

13th ARLE Conference

June 15-17, 2022 | Virtual with synchronous interaction & University of Cyprus, Nicosia

Misspellings in Portuguese typically developing writers: a pilot-study

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Outline

- **Introduction**
- **Method**
- **Results**
- **Discussion**
- **Further research**

1. Introduction

- Social and professional consequences of spelling correction (e.g. Baptista, Viana & Barbeiro, 2011)
- Distinction of different types of misspellings in typically developing writers
→ to understand spelling development and identify instructional targets (e.g. Bahr et al., 2012)
- Analysis of longitudinal data using a specific categorisation system
→ to identify possible development patterns among typically developing writers & contrast with other writers
→ to compare with teachers' viewpoints

1. Introduction

Research questions

- What are the most common misspellings in grades 2 and 4?
- Why are those errors predominant?
- What are the spelling development patterns in students with high and low performance?

2. Methods

EFFE-On corpus (Rodrigues et al., 2015)

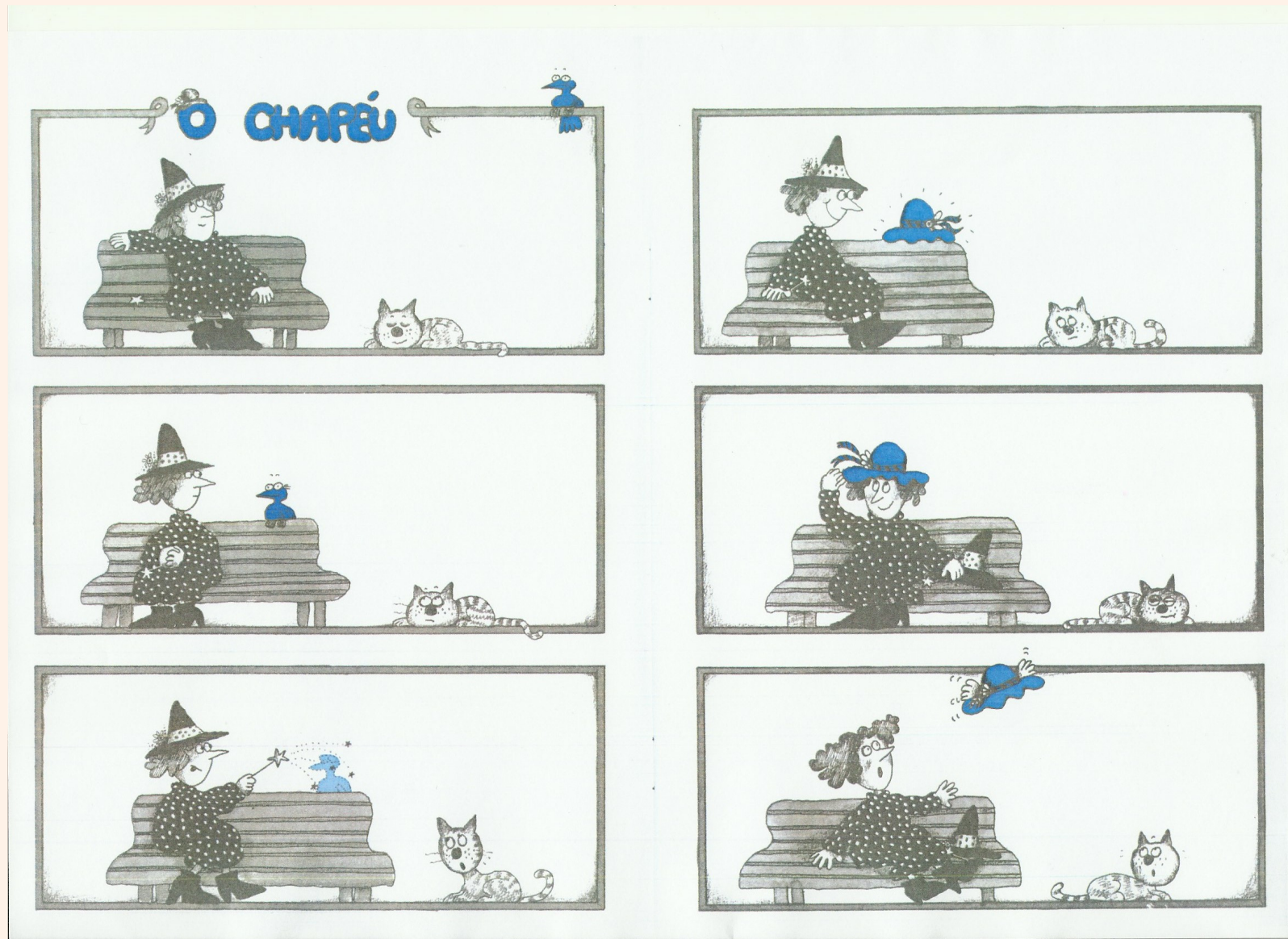
[EFFE = Escreves como Falas - Falas como Escreves?

‘Do you write as you speak – Do you speak as you write?']

- Created in a research project of CLUL and available online:
<http://teitok.clul.ul.pt/effe/pt/index.php?action=home>
- Written and oral productions of children from different regions of Portugal, in the early years of schooling, collected over time
[now 1074 written texts online; some with oral version]
- Texts based on controlled stimuli (images for descriptions and narrative texts)

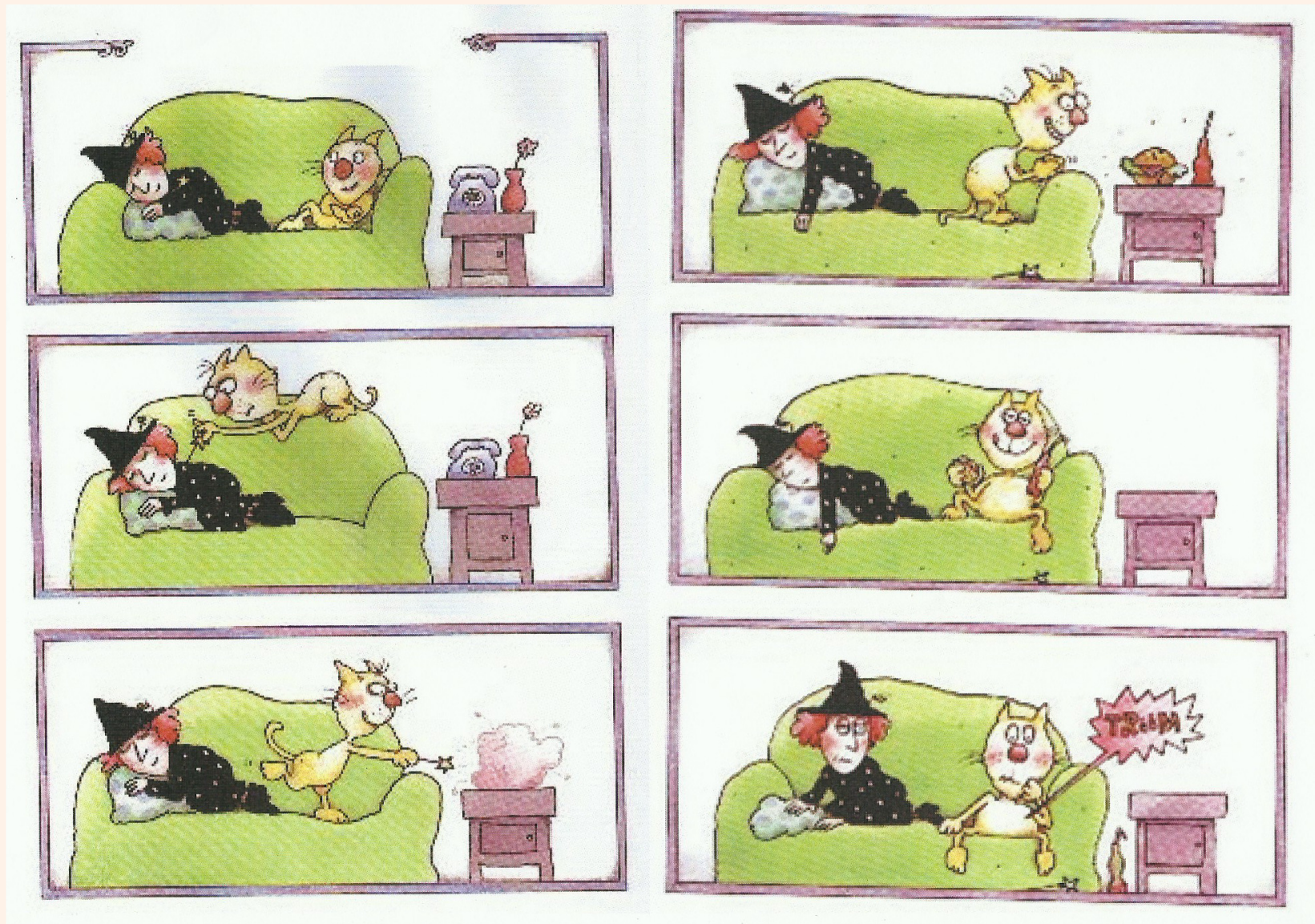
2. Methods

Narrative text based on this illustration with total creative freedom; Grade 2 (Eva Furnari, 1993)



2. Methods

Narrative text based on this illustration with total creative freedom; Grade 4 (Eva Furnari, 1993)



2. Methods

Descriptive text based on this illustration

(originally created by
Yavas,
Hernandorena &
Lamprecht, 1991;
adapted for
European
Portuguese by
Guerreiro, 2007)



COZINHA

2. Methods

Participants

	Grade 2 (collected in 2012)	Grade 4 (collected in 2014)
10 subjects (native speakers of EP, Lisbon, no health issues, both parents with BA degree)	2 texts (narrative + descriptive)	2 texts (narrative + descriptive)
Totals	20	20
	40 texts	

2. Methods

System for misspellings' categorisation

(adapted from Baptista, Viana & Barbeiro, 2011; other proposals by Pinto, 1997; Lopes, 1999; Castro & Gomes, 2000; Horta & Martins, 2004; Morais, 2007)

1. **Incorrect oral production** – e.g. **dromir* for *dormir* ‘to sleep’
2. **Word boundary** – e.g. **derrepente* for *de repente* ‘suddenly’, **a proximar* for *aproximar* ‘to approximate’
3. **Capitalisation** – e.g. **Julho* for *julho* ‘July’, **lisboa* for *Lisboa* ‘Lisbon’
4. **Graphic accent** – e.g. **clinica* for *clínica* ‘clinic’, **perú* for *peru* ‘turkey’
5. **Hyphenation** (between lines) – e.g. **ma-ssa* for *mas-sa* ‘pasta’
6. **Basic spelling rule** – e.g. **brato* for *prato* ‘dish’
7. **Contextual spelling rule** – e.g. **sonbra* for *sombra* ‘shadow’
8. **Morphological spelling rule** – e.g. **iram* for *irão* ‘they will go’
9. **Irregular spelling** – e.g. **jente* for *gente* ‘people’

2. Methods

Categorisation of each misspelling & database creation

Some criteria:

- 3x same misspelling in one text → 3 entries
- One word with 2 different misspellings → 2 entries
- Total number of words in the text → ratios of misspellings per number of words

3. Results

Types of misspellings (ratio of errors to total number of **errors**, in %)

	Oral production	Word boundary	Capitalisation	Accent	Basic	Contextual	Morphological	Irregular	Total
Grade 2	5%	8%	2%	23%	12%	16%	8%	26%	100%
Grade 4	4%	10%	5%	30%	9%	8%	4%	30%	100%

3. Results

Types of misspellings (ratio of errors to total number of **words**, in %)

	Oral production	Word boundary	Capitalisation	Accent	Basic	Contextual	Morphological	Irregular	Total
Grade 2	1%	2%	0%	6%	3%	4%	2%	7%	25%
Grade 4	0,2%	0,5%	0,3%	1,5%	0,5%	0,4%	0,2%	1,4%	5%

3. Results

5 higher level performers

(ratio of errors to total number of **words**, in %)

Stud		Accent	Context.	Basic	Irregular	Bound.	Oral	Capital.	Morphol.	Total
16	G2	1%	0%	0%	2%	0%	0%	0%	0%	3%
	G4	1%	0%	1%	0%	2%	0%	0%	0%	5%
9	G2	2%	0%	0%	3%	1%	0%	0%	0%	7%
	G4	0%	0%	0%	0%	0%	0%	0%	0%	0%
26	G2	5%	0%	0%	0%	1%	0%	0%	0%	8%
	G4	1%	0%	1%	0%	0%	0%	0%	0%	3%
8	G2	3%	2%	1%	4%	1%	1%	0%	1%	13%
	G4	1%	0%	0%	0%	1%	0%	1%	0%	3%
18	G2	10%	0%	0%	3%	0%	1%	0%	1%	15%
	G4	1%	3%	1%	3%	0%	0%	3%	0%	11%
All (me)	G2	4%	1%	0%	2%	1%	1%	0%	1%	9%
	G4	1%	1%	1%	1%	1%	0%	1%	0%	4%

3. Results

5 lower level performers

(ratio of errors to total number of **words**, in %)

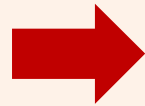
Stud		Accent	Context.	Basic	Irregular	Bound.	Oral	Capital.	Morphol.	Total
38	G2	5%	4%	1%	5%	0%	1%	0%	2%	19%
	G4	1%	0%	0%	3%	0%	1%	0%	0%	6%
25	G2	5%	3%	4%	5%	1%	1%	1%	1%	21%
	G4	5%	1%	1%	1%	0%	0%	0%	0%	10%
49	G2	5%	5%	5%	4%	3%	2%	0%	0%	24%
	G4	2%	2%	3%	3%	0%	1%	0%	1%	12%
39	G2	7%	5%	3%	19%	2%	1%	0%	3%	41%
	G4	2%	1%	2%	5%	1%	1%	1%	0%	13%
50	G2	9%	16%	11%	15%	8%	2%	2%	11%	74%
	G4	2%	1%	1%	19%	5%	1%	0%	1%	31%
All (me)	G2	6%	7%	5%	10%	3%	2%	1%	3%	36%
	G4	2%	1%	1%	6%	1%	1%	0%	1%	14%

4. Discussion

(Possible) development patterns

Grade 2

Accent & irregular
Basic & contextual
Boundary
Morphological
Other cases



Grade 4 (esp lower-level performers)

Accent & irregular
Boundary
Basic & contextual
Morphological
Other cases

4. Discussion

Motivations for the most predominant errors

Irregular – lack of reading & writing experience (word orthographical form); increase in grade 4 due to lower use of avoiding strategy & expansion of expression needs

Accent – lack of explicit knowledge on the system & phonological awareness; devaluation; same results as in Castelo & Sousa (2017)

Basic & contextual (grade 2) – part of normal learning of explicit knowledge

Word boundary – (greatly) lack of reading & writing experience (word orthographical form)

4. Discussion

(Preliminary) educational implications

- Continue to teach and practice the explicit rules of the spelling system
- Promote phonological awareness
- Foster the explicit knowledge on the stress/accent system
- More practice with irregular spelling forms (coloured/related lists, more texts with the target forms, especially for lower-level performers)

5. Further research

- Enlarge the sample
- Use inferential statistics
- Compare typically developing students with diverse students
- Compare these results to the teachers' viewpoint (experience of different error categories, teaching practices for different types of misspellings, intervention strategies, challenges faced by the teachers in teaching spelling...)
- Study the results of different intervention strategies for various types of misspellings

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Thank you!



Questions? Suggestions?

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