SPELLING IN ESSAY WRITING BY GRADE 10 TSHIVENḐA HOME LANGUAGE LEARNERS AT MVUḐI CIRCUIT, VHEMBE EAST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA

By

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DECLARATION

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I declare that the above dissertation is my work and that all the sources I have used or quoted have been indicated and acknowledged using complete references.

I further declare that I submitted the dissertation to originality-checking software and that it meets the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at the University of Limpopo for another qualification or at any other higher education institution.

SIGNATURE: DATE 12/ 10 /2024

DEDICATION

I dedicate my master's degree to My late parents, Mr Phineas Muvhulawa Mugwabana and Mrs Elisa Talelani Mugwabana. I would also like to thank my sons, Gudani and Thomas Mulalo Junior, and not forgetting the following: my brother Thinandavha Samuel Mugwabana, my aunt Mrs Masindi Takalani Annah Tshikalange and my cousin Konanani Lusani Tshikalange for their motivation.

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ABSTRACT

The study explores spelling challenges experienced by Grade 10 learners in Tshivenḓa home language essay writing. The study included 9 Grade 10 learners and 2 Tshivenḓa Home Language educators at Ḽiivha Combined School. This qualitative study aimed to understand the spelling challenges faced by grade 10 learners and their teacher's perspective on essay writing. To fit the purpose of the study, simple random sampling was adopted based on Tshivenḓa Home Language spelling learning in the selected school, which includes nine learners and 2 Tshivenḓa Home Language educators. Interviews and document analysis were used to collect data. The social constructivism theory underpins the study.

The findings of this study indicate that the most frequently identified spelling errors included incorrect usage of consonants and vowels, omissions, substitutions, and improper application of diacritic marks. The primary causes are the use of technology, the challenges posed by multilingualism, a lack of interest in the native language, inadequate learning and teaching support materials, limited parental involvement, overcrowded classrooms, language barriers, and insufficient proofreading. The analysis revealed that the effects of spelling errors vary among learners, resulting in poor performance, hindering learning development, and low self-esteem. Future research was recommended to investigate the impact of pedagogical interventions focused on orthographic awareness and literacy skills development on reducing spelling errors among Grade 10 Tshivenḓa Home Language learners.

Keywords: Spelling, misspelling, essay writing, writing, Social constructivism, Zone of proximal development

ACRONYMS AND ABBREVIATIONS

CAPS- Curriculum and Assessment Policy

DBE- Department of Basic Education

DoE- Department of Education

EFL- English First Language

EGRA- Early Grade Reading Assessment

L1- First Language

L2- Second Language

LTSM- Learning and Teaching Support Materials

PIRLS- Progress in International Literacy Study

SACMEQ-Southern and East African Consortium for Monitoring Educational Quality

SMT- School Management Team

TREC- Turfloop Research Ethic Committee

UL- University of Limpopo

WISE- World Islamic Sciences and Education

ZPD- Zone of Proximal Development

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CHAPTER 1: BACKGROUND AND MOTIVATION

1.1. BACKGROUND AND MOTIVATION

Writing is one of the most popular ways of expressing emotions and thoughts. Writing is a method that transfers spoken language from being heard to being seen and, therefore, read. Spelling is writing one or more words with letters and diacritics (James, 2013). Learners must master four basic language skills: reading, listening, speaking, and writing (Nazari, 2023). Correct spelling enhances the quality of written materials (Al-Zuoud & Kabilan, 2013). The correct spelling of words enhances the quality of written materials (Al-Zuoud & Kabilan, 2013). Misspelling words in a written form may change the meaning of written texts (AlTameemy & Daradkeh, 2019). Studies conducted by Early Grade Reading Assessment (EGRA), Southern and East African Consortium for Monitoring Educational Quality (SACMEQ), and Progress in International Literacy Study (PIRLS) revealed that South African learners demonstrate unacceptably low levels of competencies in the foundational skills of literacy (Department of Basic Education, 2010:46, 2014:47–59; Howie, Van Staden, Tshele, Dowse, & Zimmerman, 2012:6; Piper 2009:7; Ollis, 2017, Spaull, 2013:3-4, 2017:3).
A teacher teaching grade 10 Tshivenḓa Home Language has noted that Grade 10 learners face spelling difficulties when writing Tshivenḓa essays. They cannot write Tshivenḓa essays without making any misspellings. They misspell Tshivenḓa words, leave out letters such as" tsi instead of tshi," and cannot build meaningful Tshivenḓa words. They cannot spell or build Tshivenḓa words starting with three consonants, such as "dzh-, dzw-, nzh- and many others. Misspelling made by the grade 10 learners changes the meaning of the written Tshivenḓa words or sentences and, as a result, scores low marks. In support of the above, researchers like Byrne (1988) stated that the familiar writing problems learners face are mechanical problems, sentence structure problems, grammatical problems, misspelling, punctuations, and problems with diction, and these also are the linguistic problems that hinder school children's efficient writing of essays. Substitution and omission are the most frequent misspellings (Al-Zuoud & Kabilan, 2013). They further stated that learners cannot express their ideas because they cannot spell words correctly. Many factors contribute to the literacy crisis (De Vos, Van der Merwe, and Van der Mescht, 2015). Therefore,

This study explores the root cause of misspellings faced by grade 10 learners when writing essays and their impact on their academic performance.

1.2. STATEMENT OF THE PROBLEM

Leedy and Ormrod (2005) state that a research problem serves as the starting point for the research and is a unifying thread that runs throughout all the elements of the research endeavour. It has been revealed that South Africa is in the midst of a literacy crisis, with a growing body of literature that highlights the country's literacy underachievement (De Sousa & Broom, 2011; Pretorius and Mokhwesana, (2009); De Vos, Van der Merwe and Van der Mescht, 2015). Whenever there are Tshivenḓa Home Language workshops (for primary or secondary schools), teachers and curriculum advisers keep complaining and worried about challenges faced by learners in spelling; they often say that learners are poor spellers. As a grade 10 Tshivenḓa Home Language teacher, the researcher has observed that grade 10 learners at the school under study are learners who certainly cannot write Tshivenḓa essays without making any misspellings such as words starting with three consonants like "dzh-, dzw-, nzh-, nzw-, tzh-, thw-, tsw- and that changes the meaning and understanding of written essays. This problem of misspellings is negatively affecting their performance, which creates difficulties for their Tshivenḓa Home Language teachers to understand the meaning of their essays. As a result, they obtain lower scores in the Tshivenḓa Home Language essays, which is a cause for concern because it negatively impacts their performance. The problem to be investigated is the inability of grade 10 learners to spell Tshivenḓa words correctly when writing essays. This study wants to explore this problem's root cause and find suitable solutions**.**

1.3. AIM AND OBJECTIVES

1.3.1. Aim

This study aims to explore Spelling Challenges faced by Grade 10 Learners in Essay Writing at Vhembe East District, Limpopo Province, South Africa.

This aim would be achieved by attempting to achieve several of this study's research objectives.

1.3. 2. Research objectives

To identify and analyse the most common misspellings faced by grade 10 learners in their Tshivenḓa writing essays.

To explore causes of misspellings faced by grade 10 learners when writing Tshivenḓa essays.

To discover the effects of misspellings experienced by grade 10 learners when writing Tshivenḓa essays.

To recommend effective teaching strategies teachers can use to resolve misspelling challenges.

1.4. ROLE OF THEORY IN THE STUDY

According to Miles and Huberman (1994), a "Theoretical framework" is a group of related ideas that guides a research project or business endeavour.

This research study is underpinned by the "social constructivism theory." Social constructivism is a learning theory propounded by Vygotsky in 1968. Social constructivism is also called collaborative learning because it is based on student interaction, discussion, and sharing. This teaching strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions, or students working in pairs on given projects or assignments. According to Vygotsky (1978), learning is based on interacting with others. It sees knowledge as what students do in collaboration with other students, teachers, and peers. In this study, class discussion, students working in groups, small group discussions, and students working in pairs sharing ideas regarding spelling would be put into practice to find out if this teaching method could help to resolve this study research problem.

Teacher monotony in the classroom is deemphasised but encourages active interaction among learners, the teacher, and other components of the teaching-learning process. According to Kampur (2018), learners learn through social interaction with those around them, such as peers, teachers, or parents, through modelling or dialogue. He further stated that teachers' demonstrations help learners

internalise what they see and hear and then copy. Teachers' demonstrations during lesson presentations would be investigated to find out if they could assist in resolving misspelling challenges.

Vygotsky believed that all learning tasks (irrespective of the difficulty level) can be performed by learners under adult guidance or with peer collaboration (zone of proximal development). This theory would give a backup to establishing opportunities for learners to collaborate with the teacher and peers in constructing knowledge and understanding regarding spelling. The role of the teacher is to facilitate learning by supporting, guiding, and monitoring the learning process. The theory deemphasises memorising the conceptions and definitions of others but insists that learners create their definitions, meaning and understanding based on discovery. Memorisation should be addressed and investigated to determine if it is one of the causes of misspellings faced by grade 10 learners. Educators asking learners to memorise Tshivenḓa words instead of creating their definitions, meaning, and understanding based on discovery would be observed. Vygotsky (1978) developed the concepts of Zone of Proximal Development (ZPD) and scaffolding as other practical teaching tools that could help maximise student learning. He believed that educators should help learners learn within their Zone of Proximal Development (ZPD) to increase their skills and knowledge without being frustrated by things that are too difficult to accomplish. Learners learn from their teachers.

Teachers must provide guidance and support to learners with less knowledge regarding spelling. These would be used as a backup to establish opportunities for learners to construct knowledge and understanding regarding spelling. According to Vygotsky (1978), a teacher must plan activities that include what children can do on their own and what they can learn with the help of others. In this study, the use of information about both levels of Vygotsky's zone of proximal development in organising classroom activities via cooperative learning activities and scaffolding via well-planned instruction would be put into practice to find out if it could help resolve this study research problem. The issue of more and less brilliant students (scaffolding) learning from each other would be addressed. These two teaching methods will be used in this research study to find out if they can help learners maximise their learning

regarding spelling compared to the traditional teaching method. Social constructivism theory is learner-centred and makes learners active in the learning process.

1.5. SIGNIFICANCE OF THE STUDY

This study would benefit learners because they would write Tshivenḓa Home Language essays using the correct Tshivenḓa words that respect grammatical rules. This would help them write meaningful essays, score higher marks, and improve their general lives since they would become good communicators.

Teachers would benefit from this study's findings because the researcher would share them. Teachers would adopt new ways of teaching grammar, especially spelling, to avoid misspelling among learners.

Curriculum advisers would benefit from the study because its recommendations would help them train teachers to spell effectively. The study could also serve as reference material for researchers conducting further research on this topic or a similar topic. The DoE would benefit from this study's findings because they would serve as guides for their actions.

1.6 DEFINITION OF KEY TERMS

Spelling

Puspandari (2017) stated that spelling could transform spoken language into a written format, arranging letters to construct words according to their commonly recognised usage. Furthermore, Puspandari (2017) indicated that spelling is a multifaceted set of abilities that includes phonological and morphological knowledge and the capacity to build words from visual memory and apply orthographic principles. Typically, spelling is defined as the accurate arrangement of letters to depict a word, as outlined (Dada, 2015)

Misspelling

Merriam (2024) indicated that misspelling is an error in spelling a word, resulting from incorrect arrangement of letters, omission or addition of letters, or substitution of incorrect letters, often caused by phonetic mistakes. Furthermore, Merriam (2024) stated that a misspelled word is usually due to an error in writing or typing.

Essay writing

An essay is a piece of writing about a particular subject, especially one written by a learner, where the use of a skill to produce words on a surface is required (Cambridge Learners Dictionary, 2007). Oshuma and Hogue (2006) view an essay as a piece of writing consisting of one particular topic breaking down into several paragraphs (one for each central point), starting with an introductory paragraph and ending with a concluding paragraph.

Writtings

Dar & Khan (2015) define writing as the most complex aspect of learning a second language since writers must be strategic, consider structural accuracy, and thus use the language appropriately. Writing is a communication tool that could be best seen as a product, a process being the set beginning and stages of writing and again being the final product like an essay (Brown, 2011).

Social constructivism

Social constructivism theory is based on the idea that people construct their knowledge and understanding of the world through experiences and reflecting on those experiences (Giesen, 2008).

Zone of proximal development

The zone of proximal development refers to the gap between the knowledge learners possess and the knowledge they receive from others as they socially interact (Warschuauer, 2005)

1.7 CHAPTER DIVISION

The dissertation is structured as follows:

Chapter 1:

Chapter One presents and emphasises the background and motivation, the research problem, aims, objectives, and significance of the study. It also introduces social

constructivism as the theoretical framework guiding the research. This chapter also provides the definitions of the terms, chapter division, and conclusion of the study.

Chapter 2

Chapter Two examined literature from various sources, including journals, books, internet articles, and dissertations authored by diverse scholars and researchers related to the study topic being investigated. A comprehensive literature review has been conducted on prevalent misspelling errors, their underlying causes, and the impacts of these spelling errors, as evidenced by the various sources examined.

Chapter 3

This chapter provides more information on the research methodology and data collection methods. It also provides the qualitative research approach, interpretive paradigm, phenomenological research design, learners and educators as the study population, simple random sampling methods, and data collection techniques such as semi-structured interviews, document review, and non-participant observation.

Chapter 4

This chapter dealt with data presentation and analysis.

Chapter 5

This section interprets the study's findings regarding spelling among grade 10 Tshivenḓa Home Language learners. It includes a summary of prevalent misspelling errors and an analysis of their causes and effects. Additionally, this chapter offers recommendations for future research and concludes the study with a comprehensive overview of the research conducted.

1.8 CONCLUSION

This chapter addressed the background and motivation of the study, research problem, aim and research objective, role of theory, significance of the study, definition

of terms, chapter division, and conclusions. The next chapter reviews the literature of previous scholars regarding spelling errors learners face when writing essays.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

The previous chapter dealt with background and motivation, problem statement, role of theory in the study, purpose of the study and research questions, theoretical framework, research methodology, sampling, data collection, data analysis, quality criteria, significance of the study, and ethical considerations. This chapter critically reviewed the topics of misspellings faced by learners in essay writing written by various researchers and authors. The researcher reviewed the viewpoints of various authors who have made an immense contribution to spelling challenges experienced by learners. It is of utmost importance to understand different perspectives regarding spelling challenges.

2.2. DIVERSE PERSPECTIVES ON LITERATURE REVIEW BY VARIOUS RESEARCHERS

Cresswell (2014) defined a literature review as a comprehensive summary of previous research. He further indicated that a literature review involves much of the summary of previous research on a particular subject or topic. In support of the above, Phelps (2018) stated that the literature review is a staple of scholarly articles that allows authors to summarise previous work in the field and highlight what makes their contribution an original or novel one. Additionally, Creswell (2014) opined that a literature review is a process of reviewing the literature and a form of writing. It is a compilation, classification, and evaluation of what other researchers have written on a particular topic.

Similarly, Oshuma and Hogue (2006) asserted that it usually forms part of a research thesis but can also stand alone as a self-contained review of writings on a subject. Therefore, in either case, its purpose is to place each work in its contribution to the subject under review, place an original piece of research in the context of existing literature, and point the way forward for further research. Reviewing other researchers' works is essential to understanding the topic under investigation. The researcher reviewed other researchers' previous works related to this study's research problem to achieve the objectives of this study.

The following subtopics are discussed below: Scholarly Views on Spelling, Researchers' Classifications of Misspellings, Types of Misspellings Observed in Learners as Documented by Other Researchers, Factors Contributing to Misspellings as Identified by Researchers, and Impacts of Misspellings on Students' Writing as Discussed by Researchers.

2.2.1 Scholarly Views on Spelling

According to Puspandari (2017), spelling can be defined as transforming spoken language into a written format involving the arrangement of letters to construct words according to their commonly recognised usage. Furthermore, Puspandari (2017) indicated that spelling is a multifaceted set of abilities, including different phonological and morphological knowledge forms and the capacity to build words from visual memory and apply orthographic principles. Alenazi (2018) defined spelling as the process of transcribing spoken language into the written form using recognised individual letters and adhering to the accepted norms of that language. Typically, spelling is defined as the accurate arrangement of letters to depict a word, as outlined (Dada, 2015).

A good writer must notice and consider his or her spelling to avoid communication errors or breakdowns. Therefore, learners who wish to write well should try to understand and avoid misspellings or errors, especially in a Tshivenḓa Home Language situation. Spelling involves the sequence of letters that compose a word according to standardised usage (Scott, 2018). Spelling is the act of putting together the letters of a language in the correct order based on the official orthographical standards of that language. This study investigates mechanical spelling errors among grade 10 learners in the Vhembe East District of Limpopo Province, South Africa. The following section examines the perspectives of different researchers regarding the typical misspellings learners encounter.

2.2.2. Typical misspellings observed in learners as documented by other researchers.

Othman's (2018) study revealed that misspellings are the most obvious errors in the written language. Research conducted by the Early Grade Reading Assessment (EGRA), Southern and East African Consortium for Monitoring Educational Quality

(SACMEQ), and Progress in International Literacy Study (PIRLS) unveiled that South African students exhibited distressingly inadequate proficiency levels in the fundamental literacy skills (Department of Basic Education (DBE) 2014; Howie, Van Staden, Tshele, Dowse, & Zimmerman, 2012; Piper, 2009; Ollis, 2017; Spaull, 2013). Regardless of whether they are native speakers or language learners, spelling errors hold a prominent place among writers (Leacock, Chodorow, Gamon, & Tetreault, 2010). Some researchers have delved into literacy, explicitly examining the spelling abilities of second language learners in English as an Additional Language. They investigated misspellings within the corpus of Malaysian learners at both degree and diploma levels. Their findings revealed the following categories of misspellings listed in descending order: Omission (31%), Replacement (17%), Addition (11.6%), Misuse of punctuation (10%), L1-influence (.9%), Disordering (7%), Doubling (5%), Word coinage (4.93%), US spellings (2%), Direct borrowing (1.17%), and Mispronunciations (1%). Many other researchers have also used different categories and generated different results. This might be the result of the fact that there are no standardised error-tagging schemas (Dada, 2015). Misspelling is a great challenge to effective writing because it causes a communication breakdown and makes learners' writing difficult to read. As a result, this study aims to uncover the misspellings committed by grade 10 learners in Vhembe East District, Limpopo Province, South Africa.

Khan and Itoo (2012) investigated the most common misspellings among 36 first-year Saudi students at Najran University. Data collection involved administering a paragraph-writing test to the students. Furthermore, the study categorised errors into phonological and orthographic groups, subdivided into omission, Addition, substitution, and transposition. Therefore, omission was the most frequent error; however, Addition was the least frequent. The researcher concurred with the researchers above, noting that many learners tended to omit necessary letters and add unnecessary ones during spelling when administering a paragraph-writing test. Khan (2013) examined the misspellings committed by 20 Saudi students at the Khulais Campus, which has recently been a branch of Jeddah University. Misspellings were embedded in vowel problems as students were given a dictation test. The result showed that there were more vowel-related spelling errors than consonant-related errors.

More recently, Fitria (2020) conducted a study that analysed the misspellings written by the students of SITE AAS Surakarta students in the academic year 2017/2018. The information was from 24 students of SITE AAS Surakarta. The findings of this study showed that some misspellings were found in the learners' findings. The result was as follows: 20 data (40%) omission, 14 data (28%) substitution, 10 data (20%) Insertion, and 6 data (12%) transposition. The most common misspellings found were in the aspect of omission. The researcher fully supported the researcher mentioned earlier, emphasising that most learners tended to omit essential letters required for spelling in essay writing. This was followed by substitution, then insertion, and finally transposition.

In the study investigating misspellings among Arabic students at universities that analysed errors according to Cook's classification, Benyo (2014) investigated English misspellings made by first-year students at Dongola University to identify the reasons behind these problems. Two spelling tests (pre- and post-intervention) were conducted on two separate campuses for 200 Sudanese EFL students to collect the results. Benyo revealed that students face challenges with English vowel sounds and some non-Arabic English words.

Alhaisoni, Al-Zuoud, and Gaude (2015) highlighted the varieties of misspellings in English compositions written by 122 EFL undergraduate students at the University of Hail in Saudi Arabia. Data collection occurred during the preparatory year through writing tasks completed by 53 male and 69 female students. The study revealed that omission errors were the most prevalent among students and that spelling mistakes arose due to L2 and L1 interference.

Moreover, Abalawi (2016) studied the misspellings committed by Saudi (female) students learning English as an essential requirement to begin their academic studies at the University of Prince Fahad Bin Sultan. His study used Cook's error classification to characterise errors into four categories: Omission, Substitution, Insertion, and Transposition. There were 80 female students involved in his study whose first Language was Arabic. Error analysis showed that omission errors (59%) constituted the most significant proportion of errors, while transposition misspellings existed at the lowest rate with a 4, 3% median (36 errors). The findings of this study emphasised

more focused attention on learners' misspellings, as spelling learning is an essential aspect of language learning.

Furthermore, Hameed (2016) studied the misspellings created by Saudi students in English writing. The study included 26 University participants from Saudi EFL, and the data was collected through a fifty-word dictation. The student response analysis found a concentration of errors among vowel sounds, diphthongs, and words with silent letters. Approximately 93% of the answers turned out to be wrong. In support of the above, this study showed that most errors were followed by omission, transposition, and insertion.

In Addition, Arabia (2016) presented a study at Prince Fahad Bin Sultan University that investigated the misspellings committed by Saudi female students. The participants were studying the English language as an essential requirement to begin their academic studies. Data was collected from 80 female students through writing and English spelling tasks. The findings of this study revealed that errors of omission constituted the highest proportion of errors by a percentage of (59%). In contrast, transposition misspellings were less frequent, with a percentage mean of 4, 3 %, and 36 errors.

Likewise, Albalawi (2016) conducted a study on misspellings among university students majoring in English at Tabuk University in Saudi Arabia. The study revealed that participants made various misspellings that affected the coherence of their academic writings. The errors were categorised into three main types: omission, Addition, and insertion. Harb (2020) recently conducted an error analysis study at the World Islamic Sciences and Education University (WISE) in Jordan. The study findings revealed that all students committed different types of misspellings. The highest error percentage was omission, which was a percentage of 38% (42 errors); following that were errors of insertion with a percentage of 28% (31 errors) and errors of substitution with a percentage of 15% (15 errors). However, the analysis found that transposition and substitution errors were less common than the first two. The findings revealed that omission errors had the highest score among the other categories of errors.

Albalawi (2016) studied EFL students' academic writing performance and misspellings at Tabuk University, Saudi Arabia. The study revealed that the correspondents

committed several misspellings, including omission, substitution, and Addition. This refers to the absence of a morpheme or group of morphemes that must appear in well-formed utterances.

Based on the findings of other researchers, the researcher identified the most common misspellings in essay writing: Omission is the most frequent, followed by insertion, transposition, and substitution.

2.3. RESEARCHERS' CLASSIFICATIONS OF MISSPELLINGS

Researchers have formulated various systems for categorising errors. Dulay, Burt, and Krashen (1982) established four broad classifications of errors: (1) linguistic taxonomy, (2) surface strategy taxonomy, (3) comparative analysis taxonomy, and (4) communicative effect taxonomy. Keshavarz (1999), as cited in Harb (2018), categorised errors into four specific groups: (1) orthographic errors, (2) phonological errors, (3) lexicon-semantic errors, and (4) syntactic-morphological errors. Corder (1973) categorised errors according to the primary processes that result in incorrect utterances: omission, Addition, substitution, and permutation (disordering). Cook (1999) classified errors into four main types: omission, substitution, insertion, and transposition. This classification is seen as the most adopted model for analysing misspellings because of its comprehensive nature. This study utilised Cook's (1999) error classification framework specific to spelling to identify the types of mispellings commonly found in written works, elaborated upon in the subsequent sections.

Omission

Omission Error refers to the absence of a morpheme or a group of morphemes that must appear in a well-formed utterance (Albalawi, 2016). The omission errors occurring in the work of the learners are noted to be highly linked to their attempt to manipulate and associate a range of vowels and consonant combinations to form words; learners attempt to construct a word based on their knowledge of grapheme-phoneme relationships; the high frequency of eliminating some phonemes; omissions in orthography (Gentry, 2000). Learners demonstrate an understanding of the base or root word, yet they need to combine vowels and consonants to construct the intended words consistently. Additionally, owing to their understanding of grapheme-phoneme relationships, learners often omit certain letters in their spelling because they are silent

in pronunciation, complicating the task of including them in written spelling. Dadzie and Bosiwah (2015) stated that most errors, especially omission errors, are the ones that most learners commit in their written essays and are linked to the concept of interlingually. Critten, Connelly, Dockrell, and Walter (2014) stated that omissions are concerned when the inflectional or derivational morpheme words are left out when the speller did not attempt the morpheme. They further stated that omission errors also refer to the omission of one of the double letters in a word with the same adjacent letters. This error occurs when the speller leaves out one or two letters from the standard spelling of a word. Moreover, this spelling error may be caused by the inconsistency of the sound and the letter system in English (Critten, Connelly, Dockrell, & Walter, 2014).

Insertion

Othman (2018) stated that insertion is an error related to adding an element or an item that must not appear in a well-formed utterance. Therefore, learners may remember to put items and add unessential items in the sentence. Insertion errors may be different from person to person. For example, a speller may wrongly write words or by doubling a letter in a word (Othman, 2018). Nyamasyo (1994) described insertion errors as adding redundant letters to the word as an act of performance or competence. Most learners commit this error, so most of the words are misspelled. In other words, most learners included extra letters in the base word, resulting in most misspelled words in the data. As an educator, the researcher concurred with the researchers above that numerous learners add unnecessary letters when spelling most words.

Transposition

Transposition is another type of error. The wrong placement of morphemes or groups of morphemes may cause transposition. Transpositions can be perceived as either inter-lingual or developmental errors since they often reflect the structure of the learner's mother tongue while resembling the language expression of very young native speakers (Al-Buainain, 2012). Transposition is the least common mistake made due to carelessness and confusion on the part of learners about the issue of confusion as a cause of most transposition errors(Kelman & Apel, 2004). As a result, learners

either omit a syllable or interchange the correct order of the syllables that make up the various words. It involves their ability to blend, segment, and manipulate syllables and sounds in words.

Substitution

Substitution occurs when the speller substitutes one of the letters of the standard spelling of a word with another. Substitution is an error related to using the wrong morpheme or structure in writing (Ahmad, Taufik, Hidayah, & Abdullah, 2015). The leading cause of substitution and omission errors is silent letters (Senechal, Gingras, & Heureux, 2016). They further explained that some statistical evidence shows children used their prior orthographic context knowledge when making substitution errors. Al-Zuoud and Kabilan (2013) posited that vowels are another primary reason learners struggle to write error-free. Therefore, substitution errors result from mispronunciation of the target word before spelling.

This research is of great importance as its results offer valuable insights into the prevalence of misspellings among Grade 10 students in the Vhembe East District of Limpopo Province, South Africa. The following sections explore the viewpoints of other researchers on the underlying causes of spelling difficulties.

2.4. FACTORS CONTRIBUTING TO SPELLING CHALLENGES AS IDENTIFIED BY SCHOLARS.

Many researchers believe that various factors are behind the problem of misspelling that many learners have. Alhaisoni, Al-Zuoud, and Gaudel (2015) revealed that learners encounter difficulties with vowels and consonant sounds, especially those not included in the language. Albalawi (2016) concurred that the significant cause of learners' misspelling errors is the wrong use of vowels and pronunciation. Ibid (2016), a study conducted at Prince Fahad Bin Sultan University observed that students studying English as a requirement for their academic studies often made misspellings due to vowel misuse, mispronounced words, and faced challenges from their native language. Hence, the researcher concurred with the researchers above that the incorrect use of vowels and mispronunciation of words played a significant role in Tshivenḓa Home Language learners.

Lack of interest is another significant cause of spelling difficulties (Kanyepi, 2016). Dada (2015) stated that certain teachers lack enthusiasm for teaching spelling. Anyiendah (2020) further highlighted that in Addition to teachers' lack of interest in teaching spelling, the absence of learners' interest in writing or spelling words is identified as another challenge. Furthermore, Anyiendah (2020) opined that learners lack interest in spelling because they need to know many aspects to produce suitable spelling activities.

Altamimi et al. (2019) examined the factors contributing to spelling difficulties among Saudi students in the English Language Department at Tabuk University. They found that issues such as the absence of writing techniques, lack of interest in developing Home Language skills, students' failure to self-evaluate, deficiencies in the education system, lack of enthusiasm for language learning, and the influence of non-native languages all play a role in misspellings. The researcher concurred with the assertion that when learners lack enthusiasm for their native language, they encounter challenges. However, if learners cultivate interest and a passion for learning their native language, they may be able to overcome spelling difficulties.

Motivation enhances learners' academic performance (Gbollie & Keamu, 2017). Hasani (2016) highlighted that a lack of motivation among learners leads to spelling difficulties and errors. Asep (2014) agreed that teachers struggle to motivate learners not due to misbehaviour but rather because of a lack of interest in spelling. Educators are urged to prioritise recognising and appreciating students' mother tongue, as it accelerates learning, enhances comprehension, and fosters a deeper understanding of one's culture and identity.

Jayousi (2011) investigated the misspellings faced by EFL Arab learners in Saudi schools in Kuala Lumpur and discovered that these learners struggled with spelling due to a lack of understanding of English spelling rules and inflectional suffixes, resulting in incorrect spelling of words. Benyo (2014) concurred that disregarding spelling rules is the main factor behind learners' misspellings. Learners must have a clear understanding of spelling rules as this enables them to enhance their comprehension of the native language. This knowledge allows learners to acquire skills in Phonics and Phonetics, Orthography (including conventional spelling rules,

grammar, and punctuation), Morphology (comprising prefixes, suffixes, and base word analysis), and Vocabulary.

Insufficient access to learning and teaching support materials (LTSM) contributes to misspellings among school learners (Foster, 2015). Muhammad et al. (2016) noted that many learners need help accessing adequate and valuable sources of information. Additionally, Dada (2015) highlighted the need for more emphasis on spelling rules in books available in school libraries. However, teaching and learning can only occur where all the learning facilities, the learners, and the teaching materials are properly organised (Olaleye, Ajayi, Oyebola, & Ajayi 2017). The researcher, also a Tshivenḓa teacher, acknowledges that public schools suffer from a shortage of libraries and a limited number of books focusing on spelling rules. Textbooks alone are insufficient for learners to recognise new words. Without engaging with books or other reading materials, learners may struggle to spell Tshivenḓa words accurately. Foster (2015) asserted that exposure to different reading materials can help learners to be aware of language awareness.

Time allocation is regarded as another cause of spelling difficulties. Ghafar (2024) stated that learners made errors because of a lack of time to teach writing language skills. This implies that the Department of Education must allocate enough time to teaching and writing skills. Students must be given more written work on spelling to develop their language skills. More time should be allocated to teaching spelling; many researchers believe spelling is difficult, especially Tshivenḓa Home Language spelling.

The researcher observed that the Department of Education's CAPS document assigns four and a half (4.5) hours per week to Grade 10 Tshivenḓa Home Language. This time is divided among various language skills, including listening and speaking, reading and viewing, writing and presenting, and language structure and conventions. As a result, each of the four language skills receives one hour of allocated time per week. Additionally, the researcher observed that in spelling lessons, it is anticipated that teachers would support students individually, in pairs, or in groups. However, the limited time available makes it challenging for teachers to disseminate new information. This issue of time allocation is also linked to covering and completing the syllabus. Similarly, teachers must expedite the spelling lessons in the first and second

terms to ensure they can complete the syllabus on schedule. This presents a matter that the Department of Education ought to address, as it exacerbates the situation.

Gundogmus (2018) highlighted that a shortfall in professional experience is another hurdle for teachers, contributing to misspellings. Nyang'au (2014) echoed this sentiment, attributing spelling difficulties to educators' inexperience. Consequently, the absence of seasoned teachers can result in stress and strain for teachers, particularly those new to the profession. While experienced teachers rely on their prior knowledge and training, new teachers often require time to adjust fully to their students' needs.

Foster (2015) identifies learner readiness as a significant obstacle in writing education. Winarso (2016) affirmed the importance of readiness—both physical and mental—for the successful completion of tasks. He further stated that a lack of readiness can lead to difficulties in spelling for learners. Moreover, students who are not mentally prepared for learning might struggle in the classroom. However, motivating students and capturing their attention can enhance their readiness for learning and writing.

An overcrowded classroom with different levels of learners is seen as another challenge teachers face when teaching spelling words. Asep (2014) asserted that learners from different levels are placed in the same classroom in many schools. Asep (2014) stated that different learner levels would make it difficult for teachers to cater to all their levels simultaneously. Kiggundu and Nayimuli (2009) opined that imparting knowledge, as one of the roles of the teacher, cannot effectively take place in an overcrowded situation because there is a limit to the number of learners a teacher can manage effectively.

The researcher firmly concurred that in overcrowded classrooms, it becomes challenging for teachers to offer personalised attention to every learner, potentially impeding their academic advancement, particularly for those requiring additional support or motivation regarding spelling. The researcher believes that resolving the overcrowding problem is essential to guarantee that all learners access high-quality education and possess the chance to excel academically.

Insufficient parental support can lead to challenges for teachers in assisting learners with correct spelling. Learners who lack parental support and warmth may draw back from succeeding in their learning spelling process (Gundogmus, 2018). Parents can

help guarantee their children a positive educational future by working hand-in-glove with schools (Munje & Mncube, 2018). Since teachers are also likely to reap the benefits of parental involvement in the form of improved teaching and learning, they need to spearhead engagements that are aimed at enhancing spelling programs (Jacobs, 2017). Parental involvement is a cornerstone of practical education, enriching the learning environment for children and paving the way for their success inside and outside the classroom, as learners might struggle with accurate spelling because of insufficient parental engagement in their children's school-related endeavours.

Lack of extensive reading is another challenge in learning and writing. Forster (2015) asserted that a lack of extensive reading can hinder learners from spelling words when writing good sentences or paragraphs, especially when reading and writing are interrelated. Their brain neurons cannot connect to come out with good spelling if they do not read more and connect ideas with their prior knowledge (Forster, 2015). Furthermore, Foster (2015) explained that exposure to different reading materials can help learners to be aware of language. Without reading books or other written materials, learners would experience a shortage of ideas and Vocabulary for writing and spelling words.

Writing practice is another challenge faced by learners when writing essays. Writing is one of the most essential language skills (Blease & Condy, 2015). It plays a significant role in the learning of language, and for that reason, writing spelling cannot be ignored. Writing spelling is a tool for the creation and the expression of ideas. It also consolidates linguistic structures for interactive communication (Isleem, 2012). According to Isleem (2012), learners develop critical skills like innovation, creativity, and self-expression through writing and spelling, which are essential for academic success.

Similarly, writing is essential for accountability in standardised assessments across the schooling curriculum (Akinyenye, 2012). Furthermore, writing practice helps learners to use their target language and explore various linguistic elements like grammar, idioms, and Vocabulary in their texts, and with more writing opportunities, they can become better writers (Isleen, 2012). Similarly, Dornbrack and Atwood (2019) argued that writing activities in which learners are encouraged to brainstorm ideas, be innovative, and think critically cultivate cognitive development, which is essential for

successful learning and post-school life. The researcher agreed that writing practice increases learners' creativity and innovation regarding spelling.

The carelessness that led to misspellings is linked to learners' failure to take massive responsibility for editing their work after completing the spelling task, even though they were given some time to edit their work before submitting it to the researchers (Kelman & Apel, 2004). Most of the learners confirmed This source of errors and objectively reported to the researcher that they would have spelled most of the words correctly if they had edited their work thoroughly.

The absence of adequate feedback and comments on learners' written assignments poses another challenge in essay writing. Dornbrack and Atwood (2019) emphasised the significance of feedback throughout the spelling and writing process, enabling learners to identify weaknesses and enhance their skills before the final stages. The researcher concurred with this perspective, advocating for immediate feedback following spelling, writing, or any related activities to allow learners to recognise their shortcomings and refine their spelling techniques.

Another challenge in learning and writing is overgeneralisation. Hubbard (1982) stated that over-generalisation is an inevitable error because it describes the stage in the development of the learner's language. The usual practice in spelling is to give all children identical spelling books and assign the exactwords regardless of individual capacity and achievement. This malpractice results in unsuccessful learning experiences for many children (Hieronymus, Reid, & Hale, 2002).

The researcher observed that researchers have identified numerous factors contributing to misspellings. These include a lack of interest, where both teachers and learners show little enthusiasm for teaching and learning spelling; insufficient learner motivation; limited access to learning and teaching support materials; inadequate time allocated for language instruction; a shortage of experienced teachers; learner readiness issues; overcrowded classrooms; insufficient parental support; a lack of extensive reading, which necessitates learners to dedicate time to reading various materials to enhance their spelling skills; limited writing practice; and the absence of proper feedback and comments on learners' written work.

2.5. IMPACTS OF SPELLING CHALLENGES ON STUDENTS' WRITING AS DISCUSSED BY RESEARCHERS

Misspellings significantly impact the essay writing of learners. Difficulty with spelling can impede their progress and distort the meaning and comprehension of written content, leading to ambiguity (Altamimi & Rashid, 2019). In support of the above, the occurrence of misspellings hurts the clarity and quality of written work like essays. It interferes with the communication process between what the writer wants and what the reader decodes (Fragman, 2013). Students with a higher frequency of misspellings performed less favourably in essay writing than those with fewer errors (Esther, 2018). The researcher concurs strongly with the researchers above that misspellings render written essays unclear. Additionally, it is noted that such errors often result in lower grades, thereby adversely impacting learners' academic performance. Poor or inaccurate spelling impacts the coherence of sentences (Alhaisoni et al., 2015).

It was discovered that when learners encounter difficulties with spelling, it impedes their progress and distorts their comprehension of written material. Consequently, misspellings diminish the clarity and calibre of written work, disrupting the writer's and reader's communication. As a result, learners become demotivated and often attain lower grades, subsequently impacting their future performance.

2.6. APPROACHES TO ADDRESS DIFFICULTIES WITH SPELLING SUGGESTED BY VARIOUS RESEARCHERS.

There are numerous strategies considered to be the most effective teaching methods for spelling by various researchers. Teaching spelling can be challenging, whether you are a teacher, an avid writer, or a homeschooler. This becomes even more difficult if the learner demonstrates a particular disinterest in learning or has been diagnosed with a condition that makes it harder for them to learn (Henderson and Templeton 1989 as cited in Mugwabana 2024). Teachers strive to teach their students using various tools for various situations, and spelling should be no different. They also argue that memorising words, such as spelling lists, could be more efficient for improving spelling skills. This assertion aligns with social constructivism theory, which diminishes the importance of memorising preconceived notions and definitions from

others. Instead, it emphasises that learners should generate their own definitions, meanings, and understanding through discovery.

Remembering that what works for one learner may not work for another is also imperative. Every child is unique and can learn in various ways, and having specific learning needs does not mean they are less capable of being excellent spellers. Teachers must ultimately rely on their professional judgment after obtaining all the information.

Henderson and Templeton (1989, as cited in Mugwabana 2024) said that spelling instruction should match students' level of word knowledge. Teachers must assess students to establish which spelling stage they are functioning at and then scaffold their instruction. Instruction also needs to be differentiated since each child develops at their pace.

Gunning (2002) shared that allowing children the freedom to take risks in their writing is the best technique. Children learn to speak by speaking, making mistakes, and refining their language as they communicate. So, they learn how to spell by writing, inventing spellings, and refining their understanding of print. This learning approach aligns with social constructivism theory, which emphasises the crucial role of social interaction in promoting effective learning and reducing misspellings.

Many children acquire spelling skills through various methods, underscoring the need for diverse approaches to teaching accurate spelling (Galletta, Durcikova, Everard, & Jones, 2005). One effective teaching method for spelling could be the Give One: Get One strategy. Here, individuals, pairs, or groups share their completed tasks with others, exchanging ideas or answers with those they lack. Westwood (2018) supports this notion, suggesting peer communication and social interactions greatly benefit learners by activating cognitive functions and metacognitive skills.

When creating word lists, consider employing the Placemat spelling technique. This activity fosters collaborative learning and mutual support among participants(Westwood, 2018). If exchanges occur strictly on a one-for-one basis, groups cannot solely depend on others. The Fan and Pick strategy also holds significant potential in spelling instruction, as it promotes mutual support within groups.

According to Westwood (2018), roundtable simultaneous is one of the best spelling teaching methods. In this strategy, eachperson has a different spelling question/topic in groups to think about and record their ideas. Everyone works individually, and then the group passes on their worksheets simultaneously. This strategy is considered the best because it encourages team building and encourages pupils to work both individually and collectively.

Westwood (2018) affirmed that teachers should teach spelling as part of the whole curriculum, have them write frequently, encourage invented spellings for words they may not have learned to spell, de-emphasise correctness, memorisation, and writing mechanics, and respond to student's writing in ways that help them discover more about spelling.

Editing and proofreading one's work is another strategy to resolve misspellings. Sari et al. (2022) indicated that a lack of proofreading as a strategy or any reading skills in their syllabus or checking their writing was the real reason for the spelling mistakes. In Addition, Sari et.al. (2022) averred that a lack of reading skills and proofreading strategies teachers teach means most learners need to identify their misspellings. However, with the help of proofreading, many of their writing issues may be improved. O'Brien (2015) stated that proofreading helps learners identify their misspellings, which is one of the most effective ways of preparing error-free scripts.

Various researchers recognise proofreading, comprehensive spelling curriculum instruction, concurrent roundtable discussions, placemat spelling technique, tiered vocabulary instruction, memorisation, and encouragement of social interaction as among the most effective methods teachers can use to teach spelling.

2.7 CONCLUSION

This chapter critically analyses topics about misspellings. The researcher examined the viewpoints of various authors who have made an immense contribution to misspellings by learners. As indicated, researchers of Western or African background, including Vhavenḓa, do not delve into spelling challenges faced by Grade 10 learners in Essay Writing at Vhembe East District, Limpopo Province, South Africa. This is a significantgap that the researcher has identified and intends to focus on. Based on previous studies examining learners' misspellings, the researcher has identified

omission and substitution as the most prevalent misspellings. Furthermore, the researcher has observed that these errors stem from various factors, including inadequate parental support, lack of interest and motivation, ignorance of spelling rules, limited exposure to learning materials, insufficient professional experience, learners' readiness, overcrowded classrooms, inadequate reading habits, insufficient writing practice, absence of constructive feedback on written work, and learners' social background or upbringing. The next chapter introduces the research methodology, research design, and its components, such as population, sampling techniques, size of the data, research site, data collection methods, and data analyses that gave rise to the findings of this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The preceding chapter detailed the study's literature review. This chapter introduced the research methodology and data collection methods as strategies to achieve the research objectives. The chapter also covered research questions, paradigms, data collection tools, participant sampling, and ethical considerations. The chapter successfully addressed the research question at hand.

3.2 RESEARCH METHODOLOGY

Research methodology is a logical, systematic plan to resolve a research problem (Creswell, 2014). As Johnson and Christensen (2008) highlighted, the research methodology guided the data collection process by addressing the research questions that required answers. According to Goddard and Melville (2011), research methodology is a series of procedures for gathering data that constitute a crucial aspect of the research process. Igwenagu (2016) defined research methodology as a broad research strategy that delineates the approach to conducting a research project. Dawson (2009) defined research methodology as a broader perspective of the procedure in which a research study unfolds. The study followed an interpretive paradigm and utilised a qualitative research design to guide the research process. The following discussion outlines the general activities involved in conducting the study.

3.3. Qualitative approach

This study adopted a qualitative approach widely used in a naturalistic inquiry. Mertens (2010) states that the qualitative approach seeks to understand a phenomenon within a real-world context through interviews and observations. This view is reinforced by Banister et al. (2009), who reiterated that qualitative research sought to understand participants' views through words or utterances to solve a research problem being investigated. Megan, Ranney, Zachary, Meisei, Esther, Choo, Aris, Garro, Comilla, and Guthrie (2015) attested that the qualitative approach requires the researcher to be rooted in the participants' lives during the data collection procedure. A qualitative

research approach of Islam and Faraque (2016) seeks to understand a particular society's identity, manners, and behaviour.

This study chose a qualitative methodology to delve into the research problem from the participants' perspectives and experiences through interviews and observations, aiming to offer solutions.

3.4. Research Paradigm

Mackenzie and Knipe (2006) stated that the term paradigm in educational research describes a researcher's worldview. Therefore, the worldview is the thinking or school of thought that informs the interpretation of research data. Various paradigms exist, such as interpretivism and positivism.

This study adopted the interpretivism paradigm. Cohen, et al. (2010) state that interpretive methodology requires that social phenomena be understood "through the eyes of the participants rather than the researcher". In support of the above view, Dawson (2009) stated that interpretivism researchers confirmed that reality and knowledge are derived from people's subjective experiences of the external world. In the end, they may adopt an inter-subjective interaction. This paradigm allowed the researcher to investigate the misspellings that learners encounter when writing essays from the perspectives of both learners and teachers. The qualitative approach incorporates a phenomenological research design, which was elaborated on later.

3.5 Research design

Yin (2009) defined research design as a blueprint and guideline of how a researcher intends to conduct research. This design plan touches on the issues of population, sampling, data collection, and analysis of data in research. The research design of this study is phenomenological. Bliss (2016) stated that phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences. Merriam (2016) stated that phenomenological research design is a distinct qualitative method for discovering some social phenomenon's underlying structure and shared essence. Mensah (2014) maintained that phenomenological research design is a method that involves observing and describing the behaviour of a subject without influencing it in any way. This research design is used when one

wants to observe and describe a natural phenomenon to understand it better. The researcher extensively used a phenomenological research design to investigate Grade 10 learners' misspellings in Tshivenḓa essay writing through their experiences, perspectives, and views.

3.6. POPULATION AND SAMPLING

3.6.1. Population

Cobuild (2001) stated that a population is a well-defined collection of individuals with similar characteristics from which information is collected for an inquiry on a particularphenomenon. Jilcha (2020) opined that population refers to the entire group of individuals, objects, or events that share a common characteristic and are the focus of the study. Population represents the complete set of elements that the researcher aims to study and draw conclusions about (Garg, 2016). This research was piloted in the Limpopo Province, Vhembe East District in Mvuḓi Circuit, where there are 28 primary schools and nine secondary schools based in various villages. In total, Mvuḓi Circuit has 37 schools. The population comprised of one secondary school where the current problem was detected. The population of this study is the grade 10 students and teachers.

3.6.2 Sampling

Majere (2016) stated that sampling is a gathered group of people, objects, or items taken from a large population for measurement. Taherdoost (2018) defined sampling as a subset of the population selected for study purposes. Sampling involves selecting a subset of subjects for a study, wherein a smaller group represents the larger population from which they are chosen (Yount, 2006). Consequently, sampling entails decisions regarding subjects or objects, environments, social dynamics, individuals, and occurrences appropriate for conducting research within a particular timeframe.

There are two types of sampling techniques: probability sampling and non-probability sampling. The study utilised the probability of simple random sampling so that an entire population would have the privilege of standing a chance of being selected and not discriminate against other participants because of a specificreason. Simple random sampling refers to choosing subjects for a specific purpose or criteria (Daniels,

2012). Thomas (2023) defines simple random sampling as a randomly selected subset of the population through a sampling method where each population member has an equal chance of being selected. In this study, the researcher focused on a simple random sample because three classes were chosen; three learners who represented the population were drawn from these three classes. The researcher selected only three learners from each class, thus totalling nine learners and their 2 Tshivenḓa Home Language teachers who took part in the data collection to provide an insight into common misspelling challenges, causes, and effects of misspellings regarding learners' performances.The total number of participants is 11. The researcher employed a sampling method in which green and white papers were placed in a container for learners to select blindfolded. Learners picking a white paper were not chosen, while those who selected a green paper participated in the study. The choice for this sampling method was to ensure fairness of representation and that there was no bias in the choice. Therefore a good variation of random sampling specifically a type of lottery method, the use of green and white papers, selected blindfolded, introduces an element of randomness, which can help reduce bias in the sampling.

3.7. DATA COLLECTION

Olsen (2012) stated that data collection involves systematically gathering and assessing data, information, or variables of interest in a standardised manner. He further stated that it is essential for the researcher to apply several research instruments. The researcher used data collection tools such as interviews, non-participant observation, and document analysis. There are different types of interviews: structured, semi-structured, and unstructured. The study has adopted semi-structured interviews.

3.7.1 Semi-structured face-to-face interviews

An interview is a qualitative tool that the researcher uses to collect data and interact with learners and teachers. Edwards and Holand (2013) elucidate that interviews are primarily qualitative, and they are a practice where one person asks another person a question on a particular topic, and the other responds. According to George (2023), semi-structured interviews are structured and unstructured; some questions are predetermined, while others are unplanned. He further stated that semi-structured

interviews are often open-ended, allowing for flexibility. The researcher used the semi-structured interview because it allows for a more natural, conversational flow while still being organised enough to collect plenty of actionable data.

The researcher developed open-ended questions related to misspellings for teachers and learners. To reach data saturation, two Tshivenḓa Home Language teachers and nine learners were interviewed for 11 participants. The researcher utilised a tape recorder to capture data. Following the interviews, the researcher transcribed the responses provided by learners and teachers into a usable and recorded format.

3.7.2. Document reviews

Documents are accessed in the workplace, the Internet, academic institutions, and the library. Pink (2001) defined documents as raw data and a storage medium for compiled data. In this research project, the researcher examined and analysed learners' essay books, such as classwork and homework books. The researcher read the texts and the content presented by the learners in their essays to identify and investigate the phenomenon under study.

3.8. DATA ANALYSIS

Data analysis is a procedure for sorting out data collected from participants through recording, writing notes, observation, and interviewing. Ladzani (2014) substantiated this, stating that data analysis is a technique used to sort data to establish meanings and explanations. There are different types of data analysis in the qualitative research approach, namely Qualitative content analysis, Thematic data, discourse data analysis, and narrative data analysis.

In this study, the researcher used thematic data analysis. Braun and Clarke (2021) defined thematic analysis as a method of analysing qualitative data. It is usually applied to texts, such as interviews or transcripts. He further stated that the researcher closely examined the data to identify common themes—topics, ideas, and patterns of meaning that come up repeatedly.

The researcher classified and interpreted data findings in this qualitative study using the same codes. There are various approaches to conducting thematic analysis, but

the most common form follows a six-step process: Familiarisation, coding, generating themes, reviewing themes, defining and naming themes, and writing. The researcher thoroughly reviewed the collected data to become acquainted with it. Subsequently, she organised the data meaningfully and systematically, generated codes, identified themes, reviewed and adjusted them to ensure coherence and support, defined and named the themes, and ultimately began reporting and writing up the findings. All these steps were adhered to avoid confirmation bias.

3.9. QUALITY CRITERIA

Morrow (2005) stated that qualitative research, involving a variety of disciplines and epistemologies, embraces multiple standards of quality, known as validity, credibility, transferability, and confirmability. Four proposed criteria, transferability, dependability, credibility, and conformability (De Walt & Hink, 2009), ensure trustworthiness in qualitative research. The following sources or criteria were used to assess the trustworthiness of this study's research findings.

3.9.1 Credibility

Credibility refers to whether the findings are well-presented and meaningful (Kitto, 2008). The most crucial criterion is the study's credibility, which pertains to confidence in the truthfulness of the study and its findings (Polit & Beck, 2014). Holloway and Wheeler (2002) stated that credibility is the confidence that could be placed in the truth of the research findings. Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original views. The use of triangulation and peer debriefing enhanced this study's credibility. In peer debriefing, the researcher requested a qualified, impartial colleague to review and evaluate the study's transcripts, methodology, and findings. With triangulation, the researcher used three instruments to establish the trustworthiness of this study's findings: interviews, document reviews, and observation.

3.9.2 Transferability

Bitsch (2005) stated that transferability entailed the possibility of results being found in another context with different respondents. Li (2004) stated that thick description enables judgments about how well the research context fits other contexts. This study ensured transferability using a thick description and a simple random sampling strategy to sample participants. The researcher would disclose the context of the study and a complete description so that readers can determine to what extent the findings might apply to other contexts.

3.9.3 Confirmability

Devault (2019) stated that it is essential for the researcher to replicate the findings to show that findings are a product of an independent research method. Tobin and Begley (2004) opined that the confirmability of qualitative inquiry is achieved through an audit trail and triangulation. The researcher ensured that the research findings were based on what participants said rather than the researcher's imagination. In this case, an external examiner was employed to improve the confirmability of the research findings in this study.

3.9.4 Dependability

Dependability refers to the data's stability over time and the study's conditions (Polit & Beck, 2014). This criterion measures or demonstrates the consistency and reliability of the study's results. Dependability could be achieved using inquiry audits, peer debriefing, etc. This study's research findings were established using an inquiry audit (an external examiner will be involved in this study), which reviewed/scrutinised and examined the research process and data analysis to ensure that the study could be repeated and that findings are consistent.

3.10. ETHICAL CONSIDERATION

Collins (2001) stated that ethics is the knowledge of right and wrong to act principles and morally.

3.10.1. Permission to conduct the study

Research could not be acceptable without adhering to the rightful, harmless, and human-friendly processes of conducting a study. That is, research ethics are essential.All research that involves human issues requires that ethical approval be sought by the university's research ethics committee (Saunders, Lewis, and Thornhill (2016). The researcher applied for ethical clearance from the University of Limpopo's Research Ethics Committee (TREC), the Department of Basic Education, Vhembe East District, Mvudi Circuit, and the selected school principal office (See attached).

3.10.2. Informed consent and voluntary participation

Creswell (2014) stated that it also subjects the researcher to outline, brief, and make the participants aware of the research plan, its purpose, benefits, and possible advantages. Potential participants were given information about the study, which helped them understand all the details before deciding to participate. After explaining the nature of the study to the participants, the researcher sought informed consent from the prospective research participants to give their (usually written) consent to participate in the project (Locke, Acorn & O'Neill, 2013). This was done so that they agreed to participate in the study voluntarily. They were also informed about their right to withdraw from the study without being penalised (Rananga, 2009).

3.10.3. Anonymity and Confidentiality

Mugenda (2011) stated that anonymity and confidentiality refer to keeping the secret by not identifying the ethnic or cultural background of respondents and refraining from referring to them by their names or any other sensitive information about the participant. To support the above statement**,** all the information the researcher would gather from participants would remain confidential, and the researcher would not disclose any information without an interviewee's consent or permission. In addition, the researcher may ensure that participants' names and identification are confined between them and will not be mentioned anywhere in this study. The researcher ensured that any information collected from the interviewee remained private and confidential to prevent unauthorised access (Locke, Acorn & O'Neill, 2013). The data collected was safely stored in a place known only by the researcher and was password protected.

3.10.4. Protection from harm

The researcher ensured participants would not experience physical, psychological, or emotional harm due to the research procedures. Blumberg (2005) stated that respondents' research can be harmed physically and emotionally in the social sciences. If any harm had occurred, the researcher would have taken responsibility to confirm for and protect the participants by informing the school management team (SMT) or the University management, depending on the type of harm.

3.10.5. Benefits and risks

The researcher ensured that participation in research poses minimal risk to participants, that the researcher assessed the potential risks, and that participants are fully informed of those and the benefits of participating in research (Locke, Acorn & O'Neill, 2013).

3.11. CONCLUSION

This chapter presented the study that adopted a qualitative approach to unfold the preceding research and recognised phenomenology as the design research. The study needed multiple tools that allowed flexibility and triangulation so that the result would be justified. This study has focused extensively on research methodology, encompassing research approach, paradigm, research design, population and sampling, data collection through unstructured face-to-face interviews and document reviews, data analysis, and quality criteria such as credibility, transferability, confirmability, and dependability. It highlighted the importance of the research and ethical considerations such as permission for the study, maintaining anonymity and confidentiality, obtaining informed consent, ensuring voluntary participation, and protecting participants from harm. This section holds significant importance in the study as it forms the basis for data presentation, linking the discussion to the findings. Put simply, the ensuing chapter presents an array of data alongside its analysis.

CHAPTER 4: DATA PRESENTATION AND DATA ANALYSIS

4.1 INTRODUCTION

The previous chapter detailed the methodology used in this study. This chapter focuses on presenting and analysing the data collected from the school where the case was detected. For this chapter, the researcher presented the information as captured and detected helpful information from the given data to make conclusions. This chapter examines methods for investigating data concerning spelling difficulties and analysing interview responses to produce research findings.

The data was collected from Grade 10 educators and learners of both genders. The researcher examined their experiences, viewpoints, and insights regarding the difficulties related to spelling. To analyse the data, the researcher re-evaluated the collected information from participants, identifying themes for comparison. The researcher organised and scrutinised the information to develop explanations and insights into the misspellings encountered by Grade 10 Tshivenḓa Home Language learners. Liebenberg and Jamal (2020) emphasise that researchers should revisit data to identify patterns that lead to explanations. Data on spelling difficulties was gathered through individual interviews with participants and observations. The researcher documented and transcribed the information gathered from the interviews. The insights obtained from participants were categorised into themes derived from the interviews and document reviews.

4.2. DATA TRANSCRIPTION

This study aims to explore the issue of misspellings. According to Maree (2016), data transcription is the first step in data analysis. Qualitative research typically collects data through audio recordings, which must be transcribed into written form. Maree (2016) explains that this process involves converting handwritten notes into a typed format. This viewpoint is supported by Adeagbo et al. (2021), who say that during the data collection process, the researcher would typicallyrecord and write down information from participants. The interview questions were crafted in the Tshivenḓa language, and participants answered in their native tongue, as they are teaching and learning Tshivenḓa as their Home Language. During the interviews, the researcher

recorded responses and took notes. Consequently, the collected data required transcription into a usable format, a process Maree (2016) calls data transcription.

The researcher adhered to all ethical guidelines set by the University of Limpopo. The University Research Ethics Committee approved the interview questions, initially formulated in English and translated into Tshivenḓa to facilitate data collection.

4.3. DATA ANALYSIS

Before delving into a more detailed explanation of data analysis, it is essential to define what data analysis is. According to Dibekulu (2020), data analysis involves revisiting the collected information, which is then typed into a computer for further examination. Miles and Hubermans (2014) defined data analysis as working with data to glean useful information, which can then be used to make informed decisions. In support of the above, Kothari (2019) defined data analysis as extracting insights and patterns from data to inform decision-making, identify trends, and solve problems. Braun and Clarke (2012) defined data analysis as changing collected raw data into meaningful facts and ideas to be understood qualitatively or quantitatively.

According to Denzin & Lincoln (2005), data analysis is crucial because it helps researchers make informed decisions, improve understanding, gain competitive advantage, mitigate risk, and allocate resources efficiently. Mouton (2018) defined data analysis as a process that consists of two stages. The first stage summarises the collected data, while the second stage identifies patterns and themes. Mouton (2018) also clarifies that data analysis aims to distill the data into manageable themes, patterns, trends, and relationships. The researcher transcribed raw data from interviews and document reviews in this study. The researcher employed a qualitative research method to extract meaning from the data. Data collection centered on the experiences and perspectives of participants regarding misspellings. The following objectives were employed to gather data on misspellings.

> To identify and analyse the most common misspellings faced by grade 10 learners in their Tshivenḓa writing essays.
>
> To explore causes of misspellings faced by grade 10 learners when writing Tshivenḓa essays.

To discover the effects of misspellings experienced by grade 10 learners when writing Tshivenḓa essays.

The objectives outlined above were accomplished by addressing the research questions presented in Appendix H.

4.4. DATA PROCESSES

The researcher found similar results among the participants. The selected groups were labelled with letters such as A and B. The collected data was analysed to identify responses related to misspellings and to develop themes. Miles and Huberman (2014) defined a theme as an idea that recurs in or pervades a work of art or literature. Theme refers to the main subject or ideas that run through writing or art (Dawadi, 2020). The researcher re-read the data that was collected from participants. Following this, the researcher identified critical themes associated with misspellings. The following main themes have been identified based on the previously mentioned objectives (see 4. 3).

4.4.1. Objective 1: To identify and analyse the most common misspellings faced by grade 10 learners in their Tshivenḓa writing essays.

This study aims to uncover the common spelling errors of grade 10 Tshivenḓa Home Language learners in Vhembe East District, Limpopo Province, South Africa. As part of this objective, the following themes have surfaced:

Wrong use of consonants

Diacritic signs

Substitution

Wrong use of vowels

4.4.1.1. Wrong use of consonants

The previously mentioned speech sounds have raised concerns among several participants. Participants indicated that the most common error was the inability to write words beginning with two or three consonants. Teacher A explains that' *Vhagudiswa vha balelwa nga mibvumo ino nga sa tsh-, dzh-, zh-, na nga u swaya*

mibvumo ino swaiwa nga nṱha' (Learners have spelling difficulties in sounds like *tsh-, dzh-, zh-,* including sounds that are capped on top or sounds that uses diacritic sign). This view is put into perspective by both participants B and C. Learner B indicated that *'nne kha mupeleṱo ndi balelwa nga mibvumo ine ndi tshi ṅwala ipfi ya thoma nga dzh- , zh-, na tzh- nṱhani ha tzhipa nṇe ndi mbo ḓi ṅwala 'tzipa' zwo no nga zwenezwo na uri ndi tshi ṭoḓa uri 'dzhena'* (enter/ going in) *ndi mbo ḓi ri 'dzena'.* (He said the most difficult or common misspelling sounds to me are *dzh-, zh-, and tzh-).* Learner C said '*Muṅwe mubvumo une wa nkanganyisa ndidzh-, zh-, naṅ' (*Other speech sounds that confuse me are *dzh-, zh-, and ṅ).* Learners D, E, F, H, and I attest that speech sounds *dzh-, zh-, tzh-* are the most challenging speech sounds.

The researcher concurred with the participants mentioned above, acknowledging that many learners struggle to write meaningful Tshivenḓa words, especially those that begin with two or three consonants when observing their written essays. Such as *dzh- , tzh-, zh-.* For example, they might write '*dzavhula' instead of 'dzhavhula,' (snatch) 'zamba' for 'zhamba,' (scream), and 'tsima' for 'tswima' (simmer).* They leave out the consonants' *h' and 't'.* Supporting the statement above, Khan and Itoo (2012) pointed out that omission is the most common error.

4.4.1.2. Diacritical signs like 'ṱ, ṇ, ṅ'

Diacritical signs are an additional area of concern for the different participants. Participants have observed that mistakes related to diacritic signs positioned above and below letters are the most common, arising from difficulty spelling them accurately. In support of the above, Teacher A explains that' *Vhagudiswa vha khou dinwa nga mibvumo minzhi, u fanaho na mibvumo i no swaiwa nga nṱha na nga fhasi'* (Learners have difficulties in sounds that are capped on top and underneath). Teacher A also explains that*' Mibvumo ino swaiwa nga nṱha ine yanga sa 'ṅwa', u ḓo wana mugudiswa a tshi ṅwala 'nwa' i si na tshi thoma nga nṱha sa: nwata ya ṅwata' (have a piece/pick), 'nwedzi' ya 'ṅwedzi' (moon*) (Sound like 'ṅwa' are wrongly spelled or written as they write '*nwa'* without a dot on top of n like *ṅ*) ngeno vhaṅwe vha sa swai nga fhasi sa:'*thoho'* instead of *'ṱhoho' (heading), 'zwanu'* instead of *'zwaṇu' (yours), talutshedza instead of ṭalutshedza (explain).* This view is supported by Teacher B, who explains that*' Vhagudiswa vha balelwa nga mibvumo ine ya nga vha i tshi khou swaiwa nga fhasi na nga nṱha'* (Learners have difficulties with words or sounds that have

diacritic sign underneath and on top). This issue is put into perspective by participants A, C, D, E, and I. Learner A indicated that' *Ipfi 'ṅanga' (doctor) arali i songo swaiwa nga nṱha i vha i tshi khou amba zwiṅwe'* (If there is no diacritic sign on top of the word 'nanga' it gives another meaning). Learner, I said that' s*a Kha ipfi' nn̰e' (me) ndi a balelwa u ḓivha uri ndi ifhio 'n' ine ya khou tea u swaiwa nga fhasi'* (I have trouble determining which 'n' should have a diacritic sign placed beneath it when pronouncing 'nn̰e.' (Learners C, D, and E attested that words with diacritic signs are the most challenging speech sounds. Learner C indicated that' (*ṅa) i ya nkanganyisa ngauri hu na tshi thoma nga nṱha ha l̰eḓere n'* (I find myself increasingly confused with the word *'na'* and am unsure which 'n' requires a diacritic sign top). Learner D indicated that' *Ri a hangwa u vhea tshi thoma nga nṱha ha l̰edere n"* (I often overlook adding a diacritic sign to the letter '*n'* when we intend to convey a different meaning). Learner E indicated that *'ndi a hangwa u vhea tshi thoma kana tshiga tsha luambo'* (I used to forget to put diacritic sign). The researcher concurred with the participants and observed that many learners struggle to accurately spell meaningful words or sounds with diacritic signs above and below when reviewing their written essays (classwork and homework).

In support of the above, Layla and EL-Kabier (2018) defined diacritic signs as small letter-shaped symbols or other signs that can be added to a vowel or consonant symbol to modify or refine its meaning in various ways. The statement above is confirmed by Layla (2018), who noted that a diacritical sign is a sign placed above or below a character or letter to indicate that it has a different phonetic value. Wells (2017) states that diacritic signs are not accessibleor straight forward to master, especially in language subjects, because the diacritic signs change that word's written spelling and pronunciation. In addition, He further stated that words that are written and pronounced with the diacritic sign on top and below are not many it is just a few, which makes it difficult for learners to become familiar with such words. To support this, it is noted that the Tshivenḓa language includes five consonants that have diacritic signs positioned beneath them: n̰, ḓ, t̰, l̰, and two with diacritic signs on top: ṅ, ṅw. Examples of words containing these consonants are *'n̰ala'* (nail), '*ḓithu*', '*t̰uwa'* (go), *'l̰anga'* (mine), and 'ṅala'. Some learners, especially those who did not start learning Tshivenḓa during the Foundation Phase, may encounter difficulties comprehending these consonants.

4.4.1.3. Substitution

It has been indicated that substitution is another challenging issue related to misspellings. Teacher A explains that *'Vhagudiswa vha balelwa nga u ṅwala maipfi ano nga 'dzhavhelo' (sanctuary) a ṅwala nga nḓila hei' Javhelo'* (Learner's struggle to write words like 'javhelo' instead of '*dzhavhelo'* (sanctuary) and 'd*zodzowedza'* instead of *"dzhodzhowedza*." (Howling). This view is supported by Teacher B, who explains that' *Vhagudiswa vha balelwa nga maipfi a no nga 'tshizwa' (thigh) a ṅwala 'Shizwa'* (Learners have difficulties with words like 'tshizwa' (thigh) and they write 'shizwa'). Learner H indicated that' *Heḽi ipfi ḽa 'tswa' (steal) ndi a balelwa u i ṅwala nda ṅwala 'swa'* (Words like 'tshizwa' are challenging for me to write, so I often end up writing 'shizwa' instead). The researcher concurred with the participants mentioned above; during the observation of learners' written essays, the researcher noted that words, such as '*dzhele'* (prison),' *dzhia*' (take), '*shonedza' 'zhamba' (scream) and 'nzhonzhowedza' (howl), were misspelled. Words beginning* with 'zh' were incorrectly replaced with 'za,' while 'nzh' was substituted with 'd*zodzowedza*'. Additionally, 'tshikuni'was spelt as '*chikuni*', '*tshizwa*' was spelt as '*chizwa*', and *'tswima*' (simmer) was spelt as '*swima'*

In support of the above, Ibid.(2010) revealed the following categories of misspellings listed in descending order: Omission (31%), Replacement (17%), and disordering (7%). Hamed (2016) also revealed that substitution was the error category made by most students, followed by omission, transposition, and insertion. Alhaisoni (2015) stated that errors were the outcomes of substituting consonants more frequently, and they were related to pronunciation.

4.4.1.4 Wrong use of vowels

Participants have noted that errors associated with the wrong use of vowels are due to misuse. Teacher A explains that' *Mupeleḓo kha vhagudiswa a u fushi*' (She is unsatisfied with the word's spelling). She further indicated that '*Vhagudiswa vha kanganyiswa ngau ṅwala maipfi vha tshi siedza dzipfalandoḓhe'* (Learners are confused when they spell words as they left out some vowels). This view is supported by Teacher B, who explains that*' Mupeleḓo wa vhagudi a u fushi na luthihi*' (Word spelling for learners is not good at all). She also said,' *Vhagudi vha na u siedza*

pfalandoṱhe musi vha tshi khou ṅwala kana u peleṱa maṅwe maipfi' (Learners used to leave out some vowels when they write or spell some of the words). The researcher agreed with the participants and observed confusion among the learners while reviewing their written words, such as '*iḓani' are wrongly written as 'ḓani' (come), 'muth' instead of 'muthu' (person*), '*mumva*' instead of 'muomva' (banana),' *nwi'* instead of '*inwi*' (you) and '*nda*' instead of 'ndaa' (greeting). Most of the vowels are omitted in these words, which means the words are mispronounced.

Omission, substitution, incorrect use of diacritic signs, and the wrong use of vowels are the most common misspellings by Grade 10 learners when writing essays in Tshivenḓa Home Language. The findings indicate that most Tshivenḓa Home Language learners made misspellings related to omission, substitution, use of diacritic signs, and use of vowels.

4.4.2. Objective 2: To explore the causes of misspellings faced by grade 10 Learners when writing Tshivenḓa.

The above objective has been fulfilled by the questions illustrated in Appendix (H) and Appendix (I). 'Vha vhona u nga zwi nga vha zwi khou ṱuṱuwedzwa nga mini kana zwi khou itiswa nga mini'? (What do you think could be the contributing factor to the above challenges? This study aims to uncover the causes of misspellings committed by Grade 10 learners in Vhembe East District, Limpopo Province, South Africa. The following themes have emerged:

The use of technology

The use of interference of multilingual

Lack of interest in native language

Insufficient learning and teaching support materials

Lack of parental involvement

Overcrowding classroom

Language barrier

Proofreading

4.4.2.1. The use of technology

The use of technology is seen as one of the significantcauses of misspellings among various participants. Participants indicated that technology is the most influential instrument or gadget that learners use most, making them misspell words. Educator A explains'Vhagudiswa *vha khou shumisesa thekhinolodzhi.'* (Learners use technology frequently). This view is supported by Teacher B, who explained that' *Thekhinolodzhi yo dzhia ndango kha shango ḽa Afrika Tshipembe*' (Technology is reigning in our country, South Africa). Learner F is of the view that 'Zwiṅwe *zwine nda nga kha ḓi amba zwa uri ra sedza kha dzithekhinolodzhi na dzi founu dzedzi'* (If we can look at technology such as cellphones). Learner I is of the view that 'Na *riṋe ro no ḓidzhenisa, ri dzula ri khou puṱedza founu ri khou ṱanganyisa Tshivenḓa na tshiisimane*' (We influence used to press cellphones and we are mixing Tshivenḓa and English.

4.4.2.2. The interference of multilingual

The use or interference of multilinguals is another cause of misspellings among participants. Participants noted that misspellings are associated with multilingual interference as learners fail to construct correct sentences without mixing languages. Teacher A explains that *'Tshikoloni tshashu nyambo dzo ṱangana, vhagudiswa vha amba nyambo dzo fhambananaho ngauri tshaka dzo fhambana, hu shumiseswa luambo lwa tshiisimane u fhirisa Tshivenḓa'* (Our school, is a diverse school with learners of different languages, this means that the medium of instruction is English and can no longer use Tshivenḓa). This view is supported by Teacher B, who explains that *'vhagudi a hu na na mutaladzi une vha nga u amba wa fhela a songo dzhenisa luambo lusili (tshiisimane*)' (As learners say something in their mother tongue, they cannot finish a line or sentence without adding an English word). Learner F believes that*' U tshi tou vula founu u khou vhona luiisimane, u tshi vula gai na gai u khou vhona luisimane. U tshi sedza ra tou vula thelevishini, zwiṱori zwinzhi, dzi advert dzine ra dzi vhona dzi khou itwa nga tshiisimane*' (Everywhere when you switch on the phone you see English even when you open the television most of the stories and advertisement are shown in English). This issue is put into perspective by participants A, C, D, E. F,

H, and I, who concur that*' Zwi khou itiswangauri riṋe sa vhagudi ri funesa luambo lwa tshiisimane na ngauri ro ḓowela u funzwa ngalwo'* (We learners cause it because we like English very much since we are used to be taught in English).

4.4.2.3. Lack of interest in native language

The undermining of Tshivenḓa is another concern for the participants. They believe learners devalue Tshivenḓa as a language because it is their home language. Learner I is of the view that '*Ndi tshi nga tou humbula zwavhuḓi ndo kona u vhala Tshivenḓa ndi khou ya kha gireidi ya vhusumbe ngauri ndo vha ndi sa ḓidzhenisi kha u dzulela u vhala Tshivenḓa*' (Reflecting on my past, I recall that I learned to read Tshivenḓa in grade seven because I was notinterested at the time.). This view is also supported by learner I, who explains that' *Ndi u sa ḓidzhenisa kha u dzulela u ṅwala Tshivenḓa kana u vhala mafhungo a Tshivenḓa*" (by not consistently engaging in the process of learning to read and write Tshivenḓa news). This view is supported by Learner G, who explains that '*Riṋe vhanwe ro vha ri sa tshi dzhieli nṱha'* (We were not considering it). This view is also supported by Learner H, who explains that' *Tshikoloni a ri ḓiṋei tshifhinga tsha uri ri dzule fhasi ri ḓigudise u peleṱa nga nḓila yone ngauri ri lu dzhiela fhasi*' (At school we do not give ourselves time to learn how to spell words correctly).

4.4.2.4. Insufficient learning and teaching support materials

It has been indicated that insufficient learning and teaching materials are another challenging issue related to misspellings. Participants indicated that the most contributing factor to misspellings among learners is insufficient learning and teaching materials, which cause learners to struggle to get information related to their work. Teacher A explained that' *Zwishumiswa zwine ra zwi shumisa a zwi tou vha zwine zwa fusha'* (We do not have enough materials for teaching this language, and they do not bring the required materials). This view is supported by Teacher B, who explains that *'Sa mugudisi ndi vhona uri zwishumiswa na zwiko a zwi fushi* (As an teacher, the resources are not enough). This is reinforced by learner D, who explains,' *Hai……. a thi na bugupfarwa ya Tshivenḓa nṋe*' (I do not have Tshivenḓa textbook). The researcher reviewed and observed learners' scripts or documents of essays and found that learners do not have any other resources they can refer to correctly spell certain words. Classwork and homework are insufficient, and there is not enough feedback,

which means there would be the same misspellings from the previous activity and repeated in the following activities. Therefore, this will contribute to insufficient learning and teaching materials as learners do not have materials to check their misspellings.

4.4.2.5. Lack of parental involvement

Lack of parental involvement is another course of misspellings among various participants. Participants have noted that misspellings are associated with a lack of parental involvement as learners fail to write proper essays and are even given homework to do at home because their parents do not have time to assist them. This view is also supported by learner A who explains that *'Vhabebi vha ri zwi khou vha balela i yani kha dzi khaladzi u gudiswa, na vho vha ri a vha zwiḓivhi, zwino nṋe nda si tsha ḓifha tshifhinga nda bva khazwo'* (Parents say is hard to them so go to your brother, and they said they do not know, so I did not give myself time and left.)Learner F is of the view that*' Hai….vhabebi a vha nngudisi u peleṱa maipfi a Tshivenḓa hayani, ndi wana tshifhinga tshiṱukuṱuku tsha u thusiwa nga mubebi'.* (No, my parents do not teach me to spell Tshivenḓa words at home; I get a little time to be assisted by my parents.) Learner F also explains that*' Hai…. Vhabebi a vha nngudisi u peleṱa maipfi a Tshivenḓa, vha dzula vha tshi ri vho neta, kha ndi humbele mudededzi a nthuse, nṋe ndi mbo ḓi fhelelwa nga fulufhelo ḽa u guda mupeleṱo.'* (No… my parents do not teach me to spell Tshivenḓa words. They always say that they are tired, let me ask the teacher to assist me, and then I lose hope of learning to spell). In support of the above, Gundogmus (2018) stated that learners lacking parental support and warmth may withdraw from succeeding in their spelling process. The researcher concurred with the participants mentioned above, acknowledging that many learners may fail to spell correctly due to a lack of parental involvement in their children's school activities.

4.4.2.6. Overcrowded classroom

There was a consensus among participants that overcrowding is one of the causes of spelling errors by various participants. Participants have observed that overcrowding contributes to misspellings, resulting in learners achieving low scores as they find it challenging to write or spell words due to distractions in the classroom. Teacher B, explains that' *Ee…. Vhagudiswa vha a fhiwa tshikhala tsha u ṅwala mupeleṱo, thaidzo ndi u ḓalesa havho nga ngomu lufherani, zwi sia mugudisi a sa koni u vhona vhana*

vhane vha khou ita nḓowedzo na vhane vha sa khou kona.' (Yes…...learners are allowed to write the spelling; the problem is that their presence in the classroom leaves the teacher unable to see which learners are practising and which are not.) This view is supported by Teacher A, who explains that*' Ee… Vhagudiswa vha khou ṋewa tshifhinga tsho teaho, thaidzo I ḓi tou vha kha hone u ḓalesa ha vhagudiswa nga ngomu kiḽasini zwa sia ndi sa koni u vhona vhane vha khou ṅwala na vha sa ṅwali.'* (Yes…learners are given enough time; the problem is that there are so many learners in the classroom that I cannot see who is writing and who is not.) Learner C explains that, "Sa *mugudiswa, ngauri nga ngomu kiḽasini ri vha ro ḓalesa a thi koni u pfa zwine mudededzi a vha a tshi khou funza nga ha mupeleṱo wa maiipfi, vhu khakhi ha u sa ṅwala mupeleṱo wone ha ṋaṋa u bvela phanḓa."* (As a learner, because the class is too crowded, I cannot hear what the teacher is teaching, so misspellings continue.) Learner C also explain that'*kilasini ro ḓalesa zwino ndo dzula murahu a thi koni u vhona mupeleṱo wo ṅwaliwaho kha ḓaba nga mudededzi musi a tshi ita ndulamiso uri ndi kone u vhona maipfi o kha khea ho.'* (In a classroom, I amsitting at the back, and I cannot see what is written on the chalkboard, so the spelling is always wrong.) Learner D explains that' *U ḓalesa ha vhagudi ngomu kiḽasini zwi ita uri ndi sa kone u vhona zwo ṅwaliwaho kha bodo musi mudededzi a tshi khou lulamisa mupeleṱo, zwa ita uri ndi ḓi dzulela u ṅwala mupeleṱo wo kha khea ho.*' (Learner D explains that overcrowding of learners in the classroom prevents me from accessing the chalkboard while the teacher is correcting spelling, leaving the spelling mistakes to continue).

4.4.2.7. Language barrier

It has been indicated that the language barrier is another challenging issue related to misspellings. Learner A indicated, *'Vhabebi a vha ri gudisi ngauri na vho kanzhi ri wana uri a vha tshi koni luambo lwa Tshivenḓa.'* (Parents do not teach us because we often find that they do not speak Tshivenḓa.)This view is supported by Learner G, who explains that '*Hai…. vhabebi a vha nngudisi ngauri a vha tshi ḓivhi Tshivenḓa, na nṋe a si luambo lwa ḓamuni.'* (No…. my parents do not teach me because they do not know Tshivenḓa, even though it is not my mother tongue.) Learners D, and E attested that 'Hai*…. nṋe vhabebi a vha nngudisi u peleṱa maipfi a Tshivenḓa ngauri a vha tshikoni vha amba luambo lwa tshishona.*' (No…my parents do not teach me to spell Tshivenḓa words because they speak the Shona language.)

Observations revealed that learners face a language barrier when writing Tshivenḓa essays, often mixing Tshivenḓa words with those from other languages. Additionally, when forming sentences in Tshivenḓa, they frequently incorporate words from other languages. The researcher observed that when learners write essays, their sentences often include words from other languages, which can cause the intended meaning to be lost. This view is supported by Learner H, who said, '*Wi-fi zwikoloni I vha mutikangudo ya dovha ya vha muxedzi wa vhagudi.'* (Wi-fi in schools is a source of controlling lessons and becomes a challenge for learners). Document analysis revealed that learners use the English word 'wi-fi' instead of the Tshivenḓa term' *waifai,*' highlighting the mixing of different languages. People usually influence this in the learner's surroundings, especially those who do not speak that language as their mother tongue. Therefore, it creates confusion because two or more languages are used interchangeably, leading to more misspellings when writing essays.

4.4.2.8. Proofreading

Proofreading is another area of concern for various participants. Participants indicated that misspellings related to proofreading arise when learners write Tshivenḓa essays because they often do not re-read their work. Consequently, the misspellings made during writing go unnoticed, leading to lower student scores. Learner D explains that 'vhaṅwe vhadededzi vha tshi ri funza a ri lulamisi' (Even some teachers teach us we do not write corrections). This issue is put into perspective by both participants E and F. Learner E indicated that 'A hu khou lulamisiwa, na vhadededzi a vha na vhuṱanzi na mupeleṱo' (No corrections are being made and teachers are unsure of spelling.) Learner F said, 'Ri khou lulamisa fhedzi a zwo ngo ḓala, ri tea u dzulela u zwi ita uri ri ḓowele.' (We are correcting, but it is not enough; we must keep doing it to recover).

Factors contributing to spelling errors made by Grade 10 learners when writing essays in their Tshivenḓa home language under this objective include the use of technology, the impact of multilingualism, a lack of interest in native, insufficient learning and teaching materials, limited parental involvement, overcrowded classrooms, language barriers, and challenges with proofreading.

4.4.3. Objective 3: To discover the effects of misspellings experienced by Grade 10 learners when writing Tshivenḓa essays.

The above objective has been fulfilled by the questions illustrated in Appendix (H) and Appendix (I). The following themes have emerged:

Poor performance

Hinder learning development

Low self-esteem and motivation

Lack of confidence

4.4.3.1 Poor performance

Poor performance is seen as one of the effects of misspellings among various participants. Participants have noted that misspellings are associated with poor performance, as learners are scoring low marks due to their performance. Teacher A explains that' *Vhagudiswa vha tshi ṅwala maanea a vha ṅwali mupeleṱo wa maipfi zwone hu ṅwe vha a paṱekanya maipfi hu songo tea zwa tsi tsa maraga dzavho.'* (Learners who write essays confuse the spelling of words and do not perform well, which lowers their marks.) This view is supported by Teacher B, who explained that' *Vhagudiswa vha itesa phoswo dza u sa ṅwala mupeleṱo wa maipfi nga nḓila kwao zwa ita uri vha wane maraga ṱhukhu.'* (Learners make mistakes in spelling words correctly, resulting in low marks.) Learner D is of the view that*' Ndi balelwa u wana maraga nnzhi ngauri ndi dzulela u ṅwala mupeleṱo wo kha khea ho zwa sia nṇe ndi sa khou tou kona tshoṱhe.'* (I cannot score high marks because I always misspell words, which leaves me with poor performance.) This view is also supported by Learner E who explain that*' maṅwe maipfi ri fhedza ri sa ḓivhi mupeleṱo wao ra sokou ṅwala zwa ita uri ri songo wana maraga dza vhuḓi.'* (We do not know the spelling of some words and write them, so we do not get good marks.) The researcher concurred with the above researcher that misspellings make written essays unclear, and learners score low marks, which would affect their performance negatively.

4.4.3.2. Hinder learning development

This is another concern expressed by participants. They have indicated that spelling errors negatively impact learners' development when writing Tshivenḓa words. Educator A, explains that' *Vhagudiswa vha dzulela u ita vhukhakhi ha mupeleṱo, zwi ita uri vha songo kona u bvelela kha u vhala na u ṅwala maanea, vha balelwa na u ḓiṱongisa kha u guda havho.*"(Learners frequently make misspellings that prevent them from reading and writing essays successfully and are counted and distracted from learning.) Teacher A explains,' *Vhagudiswa u ṅwala havho mupeleṱo u sa fushi zwi thivhela vhathu vhane vha khou vhala u sa pfa mulaedza u re kha mafhungo e vha ṅwala.'* (Learners' poor spelling prevents readers from understanding the message they are writing.) Teacher B explains that' *Vhagudiswa musi vha tshi kundelwa u ṅwala mupeleṱo wone zwi ita uri vhagudi vha songo tou dzhenelela tshoṱhe kha u guda.'* (When learners fail to write the spelling, learners are not entirely focused on learning.) Teacher B also explains that*' Vhagudiswa vha tshi ṅwala maanea vha nwala zwithu zwi si na ndunzhendunzhe nga nṱhani ha u nwala mupeleṱo u si wone."* (Learners write essays that are not clear because of incorrect spelling.) Learner B explains that' *U sa kona u peleṱa zwi I ta uri ngudo ya mupeleṱo wanga u si vhe wa vhuḓi nahone nda kundelwa u ḓiṱongisa nga u ṅwala mupeleṱo wa maipfi*.' (Not being able to spell makes my spelling test poor, and I cannot judge myself by writing word spelling) Learner C explains that' *U sa ṅwala mupeleṱo wavhuḓi zwi ita uri vhagudiswa vha balelwe na nga u dzhenelela miṱaṱisano ya mupeleṱo. Nṋe ndi shona na u ṅwala zwiṱori ndi tshi shavha uri mupeleṱo wanga u dzula wo kha khea.'* (You cannot write good spelling or participate in spelling competitions because of poor misspellings. I am ashamed to write stories because I fear the spelling is wrong.) Learner G explains that*' U sa ṅwala mupeleṱo wone wone zwi ita uri ndi ṅwale mafhungo kana zwiṱori zwi sa pfali, zwa sia ndi sa khou guda lu takadzaho'* (Not writing the correct spelling makes me write unusual stories that make it difficult for me to learn.) The researcher noted that when learners spell incorrectly, their writing is not clear and readable because the spelling is not written correctly, and what they are writing prevents them from being able to write. When I pick up learners' activities, their writing does not make sense.

Consistent misspellings can hinder students' learning and literacy development, affecting their ability to express themselves clearly. Poor spelling can negatively

impact grades and overall academic performance, discouraging learners from engaging fully in their studies. Misspellings hinder readers' ability to concentrate on the text's message, as they become distracted mentally by the need to correct the misspelled words.

4.4.3.3. Low self-esteem and motivation

Low self-esteem and motivation are other effects of misspellings among participants. Participants have indicated that spelling errors are associated with low self-esteem and motivation as learners lack confidence in their writing when spelling Tshivenḓa words. Learner H explains*' U sa kona hanga mupeleṱo ndi pfa ndi tshi nyadzisea ngauri ndi fhedza hu si na zwine nda kona musi ndi khou peleṱa maipfi kha maanea, na hone zwi a ntshonisa musi hu tshi pfi mupeleṱo wanga wo vhifha.'* (I do not know how to spell and feel embarrassed because I do not know what to do when spelling words. I am writing essays, and I do not understand myself.) Learner H explains that*' A thi ṱuṱuwedzei musi ndi tshi ṅwala maanea sa musi mupeleṱo ndi sa u koni ndi mboḓi neta.'* (I do not get motivated when I write essays. When I cannot spell, I get tired.) Learner I is of the view that' *Ndi shaya vhuḓi fhinduleli nga mulandu wa u kundelwa u ṅwala mupeleṱo wa maipfi a tshivenḓa.*" (I lack confidence because I cannot write the spelling of Tshivenḓa words') The researcher has noted that many learners fail with confidence when they are failing to spell Tshivenḓa words in their activities.

4.5. CONCLUSION

This chapter critically analyses the topic of misspellings. The researcher analyses the viewpoints of various participants; that is, teachers and learners presented the data as captured from the interviews and learners' document reviews. The researcher reviewed documents such as the agreement and disagreement of the responses between teachers and learners. The most significant is that when looking at the analysis, the responses from learners relate to their writing.

The study has found that the most frequent misspellings primarily occur in words that begin with clusters of more than two consonants, such as tsh-, dzh-, and zh-. Additionally, errors include incorrect vowel usage, misplaced diacritic signs, substitutions, and the wrong use of vowels. The researcher also noticed that the misspellings that learners commit were caused by using technology, the interference

of multilingual, Lack of interest in the native language, insufficiency of learning and teaching materials, Lack of proofreading, and language barriers. The next chapter introduced a summary and discussion of research findings, recommendations, and conclusions.

CHAPTER 5: SUMMARY, INTERPRETATION OF FINDINGS, RECOMMENDATION AND CONCLUSION

5.1. INTRODUCTION

The previous chapter detailed the presentation and analysis of the data collected and carried out in this study. This chapter is a continuation of the previous chapter. This chapter focuses on the study's findings as the information required is stored or captured in the previous chapter. For this chapter, the researcher visualised an understanding of the data after taking time to analyse it. The researcher noticed that learners cannot use accurate spelling, appropriate vocabulary, knowledge of grammar rules, and a solid foundation for consulting coherent essays. This chapter presents an interpretation of the findings.

5. 2. SUMMARY OF THE STUDY

This study aimed to explore Misspellings faced by Grade 10 Learners in Essay Writing at Vhembe East District, Limpopo Province, South Africa' The research report is presented in five chapters as follows:

Chapter 1 introduced the study by providing background information and outlining the research problem, highlighting that Grade 10 Tshivenḓa Home Language learners struggle to write Tshivenḓa essays without making misspellings. It highlighted that most previous studies focused on English First Additional Language misspellings, with no research on misspellings in Grade 10 Tshivenḓa Home Language. Therefore, the researcher chose to investigate this topic, as it is prevalent in many themes of Tshivenḓa Home Language. The chapter also presented the study's aim and objectives: to explore the misspellings faced by Grade 10 learners in essay writing in the Vhembe East District, Limpopo Province, South Africa. Additionally, it introduced social constructivism as the theoretical framework for the study, as this perspective emphasises that learning and knowledge are constructed through social interactions and collaboration rather than passively acquired. The chapter also described the methodological approach, stating that qualitative methods were chosen for data collection and interpretation due to their inductive nature, which aims to describe multiple realities, develop a deep understanding, capture everyday experiences, and

focus on the human perspective. The chapter concluded by defining the key terms used in the study.

Chapter 2 provided a literature review, covering a wide range of literature relevant to the study. The review aimed to enhance the available knowledge, identify research gaps, and determine whether the current study would contribute to the existing body of knowledge. Both sources from within and outside the African continent were consulted, including published and unpublished materials, to deepen the researcher's understanding of the philosophies underpinning the research. The literature review was organised into three categories: common misspellings, causes of spelling difficulties, and effects of spelling difficulties.

The researcher reviewed the works of researchers such as Al-Zuoud and Kabilan (2013), Albalawi (2016), Kanyepi (2016), Hasani (2016), Benyo (2014), Nyang'au (2014), Altamimi & Rashid (2019), Fragman (2013), and Esther (2018), Phelps (2018), Creswell (2014), Oshuma & Hogue (2006), Puspandari (2017), Alenazi (2018), Dada (2015), Othman's (2018), Khan & Itoo (2012). Many researchers agree that the most common misspellings include omission, substitution, incorrect use of vowels and consonants, and transposition. Their insights were valuable for this study, as the analysis of misspellings was connected to real-life contexts.

These researchers confirmed that factors such as inexperienced teachers, multilingualism, lack of interest in the native language, disregard for spelling rules, ineffective teaching methods, overcrowded classrooms, learners' social backgrounds, lack of motivation, inadequate writing time, insufficient reading and writing practice, lack of proper feedback, insufficient learning and teaching materials, and incorrect use of vowels and pronunciation contribute to misspellings. This information supported the progression of the study, which aims to explore the misspellings made by Grade 10 learners, raising awareness among teachers, the Department of Basic Education (DBE), curriculum advisors, and parents about the spelling issues occurring in different schools.

Chapter 3 covered the research methods and data collection techniques used in the study. It detailed the research approach, paradigm, design, population, sampling methods, data collection techniques, quality criteria, ethical considerations, and data

analysis process. The study employed qualitative research methods, as they allow for an in-depth examination of a phenomenon in its natural setting and help to describe, explain, and interpret information. Leedy and Ormrod (2005:143) state that research is context-bound and follows flexible guidelines based on a personal perspective. The qualitative approach was chosen because it focuses on describing, explaining, and interpreting information to explore the subject (Leedy & Ormrod, 2005:143).

The study adopted an interpretive paradigm to explore spelling difficulties learners face in essay writing from the perspectives of both learners and teachers. Cohen, Mannion, and Morrison (2010:21) emphasise that interpretive methodology requires understanding social phenomena "through the eyes of the participants rather than the researcher." The study used a phenomenological research design. According to Bliss (2016), phenomenological research examines lived experiences to gain deeper insights into how individuals perceive those experiences. This design was extensively utilised to explore the causes of misspellings of Grade 10 learners in Tshivenḓa essay writing from the participants' perspectives.

Teachers and learners were selected as the study population, and random sampling was used to give every individual an equal chance of being selected, ensuring fairness and inclusivity. Data collection instruments included semi-structured interviews, document reviews, and non-participant observation. The chapter also addressed ethical considerations, noting that the researcher applied for ethical clearance from the university before beginning data collection.

Chapter 4 presented and analysed the data from the selected Tshivenḓa Home Language teachers and learners. The analysis aimed to examine the presence of misspellings among Grade 10 learners. Inductive thematic analysis was used to identify similarities in the causes, common misspellings, and effects of these errors. This approach helped identify themes based on the data gathered from interviews, documents, and observations. Participants shared similar themes, resulting in some repetition during the analysis. The chapter addressed the research objectives and answered the research questions outlined in Appendix (H) and Appendix (I). The data were organised into themes identified through the analysis, which included:

Common Misspellings: Incorrect use of consonants (omission), Incorrect use of vowels (omission), Substitution, Confusion in diacritic signs.

The causes of Misspellings are the use of technology, Multilingualism, Lack of interest in the native language, Insufficient learning and teaching materials, Limited parental involvement, Overcrowded classrooms, Language barriers, and Inadequate proofreading.

Effects of Misspellings: Poor performance, Hindrance to learning development, Lowered self-esteem and motivation.

Chapter 5 provided a summary, findings, recommendations, and conclusion. The most common misspellings identified were the incorrect use of consonants and vowels (omission), substitution, and confusion with diacritic signs. The causes of these errors were attributed to factors such as the use of technology, multilingualism, lack of interest in native language, insufficient learning and teaching materials, limited parental involvement, overcrowded classrooms, language barriers, and inadequate proofreading. The analysis revealed that the impact of these errors varies among learners, resulting in poor performance, hindrance to learning development, and decreased self-esteem and motivation. It was recommended that raising awareness could help address and reduce these misspellings.

5.3. INTERPRETATION OF FINDINGS

Data was collected from various groups of participants, namely two teachers and nine learners. The findings of this study achieved the following objectives:

To identify and analyse the most common misspellings faced by grade 10 learners in their Tshivenḓa writing essays.

To explore causes of misspellings faced by grade 10 learners when writing Tshivenḓa essays.

To find out the effects of misspellings experienced by grade 10 learners when writing Tshivenḓa essays.

After the presentation and analysis of data, findings emerged through major themes and provided answers to the objectives below:

5.3.1. Objective 1: To identify and analyse the most common misspellings faced by grade 10 learners in their Tshivenḓa writing essays.

The study's findings revealed that grade 10 Tshivenḓa Home Language learners committed different misspellings, for example.

Wrong use of consonants

Diacritic signs

Substitution and

Wrong use of vowels

5.3.1.1. Wrong use of consonants

Most participants complained that speech sounds are the most common error by grade 10 learners. The general complaint of teachers was that learners have spelling difficulties in writing words starting with speech sounds like tsh-, dzh-, and zh-, including sounds that are capped on top or sounds that use diacritic signs. Students also maintained that the most difficult or everyday speech sounds are dzh-, zh-, tzh-, and ṅ. Interviews and document analysis revealed that omission is the most common spelling challenge. This view is also supported by Khan and Itoo (2012), who indicated that omission is the most common error. Alhaisoni, Al-zuoud, and Gaudel (2015) indicated that learners encounter difficulties with both vowels and consonant sounds, especially those not included in the language. Albalawi (2016) stated that the primary cause of learners' misspelling errors is the wrong use of vowels and pronunciation.

5.3.1.2. Diacritic sign

The study has revealed that diacritic signs are the most common misspellings faced by grade 10 learners. Participants also attest that the diacritic signs placed beneath and above letters are the most prevalent, stemming from challenges in spelling them correctly. The general complaint of teachers was that learners have sound difficulties that are capped on top and underneath, even sounds like *'ṅwe'* are wrongly spelled or

written as they write *'new'* without a dot on top of '*n'* like '*ṅ.'* Students also maintained that words with diacritic signs are the most challenging speech sounds, and they are confused with the word *'na'* and unsure which 'n' requires a diacritic sign on top. For'nwana' instead of '*ṅwana*' (child), *'nwando'* instead of *'ṅwando'* (dwew), '*nawa*' instead of '*n̰awa*' (beans), and '*tata'* instead of *'t̰at̰a'*. They forget to put diacritic signs on top and beneath letters and intend to convey a different meaning. This assertion is reinforced by Wells (2017), who eludes that diacritic signs are not accessible or straightforward to master, especially in language subjects, because the diacritic signs change the written spelling and pronunciation of that word. In addition, Wells implies that words written and pronounced with the diacritic signs on top and below are not many; they are just a few, which makes it difficult for learners to become familiar with such words. Tshivenḓa Home Language includes five consonants with diacritic signs: *n̰, ḓ, t̰, l̰, and ṅ* (*e.g., 'n̰ala' (nail),'ḓithu,' 't̰uwa' (go), 'l̰anga' (mine), and 'ṅala'*). Some learners struggle to understand these, often confusing them with words like *'nala' instead of 'n̰ala' or 'tuwa' instead of 't̰uwa.'* According to Layla and EL-Kabier (2018), diacritic signs are small letter-shaped symbols or other marks that can be added to vowel or consonant symbols to modify or refine their meaning in various ways. They go on to say that a diacritic sign is placed above and below a character or letter to indicate a different phonetic value.

5.3.1.3. Substitution

Most participants complained that substitution is a challenging issue related to misspellings faced by grade 10 learners. The general complaint of teachers was that learners were struggling to write words like *'javhelo'* instead of '*dzhavhelo*' (sanctuary) and '*dzodzowedza'* instead of 'dzhodzhowedza' (howling); they also write words like 'tshizwa' (thigh) as 'shizwa.' This perspective is echoed by learners who stated that words like *'tshizwa'are* difficult to write, causing them to write *'shizwa'* instead. This view is also supported by Hamed (2016), who stated that substitution was the error category made by most students, followed by omission, transposition, and insertion. This assertion is reinforced by Alhaisoni (2015), who eludes that errors were the outcomes of substituting consonants more frequently, and they were related to pronunciation. The study that was conducted by Gyabeng (2019) about the most common errors indicated that out of six types of misspellings, which are letter

omission, insertion, substitution, transposition, multiple letter errors, and apostrophe errors, learners tend to commit one standard spelling error which is letter substitution whereby they replace one letter with another letter in a word. However, the study's findings by Altamimi (2019) indicated that the leading cause of substitution errors in spelling is silent letters. It further explains that there is some statistical evidence that learners use their prior orthographical context knowledge when making this misspelling.

5.3.1.4. Wrong use of vowels

Most participants complained that errors associated with the wrong use of vowels are due to vowel misuse by grade 10 learners. Teachers indicated that the incorrect use of vowels is a cause for concern and may be due to the misuse of vowels. The findings revealed that learners frequently become confused when spelling words, omitting certain vowels, such as writing *'ḓani'* instead of *'i ḓani'* (come) or *'muth'* instead of *'muthu'* (person), leading to a loss of the words' meanings. Students also maintained that they often omit vowels like 'mumva' instead of 'muomva' (banana), and they lose meaning. This view is also supported by Albalawi (2016), who indicated that the primary cause of learner's misspellings is the wrong use of vowels and pronunciation. Similarly, Othman (2018) indicated that the wrong use of vowels is also a significant cause of misspellings because learners use wrong or incorrect vowels where they are not supposed to be used. This view is put into perspective by Hameed (2016), who studied misspellings created in English writing by Saudi students and found that the wrong use of vowel sounds was the most prevalent among student errors.

Based on the findings of other researchers, particularly Cooks (1999) and Corder's (1973) error classification framework, the study identified that the most common misspellings in essay writing are the wrong use of consonants, vowels, and substitution. However, the analysis revealed that correspondents committed errors, including substitutions, diacritic signs, and misuse of vowels. These were the most common errors and had the highest scores among the other categories.

5.4. Objective 2: To explore the causes of misspellings faced by grade 10 learners when writing Tshivenḓa essays.

Under this objective, the following findings emerged:

The use of technology

The interference of multilingual

Lack of interest in native

Insufficient learning and teaching materials

Lack of parental involvement

Overcrowding classroom

Language barrier and

Proofreading

5.4.1.1. The use of technology

Most participants complained that technology is the most influential instrument or gadget learners use, making them misspell words by grade 10 learners. Teachers have complained that learners use technology frequently, which is reigning on our continent. Students also mentioned that the language used on cell phones had influenced their writing, leading to changes such as using 'chi' instead of 'this' and 'co' instead of 'khou'. This view is supported by Wilson (2018), that diverse researchers have explored the cause of social media concerning its benefits and effects, but affiliation between social media and the spelling ability of learners to fill the gap and knowledge. Furthermore, Goddard and Geesin (2011) indicated in their study that technology is causing a decline in language use both in writing and speaking because the language that is used in technology is commonly known as 'slang' where the writer would only write the abbreviation of a particular word of which that specific abbreviation has a meaning on its own without any explanation.

5.4.1.2. The interference of multilingual

Most participants complained that misspellings are associated with the use or interference of multilingual as learners fail to construct complete sentences without mixing languages. Teachersrs indicated that their school has a diverse student population with learners who speak different languages, making English the medium

of instruction and reducing the frequent use of Tshivenḓa. Supporting this, learners mentioned that they often cannot complete a line or sentence without incorporating an English word. This view is also supported by Altamimi (2019), who indicated that a lack of learners' zeal for learning the native language and interference between English and Arabic are causes of misspellings. Barbara (2020) indicated that the first language (L1) intercession or a negative shift of spelling patterns from L1 to EAL language spelling, which takes place from a language-specific perspective when the pattern of sounds and conventional spelling of word features of two spelling systems differ, would be indicated by misspellings reflecting the implementation of L1 spelling rules to home languages (EAL). Document reviews revealed that interference between English, Tsonga, and Gujhurarhi languages contributes to misspellings in the selected school.

5.4.1.3. lack of interest

Most participants complained that learners devalue Tshivenḓa as a language because it is their home language. Students also stated that they started learning to read Tshivenḓa in grade seven because they were not interested earlier. This view is also supported by Anyienda (2017), who indicated that in addition to teacher's lack of interest in teaching spelling, the absence of learners' interest in writing or spelling words is identified as another challenge. Furthermore, Anyienda (2017) opined that learners lack interest in spelling because they need to know many aspects to produce suitable spelling activities. Dada (2015) indicated that certain teachers lack enthusiasm for teaching spelling.

5.4.1.4 Insufficient learning and teaching materials

Most participants complained that the most contributing factor to misspellings among learners is the insufficient learning and teaching materials, which causes learners to struggle to get information related to their work. The common complaint among teachers was the lack of adequate teaching materials for teaching Tshivenḓa, as suppliers are not providing enough resources. Students also expressed that they lack textbooks and other relevant materials. When learners lack teaching and learning resources, several adverse outcomes can occur, such as limited skill development and decreased engagement. This view is also supported by Muhammad et al. (2016), who

indicated that many learners struggle to access adequate and valuable sources of information. Olaleye, Ajayi, Oyebola, and Ajayi (2017) say teaching and learning materials should be organised appropriately. Dada (2015) maintained that there is a lack of emphasis on spelling rules in books available in school libraries. Forster (2015) indicated that exposure to different reading materials can help learners to be aware of language awareness.

5.4.1.5 lack of parental involvement

Interviews and document analysis revealed that misspellings are linked to a lack of parental involvement, as learners struggle to spell Tshivenḓa words correctly. It was also noted that learners are not completing their homework after being assigned activities by teachers. Students indicated that their parents are unwilling to assist them with their school work. Students further revealed that parents frequently complain about the amount of work and demonstrate a lack of understanding regarding the activities assigned to learners. This view is also supported by Gundogmus (2018), who indicated that learners lacking parental support and warmth may withdraw from succeeding in their spelling process. Munje & Mncube (2018) indicated that parents can help to guarantee a positive educational future for their children by working hand-in-glove with schools.

5.4.1.6. Overcrowding classroom

Participants complained that misspellings are associated with overcrowding as learners score low marks because they fail to write or spell words as they would not concentrate in the classroom. Teachers mentioned that overcrowded classrooms make it challenging to support students with spelling difficulties. Interaction, the zone of proximal development, and scaffolding can help support learners facing misspellings. This view is also supported by Asep (2014), who indicated that different learner levels would make it difficult for teachers to cater to all their levels simultaneously due to overcrowded classrooms. This view is also supported by Kiggundu and Nayimuli (2009), who indicated that imparting knowledge to the teacher cannot effectively take place in an overcrowded situation because there is a limited number of learners a teacher can manage effectively.

5.4.1.7 Language barrier

This study has indicated that language barriers are a significant concern concerning misspellings among grade 10 learners. Teachers and learners pointed out that some students at the school grew up speaking languages other than Tshivenḓa. This view is also supported by Saneka (2019), who indicated that the language barrier is the leading cause of misspellings because learners are exposed to non-native languages different from their mother tongue. This view is supported by Jayousi (2011), who indicated that learners struggle with spelling due to a lack of understanding of English spelling rules and inflectional suffixes, resulting in incorrect spelling of words. Benyo (2014) maintained that disregarding spelling rules is the main factor behind learners' misspellings.

5.4.1.8. Proofreading

The findings of this study revealed that a lack of proofreading contributes to misspellings, resulting in learners receiving low scores on their essay assignments. Learners who fail to correct their work may face several consequences, including lower grades, persistent errors, and weaker writing skills.

Inadequate feedback resulted in misspellings. Encouraging learners to correct their work actively can mitigate these issues and promote a more effective learning experience. This view is also supported by O'Brien (2015), who indicated that proofreading helps learners identify their misspellings, which is one of the most effective ways of preparing error-free scripts. Dornbrack and Antwood (2019) emphasised the significance of feedback throughout the spelling and writing process, enabling learners to identify weaknesses and enhance their skills before the final stage. Kelman and Apel (2004) maintained that learners should have taken huge responsibility for editing their work after completing the spelling task, even though they were given time to edit their work before submitting it.

5.5. Objective 3: To discover the effects of misspellings experienced by grade 10 learners when writing Tshivenḓa essays.

Under this objective, the following findings emerged:

Poor performance

Hinder learning development and

Low self-esteem and motivation

5.5.1. Poor performance

Most participants complained that misspellings are associated with poor performance as learners are scoring low marks due to their performance. This is backed by teachers who noted that students who struggle with spelling do not perform well, resulting in lower grades. Students also expressed that achieving high scores is unattainable because of misspellings. This view is also supported by Esther (2018), who indicated that learners who had more mistakes scored worse in essay writing compared to those who had committed fewer mistakes. Altamimi and Rashid (2019) indicated that difficulty with spelling can impede their progress and potentially distort the meaning and comprehension of written content, leading to ambiguity. Alhaisoni et al. (2015) supported the idea that poor or inaccurate spelling impacts the coherence of sentences.

5.5.2. Hinder learning development

Interviews and document reviews revealed that spelling errors obstruct learning progress. It was noted that learners often need to correct spelling, which hinders their ability to read and write essays effectively. Students' poor spelling makes it difficult for their readers to comprehend the message they are trying to convey. As a result of misspellings, learners produce essays that lack clarity. Due to their poor spelling skills, they cannot participate in spelling competitions. Fragman (2013) indicated that misspellings hurt the clarity and quality of written work like essays and interfere with the communication process between what the writer wants to communicate and what the reader decodes.

5.5.3. Low self-esteem and motivation

Most participants complained that misspellings were associated with low self-esteem and motivation as learners lack confidence in their writing when spelling Tshivenḓa words. Students reported that misspelling causes embarrassment and hinder their

ability to express themselves. They lack confidence because they cannot write the spelling of Tshivenḓa words. This view is supported by Hill (2019), who indicated that learners who lack confidence when being taught spelling in the classroom contribute to countless misspellings that learners commit when writing essays in language subjects. This view is supported by Altamimi and Rashid (2019), who indicated that learners become demotivated and often attain lower grades, subsequently impacting their future performance.

5.4. RECOMMENDATIONS

Chapter 4 provided the recommendations and conclusion. The following recommendations are made:

When learners struggle with misspellings, such as incorrect use of vowels, consonants, substitutions, or diacritical marks, the following strategies and recommendations can be effective: Teachers should offer phonics instruction to help learners differentiate between vowels and consonants. Regular spelling exercise activities can familiarise learners with correct spelling patterns. Additionally, encouraging peer support and collaborative learning, providing targeted feedback, and conducting error analysis can further enhance spelling skills.

The researcher recommends that teachers teach learners about the impact of technology on spelling, highlighting how features like autocorrect and informal texting habits can result in incorrect spelling. Emphasising the importance of using correct spelling, even in digital communication, is essential. Additionally, learners should be taught to identify common mistakes and learn from them.

If multiple languages are found to be a significant cause of misspellings, the following actions could help resolve misspellings: teach specific language spelling rules and focus on phonological awareness and peer support by grouping learners with similar language backgrounds. They can collaborate and help each other recognise language-specific spelling rules and overcome common mistakes.

The researcher recommends that teachers make learning the home language relevant, engaging, and rewarding to address the lack of interest. By doing so, teachers can foster a greater interest in the home language among learners, ultimately leading to improved spelling skills. Establish peer tutoring programs where students with more vitalspelling skills can assist those who struggle.

If a lack of resources is a significantcause of misspelling, the researcher recommends encouraging learners to use free online resources, such as spelling websites, educational apps, and digital dictionaries. Establish peer tutoring programs where students with more vitalspelling skills can assist those who struggle. These tools can provide practice and support without the need for physical materials.

If parents are not actively involved in their children's learning, especially concerning misspellings, the following recommendations can be suggested: Offer educational resources; establish a system for regular updates between teachers and parents regarding their child's progress, including specific areas like spelling; and suggest that, parents read with their children regularly, emphasising words and discussing their spellings and meanings.

In overcrowded classrooms, teachers should implement peer tutoring initiatives where more proficient students assist their classmates with spelling, enabling teachers to concentrate on identifying those who require additional support. They should also organise small group sessions for struggling learners weekly or bi-weekly and assign homework for spelling practice.

When addressing misspelling issues among learners due to a language barrier, employ visual aids like flashcards, word walls, and labelled objects in the classroom to strengthen vocabulary and spelling skills. Encourage extensive reading in both their native and target languages and promote collaborative activities to help tackle the challenges of misspelling.

When proofreading, educators should teach specific techniques by providing explicit instruction on effective strategies, such as reading aloud, checking for common spelling patterns, and concentrating on one type of error at a time

(e.g., spelling, punctuation, grammar). Additionally, they can distribute proofreading checklists, encourage peer review, and allow ample time for revision.

5.5. CONCLUSION

This chapter provides a summary of the entire study. The analysis revealed that misusing consonants and vowels, diacritic signs, and substitutions are the most prevalent misspellings. Factors contributing to these errors include the use of technology, multilingualism, a lack of interest in the native language, insufficient teaching and learning support materials, minimal parental involvement, overcrowded classrooms, language barriers, and ineffective proofreading. The study identifies poor performance, impediments to learning development, and diminished self-esteem and motivation as consequences of misspellings. The researcher posits that the recommendations outlined in this chapter would help mitigate spelling errors across all areas of learning and emphasises that teaching spelling in schools should be prioritised**.**

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7. APPENDIX A.

APPENDIX A: LETTER OF REQUEST TO CONDUCT RESEARCH AT VHEMBE EAST DISTRICT

Enq: Mugwabana T. C
Cell no: 0795074644
Email: mugwabanatc@gmail.com

P.O. Box 590
ŢHOHOYANḐOU
0950

31 MARCH 2023

The district director
Vhembe East District

ŢHOHOYANḐOU

0950

Dear sir/madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I hereby request permission to conduct research at Ḽiivha Combined School under Vhembe East district in Mvuḓi Circuit.

Currently I am studying Master's Degree in Language Education at University of Limpopo for school of Education. Topic of my study is spelling challenges faced by Grade 10 Learners in essay writing at Mvuḓi Circuit, Vhembe East District, Limpopo Province.

It is a great significance to apprise you that all data that would be gathered from teachers and learners would be kept confidential and it would be used only for research purpose. Participation of teachers and learners is voluntary and they have a right to withdraw at any time during the exploration of the research topic. I also assure the school that research participants would be arranged anonymously.

I trust that I would be granted consent in conducting my study.

Yours Faithfull

Mugwabana T.C

APPENDIX B: REQUEST LETTER TO THE DEPARTMENT OF EDUCATION (CIRCUIT OFFICE)

Enquiry: Mugwabana T.C.
Cell No: 076 507 4644
Email:mugwabanatc@gmail.com

P.O. Box 590
ŢHOHONḎOU
0950
31 MARCH 2023

Department of Education
MVUḎI CIRCUIT
Private Bag 2166
SIBASA
0970
Attention: Circuit Manager

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT ḽIIVHA COMBINED SCHOOL.

Dear Sir/Madam

I hereby request permission to conduct research at Ḽiivha Combined School under Vhembe East district in Mvuḓi Circuit.

Currently I'm studying master's degree in Language Education at University of Limpopo for school of Education. Topic of my study is Spelling challenges faced by Grade 10 Learners in essay writing at Mvuḓi Circuit, Vhembe East District, Limpopo Province.

I have provided you with a copy of my research proposal and my track certificate from the University, which allows me to conduct this research. Upon completion of my study, I undertake to provide the Department of Education with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 076 507 4644 or mugwabanatc@gmail.com. Thank you in advance for your cooperation.

Yours sincerely

Mugwabana T.C.

APPENDIX C: REQUEST LETTER TO THE SCHOOL PRINCIPAL

Enquiry: Mugwabana T.C.

Cell No: 076 507 4644
Email: mugwabanatc@gmail.com

P.O.Box 590

ṬHOHOYANḌOU
0950
31 MARCH 2023

Ḷiivha-Combined School
P.O. BOX 2991

ŢHOHOYANḌOU

0950

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN ḶIIVHA Combined SCHOOL

Dear Madam

I am Mugwabana T.C., student number 202417131, a Master's degree student at the University of Limpopo (UL). I wish to conduct a study for my master's dissertation, which focuses on spelling challenges faced by Grade 10 Learners in essay writing at Mvuḓi Circuit, Vhembe East District, Limpopo Province.

This study would be conducted under the supervision of Mrs Maphagela T.G. in the Department of Language Education.

I hereby request your approval to approach your school Ḷiivha Combined School for participants. Upon completion of my study, I undertake to provide the school with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 076 507 4644 or mugwabanatc@gmail.com. Thank you in advance for your consideration.

Yours sincerely

APPENDIX D: REQUEST LETTER TO ALL THE GRADE 10 LEARNERS' PARENTS

Enquiry: Mugwabana T.C.

Cell No: 076 507 4644
Email: mugwabanatc@gmail.com

P.O. Box 590
ŢHOHOYANḌOU
0950

31 MARCH 2023

Ḷiivha-Combined School
P.O. Box 2991

ŢHOHOYANḌOU

0950

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN ḶIIVHA Combined SCHOOL WITH THE GRADE 10 LEARNERS.

Dear Sir/Madam

I am Mugwabana T.C., student number 202417131, a Master's degree student at the University of Limpopo (UL). I wish to conduct a study for my master's dissertation, which focuses on spelling challenges faced by Grade 10 Learners in essay writing at Mvuḓi Circuit, Vhembe East District, Limpopo Province.This study would be conducted under the supervision of Mrs Maphagela T.G. in the Department of Language Education.

I hereby request your approval to allow your children to act as participants for this study. Upon completion of my study, I undertake to provide the school with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 076 507 4644 or mugwabanatc@gmail.com. Thank you in advance for your consideration.

Yours sincerely

Mugwabana T.C.

APPENDIX E: PARTICIPANTS INFORMATION SHEET

Title: Spelling in Essay writing by Grade 10 Tshivenḓa Home Language Learners at Mvuḓi Circuit, Vhembe East District, Limpopo Province, South Africa.

Description, procedure and duration: This research is done to benefit learners because they would write Tshivenḓa Home Language essays using the correct Tshivenḓa words which respect grammatical rules. This would help them to write meaningful essays, score higher marks and improve their general life as a whole since they turn to be good communicators. Teachers would also benefit from this study research findings, because the researcher would share findings of the study to teachers. Teachers would adopt new ways of teaching grammar especially spelling, in order to avoid misspelling among learners. It would also help in unfolding the hidden challenges, which they encounter, which have not been addressed before. Should a teacher be sampled to be part of the study, she/he would devote time in answering questions that would be done through unstructured face-to- face interview and would also be recorded. The questions to be asked are strictly about the learning of the learners. This would be done once in term 2 of the school year 2024.

Risks and inconveniences: The researcher would ensure that there would be no physical, psychological or emotional harm to participants that would result from the research processes. Should any problem arise, I would communicate with the participant to ensure that she/he understands what is going on and feels comfortable. Therefore deception of the participants would be avoided.

Anonymity and Confidentiality: All the information that would be gathered by the researcher from participants would remain confidential and the researcher would not disclose any information without an interviewees consent or permission. If any problem arises, we would discuss the issue with you prior taking any action. Participants names would not be mentioned. The data collected would be safely stored in a place known only by the researcher.

Voluntary participation and benefits: Potential participants would be given information about the study and helped to understand the entire details of the study before they decide to participate. This information would include the details that give warning about the gain, risk and the approval from relevant departments to conduct this study. The researcher would ensure that the potential participants are given direct

in formation of what the study is all about, the impact of taking side, the period that research is going to take and the contact number of the researcher's supervisor. Participants would be required to sign informed consent, which shows that they have agreed to participate in the study voluntarily. They would also be informed about their right to withdraw from the study at any time. Participants would be allowed to withdraw from participating at any given time without being penalised.

Mugwabana TC

APPENDIX F: PARENTS/ GUARDIANS CONSENT FORM

Topic of the study: Spelling in Essay Writing Faced by Grade 10 Tshiven□a Home Language Learners at Mvu□i Circuit, Vhembe East District, Limpopo Province, South Africa.

I……..., parent of……..., in Grade……., studying…….(subject) agree and permit my child to be part of this study after considering the invitation that explained the details of the study. I understand that my child would participate in the study in her/his on would without being forced to. I also understand that she/he is allowed to withdraw from the study without any form of penalty. Furthermore, I understand that it is my child's choice to answer any question she wants to respond to without giving any reason. I also understand that she/he would not be given any form of payment for the participation as it is voluntary. Lastly, I understand that the researcher would ensure that the identity details of my child would not be disclosed during collection of data and when reporting the findings of this study.

By signing this form, I agree and allow the researcher to collect and record the responses said by my child would during the interview. I understand that everything that was explained to me about the study is what my child is participating for.

Parents/ Guardians signature: …… Date ……

Researchers signature: Date .31.03.2023

APPENDIX G: CONSENT FORM FOR TEACHERS

I, _____, confirm that (please check box as appropriate):

1.	I have read and understood the information about the project as provided in the Information Sheet dated _____.	☐
2.	I have been given an opportunity to ask questions about the project and my participation.	☐
3.	I voluntarily agree to participate in the research.	☐
4.	I understand I can withdraw at any time without giving reasons and that I would not be penalised for withdrawing nor would I be questioned on why I have withdrawn.	☐
5.	The procedures regarding confidentiality have been clearly explained to me (e.g. use of names, pseudonyms, and anonymity of data, etc.).	☐
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	☐
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	☐
8.	I understand that other researchers would have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms, I have specified in this form.	☐
9.	Select only one of the following:	☐

	I would like my name used, and I understand what I have said or written as part of this study would be used in reports, publications and other research outputs so that anything I have contributed to this research can be recognised. I do not want my name used in this research.	☐
10.	I, along with the Researcher, agree to sign and date this informed consent form.	☐

Participant's Signature Print Name…… Date

Researcher's Signature. Print Name. Mugwabana T.C. Date. 31.03.2023

APPENDIX -J: CONSENT FORM FOR THE LEARNERS

I, _____, confirm that (please check box as appropriate):

1.	I have read and understood the information about the project as provided in the Information Sheet dated _____.	☐
2.	I have been given an opportunity to ask questions about the project and my participation.	☐
3.	I voluntarily agree to participate in the research.	☐
4.	I understand I can withdraw at any time without giving reasons and that I would not be penalised for withdrawing nor would I be questioned on why I have withdrawn.	☐
5.	The procedures regarding confidentiality have been clearly explained to me (e.g., use of names, pseudonyms and anonymity of data, etc.).	☐
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	☐
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	☐
8.	I understand that other researchers would have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms, I have specified in this form.	☐
9.	Select only one of the following: I would like my name used, and I understand what I have said or written as part of this study would be used in reports, publications	☐ ☐

	and other research outputs so that anything I have contributed to this research can be recognised. I do not want my name used in this research.	
10.	I, along with the Researcher, agree to sign and date this informed consent form.	☐

Participant's Signature Print Name…… Date

Researcher's Signature. Print Name. Mugwabana T.C.
Date.31.03.2023

APPENDIX K: CHILD ASSENT FORM

I, _____, confirm that (please check box as appropriate):

1.	I have read and understood the information about the project as provided in the Information Sheet dated _____.	☐
2.	I have been given an opportunity to ask questions about the project and my participation.	☐
3.	I voluntarily agree to participate in the research.	☐
4.	I understand I can withdraw at any time without giving reasons and that I would not be penalised for withdrawing nor would I be questioned on why I have withdrawn.	☐
5.	The procedures regarding confidentiality have been clearly explained to me (e.g., use of names, pseudonyms and anonymity of data, etc.).	☐
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	☐
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	☐
8.	I understand that other researchers would have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms, I have specified in this form.	☐
9.	Select only one of the following:	☐

	I would like my name used, and I understand what I have said or written as part of this study would be used in reports, publications and other research outputs so that anything I have contributed to this research can be recognised. I do not want my name used in this research.	☐
10.	I, along with the Researcher, agree to sign and date this informed consent form.	☐

Participant's Signature Print Name…… Date

Researcher's Signature. Print Name. Mugwabana T.C Date.31.03.2023

APPENDIX H: INTERVIEW SCHEDULE FOR TEACHERS

Researcher: I, Mugwabana TC, am conducting my academic research on the topic of Spelling in Essay Writing by Grade 10 Tshivenḓa Home Language Learners at Mvuḓi Circuit, Vhembe East District, South Africa. If you are free, may I kindly interview you about misspellings in Tshivenḓa Home Language Essay Writing by Grade 10 Learners?

Objective 1: To identify and analyse the most common misspellings faced by grade 10 learners in their Tshivenḓa writing essays

1. What do you think about the process of spelling in Tshivenḓa Home language classrooms? Is it a challenge or not, and why do you think so?

2. Which Tshivenḓa speech sounds learners find tricky?

Objective 2: To explore the causes of misspellings faced by grade 10 learners when writing Tshivenḓa essays

3. What do you think could be the contributing factors of misspelling by learners
4. Does the school have adequate resources and activities for teaching spelling to Tshivenḓa Home Language learners?
5. do learners show interest in Tshivenḓa Home Language during your lessons?
6. Does your school encourage learners to participate in spelling competitions?

Objective 3: To recommend effective teaching strategies teachers can use to resolve misspelling challenges.

7. How often do you teach spelling in your Tshivenḓa Home Language class? And how?
8. What can be the most effective teaching strategies to overcome learners' inability to spell Tshivenḓa words correctly?

THANK YOU

Mugwabana TC

APPENDIX I: INTERVIEW SCHEDULE FOR LEARNERS

Objective 1: To identify and analyse the most common misspellings faced by grade 10 learners in their Tshivenḓa writing essays

1. Do you like Tshivenḓa Home Language as a subject? Yes or No. Why?
2. Do you know how to spell Tshivenḓa words correctly?
3. Which Tshivenḓa speech sounds are tricky?

Objective 2: To explore causes of misspellings faced by grade 10 learners when writing Tshivenḓa essays

4. What do you think could be the cause of misspelling Tshiven□a words?
5. How often are spelling lessons conducted in your classroom?
6. Are you provided with feedback after writing activities as a class?
7. Do you take part in spelling competitions?
8. Do your parents assist you in spelling Tshivenda words correctly?
9. Do you have enough Tshivenḓa texts books that can assist you in practicing the correct spelling?

Objective 3:

10. What do you think it could be done to assist you in spelling Tshivenḓa words correctly?

THANK YOU

Mugwabana TC

QUESTIONS ARE ALSO FORMULATED IN TSHIVENḒA

APPENDIX H: MBUDZISO DZA INTHAVIWI YA VHADEDEDZI

Muṱoḓisisi: Nṋe Mugwabana T C, ndi khou ita ṱhoḓisiso ya u kundelwa ha vha gudiswa vhamurolewa vhufumi u peleṱa maipfi a Tshivenḓa Luambo lwa hayani nga vhuronwanefhasi ha □iisela ḽa Vhembe, kha sekhethe ya Mvuḓi. Vha humbelwa u vha tshipiḓatsha ṱhoḓisiso iyi ya u sa kona ha vhagudiswa vha murole wa fumi u peleṱa TshivenḒaLuambo lwa Hayani arali vho vhofholowa?

1. Uya nga ha vhone vho lavhelesa mupeleṱo wa maipfi khaTshivenḓa Luambo lwa Hayani vha vhona u tshi fusha kana u sa fushi? Ndi ngani vha tshi ralo.
2. Uya nga ha vhone ndi ifhio mibvumo ine vha vhona i thaidzo / u dina kha vhagudiswa?
3. Vha vhona u nga zwi nga vha zwi khou ṱuṱuwedzwa nga mini kana zwi tshi khou itiswa nga mini?
4. Vha a ḓinea tshifhinga naa tsha u eletshedza vhagudiswa vhavho ndeme ya u peleṱa maipfi a Tshivenḓa nga vhuronwane?
5. Vha nga ri mini vho nga zwishumiswa na zwiko zwa u funza luambo. zwi a fusha naa?
6. Vhone vha tshi khou funza Tshivenḓa kha murole uyu wa vhufumi vha gudiswa vhavho vha vhona vha na dzangalele ḽa luambo naa?
7. Ndi dzifhio nḓila dza u funza dzine vha vhona dzi tshi nga tandulula thaidzo ya u sa kona u peleṱa maipfi nga nḓila yone?
8. Vha a ṋea vhagudiswa mishumo yo ḓi sendekaho kha u ṱuṱuwedza vhagudiswa u peleṱa maipfi nga nḓila yone?
9. Vha vhona uri hu nga itwa zwifhio u lusa u tandulula he ḽi dengetenge ḽa mupeleṱo ḽine ḽa khou dzindela vhagudiswa vha murole wa fumi?
10. Vhagudiswa afha tshikoloni vha a ṱuṱuwedzwa u dzhenelela mitatisano ya mupeleṱo?

RI A LIVHUWA

Mugwabana TC

APPENDIX I: MBUDZISO DZA INTHAVIWI YA VHAGUDISWA

U ṱoḓisisa khumbulelwa dza vhagudiswa nga ha kushumisele kwa zwiga zwa u vhala musi vha tshi ṅwala zwibveledzwa zwa vhusiki (maanea).

1. Inwi ni a funa Tshivenḓa Luambo lwa Hayani?
2. Inwi ni vhona zwi zwa ndeme u mupeleṱo maipfi a Tshivenḓa Luambo lwa Hayani nga nḓila yone-yone? Ndi ngani ni tshiralo.
3. Ndi ifhio mibvumo ya muambo “speech sounds” ya Tshivenḓa ine ya ni kanganyisa / balela nga maanḓa u peleṱa?
4. Ni vhona u nga zwi khou itiswa nga mini?
5. Vhabebi vha a ni gudisa u peleta hayani?
6. Vheiwe ni na bugu pfarwa dza Tshivenda? Ee kana Hai.
7. Ni a ṅwala nḓowe nḓowe nga ha mupeleto?
8. Nga murahu ha musi no ṅwala ni a ita ndulamiso na mudededzi wa vheiwe?
9. Ni a dzhenelela miṱaṱisano ya mupeleṱo na vhaṅwe vha zwiṅwe zwikolo?
10. Ndi zwi fhio zwine na funa zwi tshi itwa u ni thusa uri ni kone u peleṱa maipfi a Tshivenḓa nga ndila yone?

RI A LIVHUWA

Mugwabana TC

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: tukiso.sewapa@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: **04 December 2023**

PROJECT NUMBER: **TREC/1746/2023: PG**

PROJECT:

Title:	Spelling Challenges faced by Grade 10 Learners in Essay Writing at Vhembe East District, Limpopo Province, South Africa
Researcher:	TC Mugwabana
Supervisor:	Mrs TG Maphagela
Co-Supervisor/s:	Dr NC Rananga
School:	Education
Degree:	Master of Education (Language Education)

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

i) **This Ethics Clearance Certificate would be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.**

ii) **Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.**

iii) **PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.**

University of Limpopo
Faculty of Humanities
Executive Dean
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4895, Fax: (015) 268 3425, Email:Satsope.maoto@ul.ac.za

DATE: 20 October 2023

NAME OF STUDENT: [redacted] **MUGWABANA, TC**
DEPARTMENT: **MED-** [redacted] **Education**
SCHOOL: **EDUCATION**

Dear Student

FACULTY RATIFICATION OF PROPOSAL (PROPOSAL NO.FHDC2023/7/2/4.1.10)

I have pleasure in informing you that your MED proposal and Ethical Clearance application was ratified at the Faculty Higher Degrees Meeting on31 July 2023.

TITLE: Spelling Challenges faced by Grade 10 Learners in EssayWriting at Vhembe East District, Limpopo Province, South Africa
Note the following:

Ethical Clearance	Tick One
In principle the study requires no ethical clearance, but would need a TREC permission letter before proceeding withthe study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	√
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearancecertificate	

Yours faithfully

Maoto RS

Prof RS Maoto,
Executive Dean: Faculty ofHumanities
Director: Prof MW Maruma
Supervisor: Mrs TG Maphagela
Co-supervisor: Dr NC Rananga

CONFIDENTIAL

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

REVIEW DATE: 30 OCTOBER 2024

PROJECT NUMBER: LPREC/96/2024: PG

SUBJECT: SPELLING CHALLENGES FACED BY GRADE 10 LEARNERS IN ESSAY WRITING AT VHEMBE EAST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA

RESEARCHER: MUGWABANA T.C

Chairperson: Prof I Swarts

Swarts

Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with the National Health Research Council (NHREC) Registration Number **REC-111513-038.**

Note:

i. **This study is categorized as a Low-Risk Level by risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)**

ii. **Should there be any amendment to the approved research proposal, the researcher(s) must re-submit the proposal to the ethics committee for review prior to data collection.**

iii. **The researcher(s) must provide annual reporting to the committee and the relevant department and also provide the department with the final report/thesis.**

iv. **The researchers will be required to present the study findings and recommendations at the Provincial Research Conference/Departmental Research Day.**

v. **The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise, the researcher should renew the certificate through the LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.**

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: MS. MABOGO MG

FROM: PROF I SWARTS

CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE (LPREC)

REVIEW DATE: 30 OCTOBER 2024

SUBJECT: SPELLING CHALLENGES FACED BY GRADE 10 LEARNERS IN ESSAY WRITING AT VHEMBE EAST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA

RESEARCHER: MUGWABANA T.C

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Ethics Committee (LPREC). The committee is satisfied with the methodological and ethical soundness of the proposed study. However, the study focuses on essay writing in "Tshivenda", and the title is not explicit on the language it focuses on. The researcher is advised to consider the inclusion of "TshiVhenda" in the title

Decision: The proposal is granted full approval.

Regards

Chairperson: Prof I Swarts

Secretariat: Ms J Mokobi

Date: 30/10/2024