

# Misspellings of Swahilized English Loan Words Committed in Kiswahili Functional Writing by Form Four Learners in Public Secondary Schools in Nyamira County, Kenya

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## ABSTRACT

*This study investigated types of misspellings of Swahilized English loanwords made by form learners in Kiswahili functional writing in public secondary schools in Nyamira County, Kenya. This study was guided by Corder's Error Analysis Theory (1967). A total of 326 participants of equal gender proportion sampled from 8 public secondary schools in Nyamira County were involved in the study. All 326 participants wrote a Kiswahili functional essay that provided data for the study. Descriptive research design was used in carrying out this study. The descriptive statistics (frequencies and percentages) were used in conformity with five stages of error analysis as put forward by Corder (1967). The study found that learners committed five categories of Swahilized English loanwords in their Kiswahili functional essays. The misspellings were: preservation (33.3%), addition (30.3%), substitution (27.1%), omission (6.2%) and split (3.1%). The study recommends the following: a) special attention be paid to the teaching of preservation, deletion, insertion and substitution misspellings as they relate to the phonologization of English loanwords adapted into Kiswahili b) teachers of Kiswahili language need to employ instructional methods and media which enrich learners' understanding of the process of adapting English loanwords into Kiswahili c) pronunciation and spelling of loanwords be taught concurrently for they are symbiotic and reinforce each other d) an English-Kiswahili borrowings adaptation model be designed by Kiswahili and English phonologists, semanticists and teachers of Kiswahili to enhance learners' understanding of how the process is carried out in relation to the three phonological processes; deletion, insertion and substitution.*

**Keywords:** *addition, loanwords, preservation, substitution and Swahilized*

## **INTRODUCTION**

One of the language skills that learners are expected to master and internalize during their schooldays and as adults is writing skill. Its instruction in school , formative and summative evaluation and occasional and often use after school points to the significance attached to it. The writing skill is an invaluable means of communication. It is noteworthy that it is a learner's proficiency in it, as a second language, that makes it functional and pragmatic in written communication. The second language learner is expected to be acquainted with all its mechanical strands to ensure efficient and effective communication. It is both the learner's linguistic accuracy and linguistic appropriateness in the second language (i.e., Kiswahili) that make it play its communication transactional role. Moqimipour and Shahrokhi (2015, p.122) have averred that "writing is most often nominated as the most complex and complicated skill among the skills that every second language learner is expected to master." This implies that being adept at this skill requires a learner to be ready to pay rapt attention to the instruction and do adequate practice to gain satisfactory experience. Andrew and Smith (2011, p.6) have underlined and highlighted the complexities of the writing skill contending that "writing is the most difficult, if not the most complex, of the four language skills, requiring solitary, creative, thoughtful accurate and focused compositional energy, plus a higher degree of reflective thinking and (usually) personal engagement."

To be a competent speller in functional writing, the learner is expected to be not only familiar with the key ingredients of the writing skill but also be able to apply them appropriately in both functional and creative writing. It follows that the writing instructional processes should focus on what causes the complexities and complications intending to simplify and make them straightforward. The writing skill has strands (subsystems), without which it cannot be regarded as a complete system. These strands have been referred to as mechanical skills of writing implying that they are complex to be mastered by learners. Christie, Enz, and Vukelich (2007) have identified them as spelling grammar, capitalization and punctuation, and handwriting. It is argued here that a learner must be proficient in them to be a good writer and subsequently an accomplished functional writer. Stephen and Mary (1997) viewed spelling, punctuation and handwriting as obstacles to writing. Spelling has remained the most troublesome aspect whenever learners are required to write compositions. A spelling researcher, Nassaji (2015, P.78) contends that "learning to spell words accurately is the most complex developmental skill." It is from this perspective, it is argued here that spelling is one of the dimensions considered and rated in the process of rating both

functional and creative writing essays. Its importance is attached to the choice of words (register) and how this can either enhance or hinder written communication. This suggests that for one to be a competent writer and communicator, the foundation is being an accomplished speller and subsequently a skilful (Kiswahili) functional writer. As a result, writing and spelling instructional processes should be geared towards demystifying the spelling complexities to allow learners become skillful spellers and accomplished functional writers. On underscoring the critical role spelling literacy adds to quality writing, the defunct Kenya Institute of Education (2006, p.78.) (K.I.E.), presently called (K.I.E, Kenya Institute of Curriculum Development (K.I.C.D) asserts that “learners should pay close attention to spelling since incorrect spelling hinders effective communication and sometimes may change the meaning of the text. This is detrimental, particularly in examinations.” Changing meaning implies that the learner is likely to water down the intended meaning as a result of being unable to correctly spell a word. Any attempt to engage in what Corder (1984) referred to as resource expansion or message adjustment interferes with the intended semantical clarity of the message as initially intended for the reader. For instance, the former allows the learner to engage in circumlocution. This results in employing more words than necessary in written communication. Verbosity is unacceptable in functional writing since the economy of words is one of its key characteristics.

Oxford Writing Tutor (Horn,2020) has underlined the importance of being able to write different types of texts such as emails, letters, reports articles, and essays inter alia saying it requires one to ‘use correct style, register and tone’. What continues to be stressed is the importance of proficiency in spelling in the target language. Crystal clear written communication demands that learners use straightforward vocabulary (register) and spelt it correctly. Clarity of the information makes the language serve its functions and be pragmatic. Murphy and Cadman (2014, p.11) have highlighted the effect of misspelling words contending that “it defeats the purpose of words, which is to communicate meaning.” This means that misspellings threaten communication for the misspeller fails to communicate as expected via written communication. This misspeller, who is viewed as lacking spelling literacy, is regarded as an incompetent functional writer and communicator. According to Smedley (1983, p.7), “a person who is prone to error may be regarded as uneducated or ignorant.” Gathumbi and Masembe (2005, p.62) have echoed Smedley’s stance saying “many people equate deviant spelling with ignorance or lack of intelligence.” As a result, the teaching of the writing skill should be geared towards eradicating spelling difficulties to make learners competent spellers and hence considered educated.

An examination of the Kenya National Examination Council reports (KNEC 2015; KNEC, 2018 & KNEC, 2020) for the Kenya Certificate of Secondary Education, Kiswahili 102/1 *Insha* has demonstrated that the candidates' performance is wanting. This paper has two sections, one, which is, functional writing and two, which is creative writing. Question one is mandatory and the candidate is expected to choose any (one) question from the remaining questions. This worrisome performance in the two compositions which are marked out of 40% has compelled the KNEC to advise teachers to give learners adequate exercises and particularly in functional writing. KNEC's instructional direction to teachers to pay more attention to functional writing makes it crystal clear that this type of writing and its varieties is the cause of poor performance in Kiswahili 102/1 *Insha*. All learners are expected to be adequately equipped with all the basic techniques of function in all varieties so as to meet performance expectations in Kiswahili compositions in general and particular Kiswahili functional writing as a mandatory question exit secondary school level. Making question one a functional writing question underlines the significance attached to it, both in school and the learners' lives as adults for they will be using its varieties in their daily lives. In other words, learners are expected to be competent Kiswahili functional writers before they complete their secondary education. This implies that learners will be expected to use their functional writing skills at home, workplaces, and religious functions inter alia.

Each of the varieties of Kiswahili functional writing has its unique format and register to be adhered to as learners embark on writing to target audiences. Register specifics are critical to ensuring that the intended information is flawless and clear to the target audience. Murphy and Cadman (2014, p.99) have underlined the significance of using the right words saying, "words are our basic tools. We use them for effect; the effect they make depends on our selecting the right ones for the particular occasion." This implies that the learner has to use appropriate terms and adhere to the writing system of the L2 (Kiswahili). English language and Kiswahili language have different writing systems and words adapted into the latter from the former have to follow its spelling conventions. One way to improve the instruction of the spelling faculty of learners is to be aware of the nature and origins of the misspellings as unearthed by spelling errors analysis studies. In turn, this can contribute to good performance for learners who will be proficient spellers, able to use appropriate registers with correct spellings and not derailed from presenting their content logically. Spelling proficiency empowers learners to package their content properly, present it logically and perform as expected in Kiswahili functional writing. Moochi's (2012) study on the

comparative analysis of spelling errors committed by boys and girls in Kiswahili functional writing identified Swahilized English borrowings as one of the sources of misspellings in Kiswahili functional composition essays. An in-depth error analysis of misspellings originating from Swahilized English loanwords is a remedy to systematic instruction of spelling of English loanwords adapted and adopted into the Kiswahili language. This is expected to contribute to demystifying spelling literacy, improve the learners' spelling faculty and make them competent writers and subsequently skilful Kiswahili functional writers. Athman (2017), Asma Al-Qudat (2107) and Fitria (2020), whose studies delved into the types of spelling errors made in L2 (English), have indicated that there are four major categories of misspellings made in both functional and creative writing. Their spelling error classifications were guided by Cook's (1999) categorization system. The spelling error categories were omission, substitution insertion and transposition, abbreviated as OSIT. Their studies were confined to spelling errors originating from English as the second language or as a foreign language whereas the present study focused on misspellings emanating from or associated with English as the donor language. Consequently, the present study aimed at identifying misspellings of Swahilized English loanwords and classifying them to aid their systematic instruction to make learners proficient in spelling them and in turn skilful Kiswahili functional writers.

### **Literature Review**

The instruction of writing skill from primary school level to university level underlines the place it occupies in adults' daily lives. It is the role it plays in everyday life which makes it a capstone of human communication. Andrews and Smith (2011, p.114) have stressed its importance averring that "writing, as one of the principal and most enduring means of communication is powerful, conceptual, and beautiful mode to work." This implies that all learners are expected to be equipped with all crucial mechanics of this skill as they climb the last rung of the secondary school cycle. KIE (2002) has indicated that writing is an advanced language skill and that learners should be assisted to acquire this skill for effective communication. Not only should learners be equipped with the essential mechanics of the writing skill, but also be firmly grounded in all types of writing in general and functional writing in particular. In many countries, functional writing is one of the genres of writing taught in languages from primary school level to university level. Shorofat (2007) explains functional writing as the kind of writing which aims at conveying a specific, direct and clear message to a specific audience. It is highly priced both in school and outside school. Functional writing varieties include formal letters, reports, speeches,

minutes, memos, advertisements, notes, invitations, programmes etc. These functional varieties are needed by adults in their daily lives at home, workplaces, and religious events among others. They mirror real-life everyday writings needed by them as they perform various activities in their lives. It is from this perspective, it is argued here that functional writing is a need-driven category of writing and that its instruction is inevitable for without it human communication will be hampered for a lack of effective functional writing skills. Thus, functional writing is all about applying this productive skill to real-life situations whereby learners are expected to produce realistic and meaningful documents mirroring their future as adults. Its life practicality demands have made it important to be taught in primary schools, secondary schools, and universities. It is taught in languages from primary and secondary schools and at the university level, it is taught in *Communication Skills*; one of the core courses at the university level. For instance, at Moi University- School of Arts and Social Sciences, this course is called *Mbinuzamawasiliano* (in Kiswahili) and is taught to all students majoring in Kiswahili language and Kiswahili Literature.

The teaching of functional writing requires learners to master and internalize its key characteristics for them to be adept at it. Functional writing is demanding for the learner to be proficient in all its principal mechanics which are well explained in the contexts of linguistic accuracy and linguistic appropriateness. It is through strict adherence to these two critical dimensions and their correct application that it can be said that the learner has been empowered to be a skilful functional writer. Linguistic accuracy plays a critical role in functional writing. It ensures that there are no errors in vocabulary, spelling, punctuation or grammar. The learner is expected to stick to linguistic accuracy for there to be effective communication. Linguistic accuracy zeroes in on the use of appropriate vocabulary (register) to ensure that the target audience can extract the intended meaning from the written communication. This suggests that the learner has to employ appropriate and accurately spelt vocabulary (register). Appropriate vocabulary and accurate spelling makes the message crystal clear to the target reader. According to Costa and Arias (2021, p.2), "mastery of spelling conventions facilitates understanding between the readers and writers." Based on their argument, it is perfectly plausible that poor mastery of the spelling conventions of the target L2 hinders communication between the writers and readers. Accurate spelling is an essential and dispensable component of all types of compositions and functional writing in particular. It is against this background, K.I.E (2002, P.6) rightly states that "learners should be helped to acquire skills that will enable them to express their ideas clearly and effectively in writing". Christie, Enz, and Vukelich (2007) have

identified spelling, grammar, capitalization, punctuation, and handwriting as mechanics of the writing skill. The spelling mechanic is superior to the other four mechanics because of its two-fold nature; the use of appropriate vocabulary (register) and its accurate spelling without which there is no clear communication between the writer and reader. The use of correct spelling is a key ingredient of functional writing for it determines the quality of the written task and its functional communication role. Stephen and Mary (1997, p. 188) have averred that, "If students worry about how to spell a word or how to make a capital G, they may be distracted from and possibly forget their topic ideas interfering with the rich expression of ideas and clear meaning." This implies that misspellers have difficulties emanating from writing appropriate content which may distract readers from focusing on meaningful and logical ideas/thoughts. Their spelling ineptness results in poorly written communication with no well-thought-out ideas. The importance of functional writing is evidenced by its being made a compulsory question in Kenya Certificate of Secondary Education (KCSE) in Kiswahili 102/1 *Insha*. The performance of candidates in this paper has remained worrisome and this questions their prowess in it as they exit the secondary school education cycle.

The Kenya National Examinations (2016, 2018, & 2020) Kiswahili 102/1 *Insha* reports do indicate that from the year 2012 to 2019, the performance was below the average of 20/40 except for the years 2014 and 2015 when the averages were 20.17 and 20.86 respectively. The 2018 KNEC report for Kiswahili 102/1 *Insha* has provided an explication whereby it is reported that the challenges in functional question are varied such as inappropriate format, linguistic challenges, inadequate and undeveloped themes as well as incoherent ideas. The KNEC (2016) report directs that learners be given many composition writing exercises, particularly functional writing. Stephen and Mary (1997) have indicated that spelling, punctuation, and handwriting are obstacles to writing. They argued that a learner who has spelling difficulties is derailed from the writing process, resulting in forgetting the topic and being unable to clearly express ideas to make the intended meaning. It is on the strength of its communicative role that Costa and Arias (2021, p.7) have contended that "spelling is an important component of effective communication since it eliminates semantical ambiguities, lexical and syntactic". This suggests that spelling inability contributes to poor performance in functional writing and jeopardizes the candidate's overall performance in Kiswahili 102/2 (Language use) and 103/3 *Fasihi*; it is the average of the three papers that is used as the final score. Lack of spelling proficiency is a threat to quality functional writing. Therefore, ensuring that learners are skilled spellers is

the key to making them skilled functional writers in schools, universities, at home, workplaces etc. As a result, the inability to accurately spell words is a salient issue that needs to be addressed to enable instructors to ensure that all learners are competent spellers in functional writing for spelling is a fundamental literacy skill in writing. Spelling error analysis of all categories is necessary if the spelling inability of learners has to be addressed. A study carried out by Waitutu (1995), on the learners' ability in writing a letter of application for a job (Functional writing in Kiswahili language), indicated that spelling inability contributes to poor performance. His ranking of the learners' ability in the five dimensions marked by KNEC Kiswahili 102/ *Insha* examiners, based on their gravity, revealed that spelling is worse as grammar remains the worst performed. This indicates that learners make many spelling errors in functional writing and this impinges upon their communication ability. In turn, poor communication results to poor performance in Kiswahili functional writing.

Moochi's (1999) study on comparative analysis of boys' and girls' performance in Kiswahili creative writing revealed a similar trend whereby spelling remains a threat to effective communication and impacted negatively on the learners' performance. Computation of the learners' performance in each of the five facets rated by KNEC Kiswahili 102/1 *Insha* revealed that learners had difficulties spelling words of their choice as compared to functional writing, where they are confined to registers of the functional writing varieties. This study indicated that the learners' performance in the spelling dimension was worse as it followed grammar which was the worst performed. Committing many misspellings hindered learners' communication. This is detrimental to their overall performance, both in functional writing and creative writing (Kiswahili 102/1 *Insha*). Moochi's (2012) study on comparative analysis of spelling errors committed by boys and girls in Kiswahili functional writing, has typified the errors committed by learners and indicated that they are seventeen in total. His categorization has shown that learners make misspellings of Swahilized English loanwords. The study provided a list of misspelt English loanwords. This categorization needs in-depth analysis to unearth the types of misspellings of Swahilized English loanwords committed by learners in Kiswahili functional writing. Another study by Moochi (2018) examined phonemic interchange spelling errors made by boys and girls in Kiswahili functional writing. The study focused on spelling errors of phonemic interchange in Kiswahili functional writing among EkeGusii secondary school learners. The study revealed that there was an interchange of correct phonemes with wrong ones: consonants with consonants, consonants with digraphs,



digraphs with consonants, digraphs with digraphs and vowels with consonants. This study dealt with misspellings traceable to EkeGusii as L1 that interferes with spelling ability in Kiswahili functional writing. In the same vein, there is a need to investigate the types of Swahilized English loanwords misspellings to make instructors aware of them to enable them address them in Kiswahili language writing and spelling instructional processes. Studies that have been conducted in the English language revealed that four major types of misspellings are committed in English compositions. The classification of spelling errors is guided by Cook's (1999) approach. The four types are omission, substitution, insertion and transposition, abbreviated as OSIT. Al-Qudat's (2017) study and Othman's (2017) revealed that learners committed these four types of misspellings in English compositions. However, substitution errors was key. Nketsiah's (2022) study on the Ghanaian language (Mfantse), revealed that learners committed six types of misspelling which he classified as sound-based substitution, writing rules-based, omission, addition, transposition and multiple. His study indicated that the highest proportion of spelling errors were sound-based substitution errors. To date, no known study has delved into misspellings of Swahilized English loanwords made by learners in Kiswahili functional writing. Thus, the current study investigated types of misspellings of Swahilized English loanwords made by learners in one of the Kiswahili functional writing varieties. The variety was a letter to the newspaper editor. The findings of this study are critical as form the basis in stating appropriate interventions to ensure that learners do not make global misspellings of Swahilized English loanwords may be taken.

### **Theoretical Framework**

This study was guided by Corder's (1974) Error Analysis Theory (EAT) which replaced the Contrastive Analysis Theory in 1970. This theory recognizes error analysis as a basic aspect of second language learning. It replaced the Contrastive Analysis theory that focused on tracing errors made by learners in second language learning to the first language. Proponents of EAT criticized the Contrastive Analysis Theory (CAT) for zeroing in on the difference between L1 and L2 whereby factors that may affect the second language learners' performance – their learning and communication strategies, training procedures, overgeneralization etc. – are ignored (Khansir, 2012). Khansir (2012, p.1028) contends that, "not all errors are the result of interference. Psychological and pedagogical as well as other extra-linguistic factors contribute to the formation of errors". This suggests that the EAT goes beyond the interference as the key cause

of learner's errors in L2 and embraces other factors. It is critical to focus on those other causes so as to eradicate them and enable learners to avoid them in their writings. In other words, this theory provides room for the consideration, analysis and inclusion of other linguistic errors in the target language. EAT enables the researcher to acquire data from which the linguistic errors (misspellings of Swahilized English loanwords) are identified. It focuses on errors made as they emanate from the language corpus the researcher gathers from the target L2 learners. The identified, delineated and analyzed errors point to difficulties learners face in the linguistic aspect such as misspellings of Swahilized English loanwords. According to Khansir (2012, p.1029), "it consists of a comparison between the errors made in the target language and that target language itself". This study confined itself to the misspellings of Swahilized English loanwords without attributing their occurrences to the English language as the main cause.

The origins of the misspellings are varied, hence it is wrong to assume that all the causes are English language-related. It is on this strength that Khansir (p.1029) avers, "sometimes ignorance of the correct pattern, bad teaching or inadequate practice or a combination of the two yield samples of errors". Moreover, clinging to the CAT may mislead and make teachers of Kiswahili believe that the English language is the origin and that the misspellings are 'permanent'. This necessitated employing this theory in carrying out this study based on its steps that are appropriate to linguistic error analysis (misspellings of Swahilized English loan words). The EAT is used to unearth errors learners make in the process of learning second language such as Kiswahili language. Consequently, it was relevant to carrying out a study on misspellings of Swahilized English loanwords. It is relevant and useful because all its steps were relevant and useful to the objectives of this study, except for stage four. Ellis (2015) puts forward five steps which must be followed in the specific order. Error analysis researchers have to adhere to the stages; they are guided by their research objectives. The stages remained germane to analyzing misspellings of Swahilized English loanwords made by learners in Kiswahili functional writing. The first stage is the collection of a sample of the learner's language. This stage necessitated the collecting of a corpus of the target language whereby the corpus for this study was a Kiswahili functional writing task that was to be administered to 326 participants. The second stage of the EAT is the identification of errors in the corpus. This stage is important because it allows the error analyst or researcher to

identify the errors. The researcher identified the misspellings of Swahilized English loanwords made in Kiswahili functional writing to indicate error types made by learners in writing processes. This required the researcher to use a specific identification approach whereby all the errors were underlined and error types indicated using abbreviations 'O-omission, S-substitution, I-insertion etc. Underlining each of the errors was to facilitate tabulating their frequencies hence allowing him to order their gravity. The third stage of error analysis is the classification of the errors. On underlining the importance of the EAT, Al-Kresheh (2016, p.50) says it "indicates to teachers and curriculum developers which part of the target language (TL) students have most difficulty producing correctly and which error types detract most from learner's ability to communicate". Instructors are interested in being acquainted with the types of misspellings of Swahilized English loanwords made in Kiswahili functional writing. As a result, this stage of EAT is significant to pedagogical processes as well as curriculum design/review and therefore an indispensable stage for making informed pedagogical decisions and content for instruction.

The fourth stage of the EAT- an explanation of the errors - was not used in this study considering that the researcher was not interested in identifying the causes of the misspellings of Swahilized English loanwords. The objectives of the study were to identify misspellings of Swahilized English loanwords in Kiswahili functional writing and classify them. This made the researcher proceed to the last stage of EAT which is provided for pedagogical implications and curriculum design/review. The last stage is the evaluation of the errors made by learners. This stage allows the researcher to evaluate the errors made by the learner in the two language productive skills (speaking and writing). This final stage of EAT allowed the researcher to make a judgment about the learner's misspellings of Swahilized English loanwords made in Kiswahili functional writing. The evaluation of misspellings of Swahilized English loanwords was guided by their frequencies and subsequently order of gravity.

## **Methods**

### **Research Design**

This study employed descriptive design. This design enabled the researcher, together with his two researcher assistants, to identify and categorize misspellings of Swahilized English loanwords committed by learners in Kiswahili functional writing. This allowed the researcher and his research assistants to examine the misspellings of Swahilized English loanwords, categorize and describe them.

**Participants**

This study used 326 participants of equal gender proportion sampled from 8 public secondary schools(10% of the 80 public secondary schools in Nyamira County). Mustafa and Robillos (2020, p.442) recommended that“the cutoff point is at the sample of 52 with the range between 46 and 59”.Therefore, 326 participants were between the minimum brackets for the target population of 3,600 form three learners. Four categories of public secondary schools - public single-sex secondary schools (either boys or girls), mixed-day secondary schools and mixed boarding and day secondary schools – were involved. Form three students who were preparing to join Form Four in the following year were involved.Purposive and simple random sampling techniques were used to select the schoolsand 326 participants from the 8 public secondary schools.A simple random sampling technique (lottery method) was used to select two boys’ and two girls’ secondary schools to participate in the study - six single-sex secondary schools for each sex (3 girls’ schools and 3 boys’ schools). The simple random sampling technique was also used to select one boarding mixed-secondary school andone day mixed-secondary school. The technique was further used to select 27 participants from each of the two boys’ secondary schools and 27 participants from each of the two girls’ secondary schools, whereby, in total 54 participants were selected for each sex;totalling 108 participants for the single-sex category of schools. The same number of participants was selected for each sex from the mixed day schools (totalling 108) and 55 participants from the two day-schools for each sex (totalled 110 participants).This makes a total of 326participants. The table below summarises the sample size.

**Table 1: School Type and Number of Participants**

School type /sex	boys	girls
Two single-sex secondary schools	54	54
Two mixed secondary schools	54	54
Two mixed day secondary schools	55	55
<b>Grand Total</b>		<b>326</b>

**Instrumentation and Data Collection**

The data were collected using a Kiswahili functional writing task. A topic was given to all students; they were required to write a letter to an editor of an imaginary paper called *YamaiziLeo*.They were expected to discuss the causes responsible for the increase inrape cases and suggest measures to be put in place

to eradicate it. The duration for completing the task was two hours. They were to write the first draft and the final draft which was the corpus for this study. They were supervised to ensure that there was no use of the Kiswahili dictionaries for accurate spellings of Swahilized English loanwords. This instrument allowed the identification of the misspellings of Swahilized English loanwords and their coding which finally provided data for this study.

### **Data Analysis**

Data analysis followed the first two error analysis stages – identification of the misspellings of Swahilized English loanwords followed by their classifications – suggested by Corder (1974). The classification was guided by Cook's (1999) approach which typified errors as omission, substitution, insertion and transposition. Frequencies and percentages were used to analyze the misspellings of the Swahilized English loanwords. Frequencies and percentages were useful since they allowed the researcher and his two assistants to summarize each type of misspelling made by learners in their functional writing task. The use of these two descriptive statistics allowed the misspellings to be classified and ordered in gravity as they are made by learners in their Kiswahili functional writing.

### **Results**

In total, 96 misspellings of Swahilized English loanwords were discerned in the learners' Kiswahili functional essays. These were then categorized into five: preservation of English sounds (33.3%), the addition of vowels and consonants (30.3%), the substitution of vowels, consonants and digraphs (27.1%), omission of sounds (6.1%) and splitting of compound words (3.1%). Table 2 below shows categories of misspellings of Swahilized English borrowings made by learners in Kiswahili functional writing. The categories are tabulated based on their gravity. The categories have been subdivided further, where applicable, to show vowel-related and consonant-related categories for each of the two - addition (insertion) and substitution. It is important to mention that the misspellings of Swahilized English loanwords had only three categories of Cook's (1999) error classification approach. The other two categories included in this classification are "new" (unique) and they are evident in Kiswahili functional writing. The 'new' categories are the preservation of English sounds/phonemes and the splitting of compound words.

**Table 2: Categories of Misspellings of Swahilized English Loanwords in Kiswahili Functional Writing**

Misspelling category	frequency	percentage
1. Preservation of English sounds /phonemes	33	33.3
2. Addition (vowels and consonants)/insertion	29	30.3
3. Substitution (vowels, consonants and digraphs)	27	27.1
4. Omission of sounds	6	6.2
5. Splitting of compound words	3	3.1
<b>Grand total</b>	<b>96</b>	<b>100</b>

It is evident, from Table 2 above, that most (n=32; 33.3%) of the misspellings of Swahilized English loanwords originated from the preservation of English writing system sounds/letters. Retaining the English sounds/letters (consonants and digraphs) resulted in misspelling the Swahilized borrowings adapted into the Kiswahili language. These were the most prevalent misspellings of Swahilized English loanwords that were made by learners in their Kiswahili functional essays. The following examples show the misspellings:

Misspelling	correct spelling	gloss
1. <i>bhangi</i>	<i>bangi</i>	bhang
2. <i>bulausi</i>	<i>blauzi</i>	blouse
3. <i>tehnolojia</i>	<i>teknolojia</i>	technology
4. <i>televiseni</i>	<i>televisheni</i>	television
5. <i>skarti</i>	<i>sketi</i>	skirt
6. <i>disco</i>	<i>disko</i>	disco
7. <i>tobacco</i>	<i>tumbaku</i>	tobacco
8. <i>radio</i>	<i>redio</i>	radio

Examples 1-5 above, evidence retaining of English writing system sound/letters (five boldened letters/sounds); 5-8 (woboldened words) denote non-nativization of the loanwords. Examples 6-8 do indicate that the words were never naturalized to conform to the Kiswahili orthography. This implies that there were two types of preservation of the English writing system; partial and full, 1-5 and 6-8 respectively. The second category based on gravity was an addition (n=29; 30.3%). There were two types of addition (insertion) misspellings; vowels (n=16; 16.7%) and consonants (n=13; 13.6%). The following examples show these two types of misspellings belonging to the additional category.

Misspelling	correct spelling	gloss
1. <i><b>b</b>ulausi</i>	<i>blauzi</i>	blouse
2. <i>hos<b>i</b>pitali</i>	<i>hospitali</i>	hospital
3. <i>ponogor<b>o</b>fi</i>	<i>ponografia</i>	pornography
4. <i>sik<b>e</b>ti</i>	<i>sketi</i>	skirt
5. <i>tekinol<b>o</b>gia</i>	<i>teknolojia</i>	technology
6. <i>bayol<b>o</b>gia</i>	<i>biolojia</i>	biology
7. <i>sanyans<b>i</b></i>	<i>sayansi</i>	science
8. <i>lensens<b>i</b></i>	<i>leseni</i>	license

Examples 1-5 above indicate the addition of vowels (boldened) to English loanwords whereas 6-8 show the addition of consonants (boldened) to the English loanwords. The addition of vowels and consonants to English loan words resulted in their misspellings. The third category of misspellings of English loanwords made by learners in their Kiswahili functional essays was substitution (n=26; 27.1%). Learners substituted correct vowels, consonants and digraphs with wrong ones. This incorrect replacement of vowels, consonants and digraphs culminated in the misspelling of the English loanwords in Kiswahili functional essays. A close examination of the incorrect substitution indicates that it involved substituting the correct vowel consonants and digraphs with the English writing system sounds, as a result, misspelt English loanwords were adapted into Kiswahili. The following examples show misspellings of vowels, consonants and digraphs. The presentation of the examples begins with vowels, followed by consonants and ends with digraphs. The examples are:

Misspelling	correct spelling	gloss
1. <i>fil<b>i</b>mu</i>	<i>filamu</i>	film
2. <i>gez<b>e</b>ti</i>	<i>gazeti</i>	gazette
3. <i>telev<b>i</b>soni</i>	<i>televisheni</i>	television
4. <i>vain<b>i</b></i>	<i>faini</i>	fine
5. <i>blaus<b>i</b></i>	<i>blauzi</i>	blouse
6. <i>aith<b>a</b></i>	<i>aidha</i>	either
7. <i>kambun<b>i</b></i>	<i>kampuni</i>	company

The above examples, 1-7 indicate that there was incorrect substitution of vowels, consonants and digraphs with the correct ones (all boldened). This resulted in the misspelling of the Swahilized English borrowings. Examples 1-3 denote the

replacement of correct vowels with wrong ones, resulting in the misspelling of some Swahilized English borrowings. Examples 4-5 show the substitution of correct consonants with the wrong ones. Finally, examples 6-7 point to the substitution of correct digraphs with incorrect ones. It, therefore, argued that this category of misspellings made by learners in Kiswahili functional essays contributed to the total number of misspellings of Swahilized English loanwords. The fourth category of misspellings of Swahilized English borrowings was the omission of sounds (n=6; 6.1%). This omission resulted in the misspelling of Swahilized English borrowings in their Kiswahili functional essays. The following misspelt English Swahilized loanwords show the omission of letters culminated in their misspellings.

Misspelling	Correct Spelling	Gloss
1. <i>ko-ti</i>	<i>korti</i>	court
2. <i>s-ikolojia</i>	<i>saikolojia</i>	psychology

The omission of sounds in examples 1-2 above are indicated by a dash (-). Coat and court are homonyms and there nativized as *koti* and *korti* respectively. There was an omission of /a/ in the English Swahilized word *saikolojia* (psychology). The last category of misspellings of Swahilized English borrowings was the splitting of compound words (n=3; 3.1 %). A compound word is formed by combining two different words with two different meanings to make one word with one meaning. Splitting of compound words results in writing two different words, each with its meaning; this causes semantic confusion. This confusion impedes communication. The writer fails to communicate the intended meaning to the targeted audience because of the two meanings originating from the two different words, following the splitting of the compound word. As a result, the intended message is not communicated. The following example demonstrates that learners split compound words in their Kiswahili functional essays. This split contributed to the misspelling of the Swahilized English borrowings in the learners' Kiswahili functional essays.

Misspelling	correct spelling	gloss
1. <i>mini sketi</i>	<i>minisketi</i>	miniskirt

The above example indicates that some learners did not accurately spell compound words in their Kiswahili functional writing essays. They split



compound words. This shows that some learners are not familiar with the rules followed when spelling compound words. From the foregoing, categories of misspellings of Swahilized English borrowings detected in Kiswahili functional essays written by the 326 participants, it is clear that learners make five categories of misspellings that are preservation, addition, substitution, omission and split. The five categories can be abbreviated as PASOS in this study.

### **Discussion**

This study has revealed that learners make misspellings of Swahilized English borrowings in their Kiswahili functional writing essays. The misspellings of Swahilized English loanwords made by learners in their functional essays suggest their limited understanding of the nativization tenets of the Kiswahili orthography. Corder's (1974) Error Analysis Theory, step three (classification of errors), permitted the researcher to categorize the misspellings of Swahilized English borrowings into five: preservation, addition, substitution, omission and split (PASOS). Although this study confirms previous findings (Qudat, 2017; Nketsiah, 2022; Othman, 2017; Subhi & Yasin, 2015) on categories of misspellings learners make in English language compositions as a second/foreign language, only three categories of Cook's (1999) approach were confirmed. Cook's approach to the classification of spelling errors has four categories: omission, substitution, insertion and transposition (OSIT). The current study confirmed three categories - insertion (addition), omission and substitution. The study disconfirmed transposition. There was no jumbling up of letters/words to result in misspellings. This study unearthed two new categories of misspellings of English borrowings which are not included in Cook's approach to the classification of misspellings. The two new categories of misspellings are preservation and split. The preservation category of misspellings was the most prevalent (n=33; 33.3%) of the five categories of misspellings of Swahilized English borrowings. It refers to the wrong retention of some sounds/letters of the Swahilized English borrowings, hence culminating in the misspelling of the loanwords. Learners presupposed that the wrongly retained sounds/letters belong to the Swahilized English borrowings. Split was another new category of misspellings of Swahilized English loanwords. This category focused on the splitting compound words; these misspellings were rare as compared to the widespread category (preservation misspellings). The finding of these two new categories of misspellings threatens the use of Cook's (1999) approach to the classification/analysis of spelling errors

and calls for an all-inclusive approach to classifying/analyzing spelling errors. It is important to underline the fact that the current study zeroed in on Swahilized English borrowings adapted and adopted into Kiswahili whereas the previous studies were interested in identifying, analyzing and classifying spelling errors of English words and Mfantse words. The said studies focused on spelling errors made by learners in their English language and Mfantse language composition essays. The present study was interested in investigating, analyzing and categorizing misspellings of English borrowings adapted and adopted into Kiswahili. The English loanwords had already been nativized and recognized as Kiswahili vocabulary whereas the misspellings in English and Ghanian language Mfantse were not analyzed and classified in the context of loanwords. Accurate spelling of the English language and Mfantse language required adherence to the orthographies of the two languages whereas accurate spelling of Swahilized English loanwords expected learners to stick to Kiswahili orthography conventions.

The five categories of misspellings of Swahilized English loanwords made by learners in their Kiswahili functional essays suggest that learners complete their secondary school cycle without mastering and internalizing the basic tenets of adapting English words into the Kiswahili language. Arguably, learners have communication challenges considering that functional writing requires learners to employ appropriate and accurately spelt registers in a variety of functional writing. K.I.E (2006) has instructed teachers of Kiswahili to ensure that learners do not make misspellings of foreign languages (i.e., English) adapted into Kiswahili as they write both creative and functional writings. This direction is based on the indispensable role correct spelling plays in functional writing. Lodhi's (2015, p.1) emphasized that "most of the recent loanwords in Swahili are from English, especially in the fields of modern education, science, and technology sports and modern entertainment." Thus, adapting and adopting English words into Kiswahili is inevitable and an indispensable strand of any growing language such as Kiswahili. Petzell's (2005) study on newly adapted words in the field of information and communication technology into Kiswahili language, confirms Lodhi's (2015) averment concerning Kiswahili language's reliance on English loanwords. Based on the findings of the current study, one would argue that the five categories of misspellings of Swahilized English loanwords necessitate teaching learners the entire process of adapting English vocabulary into Kiswahili language. All the categories, except for splitting compound words, do underline

the urgent need to ensure that all learners are acquainted with phonological processes to remember and be ready to correctly rephonologize the English loanwords which do not conform to the Kiswahili writing system. These phonological processes are deletion, insertion and substitution. A firm grasp of these phonological processes enables the learner to correctly spell English loanwords adapted into the Kiswahili language.

### **Conclusion**

This study has revealed that misspellings of Swahilized English loanwords are made by learners in their Kiswahili functional writing essays. The misspellings have been categorized into five: preservation (n=33;33.3%), addition(insertion) (n=29;30.3%), substitution (n=27;27.1%, omission (n=6;6.2%) and split (n=3;3.1 %). In this study, the five categories are abbreviated as PASOS. All the misspellings of Swahilized English loanwords, except for the split, reflect learners' limited knowledge of the phonological processes involved in the adaptation of English language borrowings into Kiswahili language. Indeed, it is this limitation of the phonological processes that made them have difficulties with vowels, consonants and digraphs as they spelt English borrowings adapted and adopted into Kiswahili language. The last category, which is the splitting of compound words, points to learners' limited knowledge of word formation processes. In a nutshell, the phonological processes are deletion, insertion and substitution

### **Pedagogical Implications**

The five categories of misspellings of Swahilized English loanwords unearthed by this study need urgent instructional attention to eradicate them. It is crucial to eliminate them considering that spelling is a key component of the writing process that is indirectly related to content and directly related to word choice (register) and effective communication in Kiswahili functional writing. It has been demonstrated that learners had difficulties related to the use of vowels, consonants and digraphs which resulted in the four categories of misspellings (preservation, addition, substitution and omission). Learners need to be competent spellers of the English loanwords adapted into Kiswahili; being poor spellers makes them poor Kiswahili functional writers. Consequently, there is a need for teachers of Kiswahili language to pay special attention to the teaching of the adaptation process of English loanwords into Kiswahili language to acquaint learners with the phonological processes involved in the entire process. The teachers should zero in on eliminating the wrong preservation (deletion) of Swahilized English sounds/letters, addition of sounds/letters (insertion), omission and substitution phonological processes as they relate to the entire

process of rephonologizing English loanwords adapted or to be adapted into Kiswahili. The instructional processes should be carried out using 'life' problematic examples of misspellings of Swahilized English loanwords derived from Kiswahili functional varieties of learners. The teaching of the three phonological processes should be attached to Kiswahili functional writing in relation to content, vocabulary (conventional language/register), economy (no use of flowery/excessive words) and spelling. The instructional methods and media to be used in instructional processes should be based on their contribution to the understanding of the three phonological processes (deletion, insertion and substitution) as they relate to vowels, consonants and digraphs. Instructional methods such as demonstration, explanation, discussion etc. should be employed with relevant media such as Kiswahili newspaper (*Taifa Leo*) cuttings, collection of samples of Swahilized English loanwords which are already entries in the dictionaries to enrich the teaching of spelling of the English loanwords.

The teaching of pronunciation (evidenced by ready) and spellings of the English loanwords adapted into Kiswahili should be taught concurrently for they reinforce each other. It is noteworthy that the two have a symbiotic relationship for the way a word is pronounced, it is the same way it is spelt. This means a mispronouncer is a misspeller and vice versa. The teaching of Swahilized English words can allow the use of information and communication technology gadgets, which, if used intelligently, can make learners fluent, hence competent spellers of the English loanwords adapted into Kiswahili. The last implication for teachers of the Kiswahili language is designing a model for teaching the adaptation process. There is a need to design an English-Kiswahili model for teaching how the adaptation process ought to be carried out. The model should zero in on the English language sound system and writing system as well as the Kiswahili language system sound and its writing system. The model will orient teachers towards systematic steps for teaching adaptation of English vocabulary into Kiswahili.

### **Suggestions for Further Research**

Research should be carried out to:

1. find out why preservation misspellings are the most prevalent type of misspelling of Swahilized loanwords.
2. find out the preparedness of the teachers of the Kiswahili language to teach the adaptation of English vocabulary into Kiswahili language;

3. find challenges teachers of Kiswahili language encounter as they teach adaptation of English loanwords into Kiswahili.

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