaning (p. 66).

For this reason, in this research project we intend to demonstrate the influence of spelling as a determining factor on the grammar of the English language, since it is part of it, it not only teaches us to write the words correctly, but also gives us rules for the correct use of capital letters, accents and punctuation, etc. Another important element is that spelling as part of grammar gives us the opportunity to write the words well and have a clearer and more concise communication. In addition, having a direct writing would have the facility of being understood and expressed correctly.

Since then, sometimes we write to unknown people; therefore, it is essential to make a good impression on the way you write. It should also be noted that spelling is very important in grammar; this is an essential element for the integration of words and writing. We can say that spelling is inseparable from culture. Knowledge of the spelling rules and specifically punctuation and capital letters of the English language is very important since the acquisition of the new language with characteristics that differ in some cases from their own.

On the other hand, our National Hero advised, knowing how to read knows how to walk, knowing how to write is knowing how to ascend. According to the author Quezada, she believes that this advice is very positive to achieve correction in punctuation and capital letters and the practice of reading and writing improves her knowledge of the English language and shows her movements by maintaining a successful written communication

that express correctly what you think. Thus, the present investigation is justified by being convenient, relevant and relevant. The realization of this research will contribute to the deepening of the knowledge related to the use of spelling as a determining factor in the teaching of English grammar in the public school, in students in sixth grade of secondary school, who would serve as the foundation or basis to the academic and scientific community, for the realization and improvement of the practices carried out by teachers and students of this educational center, as well as for future research carried out on the same or similar issues, and also as a model in the use of an innovative method. It also aims to break with the paradigms of traditional methodologies and prevent students from continuing to make the same spelling mistakes, because it cannot be pretended that the student learns in the same way, since these are totally different individuals in their abilities and attitudes, thus proposing the new theories of the constructivist approach, giving students opportunities to choose how to learn according to them consider their performance or intellectual capacity and more when it comes to the grammar of the English language.

Viability

The research team has shown great dedication and passion for conducting this research. The realization of it is of great interest to the team since they will be making a contribution to the student community and the education system in general, so helping students to improve their spelling problem will help both teachers and student to reflect on the practice of grammar writing, and so they can improve it and this will also serve the model research team for their own practice when they are teachers. It has had the necessary material and economic resources to carry out the study. In addition, they have made

available the support and continuous assistance of a coordinating and technical advisory

team, concerned about obtaining satisfactory results.

Limitations:

Every research project is developed with limitations that in some cases distort the

research, these problems involve both the teaching staff, the school and the researchers who

carry it out, since the quality and veracity of the results depend on this, in this research they

were presented Some limitations such as:

1. Little cooperation from any of the students.

2. The time with which the research team has due to the different electoral periods that

    have been presented, so schools are not available in terms of teaching.

3. The time necessary to carry out the different investigations to the agents involved in

    the investigation process.

4. The time necessary for teachers to carry out meetings and / or interviews.

Geographical Context

Bonao History

Bonao is one of the Cibao municipalities of the Dominican Republic, specifically it

is the head municipality of the Monseñor Nouel province, located northwest of the capital

city of Santo Domingo approximately 85 kilometers. It is the capital of the Monseñor

Nouel province in the Dominican Republic. Bonao has five Municipal Districts that are

Arroyo Toro-Masipedro, Jayaco, Juma Bejucal, La Salvia-Los Quemados and Sabana del

Puerto. This municipality is popularly known as the "Villa de las Hortensias", because the

hydrangea flower is part of the flora that beautifies this place. The name Bonao comes from

the Taíno chief who ruled these lands during the arrival of the Spanish colonizers to the island.

The origin of Bonao dates back to the end of the 15th century with the lifting of a fortress to protect the nearby gold mines. When the mines were exhausted, the inhabitants left the region. Bonao was founded again in the early nineteenth century, approximately five kilometers north of its former location. It was declared a cantonal position in 1859, and then was elevated to the municipality of La Vega in 1865. After the creation of the Monsignor Nouel province in 1982, Bonao was declared the head municipality of the new province. Bonao is one of the richest towns in the country. Its economy generally comes from its rice crops, small producers of cocoa and coffee, and mining (nickel) by the Falcondo Xstrata Nickel company. The patron saint festivities of Bonao are celebrated every year from June 5 to 13 in honor of San Antonio de Padua. In the center of this community is the Plaza de la Cultura. This museum, cultural center and art school was founded by Cándido Bidó, one of the great Dominican painters. To the north of the town, you will find Salto de Jima, a popular seaside resort in the middle of a dense tropical forest within the Las Neblinas Scientific Reserve. (Bonao Municipal City Council, 2020).

Geography. The City of Bonao, Monsignor Nouel Province, has rugged mountains, picturesque spas and hospitality of its people, the lush mountains that surround the city, the abundance and greenery of its vegetation, the freshness of its waters, its picturesque spas place Bonao as one of the most attractive cities in the northern part of the Dominican Republic. This community is located geographically in the center of the Dominican Republic. And next to the municipalities: Bonao, Villa Maimón and Piedra Blanca, they form the province of Monseñor Nouel. The Municipality of Bonao takes the name of Villa

de Las Hortensias in honor of a beautiful flower grown here. Bonao has been blessed with good weather, good land, easily accessible mountains, warm sun, rivers and crystalline streams, with hardworking men and beautiful women, hardworking with a vision towards the future and constant rains. Bonao has a surface area of 1,380 km2. With its Municipal District of Sabana del Puerto. A very important fact in the origin of the name of Bonao, is that its name is indigenous and that it bears that name in honor of the chief who ruled this town at the arrival of the Spaniards, who was the "Cacique Bonao", the one of greater hierarchy in the area, he had his residence in the former Section of Bonao Arriba. This Municipality belonged to the Province of La Vega, but through the law number 27 promulgated by the President of the Republic, Doctor Salvador Jorge Blanco, on September 22, 1982, was elevated to the category of the Province of Monsignor Nouel, formed by three municipalities, Bonao being the capital of the province. (Bonao Municipal City Council, 2020).

Population. This city is one of the Dominican populations, with the greatest human settlement. It has a population that exceeds 200 thousand inhabitants. The population increase of the Municipality is closely linked to its economic development. The population has grown due to the constant emigration coming, mainly from Santo Domingo, La Vega, San José de Ocoa, Las Matas de Farfán and neighboring rural areas, its municipal population is superior to that of many other municipalities. (Bonao Municipal City Council, 2020).

Education. One of the main props for development is undoubtedly education. The province has a student population up to the level of secondary education of 55,277 students, distributed in 192 educational centers.

In addition, the population of students increases with two existing university centers: Regional University Center of the Central Cibao CURCE-UASD, Dominican Adventist University located in Sonador 10 km from Bonao bound for Santo Domingo. The province has a Television Channel (Yuna Vision), Five Radio Stations, Four Newspapers, and a Sports Magazine, companies that have contributed significantly to the economy and development of this city. (Bonao Municipal City Council, 2020).

Mineral riches. It is considered that mining wealth, a hydrographic potential of the most important in the country, the fertility of its lands, the existing human resources, the basis on which economic, political and social activity is sustained. In the aspect of mining resources, it has the Falconbridge Dominicana metallurgical company that operates the Ferroníquel deposits in "Loma la Peguera". As for the hydrographic system, the province has a series of rivers, we can highlight the following: Yuboa, Maimon, Masipedro, and Ingenio. The Yuna River is the most important, since it crosses the valley in the opposite direction to the sun's path. We invite you to share the pleasant fresh air and abundant vegetation that our town of Bonao possesses. (Bonao Municipal City Council, 2020).

Nuestra Señora de Guadalupe School

According to the operating manual (2018-2019), the history of the Nuestra Señora de Guadalupe school emerges in Brisas del Yuna because of the need for the community to not have a center where children will be trained, then the neighborhood boards are set up, with Professor Ernesto Zacarías Blanco and Franciscan Friar Fray Guzman Bernabéu Lawrence. Later, together with the competent authorities, in commission they seek the help of Pro-Comunidad for the manufacture of said school. Later, once the school has been built, it is given the name of Nuestra Señora de Guadalupe, as it is considered the adopted

daughter of the dispensary that bears the same name. By November 15, 1993, the school was already ready to teach, with a structure of 4 classrooms and an address, as well as a latrine divided into two. As the community increased, the student population also increased, so it was necessary to occupy the chapel of the dispensary to teach and later, the community center also manufactured by Pro-community, parading through the school teachers (as) with a high level academic.

In that same year the first society of fathers, mothers, friends and tutors of the school was formed. In the same year, as a result of the increase in the student population, the increase of the teaching staff is necessary and at the same time the fifth and sixth grade are created. The teachers integrated into the teaching staff at the time were Cándido Caba, Eugenio Almonte, Wanda Blanco, Alcibiades Martinez, Antonio Duran, Disnalda at the initial level, Rafael Norberto Carrasco, Ramona Betances and Jacinta Paula as a volunteer.

Already for the year 2009, for reasons beyond the control of the Educational District, the acting director was transferred by a director, who entered to perform his duties in the schools two years later the organization block organized a fight to protest the follow-up of the construction of the school that had begun years ago as a result of the eviction of Brisas del Yuna, for Villa Liberation, where the Secretary of State for Education, finished the construction of the same, which on June 11, 2012 was inaugurated with the same name, being directed by the Director Catalina Tavares. For 2013, the center will be operated on April 24 by the Educational District 16-04 where they send a technician to the center, the Lcda. Monica Ureña. Later, in the same year, 2013-2014 period a new director, the Licdo, is assigned to the center. Pascasio Antonio Mejia Rosario. On September 2 of 2014, Dr. Antonio Martinez Veras PhD begins to direct the Center, until today.

Definition of Terms

    Spelling: Spelling is the writing of one or more words with letters and diacritics. In addition, the term often, but not always, means an accepted standard spelling or the process of naming the letters. *(*Definitions.net.*)*

    Error: The dictionary of the Royal Spanish Academy defines it as "wrong concept or false judgment." For James (2013) the error is a phenomenon of lack of success in a part of the language that is observable in the learning of a second language or foreign language. On the other hand, Ellis (1994) states that the error is "a derivation from the norms of the target language" (p.51).

    English Grammar: "The internalized system that native speakers of a language share" (in Hartwell: p.349: 1987). This definition allows grammar to take on several forms beyond the linguistic and formal writing processes. The Oxford American Dictionary, for example, defines grammar as: "the study of words and the rule for their formation and their relationships to each other in sentences; the rules themselves; speech or writing judged as good or bad according to these rules" (1980:282).

    Factor: A factor is an element that influences something, like many factors that contribute to global warming. To factor means to consider something relevant when making a decision or conclusion, like factoring in the weather and traffic when figuring out how long the drive will be.

    Primary School: A school usually including the first three grades of elementary school but sometimes also including kindergarten. (merriam-webster.com)

Chapter II. Review of the Literature

The History of English Spelling

Fromkin, V., Hyams, N., & Rodman, R. (2014), express that the most word spellings don't correspond exactly to the way they are pronounced, which can be frustrating and make some people cry out for a spelling "update", but doing that would not benefit anyone. We'll explore this topic in two parts: Part I is about the history of English spelling and spelling reforms, and Part II is about the reasons to keep our writing system just as it is. The main reason that spelling doesn't match pronunciation very well is that most of our spellings come from a time from the fourteenth to the sixteenth centuries, and back then, many people couldn't read or write well, or at all, so attempts to standardize the way people spelled took time and were difficult to enforce. Even Shakespeare spelled his own name different ways, on occasion.

St. Augustine Started Writing in English

According to linguists Anne Curzan and Michael Adams, St. Augustine and his followers began writing with the Latin alphabet in England around the year 597. The alphabet had 23 letters for around 35 English sounds, so some letters were used for multiple sounds (kind of like today!). Later, when the Norman French invaded England in 1066, some French spellings were introduced, which is why, for example, *city* is spelled with a C, like *cité* in French. When scribes at the time needed to create a vowel sound there was no letter for, they sometimes doubled consonants after the vowel, or added an adjacent, second vowel, such as "ee" or " ea," to reflect the multiple sounds represented by one vowel, but they did so inconsistently. Remember, back then every document in the world was written

by hand, and duplicated by hand, too! Update: Anne Curzan generously responded to our request for examples. She wrote, "Here are a couple of examples from *Scragg's a History of English Spelling* showing the influence of Anglo-Norman scribes/scribes copying Anglo-Norman: the <ea> in *meat* and the <tt> in *witty*." Curzan, A. (June 25, 2017).

At Times Spelling and Pronunciation did Match

At this time, Curzan, A., & Adams, M. (2012), words like *knight* really were pronounced the way they are spelled, with the K sound at the beginning and the throaty sound you hear in Hebrew for the GH. The I sound was more like the sound in "bit." So, back then, *knight* the warrior and *night* the opposite of *day* were not homophones, like they are today, but they still rhymed. Later on, over a few hundred years and ending during the seventeenth centuries, people started pronouncing almost all the English vowels differently. This change is noticeable to scholars, partly because it occurred just after spellings had started to become standardized, so there's actually a name for it: The Great Vowel Shift. By the end of the shift, words like *mouse* and *house* that had been pronounced like "moose" and "hoos," started sounding like the we say them today: *mouse* and *house*. But since spelling had become more standardized, the spellings stuck even after the pronunciations changed.

Gutenberg Began to Standardize Spelling

Fromkin, V., Hyams, N., & Rodman, R. (2014). One of the key elements that allowed spelling to eventually become fixed was the printing press, invented by Johannes Gutenberg in the mid-fifteenth century. Around that time and later, a spelling reform of sorts took place because printed works and their various haphazard spellings were

becoming much more widely distributed. But, those efforts brought new spelling problems, because they were based on the whims of a small number of men in positions of authority who revered Greek and Latin. Renaissance scholars took it upon themselves to change spellings not to be more like pronunciations, but instead to be more like the classical languages, creating the silent letters in words like *debt*, and even adding silent letters that we eventually started to pronounce! For example, the Middle English word for *falcon* was "F-A-U-C-O-N," but scholars stuck an L in there to look more like the Latin word, and speakers now pronounce the L2. That's also why *receipt* has a P, and *indict* has a C (it used to be "I-N-D-I-T-E"!).

Webster Made Some Spelling Changes

Later, in 1828, Noah Webster successfully made some changes to U.S. spellings, hoping to strengthen the cultural divide between the British and the Americans. For example, he took the U out of *honour*, and took the British spelling of *realise* (R-E-A-L-I-SE-) and changed the S to a Z. But, many of his proposed changes were rejected because certain spellings were already too well-known and widespread. Curzan, A., & Adams, M. (2012). From today's standpoint, it doesn't really seem appropriate to actively make spelling changes to divide speech communities. Additionally, we can all agree that it might be easier for the English-speaking world now if people had rejected Webster's changes, especially for school children who move from the U.S. to the U.K. and vice versa, and are still in the middle of learning to read and spell. In the U.S., most of us learned to spell *glamour* with that British U, and we are all doing just fine with the U there.

The Germans Tried Spelling Reform

You may have heard of the attempt at spelling reform in Germany in the nineties. The government did pass a spelling reform law, but there were numerous court cases and legal challenges against it (6, 1). Even a decade after the reform, many newspapers wound up following some of the new rules, but not others, leading to more gray areas in spelling conventions, instead of fewer. (German, 1996).

One take-away from all of this is that meddling and reforming writing systems that are already established typically adds confusion, confusion that only sorts itself out after time has passed, and doesn't do much good in the short-term, unless there truly is no standard to begin with, in which case, of course, people would need a standard to be established. Even though some of the reforms from hundreds of years ago were chosen arbitrarily, that is still not a reason to further meddle now, especially when we are able to disseminate the written word in mere seconds. Next time, we'll explore more about why that is.

Historical Background of English Spelling

According to Fromkin, V., Hyams, N., & Rodman, R. (2014). The way in which letters are arranged in sequence to produce the pronunciation of a word is referred to as spelling or orthography. In some languages, such as Spanish, the correspondence between the letter and the sound is fairly straightforward as each letter or letter combination almost always represents one certain sound. For example, compare the Spanish maleta with its English equivalent suitcase. The pronunciation of the vowels an and e in the former

remains relatively constant across words, whereas that of u, i, a, and e in the latter is far from being stable across the English vocabulary, the largest and richest of all languages.

During the rather complex history of English, the language has been subjected to numerous influences that resulted in it actually becoming a mixture of other languages, benefiting from abundant contributions to its vocabulary, but also blending different spelling systems. These contribute to the irregular and sometimes incredibly inconsistent and confusing spelling of the written language, which in turn interacts with a varied and sometimes unpredictable pronunciation. In order to master English spelling, one needs to learn a great many spelling rules and be aware of the numerous possible letter combinations. (Fromkin, V., et, 2014).

One of the most notorious inconsistencies among letter-sound correspondences is represented in the various sounds of the letter combination ought. Robert A. Heinlein in his novel The Door into Summer came up with the following sentence to demonstrate this: "Though the tough cough and hiccough plough him through." Though is pronounced as slow, tough as huff, and cough rhymes with off. Hiccough is pronounced as cup, plough as how, and through rhymes with you. Such spelling inconsistencies were ridiculed by playwright George Bernard Shaw, who suggested that the word fish should be spelled ghoti, as gh would stand for f (laugh), o for i (woman in the plural as pronounced /wimin/) and it would replace sh (as in nation).

However still, despite the bad reputation English spelling suffers from, hundreds of millions of English learners all over the world have managed to overcome it as they strive to improve their knowledge of the undisputed international language, used daily on millions of Internet sites – all in English. A perfect tool to help you in the process of mastering English spelling is the White Smoke online grammar and English writing software, which

relies on cutting edge artificial intelligence algorithms that provide contextual proofreading any text you write in any application. (Fromkin, V., et, 2014).

When the Anglo-Saxons started arriving at the British Isles around the 5th century AD, the Germanic roots of their language gradually created the core of Old English vocabulary, similar to modern German words, such as father, mother, daughter, son, under, hand, house, and cow. These were originally spelled and pronounced differently, but were transformed due to later linguistic changes. Additional contact with the language of the indigenous Celts and ongoing word borrowing from Latin speaking merchants, Roman conquerors and Christian monks have resulted in more words that integrated different spelling systems (street, plant, altar, kitchen, butter, wine).

The Viking invasions of the 9th century brought an influx of spelling conventions from Old Norse, which in addition to contributing words such as want, take and sky also caused the Old English word shirt to be written as both shirt and skirt, with the meaning of the two later diverging to denote two different pieces of clothing. Middle English saw a dramatic influence on English spelling with a torrent of Norman-French words coming into use starting from the 11th century. It is estimated that about 40% of currently used English words are derived from French, which has obviously brought with it yet additional spelling conventions (not changed for reasons of prestige), and word roots and suffixes that formed longer English words than before (parliament, justice, ornament, pleasure, establishment, foundation etc.). (Fromkin, V., et, 2014).

Printing was at its early stages and there was still no set spelling standard, which would only later be canonized in dictionaries and language manuals. Divergent spellings for the same word occurred very often, sometimes even in the same sentence. This resulted,

for instance, in the letter o bearing three different pronunciations in love, grove, and prove; the consonant digraph th replacing older letters; and o sounding like u in come, son and love.

From the 15th century onwards, the phonological phenomenon known as the Great Vowel Shift caused numerous vowel pronunciations to change into those more familiar to us today and thus marked the transition into Early Modern English. The spelling, however, remained as it was and still represented the Middle English pronunciation, adding another dimension to the bewildering English spelling saga.

Instead of initiating a full realignment of English spelling according to commonly accepted conventions, the expansion of printing has actually fossilized both old and new irregularities with remnants from all the language sources, which by then had been contributing to the ever-growing English vocabulary. The additional silent "magic" e, common to many words in English, followed these developments, in addition to the ought conundrum, illustrated above.

The English Renaissance of the 16th century boosted a renewed interest in classical Greek and Latin, bringing in a new wave of borrowed words, either with their original spelling (a now silent b in debt to resemble the Latin debitum, s in island as in Latin insula instead of Norse igland) or anglicized along the lines of the new spelling practices. This again amounted to yet further spelling diversity in words such as democracy, theory, physics, and rhythm from Greek (y in the middle of a word indicates Greek origin); medicine, library, recipe, conviction, and index from Latin.

The rise in education, printing and reading; English replacing Latin in church services; upward social mobility, and increased communication among the different parts of

English society were some of the initial steps to finally start bringing order to the English spelling chaos, which by now had been set in print.

The publication of the first significant English dictionary by Samuel Johnson in 1755 and others that followed, the publication of the King James Bible in 1611, and the literary works of William Shakespeare mark the onset of Modern English. As written communication was becoming more prevalent, there was less leeway for spelling deviance. The British economy and naval trade prospered, allowing for culture and science to flourish, ever contributing to the development and enrichment of the printed lexicon. The 19th century revolutionized science and technology and gave rise to even more words, prefixes and suffixes from classical languages (cholesterol, telegraph, telephone, cyanide, and philanthropist).

The British colonization of America and other imperialist ventures around the globe allowed English to literally usurp a great deal of languages for more and more words that still keep spicing up English orthography with spelling irregularities. A major development following the global expansion of English is the spelling differences between British and American English, initially instigated by the publication of Noah Webster's American Dictionary in 1828.

Words are constantly being added to the English language and are transcribed using the Roman alphabet (mustang, algebra, bungalow, samurai, and voodoo, to name a few). The global mass media and the Internet constantly bring world cultures and languages into dynamic interaction that yields more diversity and richness in every aspect of our lives. The lexical and orthographical richness of English is a challenge worth overcoming in the quest for proficiency in the language common to us all. (Fromkin, V., et, 2014).

Definition of Spelling

Spelling is the writing of one or more words with letters and diacritics. In addition, the term often, but not always, means an accepted standard spelling or the process of naming the letters. In the sense of a standard, spelling is one of the elements of orthography and a prescriptive element of alphabetic languages. Spellings attempt to transcribe the sounds of the language into alphabetic letters, but phonetic spellings are exceptions in many languages for various reasons. Pronunciation changes over time in all languages, and spelling reforms are irregular in most languages and rare in some. In addition, words from other languages may be adopted without being adapted to the spelling system, non-standard spellings are often adopted after extensive common usage, and different meanings of a word or homophones may be deliberately spelled in different ways to differentiate them visually. *(*Definitions.net.*)*

Spelling is a complex skill and an important part of writing. Good spelling is also a social expectation and contributes to clear communication of a written message. Spelling is a complex skill and an important part of writing. Good spelling is also a social expectation and contributes to clear communication of a written message. Spelling requires students to draw on a range of knowledge about the English language. This knowledge includes:

a) Phonological knowledge - knowledge of the sound structure of language.

b) Orthographical knowledge - knowledge of the system of written symbols used to represent spoken language.

c) Morphemic knowledge - knowledge of the smallest parts of words that carry meaning.

d) Etymological knowledge - knowledge of the origins of words (Oakley &
Fellowes, 2016, p.6)

Phonological Knowledge

Phonological knowledge refers to knowledge about the sounds in language. It is an
important part of learning to write (and read). As part of learning to spell, students need to
develop phonological awareness, that is, the ability to hear, identify, and manipulate
syllables, rhymes and individual sounds (phonemes) in spoken words. In order to spell
words, students use this phonological knowledge to segment each word into smaller units,
such as syllables, phonemes or onset and rime, and accurately match these to appropriate
letters or letter combinations (graphemes). Another important part of phonological
knowledge development is the ability to understand that sentences comprise words, and to
hear and identify the separate words in sentences. (Westwood, 2014)

Orthographical Knowledge

Orthographical knowledge is the awareness of the symbols (letters or groups of
letters) used to represent the individual sounds of spoken language in written form. To spell
fluently, students also need to know the rules about how written letters are arranged in
English. Beginning writers will need to understand the alphabetic principle, that is, that
spoken language can be recorded in written language by using alphabet letters (graphemes).
The 26 letters of the English language are used to represent the phonemes of words. A
grapheme can comprise one or more letters. The main ones include:

a) Single letter graphemes, b as in banana, c as in cat or city

b) Double letter graphemes, ee as in feet, oo as in book

c) Double consonant graphemes, bb as in bubble, ss as in miss

d) Digraphs – two different letters representing a phoneme, sh as in sheep, ir as in bird

e) Consonant clusters, gl as in glow, scr as in scratch

f) Trigraphs – three different letters representing a phoneme, igh as in night, dge as in judge

g) English orthography follows a highly regular system of patterns. Even though some sounds can be represented by a variety of different letters or letter combinations, these are regular and fixed. (Westwood, 2014)

Morphemic Knowledge

Morphemes are the smallest parts of words that carry meaning. Morphemic knowledge involves understanding how morphemes can be used to form words. The spelling of longer words requires students to identify and put together the necessary morphemes. There are two types of morphemes – free morphemes and bound morphemes. Free morphemes are those that can stand alone as separate words (play as in playing, friend as in unfriendly). Bound morphemes are not words themselves and cannot occur independently. When added to words, bound morphemes can change the meaning of words or create new words. Bound morphemes include prefixes (e.g. re-, dis- trans-) which are added to the beginning of words and suffixes (e.g. -able, -les, -ly) which are added to the end of words. Some suffixes can change the number (singular/plural as in dish/ dishes) or tense (present/past as in play/plays/played) of a word. Morphological knowledge plays a strong role in determining the spelling of many words in English. (Westwood, 2014)

Etymological Knowledge

Etymological knowledge refers to how the history and origins of words relates to their meaning and spelling. Many words in modern English come from or have their roots in other languages, particularly Latin and Greek. For example, the Greek word, graph (write) is the root or stem of the family of words such as graphics, autograph, and photography. Knowing about the origin of these words is helpful to students when learning to spell them. (Westwood, 2014)

Teaching of Spelling

Spelling has traditionally been considered to be a component of the English. Among most educators, spelling retains its traditional definition: "the knowledge and application of the conventional written representation of words in the process of writing, and the instruction necessary to develop this knowledge. (Tempeton, 2000).

According Gentry, J.R. (1982). One of the key goals of teaching spelling is to support students to develop the knowledge's required (see above) as well as flexible and efficient strategies that they can draw upon when learning to spell unfamiliar words. While most students will develop some strategies for themselves, these are often not sufficient to meet all their spelling needs. The teacher's role, therefore, is to extend the repertoire of strategies students have at their disposal. Some of these other strategies might include: "look, say, cover, write, check', spelling by analogy (for example, knowing how to spell ball facilitates the spelling of fall, call, tall) or using mnemonics (memory aids, for example, the principal is my pal) and other resources such as dictionaries and spell checkers.

The ability to spell does not develop naturally. Like reading and writing, it needs to be taught explicitly. Based on the assessment of children's writing and reading, teachers can build a profile of the knowledge and strategies being used by students. In modelled, shared, interactive and guided writing contexts, then, teachers can demonstrate ways to work out how to spell words, how to use various resources to help with spelling, and how to proofread or check spelling.

Students can observe and listen to the teacher, as a model of a proficient writer, as she uses the knowledge and strategies necessary to problem solve the spelling of familiar and unfamiliar words. Learning to spell takes time. With many repeated opportunities to write for different purposes and audiences, students will learn more about how words work, what other authors do, and reflect on how the knowledge and strategies they are learning will support their own writing. If spelling knowledge and strategies are taught in isolation, they will not be as useful to students. Students also need many opportunities to see and read print. A classroom rich in environmental print and being involved in shared, guided and independent reading of a wide range of genres including fiction and non-fiction will allow students to notice, think about and recall what words look like. They will also learn about the possible letter combinations in English, the conventions of books and print, including concepts of word, letter and sentence, and the relationship between letters and sounds. Good spellers also have a positive attitude to spelling. They display a curiosity about words, attempt unknown words and take care about spelling for publication. A classroom program that encourages risk-taking, promotes investigations of sounds and words, and gives spelling 'real life' significance will be supportive of the spelling development of all students. (Gentry, J.R., 1982).

Priorities for Teaching

Across the different stages of primary school, F-2, 3-4 and 5-6, teaching emphases will change according to the students' stages of spelling development and spelling needs. In the early years, F-2, there is generally a focus on teaching phonic knowledge and visual strategies as this is what young writers try to use as they invent spelling at this stage. As students move through the middle and upper levels of primary school, the focus changes to the teaching and exploration of morphemic and etymological knowledge. This said, attention can be given to all the types of knowledge and the teaching of high frequency words, at each stage, depending on students' needs. Assessment of students' spelling ability can take many forms. The analysis of students' writing or a dictated writing task contributes to a rich profile of what each student can do, with errors giving insights into which knowledge and strategies students are drawing upon when problem solving an unfamiliar word. Talking with students during writing conferences can also provide further detail about knowledge and strategies being used. While spelling tests can be useful in providing standardized scores and spelling ages, it is vital to move beyond the score to consider the types of errors being made. This richer data will then be useful in designing differentiated learning programs in spelling. (Adoniou, 2016)

Theory to Practice

Development Stage Theory

The most influential theory to impact the teaching of spelling is that of developmental stage theory. According to Gentry (1982, 2004), there are five stages of spelling development:

1) Pre-communicative/pre-phonetic stage: words are represented using strings of letters and symbols that do not relate to the sounds in words.

2) Semi-phonetic stage: students begin to represent some of the sounds in words, more often consonants or whole syllables, with plausible letters or letter combinations. This is usually the start of invented spelling.

3) Phonetic stage: every sound in words is represented by letters. Students show awareness of some letter-sound correspondences. Some students may stagnate at this stage if they do not learn to use other strategies beyond phonological knowledge.

4) Transitional stage: students begin to pay more attention to orthographical and morphemic knowledge, as well as spelling rules. More words are spelt conventionally.

5) Conventional spelling: most words are spelt conventionally. Students control phonological, orthographical and morphemic knowledge needed and use a range of strategies.

This theory helps teachers to understand the typical pathway students will take as they learn to spell. It acknowledges that children's spelling errors are not random but can reveal something about their thinking about spelling. It also encourages teachers to focus on individual student needs and development rather than a one-size-fits-all program.

Overlapping Waves Theory

Developmental stage theory suggests that students learn to spell in a neat, linear sequence. However, this is not the case. Overlapping waves theory (OWT) (Siegler, 1996),

suggests that when learning to spell, students will typically be thinking in different ways and using multiple strategies to solve a problem at the same time. These different ways of thinking can coexist together and the frequency with which the students use different strategies will rise and fall over time. Students will gradually discard those strategies that are no longer useful to them as they learn more efficient and sophisticated strategies to meet their spelling needs (Oakley & Fellowes, 2016, p. 23).

Spelling and School Success

Teaching spelling also supports reading and writing, and vice versa (Adoniou, 2016, p.11). Learning how words and language works contributes to vocabulary development. This, in turn, supports reading comprehension and enhances choices made when composing written texts. While it is acknowledged that spelling ability is not related to intelligence, poor spelling can affect performance across all areas of the school curriculum.

The Nature of the Spelling System

English spelling balances a demand to spell units of sounds consistently from word to word with a demand to spell units of meaning consistently from word to word. In a large proportion of the words encountered in print beginning in the intermediate school years, however, the balance tilts most often toward consistent representation of meaning–"visual identity of word parts takes precedence over letter-sound simplicity" (Venezky, p. 197).

Spellings that appear to be anomalous at the level of spelling to sound correspondences are usually logical when considered from the perspective of spelling-to-meaning correspondences in which the spelling visually retains the meaning relationships among words–crumb has a silent b to preserve its visual identity with crumble, in which the

b is pronounced; the second syllable in mental is spelled -al rather than -le,-el, or -ile in order to retain its identity with the related word mentality, in which the spelling of the second syllable is clear and unambiguous; and autumn is spelled with a final silent n to preserve its visual identity with autumnal, in which the n is pronounced. "Words that are related in meaning are often related in spelling as well, despite changes in sound" (Templeton, p. 194).

Though the visual preservation of meaning is the most striking feature of English spelling, the manner in which sound is represented is more logical than often assumed, particularly when the position of a sound within a syllable is considered. For example, the sound /ch/ is always spelled with the letters ch at the beginning of a word, never tch. At the end of words, on the other hand, both spellings occur–usually determined by the sound that they follow. After a long vowel sound, /ch/ is usually spelled ch (poach, bea); after a short vowel sound, /ch/ is usually spelled tch (match, pitch).

In two-syllable words, this logic occurs between syllables as well: A short vowel sound followed by a single consonant requires the consonant to be doubled before another syllable beginning with a vowel (sitting, happy) while a long vowel sound followed by a single consonant does not require this doubling (siting, pilot). Exceptions do exist, of course (consider rich, much and habit, cabin) but these are few in relation to the consistency with which the patterns apply. As learners progress, they may learn that these exceptions become considerably fewer because they are explained in terms of the history of the word (the language from which it came), and by the tendency for visual preservation of meaning to override a consistent representation of sound. (Templeton, p. 194).

Spelling Development: Learning and Instruction

According to the research of cummings, Donald (1988). Whoever investigates the development of spelling knowledge has shown that knowledge about the nature and function of spelling begins to develop with the learning of the alphabet and can continue in college, although spelling instruction rarely extends to degrees. intermediate and beyond. The explicit understanding of students in the public school about how the spelling system works is based on the expectation that the letters represent sounds in a spatial / temporal pairing from left to right. Later, knowledge of the interactive relationship between sound and position is acquired, and later still, knowledge of the role that meaning plays. Most English educators agree with research that supports the importance of involving students in as much reading and writing as possible and encouraging them to apply their knowledge of the alphabet and the relationships between letters and sounds in their writing.

On the other hand, there is a lack of agreement on the degree and nature of the attention assigned to spelling instruction, apart from continuous reading and writing activities. Traditionally, the two common perceptions of how students can learn to spell have been (1) memorized memorization through repetitive practice or (2) acquisition through more natural commitments to reading and writing. In this last conception, the need for the skill must be evident to the students, therefore, they will be motivated to acquire knowledge of conventional spelling. However, most of the studies that have addressed this issue support the need for students to examine words apart from the more natural contexts of reading and writing.

However, in contrast to low level repetitive activities, this test should include reading and writing the words in contexts that involve students in comparing and

contrasting words in an active search for patterns. Although both the act of reading and the act of correcting one's writing for spelling errors involve the student in the application of spelling knowledge, none of the acts, individually or in concert, seems to involve the student in the types of explicit attention and thinking necessary for the abstraction of logical patterns in the spelling system. For most older students (as well as adults), the role of meaning in the spelling system does not become apparent simply through reading and writing.

Advances in the assessment of spelling knowledge allow teachers to determine more effectively and efficiently the range of spelling ability among the students in their classroom, and thus to plan instruction accordingly. Such assessment may include spelling inventories and analysis of students' writing. Selection and organization of words for examination should be based on the developmental appropriateness of the words, the type (s) of spelling pattern they represent, and their familiarity in reading. In the primary grades, exploration will be directed towards the discovery of commonalities at the alphabetic, within-syllable pattern, and later between-syllable patterns and morphological level (i.e., simple affixes and base words). (e.g. Bear et al. 1996; Pinnel and Fountas 1998).

For example, younger students who are moving from the beginning to the transitional phase of literacy development may compare and contrast words with a short vowel pattern, such as grin and trim, with words with a long vowel pattern, such as line and time. In the intermediate grades and beyond, exploration will be directed primarily towards extending between-syllable pattern knowledge, and then toward developing spelling knowledge in the context of more advanced morphological, or meaning, relationships. Older students may thus examine the spelling/meaning relationships in the known words

muscle and muscular (thus remembering that muscle has a c in it because they hear the pronounced in the related word muscular) and apply this knowledge to the unfamiliar word muscularity (because of the similar spelling they realize it is related in meaning to muscle and muscular; it also provides a clue to the spelling of the /er/ sound in muscular). (e.g. Bear et al. 1996; Pinnel and Fountas 1998).

In the first edition of the Encyclopedia of Education (1971) Ralph M. Williams discussed the logical nature of the role of English spelling, noting the role of pattern, morphology (meaning), and etymology (word history). He noted the value of encouraging an inductive approach to instruction. The field has seen Williams's conclusions supported in the subsequent three decades and has added these additional insights:

Developmental research has provided a stronger foundation for crafting a scope and sequence for spelling instruction; there is a better understanding of when to teach which particular aspects of the spelling system. Spelling knowledge plays a larger role in literacy than previously thought; it is the foundation for decoding words in reading as well as for encoding words in writing.

From an instructional standpoint, there is a clearer understanding of how the relationship between spelling and meaning at the intermediate grades and beyond can be developed and extended so that the areas of spelling and vocabulary–traditionally separate in the language arts curriculum–can be effectively blended. These insights lead to the conclusion that spelling, as a topic, is no longer limited to being simply a skill in the writing process or an aspect of attention to the conventions of print. Rather, the range and focus of spelling instruction now impacts a broader terrain than it has in the past.

In order for students at all levels to arrive at the understanding of the role of pattern and meaning in the spelling system, their teachers must be knowledgeable about this system. In this regard, Hughes and Searle observed in 1997: "If we teachers do not believe that spelling has logical, negotiable patterns, how can we hope to help children develop that insight?" (p. 133). At the beginning of the twenty-first century, therefore, there is a renewed emphasis on developing teachers' knowledge base about the nature and structure of spoken and written language–and the relationships between the two. Such a foundation may help teachers in turn develop in their students a conscious attitude and habit of search that reflect the expectation that, most of the time, the nature and occurrence of sound and meaning patterns in spelling are logical and negotiable.

The Error in Learning a Foreign Language

According to Touche (1986) it indicates that the error in the context of learning a language is inevitable, but that it must also be seen as evidence of the process that the learner is facing.

> Language learning, like any kind of human learning, involves committing errors. In the past, language teachers considered errors committed by their students as something undesirable which they diligently sought to prevent from occurring. However, researchers in the field of applied linguistics came to view errors as evidence for a creative process in language learning in which learners employ hypothesis testing and various strategies in learning a second language (p. 75).

Regarding the evolution of error, Garcia (2014) explains that in the mid-40th century the instruction of foreign languages that avoid errors is proposed, considering in its beginnings the error as "something bad that should be avoided at all costs and that can be predicted comparing the student's mother tongue systems and the second language he is learning to predict the structures in which errors will arise" (p.3).

On the other hand, by the 1960s a new perspective would be born with a more positive assessment of the error from the investigation current of the Error Analysis (AE) considering the error as "a clue that can guide us to better understand the strategies of learning that students use" (Garcia, 2014, p.3).

What is the error?

According to James (2013), the error, as well as the language, is specific to the human being who is not only sapient but also errant. To error is only human, animals and objects do not make mistakes. For James there is nothing more specifically human than error in language.

> "To err and to speak are each uniquely human, then to err at speaking, or to commit language errors, must mark the very pinnacle of human uniqueness" (p.1).

Likewise, Corder (1967) understands the error as an indication of the learning process distinguishing them between systematic errors and production errors. Likewise, Richards and Schmidt (2010) point out an error such as "the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning" (p.201).

For Dulay, Burt and Krashen (1982) "errors are the flawed side of learner's speech or writing. They are those part of conversation or composition that deviate from some selected norm of mature language performance" (p.138).

Description and classification of language learning errors

On the one hand, the description and characterization of errors is considered as a key process in the treatment of errors, since it allows accounting for them and knowing

their classes. (Marin, 2013). "One of the reasons why errors are classified is so that you can count the number of times a certain form appears in the text" (Rocha, 2013, p.59).

Different authors have also classified and characterized the errors produced in the context of learning a foreign language according to different criteria. James (2013) describes the errors according to the modality, medium and level. As for the modality, an error can occur at the level of the reception or production of the language, the medium is divided into oral or written and finally the level where the error occurs, which can be a text level (lexicon and grammar), substance (gramological and phonological errors) and discourse (coherence).

From a perspective, Marin (2013) opts for a description of errors according to the linguistic category, thus taking into account the linguistic category affected by the error and the errors are described according to the level of the language to which the error affects (phonology, semantics, grammar, morphology, syntax, text or discursive), class and system.

Similarly, Dulay, Burt and Krashen (1982) propose a surface structure taxonomy of errors as one of the many alternatives to describe errors. It is based on the ways in which the student's error differs from the mother tongue. It "hihglights the way surface structures are altered" (p.150). Therefore, under this taxonomy the errors are described as: errors of addition, omission, erroneous form and bad ordering, and also a fifth category added by James (2013): mixing errors.

Thus, considering the characterizations and descriptions proposed above, it can be affirmed that the lexical errors to be taken into account in the present investigation are described as errors by erroneous form in the production mode in the written plane at the

text level. The classification of errors in learning a foreign language, according to

Fernandez (2006) is as follows:

Linguistic criteria: Based on the linguistic category or sub systems that have been

affected by the error.

     a) Phonic errors

     b) Lexical errors

     c) Morphosyntactic errors

Criteria of Superficial Strategies: Errors that affect or modify the textures of words

or phrases. These can be: errors of addition, errors of omission, errors of erroneous form

and errors of bad ordering. (Ellis, 1994a).

Pedagogical Criteria: Take into account the relationship of errors with learning.

They are divided into: local errors vs. global errors, residual errors vs current errors,

induced errors vs creative errors, transient errors vs permanent errors, fossilized errors vs

fossilizable errors, individual errors vs. collective errors and written production errors vs.

oral production errors.

Etiological Criteria: It is based on the aspects where interference appears.

a) Interlingual errors: errors produced by interference of the mother tongue.

b) Intralingual errors: errors caused by conflicts of the rules of L2. These are "Items

    produced by the learner which reflect not the structure of the mother tongue, but

    generalizations based on partial exposure to the target language" (Richards 1976,

    cited in Abdallah, 2011, p.57).

c) Simplification errors

d) Errors produced by other psychological parameters.

Communicative Criteria: Referred to errors from the perspective of the effect they cause in the reader or speaker, that is, whether or not they affect the communication. These are: ambiguity errors, irritating errors, stigmatizing errors, pertinence errors and fun mistakes.

Pragmatic Criteria: It focuses on errors resulting from the relationship between culture and language of L1 and L2. These are: pragmalinguistic errors, sociopragmatic errors, incoactive errors, and nonverbal errors.

Thus, in the present work the classification of Fernandez (2006) is followed for the treatment of linguistic criteria errors specifically lexical errors and in order to mention possible causes of them the etiological criterion regarding errors will be taken into account interlingual and intralingual.

Causes of the Errors

According to Marin (2013), the student, in the context of learning a foreign language, can use different strategies to deal with the problem of good use of the language, that is, in his intention to communicate and not make mistakes he employs strategies communicative as: simplification, generalization, omission and interference or transfer.

In this way Marin (2013) explains the mistakes caused by the students, when trying to replace mistakes in the use of the language they are learning: When an element that is necessary is unknown and the apprentice resorts to L1, he borrows a substitute whose consequence may be a transfer error of L1. If the apprentice knows that element in L2,

although he is unable to access it, it is at that moment that he uses a substitute for L1; Then we talk about a possible interference error of L1 (p.193).

In that sense, Weinreich (1953), cited in Abdallah (2011) refers to interference as: "The negative influence of the mother language in the performance of the target language learner. It is those instances of deviation from the norms of either language which occur in the speech or writing of bilinguals as a result of their familiarity with more than one language" (p.57).

It is understood, therefore, that, given the difficulty of producing and / or making use of the foreign language, the student uses certain strategies, however it is important to also know the cause of the errors, why they originate. Touche (1986) explains that there are two major sources of errors: native language interference and intralingual and developmental factors.

Therefore, errors caused by the mother tongue are considered interlingual errors. Although the tendency to pay more attention to the errors caused by the linguistic system of the L2 has increased, it must always be taken into account that the mother tongue plays a very important role and its interference is one of the first causes of the errors in Learning a foreign language. Also the second causal source of errors is attributed to the difficulty of the language in question or to learn (L2). Intralingual and developmental factors are summarized according to Touche (1986) in:

1) Simplification: The use of simple shapes and constructions instead of more complex ones but trying to preserve the original message.

2) Hyper correction*:* Caused by teachers, who in their eagerness to correct student mistakes indirectly stimulate or influence them to make mistakes in correct structures.

3) Faulty teaching*:* Related to hypercorrection. When faulty teaching occurs, errors are induced by the teacher and may have their motives in the material to which the student is exposed, the form of presentation of the material, etc.

4) Fossilization: Errors that persist over time in the student, difficult to eradicate whose problematic point consists in their appearance in stages in which they thought they were overcome. "Linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to a particular target language, no matter the age of the learner or amount of explanation and instruction he receives in the TL" (Selinker, 1972, p. 215).

5) Annulment: Elimination of difficult-to-produce syntactic structures for some students using simpler structures (avoidance) instead.

6) Inappropriate learning: Caused mainly by the ignorance of the restrictions of the rule or lack of differentiation of the same.

7) Orthography*:* The student writes texts in English with spelling correction, either by omission of a letter, addition, duplication, etc. The result is words that do not exist in the target language. For example: (intresting / interesting) (littel / little) (James, 2010, p. 150)

James (2013) also states that there are errors that are made without following a specific cause since there are several reasons that can be deduced from the error and, on the

other hand, errors that have more than one cause. Therefore, another cause of errors is what he describes as ambiguous and composed.

Teachers say Lack of English learning in Schools Creates Inequality in the DR

According to an article published on the internet by the newspaper "EL Hoy Digital", dated (July 1, 2018), by the President of the DR-TESOL, Professor Juan Valdez, who warned that: *according to the Association of Teachers of English of the Dominican Republic (DR-TESOL) the absence of an effective program for learning English in the country's public schools has constituted the greatest factor of social and educational inequality and inequity, for which reason it asks the authorities to prioritize the bilingualism.*

Likewise, in a press document, *the entity that brings together teachers specialized in teaching English, deplored that more than two million children and adolescents are condemned to global isolation and underdevelopment by being able to communicate only in Spanish.*

On the other hand, the president of the DR-TESOL, professor Juan Valdez, assured that *for years the educational authorities have not given the importance that the subject of English deserves in the national curriculum, which constitutes one of the greatest weaknesses of the Dominican educational system.*

He also criticized that *the government has ignored the claim of English teachers of the need to implement in the country a program that corresponds to the Dominican reality and that guarantees that school students will learn the most widely spoken language in the world.*

Likewise, Valdez said that *English teachers express concern that for four consecutive years there have been no competitive exams for the hiring of professionals in the English area, warning that this situation*, if it continues, would imply the de-professionalization of the teaching career and, therefore, a great educational backwardness.

On the other point, Juan Valdez and students stressed that "*An essential factor in the problem of English in public schools is that English is not yet understood as a basic subject, that it deserves the same attention as science and mathematics and that it does not it is possible to speak of educational progress and quality in Dominican public schools if the learning of English is not achieved*",

He also stressed that English is the most widely spoken language in the world, it is the language of technology, science, business, international relations, tourism, diplomacy and the Internet.

Leaving evidenced according to what he expressed that, *"It is for this, for example, that China today has more English students, than the total number of Spanish speakers in the entire planet. In fact, in our country, being able to communicate effectively in English constitutes a job guarantee for our young people, in sectors such as Call Centers and tourism*",

In this sense, Valdez stated that for these reasons the DR-TESOL calls on the authorities not to continue putting off the educational development of the country and warns of the social injustice that implies condemning the country's children and adolescents to monolingualism.

He also expressed that competitiveness in a globalized world, sustainable development of peoples, social cohesion, poverty reduction, occurs in countries that have prioritized the learning of the English language.

Likewise, he stressed that *with an increase in the needs of the market, those who can access the best jobs are those few who had the opportunity to learn it from childhood, who are less than 5% of the Dominican school population, in particular the who have access to bilingual schools. "In fact, even for talented students in science and mathematics, this is not enough to access the best educational and job opportunities; it is also required to have communication skills in English",*

He assured that *the command of English offers more and better job opportunities.* It is the same with educational opportunities. English strongly conditions access to graduate studies abroad, particularly in the United States and other English-speaking countries in the world.

Therefore, mastering English opens economic and professional opportunities. Almost two billion people are communicating through the English language in the world today and children and young people should not be left out of this great global community. Being able to communicate in English helps us do well financially as a person and as a nation.

In another point, Valdez cites *what scholars of the matter and international organizations have pointed out, that today 58% of employers worldwide say that "knowing" English helps to get a job, while 75% of Senior management jobs require English proficiency.*

So, at the global level, the growth of transnational companies and jobs as well as migration around the world have increased the demand for "transnational human skills", that is, the ability to communicate in foreign languages, intercultural skills, as well as information and knowledge of the world. Likewise, at a collective level, a country with citizens capable of communicating in a second language has a greater capacity to increase its interaction in the world through the exchange of goods, services and capital.

Finally, Valdez, an expert professor in teaching English, stated that the Dominican Republic is part of a global community and is a country exposed to the world through tourism and foreign investment, however, he observes that despite this interaction with the world, the State strategies to ensure language learning in school education are still very poor and without positive results, (Newspaper "EL Hoy Digital", July, 2018).

What is the Impact of the Spelling Presented as a Determining Factor in the Practice of Writing English Language Learning?

Numerous factors that affect students' writing skills have been identified in literature. These are associated with the motivation of learners who are generally unclear about the purpose and significance of their text in their L2 learning. Similarly, social media, in-consistent feedback from teachers, learners' lack of analytical and evaluative approach, and large and unmanageable class sizes also negatively impact the structural and communicative accuracy of the students' texts (Pineteh,2013).

In the same way, a moderate to high correlation between spelling skills, phonological skills, and reading skills have consistently shown in studies (Ehri, 1997; Morris & Perney, 1984; Robinson, 1990). Spelling appears to have a large impact on

students' reading fluency and reading comprehension. Stage models of spelling development often parallel stages of word reading development (Ritchey, 2008). For example, children progress through parallel, although not identical, stages for sight word reading and spelling development (Ehri, 1997 & 1998).

Spelling and reading are closely linked in the findings that children who are good readers are usually good spellers. Knowledge of a word's spelling almost always aids the reading of that word (Foorman & Francis, 1994). This correlational data is buttressed by experimental studies showing that spelling instruction improves reading performance (e.g., Berninger et al., 1998; Ehri & Wilce, 1987; Uhry & Shepherd, 1993).

Increased spelling knowledge helps children make sense of the words read, making it easier to remember, as it allows children to make more complete connections between spelling and pronunciations of words in memory (Ehri, 1987 & 1989). Increased spelling knowledge also was associated with improvements in word-recognition skills. Overall, spelling is an instructional tool that can help students understand the alphabetic writing system and its' relationship to spoken language.

What Common Spelling Mistakes do Students Make in Relation to English Grammar?

Errors made by students of a second language are classified into two groups, interlingual and interlingual errors. First, interlingual errors are those that result from language transfer and are caused by the student's native language. Muho & Kurani (2011), expresses that some researchers hypothesized that errors in the second language are caused by the interference of the student's native language. These errors reflect the student's inability to separate the native language and the second language. Other researchers noted

that students' mistakes in the second language are caused by several things. These include transfer, overgeneralization and communication strategies.

Transfer refers to the effect of the native language on second language learning. In the transfer, some patterns are borrowed from the native language. In Overgeneralization, patterns can be extended from a second language by analogy. Overgeneralization is a common process in the native language and the second language in which students extend the use of a grammar rule of the linguistic item beyond their accepted uses, generally making words or structures follow a more regular pattern. A communication strategy means expressing meanings using words and grammar, which are already known. Intralingual errors are those that result from the defective learning of the second language, rather than the transfer of the language.

Muho & Kurani (2011), believes that spelling difficulties with students can be divided into two groups. First, linguistic, which are related to the nature of the language. Second, personal, which are related to the different stages of development that students go through. Besides describes these stages as follows: First, before phonetics, students use a mixture of images, signs, shapes and letters. Second, semi-phonetics, students use letter names to represent sounds. Third, phonetic stage, students use familiar sounds to write words and realize the limits of words and leave spaces between words. Fourth, visual students use most of the letters correctly, if not in the correct order; they use vowels in each syllable. Fifth, mature, which means that students use a full range of strategies to spell words and can make analogies from known spelling patterns; They are able to recognize incorrect spellings. There are many studies conducted on spelling errors and different types of errors and different types of difficulties.

Muho & Kurani (2011), did a study on spelling errors and the main types of spelling errors. She listed six different types of spelling errors. She said it is not enough to know that students have misspelled words, but it is helpful to analyze the different types of mistakes students are making and then provide relevant teaching based on that knowledge. She listed some common types of spelling errors based on her study and the best strategies to help them overcome them.

a) The first type is the spelling by sound only as photo, photo.

b) The second type is not to hear sounds in words like, library, library.

c) Third, confusing about homophones like the trailer too.

d) Fourth, trembling understanding of the rules of suffixes and prefixes as arrested, detained.

e) Fifth, lack of attention to the order of the letters in words like, brid, bird.

Finally, knowing how to spell, but not worrying about how, for some students, the problem is not the lack of spelling ability but the confusion about the importance of spelling correctly. Teachers must be careful when dealing with such errors. She listed some strategies that teachers can follow for general correction.

1. First, teachers should ask them what ideas they are using when they spell. Then, you should use your answers as a starting point to clear up the confusion.

2. Second, when analyzing or correcting spelling errors, they must take into account the expectations appropriate to the age and experience of the writer.

3. Third, they should be sure to point out the many good strategies they observe in student spelling. Then, they should encourage their students using phrases like

these, I like the way they test unknown words, I see that they know how to spell many high frequency words, I see that they are learning to use common spelling patterns and I notice that you care about your audience and that's why you've corrected your writing. (Muho & Kurani, 2011).

There are four types of spelling mistakes that English students usually make. These are omissions and means leaving letters, substitutions, which means replacing letters with incorrect letters, transpositions, which means reversing the position of the letters and additions / insertions, which means including additional letters, (Brown, 2000).

What is the Importance of the Teacher-Student Interaction?

When an EFL classroom is influenced by the Communicative Language Teaching method, the interaction between teacher and students will happen frequently. The teacher and students approximately have the balance interaction in this case. Dagarin (2004, p. 128) argues that interaction as "a two-way process between the participants in the learning process". In other words, the teacher influences the learners and vice versa.

 Added to this, Brown (2000, p. 165) defines interaction as "the collaborative exchange of thoughts, feeling, or ideas between two or more people, resulting in a reciprocal effect on each other". Because it has a reciprocal effect on each other, the quality of interaction between teacher and students becomes crucial in determining the success of teaching and learning.

According to Long (1996) as cited in Muho & Kurani (2011), interaction is the facilitator of language acquisition because it connects input (what learners hear and read); internal learner capacities, particularly selective attention; and output (what learners produce) in productive ways. It means that interaction provides learners with opportunities

to receive comprehensible input and feedback as well as to make changes in their own linguistic output (Gass, 1997; Long, 1996; Pica, 1994; Swain 1995 quoted by Muho & Kurani, 2011). Ellis (1999, p. 1) proposes two different views related to the interaction in the second language acquisition.

First, he views interaction as "the social behavior that occurs when one person communicates with another". He categorizes this kind of interaction as "interpersonal interaction". Interpersonal interaction is considered as the basic to human communication, as all communities, whether literate or not, engage in it. Interpersonal interaction can occur orally (by face-to-face interaction) or written (by reading a book, the interaction between writer and reader).

Second, he claims that interaction is an activity that is happening in our minds. He names such kind of interaction as "intrapersonal interaction". Intrapersonal interaction specifically occurs in mental processing. For example, when we read a book, there is an interaction happens in our mind in order to be able to understand the content of that book.

Other than that, when we are driving and seeing a traffic light, we consciously stop when the traffic light turns into red and then start to drive again when the traffic light turns into green. It is happening because there is an interaction within human minds that is resulted to an agreement between our minds and the actions we take.

Ellis (1999) states that both interpersonal and intrapersonal interaction are closely connected with regard to both our use and our acquisition of language. Which is, intrapersonal interaction is required in order to interact interpersonally and, also, interpersonal interaction serves to trigger intrapersonal operations, including those that are involved in language acquisition.

Types of Interaction

In the previous section, Ellis (1999) provides two different types of interaction in general, namely interpersonal interaction and intrapersonal interaction. The former concerns with oral interaction and written interaction, meanwhile the latter deals with the interaction which is happening in our minds (mental processing). Considering that this paper is more focusing on the domain of English language teaching and learning, then in this case, the writers would like to elaborate some types of interaction which occurs in the classroom between the teacher and students.

Van Lier (1988) as cited in Papaja (2011) distinguishes four basic types of classroom interaction as presented below.

1) The teacher has no control over the topic and the activity;

2) The teacher controls the topic but not the activity;

3) The teacher controls the topic and activity;

4) The teacher controls the activity but not the topic.

Over the years, Van Lier (1991) in Papaja (2011) develops his framework about the types of interaction. He adds another aspect namely "the function of the language". The types of interaction concern with the function of language are:

1) Ideational (telling people facts, or experiences);

2) Interpersonal (working on relationships with people);

3) Textual (signaling connections and boundaries, clarifying, summarizing and revising).

Meanwhile, Abarca (2004) classifies three types of interaction in EFL classrooms, namely the teacher-dominated, teacher-centered, and student-centered classrooms. The

teacher-dominated classroom is the one where the teachers spend most of the time talking, and the students' participation is very limited. The teacher-centered classroom is the one where the teacher is controlling the students' participation through some classroom activities and students have the chance to participate.

Finally, the student-centered classroom is the one where the students can participate more actively. It is quite easy to differentiate among them when we directly have an observation in the classroom. The approaches, methods, and techniques that the teacher applies in the classroom determine the kind of interaction that they have.

In relation to the Communicative Language Teaching (EFL), the usual types of interaction which is occurred is student-centered. In addition, Dagarin (2004) differentiates the types of interaction occurred in the classroom by the participants. It depends on who communicates with whom. The types of interaction can be seen as follows:

1)   Teacher – Learners

2)   Teacher – Learners / A Group of Learners

3)   Learner – Learner

4)   Learners – Learners

The first form of interaction (teacher – learners) is established when a teacher talks to the whole students in the classroom. In this situation, the teacher has a role as classroom leader and decides what activity that the students will have at that time. The main function of this interaction is to practice particular language structure or vocabulary that they have learned. This kind of activity is named as "drill".

The second form of interaction (teacher – learners / a group of learners) is happening when the teacher refers to the whole students (similar to the previous type), but expects only certain students to answer his/her statement/question. The "certain" students here

could be only one student or a group of students. This form of interaction is often used in checking the students' understanding about the lesson. In addition, this kind of interaction is also frequently used at the beginning of the lesson, specifically in guiding students into the lesson.

The third form of interaction (learner – learner) is conducted when the students get an assignment from the teacher and they are asked to do it in pairs. The role of the teacher in this kind of situation is as a mentor, watch the students' activity, walk around pairs and help them if necessary, (Dagarin, 2004).

The last form of interaction (learners – learners) is happened when the students have a task to do in the form of groups. Let say that the activity in the classroom in this kind of interaction is the continuum of the previous section. After the students work in pairs, the teacher puts the pairs into a whole group and each pair reports on their work in front of the classroom. When each pair presents their work in the classroom to the whole students, the "learners-learners" interaction is happening.

Those types of interaction, Dagarin (2004) states that the last two ways of organization are very useful in stimulating interaction among the students. A research conducted by Long et al. (1976) in Nunan (1991) shows that learners use considerably more language, and exploit a greater range of language functions when working in small groups as opposed to teacher-fronted tasks in which all students proceed in a lock-step fashion. In reference to those provided types of interaction above, it be can realized that various kinds of interaction happen frequently in some communicative events, including teaching and learning process. Interaction between teacher and students is named as classroom interaction, which is used as the main means for them in exchanging their ideas,

feelings, opinions, views, and perceptions while they are involved in teaching and learning process in the classroom.

The Importance of Interaction in EFL

As previously addressed, interaction takes crucial part in English language teaching and learning. It could determine whether the learning objectives in each meeting in the classroom can be achieved or not. Relying on the fact, interaction becomes the main means for teacher and students to exchange their ideas, feelings, opinions, views, perceptions, and etc. In this section, the writer would like to elaborate numerous opinions from the experts regarding to the emphasis of the importance of teacher – student's interaction in EFL classroom. Rahimpour & Magsoudpour (2011) claim that teacher-students' and students-students' interactions play significant role in foreign language development. Interactions between teachers and students and also interactions among students will facilitate language development and will lead to better language learning.

Added to this, Hall & Walsh (2002) state that in language classrooms, interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. They add that through their interactions with each other, teachers and students construct a common body of knowledge.

Besides that, they also serve mutual understandings of their roles and relationships, and the norms and expectations of their involvement as members in their classrooms. Furthermore, Allwright (1984) as quoted by Zhang (2009) regards interaction as the "fundamental fact of classroom pedagogy" because "everything happening in the classroom occurs through a process of live person-to-person interaction". During such kind of interaction, learners make efforts to generate comprehensible output, which turns to be

sources of input for other interlocutors. In other words, interaction may help the learners got the great chance to express themselves as well as giving a chance to others to acquire some knowledge.

Moreover, Yanfen & Yuqin (2010) state that the success of teaching depends to a large extent on the way teacher talk and interactions that occur between teachers and students. It means that the teachers should control the quantity of their talk in the classroom. They should balance the interaction with the students as good as possible, in other words, they should influence the classroom with student-centered approach.

Students, centered seems to need a communicative approach. Littlewood (1981) describes some of the contributions that communicative activities can make to language learning under four headings, as follows:

1) They provide 'whole-task practice'

Teague et al. (1994) declare that whole-task practice consists of presenting a complete task to learners so that they are able to practice the task a single unit. Whole-task practice can be said as "experiential approach". Thus, the students learn speaking by speaking, reading by reading, and the like. In foreign language learning, whole-task practice is conducted through various kinds of communicative activity, structured in order to suit the learners' level of ability.

2) They improve motivation

The learners' ultimate objective is to take part in communication with others. The motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

3) They allow natural learning

In fact, many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If this is so, communicative activity (inside or outside the classroom) is an important part of the total learning process.

4) They can create a context which supports learning

Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. These relationships can stimulate a good situation in the classroom and to create an environment that supports the individual in his efforts to learn.

From the above discussions, it can be recognized that interaction seems to have an important role in English language teaching and learning, particularly in EFL method. It apparently becomes the main means for teacher and students to exchange their ideas, feelings, opinions, insights, and etc. Besides, interaction serves benefits to all of the parties in the classroom, including the teacher and the students, as it can be fruitful for them in achieving their teaching and learning objectives in the classroom, (Teague et al.,1994).

What Consideration do Students Take for the Eradication of Lack of Spelling?

As mentioned earlier, the goal of EFL is that the students could deal with the communicative competencies. Canale & Swain (1980) argue that there are four competencies which are needed to be mastered by the students, namely:

(1) Grammatical competence;

(2) Sociolinguistic competence;

(3) Discourse competence;

(4) Strategic competence.

Grammatical competence refers to the ability to create grammatically correct utterances. Sociolinguistic competence indicates the ability to produce sociolinguistic ally appropriate utterances. Discourse competence concerns with the ability to produce coherent and cohesive utterances. The last one, which is strategic competence, deals with the ability to solve communication problems as they arise. If the students learn and apply those competencies nicely in the classroom, it can be said that they have successfully learned the target language and be able to communicate properly with the target language.

In terms of its characteristics, Brown (2007) proposes four interconnected characteristics of EFL, as follows.

1. Classroom goals focus on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

How can you Teach the English Language with the correct use of spelling?

Brown (2007) explains that there are some strategies teachers can do to improve the spelling of their students as follows. The teacher must teach spelling strategies in the classroom. While teaching, the teacher should say the word slowly and the students should listen carefully. Then you must write the word clearly, syllable by syllable on the board. Then, you should write on the board the words that sound similar, for example, accounts, dead, read, bread, etc. The teacher should teach students to listen to the order of sounds in a word. In addition, you should teach students about the derivations of different words from the base word, for example, sign, sign, resignation, etc. This will help children form new words by adding prefixes and suffixes. The teacher should teach dictionary skills to his students. You must explain the alphabetical order and use different word endings below the base word, for example, bank, banking, etc.

According to Brown (2007), there are six common ways teachers can follow when teaching spelling for students and they are called Six Research Based Techniques.

a) First, a careful selection of words, you cannot paint an image without pain, and you cannot teach spelling without words. Therefore, teachers should be careful when choosing words and must agree that words are appropriate for their students.

b) Second, using a pretest-study-posttest format, administering a pretest is an efficient way to individualize spelling. In the preliminary test, each writer in the classroom quickly and easily demonstrates whether he or she knows the words or patterns in the study unit of the week.

c) Third, use a self-correction technique, follow a self-correction technique such as, find a partner and take the test, ask your partner to read his words and tell him if

there is any word he doesn't know (how to say). Then, say the words to him, write them on a piece of paper. when you complete your list, witch roles.

d) Fourth, teach children how to study unknown words. A system technique for learning the correct spelling of words is through the use of a combination of auditory, visual, kinesthetic and tactile procedures. You have to follow the technique of looking, saying, writing.

e) Fifth, use spelling games: using games to teach students is a useful way because it attracts students' attention. Many students like games and will be an effective way to teach them using games.

f) The sixth is the classification of words, using a pocket chart.

Chapter III. Methodology

In this chapter we will present in detail, the fundamental aspects related to the use of spelling as a determining factor in the teaching of English grammar in 6th grade students of the Nuestra Señora of Guadalupe school, belonging to the 16-04 District, during the 2020 school year. Also, we define the approach, the type of study, the design, the population and sample, technique and instrument for collecting data and the procedure for their analysis.

Research Approach

This research study was carried out under the quantitative approach, through which data collection and analysis was used to answer the research questions and test the previously established hypotheses, through counting, using statistics to establish with accuracy the behavior patterns of a population, as stated by Hernández, Fernandez and Baptista (2003; 5). According to the authors, in this type of approach the process is applied sequentially beginning with an idea that is being developed and delimited, research objectives and questions are established, the bibliographic review is used and the theoretical framework or perspective is constructed.

Type of Investigation

Research conforms to the quantitative paradigm. Specifically, it is of a descriptive type because the use of orthographic errors present in the English written production of students in sixth grade of primary school was observed and described, in order to explain reality based on a higher percentage of errors and mention some of the possible causes.

According to Hernández Sampieri, Fernandez Collado and Baptista Lucio (2010), a quantitative paradigm uses a series of data and variables that serve to test a hypothesis through generally statistical methods to finally verify theories and / or patterns.

Likewise, the research was carried out under descriptive non-experimental research guidelines. In a non-experimental, descriptive investigation the researcher only observes, describes and bases aspects of a reality, there is no manipulation of variables. "It seeks to specify properties, characteristics and important features of any phenomenon analyzed. Describe trends of a group or population" (Hernández, Fernandez & Baptista, 2010, p.80), that is, the reality of written production of students in sixth grade of primary school is observed through the counting and classification of the use of errors spelling

Research Design

The research aligned with the cross-sectional design. Specifically, it is a simple descriptive design, which can be represented as follows:
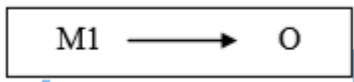
In the diagram the symbology has the following meaning:

M1: Sample of texts written in English by students in the sixth year of primary school at Nuestra Señora de Guadalupe.

Or: Represents the observation and measurement of the variable: spelling errors in written production.

Under this design, the purpose of the research is to apply the instrument on the sample, to describe it and validate hypotheses, but without changing or influencing reality, since there are no subsequent study antecedents and in any research process it is first split of a description and observation of reality that serves as a basis for future research.

Population and Sample

Scharager and Reyes (2001). For the selection of the population and the sample of this research, non-probabilistic sampling was used, since in this "the choice of the elements does not depend on the probability, but on the conditions that allow sampling, access or availability, coexistence, etc.

For this study, the research team opted for the Nuestra Señora de Guadalupe educational center, permanently to the Educational District 16-04. The population referring to our study is constituted by the students of the sixth grade of the Primary Level. Composed of 28 students of which only 6 students present this problem, as well as teachers of the language area.

According to Sltiz (1980), cited by Hernández (2003), the population is a set of all cases that coincide with a series of specifications, so it is important to clearly establish the characteristics of the population, in order to define what the sample parameters. It must be clearly located around its characteristics of content, place and time.

The sample is of a non-probabilistic type, that is to say intentional, since, as Hernández, Fernández and Baptista (2014) affirm, the choice of the elements does not depend on the probability, but on causes related to the characteristics of the investigation, or who makes the sample (p.226).

Techniques and Instruments for Data Collection

Technique

The technique used to collect the data was the survey, using two different types of instruments, which according to Hawes (2006; 4), are mediators of observation, that is, they stand between the observer and the observed, and allow you to get closer to it.

Instrument

The instruments applied were an orthographic test or teaching test applied to 6th grade students of Nuestra Señora de Guadalupe, which make up the sample, and the other a questionnaire addressed to teachers.

Questionnaire: According to Hernández (2003; 391), the questionnaire consists of a set of questions about one or more variables. This instrument was developed and applied to sixth grade teachers of the Nuestra Señora de Guadalupe school, in the language area, located in the municipality of Bonao, province of Monseñor Nouel.

Each member of the research team assessed this instrument with 95% since with this it was possible to obtain important data regarding the objective on the perception of teachers and students on the use of spelling as a determining factor in the teaching of grammar from English in students sixth grade, from the primary level, this instrument was reduced to the amount of 5 items, being validated by experts in the language area, then a pilot test was applied, as validation purposes in the field of study. With semi-structured questions that represent each of the variables analyzed (spelling difficulties, teaching strategy, level of support, etc.), it revealed important information, which will help in future research. As well as knowing how involved these teachers are with the methodology

required by the new curriculum design, in terms of the strategies they should use to improve the main difficulties in terms of spelling as a determining factor in English grammar.

Test or spelling test. This type of instrument was divided into four sections and was duly validated by experts in the area. Its purpose was to point out the mistakes made in terms of accentuation, capitalization, omission of letters, punctuation, found in its content. The test was applied to 6th grade students of the Nuestra Señora de Guadalupe school, measuring the variables spelling difficulties, errors in punctuation, accentuation, capitalization and omission of letters.

Chapter IV. Result and Analysis of the Data Obtained in the Investigation

In this chapter we will discuss the results obtained in the research, which were obtained from the application of the instruments aimed at students and teachers of the 6th grade Nuestra Señora of Guadalupe School. Based on these results, the data base was developed, where the Microsoft Excel Program was used, which is an electronic sheet-type calculation application. This software is used to prepare documents with professional finishing that perform numerical calculations quickly and accurately.

Our purpose in this chapter is to analyze the data obtained from the research study on the use of spelling as a determinant factor in teaching English grammar in the students sixth grade

Spelling difficulties. Spelling is the correct way to write the letters of the words, however, it is an element that most students lack, presenting the spelling difficulties that exist between the sound and the letters, being the main responsible for the errors more in writing than in reading.

Burgos (1976), expresses that although the teaching of the spelling of the foreign language (L2) is not usually an objective in itself, but is associated with the study of phonetics, written composition and the development of oral composition, however, should not be underestimated and excluded as a specific task in the language class. Most of the teachers of the second language (L2), especially English, have been able to verify that despite the constant methodological innovations, the orthographic performance of the students is not satisfactory. The teaching of foreign languages, concerned with developing students' oral communication, sometimes neglects written activities, especially aspects such

as spelling, which, because it is interrelated with other skills, is relegated to a secondary place and in many times it is omitted as a programmatic subject; the same phenomenon has occurred in the mother tongue didactics.

There are several reasons that explain this indifference:

a) The emphasis on the didactic activity of a second language (L2), focuses on oral comprehension and expression.

b) Spelling is denied intrinsic value and considered as a functional knowledge at the service of written expression and other skills

c) The change of attitude of teachers that does not give value formative, but as a mere index of the subject's cultural level, etc.

Although most authors do not consider it as a subject basic curriculum, there is no lack of reasons in favor of a didactic of foreign language spelling problems, especially when non-phonemic languages are taught, as is the case with English or French, for example. As Jean Simon (1968) has indicated, the apparent simplicity of spelling teaching, the ease with which their acquisitions are controlled, the illusion of culture that gives a dogmatic and intangible knowledge have been, among others, the factors that they attribute their important place in teaching. The author, in his grammar, highlights his cultural assessment by which he questions the quality or cultural level of the person who commits mistakes, since social coexistence requires writing correctly and disqualifies anyone who does not submit to that discipline.

Therefore, it is evident that the first language teacher (L1) considers the need to teach the spelling of the foreign language systematically in the face of the general tendency

to teach it occasionally; that is to say, a programming of the learning of the spelling of the L2 is required, throughout all the primary and secondary education. This will first have to be diagnosed and, once known, effective teaching resources must be used to treat them properly. That is the objective of this work.

Experience Description

To carry out the dialectic of orthographic learning, a short essay test was applied, which consisted of writing a text between 100 to 150 words of one of the topics provided to 6th grade students, that is, we have operated in relation to the following data:

Table No. 1

	6th. grade
Text writing	5 (different texts)
Students evaluated	28
Group number	1
Number of words evaluated	100- 150 word evaluated

Source: Essay test applied to 6th grade students of the school Nuestra Señora of Guadalupe.

Previously, the fragment of the dialogue or text of the students who were going to write in class is identified. Before starting, he was given 15 minutes for them to study the texts they were going to write in Spanish because are very little for understanding the English language. The subjects were then given and they chose the one they identified most with. A brief questionnaire with 5 items was also applied to the teachers, to check the spelling mistakes that the students mostly commit. After correcting both the essay test applied to the students and the questionnaire applied to the teachers, the errors were classified.

The different models that exist to classify the faults, we have adopted the classification of Spache (1940), which allows to determine the erroneous tendencies of the students within the twelve most common types of faults:

Table No. 2

Tipo de error	Ejemplo
1) Omisión de letra muda	Hermosa / ermosa
2) Omisión de letras con sonido	Buena / guena
3) Omisión de uno de los componentes de las consonantes dobles	Salud / salu
4) Omisión de sílabas, palabras incompletas o irreconocibles	emergencia / emebesia
5) Omisión de palabras	el / ……………
6) Omisión de cartas	La / la
7) 7) Adicción a las sílabas o palabras	Me / me
8) 8) Transposición de cartas	Recibir / recibir
9) 9) Reemplazo de vocales homofónicas o casi homofónicas	quiero / quieri
10) 10) Reemplazo de sílabas homófonas o casi homófonas	Futbol / fulbol
11) 11) Sustitución de consonantes homofónicas o casi homofónicas	Plano / reproducción
12) 12) Sustitución de homófonos o casi homófonos	Inventar / irrjentar

Source: Essay test applied to 6th grade students of the school Nuestra Señora of Guadalupe.

Results Obtained

The data presented below arose from the application of the test or test aimed at 6th grade students of the Nuestra Señora of Guadalupe school. Once the errors made in each fragment were detected, they were classified according to the previous table, counted in detail and expressed as a percentage. The following table indicates the frequency with which each of the twelve types of errors have been committed in average percentage.

Table No. 3

Type of error	6th grade (%)
1. Omission of silent letter	5
2. Letter omission with sound	17
3. Omission of one of the components of the double consonants	2
4. Omission of syllables, incomplete or unrecognizable words	6
5. Omission of words	29
6. Omission of letters	2
7. Addiction of syllables or words	5
8. Transposition of letters	3
9. Replacement of homophonic or almost homophonic vowels	14
10. Replacement of homophones or almost homophones syllables	8
11. Substitution of homophonic or almost homophonic consonants	4
12. Substitution of homophones or almost homophones	5
Total	100%

Source: Essay test applied to 6th grade students of the school Nuestra Señora of Guadalupe.

In summary, the methodology used to evaluate spelling errors began with the selection of one hundred words written in Spanish by students, chosen from the five types of texts. The judges (teachers and linguists), previously trained, identified and captured the incorrectly written words, using a coarse classification of errors that includes 12 codes, which are aligned with the spelling content of the primary level present in the plans and programs of study in force (codes are taken into account: omission, addition or substitution of letters, accentuation, punctuation, inverted letters and capital letters). Subsequently, a group of expert linguists in the area disaggregated and classified spelling errors. Among the information that is generated, the following indicators can be highlighted: the student's error coefficient by type of text, misspelled words by type of error and type of text; as well as the percentages of error by category and by school stratum. Additionally, identical ways in which 6th grade students incorrectly write a word of Spanish can be grouped, in addition to the frequency in which that form appears.

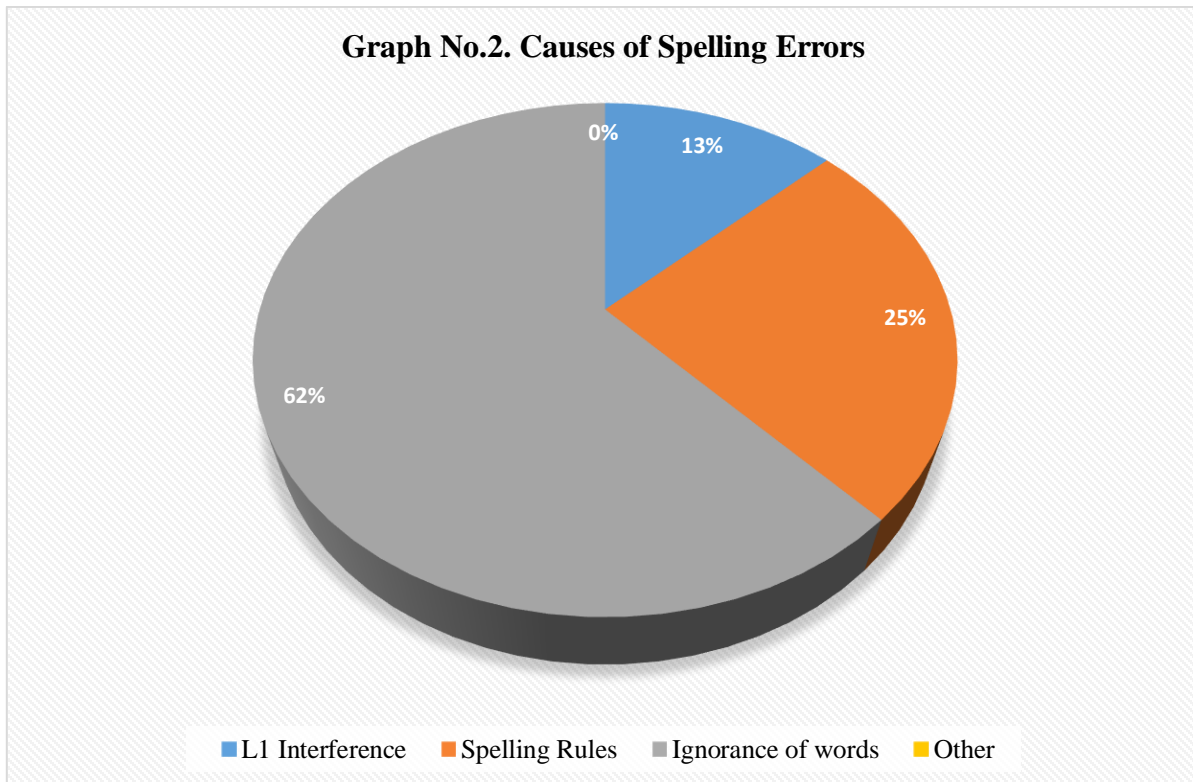In relation to teachers, the following results were obtained:

In this Graph No.1, the scores are shown according to the aspects evaluated by each of the teachers who took the spelling questionnaire, as well as the total score and their respective percentage.

Graph No.1 Spelling Errors
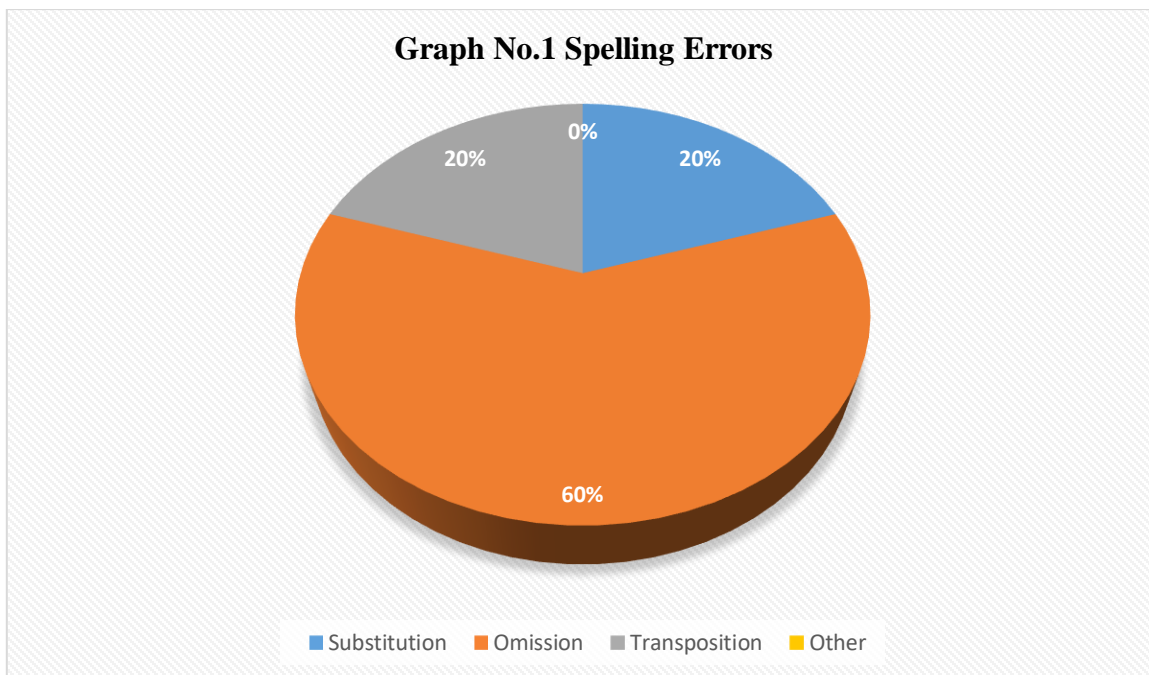
Source: Questionnaire applied to the language teachers.

According Graph No.1, was prepared based on the results obtained from the questionnaire applied to teachers in relation to spelling use. The percentages thrown reflect very clearly the spelling deficiency of the subjects in the graph shown with a higher percentage of errors, indicating the greatest deficiencies. In this sense, it is observed that spelling difficulties or spelling errors according to teachers' opinions, ordered from highest to lowest are: 60% omission, followed by difficulties related to substitution and transposition of letters (both with 20%). Therefore, it can be shown that students have greater difficulties with letter substitution.

The Graph No.2 reflects the scores according to the aspects evaluated on the causes of the main spelling errors that students present in written production.

Graph No.2. Causes of Spelling Errors

Legend: ■ L1 Interference ■ Spelling Rules ■ Ignorance of words ■ Other

Source: Questionnaire applied to the language teachers.

The same evidence the percentages express very clearly that the possible causes of spelling errors according to the opinions of the professors, ordered from highest to lowest are: L1 interference with 13%, followed by spelling rules with 25%, and ignorance of words with 62%, making it very clear, with the highest score in the first language is the cause of greater spelling errors.

In this Graph No.3, the scores are shown according to the aspects evaluated by each of the teachers who took the spelling questionnaire, in relation to whether they are aware of the difficulties that their students have in relation to spelling errors in written production.

Graph No.3 Difficulties of their Students
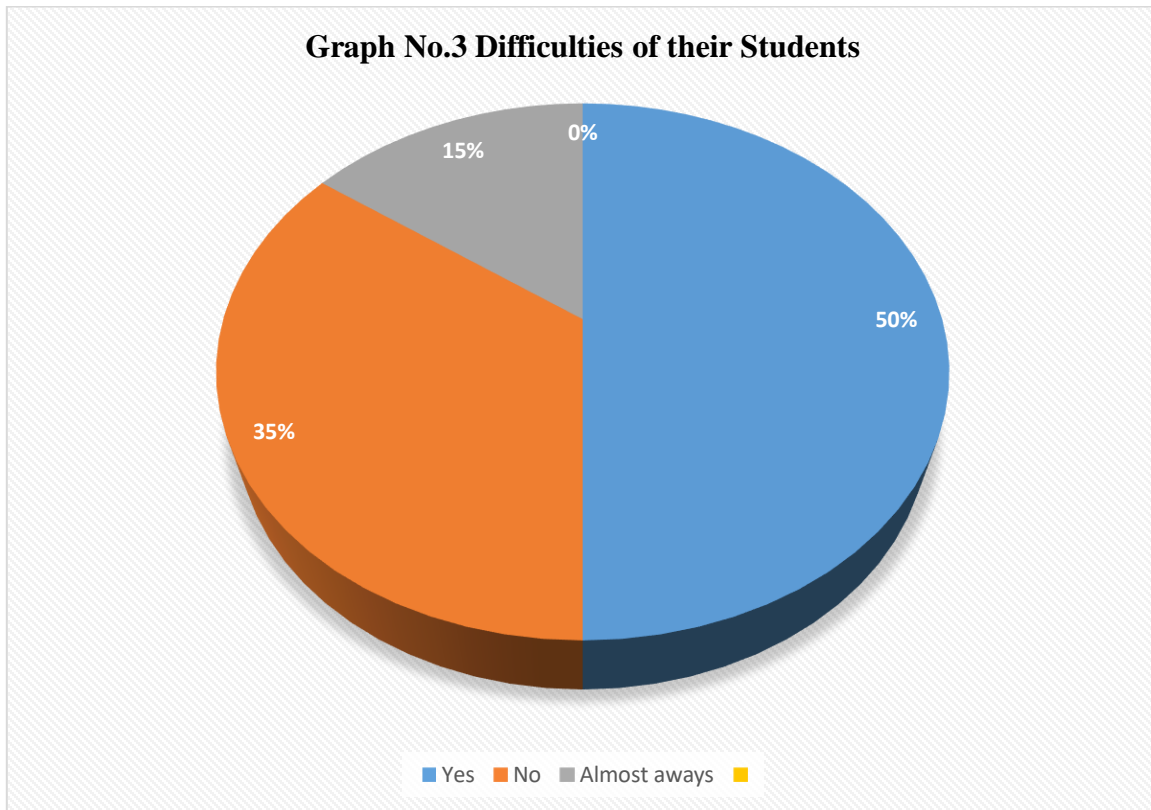
Source: Questionnaire applied to the language teachers.

Graph No.3, based on the results obtained from the questionnaire applied to teachers, that teachers are aware of the spelling errors that their students have with the highest score of 50%, while the other part with a 35 and 15% score, said no and others almost always, which makes it very clear that they cannot do much to eradicate this evil that affects students.
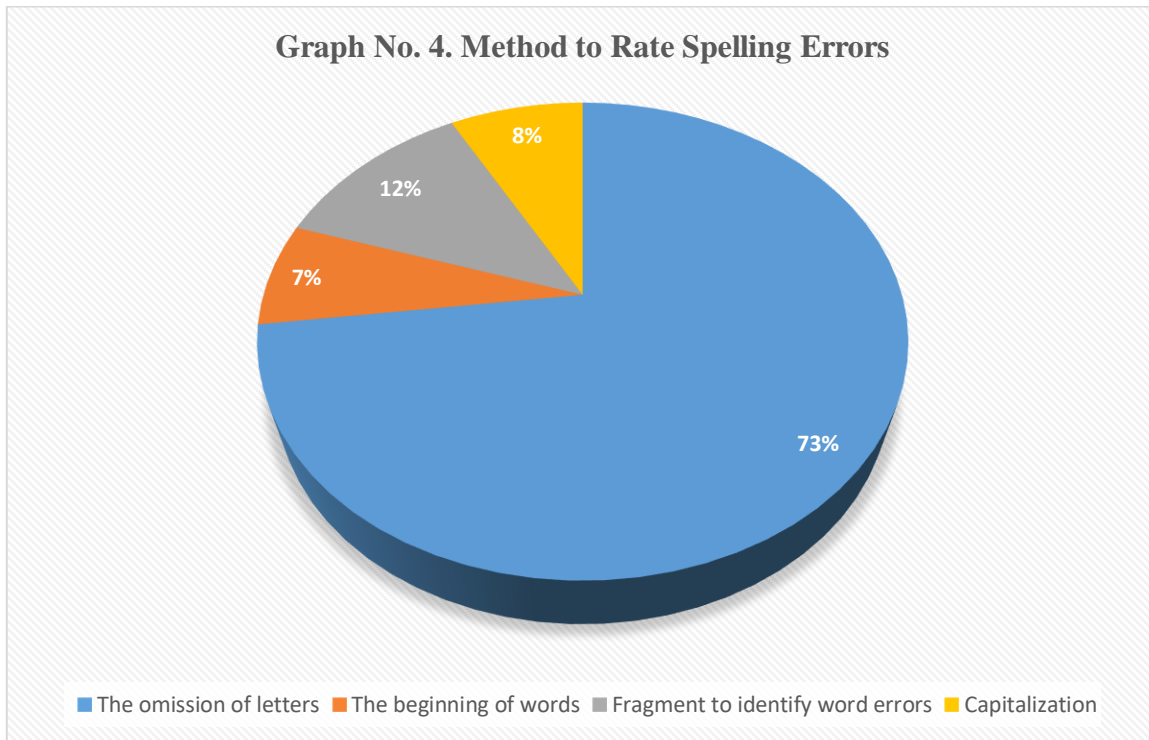
In this Graph No.4, the scores are shown according to the aspects evaluated by each of the teachers who took the spelling questionnaire, about the method to rate spelling errors do you using.

Graph No. 4. Method to Rate Spelling Errors

Legend: ■ The omission of letters ■ The beginning of words ■ Fragment to identify word errors ■ Capitalization

Source: Questionnaire applied to the language teachers.

According to Graph No.4, it was prepared based on the results obtained, which clearly show that the method used by the teacher to rate the spelling use represented with the highest score is the omission of letters with 73%, while with 12% there are the fragments to identify errors of words, then there is with 8% the capitalization and with 7% the beginning of the words.
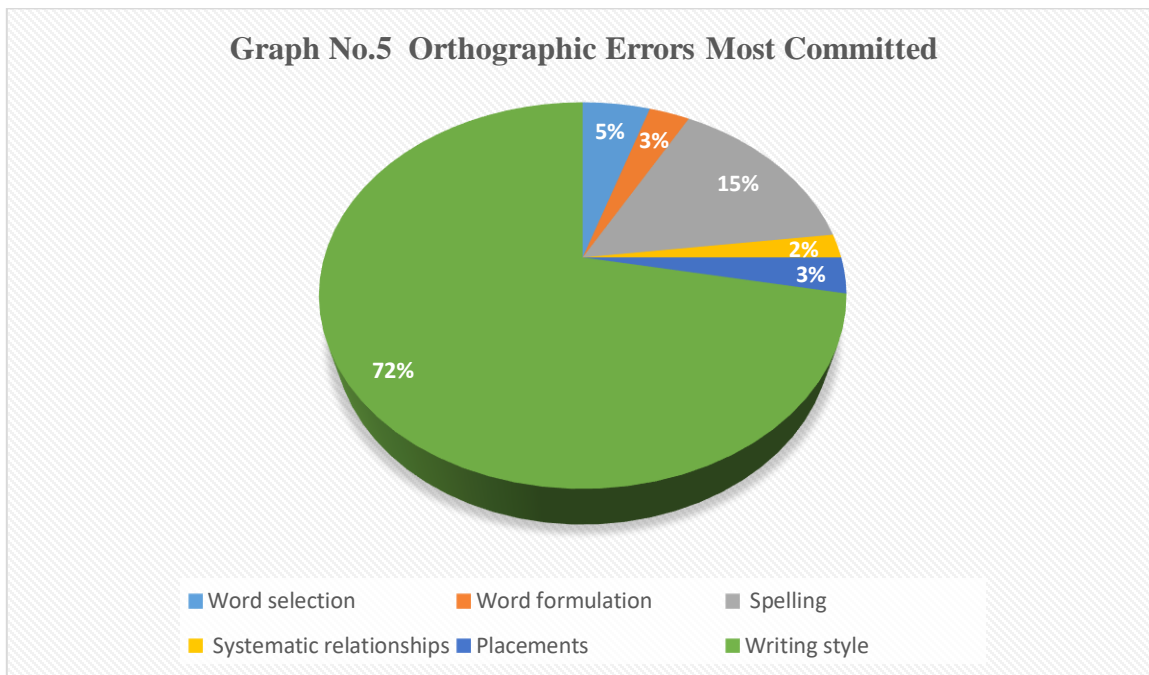
In this Graph No.5, the scores are shown according to the aspects evaluated by each of the teachers who took the spelling questionnaire, as well as the total score and their respective percentage.

Graph No.5 Orthographic Errors Most Committed

Source: Questionnaire applied to the language teachers.

According to Graph No.5, it was prepared based on the results obtained from the questionnaire applied to teachers in relation to the use of spelling. The percentages thrown reflect very clearly that the orthographic errors most committed by the students, and with a score well above the other indicators is the spelling error with 15%, while on the other hand they are with an insignificant punctuation the selection of words (5%), word formulation (3%), systematic relationships and writing style with (72%), and placements with 3%. So it makes it clear that writing styles is the errors prevail in students.

Research Questions Discussion

Finally, the research team synthesized the spelling mistakes made by students in the sixth grade of the Nuestra Señora of Guadalupe school, that make up the sample, based on the data found regarding the use of spelling as a determining factor in teaching English grammar in 6th grade students, making it clear that the results described below only serve to give an idea of the profile of the average student in the Dominican Republic in terms of their spelling skills, of which the following were found:

Result for research question No.1. What is the impact of the spelling presented as a determining factor in the practice of writing English language learning?

According to the data obtained on the type of spelling mistake made by the sixth grade students, the teachers of this educational center Nuestra Señora of Guadalupe, agree that as errors the omission of words, omission of letters or consonants prevails, the lack of punctuation almost in most of the students.

Result for research question No.2. What common spelling mistakes do students make in relation to English grammar?

As for possible common of spelling errors that mostly students make, teachers mostly expressed that ignorance of words is the biggest cause.

Result for research question No.3. What is the importance of teacher-student interaction?

In accordance with the fact that if the teachers interact with their students, the teachers said yes, because they try to be in constant interaction with their students in order

to help them since they are clear about the situation that their students are going through.

students, but that this is a teamwork, also consider that it is necessary to carry out this

interaction in order to eradicate that situation that currently affects many of their students.

Result for research question No.4. What consideration do students take to eradicate

misspelling?

Regarding the indicators of the variables that make up the spelling error, to know

what is the consideration taken by the students to eradicate their most misspelling by the

students, they expressed that the writing style was the indicator most evaluated by them and

In order to establish the most common types of errors, the Spanish study plans and

programs of the Ministry of Public Education (Minerd) were used in the first place. This

decision was due to the fact that a distinctive feature of the scales is that they are aligned

with the new curriculum proposed by the Minerd and its purpose is to evaluate the lessons

learned in said primary level curriculum, from the same content related to spelling.

Result for research question No.5. How can you teach the English language with the

correct use of spelling?

Regarding how to teach the English language with the correct use of spelling, the

method used by students to eradicate spelling mistakes in 6th grade is used, as students can

improve misspelled words, as well as in the many descriptive, narrative and argumentative

fragments, according to the classification of the 12 codes according to the error or errors

made by them. What allows to obtain the patterns of breaking the orthographic norm and to

know the possible variants of the error.

Conclusion

Since the end of the 20th century, students' spelling has been the subject of controversy by researchers and teachers, while some propose that it should be transformed to make it more accessible to children and that teaching should focus on writing processes and not spelling; others consider this an extremely important and indispensable component for good communication, since it eliminates lexical, semantic and syntactic ambiguities and, as such, it is linked to processes of understanding and production of language and more when it is a second language. It is considered that in the end, this controversy lies not so much in the questioning about the importance that should be given to spelling, but in the way it should be taught. So after the synthesis of the results, these allowed us to derive some conclusions and give some supported recommendations.

Regarding the use of spelling as a determining factor in the teaching of English grammar in 6th grade students and according to the results obtained in the observations and analysis of the findings found in the visits made to both students and students. teachers of the center of Nuestra Señora of Guadalupe, and taking into account the established objectives and research questions, we reached the following conclusions:

In relation to question N ° 1, we conclude that students have greater spelling difficulties, since a limitation of this indicator is that it does not take into account correctly written words. Although this category was initially thought to catch several unexpected errors, the results show that the omission category mainly concentrated the breaking of the syllable at the end of the line, for example: en__fermeria.

Question No. 2. The results showed that once the spelling error codes were established, a protocol was proceeded and developed that clearly and precisely delineated the form of registration and classification according to the established codes.

Regarding question No.3. We conclude that teachers conform to the requirements of the new curriculum established by the Ministry, so it is suggested that the reader refer to it for detailed information on how misspellings were recorded.

Question No. 4, we conclude that teachers use a series of strategies to correct or eradicate difficulties encountered in students in relation to spelling.

Regarding question No.5, we generally conclude that: The frequency of spelling errors in primary school students is very high and requires that measures be taken to reduce them. Accentuation problems are the most frequent. The omission of the tilde implies a semantic change, it does not mean the same, therefore, this type of error interferes with reading comprehension. Errors caused by the problem of grammar transparency tend to occupy the second place in frequency and, although the remote possibility of a spelling reform that eradicates this source of error, as well as the one originated in the use of h, would only be resolved, at the best.

Therefore, errors of omission, addition and / or substitution of letters originate, among other reasons, due to mishandling of the lexicon, or the limited ability to review writing and carelessness, as well as other aspects related to capacity of self-regulation that the student has of his own mental processes, so that this capacity must be strengthened in all basic education.

Recommendation

To the teachers of the Nuestra Señora of Guadalupe school

1) That they continue to focus on the spelling of their curriculum due to the fact of how closely spelling is related to fluency and reading comprehension.

2) Some teachers feel that spelling is not an essential component in the curriculum. Spelling is a critical element not only in fluency and reading comprehension, but also in the entire curriculum in all subjects. When teaching spelling, teachers tend to ask themselves what is the best and most effective approach for their students. Teachers contend that traditional spelling books are no longer useful and should be abandoned, while others believe that traditional spelling books are useful tools if used properly.

3) Other recommendations for educators is that spelling instruction can be integrated into other subject areas, as well as systematically teach spelling through sequences of word study created to adapt to the varied development of students.

4) That the texts they use in the classroom are spelling books with meaningful learning that takes place within the tasks of the real world. Some examples may consist of newspaper articles or writing letters. These examples could help improve the spelling skills of our students, therefore, the improvement in spelling skills will also help improve the fluency and reading comprehension skills of our students.

To the students

1) It is suggested that students write their own texts and, at random, choose a fragment. Once corrected, count errors or have a choice of what they should improve, this will allow you to have a better spelling domain.

2) That they study grammar rules well, since English is not the same as Spanish and it will be more difficult to eradicate this problem in the future.

3) Let them read articles and watch TV shows in English, so they can compare one thing with the other and have greater mastery when writing something in English or Spanish.

4) Students must follow a plan to solve this problem.

5) Let them use the unit's word list to study the words carefully.

6) They should practice writing the difficult words at home many times to remember the words correctly.

7) They should listen to the words carefully and try to differentiate between different letter sounds.

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Universidad Autónoma de Santo Domingo

PRIMADA DE AMERICA / Fundada el 28 de octubre de 1538

CENTRO-UASD BONAO
ESSAY TEST

Estimado Alumno:

La siguiente actividad es una prueba de ensayo breve que consta de una sola pregunta. Tienes libertad para elegir entre 5 temas que te proporcionaremos a continuación. Selecciona según sea tu interés, conocimiento y además del cual crees que posees mayor vocabulario para poder expresarte en inglés. Toda información aquí recopilada será utilizada netamente por los investigadores. **Esta prueba no es calificada.**

Nombre: _____ Grado: _____

Sexo: _____ Edad: _____ Sección: _____

Indicaciones:

1. **Redacta un texto descriptivo sobre uno de los siguientes temas. El mismo debe de tener de entre 100 palabras a 150 palabras al menos (15 líneas).**
   a. Tu futura carrera universitaria.
   b. Influencia de las redes sociales en los adolescentes.
   c. El país donde vives. (República Dominicana).
   d. ¿Qué opinas sobre el uso de los dispositivos inteligentes en las aulas?

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Universidad Autónoma de Santo Domingo

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CENTRO-UASD BONAO
TEACHER QUESTIONNAIRE

Name: _____ Age: _____

Sex: M. (___) F (__) Subject: _____ Grade: _____

Section: _____ Academic level _____

Instructions: select the correct answer:

1. What type of common spelling mistakes do EFL students in sixth grade present?

   a) Substitution
   b) Omission
   c) Transposition

2. What possible causes of spelling mistakes do your students mostly witness?

   a) L1 Interference
   b) Spelling Rules
   c) Ignorance of words

3. Are you aware of the problem your students have in relation to spelling management in written production?

   a) Yes
   b) No
   c) Almost always

4. What method to rate spelling mistakes do you use as an EFL teacher?

   a) The omission of letters
   b) The beginning of words
   c) Fragment to identify word errors
   d) Capitalization

5. The following indicators of the variable spelling error, which are more committed by students in EFL?

   a) Word selection
   b) Word formulation
   c) Spelling
   d) Systematic relationships
   e) Placements
   f) Writing style

UNIVERSIDAD AUTONOMA DE SANTO DOMINGO UASD
(CENTRO BONAO)

INSTRUMENT VALIDATION SHEET

I. General Información
   a. **Name and surname of the validator**: _____
   b. **Position and institution where he or she works**:_____
   c. **Name of validating instrument**:   Specialization of errors matrix _____
   d. **Instrument Author**: _____

II. Validation aspect

Review each of the items of the instrument and mark with an (X) the box, according to the rating assigned to each of the indicators.

1. Deficient (if less than 30% of the items comply with the indicator).
2. Regular (if between 31% and 70% of the items comply with the indicator).
3. Good (If more than 70% of the items comply with the indicator).

4. Validation aspects of the instrument		1	2	3	Observations Suggestions
Criteria	**Indicators**	**D**	**R**	**G**	
Relevance	The items measure what is planned in the research objectives	☐	☐	☐	
Coherence	The items respond to what should be measured in the variables a ind their dimensions	☐	☐	☐	
Concruence	The items are congruent with each other with the concept they measure.	☐	☐	☐	
Suggestion	The items are sufficient in quantity to measure the variables	☐	☐	☐	
objectivity	The items measure observable behaviors and actions.	☐	☐	☐	
Consistency	The items have been formulated in accordance with the theoretical foundations of the variables.	☐	☐	☐	
sufficiency	The items are sufficient in quantity to measure the variables	☐	☐	☐	
objectivity	The items measure observable behaviors aand actions.	☐	☐	☐	

consistency	The items have been formulated in accordance with the theoretical foundations of the variables.	☐ ☐ ☐	
Organization	The items are sequenced and distributed according to dimensions and indicators.	☐ ☐ ☐	
Clarity	The items are written in a language understood for the subjects to evaluate.	☐ ☐ ☐	
Format	The items are written respecting technical aspects (font size, spacing, spacing, sharpness.	☐ ☐ ☐	
Structure	The instrument has instructions, instructions, well-defined response options		

TOTAL COUNT
(Perform the count according to scores assigned to each indicator)

C	B	A	Total

Source: own research team

Validity Coeffiecient

$$\frac{A+B+C}{30} = \boxed{1}$$

Interval	Outcome
0,00 – 0,49	Void validity
0,50 – 0,59	Very low validity
0,60 – 0,69	Low validity
0,70 – 0,79	Acceptable validity
0,80 – 0,89	Good validity
0,90 – 1,00	Very Good validity

III. Global Rating
Locate the validity coefficient obtained in the respective interval and write the result on space

Very Good Validity