Investigating Sepedi Spelling Errors Performed By Second Year Student Educators In The University Of Limpopo

Dr AD Maledu[1], Dr HA Motlhaka[2], Prof TW Molotja[3], Mr PP Phokwane[4]

[1] Senior Lecturer, Department of Language Education, School of Education, University of Limpopo
ablonia.maledu@ul.ac.za

[2] Senior Lecturer, Department of Language Education, School of Education, University of Limpopo
Hlaviso.motlhaka@ul.ac.za

[3] Associate Professor, Department of Language Education, School of Education, University of Limpopo
wilfred.molotja@ul.ac.za

[4] Lecturer, Department of Language Education, School of Education, University of Limpopo
phaswane.phokwane@ul.ac.za

Abstract

Language is an essential skill that has to be known and mastered by everyone including the student educators, for the purpose of good communication in the written form of the language and to be able to impart the knowledge to their learners when they will be teaching in schools. During the Sepedi essay writing activities in the university, most student educators committed spelling errors at a rate that was not acceptable since they are the prospective educators that are expected to promote their native language as one of their major subjects. Spelling errors in language writing can change the meaning of a word or make the readers not to understand the message imparted to them. Therefore, this study focused on the spelling error analysis to evaluate student's errors in written Sepedi words in order to identify the types of spelling errors and their causes.

The research methodology of this research was descriptive qualitative. The study followed the Cognitive Constructivism Theory by Jean Piaget (1965), and Noam Chomsky's theory on Transformative Generative Grammar of (1960). The population of this research was 156 Second Year students for the academic year 2022. The purposive sampling technique was used to sample 20 students as the participants of the research. Data was collected

through documentation in a form of students' written essays. Data was analysed following inductive thematic data analysis method. The eleven (11) categories of Sepedi spelling errors were examined and analysed as the content of this study, in line with Cook (1999). The study will contribute positively to improving student educators' writing skills in language usage, in order for them to be able to impart that knowledge to the learners and equip them with appropriate essay writing skills for Sepedi Language.

Keywords: Language, Sepedi language, spelling, spelling errors.

1. Introduction

South Africa is a country that has long been a focal point of literacy crisis, with a growing body of literature that highlights the country's literacy underachievement (Pretorius & Mokhwesana, 2009; Spaull 2013; De Vos, Van der Merwe & Van der Mescht, 2014; Spaull, Pretorius & Mohohlwane 2020). The Progress in International Reading Literacy Studies (PIRLS) (Howie et al. 2008, 2012, 2017) have reported the literacy underperformance of South African children in comparison with international standards. PIRLS (Howie et al. 2017), reports that South Africa was placed last out of 50 countries, which translates South African learners lagging six years behind the learners from the top-performing countries.

There are many factors contributing to the literacy crisis (De Vos, Van der Merwe & Van der Mescht, 2015). According to Pretorius & Mokhwesana (2009) literacy crisis experienced in South Africa include amongst others, social factors such as low adult literacy levels, family background and poverty. Additionally, there are a number of contributing schooling factors such as weak institutional functionality, resource shortages, overcrowded classrooms, weak educator content knowledge and pedagogical skill, and wasted learning time (Van der Berg, Spaull, Wills, & Kotzé, (2016). In addition, there is a lack of understanding of how literacy develops in the Southern Bantu languages (De Vos, et al. 2015).

In the light of the above mentioned challenges, the literacy crisis does not only affect learners at primary school and secondary schools, it is carried over to the tertiary education where the students register with institutions of higher learning lacking some basic literacy skills, like essay writing and good conduct of their native language in particular, which was supposed to assist them in understanding the content and for the development of their critical thinking

skills. Knowing elements of writing such as grammar, spelling, punctuation, etc. helps the readers to understand well about the writing materials. To make the readers understand about the sentences written, the writer has to use the correct form (Hidayah, 2020). The spelling errors experienced in other languages are also experienced in Sepedi language when the students are engaged with academic writing, especially with essays.

Essay is described by Makgai (2015) as a stepping stone to broaden the learners' intellect because it helps them to think logically, to plan, create and synthesize information which should be clearly understood by the reader. Brown (2000) asserts that an essay cannot be written haphazardly without following a specific structure and consolidating its ideas with its supporting ideas so that they adhere to the chosen topic. The student educators are expected to have a good conduct of the language used in order to produce well-structured and understandable essays. The essay with spelling errors tends to send wrong messages to the readers of the text because readers expect to get meaning out of the written text.

Khweyane (2014) defines Spelling as a way people combine letters to write words. He continues to say that 'learning to spell correctly is part of learning a language and it goes hand in hand with a dialect'. Sethole (2014) divides language errors into two sections, being; systematic and non-systematic errors. Non- systematic errors are errors that occur in one's native language, while systematic errors occur in second language. This study focus on non-systematic errors that occur in Sepedi language as a native language for the students educators in preparation to teach learners who are native speakers of the language. The advantage of having linguistically sound spelling rules is that they help guide and thus, enabling language users to also make correct choices when confronted with words which do not appear in the official terminology list (Mabulana, 2021)

2. OPERATIONAL DEFINITION OF TERMS

Language

 Language is an audible behaviour through which people can express and communicate their thoughts, feelings, and attitudes (Al-Saudi, 2020). Language reflects both the individual characteristics of a person, as well as the beliefs and practices of his or her community. Language is foremost a means of communication, and communication almost always takes place within some sort of social context Amberg & Vause, 2009). They continued by saying that effective

communication requires an understanding and recognition of the connections between a language and the people who use it.

Sepedi language/Northern Sotho Language

Sepedi language also known as Northern Sotho, is one of the 12 official languages of South Africa, as stated in the South African Constitution (1996). It consists of 30 dialects of the North-Eastern area of South Africa and the southern part of Botswana (Faab, 2010). This language is mostly spoken in Limpopo, Mpumalanga and Gauteng provinces and minimally in the North West Province. According to Statistics SA (2011) Sepedi is spoken by 4 618 576 as first language in South Africa out of 50 961 443 people.

(https://www.savenues.com/language-sepedi.gym.   This study will employ the term Sepedi as the name used for the language as a school subject in the South African Basic Education schools, and other Higher Education institutions like universities.

Spelling

 Spelling is the association of letters or alphabetic symbols, called graphemes (the smallest identifiable element in writing), with sounds or phonetic symbols, called phonemes (the smallest identifiable element in speech). This association of speech symbols with the alphabet symbols is called 'phonics' (Schaffler, 2009). Spelling is also regarded as a vital component of literacy because of having multiple metalinguistic components, such as phoneme-grapheme awareness, orthographic awareness and morphophonemic knowledge (Mikaela & Probert, 2020). Spelling is the learner's ability to write a word correctly. Writing accurate spelling adds to the quality of overall writing texts. The study of learners' spelling errors provides an opportunity to understand and facilitate in the learners' spelling difficulties (Al-zuoud & Kabilan, 2013).

For the words of a language to be well represented in writing, they should follow the phonological and spelling rules of that particular language. Mabulana (2021) says that the advantage of having linguistically sound spelling rules is that they help guide and thus, enabling language users to make correct choices when confronted with words which do not appear in the official terminology list. This is especially relevant regarding to the spelling of transliterations (Mabulana, 2021). Additionally, spelling is essential because of its relation to other aspects of language such as phonetics, phonology and semantics. The interaction between

phonetics and spelling is illustrated by the fact that ignorance of some phonetic rules or notions can lead to misspellings (Trimasse, 2016).

Spelling errors

A spelling error is defined as a violation of a spelling rule, but there is a distinction to be made between slips of the pen and conventional errors; the former are made by learners who are aware of the community spelling norms" and the latter are made by "spellers who are unaware of the community spelling norms and they are duplicated in a text ((Nauclèr, 1980 in Trimasse, 2016). Language errors are further divided by Sethole (2014) into two sections, being; systematic and non-systematic errors. Non- systematic errors are errors that occur in one's native language, as in Sepedi Home Language being the focus language for this study, while systematic errors occur in second language.

In order to determine factors contributing to spelling errors, some authors such as Huang (2020), struck a difference between two ways by which a learner can write spelling errors, being by means of making spelling mistakes or spelling errors. Huang (2020) further gives distinction between the two ways indicated above by stating that spelling errors occur when a learner consistently makes the same mistakes not knowing what is correct, while spelling mistakes occur when a learner occasionally misspells a word which they most of the time write it correctly.

Theoretical Framework

The study will be based on Cognitive Constructivism theory of Jean Piaget (1896-1980, and supported with Noam Chomsky's theory on Transformative Generative Grammar of (1960). Cognitive Constructivism deals with learners' understanding of things according to developmental stages and learning styles. Constructivists are of the idea that learning is affected by the context in which an idea is taught, as well as by the student's beliefs and attitudes (Piaget, 1965). In support of the above stated theory, Chomsky (1960) claims that languages have a small number of essential rules which account for their basic sentence structures, as well as transformational rules which allow basic sentences to be modified (by deletions, additions, substitutions, and change in word order). According to Chomsky's view, knowing a language is a matter of rules rather than the memorisation of surface structures. In line with the given theories, the researcher finds them relevant to the study in a sense that, it is important for student

educators to know the phonological rules of their language so that they are able to understand transformation that occurs and needed in their language in order that they develop their writing skills and pass the skills to their learners in schools.

3.   PROBLEM OF THE STUDY

This study is concerned about the Second Year Sepedi Home language student educators that perform spelling errors when writing essays. This is a concern to the researcher because the students will be the future school educators who will be expected to impart the good orthography to their learners when developing their writing skills, and they might end up teaching learners wrong spelling which will have a negative impact to the writing skills of the learners. According to White (2020), an essay is about a written piece that is designed to present an idea, propose an argument, express emotions or initiate debate. Therefore, students write academic essays in order to obtain marks and to have insight on the essay aspects and the strategies on how they should teach those aspects to learners in class, when they will be out on experiential learning or fully employed in schools. The researcher seeks to identify the spelling errors and factors that contribute towards those errors.

3.1 Significance of the study

The study will benefit Sepedi student educators in all levels of their studies, because they will learn the causes of spelling errors and try to avoid them every time they engage with writing skills.

Sepedi learners in all levels of study will benefit from this study because the findings of the study will inform the improvement of spelling during the writing activities.

The study will benefit the learners because they will be taught the correct spelling, and in turn their writing skills will be improved to a good standard.

The study will be useful to Sepedi researchers and educators in schools on the spelling errors and will use the study for citing necessary data for their studies.

The study will be useful to the lexicographers and language developers because it will assist them with the correct spelling of dictionary words.

3.2 Aim and objectives of the Study

The aim of the study was to investigate spelling errors performed by Sepedi language student educators in the University of Limpopo.

Objectives of the study are as follows:

1. To identify spelling errors made by university student educators.

2. To classify and analyse the different types of spelling errors performed by the student educators of Sepedi language.

3. To examine the reasons behind spelling errors made by university student educators.

4. To identify the learning strategies to be followed in order to provide the solution for spelling errors made by the student educators.

Research Questions

Which spelling errors are performed by Sepedi language student educators in the University of Limpopo?

4.   METHODOLOGY

4.1 Population and Sampling

Population is defined as the total number of people, groups or organisations that could be included in a study (Bertram & Christiansen, 2017:59). The population for this study is 156 Second Year student educators that have registered for Sepedi for Education module as one of their major subjects, in the University of Limpopo. It is a content module consisting of the grammar aspects of the language that also involves essay writing.

Sample is a small set of cases a researcher selects from a large pool and generalizes to the population (Neumann, 2014: 246). Purposive sampling was followed in this case because the researcher was specific on the participants. All 156 Second year students were given a written essay and the researcher sampled 50 students to be participants for the study. Their written essays were collected from both the first and second semester of their second year in 2021. The students have the same social and educational backgrounds; they are all at the same level of the language since all of them are the first language speakers of Sepedi.

4.2 Data collection: Instruments, e.g. students' written essays

Data for the study were collected from the students' written essays from both the first and second semesters of the Second Year of their study. Data was collected by reviewing students' written essays where only the spelling errors and grammatical errors were taken into consideration in line with the questions of the research study.

4.3 Data Analysis

Data analysis in this study was guided by Cook's (1999) classification of spelling mistakes, which includes omission, substitution, insertion, and transposition. The researcher reviewed all the written essays to identify the errors made by students, analysed, categorized and manually classified them according to different categories as advised in Cook (1999). The errors were represented in a tabular form together with their corrections. Those errors were also discussed with the students as a feedback, so that they could avoid making such errors again.

5.   DISCUSSION OF THE FINDINGS

5.1 Analysis of spelling errors

The spelling errors will be analysed from the students' written essays by way of answering the research questions. The errors found in the selected samples of students' written essays have been classified into eight categories by adapting the classification pattern from Wing & Baddeley (1980) and Cook (2004), which are as follows, in line with the research questions:

1. To identify spelling errors made by university student educators.

2. To classify and analyse the different types of spelling errors faced by the student educators of Sepedi language.

3. To examine the reasons behind spelling errors made by university student educators.

4. To identify the learning strategies to be followed in order to provide the solution for spelling errors made by the student educators.

5.1.1   Omission errors

Omission errors take place when the students deleting or leave out a letter or more from words as a result of ignorance of the actual word spelling. Students are not able to memorize word spelling as they do not practice. The segments are either consonant-letters or vowel-letters. The following table contains some examples of errors of

omission, repetition of errors made by students was avoided on the table:

Table 1:

Omission errors	Correct spelling
-e tee (omission of prefix for subject concord 'y-'	ye tee (one)
tšatši (omission of noun prefix for class 5 'le-'	letšatši (sun/day)
tše kgolo tše nnyane (omission of adjectival prefix 'di-' for noun class 8) tše ntši (omission of prefix 'di-' for adjective of noun class 8 and 10.	tše dikgolo (big) tše dinnyane (small) tše dintši (many)
ya seswai (omission of prefix 'bo' for numericals)	ya boseswai (Eighth)
ye ngwe le ye ngwe	ye nngwe le ye nngwe (any)
thabe tša …	dithabe tša… (paraphrase)
e felletše	e feleletše (complete)

5.1.2   Incorrect use of Passive Voice

This is the type of tense

Table 2:

Incorrect usage of Passive Voice	The correct spelling
Felela	felelwa (finish)
Laetšago	laetšwago (indicated)
Latelago	latelwago (followed)
Hlaela	hlaelwa (miss)
hlaelela	hlaelelwa (short of)

5.1.3   Word space errors

Word space: when a compound word is separated with a space or where no word space is left between words

Table 3:

Word Space Errors	Correct spelling
reka (buy)	re ka (we can)
O ka rego (you may say)	okarego (as if)
e lego (being)	e le go (want to)
yaka (nonsense)	ya ka (mine)
bababedi (non-existing word)	ba babedi (two of them)
ka ge (because)	kage (non-existing word)
ga kemorate (non-existing word)	ga ke mo rate (I do not love her/him)
e šita (is heavy)	ešita (even if)
kantle (except)	ka ntle (outside)

5.1.4   Failure to use diacritic 'š'.

Diacritic 'š' is a sound that distinguishes Sepedi from other Sotho languages. It is a characteristic element of Sepedi that every person using the language should know, failure to do that, deems one to be careless and negligent of their culture and traditions. Students and other users of the language should know that if the diacritic is not used or placed at the right position in a word during writing, the whole meaning is distorted.

Table 4:

Errors of Diacritic 'š'	The correct spelling
Ngwaletse	ngwaletše (wrote to)
Molaetsa	molaetša (message)
Tsebiso	tsebišo (Information)
Tsebisa	tsebiša (to inform)
Bopsa	bopša (build/make)
Busa	buša (rule/return)
Bontsha	bontšha (show)

5.1.5   Errors on Derivatives.

These errors occur because of the difference between the initial letters of the verb and the noun derived from the verb, following the same root. (initial sound strengthening)

Table 5:

Verbs	Derived Nouns
Hlaloša	tlhalošo (explanation)
Hlokomela	tlhokomelo (care)
Hlaola	thaolo (adjective)
Tshwara	tshwarelelo (Persistence)
Nhlokomologa	ntlhokomologa (ignore me)
Irata	ithata (selflove)

5.1.6   Incorrect use of pronouns and subject concords

Table 6:

Incorrect use of Pronouns and concords used incorrectly	Correctly used pronouns
Mafokwana **wona**	Mafokwana **ona**
Mehlare **e** meraro	Mehlare **ye** meraro
Mosadi **o** mokaone	mosadi **yo** mokaone
Motho **wo** a palelwago	motho **yo** a palelwago
molato **yo** mogolo	molato **wo** mogolo

5.1.7   Interference of pronunciation

Table 7:

Interference of pronunciation	Correct spelling
Morala	morale (kitchen)
Baswa	bafsa (youth)
Itukišetša	itokišetša (prepare)
Meetsi	meetse (water)
yo motele	yo motelele (tall)
ye etšego	ye e itšego (something)
Dutši	dutše (sat/stayed)
Moko	mooko (gist/marrow)
Buya	boa (return)

Nywako	ngwako (house)
ga e kwišišagale	ga e kwešišagale (ununderstandable)
Rweli	rwele (carried)
Fehleka	fetleka (analyse/page over)

5.1.8   Interference of English

Interference of English/Afrikaans	Correct spelling
Shwahlame	Šwahlame (fallen)
Chelate	tšhelete (money)
Mmereko	mošomo (work)

5.1.9   Slip of a pen

Slip of a pen errors	Correct spelling
Bans	bana (kids)
Lefokono	lefokonolo (simple sentence)
Fehleka	fetleka (analyse)
Gopeše	kgopetše (asked)
Lokogana	lokagana (connected)
Tlwaele	tlwaelwa (get used to)
Ditlhtho	ditlhatho (guidance)
Tlalošo	tlhalošo (Explanation)
Egagešo	segagešo (culture)
Maswaodokga	maswaodikga (punctuation)
Kgahlanetša	gahlanetša (welcome)
monna to mogolo	monna yo mogolo (a big man)
mo rwaditšeng	mo rwadišeng (help carry)
Tlhašo	tlhalošo (explanation)
Bopšwa	bopša (build)
magwe	mmagwe (his/her mother)

5.1.10 Incorrect use of numerals

Table 10:

Incorrect use of numerals	Correct spelling
tša senyane	tša bosenyane (ninth)
tše hlano	tše tlhano (five)
ke babedi	ke ba babedi (two)
ye teye	ye tee (one)

5.1.11   Punctuation errors (Capitalisation)

When a letter is capitalised unnecessarily or in a sentence or when a required capital letter is written in lower case for instance, names of people and places, and at the beginning of a sentence.

Table 11:

Punctuation errors	Correct spelling
yena Matome o tlile (Matome has come)	Yena > Capital 'Y' at the beginning of the sentence
Ga-mothiba	Ga-Mothiba (It is the name of the place, 'M' should be capitalised
Ngwato	Ngwato (It is a person's name, 'N' should be capitalised)
Labohlano	Labohlano (It is the day of the week, 'L' should be capitalised.
mphato wa marematlou (Grade 12)	Mphato wa Marematlou (The first letters should be capitalised because it is the name of the grade.

6. **Discussions**

The data analysed was divided into 11 categories as follows; omission errors, incorrect use of passive voice, word space errors, failure to use diacritic 'š, errors of derivatives, incorrect use of pronouns and subject concords, interference of pronunciation, interference of English, slip of a pen, incorrect use of numerals, and punctuation errors. The spelling errors of Sepedi language that constitutes the largest part is 'the slip of a pen' that shows an evidence that students are negligent with their writing. The other element of negligence is found at the 'failure to use diacritic 'š'',

which is the important sound or letter that distinguishes Sepedi from the other two Sotho languages, being; Setswana and Sesotho sa Borwa. The other source at the high level of spelling errors is 'the interference of pronunciation' that is brought to the class by the different dialects spoken by students. In most cases they write what they speak not being aware that they negatively affect their written language. There is a difference between the way a word is pronounced and the way it is written, and these makes it difficult for many students to face problems when they write words the way they pronounce them.

7. Strategies to solve the spelling problem

Students should be given a lot of work to write where they become fully engaged with academic writing and intensive language usage, which will give them a thorough practice to reduce their challenges in spelling. Alternatively the lecturer may teach them spelling to assist them to work on their spelling challenges. The students should also be guided on how best they can employ the writing system to follow all the steps of writing, and that will assist them to be able to proofread their work and correct their language before submitting their final projects. This will enable the lecturer to know the students that are lagging behind in order to plan for extended opportunities for them.

Students should also be taught other aspects of the language like nouns, verbs, adjectives, and others, since they are the components of the writing system that students need to master in order to succeed in their language usage and in turn transfer that knowledge to the learners in schools.

Students should be exposed to the phonological processes and the application of phonological rules so that they know how to work with word structures.

8. Conclusion

The Second Year student educators of the University of Limpopo who are doing Sepedi as their major subject were faced with challenges of spelling errors when engaging with essay writing. The researcher has conducted an investigation on the problem, and data was collected through the students' written essays. Data was scrutinised to identify the spelling errors and was then manually analysed into categories. Sources for the spelling errors were examined and recorded under the discussions. The researcher concluded that lecturers should assist students by giving them essay writing activities that will make them intensively engaged with the process of writing and language usage that

will make them knowledgeable in the area of spelling and writing. This will build their confidence and make them ready to face the world of professional teaching, knowing exactly what is expected of them in class.

Reference

1. Al-Saudi, J.H. 2020. Errors Analysis of Spelling among University Students of English in Jordan: An Analytical Study. English Language Department, Faculty of Arts and Sciences. The World Islamic Sciences & Education University, Amman, Jordan.
2. Amberg, J. & Vause, D.J. 2009. American English: History, Structure and Usage. United Kingdom: Cambridge University Press.
3. Bertram, C. & Christiansen, I. 2017. Understanding Research: An Introduction to Reading Research. Van Schaik: Pretoria.
4. Brown, H.D. 2000. Principles of Language Learning and Teaching. 5Ed. New York: Longman.
5. Chomsky, N. 1965. Aspects of Theory of Syntax. Cambridge: MIT Press.
6. Cook, V. 1999. Going Beyond the Native Speaker in Language Teaching. International Journal of Applied Linguistics. 33 (2):181-322.
7. Cook, V. 2004. The English Writing System. London: Arnold.
8. De Vos, M., Van der Merwe, K. & Van der Mescht, C., 2015, 'A Linguistic Research Programme for Reading in African Languages to Underpin CAPS', Journal for Language Teaching. 48(2), 148–177. https://doi.org/10.4314/jlt.v48i2.7
9. Hidayah, R. 2020. An Analysis of Spelling Error Made by Students in Writing Descriptive Text on the Seventh Grade of Mts.N2 Tanggamus in Academic Year 2019/2020. Bandar Lampung: State Islamic University.
10. Huang, G. 2020. A Correction Method of Word Spelling Mistake for English Text. Journal of Physics: Conference Series. 1 – 8.
11. Khweyane, M.A. 2014.The Influence of the Dialect Sepulana on the Learning of Sepedi at Sabie Circuit, Mpumalanga Province, South Africa. Unpublished Masters Dissertation. University Of Limpopo.
12. Mabulana D.M.C. 2021. Standardisation: Towards Linguistically Sound Spelling Rules for Northern Sotho Transliterations. Unpublished Masters Dissertation: University Of South Africa.
13. Makgai, S.M.C. 2015. Essay Writing Skills: A Concern in Secondary Schools in the Bronkhorstspruit Circuit in Gauteng Province. Unpublished Masters Dissertation: University of Pretoria.
14. Mikaela, A.D. & Probert, T.N. 2020. A linguistic analysis of spelling errors in Grade 3 isiXhosa home-language learners. Reading & Writing- Journal of the Literacy Association of South Africa. 11 (1): 1-10.

15. Neumann, W. 2014. Social Research Methods Qualitative and Quantitative Approaches, 7th edition, Pearson New International Edition.

16. Nong, S., De Schryver, G.M. & Prinsloo, D.J. Loan Words versus Indigenous

17. Words in Northern Sotho — A Lexicographic Perspective. http://lexikos.journals.ac.za. 12:1-2.

18. Pretorius, E. & Mokhwesana, M. 2009, 'Putting Reading in Northern Sotho on Track in the Early Years: Changing Resources, Expectations and Practices in a High Poverty School', South African Journal of African Languages 1, 54–73. https://doi.org/10. 1080/02572117.2009.10587317

19. Schaffler, D. 2009.The Identification of Spelling Difficulties of Learners in the Foundation Phase with Tswana as Medium of Instruction. Faculty of Education: Learner Support. Potchefstroom University.

20. Sethole S.P. 2014. The Nature and Extent of Mother Tongue Interference by Sepedi on the Effectiveness of Learning English among Information Technology Foundation Students at Tshwane University of Technology. Unpublished Masters Dissertation: Tshwane University of Technology.

21. Stellenbosch, Stellenbosch. J., 2016. Identifying binding constraints in education, Department of Economics, University of Stellenbosch, Stellenbosch.

22. Trimasse, N. 2016. Investigating Spelling Errors of Moroccan EFL University Students. Higher Education of Social Science. Vol. 10 (6): 1-8.

23. Van der Berg, S., Spaull, N., Wills, G., Gustafsson, M. & Kotzé, J. 2016. Identifying binding constraints in education, Department of Economics, University of

24. Vygotsky, L. 1965. Thought and Language. Cambridge: MIT Press and Wiley.

25. Wing, A.M. and Baddeley, A.D. 1980. Spelling errors in handwriting: A corpus and a dis-tributional analysis. In: Frith, U., ed. Cognitive Processes in Spelling. London: Academic Press, pp. 251-285.

26. https://msu.edu/course/cep/886/Writing/page1.htm [date access July 2022]