

# **CHAPTER ONE**

## **INTRODUCTION**

This is the study report where the researcher has attempted to define and present her study work. This study report basically deals with the concept of teaching spelling through the use of pictures. The researcher adopted Experimental design to practice this concept in grade three of government aided school. There are specially four parts in this study report; introductory part, methodology part, analysis and interpretation and findings and recommendation part. Introductory part deals with the general background of the study, brief introduction in teaching aids, visual aids, pictures and their importance in language classroom, aspects of language, teaching spelling, importance of teaching spelling and problems in teaching spelling.

### **1.1. General Background**

Language teaching started from many centuries ago, but it developed as a profession in twentieth century. The whole foundation on of contemporary language teaching was developed during the early part of the twentieth century. Language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. The main objective behind teaching English is to make learner able to participate to some degree and for certain purposes as a member of a community other than his/her own. Teaching language always aims to develop certain set of performance skills in the learner. Language teaching seeks to prepare learners to participate in some other social group, some language community other than his/her own, to play a part or fulfil a role in that community.

Since English is a world language, teaching of English language takes place around the world. The world has entertained the taste of speaking for many decades. Nepal has no exception. In Nepal English has been used as a means of

instruction and medium of writing by the people from educated and elite circle since Rana regime. There is no doubt that English has got ovation in Nepal in its pedagogy, mass media and so on. In current phase, the government of Nepal is investing millions of rupees in English language education. English is taught as compulsory subject in all educational institutes from the very beginning of school education to higher level. English is also taught for specific purposes in different institutions. As we know that private schools and different language institutes are playing great role in promoting English language in Nepal. The Government of Nepal is also paying great attention in developing the level of knowledge of English in government aided schools by practicing different activities. But because of lack of its professional development, the teaching of English language does not seem to go satisfactorily. Traditional way of teaching has made teaching English monotonous and ineffective. So, this is the time we have to practice new techniques and materials in teaching English and break down the monotony of learners.

### **1.1.1. Teaching Aids and their Importance in Classroom**

Those materials which help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable him/her to make learning more concrete, effective, interesting, inspirational and vivid are known as teaching aids. In other words, all the materials that can be practiced in the classroom situation to facilitate learning are teaching aids. Teaching aids are those extra things which are brought in classroom by teacher, which help the teacher to do his/her job better. They can be anything audible or visible or both which enable the students to learn the language more quickly and accurately.

Teaching aids are anything that facilitate teaching learning environment mainly in the important of abstract information. Teaching aids may be visual materials, relia, pictures, flash cards, picture cards, magazine cut outs, matchstick figures, etc. and they may be supplementary materials, e.g. songs and rhymes, games and puzzles,

etc. They are designed to help teachers, save time and effort and also to arise on the part of the learners. Generally, teaching aids are those visual and aural devices which can be helpful to the teacher in the classroom.

El-Araby (1974,p.2) says:

Teaching aids, however are designed to help the teacher save time and effort. Many of them can be effectively used in large classes; some of them relieve the teacher from many routine tasks. All of them make the class more lively and interesting for the teachers and students.

Those audible or visual things which help the students to learn more quickly or more accurately are teaching aids. Teaching aids are those sensory objects or images which initiate or stimulate and reinforce learning. Any materials used to help the teacher to teach his/her lesson better can be included under teaching aids.

Aggarwal (1996) classifies teaching aids into different types. It is clearly shown in the table below.

Audio materials	Visual materials	Audio-visual Materials
Language laboratories Radio sound distribution System sets, tape and Disco recording	Bulletin board chalk Board charts, drawings, etc. Exhibit film strips, flash cards, flannel board, flip book, map model, picture, poster, photograph, silent film slides.	Demonstration films Printed materials with sound film; strips study trips, television, tapes

The importance of teaching aids in language classrooms can be mentioned overleaf.

- i. Teaching aids are instrument to motivate students towards learning language.
- ii. Teaching aids brighten up the classroom and bring variety interest into the language learners.
- iii. Teaching aids provide the real pictures of the theory and practice.
- iv. They enable the teacher to follow the maxims of teaching like learning by doing, known to unknown, and concrete to abstract.
- v. They promote positive transfer of learning.
- vi. They help in giving information of one kind or another about the background of literature, culture and about life in general.
- vii. Visual aids in particular can help to provide the situation which lightens up the meaning of the utterance used.
- viii. Teaching aids can stimulate children to speak English as well as to read and write it.
- ix. Teaching aids give real concept about the goal of teaching learning process.

Thus, the aids which are deliberately used to increase learner's knowledge and experience of language learning are teaching aids. Teaching aids bring life in the class and assist to create the permissive environment for teaching and learning. It is said that the good teacher should enter into the classroom with teaching aids.

### **1.1.2. Visual Aids**

We all know that different types of teaching aids are used to make teaching learning activities goal-oriented like audio aids, visual aids, audio-visual aids, printed materials, etc. Here our concern specially goes upon visual aids. Visual aids, in broad sense, are defined as anything that can be seen with our eyes. In the simplest sense, visual aids mean things brought into the classroom to see by the students. A list of visual aids accounts pictures, demonstration, photographs,

slides, graphs, charts, display materials, relia, pinmen pictures, magazine, cut-outs, models, puppets ,etc. including the classroom as a whole.

Visual aids are useful to the language learners. Visual materials are to contribute in a particular situation the more lively. One visual aid gives thousand meaning without writing or uttering a single word. Seeing is more powerful than hearing. It is said that by seeing at least 83% lesson can be understood. There is one Chinese pro-verb about the importance of visual aids-“ if I hear, I forget, if I do, I know, if I see, I remember”. Byrne (1980, p.195) says “anything which can be seen while the language being spoken may be a visual aids”. Similarly, he makes a division between visual materials for ‘talking about’ and visual materials for ‘talking with’. Similarly, visual aids includes teacher, students, blackboard, textbook , classroom, etc.

Wright (1996, p.108) argues, “without visual materials it is very difficult for the teacher to create a situation in which the students want to say something”. He means that visual material makes the classroom teaching easy and it also assists the teacher to create effective situation in the classroom.

Describing visual aids, El-Araby (1974, p.127) states:

Anything belongs to all brought into the classroom, animate or inanimate is a potential visual aids-teacher, boys, girls, pets, plants, clothes, furniture, materials, objects everything that anyone is seen to do, any movements he makes, any actions he performs, laughing, crying, smiling, working, acting, misbehaving, all potential visual aids.

When we use visual aids, they should be relevant with the objectives of teaching. Teachers have to select visual aids according to the content and

according to the level of the students their age, need and interest. They should also match the mental and physical state of the learner. For example, simple and single coloured pictures are more useful at the early stages whereas complex maps and composite pictures can be useful in intermediate and advanced level. The meaning of some words can be taught only with the help of visual aids not by definition. There are a number of types of visual aids. Among them, the picture is our major concern. So, here is the discussion about the pictures and their roles in language classroom.

### **1.1.3. Pictures and their Importance in Language Teaching**

It is obvious that pictures are visual materials. Pictures are those whether drawn by teachers, taken from books, newspapers and magazines or photographed to facilitate learning. Pictures can be in the form of flash cards, large wall pictures, cue cards or photographs or illustrations. Projected slides, images from an overhead projector, projected computer images all are counted under picture. The teacher can draw pictures in order to make the concept clear about what he is teaching by the use of his own drawings or bringing.

Wright (1976, p.64), “Wall pictures represent subjects containing a mass of information. These may be composite wall pictures, meant by the publisher to be used for language work, or cultural information pictures, as supplied by Tourist Board”. By this he poses the role of pictures in describing cultural terms too.

The teacher should prepare a picture according to the subject matter and level, interest, need and age of learners. If a teacher uses hand drawn pictures in the classroom, pictures should be beautiful and of appropriate size otherwise it will be a matter of joking. Wright (1976) suggests some qualities of a good picture, which are presented in following ways:

- i. Content: Picture should clarify the concept of the content. It has to speak something about the content.

- ii. Shape and composition: The shape of the picture should be according to the size of classroom and number of the students.
- iii. Solidity and space: These two features are not visual elements so much as the illusion created by visual aids.
- iv. Colour: The choice of colour does matter in the picture. Appropriate colour should be chosen for related picture.
- v. Tone: Tone refers to the darkness of the colour.
- vi. Line: Line by itself is not clear for long distance viewing; however used to emphasis the edge of shapes it is useful.

Pictures and picture cards are very useful for presenting, practicing and revising vocabulary and its spelling. Pictures are used for teaching learning purpose. The teacher shows a picture and asks the students what it is. One picture is worth 1000 words. They are stimulus for children to speak. Pictures can be very useful for both oral and written compositions.

Harmer (2008) suggests the following uses of pictures:

- i. Drills: Word cards and flash cards both are particularly useful in drilling grammatical items. For cueing different sentences and practicing vocabulary, pictures are must.
- ii. Communication games: Pictures are extremely useful for a variety of communication games and activities, especially where these have a game like feel, such as 'describe and draw activities'. One student describes a picture and a partner has to draw the same picture without looking the original or vice-versa. Pictures are also useful for creative writing, too.
- iii. Understanding: The appropriate use of pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the aeroplane for example, is to have a picture of one. It is easy to check students understanding of a piece of writing or listening by asking them to

select the picture which best corresponds to the reading text or the listening passage.

- iv. Ornamentation: Pictures of various kinds are often used to make work more appealing. Pictures can be used to enhance text, giving readers an extra dimension to what they are reading.
- v. Prediction: Pictures are useful for students to predict what is coming next in a lesson. The students look at that picture and try to guess what it shows.
- vi. Discussion: Pictures can be used for creative language use, whether they are in a book or on cue cards, flash cards or wall pictures. The teacher displays the picture in front of the students and they are asked to make a discussion about the displayed picture.

Teaching is an art where a teacher has to integrate different techniques and knowledge. Different principles, methods and techniques play an important role in teaching learning activities. There are different techniques in teaching different items. Among them teaching through pictures is one but it is a less practiced area. We discussed about the role and use of pictures in different teaching learning activities and items. Among them teaching spelling through pictures is also one. In the context of Nepal, teaching spelling through pictures is a less practiced and neglected activity. Pictures are really effective in teaching spelling in the sense that pictures are locally and easily available in the school surroundings without any effort.

The benefits of using pictures in a language classroom can be concluded in the following points:

- i. Pictures motivate students toward learning.
- ii. Pictures make the students feel what they are learning.
- iii. They help the students to remember the learnt items for a long period of time.
- iv. They make a communicative approach to language learning easier and more natural.

- v. They break monotony and mental fatigue upon students.
- vi. They stimulate the students to speak the target language as well as read and write it.
- vii. They provide the students with materials by which they can indicate non-verbally that they have understood.
- viii. They help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.
- iv. They provide the students with a clue to the meaning of details.

#### **1.1.4 Aspects of Language**

Vocabulary, grammar and communicative functions are the aspects of language. Among them vocabulary is the one of the aspects of language where students have to learn simple day-to-day vocabulary to new and difficult words. The primary focus is upon vocabulary in the sense that no language can exist without vocabulary. Vocabulary includes words, compound words and idioms. Crystal says that the vocabulary is the Everest of a language. Every language has a stock of words. All words existing in a given language constitute the vocabulary of that language. Every word has a meaning or a set of meanings associated with it. The knowledge of vocabulary helps us to understand or express a message or linguistic text. Every language has its own vocabulary of varying size. English is extremely rich in vocabulary. The vocabulary of language is one of its important aspects. No language can be learnt without learning its vocabulary. Vocabulary of that language serves as the backbone of our ability to communicate in a language.

Harmer (1991) says, “if a language structure make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. Similarly, Wallace asserts that no vocabulary no, communication.

While learning the aspects of vocabulary, one should learn meaning, use, formation and grammar of that particular vocabulary. Harmer (1991) summarizes the aspects of vocabulary in following diagram:

Here, our major concern is upon spelling, so we have to pay our attention in word formation.

Words can change their shape and grammatical nature, too. Students need to know the facts about word formation and how to twist words to fit different grammatical contents. Different parts of speech like noun, pronoun, adjective, verb, adverb,

conjunction, preposition, interjection are studied under word formation. Likewise, students also need to know how words are spelt and how they sound.

### **1.1.5. English Spelling**

In layman's sense, spelling is the graphic representation of sounds and letters in which particular word is written. Spelling can be roughly defined as someone's ability or command over the arrangement of letters in conventional way. As pronunciation is basic in speech, spelling is basic in writing. Knowing a particular word involves knowledge of spelling of that word, too. Advanced Learner's Dictionary of Current English (1988) defines spelling as "the ability of a person to put the letters of word together in a corrected or accepted order". Spelling is the basic aspect to employ the letters into the frame of word. Misspelled words make the written script difficult to comprehend. Misspelling can alter the sense and make the writer appear foolish.

Trask (1994, p.31) states:

The peculiarities of the English spelling system are well-known. On the one hand, we have words pronounced identically but spelled differently, such as flour and flower, on the other hand, we have words spelled identically but pronounced differently, such as lead (noun, the metal) and lead (verb).

Above paragraph states that English spelling is irregular and complex. What is the reason behind the complexity and irregularity of English spelling system? Well, there is no single reason: the history of English spelling is a rather complicated affair in which a number of quite distinct developments and influences can be identified. One of the main factors has been the operation of language change. In particular, many of odd-looking spellings are the result of pronunciation change: words like break, night, one, knife and should have spellings which accurately

reflect the way they were pronounced ago. Their pronunciation has changed but speakers have never got round to changing their spelling. In this regard Trask (ibid) again states, “English is complex and irregular, and it has only been largely fixed since the 18<sup>th</sup> century. Much of this complexity derives from our custom of spelling words as they were pronounced centuries ago, rather than as they are pronounced now”.

Irregularity and complexity of English spelling has developed the importance of teaching spelling in the present world and it has also created a lot of challenges besides teaching English.

### **1.1.6. Importance of Teaching Spelling**

The knowledge of spelling plays great role in writing. Writing is graphic representation of speech sounds. It is not only the production of graphic symbols but also the arrangement of symbols according to certain conventions to form word. Spelling is must in writing skill. By ignoring spelling, learner cannot be a good writer and by ignoring writing he/she cannot lead towards the destination of long journey of language learning. If a language learner cannot spell the word correctly he/she cannot write correctly. Spelling power directly leads to writing power.

With reference to Shemesh and Waller (2000, p.3) the following points can be listed to show the importance of teaching spelling:

- i. Be able to hear sounds correctly.
- ii. Be able to pronounce correctly.
- iii. Be able to remember all the words phonemes in the correct order.
- iv. Be able to recognise the letters of the alphabet and know the sounds they represent.
- v. Be able to organise and remember the correct order of the letters in a word.
- vi. Be able to copy words correctly from another source.

- vii. Be able to discern between similar letters (d-p-b-q, m-w, n-h, n-u, t-f)
- viii. Be able to understand and use affixes as well as to recognise their spelling patterns, for example, de-, con-, -re-, -ing, -ed, -er, -est.

Shemesh and Waller (2003, p.3) again state the importance of teaching spelling in following points:

- i. Teaching spelling supports to improve the integrated skills like memory span, the recognition of sound segments and familiarity with the grammatical and lexical patterning of the language.
- ii. It supports students to regularize the most frequently occurring words and encompass a vocabulary list that is adequate for most people's need.
- iii. It encourages students to be convinced that English spelling is not as regular and difficult as it often imagined and that the physical act of writing words is the part of the spelling process.
- iv. The learner can identify the patterns of letters and their organization; familiarize the grammatical and lexical pattern of the language.
- v. It helps to produce a detailed and simple system for diagnosis and the solution of individual spelling problems.
- vi. It helps to be competent speller in language as spelling is dependent as the graduate acquisition to a range of skills. It further supports the learner's ability to segment words into individual sounds.
- vii. It supports the learners to improve the listening skill in language.

In conclusion, we can say that spelling is a food to language learner. Without food living being cannot live, similarly without spelling of words writing cannot exist. The relationship between spelling and writing is like the relationship between pen and ink.

### 1.1.7 Problems in Teaching Spelling

Part of the problem with English spelling is that English alphabet contains only twenty-six letters, whereas the language contains more than twenty-six sounds. For this and other reasons, almost every English letter has more than one pronunciation. For example, /l/ is pronounced differently in *life* and *walk*; /z/ is pronounced differently in *zoo* and *pizza*. It is impossible to find out a letter which is pronounced in exactly the same way in every single word in which it occurs.

For the students of English as a foreign language there are different challenges. Most other alphabetic languages have more consistent orthographic systems than English. In some alphabetic system (e.g. Arabic and Hebrew) vowel sounds are not generally recorded in writing. So, the English learners of the Arabic native speakers feel difficulties in the perception of vowel sounds in English. Sometimes, non-native English students need additional skills. They may have to learn a difficult letter and sound code. They also may have to learn a new direction (as do students whose mother tongue is Arabic, Japanese, Chinese) in order to write and read from left to right, when their mother tongue may be right to left, or top to bottom. That may be another problem in teaching spelling. For some students, learning to read and write is more difficult than it is for others. Possible reasons for their difficulties include dyslexia, attention deficiency problems or a short-term memory problem.

Shemesh and Waller (2000, p.3) describe, “English spelling as ‘an awesome mess’, ‘irrational’, and even ‘inhuman’. There are too many sounds for too few words”. Likewise other English speakers, Nepali native speakers also feel difficulty to spell the words which are not found in Nepali language. For example, silent letters, initial consonant clusters, trip thongs, aspiration spelling of affected root after or before the affixation. In English there is no one to one correspondence between sound and symbol, that’s why teaching spelling is problematic.

In conclusion we can say that the inconsistency, irregularity, and complexity of the English language are the major factors to create the problem in teaching learning spelling.

As we discussed above, spelling is one of the important aspects of language that a teacher should be aware of. Without spelling the existence of correct language is almost impossible. The correct and effective communication through writing is impossible if the individual words are not spelt correctly. Misspelled words make the written script difficult and account for larger number of writing errors. It is very difficult to predict spelling by correlation of letters with sounds. Sometimes because of an attempt to correlate sounds and spelling there is wrong use of language. So, it is a great problem for language learner especially foreign language learner. So, the teacher has to teach different rules of spelling to students that can be very useful for writing and for correct spelling but in inductive way.

## **1.2 Review of the Related Literature**

A number of research activities and studies have been carried out comparing methods and techniques in terms of their effectiveness. The following paragraphs present the review of the studies done by different researchers in the field of the effectiveness of visual aids and in the field of teaching spelling.

Ghimire (2005) conducted a research entitled 'Grey Area in English Grammar, Spelling and Punctuation'. He set out a questionnaire for the fifty eight native speakers of English from UK, USA, Australia and Canada available in Kathmandu valley. His study showed that no certain uniformity was found for writing spelling system among the native speakers of English. Likewise, another Ghimire (2007) studied upon 'The Effectiveness of Visual aids in Teaching Vocabulary'. The nature of research was experimental. It was found that the students taught through visual aids learnt better than those students who were taught in traditional way. This study showed that the students in Experimental Group progressed over

control group by 14.33 average increment score in post test in holistic comparison which revealed the fact that the group taught by using visual aids technique performed significantly better than one taught through the usual way of teaching. Similarly, Pandit (2009) tested the concept 'Using Pictures in Teaching Vocabulary'. This study attempted to find out the use of pictures in teaching vocabulary. It had been carried out comparatively and practically. Thirty students were selected as the study of population. A test consisting of five different test items were selected as the main tool for the study. The main finding of this thesis was that teaching vocabulary using pictures is more effective than teaching without them. Using pictures in teaching vocabulary had relatively brought better impact on learning. The teaching of vocabulary through the use of pictures appeared 7.3% more effective than teaching with usual classroom technique. On the other hand, Thing (2009) conducted a research entitled 'The Effectiveness of Hand Drawn Pictures for Teaching Word Meaning'. The main goal of research was to show how hand drawn pictures work in teaching word meaning. The nature of study was experimental. In this study it was revealed that meanings of the word can be best taught with the use of pictures which can be drawn by the teacher himself/herself. Similarly, Parajuli (2010) carried out a research entitled 'Teacher's Beliefs on Visual Aids in Teaching English'. The major findings of the study were that 60% of the teachers had positive beliefs towards visual aids in teaching English at primary level. And 75% argued that visual aids make class effective. It was also found that visual aids make the process of learning long-lasting and break the monotony.

Besides these, there are other research works done in other areas of visual aids like matchstick figures, relia, etc. and the other areas in teaching spelling, too. There are also a number of research works where hypotheses are tested upon the use of pictures in teaching English. But nobody has related the use of pictures with teaching spelling at primary level government aided school. Hence, the researcher

felt a need of studying it at grade three of government aided school to see whether the students are to learn spelling through the use of pictures.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. to find out the effectiveness of teaching spelling through pictures.
- ii. to suggest some pedagogical implications.

### **1.4 Significance of the Study**

Critics say that English is a crazy language; it is too haphazard and irregular. As we know that there is no one to one correspondence between sound and symbol, it creates a lot of problem in teaching spelling. Here, the researcher had tried to meet the gap of sound- symbol relation by the means of pictures while teaching spelling. This study seems to be a minor task; it certainly deserves the great importance in the field of ELT in Nepal. This study is beneficial to the students, teachers, syllabus designers, textbook writers and to all those who are interested in language teaching and learning. More specifically, it is significant to those teachers and students who are directly or indirectly involved in teaching learning. This research is importantly significant for the teaching spelling. This research also helps in Montessori schools. Moreover, it is, hopefully, be significant to language practitioners, subject experts, curriculum designers and textbook writers of ELT in that they can infer from the study to shape their methodology.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher adopted the following methodology to achieve the set of objectives of the study.

#### **2.1 Sources of Data**

The researcher carried out the study based on both the primary sources and secondary sources of data.

##### **2.1.1 Primary Sources of Data**

The primary sources of the data were collected from the students studying in grade three in Baljyoti Primary School, Tansen Palpa. The first hand data was the performances on the spelling elicited from those students using the test items (pre-test and post- test) mainly using pictures.

##### **2.1.2 Secondary Sources of Data**

While making theoretical backup of the study to facilitate the resolution of the research the researcher consulted Harmer(1991), Wright(1996), Doff (1998), Kumar(1999), Shemesh and Waller(2000) , Shemesh and Waller(2003), Best and Kahn(2008) , Harmer(2008), Journals of NELTA, Sikshak magazine, and textbook of English for primary level, different books on aspects on language, different books on visual materials, articles, different websites related to the research topic as secondary sources of data.

#### **2.2 Population of the Study**

The population of the study was the students of grade III of a Baljyoti Primary School of Palpa district.

### **2.3 Sample Population**

Thirty students of grade III from Baljyoti Primary School, Tansen Palpa were selected as the sample population.

### **2.4 Sampling Procedure**

The researcher selected a government aided school adopting purposive sampling procedure. The same procedure was used to select the students of grade III, too. Thirty students of grade III was taken for the study. Those students were divided into two groups: fifteen students in Experimental Group and fifteen students in Control Group. The researcher tried to maintain equal proficiency level of both the groups by administering the pre test items.

### **2.5 Tools for Data Collection**

The main tolls for data collection were the set of test items.

### **2.6 Process of Data Collection**

To collect the primary data, the following procedures were adopted:

- i. First of all, the researcher visited the proposed school and requested authority for the permission to carry out the study.
- ii. The permission was granted; the researcher established the rapport with subject teacher, as well as subject and explained the purpose and process of research.
- iii. Appropriate exercises, which met the target of the study, were prepared. Teaching aids and classroom techniques were developed for selected teaching items. A questionnaire was developed to measure the language proficiency of the students with the regard of spelling.

- iv. A written pre-test was administered to determine the actual performance of the students in spelling. The students were evaluated in 50 marks.
- v. The researcher determined the rank of the students on the basis of odd-even rank according to their individual obtain marks. Then the total students were divided into two groups; 'X' and 'Y' on the basis of odd and even number.
- vi. Then both of the groups were taught by the researcher for one month separately. The Experimental Group was taught by using pictures. On the other hand, the Control Group was taught in traditional way, without pictures.
- vii. The post-test was given by administering the same items for both the groups after one month.
- viii. The performance of the two groups on the pre-test and post-test were compared and analysed in order to determine the efficiency of teaching spelling through spelling.

## **2.7 Limitations of the Study**

This study had the following limitations:

- i. The population of the study was limited to the students of grade three of Baljyoti Primary School of Palpa district.
- ii. The sample of the population was confined to only thirty students.
- iii. The primary data of the study was selected only from the written test.
- iv. The effectiveness of pictures was studied only in teaching spelling.
- v. Only the spellings of simple words were used for the study.
- vii. Only English spelling was taught.
- viii. The limitation of the time of the study was about one month.

## CHAPTER THREE

### ANALYSIS, INTERPRETATION AND PRESENTATION

In this chapter, the researcher has attempted to analyze, interpret and present the data obtained from the study. The main objective of this study was to find out the effectiveness of pictures in teaching spelling at grade three of government aided school. The collected data are analyzed, interpreted and presented descriptively as well as analytically using appropriate statistical tools, tables and diagrams. The data have been grouped under five main headings and they are analyzed separately.

The data have been analyzed under the following headings:

1. Holistic Comparison
2. Item wise Comparison: The data under this heading are grouped as follows:
  - a. The result in *Circle the Word*
  - b. The result in *Choose One Letter from Each Box*
  - c. The result in *Discover the Word from the Given Picture*
  - d. The result in *Word Cross Squares*
  - e. The result in *Write the Words*
3. Intra test Comparison
4. Co relational Analysis

While analyzing the data, the individual score of both tests i.e. pre-test and post-test have been taken and tabulated group wise. Then the average score of both of the groups on the two tests is determined. Higher average of score in the post test shows the progress of the group. Here, Experimental Group was coded as Group 'X' and Control Group was coded as Group 'Y'. Group 'X' was taught by using various pictures whereas group 'Y' was taught without using pictures. Group 'Y' was taught in classical way. After that the result was converted into percentage. The two groups have been compared on the basis of the percentage. It is assumed

that one group performed better than another because of the use of pictures. The analysis and interpretation of the study through the collected data is given as below:

### **3.1. Holistic Comparison**

The holistic comparison between the control group and Experimental Group in pre test and post test is computed and tabulated in the following table.

**Table No. 1**  
**Comparison of pre-test and post-test scores**

Group	Average score in pre-test	Average score in post-test	Differences
Control Group	15.4	21.33	5.93
Experimental Group	15.6	27.9	12.3

According to the table no.1, the Group Y has the average score of 15.4 in the pre-test and 21.33 in the post-test. It has increased its average score by 38.5 percent. Group X has the average score of 15.6 in the pre-test and 28.06 in the post test. It has increased its average score by 78.8 percent. It can be observed that Group X has progressed far better than Group Y.

### **3.2 Item wise Comparison**

In this part of the research study, the collected data are analyzed and interpreted under the following four different sub-headings:

#### **3.2.1 Result in Circle the Word Item**

*Circle the Word* item was designed to test the students' ability in choosing appropriate word related to the given picture with the help of the letter hints. The average ability of the Experimental Group and Control Group in pre-test and post-test in this item is presented in the following table.

**Table No. 2**  
**Result in Circle the Word Item**

Group	Average Scores in Pre-Test	Average Scores in Post-test	Differences
Control Group	3.33	4.73	1.4
Experimental Group	3.33	6.33	3.0

The above table no. 2 shows that the Group Y has the average score of 3.33 in the pre-test and 4.73 in the post test. The group has increased its average mark by 1.4 and by 42.04 percent. Group X has the average score of as same as the Group Y i.e. 3.33 in the pre-test and 6.33 in the post-test. The group has increased its average score by 3.0 and the percent by 90. From this table we can conclude that the increase in the marks of the Group X is more than the Group Y. We can say that Group X has increased its proficiency level more than double of Group Y.

### 3.2.2 Result in Choose One Letter from Each Box Item

The item, *Choose One Letter from Each Box* was constructed to find out the students' ability in choosing correct alphabets to form a name of a given picture. Following table presents the ability of the both of the groups in pre-test and post-test in this item.

**Table No.3**  
**Result in Choose One Letter from Each Box**

Group	Average scores in pre-test	Average scores in post-test	Differences
Control Group	4.13	5.6	1.47
Experimental Group	4.06	6.6	2.54

The above table no. 3 shows that the Group Y has the average score of 4.13 in the pre-test and 5.6 in the post-test. The group has increased its average score by 1.47

and the percent by 35.5. On the other hand, the Group X has the average score of 4.06 in the pre-test and 6.6 in the post-test. The group has increased its average score by 2.54 and the percent by 62.5. It shows that the Group X has done better than the Group Y.

### 3.2.3 Result in Discover the Words from the Pictures Item

The item, *Discover the Words from the Pictures* was designed to test the students' ability in writing different vocabularies with the help of the picture hints. Table no. 4 presents the ability of the both of the groups in this item.

**Table No. 4**  
**Result in Discover the Words from the Pictures**

Group	Average scores in pre-test	Average scores in post-test	Differences
Control Group	3.0	4.0	1.0
Experimental Group	3.13	5.33	2.2

According to table no. 4, the Group Y has the average score of 3.0 in the pre-test and 4.0 in the post tests. The Group has increased its average score by 1.0 and its percentage by 33.33. On the other hand, Group X has the average score of 3.13 in the pre-test and 5.33 in the post tests. It has increased its average score by 70.28 percent. This table justifies that the Group X has progressed far better than Group Y in this item.

### 3.2.4 Result in Word Cross Squares Item

The *Word Cross Squares* item was supposed to test the ability of the students in filling the puzzle box. Both of the groups were asked to fill the puzzle box with the help of the given picture.

**Table No. 5**  
**Result in Word Cross Squares**

Group	Average score in pre-test	Average score in post-test	Differences
Control Group	2.8	3.66	0.86
Experimental Group	2.8	5.26	2.46

The table no. 5 shows that the Group Y has the average score of 2.8 in the pre-test and 3.66 in the post- test in item no. 4. It has increased its average score by 30.71 percent. On the other hand, Group X has the average score of 2.8 in the pre-test and 5.26 in the post-test. It has increased its average score by 87.85 percent. This table explains the progressive level of Group X which is higher than the Group Y.

### **3.2.5 Result in Write the Words Item**

The item, *Write the Words* was designed to find out the students' ability in writing vocabulary with correct spelling order through the help of the pictures.

**Table No. 6**  
**Results in Write the Words**

Group	Average score in pre-test	Average score in post-test	Differences
Control Group	2.13	3.33	1.19
Experimental Group	2.26	4.4	2.14

The above table shows that the Group Y has the average score of 2.13 in the pre-test and 3.33 in the post-test. It has increased its average score by 55 percent. On the other hand, the Group X has the average score 2.13 in the pre-test and 4.53 in the post-test. It has increased its average score by 94.7 percent. From this table we can conclude that Group X has performed better than Group Y in this item.

### 3.3 Intra-test Comparison

In this comparison, the achievements of both of the groups; the control group and the Experimental Group, are tabulated under the pre-test and post-test separately in separate tables and their achievements are computed and compared within the same test.

**Table No. 7**

**Intra-test Comparison of Pre-test**

S.N.	Types of the test items	Control Group	Compare Symbol	Experimental Group	Differences
1.	Circle the word	3.33	=	3.33	0
2.	Choose one letter from each box	4.13	>	4.06	-0.07
3.	Discover the words from the pictures	3.0	<	3.13	0.13
4.	Word cross squares	2.8	=	2.8	0
5.	Write the words	2.13	<	2.26	0.13

The pre-test average score of both the groups are computed and tabulated in table no. 7. It shows that the Control Group has obtained more score in item no. II. Control group has obtained 0.07 more score over Experimental Group.

The Experimental Group has obtained more marks in item no. III and item no. V. The more marks in the respective items of it over is by 0.13. Both of the groups

have acquired the same marks in item no. I and IV. Table no. 7 shows that the Experimental Group has secured more score in the pre-test.

**Table No. 8**  
**Intra-test Comparison of Post-test**

S.N.	Types of the test items	Control Group	Compare Symbol	Experimental Group	Differences
1.	Circle the words	4.73	<	6.33	1.6
2.	Choose one letter from each box	5.6	<	6.6	1.0
3.	Discover the words from the pictures	4.0	<	5.33	1.33
4.	Word cross squares	3.66	<	5.26	1.6
5.	Write the words	3.33	<	4.4	1.07

The post-test average score of both of the groups are computed and tabulated in table no.8. It shows that the Experimental Group has secured more marks in all five items than the Control Group. In item no I, Experimental Group has secured more marks by 1.6, item no. II by 1.0, item no. III by 1.33, item no. IV by 1.6 and item no. V by 1.07.

It shows that the Experimental Group has progressed more effectively than the Control Group. Table no. 8 shows that there is the more difference in marks between the Control Group and the Experimental Group in the different items of the test.

### **3.3.1 Comparison between two Groups in Post-test**

The average score of the Group X and the Group Y in the post-test only is compared in the following charts.

**Figure No. 1**  
**Comparison between two Groups in Post-test**

The data of the above figure can also be shown in the following chart to make the information more vivid.

**Figure No. 2**  
**Comparison between two Groups in Post-test**

In the above pie chart, it can be clearly observed that the Experimental Group has progressed in greater number than the Control Group. We can see that the average score of Experimental Group is increased by 57 percent whereas the Control

Group has progressed only 43 percent. It means that the teaching spelling with the use of pictures is more effective than in teaching in traditional way.

The comparison between the two-test items i.e. the average marks of the pre-test and the post-test can be observed in the following frequency distribution chart.

**Figure No. 3**

**Difference between Control Group and Experimental Group in Pre-test**

**Figure No. 4**

**Differences between Control Group and Experimental Group in Post-test**

From the above charts viz. Figure No. 3 and Figure No. 4, difference in the score of the Experimental Group and the Control Group shows that the Experimental Group has progressed in better way in most of the test items.

The researcher has tried to find out overall effectiveness of teaching spelling using various pictures at the Grade III of the government aided school. After teaching them for the period of single month, the students were able to raise their level of achievement in learning spelling. At the beginning of the study, their pre-condition in learning spelling of the vocabulary was at the lower level in all the items. For the one month the researcher taught them regularly focusing on the same teaching item. After one month, the students were found to have improved their performance level. We can see wide differences between the two tests from the help of above two charts i.e. Figure No. 3 and Figure No. 4. The holistic comparison of the difference between Control Group and Experimental Group in pre-test and post-test is presented in the following figure.

**Figure No. 5**

**Difference between Control Group and Experimental Group in  
Pre-test and Post-test**

From the above chart, it can be concluded that the performance of Experimental Group is highly increased than the performance of Control Group.

### 3.4 Co-relational Analysis

The main aim of this study is to find out the degree of the effectiveness of teaching spelling by using pictures. In the focus of the main objective, a correlation coefficient between the two variables viz. performance difference between the pre-test and post-test of the Experimental Group and the performance difference between the pre-test and the post-test of the Control Group was also calculated.

For the purpose of the interpretation of coefficient and gradation of the overall result, the following established criteria were taken;

1.  $r$ 's from 0.00 to  $\pm 0.20$ = very low, negligible
2.  $r$ 's from  $\pm 0.20$  to  $\pm 0.40$ = low, present but slight
3.  $r$ 's from  $\pm 0.40$  to  $\pm 0.70$ = substantial or marked
4.  $r$ 's from  $\pm 0.70$  to  $\pm 1.00$ = high or very high

Correlation between the improvement differences of the pre-test and the post-test of the Experimental Group and Control Group in overall test items is presented in the following table;

**Table No. 9**  
**Correlation of Control and Experimental Groups in Post-test**

Test Items	Increment percent in the post-test of Group X	Increment percent in the post-test of Group Y	Correlation Coefficient
1. Circle the word	90	42.04	0.76
2. Choose one letter from each box	62.5	35.5	
3. Discover the words from the pictures	70.28	33.33	
4. Cross word square	87.85	30.71	
5. Write the word	94.7	55	

Table no. 9 shows the correlation between the performance differences of the Experimental Group and Control Group in the entire test items. It inferred that the correlation coefficient is 0.76 and that is highly positive and strong. The result of correlation coefficient reveals that the correlation between the performances difference of the Experimental Group and Control Group in the overall test is strong which indicates that the use of pictures in teaching spelling is more effective. The process of correlation of the above data is clearly mentioned below:

Test items	Increment % of Group X	$x=X_1-X$	$X^2$	Increment % of Group Y	$y= Y_1-Y$	$Y^2$	xy	0.76
I	90	8.94	79.92	42.04	2.73	7.45	24.40	
II	62.5	-18.56	344.47	35.5	-3.81	14.5	70.71	
III	70.28	-10.78	116.20	33.33	-5.98	35.76	64.46	
IV	87.85	6.79	46.10	30.71	-8.6	73.96	-58.39	
V	94.7	13.64	186.05	55	15.69	246.16	214.01	
	$X_1=81.06$	$\sum x=0.03$	$x^2=772.76$	$Y_1=39.31$	$\sum y=0.03$	$\sum y^2=377.84$	$\sum xy=315.19$	

$$\begin{aligned}
 r_{XY} &= \frac{Ndx y - dx dy}{\sqrt{[Ndx^2 - (dx)^2][Ndy^2 - (dy)^2]}} \\
 &= \frac{5 \times 315.19 - 0.03 \times 0.03}{\sqrt{[5 \times 772.76 - (0.03)^2][5 \times 377.84 - (0.03)^2]}} \\
 &= \frac{1575.95 - 0.0009}{\sqrt{(3863.7991 - 0.0009)(1889.2 - 0.0009)}} \\
 &= \frac{1575.94931}{\sqrt{(3863.79820)(1889.1991)}} \\
 &= \frac{1575.9431}{2071.756055} \\
 &= 0.76
 \end{aligned}$$

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The major concern of this study was to find out the effectiveness of pictures in teaching spelling at the Grade III of the government aided school. This chapter deals with the major findings of the study. At the same time, it also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data collected by the test items. While analyzing data, it was found that the students of Experimental Group progressed a lot in comparison to the Control Group.

#### **4.1 Findings**

From the interpretation and analysis of the obtained data, the researcher has come up with following findings;

1. Holistic comparison of the both of the groups points out the vast differences in score percentage achieved by the both of the groups. The Experimental Group has increased in its average mark by 78.8 percent whereas the Control Group has increased in its average mark by only 38.5 percent.
2. Item No. I was designed to find out the students' ability in choosing word items. They were asked to choose correct word spelling order of given picture. It has been found that the Control Group has progressed in its average score by 42.04 percent where the Experimental Group by 90 percent. The result shows that in teaching spelling, pictures play vital role.
3. Item No. II 'Choose One Letter from Each Box' was supposed to find out the ability of the students in choosing correct alphabets to from a vocabulary of a given picture. The Experimental Group has been found to have better result in this item too. The Control Group has progressed in its average score by 35.5 percent on the other hand, the Experimental Group

has increased in its average score by 62.5 percent. This result also reveals the importance of picture in teaching spelling.

4. Item No. III 'Discover the Words from the Pictures' was designed to find out the students' ability in writing different vocabularies through the help of the pictures. Here, the Control Group has progressed in its average score by 33.33 percent. On the other hand, Experimental Group has progressed in its average score by 70.28 percent. The result points out that the Experimental Group has progressed significantly.
5. 'Word Cross Squares' item was designed to find out the ability of the students in filling the puzzle box. In this item, the Control Group has progressed in its average score by 30.71 percent, whereas Experimental Group by 87.85 percent. This result also reveals the effectiveness of pictures in teaching spelling.
6. Item No. V 'Write the Words' was also supposed to find the students' capacity in writing vocabulary in correct spelling order through the help of the pictures. This item was also related to the puzzle box. Here, the Control group progressed by 55 percent, whereas the Experimental Group by 94 percent. This result also directs towards the effectiveness of pictures in teaching spelling.
7. By the help of the intra-test comparison, we came to know that the Experimental Group did better in all five test items than the Control Group in post-test although the result of the Experimental Group and the Control Group was approximately same in the pre-test.
8. The overall result of the post-test showed that the Experimental Group obtained better marks in all of the test items. It is found that the Experimental Group progressed more effectively than the Control Group.
9. The performance of the Experimental Group was found satisfactory in all of the test items. This Group progressed in its average mark far better than the Control Group.

The findings of the present study were determined on the basis of the average marks obtained by them and the percentage rate progressed by them. The result of the post-test indicated that the both of the groups progressed. Both of the groups were taught the same spelling items but the method and techniques were different. The Control Group was taught in classical way i.e. without using pictures whereas the Experimental Group was taught with the help of the different pictures. The result of the post test showed that the Experimental Group progressed far more than the Control Group.

#### **4.2 Recommendations**

The study found that pictures and other teaching materials play vital role in a language classroom. After handling this study, it was found that the use of pictures play important role in teaching spelling at primary level. On the basis of the findings, the following recommendations have been forwarded for pedagogical implications:

1. First of all, it is the main duty of language teachers to use the visual aids in their classroom as far as possible.
2. The concerned authority should pay special attention towards the English Language Teaching. The curriculum designers, teachers and subject experts should be conscious in teaching any aspects of a language through visual aids.
3. This study shows that the Experimental Group performed relatively better in every teaching item in teaching spelling. Therefore, teachers are suggested to use various pictures for effective language teaching.
4. The teachers and school administration should pay attention in locally available materials and resources.

5. The concerned body should conduct various teacher trainings and various refreshment trainings. Teachers must be trained in using teaching materials appropriate way.
6. The English Language teachers, specially, should be very careful in using appropriate teaching materials as per level, interest, age of the learners and the teaching item.
7. The school administration and authority should make the proper arrangement of the teaching materials and also should pay attention towards the students for the development of the English language aspects and skills.
8. Students have to be taken as far as possible to the real life situation to improve their performance. One should not forget that the pictures are those materials which give real life to the teaching activities.
9. Spelling plays vital role in vocabulary formation, pronunciation, meaning, etc. so the teachers have to pay special attention in spelling teaching.
10. The teachers should use relevant teaching materials in order to break the monotony of the students and to make lessons effective.
11. The use of pictures should be relevant to the contents and objectives of the lesson. Similarly, they should also be related to the needs, interests and age of the learners.

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