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<https://www.csnrdc.net/>**OPEN ACCESS****REVUE
CONGOLAISE
DES SCIENCES
ET TECHNOLOGIES****Exploring English Spelling Errors among EFL Learners in Language Schools: A Case Study of Tshangu District, Kinshasa, Democratic Republic of the Congo.****[Analyse des erreurs d'orthographe anglaise chez les apprenants d'anglais langue étrangère dans les écoles de langues : une étude de cas du district de tshangu, à kinshasa, en république démocratique du congo]****Roger Mboma Kwenge*, Bostand Tshakala Kaketi, Stevens Mpelo Kanizingidi, Dorcas Anasambi****Totamba, & Alexandre Yusuf Agbe Ngungu***National Scientific Council, Ministry of Higher Education, Universities, Scientific Research, and Innovation,
Kinshasa, Democratic Republic of the Congo***Abstract**

This mixed-methods study examined English spelling errors and learners' perceptions of English spelling in language schools in Tshangu District, Kinshasa. The quantitative component used a questionnaire distributed to 90 learners, of whom 85 returned usable responses. A qualitative interview component was also reported; however, the manuscript gives inconsistent interview sample sizes (10 versus 20), which must be resolved before publication. Error analysis was used to identify and classify misspellings, and a corpus of 90 misspelled forms is provided in the appendix. Descriptive findings indicate substantial use of pronunciation-based spelling and frequent graphemic errors. Because several tables contain internal inconsistencies between frequencies and percentages, inferential claims and exact prevalence estimates should not be made until the dataset and tables are reconciled. The findings nevertheless support the need for explicit instruction linking English phonology, grapheme-phoneme correspondences, morphological spelling rules, and systematic feedback on recurrent errors.

Keywords: EFL learners, English spelling, error analysis, grapheme, phonology.**Résumé**

Cette étude à méthodes mixtes a examiné les fautes d'orthographe en anglais et la perception qu'en ont les apprenants dans les écoles de langues du district de Tshangu, à Kinshasa. Le volet quantitatif s'est appuyé sur un questionnaire distribué à 90 apprenants, dont 85 ont fourni des réponses exploitables. Un volet qualitatif sous forme d'entretiens a également été présenté ; toutefois, le manuscrit fait état de tailles d'échantillon incohérentes pour les entretiens (10 contre 20), ce qui doit être clarifié avant publication. Une analyse des erreurs a été réalisée pour identifier et classer les fautes d'orthographe, et un corpus de 90 formes mal orthographiées est fourni en annexe. Les résultats descriptifs indiquent un recours important à l'orthographe basée sur la prononciation et des erreurs graphémiques fréquentes. Étant donné que plusieurs tableaux présentent des incohérences internes entre les fréquences et les pourcentages, il convient de s'abstenir de toute conclusion inférentielle et de toute estimation exacte de la prévalence tant que l'ensemble des données et les tableaux n'auront pas été harmonisés. Les résultats confirment néanmoins la nécessité d'un enseignement explicite établissant un lien entre la phonologie anglaise, les correspondances graphème-phonème, les règles orthographiques morphologiques et un retour systématique sur les erreurs récurrentes.

Mots-clés : apprenants de l'anglais langue étrangère, orthographe anglaise, analyse des erreurs, graphème, phonologie.

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1. Introduction

Written accuracy is a central component of second- and foreign-language literacy. English spelling is particularly challenging because the relationship between graphemes and phonemes is not fully transparent. This study focuses on spelling errors produced by learners of English as a foreign language (EFL) in language schools in Tshangu District, Kinshasa.

The study originated from classroom observations of recurrent misspellings in learners' written work. Such observations justify a systematic investigation, but anecdotal examples should not be attributed to an external source unless that source actually documents the same observation. The present study therefore examines the learners' own written productions and perceptions (Fithriani, 2018).

The research problem is the limited empirical description of the types and patterns of English spelling errors produced by EFL learners attending language schools in Tshangu District. The study also seeks to document learners' perceptions of English spelling and to derive pedagogically relevant implications from the observed error patterns (Neima, 2016).

The study addressed four research questions: (1) What English spelling errors are produced by EFL learners in the selected language schools? (2) How do learners perceive English spelling? (3) How can the observed errors be classified using the error-analysis framework adopted in this study? (4) What pedagogical implications can reasonably be derived from the identified error patterns?

Because the study is primarily descriptive and exploratory, formal null-hypothesis testing is not required for its main objectives. The working expectations were that learners would produce identifiable spelling errors, which these errors could be classified into recurrent categories, and that learners would report varying perceptions of English spelling difficulty. Pedagogical recommendations are treated as implications of the findings rather than as a hypothesis to be statistically 'validated' (Benyo, 2014).

The general objective was to identify, describe, and classify English spelling errors produced by EFL learners in selected language schools in Tshangu District, Kinshasa.

The specific objectives were to: (1) identify recurrent misspelled forms in learners' written production; (2) classify the observed errors according to an explicit error-analysis framework; (3) describe

learners' perceptions and reported practices related to English spelling; and (4) compile a corpus of observed spelling errors to inform targeted teaching strategies (Fitria & Pratiwi, 2020).

This study used a mixed-methods, cross-sectional descriptive design within applied linguistics. The quantitative component consisted of a learner questionnaire, while the qualitative component consisted of face-to-face interviews. Error analysis was applied to the corpus of misspelled forms. The manuscript describes the quantitative and qualitative components as concurrent, with greater weight given to the questionnaire.

The scope was limited to EFL learners attending selected language schools in the five municipalities of Tshangu District Kimbanseke, Maluku, Masina, N'djili, and N'sele Kinshasa, Democratic Republic of the Congo.

The learners in Kinshasa language schools may produce English spelling errors in their written work (Nsimambote, 2012).

2. Material and methods

2.1. Study design, setting, population, and sampling

Field data were collected in selected language schools in Tshangu District. Schools constituted the first-stage sampling units. Five language schools were reportedly selected in each of the five municipalities, giving 25 schools. The manuscript states that schools were selected randomly, but it does not describe the sampling frame, randomization procedure, eligibility criteria for schools, or the method used to select learners within schools. These elements must be specified to establish reproducibility and assess selection bias (Richard, 2001).

For the questionnaire component, 90 questionnaires were distributed across the selected schools and 85 were returned. The allocation shown in table I is unequal across municipalities and should therefore be justified. No a priori sample-size calculation is reported. Consequently, the sample should be described as the achieved study sample rather than as a statistically determined representative sample.

For the qualitative component, the manuscript is internally inconsistent: table II totals 20 interviewed learners, whereas the narrative and mixed-methods description elsewhere refer to 10 interviewees. The author must verify the original interview records and retain one correct number throughout the manuscript before publication.

The main objective of this work is to examine the spelling errors made by the learners concerned. The following specific objectives are targeted: To determine whether learners make English spelling errors or not, To classify their English spelling errors, To find out the learners' perceptions of English spelling, to establish a corpus of spelling errors from the learners, which can serve as a resource for language school teachers in developing targeted teaching strategies (Meyers, 2005).

The study used a concurrent mixed-methods configuration in which questionnaire and interview data were collected during the same study period. Quantitative results were intended to provide the principal descriptive profile, while qualitative interviews were intended to contextualize learners' perceptions and reported spelling practices. Integration should occur explicitly at interpretation by comparing convergent, complementary, or divergent findings from the two components.

QUAN + qual (concurrent mixed-methods design)

As indicated obviously by NUNAN, Quantitative are more objective experimental deductive approaches and methods are more discovery oriented, more explanatory, descriptive and inductive. Naturally, some techniques are more appropriate for a qualitative approach and method than others and vice-versa. However, a survey questionnaire and interview were applied for data collection as well as a survey questionnaire is related to quantitative data, and the interview goes with the qualitative ones (Harris, 1969).

The questionnaire was the dominant component (90 distributed questionnaires; 85 returned). The qualitative interview sample size must be verified because the manuscript reports both 10 and 20 interviewees. The integration procedure should be described explicitly rather than stating only that qualitative results were 'embedded' in quantitative results.

2.1.1. Study setting

Tshangu is one of the administrative districts of Kinshasa and comprises the municipalities of

Kimbanseke, Maluku, Masina, N'djili, and N'sele. The study was conducted in selected language schools located in these municipalities. Any additional geographic description should be supported by an appropriate source.

The first is related to data collection and sampling technique. The second one focuses on data collection methods and the last one deals with data analysis methods Richard & Renandya (2002).

2.2. Data-collection methods and instruments

Quantitative data were collected using a questionnaire and qualitative data through face-to-face interviews. For reproducibility, the final manuscript should specify questionnaire development, language of administration, pretesting or pilot testing, interviewer training, interview guide, duration, recording procedure, transcription, and procedures used to assure data quality. These details are not sufficiently documented in the current version.

Questionnaire items may be closed, open-ended, or mixed. In this study, the instrument should be described in terms of the actual domains measured demographic characteristics, perceptions of English spelling, reported spelling practices, and knowledge of spelling rules rather than by providing a general textbook definition of questionnaires.

The interview component should likewise be described according to the procedures actually used. The manuscript should state how participants were selected, whether interviews were audio-recorded or noted contemporaneously, how responses were transcribed, and how qualitative categories were developed. Without these details, the qualitative component is not fully reproducible.

For spelling-error analysis, the unit of analysis should be defined explicitly (e.g., each misspelled token or each unique misspelled word type). The manuscript uses categories such as whole-word errors, faulty graphemes/grapheme clusters, and phonological errors. Operational definitions and decision rules should be stated before presenting examples so that classification can be replicated by another analyst.

Table 1. Setting of the investigation and distributed copies of the questionnaire

N°	Municipalities	Language schools	Addresses	Number of received copies of questionnaire
1	N'djili	1. INT 2. T.B.I 3. B.B.I 4. The new institution training 5. Weworld center	Av, Luemba Q/7 Av, Kingotolo Q/6 Av, Commercial Q/6 Q/7 Quartier 9	4 4 4 4 4
2	Masina	1. The young school. 2. B.E.C 3. Molimas center 4. Exodus center 5. APC (Amercan pride center).	Bobozo, Q/ Sans fil. Av, ACP, Q/ Sans fil Av. UDPS, Q/ Sans fil Sans fil Av. Salongo Q/5 Mapela.	4 4 4 4 4
3	Kimbanseke	1. UFC 2. Kingdom English school 3. W.E.C/ Webster English center. 4. United brothers center. 5. Wisdom center	Maviokele Kimfuta Biyela Fer-bois Ciforco	4 4 4 4 4
4	N'sele	1. The brainy twins center 2. Spoken English language. 3. The winners 4. African English center 5. BEE/ The best English Education	Mikala 1 Minkala 2 Bhumbu 1 Kinkole Dingi-Ding	4 4 4 4 4
5	Maluku	1. The United friends center 2. The best training school 3. ALC, American Language center 4. We are the leaders (Weleader) 5. leaders weleader Freely talk	Monaco Mbankana Menkao Mongata Musolo	2 2 2 2 2
Total				90

For the face-to-face interview, the following language schools were randomly selected. Two language schools per municipality where a learner who did not receive a questionnaire copy responded verbally. The table below illustrates the situation.

Table II. Interviewed learners

N	Municipalities	Language schools	Addresses	Number of interviewed learner
1	N'djili	1. The new institution training 2. B.B.I	Quartier 6 Av. Commercial	2 2
2	Kimbasenke	1. Webster English center 2. Kingdom English school	Webster English center Fer-bois	2 2
3	Masina	1. The young school 2. Molimas center	Bobozo, Q/ Sans fil Q/ Sans fil	2 2
4	N'sele	1. African English center 2. The winners center	Kinkole Bhumbu 1	2 2
5	Maluku	1. The best training school 2. We are the leaders	Mbankana Mongata	2 2
TOTAL				20

To start with [Dornyei \(2007\)](#) who states that the most common perception with mixed research is that it is a modular process in which quantitative and

qualitative components are carried out either concurrently or sequentially. This study applied mixed methods.

Both quantitative components and qualitative ones were carried out concurrently. It applied the following configuration of mixed methods:

Quant + qual

2.2.1. Place

Tshangu is one of the four major administrative districts of Kinshasa, located in the eastern part of the capital of the Democratic Republic of Congo. This vast area encompasses five communes: Kimbanseke, Maluku, Masina, Ndjili, and Nsele. Geographically, the district is also crossed by the Tsangu marsh, a wetland

that is the subject of environmental studies due to the human activities taking place there.



Figure 1. Location of the Tshangu district

2.3. Data analysis

Questionnaire data should be analysed descriptively using frequencies and percentages for categorical variables, with denominators and missing values reported explicitly. The spelling corpus should be summarized by prespecified error categories and frequencies. Qualitative interview data should be analysed using a transparent coding/content-analysis procedure, with the coding framework and integration with quantitative findings described. No inferential statistical model is justified by the objectives and data structure documented in the current manuscript. If the authors intend to test associations, they must first specify an outcome, predictors, hypotheses, and an analysis plan supported by the individual-level dataset.

3. Results

3.1. Characteristics of questionnaire respondents

Eighty-five of the 90 distributed questionnaires were returned, corresponding to a response rate of 94.4% (85/90). The frequencies reported in the tables should be treated as the primary source until all percentages are recalculated and reconciled with the original dataset.

Tshangu is one of the four major administrative districts of Kinshasa, located in the eastern part of the capital of the Democratic Republic of Congo. This vast area encompasses five communes: Kimbanseke, Maluku, Masina, Ndjili, and Nsele. Geographically, the district is also crossed by the Tsangu marsh, a wetland that is the subject of environmental studies due to the human activities taking place there.

Table IV reports 59 respondents in the high-school category and 26 in the university/college category ($n = 85$). These frequencies correspond to

69.4% and 30.6%, respectively; the percentages printed in the original table (65.9% and 34.1%) are arithmetically inconsistent with the reported frequencies.

The manuscript should avoid causal or value-laden interpretations of these descriptive characteristics unless they were directly tested. Educational level is presented here only as a characteristic of the questionnaire respondents.

3.1.1. Data collection methods

Table V reports 57 learners who answered 'Yes' and 28 who answered 'No' to caring about English spelling ($n = 85$), corresponding to 67.1% and 32.9%, respectively. The percentages in the original table are inconsistent with these frequencies and require correction against the source dataset.

On data collection methods, both Quantitative and qualitative methods were employed in this study. Dornyei (2007) points out the following concerning both quantitative and qualitative methods:

Table VI reports 77 'Yes' and 8 'No' responses ($n = 85$), corresponding to 90.6% and 9.4%, respectively. This result describes respondents' reported experience or view; it does not, by itself, establish the quality or frequency of spelling instruction received.

Qualitative method research involves data collection procedures that result primarily in open ended and non-numerical data. Typical example: interview research, with transcribed recordings, analysed by qualitative content analysis, the two techniques of both quantitative and qualitative methods helped the researcher to collect data thanks to the survey questionnaire and a face-to-face interview.

3.2. Data analysis and interpretation

Of the 90 questionnaires distributed, 85 were returned, giving a response rate of 94.4%. Quantitative analysis in the current manuscript is descriptive and consists mainly of frequencies and percentages. Because no prespecified group-comparison or association objective is supported by the documented design and variables, inferential tests should not be added without a clear analytical question and access to the individual-level dataset.

3.2.1. Descriptive analysis

Categorical variables should be summarized using frequencies and percentages with explicit denominators. Missing responses should be reported separately. Percentages must be recalculated from the

verified frequencies in the source dataset before final submission.

3.2.2. Participant characteristics

a. Gender

The manuscript reports a predominance of male respondents, but the text and table values are inconsistent. The sex distribution must be recalculated from the original dataset before a definitive percentage is reported.

No explanation for the lower female participation should be inferred from these data alone. Explanations based on financial barriers or gendered access to language education would require direct measurement or appropriately matched external evidence.

Information is recorded by the interviewer not the interviewee.

b. Age

The age distribution is reported in three categories (14–18, 19–23, and ≥ 24 years), but the frequencies and percentages shown in the manuscript are internally inconsistent. These values must be checked against the source dataset before interpretation.

There is a considerable flexibility in the format interview.

The available presentation suggests that most respondents were young adults, but the exact proportion should not be stated until the age frequencies and denominator have been verified.

3.3. Learners' perceptions and spelling-related practices

Responses concerning perceived spelling difficulty were heterogeneous. Because the categories overlap conceptually (e.g., 'simple', 'not difficult', 'difficult', 'so difficult', 'very difficult') and the reported frequencies/percentages are inconsistent, categories should be defined and recoded transparently before any grouped percentage is presented.

For Healey(2010) concerning spelling problems, two problems can be mentioned: phonological and orthographic ones. The former refers to errors in which the misspelled word does not sound like the target word because the whole word, a prefix, a suffix, a grapheme cluster is not heard at all, is misheard, is added or reversed with another. Here the written symbol does not correspond with the spoken sound, syllable or word. Instances of phonological problems are failing to bear or discriminate all or some of the phonemes or the word failing to bear the correct word sequence, failing to hear the boundary, failing to discriminate between minimal pairs, failing to discriminate single vowel or consonant phonemes, failing to hear the final syllable

or suffix, failing to hear the correct sequence of CV phonemes in a word, vowel phoneme, consonant phoneme or syllables, or failing to recognize flaps and elision as mentioned the tables below:

Table III. Phonological problems

Phonological problems	Tag word	Errors
Discriminating most phonemes in a word.	Worry	Know
Hearing all phonemes in a word.	Ferry	No word
Discriminating V.	Especially	Especially
Hearing suffix.	Staying	Staly
Confusion minimal pairs.	Another	Anther
Discriminating voiced/ Voiceless C.	Cable	Caple
Remembering word sequence.	Down	Up
Hearing C.	Tourist	Torest
Discriminating suffix	Attraction	Attractive
Hearing final syllable.	Country	Cont
Discriminating C pho.	Ferry	Thery
Hearing middle syllable.	Transportation	Transportion

The statement that 67.3% perceived spelling as simple and 11.7% as difficult cannot be reproduced reliably from the displayed table. These grouped estimates should be recalculated from the verified dataset after specifying which response categories are combined.

3.3.1. Educational level

Reported strategies included consulting dictionaries, internet resources, and teachers. The table requires reconstruction from the original dataset because several response labels are merged and the percentages do not consistently correspond to the displayed frequencies.

Table IV. Educational level

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Total	59	69.4	69.4	
	26	30.6	30.6	
	85	100.0	100.0	

Evidently, those who have a college or University level and the ones studying in a higher education or have already graduated. The language schools receive different categories of learners, namely pupils (those who are in a high school), students (those who are still studying in a college or university) and workers. Among respondents with a recorded answer, many reported relying on English pronunciation when spelling. Because table IX contains inconsistent denominators and percentages, the exact estimate

should be reported only after reconciliation with the dataset.

3.4. Reliance on English pronunciation when spelling

The table indicates 80 ‘Yes’ and 3 ‘No’ responses, with 2 missing responses ($n = 85$). If these frequencies are confirmed, 96.4% (80/83) of valid respondents reported relying on pronunciation. The original table percentages are inconsistent and should be replaced after source-data verification.

Table V. Caring about English spelling in writing

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	57	67.1	67.1	67.1
No	28	32.9	32.9	100.0
Total	85	100.0	100.0	

It is something positive since the more they care about their English spelling, the less errors they will make.

Table VI. Taught English spelling

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	77	90.6	90.6	90.6
Total	8	9.4	9.4	100.0
	85	100.0	100.0	

Reliance on pronunciation may contribute to errors where English grapheme phoneme correspondences are irregular; however, the present descriptive data do not establish causality.

3.5. Awareness of English spelling rules

The table reports 81 ‘Yes’, 2 ‘No’, and 2 missing responses. If these frequencies are confirmed, 97.6% (81/83) of valid respondents reported awareness of spelling rules. This self-report should not be interpreted as demonstrated mastery without an objective assessment.

Two sections are developed, the first one provides a report of the data analysis while the second is related to the write-up of the work, which is interpretation. Self-reported awareness and actual knowledge should be distinguished analytically. The subsequent item on naming spelling rules provides a more direct, although still limited, indicator of knowledge.

3.6. Knowledge of English spelling rules

Reported answers included suffixing rules, plural-noun rules, and combined prefixing/suffixing rules.

The original table should be checked against the raw questionnaire data before percentages are finalized.

a. Gender

Concerning this variable, it is clear that most of the respondents were males (84.1%). the remaining are females as shown in the figure below:

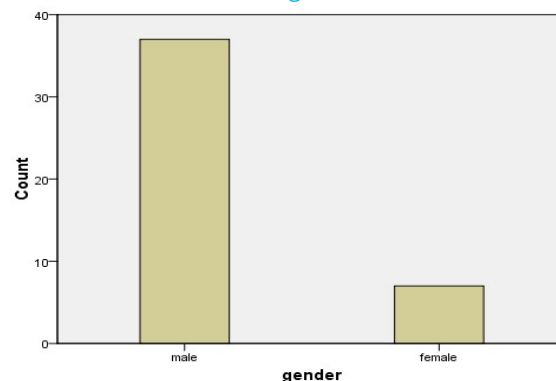


Figure 2. Gender of the respondents

This finding should be reported descriptively and should not be used to infer improved spelling performance unless an association between attitudes and observed errors is directly tested.

3.7. Recognition of the importance of English spelling

Most respondents reportedly recognized the importance of English spelling. The exact number of valid and missing responses is inconsistent across the text and table XI and must be verified from the original dataset.

4. Discussion

4.1. Pedagogical implications of the observed error patterns

The observed corpus contains recurrent graphemic omissions, substitutions, insertions, and forms that appear influenced by pronunciation. These patterns support explicit teaching of English grapheme–phoneme correspondences and morphological spelling conventions. Pedagogical recommendations should be presented as implications of the observed error patterns rather than as interventions proven effective by this study, because no teaching strategy was experimentally evaluated.

Phonological awareness may be useful, particularly where learners rely on pronunciation to generate spellings. However, instruction should also emphasize that English orthography is not fully phonemic and that spelling often reflects morphology and etymology as well as sound.

Examples involving French–English orthographic interference are plausible in this multilingual context, but the study did not directly measure participants' first language or quantify cross-linguistic transfer. Such explanations should therefore be framed as hypotheses for future investigation unless supported by participant-level evidence.

Suffix-related errors observed in the corpus justify targeted attention to morphological spelling patterns. The discussion should distinguish errors actually observed in this dataset from examples or teaching procedures drawn from the literature.

Some misspellings may reflect cross-linguistic influence from French. This interpretation requires caution because similarity between a misspelling and a French form does not by itself demonstrate transfer. Future studies could collect language-background data and test whether specific error types are associated with learners' linguistic profiles.

Table VII. Ways the respondents find English spelling

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No answer	10	11,4	11,4	11,4
Difficult	11	15,9	15,9	27,3
Good	10	11,4	11,4	38,6
Important	2	2,3	2,3	40,9
not difficult	2	2,3	2,3	43,2
Simple	46	52,3	52,3	95,5
so difficult	2	2,3	2,3	97,7
Very difficult	2	2,3	2,3	100,0
Total	85	100,0	100,0	

For the sake of clarification, the results were grouped in terms of simple and complex. For simple, 67.3% of the respondents were grouped while 11.7 were grouped for complex or difficult. The complex feature of English spelling is well documented in the literature (Bhela, 1999).

4.2. Dictation-based practice

Table VIII. What the learners do while realizing English misspelled

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No answer	8	9,1	9,1	9,1
asking the teacher	2	2,3	2,3	11,4
asking to the teacher	2	2,3	2,3	13,6
dictionary	2	2,3	2,3	15,9
	4	4,5	4,5	20,5
	4	4,5	4,5	25,0
	61	72,7	72,7	97,7
	2	2,3	2,3	100,0
	85	100,0	100,0	

Dictation and running-dictation activities may provide opportunities to integrate listening, speaking, reading, and writing. In the present article, these activities should be presented as pedagogical options from the literature, not as strategies whose effectiveness was demonstrated by the current observational study.

Any detailed classroom procedure reproduced from another source should be paraphrased accurately and cited to the original publication. The procedure should also be adapted to the age and proficiency level of the learners studied here rather than importing an unrelated classroom sample.

Table IX. Following English pronunciation to spell English words Following E pronunciation to spell English words

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	80	90,9	93,0	93,0
No	3	6,8	7,0	100,0
Total	83	97,7	100,0	
M S	2	2,3		
Total	85	100,0		

4.3. Targeted word-list practice

Teachers may use recurrent errors from the study corpus to construct short, targeted word lists for guided practice, self-correction, dictionary consultation, and feedback. Such activities are directly linked to the descriptive findings but require separate intervention research to establish effectiveness.

A part from one respondent who did not provide responses, 83 of them provided and nearly all of them accepted to follow English pronunciation to spell English words.

Table X. Following English pronunciation to spell English words Following E pronunciation to spell English words

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	80	90,9	93,0	93,0
No	3	6,8	7,0	100,0
Total	83	97,7	100,0	
M S	2	2,3		
Total	85	100,0		

It is something negative as following English pronunciation to spell English words implies using spelling pronunciation. It would not be a surprise to notice spelling pronunciation in the compositions of these learners Garrett & Griffiths (1993).

4.5. awareness of English spelling rules

Like the preceding question, one respondent did not provide answer. Those who answered have revealed that they are mostly aware of English spelling rules.

Table XI. Awareness of English spelling rules

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Valid total	81	95.3	97.6	97.6
	2	2.4	2.4	100.0
	83	97.6	100.0	
Missing	2	2.4		
Total	85	100.0		

It is interesting if most of them will also mention those spelling rules.

The mastery of spelling rules allow learners to spell English words correctly.

4.6. Knowledge of English spelling rules

Concerning this variable, most of the respondents (84,1%) mentioned suffixing rules as illustrated below:

Table XII. Knowledge of English spelling rules

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No answer	8	9,1	9,1	9,1
Plural of nouns rules	4	4,5	4,5	13,6
ing and Suffixing rules	2	2,3	2,3	15,9
Suffixing rules	71	84,1	84,1	100,0
Total	85	100,0	100,0	

There are a few respondents who also mentioned: plural nouns rules and prefixing rules.

4.7. Recognition of the importance of English spelling

A part from one respondent who did not answer, all of them recognize the importance of English spelling.

Table XIII. Recognition of the importance of English spelling

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	80	97	100,0	100,0
M S	5	3		
Total	85	100,0		

It is important to say that only one informant who did not provide answer, the remaining respondents all of them recognize the importance of English spelling.

4.8. Teachers adopted strategies

Carlo et al (2004) propose the strategy which consists having learners look at each spelling word while they are reading a text, they cover the text and finally copy the word down based on how they can remember the spelling. After that the learners can compare how the actual word is written in the text. This strategy is referred to as word mastery strategy. The EFL teacher should apply this strategy as it consolidates the word spelling on the side of the learners.

Taking into account the findings of the current study, some fundamentals of phonetics should be provided to the learners.

Lessons such as vowel sounds; monophthong, Diphthong and other complex vowel sounds. A learner who is aware of the grapheme 'o' in 'mother' is uttered /ʌ/ cannot make the spelling pronunciation error by assimilating 'o' to the grapheme 'a'. It is similar to the inter-dental fricative voiced and voiceless /v/ and /f/ which have the same grapheme 'th'. A few learners spelled it French like by deleting the grapheme 'h'.

To elaborate on the strategy proposed by Teague et al (1994) mainly word endings. The findings has shown that a few learners made error on endings. There was an omission or deletion on the suffixes; ness and less. An EFL teacher who has taught suffixes to the learners, this will also consolidate their spelling.

It has been noticed that some learners use the French spelling for English spelling and vice-versa. It is advised to EFL teachers, whose learners have French as a mother tongue, to prepare a lesson listing those English- French false homographs as it may be called. The following ten may be mentioned:

Table XIV. English- French false homographs

N	English	French
1.	Address	Adresse
2.	Literature	Litterature
3.	Correspondence	Correspondance
4.	Family	Famille
5.	Consonant	Consonne
6.	Pedagogy	Pedagogie
7.	Lesson	Leçon
8.	Pronunciation	Prononciation
9.	Abundant	Abondant
10.	Hypothesis	Hypothese

4.9. Self-Dictation

On teaching spelling strategy, it could be better to point out that, in teaching spelling strategy running Dictation is actually one of kinds of dictation technique. It is an activity for teaching English skills where the students can learn, run, tell and write what they have read in a group.

The learners will run and see the text and they read it, then they tell what students feel learning process. According to [Case \(2013\)](#) running dictation is fun and interactive activity in listening, speaking, reading, and writing skill. This strategy can divide the students into groups or pairs, it depends on total of students in the classroom. The students can work together to complete their worksheet. This situation can stimulate their teamwork. Running dictation is an activity for students to move around and work in a team. [Council \(2008\)](#) said that running dictation strategy is a fun strategy to motivate the students at upper primary and lower secondary level.

The procedure for applying the running dictation is felt easy, as it only takes two positions to implement it.

- The subject consists of 36 students in 7th grades, separated into seven groups, each group consisting of 4-5 students or members.
- Each group must choose its members to become one Writer and 3 Runner.
- Teacher already provided the text in every corner in a class.
- 3 runners must read and remember the words contained in the short functional text in turns.
- Runners who first run towards the text and read the primary sentence in the short functional, and to report back to writer. In this step, runner is only have ten minutes to read the text and deliver to the writer
- The last of the activity, each writer from each group report what he/she listens to.
- These actions are very simple and efficient; the students almost exclusively use its limbs to perform these activities. Implementation of the strategy of running dictation using short functional text is competent to make the classroom atmosphere conducive and attractive. For the subject is on 7th grade, this simple strategy that was competent to attract the student interest in learning spelling in writing.

4.10. List of selection

The EFL teachers can select a list of ten 'false homographs' and teach the learners periodically.

The last strategy is related to listing their mastery of spelling. It consists of asking the learners to go past

and write down in the chalk board (ten words) related to the text or conversation they had studied before. After putting them in the board, the learners (the class) can check the correct spelling in the dictionary, the whole class participate in this activity.

The spelling errors yielded from the findings of this study are discussed. The chapter has two sections. The first one deals with the classification of the spelling errors and the second one is related to some strategies to apply in order to avoid English misspelled words.

One of the objectives of this study is to classify the English misspelling errors of the learners concerned. This section classifies ninety misspelled English words found out in this study. The discussion concerning the classification included the points of different scholars such as [Reima \(2010\)](#).

Three English misspelled words with the A initials are mentioned among the ninety words attached as appendix serve as an opener.

4.11. Words with A initials

- i. Adress
- ii. Ante
- iii. Apatment

To start with (apatment) it is a faulty grapheme error. The grapheme 'r' has been deleted between 'a' ante 't'. Evidently, the grapheme 'r', phonologically makes the vowel /a/ to be tense or to be long /a:/. it spelled the way it is uttered whereby the grapheme 'r' is not visible. This the grapheme is more noticed with the surveyed learners. The words such as 'ov', 'lisen', 'noze' 'lete' and 'moning'.

The word 'adress' can also be classified with faulty grapheme 'error. This time the graphemes 'd' is deleted in spelling similar to the preceding word ([Neima, 2016](#)).

One might wonder why only the grapheme 'd' is omitted. The reason could be learners first language in this context, French spell the word with a single 'd'. There are many French words that influence the learners of English as a foreign language. In the list of the ninety words, the following can be mentioned: 'family', this word is written with two 'l' in French and learners tend to misspell it 'familly' in English.

For 'ante' it is classified to the whole word error. While looking at it, one can think of another word with another meaning. The topic of the composition helped us that it is related to kinship term. To examine it, there are deletion and addition. The correct spelling is 'aunt' whereby the grapheme 'u' and 'e' have been respectively deleted and added. It looks extraneous ([Reima 2010](#)).

4.12. Words with B initials

i. Berthday; ii. Bizy; iii. Broders; iv. Bodi; v. Butiful; vi. Bicause.

The above letter 'b' errors are made of six English misspelled words.

Five of them are concerned with faulty graphemes error, in 'i' the grapheme 'i' has been substituted by 'e' following the way it uttered in English, yet it is a grapheme. In (iii), (iv) (v) and (vi) the graphemes 'th', 'y', 'eau' 's' have been substituted by 'd', 'y', 'u' and 'z' making them misspelled. The grapheme 'd' has been used instead of 'th' as the learner following the pronunciation. It is evident that many EFL learners, namely those having French as a mother tongue tend to assimilated the grapheme 'th' uttered as 'z' by 'd'.

The English word 'body' which ends in 'y', the 'y' is substituted by 'i' as it is uttered 'i' in many English words such 'canary', 'dictionary'. However, there are words where the grapheme 'y' is uttered /ai/, mainly when they are used finally such as 'Fly', (my) and (by). This can also attest this complexity of English spelling (Keller,1998).

The word 'beautiful' has been misspelled 'butiful'. This might be because the grapheme 'eau' which is a sequence of three graphemes is uttered /ju/ similar to 'u' in 'unit'. Fortunately, there are many English words, what is known, with the three sequence of vowels uttered /ju/ except its noun 'beauty' whereby 'eau' is uttered /ju/.

The English word 'because' is misspelled as 'becauze' whereby the grapheme 's' is used the way it is uttered /z/. It is frequent for EFL learners to utter the grapheme 's' as 'z'.

Nsimabote (2012) worked on the pronunciation of the grapheme 's' by EFL learners. He disclosed the same situation. However, the pronunciation of the grapheme 's' in English is different from French. The learners applied the spelling pronunciation for the grapheme 's' in 'because'.

The last misspelled word is 'busy' written as 'bizy'. It looks extraneous. It is fully invented. This is a whole word- error. The learner applied spelling pronunciation.

4.13. Words with C initials

i. Celebrete; ii. Collect; iii. Colige; iv. Colaborete; v. Coretly.

The three above misspelled English words have orthographic problems mentioned by (Bryant and

Nunes 2004). The three words are: 'colect', 'colige' and 'corecty'.

As Hemchua & Schmit (2006). state, this orthographic problem involves incorrect use of the conventional spelling rules. In all those three words the graphemes 'l' and 'r' have been doubled in English.

They are well spelled when they are written as 'collect', 'correctly'. For 'colige', it looks extraneous. It is the whole word error. The correct spelling requires the doubling of 'l' as mentioned for the two words. There is another problem. The grapheme 'i' has been used instead of 'ea' and the grapheme 'u' has been deleted. Once those graphemes are instated the word is spelled as 'colleague'.

The words 'celebrete' and 'colaborete' are misspelled. They have faulty graphemes error. Here, the learner has applied de-diphthongization whereby the grapheme 'a' in the two words uttered as /ei/. He deleted the /i/ vowel sound and brought the monophthong /e/ as a grapheme 'e' to write 'celebrete' and 'colaborete'. It is case of spelling pronunciation of a diphthong /ei/ is uttered and spelled as grapheme 'e'. The similar case was also mentioned by an interviewee who thought that 'baby' can be written as 'beby'.

The last strategy is related to listing their mastery of spelling. It consists of asking the learners to go past and write down in the chalk board (ten words) related to the text or conversation they had studied before. After putting them in the board, the learners (the class) can check the correct spelling in the dictionary, the whole class participate in this activity James (1998).

5. Conclusion

This study described English spelling errors and spelling-related perceptions among EFL learners attending selected language schools in Tshangu District, Kinshasa. The questionnaire component yielded 85 returned questionnaires from 90 distributed, and the appendix presents a corpus of 90 misspelled forms. The error analysis indicates recurrent graphemic omissions, substitutions, insertions, and pronunciation-related spellings. These patterns provide a practical basis for targeted instruction in grapheme phoneme correspondences, morphological spelling rules, and systematic self-correction.

The conclusions must nevertheless be interpreted cautiously. The sampling frame and learner-selection procedure are insufficiently documented, no a priori sample-size calculation is reported, the interview sample size is inconsistent across sections, and several

statistical tables contain discrepancies between frequencies and percentages. These issues should be resolved against the original dataset and field records before publication.

The study is descriptive; therefore, it supports identification and classification of observed errors but does not establish causal determinants or demonstrate the effectiveness of proposed teaching strategies. Future research should use a clearly defined sampling frame, validated instruments, reproducible error-coding rules with inter-rater reliability, and, where pedagogical effectiveness is the objective, an appropriate comparative or experimental design.

- Berthday, Coretly , Diference ,Ezy , Foget , Greate , Hapiness , Inteligent , Languagee , Kinde

The above words which are classified among faulty grapheme errors, there is either grapheme omission, grapheme substitution or insertion. With the light of the results, most of language schools' learners from Tshangu in Kinshasa do not write English with the correct form. In interview, most of them confess English spelling is so difficult in the sense that teachers do not teach them English spelling during English lessons.

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Conflict of Interest

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Ethical Considerations

This study was conducted in accordance with ethical principles. Therefore, responsible conduct, taking into account moral principles and standards, was followed in carrying out this study.

Author Contributions

R. M. K.: conceived the article and its study, drafted the manuscript, participated in the structuring and formatting of this study, and reviewed it.

M.P.S.: contributed to verifying the references of this article.

A. T.D. paraphrased the conclusion and perspectives.

T. K. B. standardized this article according to the journal's requirements.

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