

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Communication is the exchange of information. It takes place through any of the five media visual, auditory, gustatory, tactile and olfactory. Language primarily exploits auditory medium and secondarily visual. It is more powerful and effective means of communication. According to Sapir, (1978, p.8) " Language is a purely human and non-instinctive method of communicating ideas, emotions, desires by means of a system of voluntarily produced symbols."

Encyclopedia Britanica (1990, vol.13, p.696) defines language as" a system of conventional, spoken, written symbols by means of which human beings as a member of social group and participants in a culture interact and communicate." Language is a medium of exchanging ideas, thoughts and information among human beings using the systematic symbols produced according to their will. Language may have written and spoken symbols. Using those symbols human beings become member of a social group and interact with each other.

There are different languages being practiced in the world as a tool to exchange ideas, thoughts, feelings and so on. Among them English is one which has got international status. One sixth of the world population is covered by the English speaking people. People use the English language as their mother tongue, second language, as a lingua-franca. Broughton et al. (1978) described English as a major vehicle of debate at the United Nations and the language of command for NATO. The English language spread in

the world due to British colonial power and became the most dominant in the world. According to Pahuja (1995, p.1) half of the world's scientific technical periodicals and more than 60% of world's radio stations use English as a medium of communication. The English language is equipped with more terms of modern science and technology than any other languages of the world.

Anyone who wants to develop his/her career, the knowledge of English is a must. Any one who wants to keep in touch in present world have good knowledge of English. Realizing the value of English it is taught as a compulsory subject from grade one to bachelor level.

1.1.1 English spelling

Spelling can be roughly defined as someone's ability or command over the arrangement of letters in conventional way. "Spelling is in arrangement of letters that form a word or part of a word; the process of forming words by putting letters together; the study of how words are spelled" (Retrieved from en.wiktionary.org/wiki/spelling). Similarly, Advanced Learner's Dictionary of Current English (1988, p.1143) defines spelling as "The ability of a person to put the letters of words together in a correct or accepted order."

Spelling is the basic aspect to employ the letters into the frame of words.

Misspelled words make the written script difficult to comprehend.

Misspelling can alter the sense and make the writer appear foolish as in '*the dark and windy knight crept up on the house*'. It can be tough stone for the educational attainment of the language teachers. Misspelling of a single word in a sentence or a text hampers the comprehension of the message and

produces the irritation to the reader. To quote Evens (1979, p.81)" One wrongly placed letter can reduce a serious intention to laughable bathos."

1.1.2 An Overview of the History of English Spelling

The English spelling system is the result of development that has been going on for over thousand years. The difficulty in spelling which we face today is caused by the major social and linguistic events which took place during different time.

The history of English spelling described in Crystal (1990, pp.74-77) can be summarized as follows:

Some of the complications aroused from the Old English written by Roman missionaries using twenty three letters from Latin alphabet which were same as modern alphabet except that there was no distinction between 'i' and 'j' or 'u' and 'v' and there was no 'w'. These alphabets were added in Middle English Period. There were nearly forty sounds in Old English which were thought not to be sufficient. Therefore, the missionaries used extra symbols from the local 'Runic' alphabet to write the sound which were noticeably different from Latin.

After the Norman Conquest, the French scribes brought their own ideas about the spelling of the language. They replaced several Old English spelling and introduced some new letters. They used 'gh' instead of 'h' in such words as *night*, *enough* and 'ch' instead of 'c' in such words as *church*. They began to use 'c' before 'e' and 'i' in such words as *circle* and *cell*. They used 'ou' instead of 'u' as in the word *house*. They replaced 'u' with an 'o' in such words as *come*, *love*, *one*,

and *son*. The English spelling was a mixture of old English and French system by the beginning of the fifteenth century.

When the printing press was introduced in 1476, there were many ways of spelling words, reflecting regional variations in pronunciation. William Caxton (1496) had chosen one system as a standard to follow in his printing house which reflected the speech of the London area. As a result, spelling of many words became stable and the notion of correct spelling began to grow. Although the spelling of words stayed relatively stable, there was not stability in pronunciation. During the fifteenth century there was a great change in the sounds of London speech. Six vowels of Middle English were altered completely. For example, in Chaucer's time, the word *name* was pronounced with an /a:/ vowel sound like that of *calm* which is spelt with an /a/ vowel now. The fifteenth century 'vowel shift' changes the pronunciation to its modern form. Before the invention of printing press, the scribes would have heard this pronunciation and change the spelling to suit. They would have spelt the word *name* as *neim* or *naym*. But after the invention of printing, these kinds of variety were not accepted. Now a days, many words are spelt in the ways that were pronounced in Chaucer's time, For example, the 'k' of such words as *knee*, *know*, and *knight* was pronounced in Old English. Similarly, the 'e' at the end to words as *name* and *stone* was also pronounced as the last vowel of *sofa*. But these letters started to be pronounced silently from the time of Chaucer.

In sixteenth century, there was a fashion among writers to show the etymology in its spelling which made several new spelling patterns as

the standard pattern. The word *debt* had no 'b' sound in Middle English. The word *debt* was derived from Latin *debitum*. So, they added the 'b' in the word.

In the late sixteenth and early seventeenth centuries a number of words were taken in English from such languages as French, Latin, Greek, Spanish, Italian and Portuguese. They brought with them Un - English - looking spellings. Those words ended in strange combinations of vowels and consonants such as *bizarre*, *brusque*, *cocoa*, *gazette* and *moustache*.

From the above discussion, we can conclude that English spelling is a curious mixture of different influences. It is surprising that with such history of spelling there is a lot of regularity in English spelling system. It took a lot of time and effort to come to the present stage.

1.1.3. Importance of Teaching Spelling

English is an international language. In Nepal formally the teaching of the English language was started after the establishment of Darbar High School (1954), 'The First English Medium School in Nepal.' It was not opened for common people of the society except the children of the ruling Rana family members. In 1891, it was shifted in Rani pokhari and opened to the common people of the society. Along with the modern education spreading in Nepal the expansion of English language was started. Formal higher education in Nepal was started after the establishment of Tri-Chandra College (1919). Some radical changes took place in the education system of Nepal when the 'New Education System Plan 2028 B.S'. was implemented. Then the government of Nepal made English a compulsory subject from primary level

to Bachelor's level. Even one completes his Bachelors degree s/he has to use English as a library language or as a means of communication. Accordingly, it has occupied an important position in the academic sector of Nepal. Now, it has got high position in both governmental and non-governmental sectors of Nepal.

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 words. It is one of the difficult skills of language. Writing is not only a mass of unrelated words or sentences. According to Byrne (1991, p.1), "Writing is a sequence of sentences arranged in a particular order and linked together in certain ways." If the combination of these letters and words goes beyond the convention, it does not give meaning. It does not give meaning in isolation too. The writing proficiency plays a vital role in securing good marks in examination. Ignoring writing we can not lead pupil towards the destination of long journey of language learning. One can not be perfect until and unless s/he gets mastery over writing. Thus, teaching of writing is necessary for future progress.

Spelling is the graphic representation of sounds in which particular word is written. As pronunciation is basic in speech, spelling is basic in writing. Knowing a particular word involves knowing spelling of that word too. Teaching spelling means teaching to represent sound into letters and their arrangement to form a word in a meaningful way of the language. If language learner cannot spell the word correctly s/he cannot write correctly. Spelling power directly leads to writing power.

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.

Similarly, Nepali native speakers also feel difficulty to spell the words which are not found in the Nepali language. For example, silent letters, initial consonant clusters, triphongs, aspiration spelling of affected root after or before the affixation. Jamienson (2003, p.5) says students whose first language has a logographic writing system (e.g. Chinese and Japanese) need to become familiar with letter phoneme correspondence. In English there is not one to one correspondence between sound and symbol. For that teaching spelling in English is essential.

With reference to Shmesh and Waller (2003, p.3) the following points can be listed to show the importance of teaching English spelling:

- 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 needs.
- iii. It encourages students to be convinced that English spelling is not as irregular and difficult as it often imagined and that the physical act of writing words is the part of the spelling process.

- iv. The learners 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 on the gradual 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 learners. Without food living beings can not live, similarly without spelling of words writing can not exist.

1.1.4. Testing Spelling

It is a difficult job to design a standard testing tool of spelling without losing its validity and reliability because competent spelling in English is depended on the gradual acquisition of a range of skills. This includes the ability to segment words into individual sounds and vice-versa, the ability to make links between speech sounds and letter and the ability to support developing awareness of the wide range of alternative ways of individual sounds. To be skilled speller one also needs explicit and implicit knowledge of the ways words are formed to play a role in sentences. According to Heaton (1988, pp.15-152) the spelling tests are dictation, multiple choice items, completion items and error recognition items.

These are based on certain theoretical background. Dictation is an important tool for teaching and testing language from the very beginning. The nature

of present dictation test has been changed from the past. It is based on the integrative approach. This approach involves the testing of language in context. Thus, it is primarily with meaning and total communicative effort of discourse. Integrative test approach does not seek to separate language skills into neat division in order to improve test reliability. While designing a dictation test the tester should set a question integrating language skills. So, it should be tested either in a sentence or in a passage from authentic source.

Multiple-choice type of questions is also used in testing spelling. They are based on structural approach. This approach is characterized by the view that language learning is chiefly concerned with the systematic acquisition of a set of habits. It draws on the work of structural linguistics in particular the importance of contrastive analysis and the need to identify and measure the learners' mastery of the separate elements of the target language because it is considered essential to test one thing at a time.

To test spelling objectively the following test items can be developed on the basis of structural linguistics:

- i. Multiple-choice item: While designing this sort of test a tester should consider five or four options to complete the uncompleted segment given in the test.
- ii. Completion Item: It is another important tool to test the spelling ability of the learners. In this test, sufficient clues are provided both the blanks and in the definition to enable the students to know exactly which word is required. The blank occurs only on those parts of the word which give to a spelling difficulty for many students.

- iii. Error Recognition Item: In this item the students are required to identify the part of the sentence in which a word has been misspelled.

1.1.5. Techniques of Teaching Spelling

As pronunciation is the phonetic representation of language spelling is the graphic representation which uses alphabetical letters. Pronunciation is useful in listening and speaking whereas, spelling is useful in reading and writing. If one fails to write his message with correct spelling the reader gets wrong information and/or no information. Mostly spelling is asked to memorize by heart in our context. However, it can be taught by creating meaningful situation where new spellings are used. Venkateswaran (1995, p.123) provides the following techniques for teaching spelling:

- i. Make the student read aloud. Reading aloud is associated with skill in spelling since in principle at least it is possible to read and spell words correctly without having any idea of their meaning. It entails the auditory analysis which is essential to the spelling of words that are phonemically regular.
- ii. Expose the class to every possible variant of spelling patterns in the language
 - a) One syllable words with the general shape of consonant vowel consonant, e.g. *teeth, bus*.
 - b) Spelling patterns using the final 'e' to differentiate them from others, e.g. *made, male*.
 - c) A number of important spelling patterns of much more application involving the varied doubled vowels, e.g. *group, troupe*

- iii. Ensure that your students are familiar with the probable structures of words in their language.
- iv. Spelling games can be used.
- v. Dictation will be useful technique.
- vi. Use mnemonics - a system desire to improve memory, formula or other aids to help memorization.

Similarly, Ur (1996, p.58) provides the following teaching ideas for punctuation-spelling correspondence:

- i. Dictation: It is a way of teaching spelling in which teacher utters similar types of words, phrases or sentences orally and students have to write and show it to the teachers.
- ii. Reading aloud: It is another way of teaching spelling in which students are asked to read the written materials aloud. It is the mostly used technique in our context. The teacher can recognize the problems of the students if s/he uses this technique. It is useful from elementary to advanced level.
- iii. Discrimination (1): In this technique spellings are taught in minimal pairs. Minimal pair is the pairs of words having only one different sound like dip-deep in English. Teacher can ask the students to write words recognizing his/her pronunciation or students are asked to pronounce the words that are given by the teachers.
- iv. Discrimination (2): In this technique, the teacher provides the list of words that are spelt the same in the learners mother tongue and in the target language. Then, the teacher lets them read aloud and show the difference in pronunciation, e.g. *tomato* means *tamator*.

- v. Prediction (1): In this technique, the teacher provides the letters for scrambling. If the students unscramble them predicting the words, they can get new words. The teacher presents the right words after the students' performance.
- vi. Prediction (2): In this technique, the teacher dictates a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. However, spelling can be taught through spelling rules.

Similarly, according to 'Encyclopedia of Education' (1971, pp.388-389) spelling can also be taught through the following techniques:

- a) Copying: In this technique, the teacher writes difficult words on the board and the students copy them on their note copy.
- b) Word analysis: In this technique, the teacher teaches the word by analyzing their prefix, stem and suffix. For example, *carelessness-care+less+ness, dislike-dis+like*.
- c) Drill: In this technique the teacher reads out the difficult words loudly and students have to follow the teacher. Different kinds of drills can be used to teach spelling.

1.1.6 The Spelling Rules

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 to comprehend 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. To help to solve this problem there are some spelling rules that can be very useful for writing and memorizing correct spelling. Some of the spelling rules given by Quirk, et al (1985, pp.31-39) are as follows:

1.1.6.1. The Morphology of Regular Verbs

Morphologically full verbs are of two types regular (such as *play*) and irregular (such as *eat*). In both types the 's' form and the '-ing' participle form are almost predictable from the base. The past form of irregular verb can not be predicted. For example, *put-put*, *go-went*.

The regular verbs have following four different forms:

base	<i>call</i>	<i>try</i>
'-ing' participle	<i>calling</i>	<i>trying</i>
'-s' form	<i>calls</i>	<i>tries</i>
Past form or 'ed' participle	<i>called</i>	<i>tried</i>

1.1.6.2. The Spelling of Regular Verb Inflections

- a) Doubling of consonant before '-ing' and '-ed': A single consonant letter at the end of the base is doubled before '-ing' and '-ed' when the preceding vowel is stressed and spelt with single letter, e.g.

<i>bar-</i>	<i>'barring-</i>	<i>barred</i>
<i>beg-</i>	<i>'begging-</i>	<i>bagged</i>
<i>occur</i>	<i>oc'curing-</i>	<i>oc'curred</i>

With some final consonants, however doubling occurs even the preceding vowel is unstressed. In the following cases doubling is normal in British English. Verbs ending in unstressed vowel followed by 'l', 'm' and 'p' is generally doubled.

travel 'travelled travelled
worship worshipping worshipped
program (me)- programming - programmed

But most verbs ending in '-p' after an unstressed vowel have no doubling.

develop - developing - developed
gallop - galloping - galloped
gossip - gossiping - gossiped

b) In verbs ending in consonant 'c' which is preceded by a vowel the doubling of final consonant is spelt - 'ck'. e.g.

panic panicking panicked
traffic trafficking trafficked

c) In verbs ending in an unstressed vowel followed by '-g' the final consonant is doubled:

humbug humbugging humbugged

1.1.6.3 Deletion, Retention and Addition of '-e'

a) Before suffixes that begin with a consonant the final '-e' is retained e.g.

excite - excitement, complete - completeness, definite - definitely.

But the words which end in '-ue' drop the final 'e', *due - duly, true-truly, argue - argument.*

b) Generally words which end with '-ce', or 'ge' retain the '-e' before the suffixes which start with 'a' or 'o'. For example, *replace - replaceable, courage - courageous. (but charge - charging, face - facing)*

c) When a suffix that begins with a vowel (e.g - ing, able, -ous) is added to a word that ends in '-e', the final '-e' is dropped, for example,
hope - hoping, fame - famous
note - notable, shade - shady

d) Final '-e' is not dropped from words ending in 'ee', '-oe' or '-ye'. for example,

see seeing canoe - canoeist
agree agreeable dye - dyeing.

1.1.6.4. Spelling of '-y'

In bases ending in a consonant followed by '-y', the following changes take place:

a. -y changes to ie before -s,
carry - carries, try - tries.

b. -y changes to 'i' before '-ed':
try- tried, carry - carried dry - dried

c. -y does not change when it follows a vowel letter :
Stay - stayed, alloy - alloyed, carry - carrying.

d. In the words which end in '-ie', the '-ie' changes into 'y' before the suffix '-ing':
die - dying, lie - lying, tie - tying.

1.1.6.5. The Spelling of the Plural

The plural suffix '-s' is added after most nouns including nouns ending in silent '-e' (*college - colleges*). However, there are several exceptions of this rule, they are as follows:

- a) Nouns ending in sibilant (-s, -ss, -sh, ch x zz,) are pluralized adding -es, e.g. *gas gases, pass-passes, bush-bushes, church - churches, box-boxes, buzz-buzzes.*
- b) Nouns ending in in '-o' have plurals '-os' or 'oes'
 - i. When '-o' is preceded by a vowel, the spelling is '-os' *bamboos, embroyos, folios, studios, zoos.*

When '-o' is preceded by a consonant, the spelling is usually '-os' :
dynamos, pianos, solos.

- ii. the following are among those nouns which have plural only in '-es' : *dimino - diminoes, echo - echoes, hero - heroes, potato - potatoes, tomato - tomatoes, torpedo - torpedoes, veto - vetoes.*
- iii. Nouns that end in '-is' have plurals in '-es' :
basis - bases, crisis - crises, ellipsis - ellipses, hypothesis - hypotheses, thesis - theses.
- iv. Nouns ending in '-y' and preceded by a consonant, '-y' is changed to '-i' and '-es' is added to it. e.g. *baby -babies*, y is not changed after a vowel: *day - days, boy - boys, say - says.*

1.1.6.6. Plural of Compound Terms

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

a) In the beginning, e.g.

Bills of fare *Commanders in chief*

Brothers-in-law *chiefs of staff*

b) Having the significant word in the middle, e.g.

assistant attorneys general

Joint chiefs of staff.

c) 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:

also - rans *go - betweens*

forget me nots *run -ons*

d) 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*

1.1.6.7. Plural of Abbreviations

The plurals of abbreviations are formed by adding '-s' except in the abbreviations with periods, e.g.

HMOs, YMOs, WHOs, WASPs but M.A.'s.

1.1.6.8. Plural of Numbers

Plural of numbers are formed by adding '-s'.

1s and 2s, 10s and 100s , the 1980s

1.1.6.9. Rules for forming Adverbs from Adjectives

a) a) Adjectives ending in consonant +'-le' form adverbs by replacing '-le' by '-ly', e.g.

siple - simply, able - ably, noble - nobly

b) Adjective ending in consonant + 'y', 'y' changes in to 'i' before '-ly, e.g'.

happy - happily, dry- drily.

c) Adjectives ending in both '-ic' and '-ical' have corresponding adverbs in '-ically', e.g.

economically

tragic

tragically

tragical

d) '-ed' participles from adverbs in '-edly', e.g.

marked - markedly, learned- learnedly.

1.1.6.10. Use of Hyphens

Hyphens are not used in all cases while writing compounds but they are necessary in the following cases:

a) When pronunciation or meaning might be unclear without them

co-operate, re-cover, re-ception

b) When words form a compound in a particular sentence:

a do-it-yourself shop

ago -as- you please railway ticket.

c) In adjective phrases dealing with age, size, weight, number and duration:

a five -year -old child

a six - foot - wall

a five - minute - interval

- d) In comparative and superlative forms of adjectives usually words ending in '-er' or '-est' hyphens are used with a modifier:

the highest - price house

best - qualified person

longer - term impact

- e) Most of the proper nouns used as modifiers are hyphenated when combined:

Mexican - American trade

Iran - Iraq war

But hyphens are not used when noun is two words in its original form:
Latin American countries, French Canadian companies.

- f) The prefix 'ex-' is hyphenated with titles and occupational descriptions:

ex-president, ex - teacher.

- g) The prefixes 'self-' and 'quasi-' are usually hyphenated:

self - interest

quasi - experimental

self - less

quasi - scientist

1.2. Review of the Related Literature

Some research studies had been done in the past by different researchers on different fields. The following paragraphs present the review of the studies like some spelling errors, gray areas of spelling, vocabulary and grammar, spelling skill done in the past which are some how related to the area of this study.

Bebout (1985) made an attempt to analyze the misspelling made by the learners of English as first and second language. His study pointed out that the English speakers commit more errors into two categories, those involving the sounds schwa /a/ and /e/. Spanish speakers made proportionally more consonant doubling errors. Other consonant and vowel errors were not significantly different from the overall ratio.

Similarly, Shrestha (2001) carried out a research entitled "An Analysis of Spelling Errors made by Ninth Graders." The objectives 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 systems in English, Nepali learners commit various types of spelling errors such as behaind, visite, maney.

Shai (2003) did a research on "A Study on the Vocabulary and Spelling in British and American English." The main objective of the research was to find out the variation of British and American English. He has found that 1228 words/phrases are different in British and American English and altogether 4821 words/ phrases were found to have the difference in spelling.

Ghimire (2005) conducted a research entitled "Gray area in English Grammar, Spelling and Punctuation: A Descriptive Study". In this study the researcher used both primary and secondary data to determine gray areas and find out the frequency of each area. For this he set out a questionnaire for the fifty eight native speakers of English from UK, USA, Australia, and Canada

available in Katmandu valley. His study showed that no certain uniformity was found for writing spelling system among the native speakers of English.

Lamsal (2005) conducted a research entitled "A Study on the Spelling Skill of Seventh Graders." The main objective of the research was to find out the spelling ability of grade seven students. For this he set a spelling test for the eighty students of grade eight who had just completed grade seven from Kathmandu district. His study showed that most of the students misspelled the words. Which do not have correlation between sound and graphic representation.

Bhattarai (2008) conducted a research entitled "An Analysis of Spelling Errors Committed by Eighth Graders." The objectives of the research were to find out the spelling errors committed by eighth graders. For this she set out a questionnaire for hundred students from English medium schools of Kathmandu valley. Her study showed that out of 1890 words 0.06% was in failure to double consonant, 0.03 was in unnecessary doubling subcategory, 0.11% was committed in one consonant replaced by another 0.04% was consonant replaced by vowel.

Among the above mentioned researches Lamsal's (2005) study seems a little related to mine, but he only studied the spelling achievement of grade seven students. Thus, none of these researches touched on the field teaching spelling.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) to find out different techniques used by secondary English teachers while teaching spelling.
- b) to identify most commonly used techniques of teaching spelling.
- c) to investigate the relation between teaching spelling and students' performance.
- d) to suggest some pedagogical implications.

1.4. Significance of the study

This study will be significant for the prospective researchers, language teachers, textbook writers, subject experts, curriculum designers, language trainers in particular and for others who directly and indirectly related and interested in the field.

CHAPTER – TWO

METHODOLOGY

I adopted the following methodology to accomplish the present study.

2.1 Sources of Data

Both primary and secondary sources were used for data collection.

2.1.1 Primary Sources

The primary sources of data for this research were the students and teachers at secondary level.

2.1.2. Secondary Sources

The secondary sources were the related books, e.g. Heaton (1975), Crystal (1990), Ur (1990), Venkateswaran (1995), Shemesh and Waller (2000), Jamiensont (2003), journals, articles, internet that deals with spelling and related theses in the department of English education, T.U. and many other references.

2.2. Population of the Study

The total population for this research were the teachers and students teaching at secondary level from Baglung district.

2.3. Sampling Procedure

Two English teachers were selected from two secondary schools selecting one from each school from Baglung district by using judgmental non-random sampling. Six classes of each teacher were observed. I also selected

forty students, twenty from each school by using simple random sampling procedure.

2.4. Tools for Data Collection

I prepared a checklist for class observation of the teachers. I also prepared two sets of questionnaire for teachers and students and spelling test for students and distributed them.

2.5 Procedure of Data Collection

I used the following procedure to collect the data from the primary sources. At first, I visited the concerned schools and talked to the authority to get permission to carry out the research and explained the purpose and process of the research. After getting permission from the concerned authority, I talked to the students of grade 8 and teachers. I distributed the questionnaires to the selected teachers and students and requested them to complete within 6 days. I also observed 6 classes of each teacher regularly. Then, I collected the filled questionnaires. Finally, I administered the test item to the students and collected them.

2.6. Limitations of the Study

This study had the following limitations.

- a. The research was limited to teaching spelling.
- b. The research was limited to two schools of Baglung district.
- c. Sample populations of the study were two teachers and forty students of secondary level.
- d. The primary data for the research was collected by class observation and questionnaires.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected from the informants were analyzed and interpreted to find out different techniques used by secondary English teachers while teaching spelling, to identify most commonly used techniques of teaching spelling and especially to investigate the relation between teaching spelling and students' performance. For this purpose, I prepared a checklist for class observation of the teachers and two sets of questionnaire addressed to the teachers and students. The responses of both teachers and the students were marked as accurately and systematically as possible. The misspelled words from the students were tabulated and analyzed. They were made on the basis of frequency of occurrences. The scores obtained by the students were tabulated for accurate analysis and interpretation. The analysis and interpretation of the data was carried out using the statistical tools, tables, charts, average and percentage.

The analysis and interpretation of data was done under the following headings:

- i) Analysis of class observation of the secondary English teachers
- ii) Analysis of teachers' view on teaching spelling in the classroom.
- iii) Analysis of students' view on learning spelling in the classroom.
- iv) Item-wise analysis in the spelling ability of the students' different schools.

3.1 Analysis of Class Observation of the Secondary English Teachers

This section mainly deals with the analysis of the information obtained from class observation of the secondary English teachers from two different schools. For that purpose, I prepared a checklist for class observation and I observed 6 classes of each teachers. But, out of 12 classes they taught spelling only for 7 days. The teacher of SHS school taught spelling 4 days and the teacher of SSHS school taught spelling only 3 days. Thus, the class observation was only based on 7 classes of 2 English teachers from 2 different schools. For analyzing the techniques used in teaching spelling, I used three different rating scales namely mostly used, often used and never used. The different techniques collected from the observation checklist have been discussed under the various headings:

3.1.1 Holistic Analysis of Data Obtained from Class Observation

In this section, the analysis of the class observation form has been interpreted.

Table No. 1
Holistic analysis of class observation

Teacher '1'		Teacher '2'		
Total Classes 7	Techniques	Percentage (%)	Techniques	Percentage (%)
	Dictation	20	Dictation	19
	Reading aloud	18.5	Reading aloud	21.33
	Discrimination (I)	3	Discrimination (I)	4
	Discrimination (II)	-	Discrimination (II)	-
	Prediction (I)	9.5	Prediction (I)	9.33
	Prediction (II)	-	Prediction (II)	-
	Copying	20.5	Copying	21
	Word analysis	3.5	Word analysis	2
	Spelling games	9.5	Spelling games	9.38
	Drills	15.5	Drills	12
	Total	100	Total	100

From the above table, it can be inferred that there is similarity between the use of two teachers' techniques of teaching spelling. Among the techniques, they used copying, reading aloud and dictation mostly, discrimination (I), prediction (I), word analysis spelling games and drills often and prediction (II) and discrimination (II) never.

3.2 Analysis of Teachers' View on Teaching Spelling in the Classrooms

This section mainly concerns with the analysis of teachers' views on teaching spelling in the classroom. The analysis here is mainly based on the information collected by using questionnaires. The responses of the teachers

are analyzed and interpreted in detail. With the help of different questions, I have tried to extract the views of secondary level English teachers under different headings minutely and interpreted in various sub-sections on the basis of their responses.

3.2.1 Necessity of Teaching Spelling at Secondary Level

The teachers were asked whether they have been teaching spelling while teaching the lesson in the classroom or not. Their answer is positive. The second question was whether teaching spelling was necessary. Teachers replied that it was necessary. In question no 3 they were asked to provide answers in support of their responses. Both of the teachers replied that teaching spelling is necessary because it is the most important part of writing English. They further replied that without spelling even a word can not be formed.

3.2.2 Classroom Activity for Teaching Spelling

The teachers were asked to respond to what sorts of activities they applied while teaching spelling. Both teachers were found positive towards using classroom activities in teaching spelling. The table below presents the activities applied by teachers while teaching spelling.

Table No. 2
Classroom activity for teaching spelling

No. of Teachers	Responses (Activities for Teaching Spelling)
Teacher '1'	<ul style="list-style-type: none"> - quiz contest - asking synonymy - asking antonymy - reading aloud
Teacher '2'	<ul style="list-style-type: none"> - dictation - copying - spelling games - discrimination

From the above table, it is clear that both the teachers were in favour of teaching spelling. They responded that they were using different activities while teaching spelling.

3.2.3 Problems of Teaching Spelling

The teachers were asked whether they have faced any sort of problem while teaching spelling or not. Both of them replied that they were facing problems while teaching spelling the following table shows their responses :

Table No. 3
Problems of teaching spelling

Responses	No. of Teachers	Percentage
Yes	2	100%
No	-	0%
Total	2	100%

As the table depicts both teachers responded towards the problems of teaching spelling.

They were asked to mention the problems they often faced while teaching spelling. They viewed that different types of problems occurred while teaching spelling. They mentioned the following problems:

- a) Students feel boring,
- b) They make noise while teaching it,
- c) Some students feel hesitation to tell the spelling of the word,
- d) Large number of students in the classroom,
- e) No good relationship between pronunciation and spelling.

3.2.4 Prioritized Activities for the Teaching of Spelling in the Classroom

In this section, the secondary level teachers were asked to assign no 1-5 activities that they preferred to conduct frequently in the teaching of spelling in the classroom. There is a difference in the order of the activities from one teacher to another. The table below shows the activities those got priority in the classroom as expressed by the teachers.

Table No. 4

Prioritized activities for the teaching of English spelling

Activities	Teacher 1	Teacher 2
	Priority	Priority
Diction	1	2
Discrimination (1)	-	-
Prediction (1)	5	4
Reading Aloud	3	3
Copying	4	1
Spelling Games	2	5
Prediction (2)	-	-
Discrimination (2)	-	-

On the basis of the above data, it can be concluded that ‘dictation’ and ‘copying’ are the most prioritized activities in teaching spelling in the classroom.

Thus, analyzing the teachers’ views on teaching spelling shows that teaching spelling is an essential phenomenon in the field of English language teaching because teaching spelling helps to develop students’ performance in writing skills.

3.3 Analysis of Students’ Views on Learning Spelling in the Classroom

This section is mainly concerned with the views of secondary level students on learning spelling in the classroom. The questionnaires were distributed to 40 students and they were asked to express their views on different queries on learning spelling in the classroom. Here, an attempt has been made to

extract the views of the students on learning spelling. Their views are analyzed and interpreted under the following headings.

3.3.1 Interested in Learning Spelling

In this subsection, the students were asked whether they were interested in learning spelling in the class or not. The table below shows the obtained data.

Table No. 5
Students' interest in learning spelling

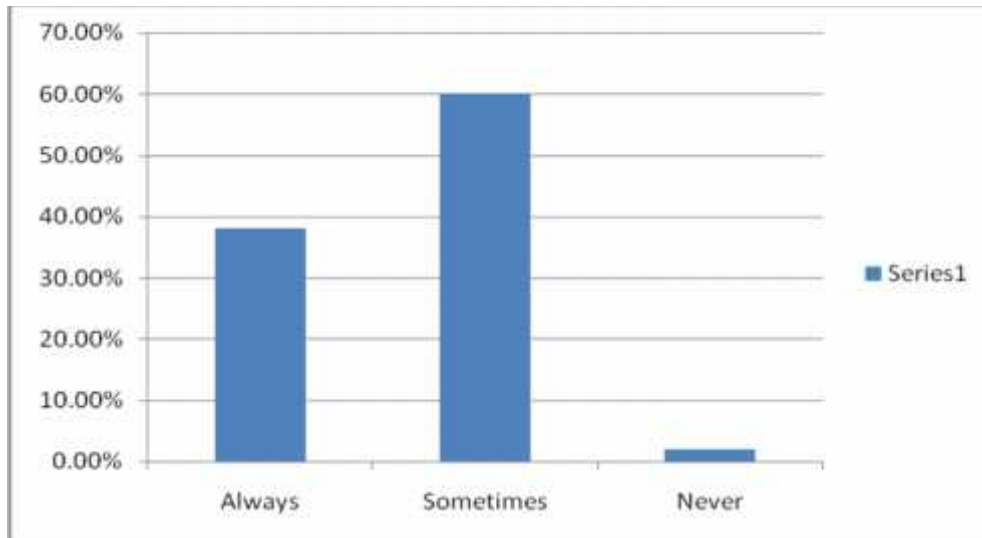
Responses	No. of Students	Percentage
Yes	32	80%
No	8	20%

The above table shows that the majority of students, i.e. 80% were responded that they were interested in learning spelling and 20% students responded that they were not interested in learning spelling.

3.3.2 Spelling Games in the Classroom

Here, the students were asked whether they played spelling games in the classroom or not. The following figure shows the data:

Figure No. 1
Spelling games in the classroom

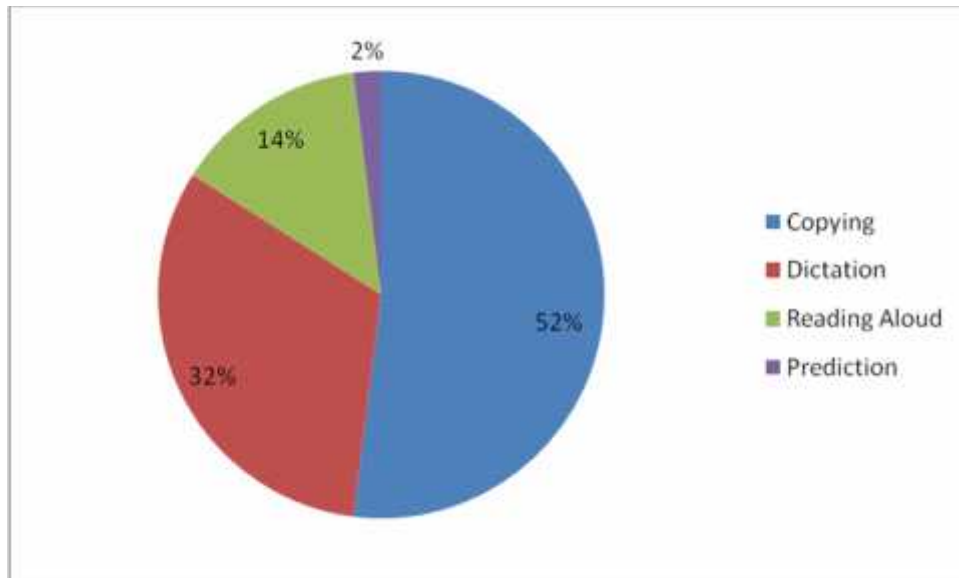


As the above table depicts that 60% students responded that they played spelling games sometimes, 38% replied that they always played spelling games and 2% replied that they never played spelling games in the classroom.

3.3.3 Common Techniques Frequently Used in the Classroom

In this section, the students were asked which techniques were frequently used in learning spelling in the classroom. The following figure presents the data:

Figure No. 2
Techniques frequently used in the classroom

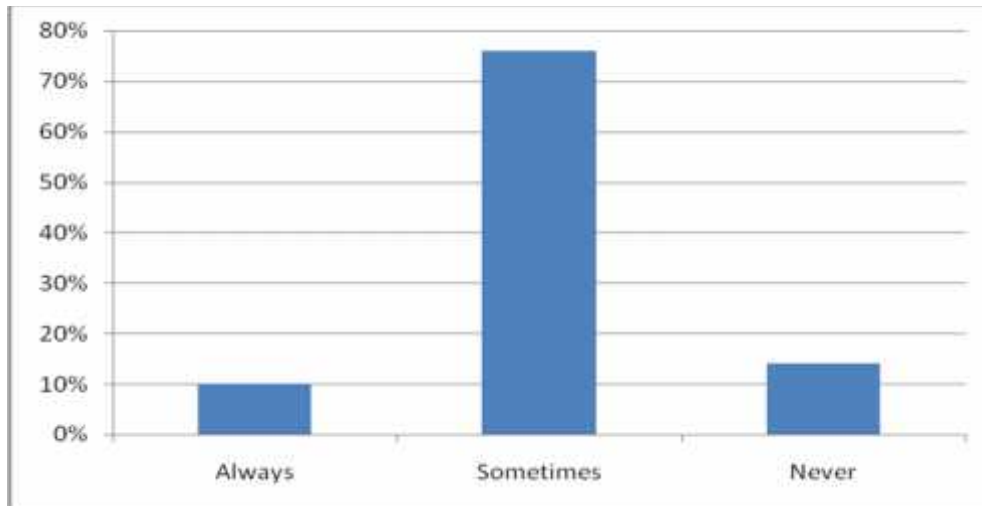


From the analysis above, it is clear that 52% students replied that copying was the most frequently used technique in the classroom. Similarly, 32% students replied dictation, 14% replied reading aloud and 2% replied prediction were the techniques used in the classroom for learning spelling.

3.3.4 Opportunities to Participate in the Activities

Every student should get opportunity to participate in the activities for effective teaching and learning. In this section, the students were asked how often they got an opportunity to participate in the activities for learning spelling. The obtained data can be presented as follows:

Figure No. 3
Opportunities to participate in the activities



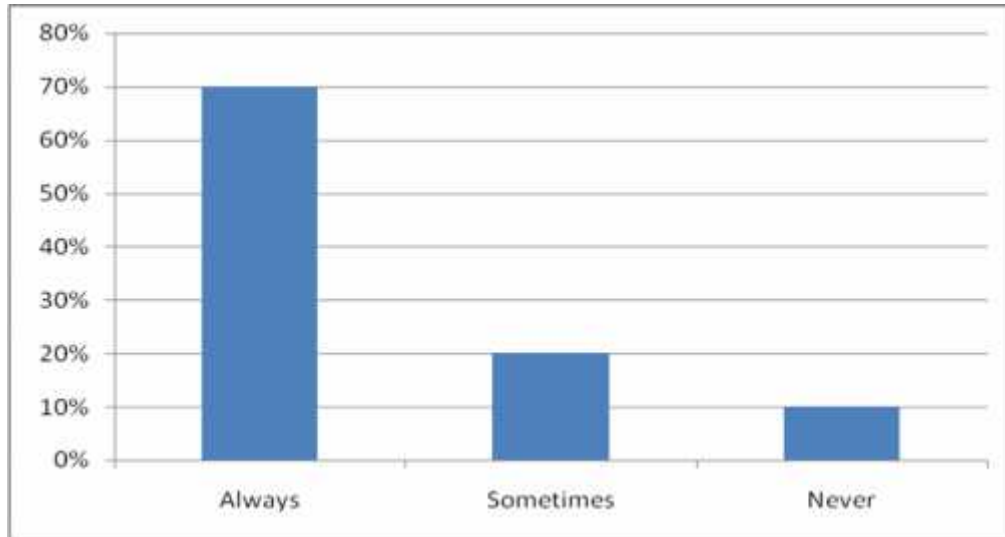
The figure above reflects that 10% students always got opportunity to participate in the activities, 76% got opportunity to participate in the activities sometimes and 14% never got opportunity to participate in the activities for learning spelling in the classroom.

3.3.5 Encouragement for Weak Students to Participate in Learning Spelling Activities

The students were asked whether their teachers encouraged weak students to participate in learning spelling activities or not. And how often weak students got opportunity to participate in learning spelling activities. The obtained data can be presented as follows:

Figure No. 4

Encouragement for weak students to participate in learning spelling activities



As the above figure shows that 70% students viewed that the teachers encourage weak students to participate in learning spelling activities. However, 20% responded sometimes and 10% of the students responded that teachers never encourage the weak students to participate. Thus, as a whole the table above displays that teachers' encouragement towards weak students to participate in learning spelling activities is satisfactory.

3.3.6 Time of Particing Spelling in a Week

In this section, the students were asked how much time they spent in participating spelling in a week.

Table No. 6
Time of practicing spelling in a week

Time	No. of Students	Percentage
30 minutes	3	7.5%
1 hour	2	5%
2 hours	15	37.5%
3 hours	20	50%

As the above table shows that 20 students i.e. 50% of them spent 3 hours time to practice spelling in a week. Similarly, 37.5% of them spent 2 hours, 7.5% of them spent 1 hour and 5% of them spent 30 minutes time to practice spelling in a week. It indicates that all the students are in favour of learning spelling.

3.3.7 Teachers' Correction of Error While Practicing Spelling

In this section, the students were asked whether their teachers interfered them by correcting their error while practicing spelling in the classroom or not. The following table presents the data.

Table No. 7

Teacher's correction of error while practicing spelling

Responses	No. of Students	Percentage%
Yes	21	52.5%
No	19	47.5%
Total	40	100%

As the table above shows that majority of the students i.e. 52.5% responded that the teachers interfered when they committed errors in practicing spelling and 47.5% responded on the contrary of it.

Conclusion

As a whole, while comparing the teachers' views and students views on teaching and learning spelling it can be inferred that spelling supports to develop the students to be competent in writing. Majority of students were interested in learning spelling and both teachers were also interested in teaching spelling. About the techniques of teaching spelling both teachers and students focused in dictation, copying and reading aloud much. Both teachers and students' viewed that teaching of spelling is necessary at secondary level because they viewed that it increases the accuracy of the learner and develop good writing power. But because of the indirect relation between sound and letters it is also difficult to learn and teach. Thus, there are similarities between teachers views' and students' views on teaching spelling at secondary level.

3.4 Item-wise Analysis of the Spelling Performance

This section is mainly concerned with item-wise analysis in the spelling ability of the students in different schools. The analysis here is based on the test item in which the responses of the students are analyzed and interpreted in detail. The research was conducted within 40 students of two different secondary schools of Baglung district. With the help of the test item, I have tried to extract the actual spelling ability of the students. The total responses of whole spelling test item have been analyzed and interpreted in the following way.

3.4.1 Holistic Analysis of the Spelling Performance

In this section, the analysis of the students' spelling ability in the test has been interpreted.

Table No. 8

Holistic analysis of the spelling performance

Total Sample Population	Total Average Score	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
40	19.75	21	52.5%	19	47.5%

As the above table depicts that the average score by 40 students in the whole spelling test was 19.75. Out of 40 students, 21 were found to be above the average and 19 were below the average . That means the majority of the students in the whole test were found to be above the total average score.

3.4.2 School-wise Analysis of the Total Spelling Performance

This part especially deals with the school-wise analysis of the total spelling ability in the whole test. The data has been analysed and interpreted in the following table.

Table No. 9
Status of school-wise spelling performance

Schools	Total Sample Population	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage (%)	No. of Students	Percentage (%)
SHSS	20	22.25	12	55%	8	45%
SSHSS	20	18.75	9	42.5%	11	57.5%

The above table shows that the total average score of the students of ‘SHS’ school was 22.25 and the average score of ‘SSHSS’ School was 18.75. Here, the students of ‘SHS’ School were higher in average score than those of the ‘SSHSS’ school. The ‘SSHSS’ School did not have satisfactory spelling ability because 57.5% of them were below the average score. The above table also shows that the spelling ability of the students of SHS School was found to be satisfactory because the majority of the students of i.e. 55% scored above the total average score.

3.4.3 Analysis of Spelling Performance in Item No. ‘1’ Selection and Correction of Misspelled Words

This section is concerned with the analysis and interpretation of spelling ability in item no. 1. The data has been presented in the following table :

Table No. 10
Status of spelling performance in item no. 1

Schools	Total Sample Population	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
SHSS	20	3.75	8	40%	12	60%
SSHS	20	4.25	11	55%	9	45%

The above table indicates that the students of SSHS School had the satisfactory result in the spelling ability of the test item no. '1' because more than 50% students of that school scored above the total average score. But the majority of students of SHSS School were below the total average score, so their spelling ability was not found to be satisfactory.

3.4.4 Analysis of Spelling Performance in Item No. '2' 'Identification and Correction of Misspelled Sentences'

This part is mainly concerned with the analysis of spelling ability in item no '2', which consisted five questions to be answered. The analysis has been done on the basis of the following table:

Table No. 11
Status of spelling performance in item no '2'

Schools	Total Sample Population	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
SHSS	20	3.25	9	45%	11	55%
SSHS	20	4.0	10	50%	10	50%

As the above table depicts that the school of SSHS school were found to have satisfactory performance in test item No '2'. Fifty percent students of that school were above and 50% were below the average score, so the spelling ability of them was a little bit satisfactory in comparison to the SHS school, where the majority of the students i.e. 55% were below the average score.

3.4.5 Analysis of Spelling Performance No '3' 'Fill in the Blanks with Missing Letters'

This part mainly concerned with the analysis of spelling ability in item no '3'. The data is presented in the following table:

Table No. 12
Status of spelling performance in item no. 3

Schools	Total Sample Population	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
SHSS	20	2.75	12	60%	8	40%
SSHS	20	3.25	11	55%	9	45%

As the above table exhibits that the students of SHS School were obtained 2.75 as the total average school, where 60% of the students scored above average score and 40% of them below the average score. Similarly, the average score of SSHS School was 3.25, in which 55% of the students scored above the average score and 45% of them were below the average score. Thus, it shows that the students of SHS School were found to have satisfactory performance in test item No '3' in comparison to SSHS School.

3.4.6 Analysis of Spelling Performance No '4' 'Rearrangement of Letters'

This section mainly deals with the analysis of spelling ability in item No '4'. This item consisted five questions to be rearranged properly. The analysis has on the basis of the following table:

Table No. 13
Status of spelling performance in item no. 4

Schools	Total Sample Population	Total Average Score	Above Average		Below Average	
			No. of Students	Percentage	No. of Students	Percentage
SHSS	20	3.25	13	65%	7	35%
SSHS	20	3.75	14	70%	6	30%

As the above table shows that the students of SSHS School were found to have satisfactory performance in test item No.4 because 70% of them were found to be above the total average score. Similarly, the spelling ability of the students of SHS School was also found to be satisfactory because 65% of them were above the total average score.

3.4.7 Analysis of Spelling Performance in Test Item No. '5' 'Dictation Test'

This section mainly concerns with the analysis of spelling ability in test item No. 5. The data has been analyzed and presented on the basis of the following table :

Table No. 14
Status of spelling performance in item no ‘5’

Schools	Total Sample Population	Total Average Score	Above Average		Below Average	
			No. of Students	Per.	No. of Students	Per.
SHSS	20	3.75	11	55%	9	45%
SSHS	20	4.0	12	60%	8	40%

As the above table depicts that the students of two schools were found to be satisfactory in the spelling ability because 60% of the students of SSHS and 55% of SHS school scored above the total average score in the test item no ‘5’.

Conclusion

As a whole, while analyzing the teachers’ views on teaching spelling, students’ views on learning spelling and item-wise analysis in the spelling ability of the students of different schools, it can be concluded that teaching spelling is an essential activity. Both teachers and students were infavour of teaching spelling at the secondary level. They viewed that it increases the accuracy of students and develops the good writing power. Among the different techniques copying, dictation and reading aloud were mostly used techniques of teaching spelling. The students of SHS school were better in comparison to the students of SSHS school. Out of observed 7 classes the teacher of SHS school taught spelling 4 days and he also gave opportunity for students to participate in different activities. As a result the performance on spelling of the students’ of that school were better than SSHS school. Thus, there is direct relationship between teaching spelling and students' performance.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present study was conducted to investigate the relation between teaching spelling and students' performance. For that purpose, I selected two secondary schools of Baglung district with the sample population of 2 teachers and 40 students of each school.

Thus, on the basis of analysis and interpretation of all the collected data, the following findings have been derived :

4.1.1 Findings Derived from Class Observation

While observing the techniques used by the secondary level teachers in teaching spelling in the classroom, the following information have been found:

- a) Regarding the overall analysis of techniques used in teaching spelling, it was found that dictation, copying and reading aloud were mostly used techniques. Similarly, spelling games, drills, prediction (1), discrimination (1) and word analysis were often used techniques and word analysis prediction (2) and discrimination (2) were never used techniques in teaching spelling in the classroom.
- b) Among the various techniques, it was found that dictation, copying and reading aloud were the most commonly used techniques of teaching spelling.

4.1.2 Findings Related to Teachers' Views on Teaching Spelling

While analyzing the teachers' views on teaching spelling in the classroom, the following findings have been extracted :

- a) Both teachers were found using different activities for teaching spelling in the classroom. Among the activities, dictation copying and reading aloud were viewed more common in the classroom whereas prediction and discrimination were used very less in teaching spelling by the teachers.
- b) Regarding the problems during teaching spelling, the teachers viewed the following problems they often face:
 -) Large number of students in the classroom
 -) Students feel boring
 -) Students unwillingness to participate
 -) Students feel hesitation to tell the spelling of the word
 -) No good relationship between pronunciation and spelling
- c) Regarding the necessity of teaching spelling at secondary level, it was found that both teachers (i.e. 100%) viewed in favour of teaching spelling. They reasoned that teaching spelling supports to increase the accuracy of the learner and helps to develop good writing power.

4.1.3 Findings Related to Students' Views on Learning Spelling

While observing the students' views on learning spelling in the classroom, the following findings have been made:

- a) Regarding the students interest in learning spelling, it was found that out of 40 students 32 students (i.e. 80%) were interested in learning spelling and 8 students (i.e. 20%) were found uninterested in learning spelling.
- b) Regarding the techniques frequently used in learning spelling, it was found that 52% of the students used copying, 32% of them used dictation, 14% used reading aloud and 2% used prediction.
- c) While learning spelling through spelling games in the classroom, it was found 60% of the students responded 'sometimes,' 38% responded 'always' and 2% responded 'never'. Thus, it indicates that spelling games helps to develop learning spelling in English.

4.1.4 Findings Related to Item-wise Analysis in the Spelling Ability

While observing the item-wise analysis in the spelling ability of the students of different schools, the following findings have been made.

- a) In school-wise spelling ability of the students, it was found that the students of SHS school were satisfactory because the majority of the students i.e. 55% scored above the total average score (i.e. 22.25). And the 42.5% of students of SSHS School were above the average score.

- b) In item-wise analysis, the students were poor in two test items. They are : ‘1’: ‘selection and correction of misspelled words’ and ‘2’. ‘Identification and correction of misspelled sentences.’
- c) The students misspelled the words having final consonant doubling before the suffix, for example, cuting (for cutting), begining (for beginning), siting (for sitting).
- d) The words having silent letter were misspelled, for example, doutful (for doubtful), taking (for talking), waking (for walking).
- e) The students were found that they preferred to spell the short alternative spelling of words. For example, program (for programme), calor (for colour).
- f) The words having ‘oo’, ‘e’, ‘ai’ spellings were found to be misspelled with letters ‘u’, ‘a’ and ‘e’ respectively. For example understud (for understood), master (for mastar), plaintiful (for plentiful).

4.1.5 Findings Related to the Relation Between Teaching Spelling and Students’ Performance

While observing the relation between teaching spelling and students’ performance, the following findings have been extracted:

- a) Regarding the teaching of spelling in the classroom, both teachers were in favour of teaching spelling in the classroom. They viewed that it increases the accuracy of students and develops the good writing power.

- b) In the students' views on learning spelling, it was found that 32 out of 40 were interested in learning spelling in the classroom. They viewed that learning spelling is very useful for writing and reading.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretation of the collected data, the following recommendations for pedagogical implications have been derived:

- a) As it was found from the research study that there were the differences among the schools in spelling ability. So, there should be co-operation and discussion between the teachers of different schools to reduce the existing differences found in the students' performance in learning spelling.
- b) The concerned authority should take steps towards the solution of the problems faced by the teachers in the teaching of spelling.
- c) There should be a good relationship between teaching spelling and students' performance. Teaching spelling should have to assist the students for the enhancement of their performance in reading and writing skills because spelling power directly leads to writing performance.
- d) To eradicate errors on consonant doubling and deletion such as begining (beginning), beliving (believing) and studing (studying), the students should be made familiar with the spelling rules according to their grade or level.

e) Dictation, copying and reading aloud were the mostly used technique by the teachers for teaching spelling but to develop the students' performance, other techniques like discrimination, spelling games, prediction, drills and word analysis should also be used.

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APPENDIX - I
CLASS OBSERVATION FORM

Name of the teacher:

Name of the school:

Date:

Qualification:

Experience:

Teaching item

Techniques	Mostly used	Often used	Never Used	Remarks
Dictation				
Reading aloud				
Discrimination (1)				
Discrimination (2)				
Prediction (1)				
Prediction(2)				
Copying				
Word analysis				
Spelling game				
Drills				
Others				

.....

Class observed by

APPENDIX - II
QUESTIONNAIRE FOR THE TEACHER

Dear teacher,

This questionnaire is a part of my research study entitled " Teaching of English Spelling and Students' Performance" under the supervision of **Dr. Anjana Bhattarai**, Reader of department of English Education, T.U, Kirtipur. Your cooperation in responding the questionnaire will be of great value to me please feel free to put your responses required by the questionnaire. I assure you that the responses you make will have no harmful effects for you as will as others.

Teaches Name:

Qualification:

School:

Experience:

Q.No.1. Do you teach spelling in the classroom?

a. yes

b. No

Q.No.2. Do you think teaching spelling is necessary at secondary level?

a. Yes

b. No

Q.No.3. Why do you think so? Give reasons.

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

Q.No.4. What type of classroom activity do you prefer to teach spelling?

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

Q.No.5. Is teaching spelling an easy task?

- a. yes b. No

Q.No.6. Why do you think so? Give reasons

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

Q.No.7. Do you conduct different activities in the classroom?

- a. Yes b. No

Q.No.8. If yes mention them?

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

Q.No.9. Why do you teach spelling in the classroom?

.....
.....

Q.No.10. Do you frequently interfere your students when they commit mistake while practicing spelling?

- a. yes b. No

Q.No.11. How much time do you separate for teaching spelling in a week?

- a. Half an hour b. one hour
c. Two hours d. Three hours

Q.No.12. Which activities do you prefer to conduct frequently? Rate any 5 by giving numbers 1 to 5 according to your priority.

Dictation	Reading aloud
Discrimination (1)	Discrimination (2)
Prediction (1)	Prediction (2)
copying	spelling games

Q.No.6. Which one of the following techniques is frequently used in your classroom ?

- a. Dictation: Teacher utters similar types of words and students have to write.
- b. Reading aloud: Students are asked to read the written materials
- c. Copying: Teacher writes difficult words on the board and students copy them.
- d. Prediction (1): teacher provides the scrambling words and students have to unscramble them.

Q.No.7. Do you get opportunity to participate in such activities?

- a. Always
- b. Sometimes
- c. Never

Q.No.8. Do you play spelling games in the classroom while learning spelling?

- a. Always
- b. Sometimes
- c. Never

Q.No.9. How much time do you practice spelling in a week?

- a. 30 minutes
- b. 1 hour
- c. 2 hours
- d. 3 hours

Q.No.10. Do you think teaching spelling is necessary at secondary level ?

- a. Yes
- b. No

Q.No.11. Does your teacher interfere you when you commit mistake while practicing spelling?

- a. Yes
- b. No

Q.No.12. Does your teacher encourage weak students participate in different activities?

- a. Always
- b. sometimes
- c. Never

Q.No.13. Is there direct relationship between sound and letter in English?

- a. Yes
- b. No

.....

Informant

.....

Researcher

THANK YOU FOR YOUR KIND CO-OPERATION

APPENDIX - IV

Spelling Test Item

Q.No1. Select the words which are spelt incorrectly and rewrite them correctly.

- a) i. believe ii. travel iii. Pichure iv. opened

Ans:.....

- b) i. Centimeter ii. cilometer iii. Valuable iv. wealthy

Ans.....

- c) i. ensects ii. someone iii. seeing iv. beginning

Ans.....

- d) i. techniques ii. mastar iii. selection iv. language

Ans.

- e) i. modern ii. speaking iii terrified iv. study

Ans.....

Q.No.2. Identify the misspelled words of the following sentences and rewrite them correctly.

- a) Animals need oxygen for breatheing.

Ans.....

- b) Armys fight for the nation.

Ans.....

- c) The baby touchs the cat.

Ans.....

- d) Tomorow my uncle is going to London.

Ans.....

- e) Cameles drink a lot of water.

Ans.....

Q.No. 6 Dictation Test - 1

- i. They are eating mango.
- ii. They are sitting on the chair.
- iii. It is the matter of laughing.
- iv. Shyam is carrying a basket.
- v. They spoke doubtfully.

Dictation Test - 2

- i. They studied hard.
- ii. What happened to you.
- iii. They understood the mathematical problems.
- iv. He crossed the road slowly.
- v. We practiced dancing.