

Research Paper



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## INNOVATION & EXPERIMENTATION ON TEACHING OF ENGLISH SPELLINGS TO THE AGE GROUP OF 9 TO 11 YEARS



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**Genesis :** The development of the communicative approach has been spearheaded for the purpose of international communication. English has become a global language today. This essay tends to inquire into communicative English teaching methods in primary schools with the popularization of the new textbook.

**Spelling and hand**—writing are the “production” skills of written language. Students who have poor spelling and/or handwriting skills often write little which means they get less practice and develop fewer skills than more able writers. The poor spellers fall further behind their peers and better spellers move a head, because of the amount of practice they get.

In the past, spelling was usually taught as a separate subject; memorization was thought to be the key to its mastery. Even now, most elementary schools use spelling series and treat spelling as a subject separate from the other language arts. However, during the past decade, language researchers have shed new light on the spelling process. The acquisition of spelling rules is now viewed as a complex developmental process. Once the stages of this process are identified, elementary teachers can help students to develop strategies for learning Standard English spelling, and they can assess students’ progress more accurately. This digest defines invented spelling, describes the developmental stages, and considers implications for classroom instruction. For the past 13 yrs I have been working in Kendriya Vidyalaya. I have worked with student aged from 5 to 10 yrs some were just starting school

and only beginning to work with written English others had been at school for several Years but still struggling to read and spell. Why is it so ? Working with 5 to 10 yrs old students with reading and spelling difficulties prompted me to examine the nature of their problems. A factor that was common to all of them was that they could not read words they did not instantly recognize and they could not spell words. These students had quite inaccurate knowledge about the relationship between sounds and letters and they did not know how to use word level information to read and spell unfamiliar words. So it was decided to identify and solve problems in learning English spelling by the students in the age group of 9 to 11 yrs and to discover correlation between sounds and letters and to develop proper spelling skills.

**Preparatory work :** The study has been conducted for the purpose of finding out the effect of vocabulary and sounds and letters correlation in making the English spelling by the students. Thirty six students of class fifth were selected by random method for this study. All the students were aged 9 to 10 years. All the subjects belonged to varying socio-economic status All the subjects had fairly well developed mental ability. The procedure was explained to them. All the students assured to co-operate with enthusiasm and were ready to go through the schedule tests etc. students were exposed to this project during English periods only. No subjects were exempted from the usual school periods. Presuming the daily active routine of the subjects the groups under study were assumed to

be at par with each other. Material needed for the project was obtained from various sources. Some material was prepared by self, six activity sheets for each student were made to carry out the experiments. C.D of English phonetics brought out by Prentice Hall of India Pvt. Ltd. New Delhi was obtained from the School library.

**Execution of the Project :** All the subjects selected for this study were divided randomly in to three groups. The first two which were experimental groups were named as “Group A” and “Group B” the remaining third group was named and acted as a “Group C”. The total number of students were thirty-six. Each group has 12 students. “Group A” had given to learn English Spellings to improve their Vocabulary for the test “Group B” had given to perform exercises of Vowels their long and short sound, silent letters, letters and their sounds, phonetic symbols etc. and gave them the written knowledge tests and audio training The third-group which was named as “Group C ” did not perform any exercises. Activity sheets related to exercises were given to the students after each lessons, an audio C.D of phonetic was played for the students. To Measure the effect of vocabulary and sounds and their correlation on the students, tests were taken at the beginning and after the experimental period of two months.

**Results :** The analysis of data collected on students of “ Group A”, “Groups B” and “ Group C ” was done. The data pertaining to each was examined by “Mean” in order to determine the difference among the performance before and after training on the students.

After the post test of spellings most of the children’s performance was amazing. Their spellings were im-

proved when they were given knowledge of phonological skills and sounds – letters knowledge, and pattern works. The results pertaining to the performance of the students, before and after training, which were analyzed and were examined by mean which has been given in the following table and graph.

**Conclusion :** The result of the data collected, after statistical analysis, proves that there is significant difference in vocabulary and phonetic knowledge displayed by the students before and

Name Of the Group	MEAN		MEAN DIFFERENCE
	pre test	post test	
<b>Group C</b> Control	6.833	14.636	7.803
<b>Group A</b> Vocabulary	4	14.916	10.916
<b>Group B</b> Phonetic	7.083	17.75	10.667

after the test and following observation came to light:

- When the students were given proper techniques and knowledge of spellings i.e phonological awareness, patterns of sounds / letter relationship and pattern of letter / letter relationship, their performance was much better than earlier.
- Always look for the patterns and remember that spelling is a visual matter.
- Learn difficult spelling by look-cover-write-check method.
- Many teachers realize that simply giving students lists to words to learn is insufficient for developing efficient and accurate spelling skills.
- Students must develop good phonological awareness skills in order to use their emerging sound-letter knowledge in their spelling and reading attempts.
- Students need explicit instructions that explain how sounds and letters work together and they need knowledge and understanding of the rules, conventions and morphemes that influence spelling choices in words.
- This will not only help them to spell unfamiliar words but will also assist their early reading development. If students are taught how written English works, they will be able to read and write both familiar and unfamiliar words and meet the first challenge along the path to literacy. This is what students need to learn .How it is taught is the key to success.

**REFERENCE**

1.P.S.Freyberg – Teaching Spelling to Juniors. 2.Words – John Seely 3. A to Z of English – B. G Tandon and Loveena Tandon.