

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

There are many languages in this world and those languages are important in their own fields. It is accepted that the English language is the most dominant language of the world. It serves as a lingua-franca in many countries of the world. English plays the role of library language in all developing countries. We cannot get the information about the rapid advancement of technology, industrial development, international relationship and tremendous progress made in different fields of human knowledge without proper knowledge of the English language.

The use of English in Nepalese society has become a mark of culture and civilization. No aspect of Nepalese social life remains unaffected by the impact of English. The educated people use full English sentences in their conversations, whereas less educated people use words and phrases but no conversation and no expression goes without some touch of English.

In Nepal, English was introduced formally in the school level education system in 1854. During the Rana regime, there were limited number of schools and colleges for providing education. It is so because Ranas were not in favour of opening schools for common people. Many schools and colleges were established after the overthrow of Rana regime and restoration of democracy. After the implementation of modern education policy, the common Nepali people got an opportunity to get education. Realizing the importance of English, it has been given great place in the education system of Nepal. At present in the schools run by private sectors, English is taught from nursery level, all subjects except Nepali are taught in English. In government aided

schools, English used to be taught from grade four but now a days it is taught from grade one. Bhattarai (2006, p.12) states, “since the beginning English was taught from primary to the graduate level courses as a compulsory subject, and it has still remained so.” English is being taught from grade one to bachelor level as a compulsory subject. So, the English language has occupied great place in Nepalese education system.

English has a status of a foreign language in Nepal. For years it has been used mostly for academic purposes. There is no particular speech community that uses English for day to day communication. The use of English is confined to formal situations only. Now a days, the new generation is developing almost bilingual and bicultural skill in English. In the present age the world has become very small, very accessible due to e-commerce, internet networking, tourism and swift transportation and TV channels. Most of these agencies mainly use English as their medium. Talking about English in Nepal from the past to the present, Sharma (2006, p.24) says:

Nepalese people especially young ones want to feel the sense of the global village, and be part of it. As a result, every year the number of Nepalese students studying abroad and Nepalese people working overseas are incredibly increasing. This context has created the situation in which the status of English is gradually changing from EFL to ESL, from L3 to L2 in Nepal.

The English language has become a principal language for international communication and a gateway to the whole body of knowledge. Realizing the

importance of the English language, it has been given great importance in the education system of Nepal.

### **1.1.1 English Spelling System**

Spelling is the graphic representation of sounds in which particular word is written. As pronunciation is basic in speech, spelling is basic in writing. Oxford Advanced Learner's Dictionary (2000, p. 1242) defines spelling as "the act of forming words correctly from individual letters." Incorrect spelling often prevents the understanding of a written message. Bad spelling is perceived as a lack of education or care.

Before the 18<sup>th</sup> century, English spelling was not standardized. Trask (1994, p. 33) states :

By the eighteenth century the standardization of English Spelling was well advanced, but still not complete. It was in this century that the great English dictionaries appeared, the most important of which was Dr. Samuel Johnson's magisterial work published in 1755. The influence of this dictionary was such that the spellings preferred by Dr. Johnson came as the standard spelling in England, but Noah Webster's dictionary of 1828, which largely settled American Spelling.

Webster was a strong proponent of spelling reform. Many spelling changes proposed in the United States of America were by Webster, and in the early 20<sup>th</sup> century by the Simplified Spelling Board. Among the advocates of spelling reform in England, the influences of those who preferred the Norman (or

Anglo-French) spellings of certain words proved to be decisive. Subsequent spelling adjustments in the United Kingdom had little effect on present-day American Spellings, and vice-versa. In many cases American English deviated in the 19<sup>th</sup> century from mainstream British Spelling, but it has also retained some older forms.

Throughout the history of the English language, there are a number of contributing factors in English spelling. According to Crystal (1988, p. 74) “The English spelling system is the result of a process of development that has been going on for over 1000 years.” There are number of linguistic and social events that affect the English spelling. First, gradual changes in pronunciation, such as the Great Vowel Shift, account for a tremendous number of irregularities. Second, relatively recent loan words from other languages generally carry their original spellings, which are often not phonetic in English. The Romanization of languages using alphabets derived from the Latin alphabet has further complicated this problem.

The English language has a complex history. It is a mixture of different influences. So, there are a number of irregularities in English spelling. In this regard Crystal (1988, p. 77) says that “...because of the complex history of English language, English spelling is a curious mixture of different influences.” However, there are some regularities in English spelling. It has its own rules which may be different from other languages. According to Quirk (1968, p.336) “our present-day spelling is highly sophisticated. It is a separate expression of the language with its own rules and conventions.”

English orthography is an alphabetic spelling system used by the English language. English orthography, like other alphabetic orthographies, uses a set

of rules that generally governs how speech sounds are represented in writing. English has relatively complicated spelling rules when compared to other languages with alphabetic orthographies. Because of the complex history of the English language, nearly every sound can be legitimately spelled in more than one way and many spellings can be pronounced in more than one way. Harmer (2001, p. 31) presents this process more clearly:

... In some languages there seem to be a close correlation between sounds and spelling, in English this is often not the case. The sound /  $\phi$  /, for example, can be realized in a number of different spellings (eg: *won*, *young*, *funny*, *flood*). The letters 'ou' on the other hand, can be pronounced in a number of different ways (eg: *enough* - / $\leftarrow n \phi f$ /, *through* - /  $T ru:$ /, *though* - /  $\Delta \leftrightarrow Y$ /, *trough* - / $trAf$ / or even *journey* - /  $\delta ZZ:nI$ /). A lot depends on the sounds that come before and after them, but the fact remains that we spell some sounds in a variety of different ways, and we have a variety of different sounds for some spellings.

English spelling system is not regular. But, the spelling of many words became stable as a result of many linguistic and social events. As given by Crystal (1988, pp.74-75) some major linguistic and social events which helped to make the English spelling system regular are as follows:

- i. Some of the complications arose at the outset, when Old English was first written down by the Roman missionaries, using the 23 – letter Latin alphabet – the same as modern alphabet, except that there was no distinction between I and J or U and V and there was no W (these were

added in the middle English period) – but there were simply not enough letters to cope with Old English. The missionaries used extra symbols from the local runic alphabet to write sounds that were noticeably different from Latin (such as the ‘th’ sound). But, despite this, it still proved necessary to use some letters (such as ‘c’ and ‘g’) for more than one sound, and to represent some sounds by combinations of letters (such as ‘sc’ – the equivalent of present-day ‘sh’)

- ii. After the Norman Conquest, the French scribes brought their own ideas about spelling to bear on the language. Several old English spellings were replaced. The French introduced ‘qu’ where old English had used ‘cw’ (*eg: queen*). They brought in ‘gh’ (instead of h) in such words as ‘church’. They used ‘ou’ for ‘u’ (*eg: house*). They began to use ‘c’ before ‘e’ or ‘i’ in such words as ‘*circle*’ and ‘*cell*’. Because the letter ‘u’ was written in a very similar way to ‘v’, ‘n’ and ‘m’, words containing a sequence of these letters were difficult to read; they therefore often replaced the ‘u’ with an ‘o’ in such cases as ‘*come*’, ‘*love*’, ‘*one*’ and ‘*son*’. By the beginning of the fifteenth century, English spelling was a mixture of two systems – old English and French.
- iii. The introduction of printing in 1476 brought further consequences. In the early fifteenth century, there were many ways of spelling words, reflecting regional variations in pronunciation. William Caxton had to choose one system as a standard to follow in his printing house. He chose the system which reflected the speech of London area. As a result, the spelling of many words became stable for the first time, and the notion of a ‘correct’ spelling began to grow.
- iv. In the sixteenth century, there was a fashion among learned writers to show the history of a word in its spelling, and several new spellings became standard.

- v. In the late sixteenth and early seventeenth centuries, a new wave of loan words arrived in English from such languages as French, Latin, Greek, Spanish, Italian and Portuguese. They brought with them a host of un-English – looking spellings – words which ended in strange combinations of vowels and consonants; such as: *bizarre, brusque, canoe, cocoa, gazette, moustache and intrigue.*

Spelling system is one of the most complicated aspects of the English language, which is its inherent property. There is no one to one correlation between sound and symbol, and their representation with orthography. There are so many irregularities in English spelling. Foreign language learners have to approach each and every individual word.

#### **1.1.1.1 The Spelling Rules**

The correct and effective communication through writing is impossible if the individual words are not spelt correctly. Misspelled words make the written script difficult to comprehend. Spelling errors lead to a misunderstanding so it is a great problem for language learners, especially foreign language learners. To help spelling problems, there are some spelling rules given by Quirk et al. (1972, pp. 106-109 & 1973, pp. 28-30) which are presented below:

#### **A. Spelling Rules on the Basis of Morphology**

Morphologically there are two types of verbs; regular verbs (such as play) and irregular verbs (such as eat). In both types, the ‘s’ and the ‘-ing’ particle forms are almost predictable from the base. The past form of irregular verb cannot be predicted. For example, *put-put, go-went.* The regular verbs have following four different forms:

Base	<i>call</i>	<i>try</i>
Present participle	<i>calling</i>	<i>trying</i>
Present singular form	<i>calls</i>	<i>tries</i>

Past form or

ed participle

*called*

*tried*

In the process of word formation, i.e. changing the word from one form to another the spelling also changes. For some changes we can find rules. Those rules are discussed below.

### 1. Deletion and Addition of ‘-e’

Final – e is regularly dropped before the –ing and –ed inflections. For example:

*shave*

*shaving*

*shaved*

Verbs with bases in -ee, - ye, -oe, and often –ge are exceptions to this rule in that they do not drop the -e before -ing; only -d is added instead of -ed. For example:

-ee :            *agree*                    *agreeing*                    *agreed*

-ye :            *dye*                                *dyeing*                        *dyed*

-oe :            *hoe*                                *hoeing*                        *hoed*

-ge :            *singe*                              *singeing*                      *singed*

Unless the base is already spelled with a final mute-e, the –s suffix is spelled -es. For example:

*refuse-*            *refuses*

*fish-*                *fishes*

Some words have two possible forms before the suffixes ‘-able’ and ‘-age’.

The form without ‘-e’ is more common in most cases. For example:

*like – lik(e)able, mile – mil(e)able*

*love – lov(e)able, mile – mil(e)age*

### 2. Doubling of consonant before the suffixes ‘-ing’ and ‘-ed’



Final base consonants (except x) are doubled before inflections beginning with a vowel letter when the preceding vowel is stressed and spelled with a single letter. For example:

<i>bar</i>	<i>barring</i>	<i>barred</i>
<i>permit</i>	<i>permitting</i>	<i>permitted</i>

There is no doubling when the vowel is unstressed or written with two letters. For example:

<i>enter</i>	<i>entering</i>	<i>entered</i>
<i>dread</i>	<i>dreading</i>	<i>dreaded</i>

Exceptions:

Bases ending in certain consonants are also doubled after single unstressed vowels:

$\rightarrow$	$\rightarrow$
g -gg -, -c	- ck - :
<i>humbung</i>	<i>humberging</i> <i>humberged</i>
<i>traffic</i>	<i>trafficking</i> <i>trafficked</i>

### 3. Spelling of ‘-y’

The words having ‘-y’ ending base and followed by consonant have the following changes:

i. ‘y’ changes into ‘i’ before ‘-es’, for example:

*carry – carries, try – tries, entry – entries*

ii. ‘y’ changes into ‘i’ before ‘-ed’ for example:

*try – tried, carry – carried, dry - dried*

iii. ‘-y’ does not change when it follows a vowel letter, for example:

*stay – stayed, alloy – alloyed* or where it precedes ‘-ing’

[But *say – said, pay –paid, lay –laid*]

iv. The words which end in ‘-ie’, the ‘-ie’ changes into ‘y’ before the suffix ‘-ing’, for example:

*die –dying, lie – lying, tie –tying*

#### **4. The Spelling of the Plural**

The ‘-s’ is added after most of the nouns to make plural (i.e. *hat – hats*) including nouns ending in silent ‘-e’ (*college – colleges*). However, there are several exceptions of this rule, they are as follows:

i. Nouns ending in sibilant (-s, -ss, -sh, ch, x, zz) are pluralized adding ‘-es’.

For example:

*gas – gasses, pass – passes, bush – bushes, church – churches, box – boxes, buzz – buzzes.*

ii. Nouns ending in ‘oo’ take only –s for pluralization. For example:

*bamboos, folios, kangaroos, studios, zoos.*

iii. The following nouns which end with ‘o’ take –es for pluralization. For example:

*dimino – diminoes, echo –echoes, embargoes, hero – heroes, potato – potatoes, tomato – tomatoes, torpedo – torpedoes, veto – vetoes.*

iv. Nouns that end in ‘-is’ have plural replaced by ‘-es’.

*basis – bases, crisis – crises, ellipsis – ellipses, hypothesis – hypotheses, parenthesis – parentheses, thesis – theses.*

v. Nouns ending in ‘-y’ and preceded by a consonant, the ‘-y’ is changed into ‘i’ and ‘-es’ is added to make plural. For example: *body – bodies* but y is not changed after a vowel and only ‘-s’ is added to mark plural. For example:

*day – days, boy – boys.*

#### **5. Rules of Forming Adverbs from Adjectives**

i. Adjectives ending in ‘-le’ form adverbs replacing ‘-le’ to ‘-ly’. For example:

*simple – simply, able – ably, noble - nobly*

ii. Adjectives ending in ‘-y’, ‘y’ changes into ‘i’ before ‘-ly’. For example:

*happy – happily*

*angry – angrily*

iii. Adjectives ending in both ‘-ic’ and ‘-ical’ have corresponding adverbs in ‘-ically’ e.g.

*economic – economically*

*economical - economically*

iv. ‘-ed’ participles form adverbs when –ly is added to them. For example:

*marked – markedly, learned – learnedly*

## **B. Plural of Compound Terms**

In compound terms the most significant word, generally, the noun is changed into the plural form which may occur at the beginning, middle or end of the term:

i. In the beginning, for example:

bills of fare                      commanders in chief

brothers-in-law                chiefs of staff

ii. Having the significant word in the middle, e.g. joint chiefs of staff, assistant attorneys general.

iii. When no single word is of great significance or when neither of the word is a noun, the plural is formed on the last word:

go-betweens

forget me nots                run-ons

iv. When a noun is joined with an adverb or a preposition with a hyphen, the plural is formed on the noun.

comings-in                    passers-by

lookers – on                fillers – in

v. Nouns that end in ‘-ful’ form the plural by adding ‘-s’ for example, *armfuls*, *bucketfuls*, *cupfuls*.

## **C. Plural of Abbreviations**

The plural of abbreviations are formed by adding ‘-s’ except in the abbreviations with periods. For example:

*HMOs, YMOs, WAPs, WHOs, but not M.A.s*

#### **D. Plural of Numbers**

Plural of number are formed by adding ‘-s’, for example: *2s, 10s and 100s, the 1990s.*

#### **E. Plural of Names**

The plural of proper nouns are formed by adding ‘-s’ or ‘-es’ to them. The spelling of the name itself must be preserved, so the guidance for changing ‘-y’ preceded by consonant to ‘-ies’ does not apply, e.g. *charleses, jerrys, georges, lees.*

#### **F. The Spelling Pattern**

The following table shows for each sounds, the various spelling patterns used to donate it. The symbol “...” stands for an intervening consonant. The letter sequences are in order of frequency with the most common first.

### **Consonants**

<b>IPA</b>	<b>Spelling</b>	<b>Example</b>
/p/	p, pp, ph, pe, gh	<i>pill, happy, phuket, tape, hiccough</i>
/b/	b, bb, bh, p	<i>bit, rabbit, bhutan, thespian</i>
/t/	t, tt, ed, pt, th, ct	<i>ten, bitter, topped, pterodactyl, thyme, ctenoid</i>
/d/	d, dd, ed, dh, th,	<i>drive, ladder, failed, dharmas, them</i>
/g/	g, gg, gue, gh	<i>go, stagger, catalogue, ghost</i>

/k/	c, k, ck, ch, cc, qu, q, cq, cu, que, kk, kh	<i>cat, key, tack, chord, account, liquor, Iraq, acquaint, biscuit, mosque, trekker, Khan</i>
/m/	m, mm, mb, mn, ng,	<i>mine, hammer, climb, hymn, mho, diaphragm, drachm</i>
/n/	n, nn, kn, gn, pn, nh, cn, ng,	<i>nice, funny, knee, gnome, pneumonia, piranha, cnidarian, mnemonic, fighting</i>
/N/	ng, n, ngue, ngh	<i>sing, link, tongue, singh</i>
/r/	r, rr, wr, rh, rrh	<i>ray, parrot, wrong, rhyme, diarrh(o)ea</i>
/f/	f, ph, ff, gh, pph, u, th	<i>fine, physical, off, laugh, sapphire, lieutenant(Br), thin</i>
/v/	v, vv, f, ph,	<i>vine, savvy, of, stephen</i>
/ T /	th, chth, phth, tth	<i>thin, chthonic, phthisis, Matthew</i>
/ Δ /	th,	<i>them, breathe</i>
/s/	s, c, ss, sc, st, ps, sch, cc, se, ce, z	<i>song, city, mess, scene, listen, psychology, schism, flaccid, horse, juice, citizen</i>
/z/	s, z, x, zz, ss, ze, c	<i>has, zoo, xylophone, fuzz, scissors, breeze, electricity</i>
/ Σ /	sh, ti, ci, ssi, si, ss, ch, s, sci, ce, sch, sc	<i>shin, nation, special, mission, expansion, tissue, machine, sugar, conscience, ocean, schmooze, crescendo</i>
/ Z /	si, s, g, z, j, zh, ti, sh	<i>division, leisure, genre, seizure, jete, zhytomyr, equation, pershing</i>
/τΣ/	ch, t, tch, ti, c, cz, tsch	<i>chin, nature, batch, bastion, cello,</i>

		<i>czech, deutschmark</i>
/dZ/	g, j, dg, dge, d, di, gi, ge, dj, gg	<i>magic, jump, ledger, bridge, graduate, soldier, belgian, dungeon, djibouti, exaggerate</i>
/h/	h, wh, j, ch	<i>he, who, fajita, chutzpah</i>
/j/	y, I, j, ll	<i>yes, onion, hallelujah, tortilla</i>
/l/	l, ll, lh	<i>line, hallo, lhasa</i>
/ʀ/	-ll, -l	<i>ball, halt</i>
/w/	w, u, o, ou, wh,	<i>we, queen, choir, ouija board, what</i>

### Vowels

<b>IPA</b>	<b>Spelling</b>	<b>Example</b>
/i/	e, ea, ee, e... e, i...e, ie, eo, oe, ie...e, ay, ey, a	<i>be, beach, bee, cede, caesar, deceit, machine, field, people, amoeba, hygiene, quay, key, ski, city, chamois, portuguese, geyser (Br), karaoke</i>
/I/	i, y, ui, e, ee, ie, o, u, a, ei, ee, ia, i...e, ai, ey, oe	<i>bit, myth, build, pretty, been, (some accents), sieve, women, busy, damage, counterfeit, mileage, medicine, bargain, ceylon, oedema</i>
/u/	oo, u, o, u...e, ou, ew, o...e, ui, eu, oeu, oe, ough, wo, ioux, ieu, ault, oup, w	<i>tool, luminous, who, flute, soup, jewel, true, lose, fruit, maneuver (US), sault sainte marie, coup, cwm</i>
/Y/	oo, u, o, oo...e, or, ou, oul	<i>look, full, gooseberry, worsted, courier, should</i>
/↔/	a, e, o, u, ai, ou, eig, y, ah,	<i>another, anthem, awesome, atrium,</i>

	ough, gh, ae, oi	mountain, callous, foreign, beryl, messiah, borough(Br), edinburgh, michael , porpoise
/ E/	e, ea, a, ae, ai, ay, ea...e, ei, ieu, u, ue, oe	met, weather, many, aesthetic, said, says, cleanse, heifer, jeopardy, friend, lieutenant(Br), bury, guess, foetid
/ Θ/	a, ai, al, au, i	hand, plaid, salmon, laugh, meringue
/ ϕ/	u, o, o...e, ou, oo, wo	sun, son, come, does, touch, flood, twopennce
/ ɔ/	a, au, aw, ough, o, oa, oo, al, uo, u	fall, author, jaw, bought, caught, cord, broad, door, walk, fluorine, sure
/a/	o, a, eau, ach, au, ou	lock, watch, bureaucracy, yacht, sausage, cough

(Retrieved from <http://en.wikipedia.org/wiki/english-orthography>)

### 1.1.2 Primary Level English Curriculum

English is a major international language and one of the six official languages of the United Nations. The National Education Commission reports and interaction programmes held at different places at different times with various groups have laid great emphasis on introducing English as a Compulsory subject in all schools of Nepal from the very beginning of school education. The Primary Level English Curriculum has been designed with a view to catering to the immediate need and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence on the part of learners.

According to curriculum Development Center (2063) the general objectives of teaching English in primary level are as follows:

- i. To give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation.
- ii. To provide them with the opportunities to practice their English in and outside the classroom, so that they can communicate in simple English.
- iii. To help them develop enthusiasm for reading so that they will be responsive and knowledgeable readers.
- iv. To help them develop their potentialities in writing so that they can be creative writers, and
- v. To develop a positive attitudes towards learning English and build up confidence in using English.

Under specific objectives, different learning achievements on different language area are specified. This study is related to the English spelling achievement of grade six students who have completed primary level. Spelling is related to writing so learning achievements which are specified under writing and directly or indirectly related to the achievement of the spelling are taken care of in this study.

While analyzing the objectives of the primary level English curriculum which are related to the writing skill, achievement of English spelling is not mentioned directly. But, spelling is basic in writing. It is the graphic representation of sounds in which a particular sound is written. Without good knowledge of the spelling we can not write a single word so written communication is impossible. In specific objectives it is expected that the students will be able to take dictation of words, phrases and sentences which is directly related to spelling achievement and other objectives which are related



to writing are indirectly related to spelling achievement. Correct spelling is important to learn how to pronounce and use the words appropriately. In English language exam, incorrect spelling is penalized.

### **1.1.3 Teaching Spelling**

Spelling is a graphic representation of sounds in which a particular word is written. The correct and effective communication through writing is impossible if the individual words are not spelt correctly. Misspelled words make the written script difficult to comprehend and account for the largest number of writing errors. Spelling errors lead to misunderstanding. So it is a great problem for language learner, especially foreign language learners.

Spelling plays a vital role in every type of writing. It is found that most of the learners of English, learning English as a second language commit spelling errors in their writing. Spelling errors not only lose the meaning of the written text but also the standard of writing. Shemesh and Waller (2000, p. 3) list some of the language – processing skills one needs for accurate spelling:

- Be able to hear the sounds correctly.
- Be able to pronounce words correctly.
- Be able to remember all the word's phonemes in the correct order.
- Be able to recognize the letters of the alphabet and know the sounds they represent.
- Be able to organize and remember the correct order of the letters in a word.
- Be able to copy words correctly from another source.
- Be able to discern between similar looking letters (d – p – b – q, m – w, n – h, n – u, t – f)
- Be able to understand and use affixes as well as to recognize their spelling patterns, for example, de –, con-, re-, -ing, -ed, -er, -est.

It is important that the teachers of English have a good understanding of how students learn to spell and what they can do to facilitate spelling development. What is accepted as ‘correct or conventional spelling’ change according to such factors as time and context. As we move further into an information age, access to written text becomes more important. While approaches to teaching spelling may differ, it is important that explicit teaching of spelling is embedded in the context of constructing and writing texts. Thus, with spelling, as with other aspects of language, teachers should take the responsibility in teaching. Knowing a particular word involves knowing of spelling of that word.

Spelling is an effective way to reinforce both word analysis skills and automatic word recognition. Spelling for practicing word analysis skills and spelling for promoting word recognition, however, involves different tasks and call for different teaching techniques. Students face difficulties in learning spelling. The main difficulty is that there is no one to one correspondence between the sound and symbol in English. We find a lot of irregularities in sound – symbol correlation in English. That is why teaching spelling is one of the important aspects of teaching vocabulary. Ur (1996, p. 58) provides the following ideas for pronunciation – spelling correspondence:

- a. **Dictation:** Dictate random lists of words that have similar spelling problems.
- b. **Reading Aloud:** Reading aloud of syllables, words, phrases and sentences.
- c. **Discrimination (1):** Prepare a set of ‘minimal pairs’ – pairs of words which differ from each other in one sound – letter combination (such as dip – deep in English). Either ask learners to read them aloud, taking care to discriminate or read them aloud yourself and ask students to write them down.

- d. Discrimination (2):** provide a list of words that are spelt the same in the learner's mother tongue and in the target language: read aloud, or ask learner to, and discuss the differences in pronunciation.
- e. Prediction (1):** Provide a set of letter combinations, which are parts of words the learners expect them to pronounce. Then reveal the full word.
- f. Prediction (2):** dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. Can they spell them? Then reveal meaning.

The learners can identify the patterns of letters and their organization with the help of the spelling system of that language. Teaching spelling supports students to regularize the most frequently occurring words and encompass the memory span, the recognition of sound segments, make familiar with the grammatical and lexical pattern of the language. Teaching spelling helps to produce a detailed and simple system for diagnosis and the solution of individual spelling problems.

## **1.2 Review of Related Literature**

Some of the studies done in the past have been reviewed in the following paragraphs.

Shrestha (2001) studied on "An Analysis of the Spelling Errors Made by the Ninth Graders." The objective of the research was to analyze spelling errors made by hundred students of grade nine studying at five different public schools of Jhapa district. The finding showed that due to the absence of correspondence between spelling and pronunciation system in English, Nepali learners commit various types of spelling errors. Such as: shoes' 'visite' 'behaind'.

Shahi (2003) has carried out a research on “A Study on the Vocabulary and Spelling in British and American English”. The objectives of the study were to prepare a list of British and American variety of English and to find out which of the two varieties is more dominant among the Nepalese students. He used test items as the tools for data collection. The study concludes that no one is found to be consistent in the use of British or American variety of English. In other words, no one is found to use only British English or American English exclusively in general as well as in the use of vocabulary and spelling separately.

Ghimire (2005) has carried out a research on “Gray Areas in English Grammar, Spelling and Punctuation: A Descriptive Study”. In this study the researcher used both primary and secondary data to determine gray area and find out the frequency of each area. His study showed that there was the frequency of occurrence of alternatives in each gray area.

Lamsal (2005) has carried out a research on “A Study on the English Spelling Skill of Seventh Graders”. The main objective of his study was to find out the spelling ability of seventh graders. He has used test items as the tools for data collection. The study concludes that the English spelling ability of the students of grade seven was above the total average.

Bhattarai (2008) has carried out a research on “An analysis of Spelling Errors Committed by the Grade Eight Students”. The main objectives of the study were to find out the spelling errors committed by the eighth graders of English medium schools. The researcher has used a set of test items consisting of two questions on free composition writing. The study concludes that out of 18900 written words produced by the students, 0.06 % was in failure to double consonant and 0.03 % was committed in unnecessary doubling subcategory of

consonant doubling category. In vowel error categories, students committed 0.2 % in vowel omission, 0.06 % in addition, 0.04 % in disorder, 0.23 % in one vowel replaced by another and 0.05 % in vowel replaced by consonant subcategory.

Most of the studies reviewed above focused on students' achievement on spelling and a few on relation of spelling and pronunciation. However, the present study not only studied student's achievement on spelling but also explored possible causes of committing errors in spelling of some words which are selected from primary level. Population selected for this study are both students and teachers. Thus, it is a new venture in itself.

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

The objectives of the study were as follows:

- i. To find out the achievement of English spelling of grade six students.
- ii. To find out the factors influencing the achievement of English spelling.
- iii. To list out some pedagogical implications.

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

The use of conventional spelling in written text is one of the means used by the society to judge whether or not a person is literate. Spelling is the graphic representation of sounds in which a particular word is written. As pronunciation is basic in speech, spelling is basic in writing. Without good knowledge of spelling, we can not write a single word which gives meaning. It is important that teachers of English have a good understanding of how students learn to spell and what they can do to facilitate spelling development. Learning to spell is a multi-sensory process that is it requires visual, thinking, handwriting and phonetic skills/strategies.

This study is related to the achievement of English spelling of grade six students. This study helps to find out the achievement of English spelling of grade six students and factor influencing in the achievement of English spelling. So, it helps the students, teachers and educational planners to take further steps for the improvement in learning, teaching and educational planning especially in English spelling.

## **CHAPTER TWO**

### **METHODOLOGY**

This study had the following study design:

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

Both primary and secondary sources of data were used to meet the objectives of this study.

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

The primary sources of data of this study were the teachers who have been teaching in grade six and the grade six students of government aided schools who have completed the primary level.

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

Various books, especially textbooks of grade I, II, III, IV, and V, Vallins (1954), Quirk (1972), Crystal (1988), Trask (1994), Shemesh and Waller (2000), Harmer (2001), journals, reports, articles, research studies, internet related to the topic were used as secondary sources of data.

#### **2.2 Sampling Procedure**

Kathmandu valley was purposively selected as a research area of my study. Likewise, four government aided schools of Kathmandu valley were purposively selected. Grade six students and teachers teaching in grade six were my study population. Only eighty sampling units (students) were selected from them. Twenty students from each school were selected through random sampling procedure i.e. through fishbowl draw. Teachers were purposively selected from the selected schools.

### 2.3 Tools of Data Collection

For data collection, test item and questionnaire were used as the tools. Spelling writing test was the tool to find out the achievement of English spelling of grade six students. While developing test items, words were selected from the textbooks of grades I, II, III, IV and V. Words were purposively selected utilizing the following criteria:

- a) Spelling of the past forms,
- b) Spelling of the plural,
- c) Words having 'y' ending base and followed by consonants and vowels,
- d) Doubling of consonants before –ing and –ed,
- e) Deletion and addition of final-‘e’ while adding suffix, and
- f) Spelling of short forms.
  - i) To test the spelling of the past forms, ten verbs were given and students were asked to change those verbs into past forms.
  - ii) To find out the achievement of the spelling of the plural, ten singular nouns were given and students were asked to change those nouns into plural.
  - iii) To find out the achievement of the spelling of the words having-'y' ending base and followed by consonants and vowels, sentences were given with misspelled words and students were asked to identify the misspelled words and write them correctly.
  - iv) To test the students' knowledge on doubling of consonants before-ing and-ed, one passage was given. Ten words having –ing and –ed at the end were underlined. Some underlined words were spelt correctly and some words were misspelled. Students were asked to find out the misspelled words and write them correctly.
  - v) To test the students' knowledge on deletion and addition of final-'e' while adding suffix, ten words were given with two options, one with



correct spelling and another with incorrect spelling and students were asked to choose the correct one.

- vi) To find out the achievement of spelling of short forms, sentences were given with full forms and students were asked to rewrite the sentences using short forms.
- vii) For dictation, one passage containing eighty content words was selected from the text book of grade five and only the spelling of the content words was evaluated. The above mentioned criteria were not utilized for the selection of the words in the case of dictation.

## **2.4 Process of Data Collection**

To collect the primary data, the following procedure was followed:

- i. I went to the field and built rapport with the concerned people.
- ii. Eighty students from four different government aided schools were randomly selected, (20 students from each school).
- iii. Selected schools were visited one after another. With the help of the head teacher and English teacher, I gathered the selected students.
- iv. I gave the instructions about the test verbally and the test was administered for an hour.
- v. The responses of the students were collected and marked as accurately and systematically as possible. Then I prepared a questionnaire to the teacher to address the second objective of my study. I again visited those schools and questionnaire was given to English teachers who have been teaching English in grade six.
- vi. Questionnaire was prepared focusing on teaching spelling and the students' achievement of the English spelling in the test items.

## **2.5 Limitations of the Study**

This study had the following limitations:

- i. It was limited to four government-aided schools of Kathmandu valley.
- ii. It was limited to the 80 students of grade six students who had completed
- iii. primary level.
- iv. It was limited to spelling writing test, dictation and questionnaire.
- v. It was limited to spelling achievement of the following criteria:
  - a) Spelling of the past forms,
  - b) Spelling of the plural,
  - c) Words having 'y' ending base and followed by consonants and vowels,
  - d) Doubling of consonants before -ing and -ed,
  - e) Deletion and addition of final-'e' while adding suffix,and
  - f) Spelling of short forms.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The responses of the students were marked as accurately and systematically as possible to find out the achievement of English spelling of grade six students. The misspelled words were tabulated and analyzed. A questionnaire was prepared focusing on teaching English spelling and errors made by the students and given to the English teacher of the respected schools. Students' errors and teachers' responses on the questionnaire were analyzed to find out the factors influencing in the achievement of English spelling. The correct responses of the students have been tabulated for analysis, evaluation and interpretation to make the study more objective, accurate, effective and reliable. I have applied descriptive approach and simple statistical tools. The spelling achievement of the students above 50% was regarded as satisfactory.

#### 3.1 Holistic Analysis of Spelling Achievement

Table No. 1

Status of Holistic Spelling Achievement

Total Sample	Total Average Score	Above Average		Below Average	
		No. of Students	Percentage	No. of Students	Percentage
80	45.45	42	52.50	38	47.50

The table given above shows that the total average score obtained by 80 students was 45.45 in the whole test. Among 80 total sample students studying at four different schools of Kathmandu valley, 42 students were found above

the total average in the whole test. The percentage of the students found above the total average was 52.50. On the other hand, 38 students were found below the total average. The percentage of the students below the total average was 47.50. Majority of the students were found above the total average in the whole test.

Among 20 students of NGSS, 18 students were found above the total average and 2 were found below the total average. Similarly, among 20 students of MLSS, 16 were found above the total average and 4 were found below the total average. Likewise, among 20 students of ASS, 4 were found above the total average and 16 were found below the total average. Similarly, among 20 students of KSSS, 4 were found above the total average and 16 were found below the total average.

The status of holistic spelling achievement of the students of four selected schools is presented in the table.

**Table No. 2**

**Status of Holistic Spelling Achievement of Four Schools**

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
NGSS	20	45.45	18	90	2	10
MLSS	20	45.45	16	80	4	20
ASS	20	45.45	4	20	16	80
KSSS	20	45.45	4	20	16	80

The table no. 2 shows that the achievement of English spelling of the students of NGSS and MLSS was satisfactory because the majority of the students (90%

and 80% respectively) were found above the total average. Bu the achievement of English spelling of the students of ASS and KSSS was unsatisfactory because the majority of the students (80%) were found below the total average.

### 3.2 Itemwise Analysis of the Spelling Achievement

In this section, I have tried to find out the English spelling achievement of grade six students in different criteria. English words were selected utilizing the different criteria like: spelling of the plural, spelling of doubling of consonants before –ing and –'ed', spelling of the words having –'y' ending base, deletion and addition of final – 'e' while adding suffix, spelling of the short forms and spelling of the past forms. The spelling achievement in each criterion by the total sample is presented here.

#### 3.2.1 Analysis of Spelling Achievement in Item No. 'A': Spelling of the Plural

**Table No. 3**

**Status of the Achievement of Spelling of the Plural**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
80	6.03	35	43.75	45	56.25

The above table shows that the total average score obtained by 80 students was 6.03 in the spelling of the plural. Among them, 35 students were found above the total average, that is 43.75% of total students and 45 students were found below the total average. This means, 56.25% students were found below the total average. Students' achievement in the spelling of the plural was found not

to be satisfactory because, majority of the students (56.25%) were found below the total average.

### 3.2.2 Analysis of Spelling Achievement in Item No. 'B': Doubling of Consonants Before '-ing' and 'ed'

**Table No. 4**

**Status of the Achievement in Doubling of Consonants Before '-ing' and '-ed'**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
80	7.32	47	58.75	33	41.25

The above table shows that the total average score obtained by the students was 7.2. Among the total students 58.75%, i.e. 47 were found above the total average. Thirty three students were found below the total average. The percentage of the students found below the total average was 41.25. Students' achievement in the doubling of consonants before '-ing' and 'ed' was found satisfactory because majority of the students (58.75%) were found above the total average.

### 3.2.3 Analysis of Spelling Achievement in Item No. 'C': Spelling of the Words Having '-y' Ending Base

**Table No. 5**

**Status of the Achievement in Spelling of the Words Having '-y' Ending Base**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
80	4.86	40	50	40	50

Among 80 students, 40 were found above the total average, that is 4.86. Forty students were found below the total average. This means 50% were found above the total average and 50% were found below the total average in the spelling of the words having '-y' ending base and followed by Consonants and vowels. This can be assumed to be the satisfactory result.

### 3.2.4 Analysis of Spelling Achievement in Item No. 'D': Deletion and Addition of Final '-e' while Adding Suffix

**Table No. 6**

**Status of Spelling Achievement in Deletion and Addition of Final '-e' While Adding Suffix**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
80	6.48	41	51.25	39	48.75

The above table shows that the total average score obtained by 80 students of four schools in deletion and addition of final '-e' while adding suffix was 6.48. Among them, 41 students were found above the total average and 39 students were found below the total average. This means, 51.25% students were found above the total average and 48.75% students were found below the total average. Students' achievement in deletion and addition of final '-e' while adding suffix was found satisfactory because more than 50% students were found above the total average.

### **3.2.5 Analysis of Spelling Achievement in Item No. 'E': Spelling of the Short Form**

**Table No. 7**

**Status of the Achievement in Spelling of the Short Forms**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
80	6.85	45	56.25	35	43.75

The above table shows that among 80 students, 45 were found above the total average that is 6.85. Thirty five students were found below the total average in the spelling of the short forms. This means, 56.25% students were found above the total average and 43.75% students were found below the total average. Students' achievement in the spelling of the short forms was found satisfactory because 56.25% students were found above the total average.



### 3.2.6 Analysis of Spelling Achievement in Item No. 'F': Spelling of the Past Forms

**Table No. 8**

**Status of the Achievement in Spelling of the Past Forms**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
80	6.51	46	57.5	34	42.5

The above table shows that the total average score obtained by 80 students of four selected schools was 6.51 in spelling of the past forms. Among 80 students 46 were found above the total average and 34 were found below the total average. This means, 57.5% students were found above the total average and 42.5% students were found below the total average. Students' achievement in the spelling of the past forms was found satisfactory because majority of the students (57.5%) were found above the total average.

### 3.2.7 Analysis of Spelling Achievement in Item No. 'G': Dictation

**Table No. 9**

**Status of Spelling Achievement in Dictation**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
80	7.37	39	48.75	41	51.25

The table no. 9 shows that the total average score obtained by 80 students in dictation was 7.37. Among 80 students, 39 were found above the total average. This means 48.75% students were found above the total average. Forty one students were found below the total average. This means 51.25% students were found below the total average. Students' achievement in dictation was found unsatisfactory because 51.25% students were found below the total average.

### 3.3 Schoolwise Analysis of the Total Spelling Achievement

**Table No. 10**

**Status of Total Spelling Achievement**

Schools	Total Sample	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
NGSS	20	58	12	60	8	40
MLSS	20	52.4	10	50	10	50
ASS	20	35.2	11	55	9	45
KSSS	20	36.2	9	45	11	55

The above table shows the school wise status of the total spelling achievement in the whole test. It was found that the achievement of English spelling in three schools was satisfactory and one school was found unsatisfactory.

The total average score of the students of NGSS was 58 and that of the students of MLSS was 52.4. Likewise, the total average score of the students of ASS and KSSS was 35.2 and 36.1 respectively.

The table given above shows that the total average score obtained by 20 students, who were selected from NGSS, was 58 in the whole test. Among 20

total samples students, 12 students were found above the total average and the percentage of the students found above the total average was 60. Eight students were found below the total average and the percentage of the students found below the total average was 40. Majority of the students were found above the total average.

The total average score obtained by the students of MLSS was 52.4. Among 20 total sample students, 10 students were found above the total average and 10 students were found below the total average. This means 50% students were found above the total average and 50% students were found below the total average which can be assumed to be the satisfactory result.

Among 20 students selected from the ASS, 11 were found above the total average, that is 35.2. Nine students were found below the total average. We can say that 55% students were found above the total average and 45% students were found below the total average.

The total average score obtained by the students of KSSS was 36.2 in the whole test. Among 20 sample students, 9 were found above the total average that is 45% of the total students. Eleven students were found below the total average. The percentage of the students found below the total average was 55. More than 50% students were found below the total average. So, the achievement of English spelling of the students of KSSS was unsatisfactory.

The total spelling achievement of the students of NGSS was found more satisfactory than the students of MLSS, ASS and KSSS.

### 3.4 Schoolwise Analysis of the Spelling Achievement in Different Test Items

In this section, schoolwise analysis of the spelling achievement in different test items is presented on the basis of the total average score obtained by 80 students.

#### 3.4.1 Spelling Achievement by the Students of NGSS in Different Test Items

**Table No. 11**  
**Status of Spelling Achievement by the Students of NGSS in Different Test Items**

Item	Total Sample	Total Average Score of 80 Students	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
A	20	6.03	17	85	3	15
B	20	7.32	18	90	2	10
C	20	4.86	17	85	3	15
D	20	6.48	15	75	5	25
E	20	6.85	17	85	3	15
F	20	6.51	20	100	-	-
G	20	7.37	14	70	6	30

The above table shows that the spelling achievement of the students of NGSS in different test items, twenty students studying in grade six were selected from NGSS. The total average score obtained by 80 students of four selected schools in item no. 'A' was 6.03. Among 20 students of NGSS, 17 students were found above the total average and 3 students were found below the total average. This

means, 85% students were found above the total average and 15% students were found below the total average.

The total average score in item no. 'B' was 7.32. Among 20 students, 18 students were found above the total average. Two students were found below the total average. This means, 90% students were found above the total average and 10% students were found below the total average.

Similarly, the total average score in item no. 'C' was 4.86. Among 20 students, 17 students were found above the total average and 3 were found below the total average. We can say that 85% students were found above the total average and 15% students were found below the total average.

In item no. 'D', 6.48 was the total average score. Among 20 students of NGSS, 15 students were found above the total average and 5 were found below the total average. This means, 75% students were found above the total average and 25% students were found below the total average.

Likewise, in test item no. 'E', the total average score secured by the students of four selected schools was 6.85. Among 20 students of NGSS, 17 students were found above the total average and 3 were found below the total average. The performance of the students in this item was satisfactory because 85% students were found above the total average and only 15% students were found below the total average.

In the same way, students of NGSS were found very well in item no. 'F'. Among 20 students of this school, all the students were found above the total average that is 6.51.

In test item no. G as shown in the table no. 11, the total average score was found 7.37. Among 20 students, 14 were found below the total average. We

can say that 70% students were found above the total average and 30% students were found below the total average.

The table no. 11 shows that English spelling achievement of the students of NGSS was satisfactory in each item because the majority of the students of this school were found above the total average.

### 3.4.2 Analysis of Spelling Achievement by the students of MLSS in Different Test Items

**Table No. 12**

#### **Status of Spelling Achievement by the Students of MLSS in Different Test Items**

Item	Total Sample	Total Average Score of 80 Students	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
A	20	6.03	14	70	6	30
B	20	7.32	10	50	10	50
C	20	4.86	15	75	5	25
D	20	6.48	12	60	8	40
E	20	6.85	16	80	4	20
F	20	6.51	18	90	2	10
G	20	7.37	12	60	8	40

The above table shows that the spelling achievement of the students of MLSS in different items. Twenty students were selected from MLSS. The total average score obtained by 80 students, selected from four different schools in item no. 'A' was 6.03. Among 20 students of MLSS, 14 students were found above the total average and 6 students were found below the total average.

Seventy percent students were found above the total average and 30% students were found below the total average.

In item no. 'B', 7.32 was the total average score. Among 20 students of MLSS, 10 students were found above the total average and 10 students were found below the total average. This means 50% students were found above the total average and 50% students were found below the total average.

The total average score was 4.86 in item no. 'C'. Among 20 students of MLSS, 15 were found above the total average and 5 were found below the total average. We can say that 75% students were found above the total average and 25% students were found below the total average.

The total average score was 6048 in item no. 'D'. Among 20 students of MLSS, 12 were found above the total average and 8 were found below the total average. This means, 60% students were found above the total average and 40% students were found below the total average.

Among 20 students of MLSS, 16 students were found above the total average in item no. 'E'. The total average score was 6.85. We can say that 80% students were found above the total average and 40% students were found below the total average.

In item no. 'F', 6.51 was the total average score obtained by 80 students of four different schools. Among 20 students of MLSS, 18 were found above the total average and 2 were found below the total average. This means, 90% students were found above the total average and 10% students were found below the total average.

Among 20 students of MLSS, 12 students were found above the total average and 8 were found below the total average in item no. 'G'. The total average

score was 7.37. In other words, 60% students were found above the total average and 40% students were found below the total average.

The table no. 12 shows that English spelling achievement of the students of MLSS was satisfactory in each item because the majority of the students of this school were found above the total average.

### 3.4.3 Analysis of Spelling Achievement by the Students of ASS in Different Test Items

**Table No. 13**  
**Status of Spelling Achievement by the Students of ASS in Different Test Items**

Item	Total Sample	Total Average Score of 80 Students	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
A	20	6.03	2	10	18	90
B	20	7.32	9	45	11	55
C	20	4.86	6	30	14	70
D	20	6.48	7	35	13	65
E	20	6.85	5	25	15	75
F	20	6.51	2	10	18	90
G	20	7.37	7	35	13	65

The above table shows that the spelling achievement of the students of ASS in different test items. Twenty students were selected from this school and spelling achievement is analyzed on the basis of the total average score obtained by 80 students of four different schools in different test items.



The total average score was 6.03 in item no. 'A'. Among 20 students of ASS, 2 students were found above the total average and 18 students were found below the total average. This means 10% students were found above the total average and 90% students were found below the total average.

Likewise, in test item no. 'B', 7.32 was the total average score of 80 students of four different schools. Among 20 students of ASS, 9 students were found above the total average and 11 students were found below the total average. In other words, 45% students were found above the total average and 55% students were found below the total average.

In the same way, the total average score was 4.86 in test item no. 'c'. Among 20 students of ASS, 6 were found above the total average and 11 were found below the total average. In other words, 30% students were found above the total average and 70% students were found below the total average.

Similarly, in test item number 'D', 6.48 was the total average. Among 20 students of ASS, 7 were found above the total average and 13 were found below the total average. We can say that 35% students were found above the total average and 65% students were found below the total average.

Among 20 students of ASS, 5 were found above the total average and 15 were found below the total average that is 6.85 in test item no. 'E'. In other words, 25% students were found above the total average and 75% students were found below the total average in item no. "E".

The total average score was 6.51 in test item no. 'F'. Among 20 students of ASS, 2 were found above the total average score and 18 were found below the total average score. In other words, 10% students were found above the total

average and 90% students were found below the total average in test item number 'F'.

Similarly, in test item number 'G', 7.37 was the total average score of 80 students. Among 20 students of ASS, 7 were found above the total average and 13 were found below the total average. In other words, 35% students were found above the total average and 65% students were found below the total average.

The table no. 13 shows that English Spelling Achievement of the Students of ASS in different test items was unsatisfactory because the majority of the students of this school were found below the total average.

#### **3.4.4 Analysis of the Spelling Achievement by the Students of KSSS in Different Test Items**

**Table No. 14**  
**Status of Spelling Achievement by the Students of KSSS in Different Test Items**

Item	Total Sample	Total Average Score of 80 Students	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
A	20	6.03	2	10	18	90
B	20	7.32	11	55	9	45
C	20	4.86	3	15	17	85
D	20	6.48	7	35	13	65
E	20	6.85	8	40	12	60
F	20	6.51	6	30	14	70
G	20	7.37	6	30	14	70

The above table shows that the spelling achievement of the students of KSSS in different test items on the basis of the total average score obtained by 80 students of four selected school.

The total average score was 6.03 in test item no. 'A'. Among 20 students of KSSS, 2 were found above the total average and 18 were found below the total average. In other words, 10% students were found above the total average and 90% students were found below the total average.

The total average score was 7.32 in test item no. 'B'. Among 20 students of KSSS, 11 were found above the total average and 9 were found below the total average. This means, 55% students were found above the total average and 45% students were found below the total average.

In test item no. 'C', 4.86 was the total average score of 80 students. Among 20 students of KSSS, 9 were found above the total average and 17 were found below the total average. In other words, 15% students were found above the total average and 85% students were found below the total average.

The total average score was 6.48 in test item no. 'D'. Among 20 students of KSSS, 7 were found above the total average and 13 were found below the total average. In other words, 35% students were found above the total average and 65% students were found below the total average.

In test item no. 'E', 6.85 was the total average score of 80 students. Among 20 students of KSSS, 8 were found above the total average and 12 were found below the total average. In other words, 40% students were found above the total average and 60% students were found below the total average.

The total average score was 6.51 in test item no. 'F'. Among 20 students of KSSS, 6 were found above the total average and 14 were found below the total

average. In other words, 30% students were found above the total average and 70% students were found below the total average.

The total average score was 7.37 in test item no. 'G'. Among 20 students of KSSS, 6 were found above the total average and 14 were found below the total average. In other words, 30% students were found above the total average and 70% students were found below the total average.

The table no. 14 shows that the spelling achievement of the students of KSSS in test item number 'B' was satisfactory but in rest of the test items students' achievement was unsatisfactory because majority of the students were found below the total average.

### **3.5 Factors Influencing the Achievement of English Spelling**

The correct and effective communication through writing is impossible if the individual words are not spelt correctly. Misspelt words make the written script difficult to comprehend and account for the largest number of writing errors. Spelling errors lead to a misunderstanding.

English Spelling system is the result of a process of development that has been going on for over thousands years. The English language has the great history of development. Many sociolinguistic events took place in the process of development. So, English spelling is the mixture of different influences. In this chapter I have tried to find out the factors influencing the achievement of English spelling on the basis of the errors committed by the students in test items and the responses to a questionnaire given to the teachers. Questionnaire was prepared on the basis of the performance of the students on test items.

English spelling system is not regular. It is a mixture of different influences. So, there are number of irregularities in English spelling. Crystal (1988, p.77)

says, "... because of the complex history of English language, English spelling is a curious mixture of different influences." In test items administered to the students, most of the students committed errors in irregularities. Generally, in most of the cases, we put s/es at the end to make plural form. But there are some irregularities. For example, **Mouse-Mice, Ox- Oxen**. Most of the students used regular rules to make plural form. For example: **Mouse-Mouses, Ox- Oxes, child- childs**.

Similarly, we put -ed at the end to make past form. This is a regular rule. In every case this rule does not apply because there are irregular verbs also. In test items, most of the students used regular rule to make past form of irregular verbs as well. For example: **sleep-slepped, leave-leaved, drink-drinked, fly-flied**.

From the above discussion, we can say that most of the students committed errors because of the irregularities of spelling system in English.

English has relatively complicated spelling rules when compared to other languages with alphabetical orthographies. Because of the complex history of the English language, nearly every sound can be legitimately spelled in more than one way. Harmer (2001, p.31) says:

... In some languages there seem to be a close correlation between sounds and spelling, in English this is often not the case. The sound / / for example can be realized in a number of different spellings (e.g. **won, young, funny flood**). The letters 'ou' on the other hand, can be pronounced in a number of different ways (e.g. enough- / n ə f /, through- / ru: /, trough-

/traf/ or even journey- /dZZ:nI/. A lot depends on the sounds that come before and after them, but the fact remaining that we spell some sounds in a variety of different ways, and we have a variety of different sounds for same spellings.

While analyzing Harmer's words, we can say that there is no one to one correlation between sounds and letters in English language. In test items, most of the students committed errors in the spelling of those words where there is no one to one correlation between sounds and letters. Some sound can be spelled in a variety of different ways in English. For example /p/ can be spelled as p, pp, ph, pe, gh. Most of the students were found weak in selecting a appropriate letter for a sound in dictation. So, on correlation between sounds and letters is also one of the factors influencing the achievement of English spelling. Some of the errors committed by the students are as follows:

**Know- no**

**Shell- sell**

**Sharp- sarpe**

**Judging- jujing**

**Disappeared- disapeared.**

**Existence- axistence**

Test items were prepared to find out the English spelling achievement of grade six students. According to the performance of the students in test item, questionnaire was prepared to the teachers of four selected schools. Eight common questions were asked focusing on teaching spelling and other questions were asked focusing on the errors committed by the students of a particular school.

In Item-wise analysis of the spelling achievement in the whole test students' achievement was found unsatisfactory in the spelling of the plural and dictation because the majority of the students were found below the total average.

Among four schools, the students of two schools were found good and the others schools were found poor in English spelling. The performance of the students of NGSS and MLSS was good because majority of the students were found above the total average. But, the performance of the students of ASS and KSSS was found poor because majority of the students were found below the total average. Same questionnaire was given to the teachers of NGSS and MLSS focusing on teaching spelling and causes of good performance of the students.

According to the responses of the teachers of NGSS and MLSS, teaching of English spelling is important because it is a basic part of language learning. Both teachers teach English spelling but use different techniques. They sometimes conducted extra-curricular activity related to English spelling and found students participation good. Students of those schools were found interested in learning English spelling. According to them regular practice on dictation, spelling contest, regular correction of spelling errors and feedback, students' interest in learning English spelling were the reasons of their students' good performance in English spelling.

The performance of the students of ASS and Koteshwor Sarswati secondary school was poor. So, different questionnaire was prepared focusing on particular error and poor performance of the students. Similar types of errors were committed by the students of both schools. So, most of the questions were same.

According to the responses of the teachers of ASS and KSSS, teaching of English spelling is important because meaningful writing is impossible without

spelling. But, they did not give enough time to teach English spelling. They sometimes conducted extra-curricular activity related to English spelling. According to the teacher of KSSS, her students were found interested in learning English spelling but she could not pay attention to every students because of the large number of students. Some questions were asked indicating the students' errors on their performance. In questionnaire, the reason behind students' errors in making plurals like: mouse-mouses, ox-oxes was asked. According to the responses of the teachers, irregularities in rules was the reason behind it. According to the responses of the teachers, lack of practice and exposure were the possible causes of the students' errors in doubling of consonants before –ing and –ed, spelling of the words having '-y' ending base, deletion and addition of final '-e' while adding suffix and spelling of the short forms. According to the teachers, irregularities in rules might be the cause of errors in making past forms and no correlation between sounds and letters was the possible cause of committing errors in dictation. According to the responses of the teachers irregularities in rule, lack of practice, no correlation between sounds and letters were the main causes of errors and the reasons of their students' weak performance in English spelling.



## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

This study especially focused on finding of English spelling achievement of grade six students and factors influencing their achievement in spelling.

#### 4.1 Findings

After the analysis and interpretation of the data, the findings of the study are summarized as follows:

- a) English spelling achievement of grade six students was found above the total average. In the whole test, 52.50% students were found above the total average and 47.50% were found below the total average.
- b) The achievement of English spelling of the students of NGSS and MLSS was satisfactory in the whole test i.e. majority of the students were found above the total average. But the achievement of English spelling of the students of KSSS and ASS was found unsatisfactory i.e. majority of the students were found below the total average in the whole test.
- c) In the spelling of the plurals 43.75% students were found above the total average and 56.25% were found below the total average. This means students' achievement in the spelling of the plural was unsatisfactory.
- d) In the spelling of the consonants before –ing and –ed, 58.75% students were found above the total average. This means students' achievement in the spelling of doubling of consonants before –ing and –ed was satisfactory.

- e) In the spelling of the words having –ing ending base and followed by consonants and vowels, 50% students were found above the total average and 50% students were found below the total average.
- f) In deletion and addition of final –‘e’ while adding suffix, 51.25% students were found above the total average and 48.75% students were found below the total average. So, students’ achievement was satisfactory.
- g) In the spelling of the short forms, 56.25% students were found above the total average and 43.75% students were found below the total average. This means students’ achievement in the spelling of the short forms was satisfactory.
- h) In the spelling of the past forms 57.5.% students were found above the total average and 42.5.% students were found below the total average. So, students’ achievement in the spelling of the past forms was satisfactory.
- i) In dictation, 48.75% students were found above the total average and 51.25% students were found below the total average. This means, students’ achievement in dictation was unsatisfactory.
- j) Most of the students misspelled the words, which are irregular and do not have co-relation between sound and graphic representation.
- k) In relation to the total average score obtained by 80 students of four selected schools in different test items, the performance of the students of NGSS and MLSS was found good in every item. But the performance of the students of ASS and KSS was found poor in most of the test items.
- l) Irregularities in rules, no correlation between sound and letter, lack of practice were found as the factors influencing the achievement of English spelling.

## 4.2 Recommendations

On the basis of the findings of the present study, the following recommendations have been made:

- a) English spelling achievement of grade six students was found above the total average. In the whole test, 52.50% students were found above the total average and 47.50% students were found below the total average. Those students who were found below the total average should be given more exposure to practice English spelling.
- b) Teachers and students of Adinath Secondary School and Koteshwor Saraswoti should be given importance in teaching and learning English spelling.
- c) Students' achievement in the spelling of the plural was unsatisfactory. So, irregular rules should be taught along with regular rules and more practice should be done in irregular forms.
- d) As spelling is one of the primary aspects of vocabulary, the learners should be exposed to the vocabularies correlating with the accurate sounds and symbols into the graphic representation.
- e) Extra curricular activities related to English spelling should be conducted on regular basis.
- f) Most of the students were found weak in dictation. Therefore, listening practice should be given to strengthen their visual auditory recognition or phonemic awareness of new spelling pattern before being asked to use it correctly in the written activities.
- g) Students fail to spell the words having similar sound but different spelling. So, the students should be provided with exercises of such words.

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## APPENDIX I

### Spelling Test

Name:

Full marks: 80

School:

Pass marks: 32

#### A. Change into plural.

10

- i. Child .....
- ii. Mouse.....
- iii. Carrot .....
- iv. Ox .....
- v. Bench .....
- vi. Cloth .....
- vii. Event .....
- viii. Knife .....
- ix. Crop .....
- x. Box .....

#### B. Some underlined words in the passage are spelt correctly but some underlined words are misspelled. Find out the misspelled words and write them correctly.

10

Once upon a time, there lived a crane by the side of a pond. It was lazy and wanted to eat the fish in the pond without having to work for it. So one day, the crane went to the side of the pond and looked sad. It did not try to catch any fish. There was a wise crab in the pond. He asked the crane why he looked so sad.

The crane said that he had heard some fisherman **talking** about **catchhing** all the fish in the pond that was why he was worried. He also said that if the fish wanted to be safe. He would carry them to another pond everyday.

When the fish heard the crane, they were happy and wanted to go to the new pond. So, everyday some of the fish went with the crane. The crane took some fish and left the bones there. The crab saw the fish **becomming** less in the pond and it also saw the crane **growing** fatter. It began to wonder whether the crane was really **helpping** the fish. So, it asked the crane to take it to the other pond. The crane agreed to do so. It carried the crab and flew towards the rock, when the crane came near the rock; the crab saw the fish bones and knew that the crane was lying. The crab was very angry. It **tightened** its claws around the neck of the crane and **snaped** its head off. The crane died. The crab **crawled** back to the pond and told all the fish about the lies the crane had been **teling**.

**C. Identify the misspelled words of the following sentences and write them correctly. 10**

i. Ram plaied football yesterday.

Ans: .....

ii. Hari told two storys.

Ans: .....

iii. I saw monkeis in the jungle.

Ans: .....

iv. He took two dais leave.

Ans:.....

v. They paied twenty rupees for a pen.

Ans: .....

vi. Shyam is staing Pokhara.

Ans: .....

vii.Sita sayed nothing about you.

Ans: .....

viii. Sita carryes my bag.

Ans: .....

ix. He was carring a book.

Ans: .....

x. I am dring my hair.

Ans: .....

**D. Which of the following words are spelled correctly? Tick the correct one.**

**10**

- |                |             |
|----------------|-------------|
| 1. i) hideing  | ii) hiding  |
| 2. i) saveing  | ii) saving  |
| 3. i) using    | ii) useing  |
| 4. i) sliceing | ii) slicing |



- |                   |                |
|-------------------|----------------|
| 5. i) curable     | ii) cureable   |
| 6. i) forcing     | ii) forceing   |
| 7. i) holes       | ii) hols       |
| 8. i) peaceful    | ii) peacefull  |
| 9. i) managable   | ii) manageable |
| 10. i) changeable | ii) changable  |

**E. Rewrite the sentences using short forms.**

**10**

For example: I am going to take a shower.

Ans: I'm going to take a shower.

a. I will help the poor.

Ans: .....

b. She is going to market.

Ans: .....

c. They have bought a car.

Ans: .....

d. We do not go out at night.

Ans: .....

e. They are eating momo.

Ans: .....

f. She cannot speak English.

Ans: .....

g. I will not go there.

Ans: .....

h. She had finished his work.

Ans: .....

i. How is everything with you?

Ans: .....

j. They were not going to Pokhara.

Ans: .....

**F. Change these verbs into past forms.**

**10**

For example: dig-dug

i) Write \_\_\_\_\_

ii) Go \_\_\_\_\_

iii) Sleep \_\_\_\_\_

iv) Leave \_\_\_\_\_

v) Drink \_\_\_\_\_

vi) Come \_\_\_\_\_

vii) Fly \_\_\_\_\_

viii) Run \_\_\_\_\_

ix) Know \_\_\_\_\_

x) Think \_\_\_\_\_

Dinosaurs suddenly disappeared millions years ago, together with a large number of species. We know about their existence mainly from fossils found in rocks. Fossils are usually formed when an animal falls into sand or mud and is quickly buried. The soft parts of the animal decay and become the part of the mud. But the hard parts like teeth, bones, shell, etc remain. These parts make shapes in the mud and that help scientists find out many things about the species that disappeared millions of years ago.

There were many types of dinosaurs judging from the fossils found. There were carnivorous dinosaurs called *theropoda* and there were herbivorous dinosaurs called *sauropoda*. Herbivorous had much longer necks and they had large powerful jaws and very sharp claws.

## APPENDIX II

### Questionnaire to the English teacher

Dear Sir/Madam,

This questionnaire is a part of my research study entitled “**English Spelling Achievement of Grade Six Students**” under the supervision of **Dr. Anjana Bhattarai**. Your co-operation in completion of the questionnaire will be of great value to me. I assure you that responses made by you will be exclusively used only for present study.

Thank You.

Researcher

Khuma Nath Dhakal

Name of the teacher:

Name of the school: Shree Nandi Ganesh Secondary School

Teaching Experience:

Qualification:

1) Is teaching of English spelling important?

(i) Yes

(ii) No

If yes, why do you think it is important?

.....  
.....

If no, give reasons.

.....  
.....

2) Do you teach English spelling?

(i) Yes

(ii) No

If yes, How do you teach?

.....  
.....

If no, give reasons.

.....

- 3) Which technique(s) do you use while teaching English spelling?  
 .....  
 .....
- 4) What problem (s) do you face to teach English spelling?  
 .....  
 .....
- 5) Do you conduct any extra-curricular activities related to the English spelling?  
 .....  
 If you conduct what are they? Name them.  
 .....  
 If you conduct how do you find the students' participation?  
 .....
- 6) Do you find your students interested in learning English spelling?  
 .....  
 .....
- 7) Do you encourage your students in learning English spelling?  
 .....  
 .....
- 8) Which strategy do you apply for the students whose performance in English spelling is poor?  
 .....  
 .....
- 9) What do you think are the main reasons of your students' good performance in English spelling? Please mention in points.  
 .....  
 .....

**\*\*\*\*\*Thank you for your kind cooperation\*\*\*\*\***

## Questionnaire to the English teacher

Dear Sir/Madam,

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Thank You.

Researcher

Khuma Nath Dhakal

Name of the teacher:

Name of the school: Shree Adinath Secondary School

Teaching Experience:

Qualification:

1) Is teaching of English spelling important?

(i) Yes

(ii) No

If yes, why do you think it is important?

.....  
.....

If no, give reasons.

.....  
.....

2) Do you teach English spelling?

(i) Yes

(ii) No

If yes, How do you teach?

.....  
.....

If no, give reasons.

.....  
.....

- 3) Which technique(s) do you use while teaching English spelling?  
 .....  
 .....
- 4) What problem (s) do you face to teach English spelling?  
 .....  
 .....
- 5) Do you conduct any extra-curricular activities related to the English spelling?  
 .....  
 If you conduct what are they? Name them.  
 .....  
 If you conduct how do you find the students' participation?  
 .....
- 6) Do you find your students interested in learning English spelling?  
 .....  
 .....
- 7) Do you encourage your students in learning English spelling?  
 .....  
 .....
- 8) Which strategy do you apply for the students whose performance in English spelling is poor?  
 .....  
 .....
- 9) Your students committed errors in making plurals like: Mouse-Mouses, Ox-Oxes, what do you think are the reasons behind it?  
 .....  
 .....

10) Your students committed errors in doubling of consonants before –ing and –ed like: becoming-becomming, telling-teling, shaped-shapped. What may be the cause?

.....  
.....

11) Your students did not perform well in the spelling of words having '-y' ending base and followed by consonants and vowels like: stories-storys, days-dais. What may be the cause?

.....  
.....

12) Your students committed errors in deletion and addition of final '-e' while adding suffix like: curable-cureable, manageable-managable. What do you think are the reasons behind it?

.....  
.....

13) Your students committed errors in the spelling of the short forms like: cannot, cann't, will not – willn't. What may be the cause?

.....  
.....

14) Your students committed errors in the spelling of the past forms like: sleep-sleped, drink-drinked. What may be the cause?

.....  
.....

15) Do you use dictation in your classroom?

.....  
.....

16) Your students did not perform well in dictation. What may be the cause?

.....  
.....



17) What do you think are the main reasons of your students' weak performance in English spelling? Please mention in points.

.....  
.....  
.....  
.....

**\*\*\*\*\*Thank you for your kind cooperation\*\*\*\*\***

## Questionnaire to the English teacher

Dear Sir/Madam,

This questionnaire is a part of my research study entitled “**English Spelling Achievement of Grade Six Students**” under the supervision of **Dr. Anjana Bhattarai**. Your co-operation in completion of the questionnaire will be of great value to me. I assure you that responses made by you will be exclusively used only for present study.

Thank You.

Researcher

Khuma Nath Dhakal

Name of the teacher:

Name of the school: Shree Koteswor Saraswati Secondary School

Teaching Experience:

Qualification:

1) Is teaching of English spelling important?

(i) Yes

(ii) No

If yes, why do you think it is important?

.....  
.....

If no, give reasons.

.....  
.....

2) Do you teach English spelling?

(i) Yes

(ii) No

If yes, How do you teach?

.....  
.....

If no, give reasons.

.....  
.....

- 3) Which technique(s) do you use while teaching English spelling?  
.....  
.....
- 4) What problem (s) do you face to teach English spelling?  
.....  
.....
- 5) Do you conduct any extra-curricular activities related to the English spelling?  
.....  
If you conduct what are they? Name them.  
.....  
If you conduct, how do you find the students' participation?  
.....
- 6) Do you find your students interested in learning English spelling?  
.....  
.....
- 7) Do you encourage your students in learning English spelling?  
.....  
.....
- 8) Which strategy do you apply for the students whose performance in English spelling is poor?  
.....  
.....
- 9) Your students committed errors in making plurals like: Mouse-Mouses, Ox-Oxes, what do you think are the reasons behind it?  
.....  
.....

10) You students did not perform well in the spelling of words having '-y' ending base and followed by consonants and vowels like: stories-stories, days-dais. What may be the cause?

.....  
.....

11) Your students committed errors in deletion and addition of final '-e' while adding suffix like: curable-cureable, manageable-managable. What do you think are the reasons behind it?

.....  
.....

12) Your students committed errors in the spelling of the short forms like: cannot, can't, will not – willn't. What may be the cause?

.....  
.....

13) Your students committed errors in the spelling of the past forms like: sleep-slepped, drink-drinked. What may be the cause?

.....  
.....

14) Do you use dictation in your classroom?

.....  
.....

15) Your students did not perform well in dictation. What may be the cause?

.....  
.....

16) What do you think are the main reasons of your students' weak performance in English spelling? Please mention in points.

.....  
.....

**\*\*\*\*\*Thank you for your kind cooperation\*\*\*\*\***

## Questionnaire to the English teacher

Dear Sir/Madam,

This questionnaire is a part of my research study entitled “**English Spelling Achievement of Grade Six Students**” under the supervision of **Dr. Anjana Bhattarai**. Your co-operation in completion of the questionnaire will be of great value to me. I assure you that responses made by you will be exclusively used only for present study.

Thank You.

Researcher

Khuma Nath Dhakal

Name of the teacher:

Name of the school: Shree Mitra Lower Secondary School

Teaching Experience:

Qualification:

1) Is teaching of English spelling important?

(i) Yes

(ii) No

If yes, why do you think it is important?

.....  
.....

If no, give reasons.

.....  
.....

2) Do you teach English spelling?

(i) Yes

(ii) No

If yes, How do you teach?

.....  
.....

If no, give reasons.

.....  
.....

- 3) Which technique(s) do you use while teaching English spelling?  
 .....  
 .....
- 4) What problem (s) do you face to teach English spelling?  
 .....  
 .....
- 5) Do you conduct any extra-curricular activities related to the English spelling?  
 .....  
 If you conduct what are they? Name them.  
 .....  
 If you conduct how do you find the students' participation?  
 .....
- 6) Do you find your students interested in learning English spelling?  
 .....  
 .....
- 7) Do you encourage your students in learning English spelling?  
 .....  
 .....
- 8) Which strategy do you apply for the students whose performance in English spelling is poor?  
 .....  
 .....
- 9) What do you think are the main reasons of your students' good performance in English spelling? Please mention in points.  
 .....  
 .....

**\*\*\*\*\*Thank you for your kind cooperation\*\*\*\*\***

### Appendix III

School: Shree Nandi Ganesh Secondary School

S.N.	Name of the Students	Marks in Each Item							
		A	B	C	D	E	F	G	Total
1.	Bimal Panta	9	10	7	8	10	10	13	67
2.	Shakti Krishna Panta	8	10	10	6	6	10	13	63
3.	Bishnu Hari Tamang	9	10	6	5	10	10	11	61
4.	Rajesh Thapa	5	7	2	6	5	8	5	38
5.	Ladiya Tamang	9	8	8	7	10	9	5	56
6.	Prakash Khadka	9	8	6	7	8	9	14	61
7.	Sanjaya Shrestha	8	10	8	8	9	9	9	61
8.	Binod Panta	9	8	9	9	8	9	3	55
9.	Anjali Maharjan	9	10	8	8	9	9	4	57
10.	Indrawat Khadka	9	10	8	8	9	10	12	66
11.	Sajina Panta	9	10	8	8	10	10	11	66
12.	Kiran Chaudhari	7	10	7	7	10	10	8	59
13.	Anjana Thapa Magar	10	9	9	8	10	9	12	67
14.	Paru Panta	9	9	7	8	10	8	8	59

15.	Susmita Shrestha	4	9	7	7	9	8	4	48
16.	Sagun Chhaudhari	7	8	4	6	5	8	1	39
17.	Kiran Khadka	9	10	8	7	10	10	16	70
18.	Raj Kumar Rai	9	7	5	7	9	9	17	63
19.	Ramesh Shrestha	5	8	1	5	7	9	13	48
20.	Bunu Poudel	7	9	6	7	8	8	11	56
	Total	160	180	134	142	172	182	190	1160



**School: Shree Mitra Lower Secondary School, Chabahil**

S.N.	Name of the Students	Marks in Each Item							
		A	B	C	D	E	F	G	Total
1.	Sarita Lama	6	7	9	8	10	10	3	53
2.	Rajeev Nepali	9	3	3	10	10	7	8	50
3.	Tara Gautam	9	8	9	8	9	9	16	68
4.	Anjan Sigdel	7	6	3	8	5	5	4	38
5.	Saroj Thapa	5	4	2	8	6	9	6	40
6.	Milan Sibakoti	9	7	6	6	9	9	13	59
7.	Dashrath Rana	7	8	6	-	8	10	9	48
8.	Bindu Shedhai	9	8	10	8	10	10	14	69
9.	Rakshya Khadgi	8	4	6	8	6	5	9	46
10.	Rajan Thapa Magar	9	7	6	6	7	10	13	58
11.	Jeevan Thapa	4	7	3	10	9	7	13	53
12.	Sangita Khadka	3	8	8	8	6	7	4	44
13.	Sajani Shrestha	6	8	7	6	10	8	12	57
14.	Anita Budhathoki	8	5	9	8	10	10	3	53
15.	Susmita Lama	8	8	7	6	10	8	13	60

16.	Madhav Kulung Rai	65	8	4	9	8	7	6	48
17.	Heema Rai	9	8	6	6	9	9	10	57
18.	Kalpana Shrestha	9	8	5	6	8	8	7	51
19.	Subash Khadka	7	3	7	9	7	10	10	53
20.	Usha Danuwar	7	7	5	6	8	8	2	43
	Total	145	132	121	144	165	166	175	1048

**School: Shree Adinath Secondary School, Kirtipur**

S.N.	Name of the Students	Marks in Each Item							
		A	B	C	D	E	F	G	Total
1.	Anju Karki	7	9	9	6	7	6	11	55
2.	Puja Chaudhari	6	4	4	6	5	4	8	37
3.	Ranjit Karki	5	5	-	7	6	-	3	26
4.	Gajendra Maharjan	4	8	2	4	6	2	5	31
5.	Ajaya Shakya	4	4	-	4	-	4	2	18
6.	Anish Maharjan	2	8	2	4	5	2	3	26
7.	Kumari Magar	3	8	2	7	8	4	10	42
8.	Purnima Maharjan	58	6	2	7	3	3	5	31
9.	Lalita Rai	4	5	-	6	2	4	2	23
10.	Sarita Lamichhane	3	6	3	8	5	-	5	30
11.	Bipin Khatri	5	8	5	5	6	7	12	48
12.	Raj Kumar Tamang	6	9	8	5	5	7	11	51
13.	Sudip Maharjan	6	8	7	6	6	6	7	46
14.	Nishan Pyakurel	7	2	3	6	7	6	9	40
15.	Bikal Moktan	5	7	4	7	7	4	6	40

16.	Shree Lal Moktan	5	9	4	4	8	2	8	40
17.	Ashish K.C.	2	3	1	2	6	1	2	17
18.	Nalina Majarjan	3	8	5	9	6	5	7	43
19.	Uddab K.C.	1	7	-	8	2	-	2	20
20.	Gita Thapa	6	7	5	6	5	6	5	40
	Total	89	131	66	117	105	73	123	704

**School: Shree Koteswor Saraswati Secondary School, Koteswor**

S.N.	Name of the Students	Marks in Each Item							
		A	B	C	D	E	F	G	Total
1.	Jhon Shrestha	5	10	3	8	7	6	8	47
2.	Nirmala Magar	3	7	5	8	6	3	8	38
3.	Mandira Basnet	6	6	4	8	6	6	9	45
4.	Roji Poudel	3	8	3	5	9	3	3	34
5.	Anita Thapa	9	9	3	6	7	7	10	51
6.	Riu Poudel	4	6	2	4	4	1	1	225
7.	Sony Magar	2	5	2	5	-	3	2	19
8.	Biran Pathak	5	8	2	2	1	4	5	27
9.	Sita Poudel	5	8	4	8	6	9	1	41
10.	Pawan Shaud	6	9	4	5	6	3	2	35
11.	Dipak Chaulagain	6	7	3	6	7	4	2	35
12.	Sunita Lepcha	5	6	2	6	-	-	3	22
13.	Ramila Rimal	3	8	2	8	5	7	3	36
14.	Dinesh Shah	3	-	4	3	4	5	2	21
15.	Sabin Thaplia	5	9	6	7	7	9	11	54

16.	Roshan Phuyal	7	8	7	8	9	9	12	60
17.	Kabita Acharya	2	8	3	6	7	9	6	41
18.	Sarita Oli	1	9	2	3	2	1	1	19
19.	Manjiu Chapagain	5	6	4	4	6	5	6	36
20.	Sunita Acharya	4	6	5	6	7	6	7	41
	Total	89	143	68	116	106	100	102	724