

State of Online Teaching in Grade 10 English Second Language Essays with Special References to Orthographic Errors and WhatsApp During COVID-19 Pandemic

L Sincuba, CD Mantlana and M Sincuba
Walter Sisulu University, South Africa

Abstract: This study looked into the state of online teaching in Grade 10 English Second Language essays in three high schools, with a focus on orthographic errors and WhatsApp during COVID-19 pandemic. A mixed research method was adopted in the study. Mixed method was adopted. Social Constructivism and Gratification theory were adopted. The research was conducted using a descriptive research design. The participants in the study were 180 Grade 10 learners who were purposefully chosen from three high schools that provide English as a Second Language (EL2) and use it as a language of learning and instruction. After a pilot study, data was gathered utilizing narrative essays produced by Grade 10 learners. Written EL2 essays were scrutinized for WhatsApp orthographic errors, and a few photographs of the essays were used to demonstrate the illustrated orthographic errors. During COVID-19 pandemic, learners in Grade 10 English Second Language essays saw online teaching as a critical component of teaching and learning. The information was carefully analysed and presented in frequency tables and graphs. Themes were created from the comments of the learners. Learners on WhatsApp employed word cuts (WN), grammar mistakes (GR), word omission (WO), shorter words, and digits in place of words, according to the findings. The findings led to recommendations that WhatsApp be formally taught, as well as a LEE SINCUBA model. A WhatsApp model was proposed to aid in the sharing of the future of EL2 essays with less orthographic errors.

Keywords: COVID-19, English second language, Orthographic errors, Pandemic WhatsApp

1. Introduction

The need to increase English proficiency among high school learners in South Africa has grown importantly. Written English essays of learners in grade 10 show significant communication skills inadequacies. English is the language of academic expression; it is frequently stated that a portion of the general public's poor academic achievement in high schools may be traced to lack of fluency in writing (EL2). Department of Basic Education (2018) report state that, the use of English as a language of instruction is considered an important aspect in learning. One of the aims of the English Language (EL2) syllabus, as explained by the Minister of Education in South Africa, is to enable pupils to speak, write and make presentations in internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture. This does not only apply to English as a language, but to all subjects offered in English. Teachers' knowledge of English and how it functions is acknowledged to contribute to effective language use. Learners are

taught the kind of English that is used for social purposes (Department of Basic Education, 2018).

During the COVID-19 pandemic, online teaching became popular since it was deemed the safest method of teaching and learning in the world (Cleophas, 2020). Teachers of English as a Second Language (ESL) had to employ online instruction to teach essay writing skills quickly. Learners' English language competency suffers as a result of the pressures imposed by technological advancement (Franklin, 2014). Learners appear to be influencing academic English Second Language essay writing by employing 'WhatsApp language,' which has become prominent (Muhammad, Ashraf & Muhammad, 2016). Words with superfluous abbreviations and words chopped unnecessarily, such as b4, u, n, t (before, you, know, that) are slowly coming into English Second Language essays. Furthermore, it has been noted that learners dedicate more attention and time to WhatsApp social media than to their studies, and as a result, they may struggle to pass their exams (Osharive, 2015). Samuddin (2018)

state that, literacy is not only important for language learning, but it is also important for learners' overall academic achievement.

The researchers are particularly interested in orthographic errors in English Second Language essay writing skills in Grade 10. Orthography, according to Franklin (2014), is the proper technique of writing a language. Orthography originates from Greek language which means 'correct technique of writing'. Orthography, according to Nordquist (2018), is the practice or study of correct spelling according to recognized use. It is a writing system's defined technique that encompasses spelling, pronunciation, word break and emphasis (Franklin, 2014).

2. Statement of the Problem

Orthography is a language's traditional spelling system, yet spelling is difficult for all learners, and this is orthography's fundamental challenge. Spelling is crucial in the writing process in English. It is difficult for a non-native English speaker (second language learner) to write without making any spelling mistakes since a second language learner must employ the English alphabet's 26 letters to write down 36 sounds (Franklin, 2014). In their attempts to reconcile letters of the alphabet and phonemes of English when writing, second language learners face interference from their mother tongue. Native speakers of isiXhosa write essays in English as a Second Language. While most learners have no trouble with grammar, work breaks, or emphasis, the researchers discovered that some learners are authoring English Second Language essays, with certain errors displaying elements of 'WhatsApp language,' such as excessive informal abbreviations or word cuts. The usage of colloquial language in today's dynamic technology environment, particularly online teaching and learning during COVID-19 pandemic, reveals signs of 'WhatsApp language'. The 'WhatsApp language' is gaining a lot of traction. It may encourage the use of short words, illustrations, and a lot of informal abbreviations that aren't appropriate for official English Second Language essay writing in schools. 'WhatsApp jargon' is infiltrating formal written essays in English Second Language, and this might be contorted written essays presented. The researchers believes that by concentrating on learners' orthographic errors in essay writing, as well as WhatsApp's involvement in orthographic errors in EL2 essay writing, one will obtain a greater knowledge and respect of

the difficulties faced by English Second Language learners.

3. Orthographic Errors in English Second Language

Nordquist (2018) defines orthography as a practice or study of correct spelling according to established usage. Orthography refers to the study of letters and how they are used to express sounds and form words. Dhanya (2016) states that English is the official language of the world. It is an international language, spoken in many countries both as a native and as a second or foreign language. In addition to the foregoing, it should be mentioned that English is taught as a second language in most African schools. English is designated as a second language in most nations, and it currently dominates as a medium of education and communication (Nyamayedenga, 2017). It is of paramount importance that this language be taught in such a way that it helps us not just to speak, write and listen but to communicate (Shinga, 2019). Also, Jabeen (2015) contends that English is the predominant foreign language taught in schools in Europe, South America, Asia and Africa. English is more widely spoken and written than any other language, even more than Latin has ever been. It may also be suggested that English might now be the first truly global language, being the dominant or official language in over 60 countries.

In South Africa, English is used in education, administration and mass media (Songxaba & Sincuba, 2017). It should be noted that orthographic systems vary across the world in languages. Orthographic systems like English are deep, also known as opaque (Tiffany, 2017). Learners approach spelling in systematic ways.

Language teachers have found it difficult to teach English since syntactic, morphological, and phonological principles differ from tribe to tribe. Because there is a scarcity of printed literature on native grammar and linguistics, learners are sometimes uninformed of the principles that govern their own language in comparison to English (Songxaba & Sincuba, 2017). However, while there are a growing number of English-language dictionaries and grammar books on the market, there is no program in place to ensure that they are implemented in the feeder levels (Dhanya, 2016). Writing skills, particularly essay writing, must be harnessed and cultivated among learners in order for them to

further strengthen their English language skills. Writing skills are mostly used for communication, or the transmission of thoughts and feelings from one mind to another. Composition writing helps to strengthen writing skills (Swain, 2015).

Letts (2017) examined the spelling mistakes made by a group of First Grade learners in a charter school in Philadelphia. Letts (2017) reported that "vowel team errors were also common, with 16 errors or 12%. Final consonant errors were the only other error type with over 10% of the sample, with 14 errors, or 10.5%. There were only five instances of initial-consonant misspellings, including two misspellings by the same student of 'phone' <fone>, and three instances of confusion over whether <k> or <c> should represent /k/. Categories (4-5 combined) and (11) each had 11 errors. Interestingly, of the unstressed syllable errors, only 2 involved syllables other than -ing. Data on vowel spellings was inconclusive overall. Short vowels were especially confusing for learners (30 errors)". Sukasame, Kantho & Narrot (2014) conducted research on grammatical errors in learning English structures on Tenses of the MatthayomSuksa four learners. It was found that Thai learners have problems of tense selection. The errors were past perfect tense (87.1%), past simple tense (74.2%), present perfect tense (67.4%), past continuous tense (54.8%), present simple (48.4%), future simple tense (41.7%) and present continuous tense (32.3%).

Tiffany (2017) collected data on Spanish learners; there were a total of 193-word tokens collected. The learners in this study committed 259 errors. Learner four made 123 spelling errors. Learner two made 46 errors. Learner five had 39 misspelled words. Student three came in with 26 misspellings and found that for the total errors collected per learner, grade level errors collected did not trend upwards or downwards in correspondence to grade level. A point was given for correct onset, nucleus or coda. The nucleus was the location of most errors committed. The coda was ranked second with the errors it collected.

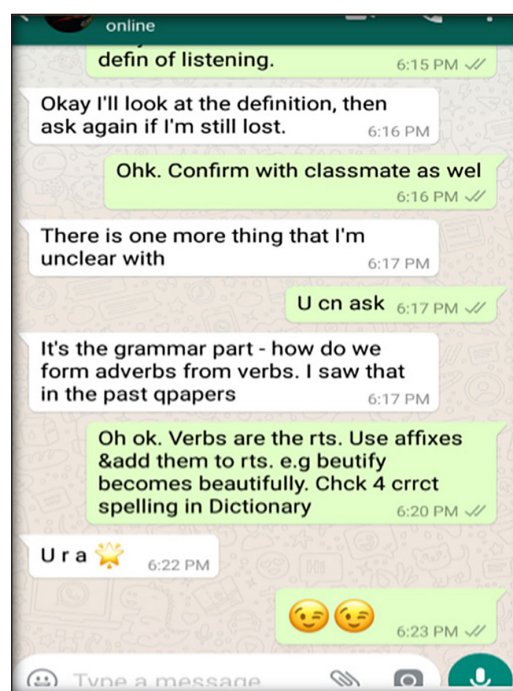
Kumar (2013), in India, reported that based on analysis of 177 written samples collected, were a result of learners' inability to discriminate sounds. Some of the errors were reported as a result of pronunciation, grapheme mismatch, flawed description and some were as a result of false word boundary. He reported that English spelling is known to be difficult

to learn for second language learners as they struggle with English spelling rules which are too many.

Rwodzi (2018) performed a study into teacher initiatives in teaching English digital literacy. On WhatsApp, the participants were discussing academic matters. The findings were intriguing, as most people used digital phones; nonetheless, the language employed in conversing with learners piqued my curiosity. If Figure 1 below is any indication, the teacher did not spell define correctly, and as a result, habitual poor spelling may be the ultimate outcome. Rwodzi's (2018) revealed a preference for reduced terms, U cn ask, qpaper, r t s, chck 4 crct, and u r a. On social media, short forms of words such as lol (laugh out loud), gr8 (excellent), gud nyt (good night), kul (cool), and msg (message) are often used. The following image was used in one of Rwodzi's (2018) reports as evidence of what participants were saying.

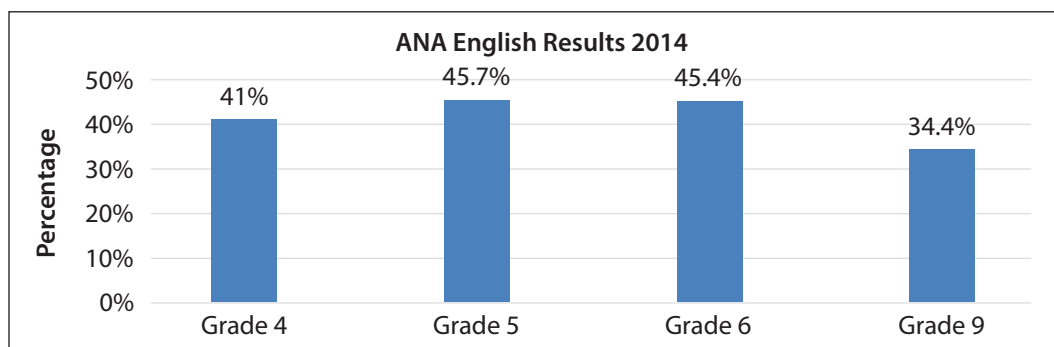
Figure 1 shows communication of participants with WhatsApp words cuts and use of digits rather than words, communication of participants in school C of his research. Mamba (2012) explicates that errors in learning are inevitable and are seen as an integral part of learning.

Figure 1: Communication of Participants in School C



Source: Rwodzi (2018)

Figure 2: The Annual National Assessment (ANA) from Grade 4 to 9 in South Africa on Research Carried out by Leah (2018)



Source: Leah (2018)

Leah (2018) orates that if one looks at the patterns emerging from the diagnostic information of past cycles of ANA above, in Figure 2, it would seem that learners in Grade 9 find it difficult to answer questions correctly. This includes answering questions that need sequencing and writing essays that need argumentation, logical order and evaluation (ANA Diagnostic Report, 2014). Leah concluded that learners fail English assessments such as the ANA because they are unable to answer in-depth questions or write essays that require sequencing, argumentation, coherence and cohesion of text in English. Furthermore, research revealed under-achievement of South African primary school learners compared to literacy levels of children worldwide. Leah laments that the problem of language as a barrier to learning in South Africa has not been dealt with, even though attempts have been made (Leah, 2018). The above results in Figure 2 show 34.4% of Grade 9 passed, and they will be doing Grade 10. If such low English scores are attained at Grade 9 level, then it may be concluded that lower levels of achievement may continue in Grade 10. One may come to an understanding that the history of lower achievement in English may be perpetuated.

4. Research Question

What is the state of online teaching in Grade 10 English Second Language essays with special references to orthographic errors during COVID-19 pandemic?

5. Research Objective

To determine the state of online teaching in Grade 10 English Second Language essays with special

references to orthographic errors during COVID-19 pandemic.

6. Methodology

According to Creswell and Poth (2018) methodology refers to considering on how the researcher goes about finding what s/he believes can be known. Creswell and Poth (2018:326) define qualitative research as "an inquiry process of understanding based on a distinct methodological approach to inquiry that explores a social or human problem. To gain an understanding on the causes of orthographic errors in EL2 essay writing among the Grade 10 learners in the selected research sites in the OR Tambo Inland Education District, the researcher adopted the mixed research approach. Qualitative and quantitative research methods are essential in most studies and are not necessarily opposed to each other. They can be complementary as the former can be verified by the latter (Nieuwenhuis, 2016). To study these problems, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to people and places under study and data analysis that is both inductive and deductive and establish patterns or themes (Creswell & Poth, 2018).

7. Theoretical Framework

The theoretical framework for this study is informed by the Social constructivism, mainly Social Interaction Theory (Vygotsky, 1986; Piaget, 1968). Since mobile technologies and WhatsApp broaden possibilities for interaction with other learners, it is of prime importance in language learning, as they are ideally suited to support a Social Constructivist approach to task

design. Vygotsky's (1978) theory plays a pivotal role in providing insight into causes of orthographic errors in English Second Language Grade 10 Essay writing around WhatsApp in this study. Also, the Gratification theory was used. Motivation to use technology, ranging from radio and television (TV) to digital TV and now the internet and mobile phones, can be explained by the Uses and Gratification theory (UGT) posits (Johnston & Ophoff, 2014). The UGT focuses on why consumers turn to technology to satisfy their social and psychological needs (Balakrishnan & Raj, 2012). The UGT implies that consumers are actively involved in their decision to use, and how to use technology in order to fulfil certain needs (North, Johnston & Ophoff, 2014). A large number of gratifications for mobile phone use which include: information exchange, conversation and socializing, information viewing, entertainment, education, escape and diversion, reassurance, fashion and status (North, Johnston & Ophoff, 2014). Figure 3 below explores the use of mobile phones by university students.

For many people in the 21st century, there are commonly used social media, while mobile phones have become web enabled devices that may be constantly connected to the internet, providing more communication than just phone calls and Short-Messaging-Services (SMS) such as WhatsApp social media and Instant Messaging (IM) (North, Johnston & Ophoff, 2014).

8. Population and Sampling

The participants in this study were all Grade 10 learners enrolled in EL2 at three convenient South African schools. The process of extracting a sample from

a population is referred to as sampling, according to Alvi (2016). Two different sample methods were used in this investigation. To begin, the research sites were chosen using practical sampling. Because the researchers are full-time educator in the same district, three schools were chosen as research locations. According to Maree (2017), convenient sampling refers to instances in which population constituents are chosen based on their accessibility. It's usually simple and inexpensive to do. Second, each research site's participants were chosen using purposive sampling.

9. Delimitations of the Field of Study

The delimitations in this study included the geographical, sample population and conceptual delimitations.

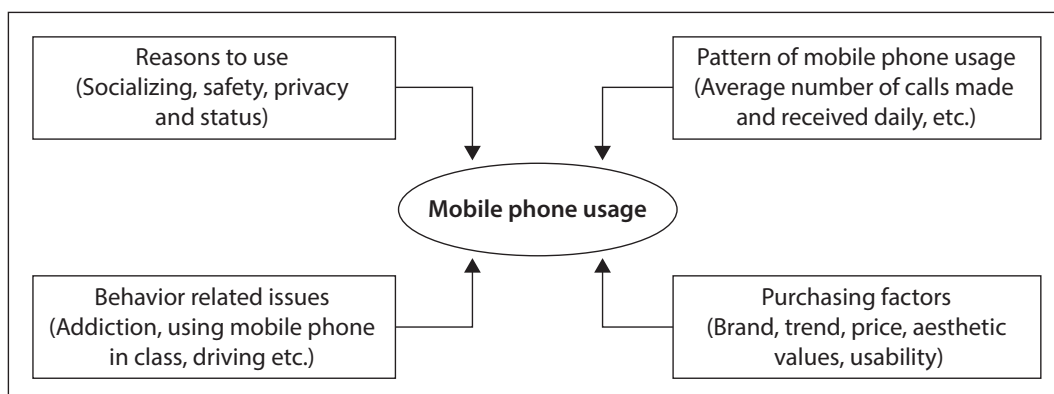
9.1 Geographical Delimitation

This study only focused on Grade 10 English Second Language learners at selected High Schools in South Africa.

9.2 Population-Sample Delimitation

The population for this paper was the entire Grade 10's doing EL2. Grade 10 (EL2) write essays until Grade 12 in paper 3 in South Africa. Paper 3 (EL2) carries 100 marks which is the highest than paper 1 which has 70 marks while paper 2 has 80 marks. For this article, the participants included selected learners doing English Second Language in Grade 10 as stipulated per selected research site: Research Site X-70, Research Site Y- 60 and Research Site Z-50,

Figure 3: Uses and Gratification Framework



Source: Balakrishnan and Raj (2012) and North, Johnston and Ophoff (2014)

leading to a total of 180 participants from three selected High Schools.

9.3 Conceptual Delimitation

This research looked at the use of the WhatsApp application platform on social media in the teaching and learning of essay writing. As a result, the study's use of cell phones was limited to orthographic errors in essay writing using WhatsApp platform model.

10. Ethical Considerations

The principles or norms that discriminate between right and incorrect behaviour are referred to as ethics (Creswell & Poth, 2018; Leah, 2018). To ensure the study's ethical integrity, the researchers sought ethical clearance from the Basic Education Ethics Research Committee. Principals were emailed letters, which were followed by online appointments to undertake research. The educators and learners had online group meetings to outline the proposed research study and the methodology.

All participants were assured of their privacy. To obscure their identities and maintain confidentiality, schools and participants were given pseudonyms. The informed consent form was filled out and signed by the participants' parents or guardians because they were under the age of 18. In order to maintain confidentiality, the research sites were coded as X, Y and Z. Participants' essays did not have their real names but named, for example, X1 to X50.

11. Limitations

Theofanidis & Fountouki (2019) state that limitations of any study concern potential weaknesses that are usually out of the researcher's control, and are closely associated with the chosen research design, statistical model constraints, funding constraints, or other factors. Still, it may affect the study design, results and ultimately, conclusions. Emails were not replied to on time so that phone calls ended up being done to overcome the limitations. Resistance by participants to change from traditional teaching and learning methods to a more innovative method was another limitation. The researchers had to hold informative or motivational meetings with participants, administrators and the School Management Team (SMT) regarding the need for more relevant teaching and learning methods during COVID-19 pandemic.

12. Data Collection

Data was collected using an electronic email questionnaire and written essays from Grade 10 English Second Language learners.

12.1 Influence of WhatsApp on Learners' Spelling Errors

Learners were invited to express their personal perspectives on the impact of WhatsApp on their essay writing spellings. The information acquired for this question was crucial in determining how learners' widespread use of the WhatsApp social platform model was related to their opinions of the platform model's influence on their spellings. As a result, the query was designed to find out how WhatsApp influenced spelling problems. From research sites X, Y, and Z, participants' perspectives on WhatsApp's impact on spelling errors.

13. Results

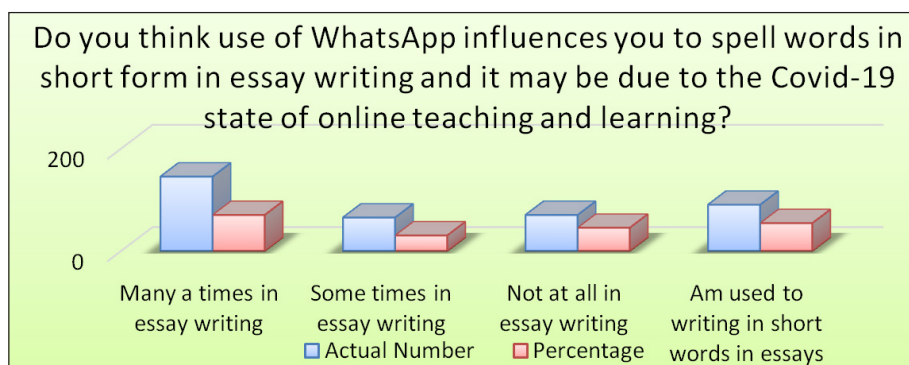
The results for aggregate data from study sites X, Y, and Z are shown in Figure 4. More than 39% of participants said that their spelling was influenced by using WhatsApp as a social media platform during essay writing. Some participants believed that WhatsApp did not always have a complete impact on their essay writing errors. As a result, around 18 percent said WhatsApp influenced their spelling errors on sometimes, while 19 percent said it had no effect on their spelling errors at all.

Figure 4 also shows that several individuals believed that WhatsApp influenced their essay writing faults on occasion. As a result, over 28% of respondents said they couldn't entirely blame their essay spelling issues on WhatsApp. An unusual group of learners (approximately 24 percent) said that WhatsApp had no effect on their essay writing. Finally, more than 48% of individuals who said they utilized WhatsApp to write brief message words in essays.

In a 136-word piece of writing, Figure 5 reveals that there were 49 errors out of the 26 words (see Table 1), some of which were repeated at least twice. In written essay, around 36% of the words were misspelled. It suggests that one out of every three words had or had been erroneous.

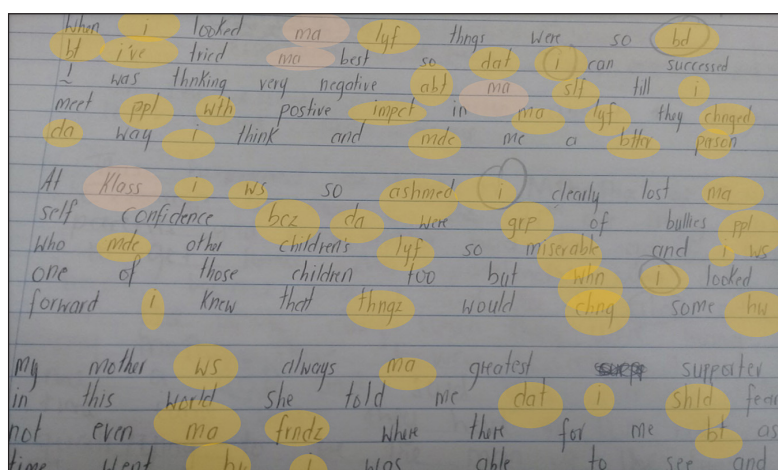
Table 1 shows WhatsApp Language Error (WE), Word Omission (WO), and Direct Translation of

Figure 4: Participants' Views of WhatsApp Influence on Spelling Errors From Research Sites X, Y and Z



Source: Authors

Figure 5: Orthographic Errors From Research Site X1



Source: Authors

Table 1: Types and Frequency of Orthographic Errors (N=49)

Number	Orthographic Error	Type	Correct Word	Frequency	Repetitive %
1	Ma	DHE	my	7	14
2	Lyf	WE	life	3	6
3	Bd	WO	bad	1	2
4	Thnking	WO	thinking	1	2
5	Abt	WE	about	1	2
6	Sif	WO	self	1	2
7	Ppl	WE	people	2	4
8	Impct	WO	impact	1	2
9	Chnged	WO	changed	2	4
10	Frndz	WE	friends	1	2
11	Bt	WO	but	1	2
12	i've	WE	I have	1	2
13	Dat	WE	that	2	4
14	l	WE	I	9	18

Source: Authors

Home Language Error were the three most common faults (DHE). There were 12 WEs, 12 WOs, and 2 DHEs among the group. In general, Table 2 shows that the word with the highest modal error of nine repetitions was 'l' instead of 'I,' accounting for 18 percent of the total, followed by 'ma' instead of 'my,' accounting for 14 percent. For both the terms 'lyf' and 'ws,' the participant made the same mistake three times (repetition of 6%).

The following section details the orthographic problems found at Research Site Y2. Table 2 shows that the participant made nine orthographic errors, consisting of eight WhatsApp language errors (WEs) and one spelling (SP) error, out of seven types of

orthographic errors. The (WE) type's orthographic error 'ma' had the greatest percentage of 33 percent.

Figure 6 shows the commonly used orthographic errors from Z2.

In Figure 6, the learner made five orthographic errors but without repeating any of these. As such, each error was equally weighed at 20 percent as represented in Figure 7.

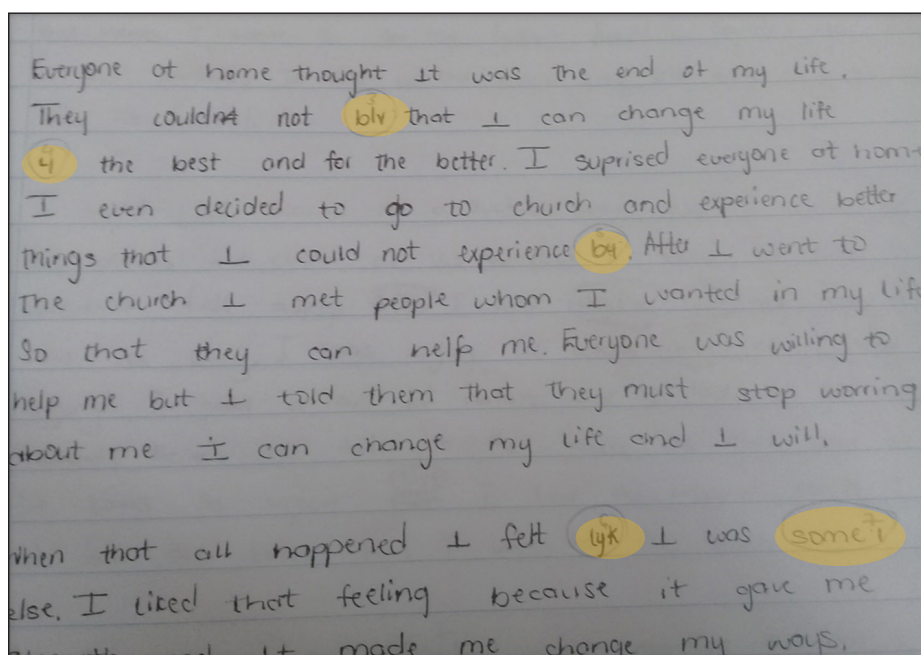
Figure 7 shows that the participant committed five orthographic errors but without repeating any. Four were WhatsApp Language Errors (WEs) and one was

Table 2: Frequency of Orthographic Errors (N=9)

Number	Orthographic Error	Type	Correct Word	Frequency	%
1	Ma	WE	My	3	33
2	Aln	WE	Alone	1	11
3	Living	SP	Leaving	1	11
4	Lol	WE	laugh out loud	1	11
5	Alryt	WE	Alright	1	11
6	BF	WE	boy friend	1	11
7	Wud	WE	Would	1	11

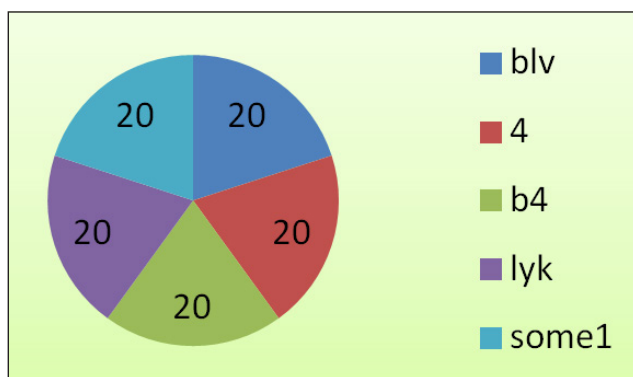
Source: Authors

Figure 6: Orthographic Errors From Z2



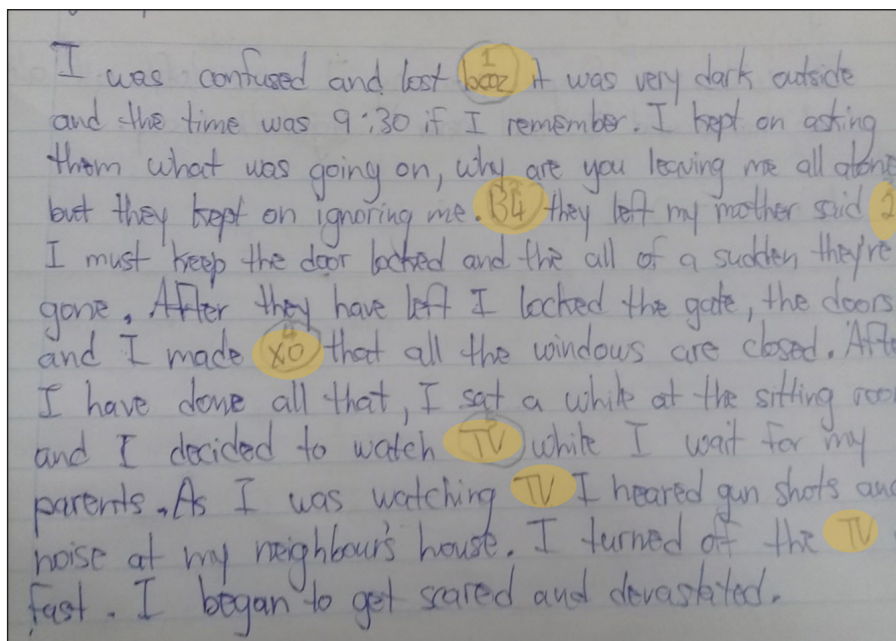
Source: Authors

Figure 7: Distribution of Orthographic Errors



Source: Authors

Figure 8: The Commonly Used Orthographic Errors From X7



Source: Authors

a WhatsApp Language Error use of Numbers (WNS). The WEs were 'blv' instead of 'believe' and 'lyk' was erred for 'like', 'b4' was used instead of 'before', and 'some1' instead of 'someone'. On the other hand, the only WNs was '4' used instead of 'for'.

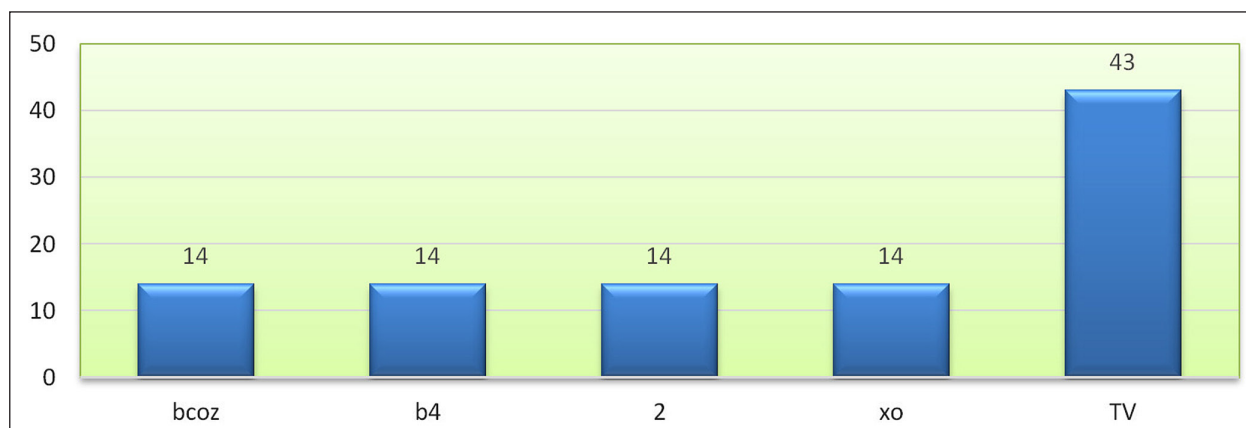
In Figure 8, the participant made seven orthographic errors from four words which were not repeated, thus they were weighed slightly above 14 percent, and one repeated. Of the five words, four were WEs, and these were 'bcoz' for 'because', 'xo' used for 'sure', 'b4' and 'TV' instead of 'television', which was repeated three times thus weighed 43 percent. The

only WNs was '2' to mean 'to'. The frequencies are depicted in Figure 9.

Figure 10 gives the commonly used orthographic errors from Figure 8 and Table 3 show that the participant committed five WhatsApp Language Errors out of which only one was repeated.

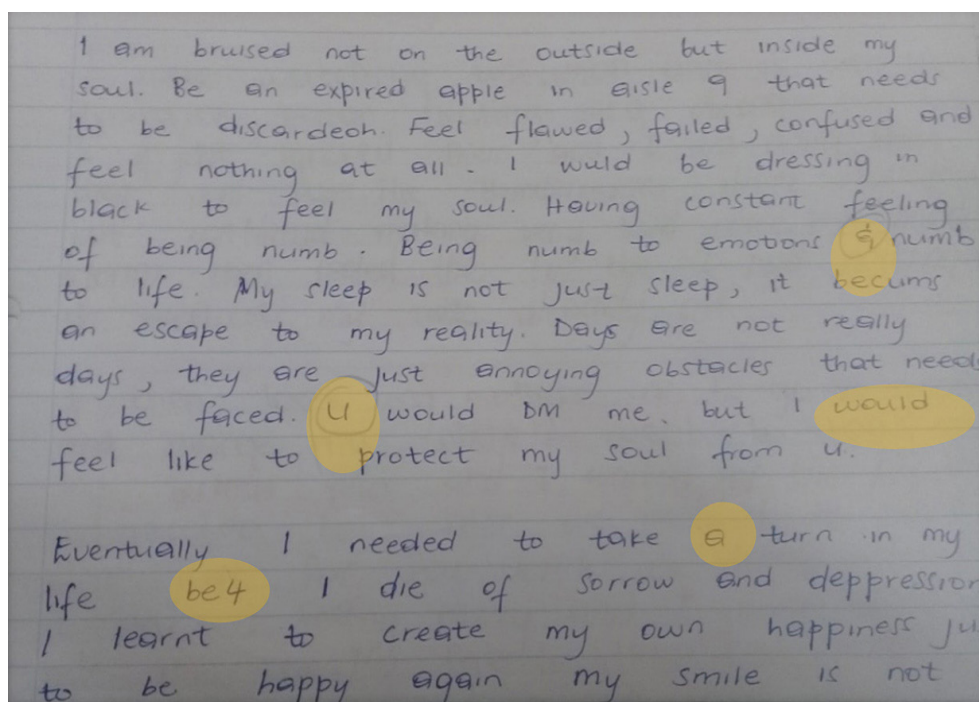
Table 3 shows that the participant committed six errors from a total of five words. Only the word 'u' instead of 'you' was repeated only once. Instead of correctly writing 'would', the participant wrote 'wuld', and instead of the full 'and', the participant used '&'.

Figure 9: Frequency of Orthographic Errors for X7



Source: Authors

Figure 10: Commonly Used Orthographic Errors from Y8



Source: Authors

Table 3: Descriptive Statistics for Orthographic Errors in Research Site X, Y and Z

Number	Orthographic Error	Type	Correct Word	Frequency	%
1	wuld	WE	would	1	17
2	&	WE	and	1	17
3	becums	WE	becomes	1	17
4	U	WE	you	2	33
5	b4	WE	before	1	17

Source: Authors

14. Discussion of Results

Discussion for this study is done in line with the themes generated after critical analysis of data, as presented in Table 4.

14.1 Sub-Theme 2 Influence of WhatsApp on Spelling Errors

In comparison to all other social media networks, learners responded that WhatsApp was their favourite. As a result, it's crucial to figure out how learners' extensive use of a social platform model relates to their judgments of its impact on their skills. The results revealed that approximately 39% of the participants acknowledged that their spellings were influenced by their use of WhatsApp, and that they frequently used spelling in essay writing. Around 18 percent, on the other hand, attributed a considerable yet little effect of WhatsApp on their essay writing spelling problems.

Figure 2 shows that some participants believed WhatsApp influenced faults in their essay writing on occasion, even though roughly 28% claimed that they couldn't totally trace their essay spelling issues to WhatsApp. Those who said they utilized WhatsApp to write in brief message words in essays accounted for more than 48% of the total. This is in accordance with Mamba's (2012) opinion that correcting learners' errors and assessing whether learners' misunderstandings have been corrected is a critical component of constructivism's theory of developmental learning for learning to progress.

14.2 Sub-Theme 2 Learners' Natural Tendency to Commit Orthographic Errors

According to the findings, learners spend a significant amount of time on social media sites, which may be better utilised for academic purposes. This is in line with Osharive's (2015) findings that learners dedicate more attention and time to social media than to their academics; they will not be able to pass their exams if they do not learn. Obi *et al.* (2012) back up this claim, claiming that learners' use of English and grammar is influenced by their use of social networking sites. Franklin (2014), on the other hand, stated that phonemic/phonetic representations are used in English spelling.

Some participants reported they have an inherent predisposition to make orthographic errors with or without WhatsApp, according to this study. This is supported by research that shows that there are advantages and disadvantages to using any social network. When the media is overused in a way that does not academically assist learning or the process, they discovered a negative effect and influence (Shinga, 2019) inclusions from the results obtained.

14.3 Theme 3: Most Common Orthographic Errors Made by Learners in EL2 Essay Written Scripts

Furthermore, Al-Rahmi (2015) agrees with the findings of the study, which revealed that learners at all of the research sites made a variety of orthographic errors (see Table 1). What became clear was that the dominance of specific errors varied from one

Table 4: Themes and Sub-Themes Generated from the Study Findings

Research Questions	Themes	Sub-Themes
What is the influence of WhatsApp on learners' orthographic errors?	Influence of WhatsApp on learners' orthographic errors	<ul style="list-style-type: none"> Influence of WhatsApp on spelling errors Learners' natural tendency to commit orthographic errors
Which are the most common orthographic errors made by learners in EL2 essay written scripts?	Most common orthographic errors made by learners in EL2 essay written scripts	<ul style="list-style-type: none"> Common orthographic errors from single cases Orthographic errors with multiple meanings Formal meanings with multiple orthographic errors

Source: Authors

research site to the next, with 75 percent (N=53) being the most common. School X had the highest percentage of participants who mistook 'l' for I with 47 percent (N=28) and 53 percent (N=27) in school Y and Z, respectively. Differences were also found in the number of meanings connected with specific faults.

15. Conclusion and Recommendations

While social media is widely used in the modern era, including online teaching and learning during COVID-19 pandemic, it, like every two-sided coin, has flaws, notably in education. People may generally be in a habit to reduce and abbreviate words to write faster and use less data, which leads to orthographic errors in EL2 essay writing. If errors are not constantly managed, they may lead to the English language's decline. As a result, this study offers practice and research recommendations.

15.1 Recommendations to the Department of Basic Education in South Africa

South Africa's Department of Basic Education may need to improve essay writing skills in order for education to have an improved quality of essay skills cultivated in learners. If essay writing skills are improved, light will shed on writing and reading, bringing life to a child's education in the classroom. Essay writing skills are a ray of hope for improving formal essay writing and a child's education in South Africa.

Teachers could formally follow the themes and discuss them at a set time online if the education system creates a booklet with essay writing topics from Grades 10 to 12. There may even be formal and informal essay subjects included in the booklet to allow for practice before the formal work is completed. Standardizing essay writing skills in Grades 10 to 12 may be aided by networking online essay writing talents.

15.2 Proposing WhatsApp Language Teaching and Learning in the Classroom

To avoid the overuse of informal words, it is critical to introduce WhatsApp language as a subject in EL2 Grade 10. For example, learners may be given an exercise to formally compose an informally written

discussion. If WhatsApp is used effectively in the teaching and learning of EL2 essay writing, it is reasonable to conclude that learning is occurring. Marks may be assigned while conversation and learning occur, which is the fundamental purpose of language acquisition in the first place, resulting in relevance and technological inclusion, particularly in online teaching and learning. Curriculum planners may need to perform the following without fail to measure the success of the rolled-out WhatsApp context in teaching WhatsApp.

South African national content curriculum planners must prepare relevant materials for curriculum planners for teaching and learning online in WhatsApp language. Departmental based workshops, school-based workshops and classroom-based online visits and monitoring, with departmental based trained personnel who would have to conduct online.

15.3 LEE SINCUBA's Proposed Model on WhatsApp Orthographic Free Errors

Figure 11 depicts the most important aspects of teaching and acquiring EL2 essay writing skills. In today's modern era setting, especially during COVID-19 pandemic, LEE SINCUBA's model which strives to make WhatsApp a learning and teaching tool in the classroom.

Using the proposed LEE SINCUBA Model, the researchers proposes that the educators and learners who are in the classroom during the online evolving technological distant learning era we live in are the primary people who would be exposed to WhatsApp's encirclement in teaching and learning.

Educators may need to maintain learners' interest because they have grown up using WhatsApp in dynamic technology and will continue to do so in the future. To break up the monotony of essay writing, WhatsApp should be employed in all classes, especially if internet teaching and learning are incorporated.

Learners are already ahead of the curve by utilizing WhatsApp Language informally in their daily conversation both inside and outside the classroom, necessitating the need to keep up with the times and use WhatsApp as a language of communication and, more importantly, for educational purposes.

Figure 11: LEE SINCUBA Model



Source: Authors

References

- Al-Rahmi, M.W. & Othman, M.S. 2015. The Effect of Social Media use on Academic Performance among university learners: A Pilot Study. Faculty of Computing, Malaysia: University Technology.
- Alvi, M.H. 2016. A Manual for Selecting Sampling Techniques in Research. MPRA: 01 UT. Available at: <https://mpra.ub.unimuenchen.de/70218/>. Accessed 29 November 2019.
- Canales, H., Wilbanks, D. & Yeoman, V. 2009. Facebook Usage in Relation to Personality and Academic Performance. Spring: Modern Psychological Studies.
- Clark, D. & O'Brien, M.R. 2012. Unsolicited written narratives as a methodological genre in terminal illness: Challenges and limitations. *Qualitative Health Research*, 22(2):274-284. Available at: <http://eprints.gla.ac.uk/59239>. Accessed 29 November 2019.
- Cleopha, F. 2020. COVID-19 pandemic highlights challenges of online teaching and learning: The Mail & Guardian (www.mg.co.za).
- Creswell, J.W. & Poth, C.N. 2018. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th Ed. New Delhi: SAGE.
- Creswell, J.W. & Poth, C.N. 2018. International Student Edition: *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th Ed. London: SAGE.
- Department of Basic Education (DBE). 2014. *ANA Diagnostic Report*. Pretoria: DBE.
- Department of Basic Education. 2018. National Senior Certificate: Technical Report. Pretoria: Government Printers. South Africa. Available at: www.ecdoe.gov.za. Accessed 22 August 2018.
- Dhanya, G. 2016. *Veda's Journal of English Language and Literature (JOELL): An International Peer Reviewed Journal*. Available at: <http://www.joell.in>. Accessed 20 March 2019.
- Franklin, T.J.S. 2014. Orthographic Errors Committed by Sophomore Learners: A Linguistic Analysis. Italy: MCSER Publishing.
- Kumar, M. 2013. *Orthographic Errors at the Undergraduate Level in Bihar*. New Delhi: SAGE.
- Leah, T.F. 2018. *Challenges faced by township Learners in Second Language acquisition*. Pretoria: Pretoria University.
- Letts, A. 2017. *The Intersection of the Phonologies of Standard American English and African American Vernacular English as Seen Through Orthography*. New York: Haverford College.
- Mafenyha, P.N. 2013. An investigation of first-year learners' pedagogical readiness to e-learning and assessment in open and distance learning: A University of South Africa context. *Mediterranean Journal of Social Sciences*, 5(20):353-360.
- Mamba, A. 2012. A Learner's error when solving Algebraic Tasks: A case study of Grade 12 Mathematics Examination Papers in South Africa. South Africa: University of Johannesburg.
- Maree, K. 2017. *First Steps in Research*. 2nd Ed. Pretoria: Van Schaik.
- Muhammad, F., Ashraf, A. & Muhammad, B. 2016. ESL learners writing skills: Problems, Factors and Suggestions. *Journal of Education and Social Sciences*, (4):10-21.
- Nel, N. & Muller, H. 2010. The impact of teachers' limited English proficiency on English second language learners in South African schools. *South African Journal of Education*, 30(1): 635-650.
- Nordquist, R. 2018. *Definitions and Examples of Orthography: Glossary of Grammatical and Rhetorical Terms*. Available at: <http://www.thoughtco.com.pdf>. Accessed 5 April 2018.

- North, D., Johnston, K. & Ophoff, J. 2014. The use of mobile phones by South African university students. *Issues in Informing Science and Information Technology*, 11(4):115-138. Available at: <http://iisit.org/Vol11/IISITv11p115-138North0469.pdf>. Accessed 23 November 2019.
- Nyamayedenga, M.S. 2017. *The implementation of Communicative Language Teaching in primary schools*. Pretoria: University of Pretoria.
- Osharive, P. 2015. Social Media and Academic Performance of Learners in Universities in Lagos. Available at: <https://www.researchgate.net/publication/273145849>. Accessed 9 April 2021.
- Rouis, M., Limayem, D.V. & Salehi-Sangari, H. 2011. Effect of Facebook Usage on Learners' Academic Achievement: Role of Self-Regulation and Trust. *Journal of Research in Educational Psychology*, 9(3):961-994.
- Rwodzi, C. 2018. Exploring teacher initiatives on teaching digital literacy in English. Pretoria: University of Pretoria.
- Shinga, S.F. 2019. Code-Switching in English Language Classroom: A Case Study of Four Rural High School Teachers in Umbumbulu KwaZulu-Natal: South Africa.
- Songxaba, S. & Sincuba, L. 2017. *The Effects of orthographic errors on English First Additional Language Grade 10: A case study of three schools in the Eastern Cape, South Africa*. Butterworths: Walter Sisulu University.
- Stollak, A., Vandenberg, W., Burklund, T.T. & Weiss, J. 2011. Getting Social: The Effect of Social Networking Usage on Grades Among College Learners. *ASBBS*, 18(1):859-865.
- Sukasame, N., Kantho, S. & Narrot, P. 2014. *A study of errors in learning English Grammatical structures on Tenses of MatthayomSuksa 4 Learners of The Demonstration School*. Thailand: Faculty of Education, Khon Kaen University: Khon Kaen.
- Swain, J. 2005. Changes to adult learners' identities through learning numeracy, literacy and numeracy studies, 14(1): 5-16. Available at: <https://www.researchgate.net/publication/278673491>. Accessed 3 May 2021.
- Theofanidis, D. & Fountouki, A. 2019. *Limitations and Delimitations in the Research Process: Perioperative nursing (GORNA)*. Available at: <http://doi.org/10.5281/zenodo.2552022.pdf>. Accessed 30 November 2019.
- Tiffany, W. 2017. A Descriptive and Qualitative-Quantitative Analysis of the Spelling of LI Spanish-English Learners. *St Cloud University the Repository*. Available at: http://repository.stcloudstate.edu/engl_etds/105.pdf. Accessed 10 April 2018.