

Confusables as Revealed in the Essays of Student Writers

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ABSTRACT

The study investigated the essays of 94 purposively selected Writing students for common mistakes in spelling which were further validated in a spelling test and through an item analysis. The essays were developed using the narrative-descriptive discourse on the topic “My Childhood” in a one-shot writing exercise. Besides revealing the confusability of certain words, the essays showed evidence that misspellings which were caused by overgeneralization and/or ignorance of spelling rule could be a meaning-bridging communication strategy among writers with a developing structural knowledge of the target language. Meanwhile, a 50-item spelling test constructed based on the misspelled words taken from the sample essays divulged that the students’ test score performance Mean was High at 38.84 points. Furthermore, item analysis revealed that the words: EMBARRASSING, UNFORGETTABLE, CHIRPING, and REGRETTING were the most confusable words in terms of spelling orthography. As a conclusion, besides near-homonyms, words that contain double letters such as unforgeTTable and embaRRaSS were mostly confusable to student writers. Thus, the study recommends (1) to complement formal instruction and to support the use of authentic materials in the classroom, spelling test items have to be based on students’ actual compositions, (2) for novice writers to familiarize with the structure of words, spelling tests should be preferably given in its written form rather than in its oral form for assimilation or accommodation of formally acquired structural knowledge into their future writings, (3) and confusable words that affect diction should be explored in future studies.

Keywords: Confusable words, spelling test, item analysis, misspelling as meaning-bringing strategy

Introduction

Teaching students word spelling in a Writing class is vital because correct word spelling is basic for their understanding of word construction, vocabulary, and diction. Krashen (2002), among other researchers, argued that correct spelling may either be “caught” or “taught”. He purported that given the opportunity to read and write, students may eventually learn correct spelling. In consonance, according to Piaget (1985) learners are capable of adapting certain knowledge through assimilation and/or accommodation (Bhattacharya, K. & Han, S., 2001) when given appropriate guidance or corrective feedback by more experienced language users (Lightbown & Spada, 2013), such as teachers.

In this study, it can be conjectured that assimilation and accommodation occurred when the learners perceived the series of words in a hodgepodge vocabulary test and then referred to their existing schemata (or knowledge system) to determine which words were correctly spelled in a process of sorting.

In the Philippine setting where students have to formally learn English as a second language, acquiring functional vocabulary is requisite to unlocking meaning in a seemingly foreign language. On a related note, Burt and Long (2011) contended that by making students aware of word misspelling, essential information for theory development on how words are learned could be revealed.

The Purpose of the Study

The rationale behind this study was to describe which words students commonly misspell and to trace its source. Also, it aimed to identify through testing which misspelled words create the most confusion and analyze why such words are considered confusable.

Research Questions

Specifically, the study endeavored to shed light to the following research questions:

1. What words do second learners commonly misspell in their writing?
2. What could be the source of misspelling?
3. In a spelling test, what is the score performance of the student writers?
4. Based on an item analysis, what words were considered confusables?

The Theory

Among second language learners, it is a common assumption that effective language learning stems from being knowledgeable of the conventional system of the target language, especially its spelling convention. Words have morphemic importance in meaning construction. Basically, good spelling sustains vocabulary which is strategically important in discourse. Misspelling can be a hindrance to clarity in writing. Thus, words that are often misspelled are labeled confusable words. Therefore, it is the point of this study to identify and then describe confusables as revealed in the essays of college writing students which could lead to insights in handling spelling in classroom writing activities.

Diagnosing students' essays for spelling errors and making use of actual specimen of misspellings as bases for a written spelling test could help reveal confusable words which students can later cognitively check against their existing linguistic knowledge of the target language. Based on the idea of Piaget (1985), learners may adapt to any learning situation or actual knowledge itself by assimilating or accommodating what they already know or do not yet know into their knowledge system.

Literature Review

Since writing is a discovery process, Warnock (1989) presumed that anybody who engages in writing is a writer. Accordingly, writing as a cognitive activity requires sound judgment or critical thinking. In relation, Dougherty (1985) commented that words give form to a writer's thoughts and feelings; and what a writer produces is uniquely his, because a language constructs meaning as he perceives at a particular point of his life

In a classroom setting, Rashid Hamed Al Azri, Majid Hilal Al-Rashdi (2014) argued that teaching can become more efficient and knowledge transfer can be more effective when teachers use authentic materials. Moreover, according to Nuttall (1996), "authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people" in a given community. While there is a place for error correction and linguistic evaluation, the Communicative Language Teaching approach assumes that a student's interlanguage development is benefited most by uninterrupted trial and error, along with attentiveness to the response of interlocutors. It is through all these aspects of communication and feedback in the target language that students gain facility in the target

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language (Deckert, 2004). In the case of learning word spelling, Wang (2014) indicated that a learners' vocabulary knowledge is a reflection of their linguistic competence. Wang concluded that vocabulary depth is a better gauge than breadth to overall linguistic competence.

Methodology

In a one-shot writing exercise, each of the Writing students was made to write an essay on the topic "My Childhood" using the narrative-descriptive discourse method. The respondents were college students enrolled in Writing. Out of 115 college enrollees, only 94 participated in the diagnostic writing exercise and thus they were purposively sampled and were allowed to undergo the spelling test. Only 94 essays and test results comprised the corpus of this study. Moreover, the writing exercise and spelling test were scheduled on separate dates.

In developing each test item, the correct spelling of the word was jumbled in a series with the collected misspelled word from the essays, as well as with the inclusion of three other misspelled word stingers to increase the difficulty level of the test. Should there be more than one variant of the misspelling, all variants were to be included. Thus, there were five choices for each test item. In the test instruction, students were directed to encircle the word which was correctly spelled, meaningful, and acceptable in formal writing. Only fifty misspelled words were included in the test. The composition of the spelling test was based on spelling errors as it actually occurred in student essays.

After gathering the spelling test output, an item analysis was conducted to determine and analytically describe the frequency of confusable words.

Findings and Discussion

The following presents the results and discussions in an attempt to answer the statement of the problem of this study.

Most Commonly Misspelled Words

Table 1 presents the frequently misspelled words based on actual student essay outputs.

Table 1
Most Misspelled Words

Misspelled Word	Misspelling Frequency	Total
Unforgettable	Unforgettable(6), Unforgatable (2)	8
Embarrassing	Embarassing (1), Embarrassing (1), Embarrassing (1)	3
There (Adverb)	Their (3)	3
Either	Eitheir (2), Ethier (1)	3
Transferred	Transferred (2)	2
Because	Becouse (1), Coz (1)	2
Happiness	Hapiness (2)	2
Embarrass	Embarass (2)	2

Out of 94 essays, only 48 essays recorded having spelling problems. Moreover, the essays accounted a total of 60 misspelled words (See Appendix A for the complete list of misspelled words). While all other words have been misspelled once, seven words have been observed to be misspelled on two or more occasions. The word UNFORGETTABLE has

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been misspelled eight times with two variations, while the word EMBARRASSING has been misspelled thrice with three variations.

Coincidentally, related sources confirmed the frequent occurrence of certain misspelled words. A few of these sources included some misspellings which were recorded in this study. For instance, an internet post by Mila (2011) on grammar.net claimed that based on a 2010 statistics, the word THEIR is the most frequently misspelled word in the United States, which is often spelled with the letters “I” and “E” in an interchanged positions (*thier*), alongside words such as A LOT (*alot*), SEPARATE (caused by confusion in articulation), and BECAUSE (*becuase*) which all formed part of the 15 most misspelled words in English. In addition, Beard (2015) listed the words A LOT, COMMITTED, EMBARRASS(MENT), MISCHIEVOUS, SEPARATE, THEIR/THEY'RE/THERE, and TOMORROW in the list of 140 most often misspelled words in English. And in 2016, infoplease.com included in their post the words EMBARRASS, SEPARATE, and YOU'RE on the list of 85 most commonly misspelled words.

In comparison, the words SEPARATE and EMBARRASS(MENT) were frequently mentioned as most misspelled words in English.

Misspelling Source Inventory

In tracing the source of the misspellings, the following Table shows the Misspelling Source Inventory.

Table 2
Misspelling Source Inventory

Source	Misspelling	
Unique Spelling	arguness	<i>arguments</i>
	discripted	<i>described</i>
	laddie	<i>lady</i>
	pasted away	<i>passed away</i>
	regretion	<i>regret</i>
Inappropriate Conjugation	growned	<i>grown</i>
	stricted	<i>strict</i>
	mistaked	<i>mistaken</i>
Vowel or Consonant Interchange	ethier	<i>either</i>
	whasing	<i>washing</i>
Vowel or Consonant Addition	cheerping	<i>chirping</i>
	ciggarette	<i>cigarette</i>
	eithier	<i>either</i>
	embarrassing	<i>embarrassing</i>
	envey	<i>envy</i>
	housies	<i>houses</i>
	injuired	<i>injured</i>
	mischivious	<i>mischievous</i>
schocked	<i>shocked</i>	
tommorow	<i>tomorrow</i>	
youngiest	<i>youngest</i>	

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Table 2. Cont.
Misspelling Source Inventory

Source	Misspelling		
Vowel or Consonant Omission	Committed	<i>committed</i>	
	Corios	<i>curious</i>	
	Embarass	<i>embarrass</i>	
	Embarassing	<i>embarrassing</i>	
	Embarrasing	<i>embarrassing</i>	
	Hapiness	<i>happiness</i>	
	Mischivious	<i>mischievous</i>	
	Regreting	<i>regretting</i>	
	Sliped	<i>slipped</i>	
	Snaching	<i>snatching</i>	
	Tomorrow	<i>tomorrow</i>	
	Transfered	<i>transferred</i>	
	Unforgettable	<i>unforgettable</i>	
	Wach	<i>watch</i>	
	Attem	<i>attempt</i>	
	Pefer	<i>prefer</i>	
	Vowel or Consonant Substitution and/or Near-Homonyms	Accedent	<i>accident</i>
		Attain	<i>attend</i>
		Becouse	<i>because</i>
Competetor		<i>competitor</i>	
Corios		<i>curious</i>	
Espicially		<i>especially</i>	
Favorate		<i>favorite</i>	
Lust		<i>last</i>	
Mistaked		<i>mistaken</i>	
Quite		<i>quiet</i>	
Remenisce		<i>reminisce</i>	
Rist		<i>rest</i>	
Seperated		<i>separated</i>	
Set		<i>sit</i>	
Sonlight		<i>sunlight</i>	
Sorround		<i>surround</i>	
Suspence		<i>suspense</i>	
Their		<i>there</i>	
Theirs		<i>there is</i>	
Thought		<i>taught</i>	
Unforgatable	<i>unforgettable</i>		
Inappropriate Phrasal Contraction and/or Word Combination	Alot	<i>a lot</i>	
	Infact	<i>in fact</i>	
	Inlove	<i>in love</i>	
	Kinda	<i>kind of</i>	
	Ofcourse	<i>of course</i>	
	Serve's	<i>serve as</i>	
	Theirs	<i>there is</i>	
	Youre	<i>you are</i>	
Afterall	<i>after all</i>		

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As revealed in Table 2, vowel and/or consonant substitution or the so-called near-homonyms recorded the most number of spelling errors. Near-homonyms occur when a word is spelled the way it is articulated which often jumbles certain letters such as in writing the word SEPARATE as *seperate*. Thus, this phenomenon may have caused the confusion on the spelling of certain words among the student writers.

Furthermore, while inappropriately applying rules to Verb conjugation, they produced misspelled words such as *growned*, *mistaked*, and *stricted*. Also, perhaps due to overgeneralization and/or ignorance of L2 rules, they created new vocabulary such as *arguness*, *discripted*, *laddie*, *pasted away*, and *regretion*. These unique spellings could be attributed to the student writers' struggle to write spontaneously by coining non-existing words in the lexicon as meaning-bridging words in order to sustain communication. In this study, meaning-bridging vocabulary was therefore seen as a communication strategy attributed to their evolving interlanguage. According to Selinker (1972), an interlanguage reflects the evolving linguistic system of an L2 learner about the target language. Although such system could be full of errors (Corder, 1967), yet it would correspond to great opportunities for corrective feedback from conscientious teachers.

It was also observed that they interchanged, added, and/or omitted certain vowels or consonant and inappropriately contracted phrases or combined words to form word isolates such as the phrase AFTER ALL to *afterall*.

On the other hand, the use of meaning-bridging words, although obviously misspelled, would make more communicative significance when taken in context, such as these sample texts found in the students' essay:

Essay A: ...that is when my grand Father *pasted away* it is so diff/icult to accept because he cared me so much. <**Possible Construction:** ...*that is, when my grandfather passed away. It was difficult to accept because he was the only one who cared so much for me.*> The underlined text was already an interpretation based on the supposed implication of the message.

Essay B: ...I *descripted* my self as a boyish kid ...even in highschool I've been practicing *laddie* lifestyle, not now when Im in college. <**Possible Construction:** ...*I describe myself as a boyish child... I have been practicing on how to be a lady since high school. So, now that I am in college, I am no longer boyish.*>

Essay C: Some of them are *whasing there* clothes... <**Possible Construction:** *Some of them were washing their clothes...*>

Essay D: Back then when I was around seven or eight years old I get always myself *injuired* , I always fell in the trees or sometimes I *sliped* in stairs and even broke my arms because of running. <**Possible Construction:** *Back when I was seven or eight years old, I used to always injure myself. I usually fell from trees or slipped on stairways. One time, I even broke my arms while running.*>

Essay E: ...when my mother told me that be *quite* especially when she was praying... <**Possible Construction:** ...*when my mother asked me to be quiet especially because she was praying...*>

Essay F: ...even it's sad to think that it *serve's* now as a great memory. <**Possible Construction:** ...*even when it is sad to think that now it only serves as a great memory.*>

Essay G: This is one of my *unforgetable* moment in life. <**Possible Construction:** *This is one of my unforgettable moments in life.*>

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As shown in these sample texts, students were able to sustain functional communication. Albeit structurally faulty, through reconstruction, the meaning of the texts became more meaningful. Thus, it can be inferred that misspelling, in the context of the student writers' essays, did not greatly affect message clarity.

The Spelling Test

In a 50-item spelling test which was authentically based on misspellings as they have occurred in the essays of the 94 student writers, it was found out that the score performance mean was High at 38.84. The level of difficulty of the test was increased by the inclusion of word stringers which could have added more confusion. Further, it was observed that most of the students were able to finish taking the test in less than 15 minutes, although the maximum test time was 30 minutes. After the test was done, when asked about how they felt about the test, many opined that "it was easy but tricky".

The highest recorded score from an individual test taker was 49, with a mistake on the spelling of the word EMBARRASSING that was answered with a consonant omission (*embarassing*), whereas the lowest score was 27.

Out of 60 identified misspelled words, ten words were not included in the test since they were used as sample materials for class discussion. Specifically, these were the words: PASTED AWAY - *passed away*, ATTAIN - *attend*, QUITE - *quiet*, TOUGH - *thought*, SET - *sit*, REGRETION - *regret*, DISCRIPTEED - *described*, AFTERALL - *after all*, VIST - *visit*, and THEIRS - *there is*.

As an implication, confusable words as revealed in the essays of student writers could also be a source of material for formal classroom instruction, especially on vocabulary awareness and grammar rules.

The Spelling Test Item Analysis

Based on an item analysis on the gathered spelling test results with 94 test takers, it was revealed that the words: EMBARRASSING (80.86%), UNFORGETTABLE (67.03%), CHIRPING (56.39%), REGRETTING (53.20%), and SURROUND (48.94%) were confusable words. The word EMBARRASSING accounted as the most confusable word with only 19.14% of the total number of student test takers who recognized its correct spelling. Most of them either answered EMBARASSING (55.31%) or EMBARRASING (23.40%) which reflected consonant omission of either the letters "R" or "S".

In relation, *unforgettable* was mistook for UNFORGETTABLE (67.03%), *cheerping* for CHIRPING (53.20%), regretting for REGRETTING (51.07%), and *sorround* and *soround* for SURROUND (54.26%).

Based on this gathered evidence, it can be inferred that confusable words in writing are mostly caused by the occurrence of double letters in the spelling of a word. While vowel or consonant substitution and/or near-homonyms create confusion in actual writing, student writers get more confused when they are confronted with words that consist of two letters in succession in its construction such as the word *embaRRaSSing*. This could be attributed to the fact that double letters in writing are not emphasized in articulation, thus it becomes confusable when students attempt to reconstruct words in writing based on how they sound.

Meanwhile, the word BECAUSE was the only word which recorded to be 100% recognizable. This was followed by LADY, WATCH, WASHING, ARGUMENTS, REST, and SUNLIGHT which also revealed to be the least confusable among 98.93% respondents. Thus, these words could be very familiar to the writers.

Limitations

The study was focused on the misspelled words found in the narrative-descriptive essays of 94 student writers who were enrolled in a college writing course. The misspellings served as bases in the construction of a spelling test of which result was subjected to item analysis to reveal the frequency of confusability.

Recommendation

The study recommends the following actions (1) for a more authentic language classroom material as integrated in formal instruction, items in a spelling test have to be collected from misspellings that students encounter in their compositions, (2) for novice writers to familiarize with the formal structure of words, spelling tests should be preferably given in its written form rather than in its usual oral form for the possible assimilation or accommodation of the acquired structural knowledge into their future writing activities, (3) a follow-up writing or testing activity should be conducted to assess the assimilation and/or accommodation of correct word spellings (4) and words used in a writing that have been correctly spelled but violate vocabulary and affect diction should also be explored in future studies since words are ultimately meaningful when put in context.

Conclusion

In the light of the findings of this study, as revealed by the narrative-descriptive essays of the student writers and as validated through a spelling test and item analysis of test results, it can be concluded that besides near-homonyms, the unrecognizability of words in writing were mainly attributed to double letters appearing in succession in the formation of certain words; thus words such as EMBARRASSING, UNFORGETTABLE, CHIRPING, REGRETTING and SURROUND were mostly confusable. On the other hand, there was a likelihood that the occurrence of misspellings in the essays was a meaning-bridging strategy to sustain communication, and thus, served as proof of the learners assimilating/accommodating structural knowledge of a second language that is yet developing in areas such as Writing.

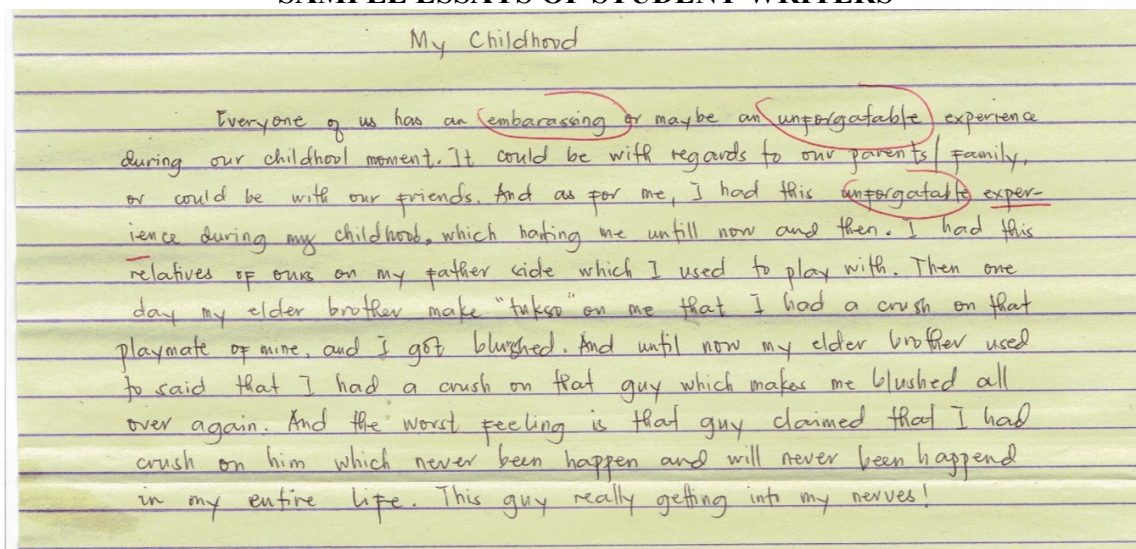
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Appendix A SAMPLE ESSAYS OF STUDENT WRITERS



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My childhood.

When I was a child, I'm so very hospitable, loveable, and kind but sometimes I just wanna be a prankster and mischievous with my friends and family, because I just wanna make fun with them even though "waley" and I have ^{no} sense of humor but for me, ~~It~~ It's ridiculous when they get either happiness or Angerness.

I always going somewhere with my friends, ^{such as:} swimming, catching fish and going to forest to get some fruits, and to make premarital sex without knowing / permission of my family.

one of the ~~most~~ most Unforgettable moment in my life is when I try to attem or committed suicide. because my father abandoned us and he goes somewhere in Luzon and some of ~~friend~~ my friends bullying and annoying me because of my father. ~~and~~ I cut off my neck until it's bleeding. Fortunately, my mom "oni" saw me and she gets medicines immediately and pick me up going to Hospital.

actually, until now when I see my father I don't know what I feel either it's comes overcome shyness or getting Angerness.

Appendix B
Commonly Misspelled Words Based On
The Student Writers' Essays

Misspelled Word	Misspelling	Misspelled Word	Misspelling
Accident	Accedent	Mischievous	Mischivious
A Lot	Alot	Mistaken	Mistaked
Arguments	Arguness	Of Course	Ofcourse
Attempt	Attem	Prefer	Pefer
Because	Becouse 'Cause Coz	Regretting	Regreting
Chirping	Cheerping	Reminisce	Remenisce
Cigarette	Ciggarette	Rest	Rist
Committed	Committed	Shocked	Schocked
Competitor	Competetor	Separated	Seperated
Curious	Corios	Serves	Serve's
Either	Eithier, Ethier	Slipped	Sliped
Embarrass	Embarass	Snatching	Snaching
Embarrassing	Embarassing, Embarrasing, Embbarrassing	Sunlight	Sonlight
Envy	Envey	Surround	Sorround
Especially	Espicially	Strict	Stricted
Favorite	Favorate	Suspense	Suspence

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Grown	Growned	There	Their
<i>Cont. Commonly Misspelled Words Based On the Student Writers' Essays</i>			
Misspelled Word	Misspelling	Misspelled Word	Misspelling
Happiness	Hapiness	Taught	Thought
Houses	Housies	Tomorrow	Tomorrow
In Fact	Infact	Transferred	Transfered
Injured	Injuired	Unforgettable	Unforgetable Unforgettable
In Love	Inlove	Watch	Wach
Kind Of	Kinda	Washing	Whasing
Lady	Laddie	Youngest	Youngiest
Last	Lust	You're	Youre
Passed Away	Pasted Away	Regret	Regretion
Attend	Attain	Described	Discripted
Quiet	Quite	After All	Afterall
Thought	Tough	Visit	Vist
Sit	Set	There Is	Theirs

Appendix C Sample Spelling Test Questionnaire/Result

Section 002 Score 37

SPELLING TEST

Direction: With no erasures, identify then circle the word that is correctly spelled, meaningful, and acceptable in formal writing.

Test time: 30 Minutes only

1. ACCIDENT, ACCEDENT, ACCIDENT, ASSIDENT, AKSSEDENT
2. ALOOT, ALOTT, ALOT, A LOT, A LOTT
3. ARGUMENS, ARGUMENS, ARGUINESS, ARGUMENTS, ARGUMAINS
4. ATTEM, ATTEMPT, ATEMPT, ATTEIMP, ATTAIMT
5. BECAUSE, BECOUSE, BICAUSE, BECOZ, BCAUSE
6. CIGARETTE, CIGGARETTE, CIGARETE, CIGARRETEE, CEGARRTE
7. COMMITTED, COMMITTE, COMMITTED, COMMITTEED, COMMEETED
8. COMPETETOR, COMPETITOR, COMPATETOR, COMPATETER, COMPEETOR
9. EITHER, EITHER, EETHER, EITHEER, ETHIER
10. EMBARRASSING, EMBARRASING, EMBARRASSING, EMBARRASSING, EMBARASING
11. EMBARRASS, EMBARRAS, EMBARRASS, EMBARRASS, EMBARAS
12. ENVIE, ENVEY, ENVY, ENVEE, ENVY
13. ESPECIALLY, ISPECIALLY, ISPECIALLY, ESPECIALLY, SPEYCIALLY
14. FAVORITE, FAVORATE, FAVOREET, FLAVORITE, FAVORAIT
15. GROWN, GROWND, GROWNEED, GROWN, GROWN
16. HAPPINESS, HAPINESS, HAPPYNESS, HAPYNES, HAPPINIES
17. INFAC, IN FACT, INFACK, IN FAKT, INFAKT
18. INJURED, INJURED, INJURED, INJURED, INJURRED
19. IN LAB, IN LOVE, IN LOVE, IN LOVEE, INLOVEE
20. KIND, THE, KINDA, KIND OF, KINDAA, KIND DA
21. LADY, LADIE, LADDY, LADDIE, LAIDY
22. MISCHIVIOUS, MISCHIEVOUS, MISCHIEVOUS, MISCHIEFOUS, MISSCHIVIOUS
23. MISTAKED, MISSTAKE, MSSTAKEN, MISTAKEE, MISTAKEN
24. OFCOURSE, OFF COURSE, OF COURSE, OFCOURSE, OFCOURS
25. SURROUND, SORROUND, SOROUND, SOROUND, SOURROUND
26. PEEFER, PEFER, PREFER, FREPER, FREEPER

27. CURIOS, CORIOUS, COORIOUS, CURIOUS, COURIOS
28. REGRETTING, REGRETING, REGRETHING, REGGRETING, REGREETING
29. SNATCHING, SNATCHING, SNACHING, SNATCHING, SNACKHING
30. REMINSCE, REMENISCE, REMINISE, RIMINSCE, RIMENSCE
31. REST, RIST, RESST, RASTE, RISTE
32. SCHOCKED, SCHOOCKED, SHOCKED, SCHOOKED, SHOKED
33. SAPARETED, SEPERATED, SEPARATED, SEPERATED, SEPREETED
34. SERVES, SERVES, SERVES, SERVES, SERRIVES
35. SLIPED, SLIPPEED, SLEIPED, SLIPED, SLIPPED
36. SUNLIGHT, SONLIGHT, SUNLHGT, SOONLIGHT, SUNLHGT
37. STRICKT, STICKT, STRICTED, STRICT, STRIKTD
38. SUSPENSE, SUSPENGE, SUSPENSCE, SUSPENWSE, SUSPINSE
39. (Pronoun): THERE, THEIR, DEAR, DEER, THEER
40. (Adverb): THERE, THEIR, DEAR, DEER, THEER
41. (At the end): LUST, LAST, LEST, LIST, LAYST
42. (past of teach): THOUGHT, TAUGHT, TEACHED, THOUGH, TEACHES
43. TOMORROW, TOMMOROW, TOMMORROW, TOOMOROW, TOMOROW
44. TRANSFERRED, TRANSFRED, TRANSFERRD, TRANSFERRED, TRANSFEARED
45. UNFORGATABLE, UNFORGETABLE, UNFORGETTABLE, UNFORGETTABLE, UNFORGATABLE
46. CHIRPING, CHEERPING, CHIERPING, CHEERPPING, CHAIRPING
47. WACH, WATTH, WATHC, WATCH, WATCH
48. WHASING, WASHING, WASHING, WASHIGN, WHASIGN
49. YOUNGEST, YOUNGEEST, YOUNGEST, YOUNGEST, YOUNGST
50. (our/er): YOUR, YOURE, YOU'RE, YOU ARE, YHOUR

CONFUSABLE AS REVEALED IN THE ESSAYS OF STUDENT WRITERS

Appendix D
SPELLING TEST ITEM ANALYSIS TABLE

Test Item	Word Spelling Test Result					No Answer	Percentage of Correct Answer (n/94x100)
1	ACCIDENT	<i>ACCEDENT</i>	ACCIDENT	ASSIDENT	ACKSEDENT	-	94.68
	0	5	89	0	0		
2	ALOOT	ALOTT	<i>ALOT</i>	A LOT	A LOTT	-	87.23
	0	0	12	82	0		
3	ARGUIMENS	ARGUMENS	<i>ARGUNESS</i>	ARGUMENTS	ARGUMAINS	-	97.87
	1	1	-	92	0		
4	<i>ATEM</i>	ATTEMPT	A TEMPT	ATTEIMP	ATTAIMT	-	86.17
	0	81	13	0	0		
5	BECAUSE	<i>BECOUSE</i>	BICAUSE	BECOZ	BCAUSE	-	100.00
	94	0	0	0	0		
6	CIGARETTE	<i>CIGGARETTE</i>	CIGARETE	CIGARRETEE	CEGAR RTE	-	79.78
	75	13	6	0	0		
7	COMMITTED	<i>COMMITED</i>	COMMITED	COMMITTEED	COMMEETED	-	61.70
	58	34	0	2	0		
8	COMPETETOR	COMPETITOR	<i>COMPATETOR</i>	COMPATETER	COMPEETOR	-	80.85
	16	76	2	0	0		
9	<i>EITHIER</i>	EITHER	EETHER	EITHEER	<i>ETHIER</i>	-	87.23
	8	82	0	0	4		
10	<i>EMBARASSING</i>	<i>EMBARRASING</i>	<i>EMBBARRASSIN G</i>	EMBARRASSING	EMBARASING	-	19.14
	52	22	1	18	1		
11	EMBARRASSS	EMBARRAS	EMBBARRASS	EMBARRASS	<i>EMBARASS</i>	2	53.19
	0	28	0	50	14		
12	ENVIE	<i>ENVEY</i>	ENVY	ENVEE	EINVY	-	91.48
	0	8	86	0	0		
13	<i>ESPICALLY</i>	ISPICIELLY	ISPECIALLY	ESPECIALLY	SPEYCIALLY	-	62.76
	4	0	1	59	0		
14	FAVORITE	<i>FAVORATE</i>	FAVOREET	FLAVORITE	FAVORAITE	-	84.04
	79	14	0	0	1		
15	GROOWN	GROWND	<i>GROWNED</i>	GROWN	GROOWN	-	87.23
	1	5	6	82	0		
16	HAPPINESS	<i>HAPINESS</i>	HAPPYNESS	HAPYNEES	HAPPINIES	-	91.48
	86	2	3	0	3		
17	<i>INFAC</i>	IN FACT	INFACK	IN FAKT	INFAKT	-	53.19
	44	50	0	0	0		
18	INJURED	<i>INJUIRED</i>	INJURED	INJURRED	INJUIRED	-	85.10
	6	8	80	0	0		
19	IN LAB	<i>INLOVE</i>	IN LOVE	IN LOVEE	INLOVEE	1	62.76
	0	35	59	0	0		
20	KIND-THE	<i>KINDA</i>	KIND OF	KINDAA	KIND DA	-	72.34
	3	23	68	0	0		
21	LADY	LADIE	LADDY	<i>LADDIE</i>	LAILY	-	98.93
	93	0	1	0	0		
22	<i>MISCHIVIOUS</i>	MISCHIEVOUS	MISCHEVOIUS	MISCHIEFOUS	MISSCHIVOUS	-	82.97
	10	78	6	0	0		
23	<i>MISTAKED</i>	MISSTAKE	MISSTAKEN	MISTAKEE	MISTAKEN	-	81.91
	13	3	1	0	77		
24	<i>OFCOURSE</i>	OFF COURSE	OF COURSE	OFFCOURSE	OFCOURS	-	60.63
	36	1	57	0	0		
25	SURROUND	<i>SORROUND</i>	SOUROUND	SOROUND	SOURROUND	-	51.06
	48	28	3	15	0		
26	PEEFER	<i>PEFER</i>	PREFER	FREPER	FREEPER	-	91.48
	0	2	86	3	3		
27	CURIOS	<i>CORIOUS</i>	COORIOUS	CURIOUS	COURIOS	-	87.23

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	6	5	0	82	1		
28	REGRETTIN G	<i>REGRETING</i>	REGRETHING	REGGRETING	REGREETING	-	46.80
	44	46	0	0	4		
29	SNATCHIING	SNATCHNG	<i>SNACHING</i>	SNATCHING	SNACKHING	-	95.74
	2	2	0	90	0		
30	REMINISCE	<i>REMENISCE</i>	REMINISE	RIMINISCE	RIMENISCE	-	54.25
	51	18	22	1	2		
31	REST	<i>RIST</i>	RESST	RASTE	RISTE	-	97.87
	92	1	0	1	0		
32	SCHOKKED	<i>SCHOCKED</i>	SHOCKED	SCHOOKED	SHOKED	-	88.29
	0	11	83	0	0		
33	SAPARETED	<i>SEPERATED</i>	SEPARATED	SEPERRATED	SEPEREETED	-	84.04
	2	12	79	1	0		
34	<i>SERVE'S</i>	SERVES	SERV'ES	SERVES'	SERRVES	-	89.36
	9	84	0	1	0		
35	SLLIPED	SLIPPEED	SLEIPED	<i>SLIPED</i>	SLIPPED	-	90.42
	3	0	1	9	85		
36	SUNLIGHT	<i>SONLIGHT</i>	SUNLIHGT	SOONLIGHT	SUNLIGHTT	-	97.87
	92	0	2	0	0		
37	STRICTT	STICKT	<i>STRICED</i>	STRICT	STRIKTD	-	87.23
	0	4	8	82	0		
38	SUSPENSE	<i>SUSPENCE</i>	SUSPENSCE	SUSPENNSE	SUSPINSE	-	75.53
	71	22	0	0	1		
39	(Pronoun): <i>THERE</i>	THEIR	DEAR	DEER	THEER	-	72.34
	22	68	4	0	0		
40	(Adverb): THERE	<i>THEIR</i>	DEAR	DEER	THEER	-	67.02
	63	21	7	2	1		
41	(At the end): <i>LUST</i>	LAST	LEST	LIST	LAYST	-	96.80
	1	91	1	1	0		
42	(past of teach) <i>THOUGHT</i>	TAUGHT	TEACHED	THOUGH	TEACHD	-	76.59
	12	72	9	1	0		
43	TOMORROW	<i>TOMMOROW</i>	TOMMORROW	TOOMOROW	TOMOROW	-	73.40
	69	13	12	0	0		
44	TRANSFERR ED	<i>TRANSFERED</i>	TRANSFERRD	TRANSSFERED	TRANSFEARED	4	87.23
	82	2	2	3	1		
45	<i>UNFORGATAB LE</i>	<i>UNFORGETABL E</i>	UNFORGETTAB LE	UNFORGETTABBLE	UNFORGATABLE	-	32.97
	1	62	31	0	0		
46	CHIRPING	<i>CHEERPING</i>	CHIERPING	CHEERPPING	CHAIRPING	2	43.61
	41	44	4	3	3		
47	<i>WACH</i>	WATTH	WATHC	WATCHH	WATCH	-	98.93
	0	0	1	0	93		
48	<i>WHASING</i>	WASHING	WASHIING	WASHIGN	WHASIGN	-	98.93
	1	93	0	0	0		
49	<i>YOUNGIEST</i>	YOUNGEEST	YOUNGUEST	YOUNGEST	YOUNGST	1	79.78
	17	0	1	75	0		
50	(you're): YOUR	<i>YOURE</i>	YOU'RE	YOU ARE	YHOUR	-	91.48
	2	1	5	86	0		

Legend: **BOLD** – the expected correct answers. *ITALICIZED* - misspelled words collected from the students' essays.