

# Spelling Mistakes in Student Writing: Informing the Design of a Remedial Program

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## ABSTRACT

Spelling is an essential component of language learning that supports students' reading, writing, and listening skills. To help learners become more confident and accurate in their language use, this study looked into the common spelling errors found in the essays of 68 first-year students enrolled in a Bachelor of Arts in English Language program. Using a qualitative error analysis approach, the misspellings were categorized into addition, omission, substitution, transposition, word segmentation, and multiple errors. The most frequent error type was substitution (53%), followed by addition (43%), multiple errors (19%), transposition (12%), and word segmentation (9%). Based on these findings, a four-week remedial plan was designed to help students improve their spelling. The plan includes activities that target common error types, strengthen knowledge of word patterns, and promote dictionary use. Classroom strategies such as peer feedback, interactive tasks, and regular assessment are also included to support active learning and gradual improvement. This study highlights the value of focused, classroom-based spelling instruction tailored to learners' specific needs.

**Keywords:** Spelling errors; error analysis; student writing; remedial instruction; Agusan del Sur; Philippines

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**Received:** August 12, 2025 | **Accepted:** November 20, 2025 | **Published:** December 15, 2025

## Introduction

One of the most complex skills to acquire in second language (L2) learning is writing, as it involves multiple linguistic, cognitive, and mechanical processes. Among these, spelling plays a crucial role not only in the mechanics of writing but also in learners' confidence and overall language development (Khan et al., 2022; Mahmoud, 2021). Spelling proficiency supports other areas of literacy, such as reading, listening, and vocabulary acquisition, and remains essential across academic disciplines. Despite years of English instruction, many Filipino students continue to struggle with spelling, including AB English Language students who are expected to demonstrate higher proficiency (Baay, Baritua, & Tonzo, 2021; Gildore et al., 2023). This persistent issue highlights the need for targeted instructional interventions.

Spelling involves more than memorizing letter sequences; it reflects a learner's understanding of the sound-symbol correspondence and word structure in English (Treiman & Wolter, 2022). Correct spelling relies on phonological awareness and morphological knowledge, making it a foundational component of literacy rather than a peripheral skill (Grantham, 2020). Recognizing spelling as a critical aspect of

language learning emphasizes the importance of structured and deliberate instruction that addresses learners' specific challenges.

Research across different contexts has revealed common causes and patterns of spelling errors. Studies in Indonesia and Saudi Arabia indicate that omission errors, first-language interference, and limited exposure to authentic English contribute to learners' difficulties (Fitria, 2020; Othman, 2018). In the Philippines, even senior high school graduates often exhibit poor spelling in written outputs, linked to limited English proficiency and unfamiliarity with writing conventions (Baay et al., 2021; Gildore et al., 2023). These findings underscore the widespread and persistent nature of spelling challenges and the need for pedagogical attention.

Addressing these difficulties requires systematic analysis and instructional planning. This study was guided by Error Analysis Theory (Corder, 1967), which views errors not as failures but as developmental markers of learners' interlanguage shaped by first-language influence and active rule construction (Al-Khresheh, 2016). To operationalize this framework, the study adopted Bestgen and Granger's (2011) classification of spelling errors, categorizing them into addition, omission, substitution,

transposition, word segmentation, and multiple errors. This approach allowed for a structured examination of both the frequency and patterns of errors, providing insights into learners' developmental stages, cognitive strategies, and instructional gaps (Fachrezzy et al., 2022).

In line with Sustainable Development Goal 4 on Quality Education, this study aimed to analyze the spelling errors in the essays of first-year Bachelor of Arts in English Language (ABEL) students at Agusan del Sur State College of Agriculture and Technology in Bunawan, Agusan del Sur, Philippines. By identifying and categorizing the types of spelling errors through this theoretical lens, the study sought to understand the common challenges learners face in written English. Based on these findings, the study aimed to develop a classroom-based remedial plan tailored to address these specific spelling issues, highlighting the value of reflective, data-informed instruction in supporting students' writing proficiency and academic success.

## Materials and Methods

### Research Design

This study employed a qualitative research design, utilizing error analysis to investigate the spelling errors present in the essays of first-year Bachelor of Arts in English Language (ABEL) students at Agusan del Sur State College of Agriculture and Technology (ASSCAT), Bunawan, Agusan del Sur, Philippines. Qualitative research was deemed appropriate because it allows for an in-depth exploration of learners' written outputs, enabling the researcher to examine not only the presence of errors but also the patterns and underlying causes. This approach emphasizes understanding the phenomenon from the learners' perspective rather than merely quantifying errors.

The study was guided by the Error Analysis Theory (Corder, 1967), which posits that learner errors are not failures but indicators of interlanguage development. Error analysis involves systematically identifying, describing, and explaining learner errors to gain insight into the processes of second language acquisition (Ellis & Barkhuizen, 2005). This theoretical lens was essential for interpreting the spelling errors as diagnostic tools for understanding students' cognitive and linguistic challenges, including first-language interference and developmental stages in learning English.

To operationalize the analysis, the study adopted Bestgen and Granger's (2011) classification of spelling errors, which categorizes errors into six types: addition, omission, substitution, transposition, word segmentation, and multiple errors. This taxonomy provided a structured framework for identifying specific patterns in learners' writing. By applying this classification, the research was able to systematically examine both the frequency and nature of errors, which then

informed the development of a targeted remedial plan to improve students' spelling proficiency.

### Data Source

The primary data source for this study consisted of written essays submitted by first-year ABEL students enrolled in the GE 05: Purposive Communication course during the Academic Year 2024–2025. These essays provided authentic samples of learners' written language, allowing for a practical and contextualized analysis of spelling errors. By focusing on actual student outputs, the study ensured that the findings would reflect real-world spelling challenges in the classroom.

Students were tasked to write a 150–200-word essay on the topic, "Why did you choose ASSCAT for your tertiary education?" This specific topic was chosen to encourage personal expression while keeping the writing prompt manageable and relevant for first-year students. The controlled yet meaningful task allowed for comparability across essays, ensuring that errors could be systematically analyzed without being influenced by unfamiliar or highly technical vocabulary.

The selected essays represented a purposive sample of the student population, focusing on those who had consistent attendance and active participation in class. This sampling strategy was appropriate for qualitative research because it prioritized the depth and richness of data over the number of participants. The essays served as the foundation for examining spelling errors, their frequency, and underlying patterns, which directly contributed to the design of an instructional remedial plan.

### Data Collection Procedure

Data collection was conducted ethically and systematically to ensure accuracy and student consent. The researchers first submitted a formal letter of permission to the Dean of the College of Teacher Education and sought the consent of the subject instructor responsible for the class. These approvals established institutional support and compliance with ethical research protocols.

Once permissions were secured, the researchers visited the classroom to brief students on the writing task and its purpose, emphasizing that their participation was voluntary and that the essays would be used solely for research purposes. Clear instructions were provided regarding the essay's word count, topic, and the importance of original work, helping to ensure the reliability and authenticity of the data collected.

After the essays were completed, they were collected immediately, securely stored, and anonymized to protect student identities. This process allowed the researchers to maintain ethical standards while ensuring that the data remained intact for subsequent analysis. The careful collection procedure

contributed to the credibility and trustworthiness of the study's findings.

### Data Analysis

The collected essays were carefully reviewed and examined for spelling errors. Each misspelled word was identified and systematically recorded to create a comprehensive dataset of errors across all student essays. This step was critical to ensure that no errors were overlooked and that all relevant data were captured for analysis.

Errors were then categorized using Bestgen and Granger's (2011) taxonomy, which includes six types: addition, omission, substitution, transposition, word segmentation, and multiple errors. Categorization allowed the researchers to detect patterns and determine which types of errors were most prevalent among the students. Frequency and distribution tables were generated to provide a clear visual representation of the findings and highlight common spelling challenges.

Finally, the analyzed data informed the development of a four-week remedial plan aimed at addressing the most frequent and persistent errors. By linking error patterns to instructional strategies, the remedial plan was designed to target specific student needs, enhance their spelling proficiency, and promote more accurate and confident written expression. This structured analysis ensured that the pedagogical intervention was evidence-based and tailored to learners' actual challenges.

### Results and Discussion

#### Types of Spelling Errors

A total of 45 spelling errors were identified in the students' essays and categorized using Bestgen and Granger's (2011) system into substitution, addition, multiple errors, transposition, and word segmentation.

The most prevalent errors were substitution errors (53%), where correct letters were replaced with incorrect ones, often reflecting phoneme-grapheme confusion. Addition errors (43%), involving the insertion of unnecessary letters, were also common. Less frequent errors included multiple errors (19%), transposition (12%), and word segmentation errors (9%). Multiple errors combined different error types within a single word, transposition involved incorrect letter sequencing, and word segmentation reflected inappropriate spacing or word merging.

Overall, substitution and addition errors dominated students' writing, indicating persistent challenges with phonological and orthographic patterns. The findings highlight the importance of focused spelling instruction and targeted remedial strategies to

improve learners' accuracy and self-monitoring in written English.

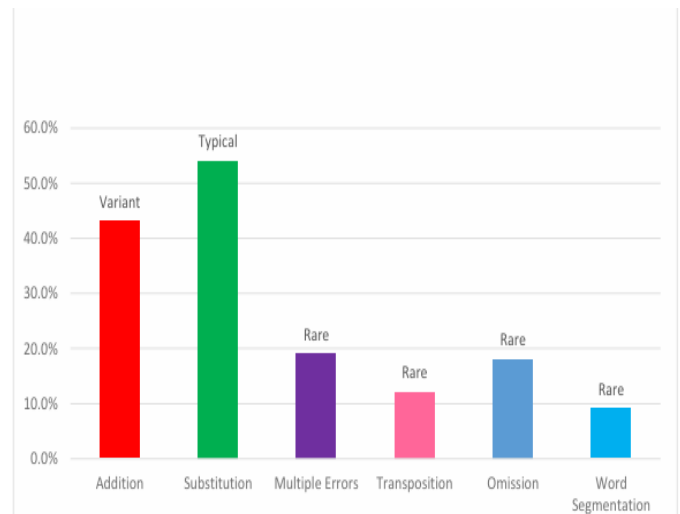


Figure 1: Frequency of Spelling Errors in the Essays of First-Year ABEL Students

#### Addition Error

Spelling errors classified as addition errors reveal learners' tendency to insert extra letters or morphemes that do not correspond to standard forms. Representative examples include *asside* for *aside* (E11L15), reflecting phonetic approximation or regularization based on pronunciation; *privilege* for *privilege* (E06L22), indicating limited familiarity with irregular orthography; and *gratefull* for *grateful* (E03L10), a rare overgeneralization of the suffix *-full* rather than the correct *-ful* (Table 1). Among first-year AB English Language (ABEL) students, addition errors were the most frequent, occurring in twenty-four essays. A common example is *equiped* for *equipped*, reflecting incomplete internalization of morphological rules such as consonant doubling and illustrating learners' interlanguage development, where rule overgeneralization is typical (Corder, 1974).

These findings align with Özkayran and Yılmaz (2020), who note that addition errors often arise when learners attempt to apply perceived spelling rules without sufficient exposure to irregular forms. Barry's (1994) dual-route model further explains that such errors may result from reliance on phonological cues rather than orthographic memory, particularly in self-access or independent learning contexts. Taken together, these results underscore the importance of explicit instruction on irregular spellings, increased exposure to standard written forms, and corrective feedback to support accurate orthographic development and minimize interlanguage error patterns (Corder, 1974; Barry, 1994; Özkayran & Yılmaz, 2020).

Table 1. *Addition Error*

Misspelled Word	Correct Spelling	Essay Code	Sample Sentence Excerpt	Error Category
asside	aside	E11L15	"...higher tuition fees, because asside that ASSCAT have free tuition..."	Variant
privilege	privilege	E06L22	"...getting a privilege to study in a state college like ASSCAT is a blessing..."	Rare
gratefull	grateful	E03L10	"I am gratefull for the opportunity to study here..."	Rare

### Substitution Errors

Substitution errors demonstrate learners' tendency to replace correct letters or letter clusters with incorrect ones, often due to phonological confusion, limited familiarity with standard English spelling, or interlingual influence (Table 2). Representative examples include *collage* for *college* (E61L13), reflecting phonetic similarity; *desagree* for *disagree* (E5T112), where the voiced /z/ is misrepresented as /s/; and *appriciated* for *appreciated* (E7L10), illustrating difficulty with English phoneme-grapheme correspondences. These typical errors indicate that learners rely more on how words sound than on established orthographic forms, revealing gaps in lexical knowledge and morphological awareness. Substitution errors were the second most frequent type in the essays of AB English Language (ABEL) students, with seventeen instances identified, highlighting systematic patterns in learners' interlanguage rather than random mistakes (Corder, 1974).

Table 2. *Substitution Errors*

Misspelled Word	Correct Spelling	Essay Code	Sample Sentence Excerpt	Error Category
collage	college	RQ1, E61L13	"...Choosing a school for collage is easy ..."	Typical
desagree	disagree	RQ1, E5T112	"...ASSCAT is not good to enroll, but I desagree about it ..."	Typical
appriciated	appreciated	RQ1, E7L10	"...I am very appriciated the diverse student..."	Typical

These findings align with studies in other contexts, where substitution errors often result from phonetic similarity or insufficient exposure to correct forms (Ahmed Othman, 2017; Alghazo & Alshraideh, 2020; Özkayran & Yilmaz, 2020). From a spelling theory perspective, Barry's (1994) dual-route model explains that such errors occur when learners rely heavily on phonological cues rather than orthographic memory, demonstrating incomplete internalization of English spelling conventions. Substitutions like *collage* for *college* can alter semantic meaning, disrupt sentence clarity, and indicate the need for explicit instruction in phoneme-grapheme correspondences, contextualized vocabulary practice, and systematic feedback to enhance written accuracy and learners' confidence in academic writing (Barry, 1994; Corder, 1974).

### Multiple Errors

Multiple errors, often grounded in phonetic spelling, reflect learners' reliance on auditory perception when encoding words, sometimes at the expense of correct English orthography (Table 3). Examples include *thanfull* for *thankful* (E4L14), where the nasal /ŋk/ is simplified; *expicialy* for *especially* (E1L8), demonstrating difficulty with complex consonant clusters; and *appurtunities* for *opportunities* (E1L14), indicating dependence on phonetic cues rather than visual familiarity with standard spelling. These errors highlight gaps in learners' orthographic awareness, particularly for irregular English words, and are typical among second-language learners whose first language has more transparent sound-letter correspondence. In this study, multiple errors were the third most frequent category, occurring in fourteen essays, with instances like *expicialy* reflecting overlapping spelling inaccuracies and contextual misuse.

From an error analysis perspective, these combined errors represent a developmental stage in which learners apply partial rules from their first language (L1) or incomplete generalizations in the second language (L2) (Corder, 1974). Studies in other contexts similarly indicate that multiple errors often co-occur with grammatical and lexical difficulties, necessitating holistic instructional strategies (Suhono, 2016; Alfiyani, 2013). Spelling theory further explains that learners producing multiple errors may struggle not only with phoneme-grapheme correspondences but also with morphological patterns and contextual language use (Barry, 1994). These findings underscore the need for integrated teaching approaches that combine phonics-based instruction, explicit feedback, and extensive exposure to standard written forms to improve both surface-level accuracy and deeper structural competence in English writing.

Table 3. *Multiple Errors*

Misspelled Word	Correct Spelling	Essay Code	Sample Sentence Excerpt	Error Category
thanfull	thankful	RQ1, E4L14	"...I'm so very thanfull that we have ASSCAT ..."	Substitution (Phonetic)
expicialy	especially	RQ1, E1L8	"...expicialy the ABEL students respectful ..."	Substitution (Phonetic)
appurtunities	opportunities	RQ1, E1L14	"...ASSCAT it so very appurtunities ..."	Substitution (Phonetic)

### Transposition Errors

Transposition errors reveal learners' ongoing difficulties with letter sequencing, particularly vowel reversals and adjacent letter misordering, which are common in developing written English proficiency (Table 4). Representative examples include *thier* for *their* (E13L6), reflecting vowel reversal; *freind* for *friend* (E40L16), illustrating the common i-e transposition; and *acheive* for *achieve* (E63L14), indicating difficulty with the "i

before e” convention. These errors are not isolated but rather demonstrate recurring spelling patterns across essays, highlighting gaps in learners’ orthographic awareness, attention to detail, and sequence processing. In this study, transposition errors were the fourth most frequent category, occurring ten times among first-year AB English Language (ABEL) students.

From an error analysis perspective, such mistakes reflect developmental stages in L2 acquisition where learners construct spelling rules based on limited exposure, often inaccurately (Corder, 1974). Similar findings have been reported internationally, with transposition errors accounting for 15.6% of spelling mistakes among Saudi English majors (Ahmed Othman, 2017) and appearing frequently among Indonesian university students (Alfiyani, 2013). Spelling theory further emphasizes that accurate orthographic encoding depends on both visual memory and repeated reinforcement of conventional patterns (Barry, 1994). While these errors may not always obscure meaning, they can disrupt fluency and negatively affect perceived writing proficiency. Targeted interventions, including explicit instruction, structured word recognition exercises, and repeated exposure to high-frequency words, are recommended to strengthen spelling accuracy and orthographic competence.

**Table 4. Transposition Errors**

Misspelled Word	Correct Spelling	Essay Code	Sample Sentence Excerpt	Error Category
thier	their	RQ1, E13L6	“...ASSCAT also known thier excellence ...”	Substitution (Letter Reversal)
freind	friend	RQ1, E40L16	“...but then my freind told me that instead of Mt. Carmel ...”	Transposition
acheive	achieve	RQ1, E63L14	“...I need to acheive my goals ...”	Transposition

**Omission Errors**

Omission errors highlight learners’ difficulty with English orthography, particularly in accurately sequencing letters and completing word forms (Table 5). Representative examples include *frinds* instead of *friends*, where necessary letters are omitted, reflecting phonological simplification, and similar errors observed in words with complex vowel sequences or consonant clusters. These errors suggest learners rely heavily on auditory perception and phonetic approximation rather than visual memory of correct spellings. In this study, omission errors were the fifth most frequent category, occurring nine times among first-year AB English Language (ABEL) students,

indicating a persistent challenge in mastering English orthography.

From an error analysis perspective, such mistakes reflect developmental stages in second-language acquisition, shaped by interlanguage and possible first-language transfer (Corder, 1974). Spelling theory emphasizes that phoneme–grapheme mismatches are a central factor in omission errors, as English graphemes are often non-phonetic, creating ambiguity for L2 learners (Barry, 1994). Similar patterns have been reported internationally: omission errors comprised 29.66% of spelling mistakes among Turkish university students (Özkayran & Yılmaz, 2020) and were frequent among Indonesian first-year students (Tiarina, 2017). These findings underscore the need for targeted interventions such as repeated exposure to complete word forms, high-frequency vocabulary drills, and contextualized spelling exercises to reinforce orthographic accuracy and enhance overall writing proficiency.

**Table 5. Omission Errors**

Misspelled Word	Correct Spelling	Essay Code	Sample Sentence Excerpt	Error Category
thier	their	RQ1, E13L6	“...ASSCAT also known thier excellence ...”	Substitution (Letter Reversal)
freind	friend	RQ1, E40L16	“...but then my freind told me that instead of Mt. Carmel ...”	Transposition
acheive	achieve	RQ1, E63L14	“...I need to acheive my goals ...”	Transposition

**Word Segmentation Errors**

Word segmentation errors reveal learners’ difficulty in recognizing multiword units and compound forms as single lexical items in written English (Table 6). Representative examples include *my self* instead of *myself* (RQ1, E50L34; RQ1, E15L13), as in “...to ensure my knowledge and my self...” and “...I challenged my self to loved this school...,” and *More over* instead of *Moreover* (RQ1, E65L1). These errors indicate reliance on phonetic cues from spoken language, misinterpretation of compound or reflexive forms, and limited awareness of cohesive devices. In this study, segmentation errors were the least frequent, occurring seven times in the essays of first-year AB English Language (ABEL) students, suggesting that while less common, they still represent a persistent challenge to lexical and grammatical accuracy.

From an error analysis perspective, such mistakes reflect learners’ developmental stages in second-language acquisition, particularly when rules are misapplied or word boundaries are

misperceived (Corder, 1974). Spelling theory highlights that segmentation errors arise when learners lack a stable mental lexicon of common collocations, compound forms, and multiword expressions (Barry, 1994). Similar findings have been reported in other contexts, where segmentation errors disrupt sentence cohesion and clarity (Ahmed Othman, 2017; Al-Husban, 2017). To address these challenges, explicit instruction on compound words, reflexive pronouns, and transitional devices, combined with contextualized practice using authentic texts, digital media, and literature, can help learners internalize correct word formation patterns and enhance both fluency and accuracy in academic writing (Al-Husban, 2018).

**Table 6.** *Word Segmentation Errors*

Misspelled Word	Correct Spelling	Essay Code	Sample Sentence Excerpt	Error Category
my self	myself	RQ1, E50L34	"...to ensure my knowledge and my self..."	Word Segmentation
my self	myself	RQ1, E15L13	"...I challenged my self to loved this school..."	Word Segmentation
More over	Moreover	RQ1, E65L1	"...More over, I discovered that ASSCAT has many opportunities..."	Word Segmentation

## Remedial Plan

### Classroom-Based Remedial Plan

Addressing spelling difficulties among AB English Language (ABEL) students is essential to support their academic literacy and autonomous writing development. Spelling serves not only as a surface-level feature of writing but as a crucial component that affects readability, coherence, and learner confidence. As Graham and Perin (2007) noted, spelling proficiency is closely tied to overall writing quality, with persistent errors often hindering meaning and reducing communicative effectiveness.

For second-language learners, spelling challenges are amplified by the complexities of English orthography and the influence of first-language phonological systems. Thus, a remedial intervention tailored to the needs of ABEL students must be comprehensive, responsive, and learner-centered. Drawing from evidence-based writing instruction, the following multi-phase remedial plan is proposed.

### Direct Instruction in Spelling Patterns and Rules

According to McCutchen (2011), explicit instruction in spelling

helps students internalize orthographic conventions and contributes to more fluent and accurate writing. The plan includes systematic lessons focused on common spelling patterns, rules, and exceptions (e.g., vowel-consonant combinations, silent letters, and homophones). These lessons will also integrate metacognitive strategies that encourage students to reflect on their spelling habits and error patterns.

### Scaffolded and Contextualized Practice

To reinforce explicit instruction, students will engage in scaffolded spelling activities designed to promote both accuracy and transfer of learning. These include word analysis exercises, dictation drills, and journal writing that emphasize targeted words. Berninger and Amtmann (2003) emphasized that sustained, contextual practice supports long-term retention and facilitates students' ability to apply spelling knowledge in meaningful writing tasks.

### Individualized Feedback and Monitoring

Personalized feedback plays a pivotal role in language learning, particularly in helping learners identify and address persistent errors (Graham & Harris, 2005). Weekly writing samples will be reviewed using a formative assessment framework, and individual conferences will be held to guide students in setting personalized learning goals. This learner-centered approach aligns with self-access principles that emphasize tailored learning trajectories and reflective improvement.

### Technology Integration

Digital tools can extend learning opportunities beyond the classroom. As Warschauer and Healey (1998) highlighted, technology offers interactive and autonomous learning environments that can enhance spelling practice. Applications such as spelling games, writing platforms with feedback features, and pronunciation-spelling matching apps will be incorporated to support multisensory engagement and accommodate diverse learner preferences.

### Continuous Assessment and Reflective Evaluation

The effectiveness of the remedial plan will be measured through pre- and post-intervention writing assessments, with particular attention to error reduction and learner self-perception. McCutchen (2011) emphasizes that ongoing assessment not only monitors progress but also fosters metacognitive awareness, which is crucial for sustained language development. Students will also participate in reflective journaling, discussing their strategies, challenges, and improvements in spelling.

The integrated remedial plan, as shown below, aims to empower ABEL students by addressing their spelling challenges through explicit instruction, strategic practice, personalized feedback, and technology-enhanced learning. More importantly, it encourages learner autonomy by helping students become more

aware of their writing processes and equipping them with strategies to improve independently.

Phase	Goal	Instructional Strategy	Sample Activities	Evaluation Method
1. Direct Instruction	Build foundational knowledge of English spelling rules and patterns	Explicit teaching of spelling conventions, common error types (e.g., omission, transposition)	- Mini-lessons on syllable structures, silent letters, suffixes- Error analysis workshops	Diagnostic pre-test, in-class spelling quizzes
2. Scaffolded Practice	Reinforce correct spelling through structured, contextual tasks	Guided writing with focused feedback	- Sentence construction with target words- Peer-editing with spelling checklists	Weekly monitored writing samples
3. Individualized Feedback	Provide personalized support to address specific learner needs	One-on-one spelling consultations; personalized error logs	- Error correction journaling- Individual spelling goal setting	Mid-term reflective report, Portfolio review
4. Technology Integration	Enhance engagement and autonomy in spelling practice	Use of digital platforms and mobile apps	- Online spelling games (e.g., Spelling City)- Autocorrect review tasks in word processors	Usage logs Self-assessment surveys
5. Reflective Assessment	Encourage learner autonomy and long-term retention	Ongoing self-monitoring and teacher-guided reflection	- Spelling improvement journal- Self-evaluation rubrics	Post-test comparisonFinal writing task assessment

## Conclusion

The types and frequency of spelling errors in the essays of first-year AB English Language (ABEL) students were analyzed in this study to reveal the six primary categories: addition, substitution, multiple errors, transposition, omission, and word segmentation. Among these, addition and substitution errors emerged as the most prevalent, while word segmentation was the least frequent. These findings highlight recurring challenges related to English orthography, phoneme-grapheme correspondence, and interlingual interference that affect the students' written output.

The patterns identified align with existing error analysis and spelling theories, underscoring the importance of addressing both cognitive and linguistic factors in L2 writing development. The presence of multiple and overlapping errors indicates a need for holistic and context-sensitive remedial instruction. Specifically, targeted interventions that integrate spelling instruction with grammar and vocabulary development, along with opportunities for contextualized practice, are necessary to support learner autonomy and long-term writing improvement.

Finally, the insights from this research can inform the design of remedial strategies tailored to the needs of ABEL students, fostering their language accuracy and enhancing their ability to express ideas clearly in academic writing. Addressing these foundational writing issues through explicit instruction, feedback, and practice will contribute to more effective language learning and self-access development.

## Declaration

The authors declare that they have no conflicts of interest related to this research. In addition, they used AI tools to enhance not

only the grammatical clarity and language quality of the manuscript, but also the analysis of the data.

## Author Contributions

Charlie A. Dayon: Writing original draft, data collection, resources, financial administration, methodology, formal analysis, and data curation. Shiryl T. Ytoc: Data collection, review & editing

## Funding

This study did not receive any external funding. All expenses were covered through personal and institutional support from the authors' respective organizations.

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