

How Well Do You Spell? Spelling Proficiency of Foundation Phase Student Educators

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ABSTRACT Due to the focus on literacy and literacy levels in South Africa, the spelling proficiency of student educators has come under scrutiny, as educators exert an influence on the learners and their academic performance in class. Spelling proficiency forms an integral part of academic achievement. The research was prompted by the attention paid to literacy and low literacy levels of learners in the Foundation Phase. The quantitative method of investigation was implemented to cast light on the real state of affairs with regard to the student educators' spelling proficiency. Results proved that student educators tend to overestimate their levels of spelling proficiency. The findings highlight the crucial focus of paying attention to spelling even at the university level, especially in the light of the fact that student educators will be teaching the Foundation Phase learners how to spell once they are appointed as educators in the schools.