

AN EXPERIMENTAL COMPARISON OF THE SYSTEMATIC
AND INCIDENTAL METHODS OF TEACHING SPELLING
TO GRADE NINE ETHIOPIAN STUDENTS

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Abstract

The statement of the problem which this research is concerned with is to determine whether the incidental method or the systematic method is more effective in teaching spelling to grade nine Ethiopian students.

For this purpose, four sections of grade nine students were selected by drawing lots. By drawing lots, they were also assigned to two sections in the control group and the other two sections in the experimental group. A pre-test which was prepared by the researcher was given to both groups. The result of the pre-test indicated that students in both groups had similar backgrounds. For three and a half months, the students learned spelling: the control group through the incidental method in the normal schedule of the school and the experimental group through the systematic method on the basis of the materials for teaching spelling prepared by the researcher.

After learning spelling for three and a half months, a post-test prepared by the researcher was given to the students of both groups to determine the hypotheses, i.e. (a) the Null Hypothesis which states that there is no statistically significant difference between the incidental method and the systematic method in teaching spelling to grade nine Ethiopian students, and (b) the Alternate Hypothesis which states that there is a statistically significant difference between the incidental method and the systematic method in teaching spelling to grade nine Ethiopian students.

The data collected from the pre-test and the post-test have been used for classification and evaluation to arrive at a decision.

On the basis of a two-tailed test at a 0.01 level of significance, we would reject the Null Hypothesis, if the value of t were greater than $t_{.995}$, which for $(NE + NC - 2) = 78 + 80 - 2 = 156$ degree of freedom is 2.58. The computed value of t is 6.08.

Thus, we conclude that at a 0.01 level of significance there is a statistically significant difference in the performance of the students in the experimental and the control groups and we accept the Alternate Hypothesis at a 0.01 level of significance. In addition to this, the analysis of the responses of the questionnaire shows results similar to the t -Test which is in favour of the systematic method of teaching spelling.

On the basis of these findings, it was concluded that the systematic method is more effective than the incidental method in teaching spelling to grade nine Ethiopian students.

Recommendations are made on the basis of these findings that curriculum designers, textbook writers, and educators need to reconsider their roles in promoting the method and the process of learning-teaching spelling and that further research is necessary on the effective teaching of spelling.

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CHAPTER I

I N T R O D U C T I O N

The main reason for expounding the method of teaching spelling is to guide and to develop the learners' skill to use the principles that are effective in learning the subject so as to enable them to communicate clearly in written form.

According to most research studies in second language learning, the teaching of spelling, along with the other language skills is essential in effective written communication. At the early stage, the second language learners have to learn pronunciation, meaning, and usage of words. The learning of these words ought to be based on principles and the systematic method of teaching spelling includes these **principles** of spelling formation whereas the incidental method does ~~not~~ include these principles.

In this thesis, the researcher's aim is to determine whether the incidental method or the systematic method is more effective in teaching English spelling to grade nine Ethiopian students.

The exposition includes tests, pronunciation, meaning, and usage of words to examine how these facilitate the teaching of English spelling to second language learners. In general, the study will stress the contributions of phoneme-grapheme relationship, morphemes - free and bound, and detailed method of teaching and testing spelling.

It is obvious that learners of English as a second language can improve their spelling ability as they use words in many school activities but their ability must be based on sound principles.

The problem of spelling has concerned educators since the late nineteenth century and so research in spelling has focused on three basic areas: (a) the speller, (b) methods of instruction and (c) the words to be spelled. From these three basic areas in spelling, the researcher focuses on some methods of instruction.

Some authorities on teaching spelling have been in favour of the incidental method while some have been in favour of the systematic method of teaching spelling. In addition to these, however, some authorities on teaching spelling have considered the incidental method of teaching spelling as controversial.

Tyler investigated the ability of sixth-grade children to spell certain uncommon words used incidentally. ... Tyler's results indicated that ... the gains in learning to spell new words varied greatly among the pupils in the group. Because of this result he concluded that the "techniques of learning to spell need to be taught to children".¹

Although many teachers as well as writers on the subject of spelling have developed plans for studying the spelling of a word, there is no one system that has been established as

¹James A. Fitzgerald. The Teaching of Spelling.
Milwaukee: The Bruce Publishing Company, 1951, pp. 26-27.

superior to all others. Many, however, would agree in general on the following as significant steps in learning to spell a word when a teacher is present to guide the work : (1) pronunciation of the word; (2) clarification, if necessary, of the word; (3) getting a clear image of the word; (4) recalling the word; (5) writing the word; (6) checking the writing; and (7) repeating steps 3,4,5 and 6 in case of error until the word is learned.²

1.1. Statement of the Problem

In teaching English as a foreign language, there are several problems of which spelling is one of them. English teachers in Ethiopian senior high schools complain that they face problems in teaching English effectively due to the students' inability to spell words correctly so as to take notes and dictation. The problem of teaching spelling is worsened by the fact that spelling is not included in the English curriculum. This exclusion results in lack of source of teaching materials on spelling. Teachers found it very difficult, if not impossible, to teach spelling without text-books and detailed methods of teaching spelling.

There are several methods of teaching spelling which suggest solutions to the problems of teaching it. It is assumed that in teaching English as a

²Martha Dallmann. Teaching the Language Arts in the Elementary School, U.S.A. : Brown Company Publishers, 1971, p. 200.

foreign language in Ethiopian schools, especially at the early stages, either the incidental method or the systematic method is considered as significant in minimizing the problems in spelling ability.

Thus, this thesis examines the experimental comparison between the incidental and the systematic methods of teaching spelling to grade nine Ethiopian students.

1.2. The Purpose of the study

In learning a foreign language, many factors such as qualification of teachers, teaching materials and methods, learning situation and teacher-pupil relationships have a very significant impact. Among these factors, the teaching of spelling has an important role to play in learning written English. The teaching of spelling has not been given a place in learning-teaching English as a foreign language in Ethiopian schools and as a result of this, Ethiopian students have problems of listening, pronouncing, reading, understanding, and writing English appropriately. Now the survey on the two methods of teaching spelling would provide an insight into the suitable and correct principles and methods of teaching spelling in order to improve the skills mentioned above.

1.3. Importance of the study

Nearly all teachers know that appropriate teaching materials and methods of teaching have been of paramount importance in learning a second language. Some authorities in language teaching such as Mackey, Palmer, Rivers, etc., state that a language is a set of habits which can be acquired through certain types of repetition. In this case, the habit formed must have appropriate foundation and must be established correctly. So, good habits result from sound and suitable methods and practice.

Methods of instruction are very essential in teaching spelling and this thesis deals with these methods. Thus, the result of the survey regarding the methods of teaching spelling to grade nine Ethiopian students is hoped to be significant for:

- (a) the need to include spelling in the curriculum,
- (b) providing guidance and feedback to curriculum designers and text-book writers so as to prepare appropriate spelling teaching materials,
- (c) developing an attitude in each student to recognize that correct spelling is important for effective written communication,
- (d) motivating pupils to generalize ways and to develop techniques for learning spelling,
- (e) planning better ways of English language training,

- (f) providing the students ^{with} the chance to expose themselves to the active language learning situations,
- (g) facilitating the process of learning pronunciation, vocabulary, listening, speaking, reading and writing, and
- (h) motivating the learners through reward and reinforcement of immediate results to spell more words correctly.

1.4. Scope and background of study

This study was limited to two large public senior high schools in Asmara, Ethiopia. It was also limited to about 190 students from ninth grade classes of whom two sections were in the experimental group and two sections in the control group. Owing to lack of necessary materials, it was not possible for the researcher to find the average mental age, (though their physical age was 15.4 years), the I.Q., the range of their reading vocabulary and reading comprehension. In addition to these, the unavailability of standardized spelling tests and ideal testing situations may have an effect on the result of the study. In spite of these, the researcher has done his best to control the effects of these limitations. He has prepared the pre-test, the teaching materials, the questionnaire, and the post-test. The pre-test, the teaching and the post-test were conducted by the regular teachers.

The study extended over a period of three and a half months from December to March. However, teaching procedures had been prepared in the preceding months of the school year.

1.5. Hypothesis

In this thesis experimental comparison between the incidental and the systematic methods of teaching spelling was made to determine which one is more significant in teaching spelling to grade nine Ethiopian students. The following Null and Alternate Hypotheses are made. The Null Hypothesis (H_0) states that there is no statistically significant difference between the incidental method or the systematic method in teaching spelling to grade nine Ethiopian students. The Alternate Hypothesis (H_1) states that there is a statistically significant difference between the incidental method or the systematic method in teaching spelling to grade nine Ethiopian students.

1.6. Definition of Terms

- Control group refers to the group of students who were left to the normal schedule of the school.
- Error analysis is the process of marking, counting, and breaking the errors into different major groups so as to understand what general patterns of errors appear when the errors are classified.

- Experimental group refers to the group of students who received spelling lessons for a definite time for studying a list of words through a detailed method of teaching and testing.
- Grapheme refers to a significant unit of writing.
- Incidental method refers to the method of teaching spelling in which spelling is taught in connection with many school activities involving reading and writing. Moreover, there is no definite list of words to be taught or definite time in the daily schedule for teaching spelling.
- Morpheme refers to a minimal significant unit of form such as a root-word, prefixes, and suffixes.
- Orthography is a system of spelling in which letters of a word are written in their proper and conventional order.
- Phoneme refers to the minimal unit of distinctive sound-feature.
- Regular refers to the graphemic representation of some phonemes which are more consistent and more frequent than others.
- Spelling is a system of putting the letters of a word in their conventional order.
- Systematic method refers to the method of teaching spelling in which spelling is taught as a distinct and separate language skill. It includes rules of

spelling formation and the exceptions, a definite list of words to be taught, a detailed method of teaching and testing spelling, and a definite time in the daily programme for the work in spelling.

1.7. Abbreviations used

- C. control group
- df. degree of freedom
- E. experimental group
- E.N.E. English for New Ethiopia
- Gra. grapheme
- Indif. indifferent
- Phon. phoneme
- Pronun. pronunciation
- R. regular
- t-com. t-computed.
- t-tab. t-tabulated

1.8. Symbols used

- μ_1 - mean of sample population for the control group
- μ_2 - mean of sample population for the experimental group
- s_1^2 - variance of sample population for the control group
- s_2^2 - variance of sample population for the experimental group.
- N - Number of sample population.
- NC - Number of sample population for the control group

NE - Number of sample population for the experimental group.

t-Test - mean of difference test

\bar{x}_C - means of sample population used for the control group.

\bar{x}_E - means of sample population used for the experimental group.

S^2_P - pooled variance of the two groups.

α - alpha

Σ - summation sign

CHAPTER II

2. REVIEW OF RELATED LITERATURE

Methodologists and authorities on teaching English have shown considerable interest in the teaching of spelling which is believed to contribute a lot to effective communication. Many experiments with different results have been carried out to improve the teaching of spelling. Some of the experiments which were carried out since the 1950^s were linguistically oriented. The researchers tried to find certain phoneme-grapheme correspondences to facilitate the teaching of spelling. Although the researchers and methodologists didn't completely agree in coming up with the best method of teaching spelling, most of them agreed on certain procedures. The writer of this thesis could not obtain any spelling teaching materials basically designed for Ethiopian learners of English as a foreign language; however, he tried to adapt some of those principles, with certain changes and modifications. So, the role of the incidental and the systematic methods of teaching spelling in facilitating the teaching of English as a foreign language will be reviewed in this chapter.

2.1. Works on the nature of teaching spelling

In the distant past, the first elementary schools made a systematic attempt at direct instruction in spelling, but no doubt spelling received incidental attention as a part of the curriculum. The first distinctly American spelling text-book was Noah Webster's famous "blue backed" spelling book published in 1783. With its adoption, spelling became a popular school activity.³

When spelling became a popular school activity, Noah Webster published the most influential book - Elementary Spelling Book, in 1850. Moreover, in the twentieth century many lists which were intended to identify frequently occurring words have been produced. In 1910 W.C. Chancellor published a list of frequently occurring words. Then L.P. Ayres published another list which stirred great interest in research in the frequency of occurrence of words and in establishing an objective spelling word list. A little later, Ernest Horn compiled the results of the Chancellor and the Ayres studies and many other early studies. Among others, the chief study of children's vocabulary which was believed to be the most valuable and the most useful by many writers on teaching spelling was also published by Henry D.

³Paul C. Burns and Albert L. Lowe. The Language Arts in Childhood Education. Chicago: Rand Mc. Nally & Company, 1966, p. 257.

Rinsland in 1945. In addition to these, in 1951 James A. Fitzgerald published, A Basic Life Spelling Vocabulary which includes 2650 words. It was a compilation of carefully studied children's and adults' writing vocabularies.

2.2. Phoneme-grapheme relationships

Up to the 1950^s, the teaching of spelling didn't take into account the linguistic approaches to spelling instruction because researchers and writers on spelling instruction assumed that there was little relationship between the sounds and letters of words. Research into the consistency of phoneme-grapheme relationships of words was initiated by Paul R. Hanna of Stanford University in 1950 and she has obtained statistically significant and encouraging results. In addition to this, Richard E. Hodges and E. Hugh Rudorf in their book Linguistics in the Elementary School Classroom under the title "Searching Linguistics for Cues for the teaching of spelling" clearly state:

From these Stanford research studies, one evidently can hypothesize that even a limited knowledge of the phonological relationships between sounds and letters of orthography can provide the power to spell literally thousands of words and that other abilities relating to morphology and syntax may give pupils the

ability to spell the vast majority of the words in their oral vocabularies.⁴

Supporting the ideas in the above quotation, Paul C. Burns and Alberta L. Lowe in their book The Language Arts in Childhood Education state:

... of recent date, linguists have moved more vigorously into the area of spelling. Reading and writing are derivatives from spoken language and as a result speech sounds are central to spelling instruction. Mastery of correspondences of sound symbols (phonemes) of language and graphic symbols (graphemes) used to represent them is considered essential to the process.⁵

The importance of phonemic association in spelling instruction has also been supported by some authorities in teaching spelling. Dorothea P. Simon and Herbert A. Simon in International Review of Education: A Quarterly Journal of Comparative Education under the topic "Alternative Uses of Phonemic Information in Spelling" attempted to expound the phonemic associations. They are of the opinion that most people who have learned to read have acquired some kind of associations between particular

⁴Richard E. Hodges and E. Hugh Rudorf. "Searching Linguistics for Cues for the Teaching of Spelling," Linguistics in the Elementary School Classroom, New York: Macmillan Co., 1971, p. 236.

⁵Paul C. Burns and Alberta L. Lowe. The Language Arts in Childhood Education, Chicago: Rand McNally & Co., 1966, p. 259.

phonemes and spellings that represent them. Among other things they also state:

If a speller knows that a particular phoneme may have several spellings, there are two further possibilities. On the one hand, he may simply have stored with the phoneme a list of possible spellings, ordered, say by the frequency with which each spelling represents that phoneme. On the other hand, he may have stored in association with the phoneme a differentiated set of spelling, that is to say, an explicit or implicit set of rules that set one or another of the alternative spellings as a function of the phonemic context. We may distinguish these two possibilities by the diagrams:

phoneme \rightarrow sp₁, sp₂, sp₃, sp₄, etc.,
 phoneme + (phonemic context)_i \rightarrow sp_i

With the first of these two forms of information storage, phonemic information can be used either to spell phonetically (e.g. by choosing in each case the first spelling on the list of alternatives), or to generate possible spellings, from which the final choice is to be made by some subsequent selection process.

Richard E. Hodges and E. Hugh Rudorf following the analysis made by some linguists tried to clarify an alphabetic writing system as determined at the phonological level. They state:

⁶Dorothea P. Simon and Herbert A. Simon. "Alternative Uses of Phonemic Information in Spelling," International Review of Education : A Quarterly Journal of Comparative Education. Hamburg : UNESCO Institute for Education, vol. 4 No. 18, 1972, p. 116.

... we can give a definitional model for the Spelling of American-English. The orthography of American-English is determined by a set of rules for unit phoneme-grapheme relationships based, with decreasing productivity, upon three levels of analysis - phonological, morphological and syntactical.⁷

2.3. Incidental and Systematic methods

There are two main opposing methods in the teaching of spelling. They are the formal or systematic and the informal or incidental methods. The formal method considers teaching spelling as a distinct and separate language skill in which lists of words are studied at a definite period of the day and drills are given systematically. The incidental method is the method of experience or usage in which the child learns to spell as he/she uses words in many school activities involving reading, writing etc. It is a method characterized by learning spelling in a meaningful and purposeful way.

Concerning the incidental and the systematic methods of teaching spelling, James A. Fitzgerald in his book The Teaching of Spelling states that in spelling, incidental learning has been a subject of controversy for fifty years. He also states that

⁷Paul S. Anderson. Linguistics in the Elementary School Classroom, New York: The Macmillan Co., 1971, p. 235.

Rice concluded that incidental teaching of spelling was as effective for writing as the systematic teaching of the subject. Fitzgerald continues to write that among others Cornman and Burnham criticized the formal teaching of spelling. He also states that Wallin and Winch concluded that using more scientific procedures than earlier investigators, the direct systematic plan of instruction in spelling was more effective than the incidental learning of the subject.⁸ In the same book Fitzgerald states:

It seems clear that the child will learn much incidentally, but that his proficiency in writing will be improved if he is taught an effective method for the mastery of a properly selected basic core vocabulary. He will be greatly helped by a plan which will assist him to recognize the words he already knows and the words he does not know how to spell.⁹

Martha Dallmann in attempting to explain whether the incidental or the systematic method is more effective in teaching spelling states as follows:

The controversy as to whether spelling should be studied only incidentally has been raging in educational circles ever since the early decades of the century. Some of the early studies in spelling seemed to indicate that results from incidental study were not inferior to those obtained when systematic procedures were followed. However, the validity of those studies has been questioned and evidence has been accumulating that seems to indicate that systematic procedures in teaching

⁸Fitzgerald, p. 25.

⁹Ibid. p. 27

spelling are important. While there still is no unanimity of belief on the question, many specialists in the field have the point of view, ... that usually the best results are obtainable when incidental means of teaching spelling are utilized in various activities of the school program providing these are supplemented by systematic teaching of spelling in a separate period of the school day or during a part of a block set aside for the language arts.¹⁰

Incidental Beginnings. In schools where children spend considerable time carrying on activities suited to their mental and physical maturation, where centres of interest tend to integrate the various learning activities taking place, children learn to spell many words without being conscious that they are acquiring a new skill, spelling.

According to Hildreth, when the modern school child begins to write, he begins to spell; for his first writing is contextual even though it is only copying on the blackboard the teacher's draft of the note or phrase the class composed. Hildreth is of the opinion that spelling can be learnt incidentally, but the child gets systematic practice in spelling through frequent experience in writing.¹¹

2.3.1. Important factors which the systematic method of teaching spelling takes into consideration

As has already been noted in the preceding pages, the incidental method does not take into account any list of

¹⁰Dallmann, p. 198.

¹¹Gertrude Hildreth, Learning the Three R's: A Modern Interpretation, Minneapolis: Educational Publishers, Inc., 1947, p. 502.

words or definite time or method of teaching and testing whereas the systematic method includes a definite list of words to be taught, a definite time and a detailed method of teaching and testing. Consequently, pronunciation, meaning, presentation, imagery, recall, and using the words in writing are some of the important factors which the systematic method of teaching spelling takes into consideration for learning to spell a word.

Pronunciation. Many authorities on teaching spelling are of the opinion that mispronunciation is one of the commonest causes for the misspelling of words. To the learners of English as a foreign language, pronunciation is a skill which they have to learn generally at school and they should be taught properly. Learners have to acquire a good habit of pronunciation. They must establish a good foundation which can serve them as a base for learning new materials. Bad habits are difficult to break and they should be avoided before they are formed. Dallmann in her book Teaching the Language Arts in the Elementary School states:

Some teachers like to write the list of new words on the chalk-board before class numbering the words for easy reference. Then at the beginning of the period they pronounce each word as they point at it and have the pupils pronounce it after them in unison. Others prefer to have pupils who do not recognize a word get help in word recognition through other than the sight method according to which every word is pronounced for them.¹²

¹²Dallmann, p. 200.

In addition to what Dallmann states, Hazel Francis in The British Journal of Educational Psychology under the topic "Children's Knowledge of Orthography in Learning to Read" states:

Familiarity with spelling develops steadily, but not until they can read almost any word they come across can children be said to have some kind of knowledge of the whole spelling system.¹³

Meaning. When the pupils know the pronunciation of the words on a list, attention must be paid to the meaning. Concerning meaning Fitzgerald states:

Studying the meanings of words is within the scope of spelling instruction, for correct spelling of properly selected words facilitates written communication. Because memorized spellings are of little value if a child cannot use the words correctly in his writing, the study of spelling should be correlated with meaning and use of words.¹⁴

Many writers and researchers on teaching spelling believe that children make more errors writing words the meaning of which they do not know than in writing words that have a familiar meaning. Children's meaning and spelling vocabularies should not be expected to be the same. Many authorities on teaching spelling are of the opinion that children's meaning vocabulary is expected to exceed their spelling vocabulary. In teaching the meaning of words for spelling, the teacher should not attempt to exhaust the

¹³Hazel Francis, "Children's Knowledge of Orthography in Learning to Read," The British Journal of Educational Psychology, Great Britain: Scottish Academic Press, vol. 54, part 1, Feb. 1984, p. 8.

¹⁴Fitzgerald, p. 168.

meaning of words but he must be satisfied if the children know one common meaning of a word. Students can obtain multiple meanings through extended language activities such as reading, writing, etc., Studying the meaning of words may be approached and enriched through various ways such as context, dictionary activity, matching exercises, etc.

Presentation. A word is generally presented visually for spelling instruction which is frequently aided by auditory, oral and kinesthetic activities. The word is listened to, pronounced, analysed and used by the students. The word may be presented in print, manuscript, or cursive writing and the students are motivated to direct their attention to the visual components of words - such as roots, prefixes, suffixes, compound words, silent letters, double letters and so on.

Imagery. In this context, imagery refers to the process of forming the mental image of the word. After learning pronunciation, meaning and presentation of the words, they should try to form a clear mental image of the words as they look at the words with the intention of learning the spelling. Due to the individual differences, the students may be helped to form a clear image of the words by one or more of the visual, auditory, oral and kinesthetic approaches.

Recall. After perceiving the whole word clearly, the students should cover the word and recall it or think of its spelling, and then check their recall. The recall may be visual or oral. **The** students must be encouraged to develop persistent and dynamic

self activity in studying and checking. Sometimes the learners are advised to say the letters silently to themselves or to close their eyes and to see the word in their mind. Finally, they check their recall by again looking at the word.

Writing the word. When the learners have properly performed the activities mentioned above, they have to be ready to write the word generally on scratch paper or on the chalk-board.

Using the word in writing. In this case the learners should be encouraged to use the word in written expression because the use of the word in written expression is the best test of spelling. The learners must be aware that exercises which require writing are tests of their spelling ability.

2.3.2. The study-test versus test-study procedures

In the systematic method of teaching spelling, the question of the comparative desirability of study-test and test-study procedures is often raised by persons who wish to give their recommendations on this subject. In teaching spelling, they want to know whether testing the learners after studying the words would be more effective than before studying the words.

Study-test Procedures

When any group of students take the preliminary test of the semester in spelling and the results show that the group or the students know how to spell very few of the words of the semester, it is unwise to waste time pre-testing on the words of the week. Concerning the study-test procedure Fitzgerald states:

In the case of a foreign group, a retarded class, or a group with a language handicap, the children may know the spelling of none or few of the words. In such a situation, it would be well to direct the children to study before testing.¹⁵

In this procedure, children are required to have an assignment of a few words a day and to study the spelling of the words through the steps such as pronunciation, meaning, presentation, imagery, recall, writing the word and using the word in writing. The number of days devoted to spelling may vary. If one devotes five consecutive days to a list of words, the first two days may be spent on study, the third on the trial test, the fourth on more study and the fifth on the final test, or the first day can be spent on study, the second on the trial test, the third and fourth on further study and the fifth on the final test. Due to these steps it is sometimes called study-test, study-test procedure.

¹⁵Ibid., p. 47.

Test-study Procedures

The test-study procedures can be employed either in the beginning of instruction or later when the children are capable of profiting by its provision for individual learning and progress. There are many variations of test-study procedures; hence, Fitzgerald recommends the following programme: On Monday, the children take a pre-test, **study** meaning and pronunciation, and record words, and use the words in writing; on Tuesday, children ~~make~~ an individual study of misspelled words in the pre-test; on Wednesday, they do an individual study of new words and the hard words of two weeks before; on Thursday, they take a final test on words of the week and those of two weeks before, **list** the words misspelled and do individual study; and on Friday, the individuals master the hard words.¹⁶

¹⁶Ibid., p. 93

CHAPTER III

Procedure for Collecting Data and Methodology

3.1. Procedure for Collecting Data

This study considers the experimental comparison between the incidental and the systematic methods of teaching spelling to grade nine students in two senior high schools.

The population for the study was drawn from four sections of grade nine public senior high schools in Asmara, Ethiopia. The schools were selected at random. They were:

- (a) Asmara Comprehensive High School and
- (b) Barka Comprehensive High School.

3.1.1. Procedure for the Selection of Sample Population

In both the schools there is a shift-system. At Asmara Comprehensive High School, grade nine students attended classes in the afternoon shift while at Barka Comprehensive High School, grade nine students attended classes in the morning shift.

At Barka Comprehensive High School there were about 700 grade nine students in twelve sections. They had been taught by three teachers. A random selection of two sections was made and the students were taught by two teachers who showed interest in the experiment.

At Asmara Comprehensive High School there were about 1000 grade nine students in twenty-five sections. They had been taught by six teachers. After looking at the lists of grade nine sections, a random selection of two sections was made and the students were taught by their regular teachers.

3.1.2. Procedure for the Formation of the Two Groups

To determine whether the incidental method or the systematic method is more effective in teaching spelling, an experiment was conducted. By drawing lots, the control group was taken from Asmara Comprehensive High School and the experimental group from Barka Comprehensive High School.

The experimental group was taught spelling on the basis of the systematic method of teaching spelling while the control group was left to the normal schedule of teaching spelling on the basis of the incidental method.

3.1.3. Procedure for the Selection of Teaching Materials

The experimental and the control groups were using the E.N.E. series for grade nine but there are no lessons on the teaching of spelling. The teaching of spelling has not been included in the English Curriculum and as a result of this, materials on teaching spelling were not available in both the schools. What the researcher did was to select materials on the subject originally prepared for

native English speakers. He adapted them and modified them to suit the local context and the prevailing standards based on their text books.

A pre-test was given to the two groups and the answer sheets were corrected by the researcher. The pre-test was of much help in the preparation of teaching materials for the experimental group because the error analysis made on it served as a feed-back to the researcher by pointing out the weakest side of the students on spelling. So, he prepared some of the most useful spelling words which show phoneme-grapheme relationships by giving examples and their common meanings. The lesson on phoneme-grapheme relationships was intended to make clear that one phoneme may be represented by several graphemes. It was hoped that this lesson would enable the students to select the correct alternative when the words were pronounced by someone. It was also intended to help the students to spell more words through generalization. A little later, a list of some of the most useful spelling words and their common meanings was prepared. Finally, some spelling teaching materials which were considered to be important in teaching prefixes and suffixes were prepared.

3.1.4. Procedure for Giving Lessons

The experimental group was receiving instruction on spelling from Monday to Friday for about fifteen minutes a day and on Saturdays for about 50 minutes almost on every Saturday for more than three months. The results of the pre-test show that the students were weak in spelling and so the researcher was in favour of following the study-test procedures of teaching spelling. Various types of drills, dictation exercises, quizzes and tests were given to the experimental group. The drills and exercises were corrected by the teachers, by the researcher or by the students. The experimental group were taught pronunciation, phoneme-grapheme relationships, common meaning, imagery and usage of some of the most important or useful words. Nearly all the spelling words given to the experimental group were taken from the English Curriculum for grades three to eight and the E.N.E. series for grade nine part one.

The students of the control group were studying spelling through the incidental method as they used the words in many school activities involving reading and writing. In addition to these, they were studying the E.N.E. series for grade nine part one.

Therefore, the data were collected on the basis of the vocabulary list from the English Curriculum for grades three to eight and the E.N.E. series for grade nine part one.

3.1.5. Procedure for the Preparation of specific directions to the teachers and the students

To determine whether the incidental method or the systematic method **is more** effective in teaching spelling certain directions about the aims, importance and teaching procedures were given to the concerned teachers and students. Regarding the control groups no special schedule was arranged. They were expected to learn spelling through the incidental method and so they were left to the normal schedule or programme.

In teaching spelling to the experimental group, the teachers were directed to follow the significant steps recommended by some authorities such as Fitzgerald, Dallmann, etc., on teaching spelling. In addition to the instructions or directions, the teachers who taught the experimental group were given hand-outs, and books on teaching spelling.

Four teachers participated in the study. Two of them were teaching the experimental group and the other two were teaching the control group. Their qualifications, experience, professional training and attitudes towards the teaching profession were similar. The aims and the importance of the study were made clear to the directors, assistant directors, unit leaders and students and so they were co-operative with the concerned teachers and the researcher.

The teachers especially of the experimental group received instructions and enough books on the subject. These teachers were willing to read and work a lot on this subject. They inspired and encouraged their students to be aware of the importance of spelling for effective written communication.

These students were learning enthusiastically. The researcher promised them (if necessary) to inform their parents that lessons were given on Saturdays, too. Sometimes, these students listened to English recordings by native English speakers. Nearly all these students were punctual. Moreover, the students in the control group were receiving instruction on spelling through the incidental method.

3.2. Methodology

3.2.1. Preparation of a pre-test for both groups

A pre-test was prepared for both groups. The pre-test was prepared from the vocabulary lists in the English Curriculum for grades three to eight. Nearly all these words are again found in the E.N.E. series for grade nine in the form of reading passages, vocabulary units, or grammar units. The pre-test was a class progress test designed to measure the extent to which the students had mastered the spelling they had been taught incidentally. It was also a diagnostic test designed to help the researcher in identifying the types of errors made by the students so as

to prepare materials for teaching spelling on the basis of the error analysis from this pre-test. The results of this pre-test helped the researcher to adapt the study-test procedure in teaching spelling.

The pre-test was based on models of some writers and publishers such as Petty, Fitzgerald, John, Horn, and the Macmillan Company. Concerning spelling tests Ernest Horn has written:

Written tests are to be preferred to oral tests. ... Recall tests are superior to and more difficult than recognition tests. The evidence indicates that the most valid and economical test (in spelling) is the modified recall form, in which the person giving the test pronounces each word, uses it in an oral sentence, and pronounces it again. The word is then written by the student.¹⁷

The pre-test was of two types. They were: (a) the recognition pre-test that consisted of thirty misspelled words. Here, sentences which contained misspelled words were constructed by the researcher. Students were directed to underline the misspelled words in the given sentences; and (b) the recall pre-test that consisted of seventy words i.e. words in sentences for dictation, sentences for dictation and list of words for dictation. All the questions in

¹⁷Horn, Ernest. "Spelling," Encyclopedia of Educational Research, rev. ed. The Macmillan Company, 1960, p. 1259.

the pre-test carried equal marks.

To maintain the validity of the pre-test, several important areas in teaching spelling were taken into account and no special emphasis was given to any particular area in spelling.

To maintain the reliability of the pre-test, the principle of multiple samples was observed carefully by giving a recognition pre-test and three kinds of recall pre-test. The principle of standard task was observed by giving the same number and the same type of questions to the concerned students. The principle of standard condition was maintained by giving the pre-test in similar examination rooms, similar desks, etc. Finally, the principle of standard scoring was maintained by preparing an objective type recognition and recall pre-test based on spellings common to British and American English so that any of these answer sheets could have the same score value when it was scored by different individuals.

3.2.2. Administration of the Pre-test

Concerning the date, the pre-test was given to the control and the experimental groups on the same date. It was conducted by the respective teachers. It was given to all the sections before the lessons were started so as to enable the researcher to compare the results of the control and the experimental groups with those obtained after the post-test was given.

3.2.3. Preparation of a Post-test for both groups

A post-test was also prepared for both groups. The post-test was prepared from the vocabulary lists in the English Curriculum for grades three to eight and the E.N.E. series for grade nine part one in the form of reading passages, vocabulary units, or grammar units. In addition to this, the students in the experimental group studied most of the words for three and a half months through the systematic method of teaching spelling whereas the students in the control group studied most of the words through the incidental method. The post-test was designed to compare the performance of the students in the experimental group so as to test the hypothesis.

The post-test which was prepared by the researcher was of two types. These two types were (a) the recognition post-test that consisted of twenty misspelled words in sentences to be underlined and ten misspelled words in a group of words to be encircled; and (b) the recall post-test that consisted of seventy words i.e. words in sentences for dictation that consisted of twenty-five words, sentences for dictation that consisted of fifteen words, and list of words for dictation that consisted of thirty words. All the questions in the post-test carried equal marks. Concerning its validity and reliability the same principles as were followed in the pre-test were strictly observed.

3.2.4. Distribution of the Questionnaire

To gather information regarding the teaching of spelling to grade nine Ethiopian students either through the incidental method or the systematic method, about fifty copies of the questionnaire were distributed to teachers of two high schools in Addis Ababa, five high schools in Asmara, as well as to teachers of Addis Ababa and Asmara Universities. This was done to collect items of information from teachers with a wide range of experience and so as to enable the researcher to arrive at a clear and correct conclusion. Forty copies of the questionnaire out of which seventy-five per cent filled by high school English teachers and twenty-five percent filled by university instructors were returned.

3.2.5. Administration of the Post test

The experimental group and the control group studied spelling through the systematic method and the incidental method respectively. Lessons on teaching spelling were prepared for the experimental group by the researcher. After studying spelling for three and a half months, both groups took the post-test to determine whether there is any statistically significant difference between the experimental and the control groups as a result of teaching spelling to grade nine Ethiopian students through the incidental or the systematic method.

The post-test was given on the same date to a total of 158 students of whom seventy-eight were from the experimental group and eighty from the control group. The post-test was administered by their regular teachers in their regular classes.

CHAPTER IV

Analysis and Results

4.1. Analysis

The data has been gathered (a) by administering the pre-test and the post-test, and (b) by distributing a questionnaire to grade nine English teachers and a few other high school English teachers and university English instructors. These two methods were used because it was hoped they would give necessary items of information on the incidental and the systematic methods of teaching spelling to grade nine Ethiopian students.

As for the data obtained from the pre-test and the post-test, a statistical model has been used to test the hypothesis in the study. This statistical model of a t-Test is used to determine whether the incidental method or the systematic method is more significant in teaching spelling to grade nine Ethiopian students.

The expected outcomes in this study were: (a) if the performances of the experimental and the control groups in the post-test are similar, the difference between their means being statistically non-significant, then the Null Hypothesis (H_0), which states that there is no statistically significant difference between the incidental method or the systematic method in teaching spelling to grade nine Ethiopian students will be accepted; and (b) if the performance of the

experimental and the control groups differ, i.e. the difference between their means being statistically significant, the Alternate Hypothesis (H_1), which states that there is a statistically significant difference between the incidental method or the systematic method in teaching spelling to grade nine Ethiopian students will be accepted.

4.1.1. Hypothesis Test

The statistical method used to test the Null Hypothesis (H_0) that $\mu_0 = \mu_1$ is based on the t-distribution in which it is assumed that $S_1^2 = S_2^2 = S_3^2 \dots$ and the population is normal. The researcher selected this method because the t-Test is applied when the standard deviation has to be estimated from the data and when μ_0 and μ_1 have to be estimated from separate samples. To test the significance of means of the experimental and the control groups, the standard deviation had been estimated and the two sample variances (S_E^2 and S_C^2) are estimated and pooled together to obtain a common variance (S^2_P). The common variance had been estimated by pooling the two sample variances in the following way:

$$\bar{X} = \frac{\sum X}{N}$$

$$S_E^2 = \frac{(\sum X_E - \bar{X}_E)^2}{NE - 1}$$

$$s_C^2 = \frac{(\sum x_C - \bar{x}_C)^2}{NC - 1}$$

$$s_P^2 = \frac{(NE-1)s_E^2 + (NC-1)s_C^2}{NE + NC - 2}$$

$$s_P = \sqrt{\frac{(NE-1)s_E^2 + (NC-1)s_C^2}{NE + NC - 2}}$$

$$t = \frac{\bar{x}_E - \bar{x}_C}{s_P \sqrt{\frac{1}{NE} + \frac{1}{NC}}}$$

In hypothesis testing, the Null and the Alternate hypotheses are to be formulated before we begin the statistical analysis. Here, we begin by assuming a population parameter such as the population mean, variance etc. When the samples are collected by drawing lots, we compare the estimated value of t with the value of t from the statistical table at a given degree of freedom and at a given significance level. After this, we either accept or reject the hypothesized values as being correct. The hypothesized value is rejected only if the expected results of the sample are clearly unlikely to occur when the hypothesis is true. The Alternate Hypothesis (H_1) is accepted only if the Null Hypothesis (H_0) is rejected.

A significance level of 0.01 is decided as a critical region for supporting or rejecting the Null Hypothesis (H_0) because it is one of the significance

levels used by writers and researchers in accepting or rejecting the Null Hypothesis. The researcher established that if the computed value of t is greater than the value of t obtained from the statistical table, rejecting the Null Hypothesis, the Alternate Hypothesis is accepted and if the computed value of t is less than the value of t obtained from the statistical table, accepting the Null Hypothesis, the Alternate Hypothesis is rejected.

After specifying the significance level, the Null Hypothesis and the Alternate Hypothesis, and the test of statistics to be used, the critical value of the test statistics is established.

To test the hypothesis, the computed value of the sample statistics is compared with the critical value of the test statistics and then the Null Hypothesis is either accepted or rejected.

In this study, the samples in the experimental and control groups are seventy-eight and eighty respectively. The degree of freedom is $NE + NC - 2$ i.e. $78 + 80 - 2 = 156$. For a two-tailed-test at 156 degree of freedom the critical value of t in which alpha equals 0.01 is 2.58 from the statistical table. Finally, the computed value of t is compared with the critical value of t and the Null Hypothesis is either accepted or rejected.

The significance of means of the experimental and control groups is computed and the following results are obtained.

$H_0: \mu_1 = \mu_2$, and there is no statistically significant difference between the incidental method and the systematic method in teaching spelling

$H_1: \mu_1 \neq \mu_2$, and there is statistically significant difference between the incidental method and the systematic method in teaching spelling.

$$\bar{X}_E = \frac{\sum X}{N} = \frac{385.9}{78} = 4.95$$

$$\bar{X}_C = \frac{\sum X}{N} = \frac{185.57}{80} = 3.31$$

$$S_E^2 = \frac{(\sum X - \bar{X})^2}{NE - 1} = \frac{263.12}{78 - 1} = \frac{263.12}{77} = 3.417 \quad S_E = 1.849$$

$$S_C^2 = \frac{(\sum X - \bar{X})^2}{NC - 1} = \frac{185.57}{80 - 1} = \frac{185.57}{79} = 2.349 \quad S_C = 1.533$$

$$S_p = \sqrt{\frac{(NE-1)S_E^2 + (NC-1)S_C^2}{NE + NC - 2}}$$

$$S_p = \sqrt{\frac{(78-1)3.417 + (80-1)2.349}{78 + 80 - 2}}$$

$$S_p = \sqrt{\frac{77 \times 3.417 + 79 \times 2.349}{156}}$$

$$S_p = \sqrt{\frac{263.12 + 185.57}{156}}$$

$$S_p = \sqrt{\frac{448.68}{156}}$$

$$S_p = \sqrt{2.876}$$

$$S_p = 1.696$$

$$t = \frac{(\bar{X}_E - \bar{X}_C)}{S_p \sqrt{\frac{1}{NE} + \frac{1}{NC}}}$$

$$t = \frac{4.95 - 3.31}{1.696 \sqrt{\frac{1}{78} + \frac{1}{80}}}$$

$$t = \frac{1.64}{1.696 \sqrt{0.0128 + 0.0125}}$$

$$t = \frac{1.64}{1.696 \sqrt{0.0253}}$$

$$t = \frac{1.64}{1.696 \times 0.159}$$

$$t = \frac{1.64}{0.269}$$

$$t = 6.083$$

$$t = \underline{\underline{6.08}}$$

4.1.2. Computation of Statistics

The researcher made an analysis to test the significance of means of the experimental and control groups. He used the formula for t-Test as shown on pages 37-38. The computed t-Test for the pre-test and post-test is shown in tables III and I respectively. It is possible to understand the underlying assumption for collecting data and applying the t-Test to test the hypotheses from the statistical analysis.

4.2. Results of the Analyses

The data in this study is collected by using a pre-test and post-test, and a questionnaire so as to

gather relevant items of information regarding the incidental and the systematic methods of teaching spelling to grade nine Ethiopian students.

4.2.1. Results of the t-Test Computation

The pre-test was given to the experimental and the control groups. The standard deviation, the sample means and the common variance were calculated. The calculated t-value was compared with t-value from the statistical table at 0.01 significance level where the degree of freedom was equal to 188. It was found that there was no statistically significant difference between the performance of the students who were assigned to the experimental and control groups. This clearly showed that the background of the students in both groups was similar as shown in table III and appendix B.

The post-test was given to both groups. To test the hypothesis, the standard deviation was estimated from the data. The sample means and the common variance were also estimated from the samples. The estimated t-value which is 6.08 was compared with the t-value from the statistical table.

On the basis of a two-tailed test at a 0.01 level of significance, we would reject H_0 if the value of t were greater than $t_{.995}$, which for $(NE + NC - 2) = 73 + 80 - 2 = 156$ degree of freedom is 2.58.

TABLE I

Summary of Statistical Computation of Experimental and Control Groups for Post-test

Groups	N	\bar{X}	S^2	Sp	t.com.	t.tab.	Significance
E	78	4.95	3.417	1.696	6.08	2.58	Significant
C	80	3.31	2.349				

df. = 156

Alpha = 0.01

Hence, we conclude that at a 0.01 level there is a statistically significant difference in the performance of the students in the experimental and control groups and so we reject H_0 at a 0.01 level of significance and accept H_1 at a 0.01 level of significance.

Thus, the computed significance difference of the post-test results for the experimental and control groups is highly significant as shown in appendix J.

This means that the Null Hypothesis (H_0) which states that there is no statistically significant difference between the incidental method or the systematic method in teaching spelling to grade nine Ethiopian students is rejected and the Alternate Hypothesis (H_1) which states that there is a statistically significant difference between the incidental method and the systematic method in teaching spelling to grade nine Ethiopian students is accepted.

The result of the t-Test indicates that the performance of the students in the experimental group is better than that of the students in the control group. The result of the experiment seems to show that in teaching spelling to grade nine Ethiopian students the systematic method is more effective than the incidental method. This also suggests that students in the experimental group who learned spelling through the systematic method showed better performance in the post-test as compared with the students who learned spelling through the incidental method.

From this finding, it is possible to infer that students who learned spelling through the incidental method don't perform as well as the students who learned spelling through the systematic method. The finding also shows that the E.N.E. series for grade nine students do not contain any suitable material designed for teaching spelling for effective written communication.

The importance of teaching spelling through the systematic method is that the systematic method includes lists of words to be learned within a definite time through detailed principles of teaching and testing spelling. Here, the student is expected to generalize from what he learned. When words are dictated to him by his teacher, he develops his listening comprehension skill. He is also expected to choose the correct graphemes from the alternative graphemes which he stored in his mind. He also gets the chance to follow the proper order of language acquisition-reception and then production. The systematic method also gives him the opportunity to show active participation in listening comprehension, pronunciation drills, writing from dictation, and in using the words in his own sentences whereas the above mentioned skills are not fully developed through the incidental method of teaching spelling.

4.2.2. Results of the Questionnaire

In this study, the questionnaire is the second

method used to obtain items of information essential in determining the hypothesis. It was designed to be filled by respondents by putting tick marks; however, the space provided in number eleven required writing some words. Although fifty copies of the questionnaire were distributed, only forty of them were returned.

To analyse the items of information in the questionnaire, all the responses and their alternatives were tallied and expressed in percentages as shown in appendix G. The alternatives a, b, c, and d in the questionnaire are designed in rank scales in order to get uniform analysis of the data obtained from the questionnaire. The questions which required 'yes' or 'no' responses were also tallied and expressed in percentages. In addition to these, the unspecified responses were tallied and they were categorized under indifferent. They were neither for nor against the hypothesis.

The responses of the questionnaire to number 13, 18, 19, 20, 21, 23, 25, 26, 27, and 28 were categorized into those percentages which are in favour of the incidental method and those percentages which are in favour of the systematic method in teaching spelling to grade nine Ethiopian students. If the average percentage in favour of the incidental method is less than the one in favour of the systematic method, rejecting the Null Hypothesis (H_0) the Alternate Hypothesis (H_1) will be accepted. As is shown in the analysis in table II, the average in favour of the incidental method is less than the average percentage in favour of the systematic method; consequently, we accept the Alternate

TABLE II

Results of the responses of the Questionnaire in Percentages

No.	in Favour of the Incidental Method	in Favour of the Systematic Method	Indif.	Total %
13	No = 10%	Yes = 75%	15%	100
18	c and d= 22.5%	a and b= 60%	17.5%	100
19	c and d= 15%	a and b= 60%	25%	100
20	c and d= 15%	a and b= 55%	30%	100
21	a = 37.5%	b = 60%	both methods 2.5%	100
23	No = 20%	Yes = 80%	--	100
25	No = 5%	Yes = 95%	--	100
26	a = 40%	Yes = 55%	5%	100
27	c and d= 12.5%	a and b= 85%	2.5%	100
28	a = 27.5%	b = 67.5%	5%	100
Average	= 20.5%	= 69.25%	10.25%	100

Hypothesis which states that there is a statistically significant difference between the incidental method and the systematic method in teaching spelling to grade nine Ethiopian students. Thus, we accept the hypothesis in favour of the systematic method of teaching spelling.

From the analysis of the responses to the questionnaire, it is possible to say that the systematic method is more effective than the incidental method in teaching spelling to grade nine Ethiopian students.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

In learning English as a foreign language one faces the problem of developing new language habits peculiar to English. So, ninth grade Ethiopian students face the problems of pronunciation, meaning, and the use of words to construct their own sentences which in turn affect written communication. Giving appropriate weight to the interrelated language skills is inevitable in the process of language learning-teaching. Overemphasis of one skill at the expense of other skills impedes progress in language learning. Although there is no one best method in language learning-teaching, there are methods which are more effective than others in this process. Accordingly, the process of language learning-teaching should be based on methods that include essential principles.

The effectiveness of a method can be tested by conducting experiments. When valid conclusions are obtained by conducting experiments and testing the application of the method or methods, the concerned teachers can choose techniques suitable to the learners and the subject to be taught. In accordance with this, it is possible to arrive at conclusions by comparing the effectiveness of the incidental method with the systematic method in teaching spelling to

grade nine Ethiopian students by conducting an experiment in the actual learning-teaching process. The experimental comparison was conducted in Asmara and Barka Comprehensive High Schools.

In this study, the materials on teaching spelling were given to the experimental group to enable the researcher to determine the significance of the systematic method of teaching spelling for effective written communication in the teaching of English as a foreign language.

In this study, two methods are applied to determine whether the incidental method or the systematic method is more effective in teaching spelling to grade nine Ethiopian students. In the post-test, the computed value of t is highly significant as compared to the value of t from the statistical table. In addition to this, the analysis of the responses of the questionnaire are in favour of the systematic method of teaching spelling. In other words, the performance of the students in the experimental group is better than that of the students in the control group. The performance of the students in the experimental group became better as a result of the method and learning-teaching process employed and the teaching materials prepared and used. Consequently, the findings in the study clearly support that the systematic method is more effective than the incidental method on teaching spelling to grade nine Ethiopian students.

The students in the experimental group had been taught through the systematic method of teaching spelling and so

they showed active class participation, motivation, eagerness to learn more and satisfaction with the progress they made. The procedure which was followed in teaching spelling through the systematic method was the study-test procedure. Here, the students were taught before testing because they hardly had any background in learning spelling.

Regarding the responses to the questionnaire, 75 percent of the respondents felt that teaching spelling is necessary, and 90 per cent of them also felt that students commit terrible spelling mistakes of even words of frequent occurrence. In addition to these, 67.5 per cent of the respondents are of the opinion that the systematic method of teaching spelling is relevant to the learning of listening comprehension, vocabulary, and pronunciation as a whole. Moreover, 55 per cent of them supported the statement that the systematic method involves more student participation and 67.5 per cent of them are of the opinion that it also requires more qualified teachers.

From the results of the computed value of t and the analysis of the responses in the questionnaire, we can conclude that the systematic method is more effective than the incidental method in teaching spelling to grade nine Ethiopian students; however, this study is not the last on the subject. Moreover, it is hoped that this study would be a step towards more research on spelling.

5.2. Recommendations

It is clear from the findings and conclusions that the E.N.E. series are not effective in teaching spelling. Accordingly, the following recommendations are hoped to help curriculum designers, text-book writers, and educators to make careful and necessary reconsiderations.

5.2.1. Curriculum Designers

Curriculum designing is one of the most essential aspects of education. It deals with the methods, procedures, preparation, organization, and arrangement of a course of study. If it fails to provide applicable and effective methods and procedures, if the preparation of teaching materials is not based on the results and analyses of experiments and observations, and if the materials are not organized and arranged according to their usefulness and gradation, it is unlikely to obtain the expected outcomes. Failure in proper curriculum designing results in failure to reach the goals in education. In curriculum designing, the curriculum designers ought to design the curriculum in such a way that the methods, procedures, preparation, organization, and arrangement should enable us to meet the expected educational objectives. In addition to this, they have to make clear that language skills are interrelated and underestimating one language skill impedes the development of the other skills.

Concerning the inclusion of the systematic method of teaching spelling in the English Curriculum, 80 per cent of the respondents of the questionnaire supported its inclusion.

On the basis of the results of the computed value of t and the results of the analysis of the responses of the questionnaire, the researcher recommends the inclusion of the systematic method of teaching spelling in the English curriculum.

5.2.2. Textbook Writers

Textbook writers must prepare graded spelling teaching materials that help learners develop the various language skills. The main purpose of learning English as a foreign language is to enable the learners to develop their listening comprehension, speaking, reading, and writing skills. Textbooks are essential for the acquisition of foreign language habits. Understanding this fact, textbook writers should prepare textbooks that are in line with the needs of learners. The textbooks should also enable the learners to meet the expected educational objectives.

On the basis of language learning, the E.N.E. series should be redesigned to include the systematic method of teaching spelling. These textbooks should give a place to the principles of teaching and testing spelling because the process of learning-teaching is of vital importance for language acquisition. The

E.N.E. series should also follow the procedural assumption of training the ear before the eye, reception before production, and reading before writing which is applicable to the systematic method of teaching spelling.

As the responses of the questionnaire indicated, there is hardly any source materials for teaching spelling; moreover, 80 per cent of the respondents are in favour of preparation of textbooks on spelling. In accordance with this, the researcher recommends the preparation of textbooks on teaching spelling.

5.2.3. Educators

Teacher training institutes have the responsibility of offering courses which enable teachers to teach language skills effectively. Teachers should receive adequate training in spoken and written English, and in the process of language learning-teaching which is relevant to the systematic method of teaching spelling. Educators have to take into account the old saying which states that unless you put your own house in order, you cannot help others build theirs.

So, the researcher recommends adequate training of English language teachers for effective written communication.

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Appendix - A

I. Recognition Pre-test

Underline the misspelled words in the sentences below.

1. The old map is practicaly useles.
2. The train was moveing slowly.
3. The young man is in the process of becoming a successfull writter.
4. The old woman is afriad of ghosts.
5. He was disatisfied with her answer.
6. She is very hapy.
7. He decidid to join the agriculturel college.
8. The girls had no apointment yesterday.
9. He is interestid in learning speling.
10. His help was unecessary.
11. The child wants to eat bred.
12. He is seventin years old.
13. It is begining to rain heavily.
14. The prisonor wanted to meet the docter.
15. We will start to study grammer after a minite.
16. He washed his mauth.
17. The child has no ablity to do the worke.
18. Her famly allowed her to go to the bus stetion.
19. The boy broke the botle.
20. I always wash my face.

II. Recall Pre-test

A. Words in sentences for dictation.

Write the following words correctly.

1. Those men sold their _____.

2. My _____ came home.
3. The old man is very _____.
4. Please _____ the exercises.
5. His answer is _____.
6. He opened the _____.
7. He _____ at his enemies.
8. They _____ much grain.
9. We want to _____ biology.
10. Her brother is _____ physics.
11. I saw your sister near the _____.
12. She _____ too much.
13. I _____ my chemistry teacher.
14. They _____ football.
15. He was _____ behind me.
16. The boy has good _____.
17. The woman had _____ Birr.
18. We have _____ dictionaries.
19. They _____ snakes.
20. The old _____ is very intelligent.

B. Sentences for dictation

Write the following sentences correctly.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

C. List of words for dictation

Write the following words correctly.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 8. _____ | 15. _____ |
| 2. _____ | 9. _____ | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ | |

Words in Recall Pre-test

- A. 1. houses 2. father 3. thin 4. remove
 5. incorrect 6. door 7. shoots 8. produce
 9. learn 10. studying 11. gate 12. talks
 13. know 14. played 15. sitting 16. handwriting
 17. five 18. enough 19. killed 20. farmer

- B. 1. She bought many books.
 2. That little girl has passed several tests.
 3. Your friend gave her four pencils.
 4. These women carried our coats yesterday.
 5. Unfortunately, few students missed this blue train.

- C. 1. above 2. arrive 3. because 4. bird
 5. build 6. choose 7. easy 8. English
 9. grade 10. laugh 11. money 12. need
 13. outside 14. pretty 15. question 16. school
 17. sugar 18. teacher 19. town 20. understand

Appendix - B

TABLE III

Summary of Statistical Computation of Experimental and Control Groups
for Pre-test.

Groups	N	\bar{X}	S^2	S_p	t-com.	t-tab.	Significance
E	103	4.38	2.596	1.587	1.52	2.58	Non-significant
C	87	4.03	2.483				

df. = 188

Alpha = 0.01

TABLE IV

Data on misspelling committed in the pre-test by 103 Experimental group and 87 Control group Ninth-Grade Ethiopian students.

<u>Words</u>	<u>Experimental Group</u> <u>No. of misspellings</u>	<u>Control Group</u> <u>No. of misspellings</u>
ability	75	45
afraid	40	50
agricultural	58	60
always	40	60
appointment	41	45
beginning	87	65
bottle	19	43
bread	29	41
decided	69	76
dissatisfied	20	35
doctor	79	75
family	43	58
grammar	89	67
happy	28	23
heavily	52	35
interested	37	31
minute	61	50
mouth	48	51
moving	67	41
practically	92	60

prisoner	53	48
seventeen	43	40
slowly	74	68
spelling	87	68
station	92	72
successful	85	68
unnecessary	28	32
useless	41	54
work	52	68
writer	78	64
above	52	47
arrive	97	78
because	71	60
bird	68	67
blue	65	60
books	17	10
bought	71	60
build	78	76
carried	97	79
choose	51	54
coats	90	74
door	19	30
easy	73	72
English	23	26
enough	81	60
farmer	20	15
father	15	10
few	35	25

five	22	26
four	53	59
friend	89	77
gate	93	80
gave	59	53
girl	41	35
grade	48	42
handwriting	77	52
has	11	12
her	29	25
houses	41	47
incorrect	41	34
killed	36	51
know	40	51
laugh	91	80
learn	47	53
little	59	58
many	33	42
missed	84	80
money	85	70
need	22	25
our	49	53
outside	41	59
question	79	75
passed	59	66
pencils	86	72
played	44	48
pretty	99	85
produce	45	50

remove	42	44
school	57	48
she	--	--
several	37	38
shoots	88	75
sitting	75	75
students	34	31
studying	92	81
sugar	36	50
talks	91	82
teacher	43	52
tests	63	44
that	5	4
these	86	57
this	29	18
thin	56	57
town	60	63
train	53	55
understand	72	60
unfortunately	100	84
women	55	40
yesterday	71	68
your	25	32

Appendix - D

ERROR ANALYSIS

<u>Word list</u>	<u>More Common Errors</u>	<u>Types of Error</u>
	the most common error is underlined and analysed	
above	<u>abave</u>	substitution of 'a' for 'o'
arrive	<u>araive</u> , arave	failing to recall the root-word
because	<u>becouse</u> , becuse, becous	substitution of 'o' for 'a'
bird	<u>berd</u> , birde, bired	substitution of 'e' for 'i'
blue	<u>blu</u> , blow	omission of silent 'e'
bought	<u>bout</u> , bowt, baugt	omission of silent 'gh'
build	<u>biuld</u> , buld	transposition of 'iu' for 'ui'
carried	<u>carryed</u> , caried, carred	failing to change 'y' to 'i' before adding the suffix 'ed'
choose	<u>choos</u> , choase, chose	omission of silent 'e'
coats	<u>cots</u> , cotes	substitution of 'o' for 'oa'
easy	<u>iasy</u> , eisy, esly	substitution of 'i' for 'e'
enough	<u>inafe</u> , enaph, enagh	substitutions of 'i' for 'e', 'a' for 'ou' and 'fe' for 'gh'
four	<u>for</u> , fore	omission of 'u'
friend	<u>frend</u> , frind	omission of silent 'i'
gate	<u>gait</u> , gaet, geat	substitution of 'ai' for 'a'
gave	<u>gaive</u> , gaiv, geiv	substitution of 'ai' for 'a'
girl	<u>gerl</u> , gril, grile	substitution of 'e' for 'i'
grade	<u>grede</u> , gread, grad	substitution of 'e' for 'a'
hand-writing	<u>handwritting</u> , handraiting, handrating	doubling 't' on false analogy of 'sitting, putting, etc.,

houses	<u>hauses</u> , hawess	substitution of 'a' for 'o'
killed	<u>kiled</u>	failing to recall the root-word
laugh	<u>laf</u> , lafe, lough	substitution of 'a' for 'au' and
	lagh	'f' for 'gh'
learn	<u>lern</u> , leran	substitution of 'e' for 'ea'
little	<u>litl</u> , litile, littel	failing to recall the word
many	<u>meny</u>	substitution of 'e' for 'a'
missed	<u>mised</u>	failing to recall the root-word
money	<u>maney</u> , mony, many	substitution of 'a' for 'o'
passed	<u>passed</u> , based	failing to recall the root-word
pencils	<u>pensils</u> , penciles	substitution of 's' for 'c' in
		soft 's' sound
pretty	<u>prity</u> , prety,	substitution of 'i' for 'e' and
	periti	omission of 't'
produce	<u>produs</u> , produc	substitution of 's' for 'c' in
		soft 's' sound and omission of 'e'
question	<u>quetion</u> , quotion	omission of 's' as if it were silent
remove	<u>rimuv</u> , rimive,	nonphonetic word; phonetic spelling
	remoov	
school	<u>shool</u> , schoal, schoole	omission of 'c'
shoots	<u>shuts</u> , shutes,	nonphonetic word; phonetic spelling
	shouts	
sitting	<u>siting</u> , seting	failing to double 't' when adding
		the suffix '___ing'
studying	<u>studing</u> , stadying	omitting 'y' when adding the
		suffix '___ing'
sugar	<u>suger</u>	substitution of 'e' for 'a'
talks	<u>toks</u> , tocks, tolds	nonphonetic word; phonetic spelling

teacher	<u>techer</u> , ticher	omission of 'a'
tests	<u>testes</u> , tastes	ignorance of the rule of plural formation by adding 's' after 't'
these	<u>this</u> , thise	habitual mispronunciation of 'these' i.e. pronouncing 'this' and 'these' in the same manner
thin	<u>tin</u> , teen, then	using 't' sound for 'th' sound
town	<u>tawn</u> , tawen, toun	substitution of 'a' for 'o'
train	<u>trein</u> , trien, tren	nonphonetic word; phonetic spelling
understand	<u>anderstand</u> , understande	substitution of 'a' for 'u'
unfortu- nately	<u>anforchunatly</u> , anforchintly	substitution of 'an' for 'un' because of ignorance of the prefix 'un_', substitution of 'ch' for 'tu', and omission of 'e' when adding the suffix 'ly'

Summary of Error Analysis

1. Substitution of 'o' for 'a', 'c' for 'oa', 'i' for 'e', etc.,
2. Spelling of soft 's' sound.
3. Doubling or failing to double consonants.
4. Omission of silent letters especially final 'e'.
5. Word building difficulty - prefixes and suffixes.
6. Ignorance of some important spelling rules.
7. Misspelling caused by mispronunciation.
8. Phonetic spelling for nonphonetic words
9. Failing to recall the root-words.
10. Ignorance of phoneme-grapheme relationships.

Appendix -E

The aims of this lesson are: (a) to show the students the phoneme-grapheme relationships and to teach that one phoneme may be represented by several graphemes and to encourage the learners to develop visual images to recognize and recall the correct spelling of words; and (b) to teach the learners to make some kind of generalizations by applying these phoneme-grapheme relationships to similar words in English. Moreover, the learners are expected to study the effective ways of using dictionaries.

In this lesson, the learners are guided to follow some effective steps of learning spelling such as pronouncing the word, understanding the meaning of the word, obtaining the clear image of the word, writing the word etc.

Phon.	Gra.	Example	Pronun.	Common meaning
/i:/	ae	Caesar	[sɪ-zə]	
	ay	qu <u>ay</u>	[kɪ:]	fixed landing stage
	e	b <u>e</u>	[bi:]	exist
	ea	s <u>ea</u>	[si:]	salt water that covers most of the earth's surface
	ee	s <u>ee</u>	[si:]	observe
	ei	de <u>cei</u> ve		cheat
	eo	pe <u>o</u> ple	[pi:pl]	persons generally
	e-e R.	me <u>e</u>	[mi:t]	measure
	ey	ke <u>y</u>	[ki:]	instrument for moving the bolt of a lock
	i	ma <u>i</u> chine	[mɪʃɪn]	mechanical device

Phon.	Gra.	Example	Pronun.	Common meaning
/i/	ie	bel <u>ie</u> ve	[bi:vi]	regard as true
	oe	am <u>oe</u> ba*	[ə'mi:bə]	the smallest microscopic organism
	a-e	im <u>a</u> ge	[i'midʒ]	copy of the shape of sb. or sth.
	e	<u>e</u> ncourage	[ɪn'kʌrɪdʒ]	give hope
	ee	<u>ee</u> n	[bi:n]	p. participle of be
	i R.	s <u>i</u> t	[sɪt]	rest on lower part of body
	ie	s <u>ie</u> ve	[sɪv]	utensil with wire network
	o	w <u>o</u> men	[wɪmɪn]	adult human females
	u	<u>u</u> sy	[bɪzɪ]	working; occupied
	ui	<u>ui</u> ld	[bɪld]	erect as house, bridge etc.
/e/	y	<u>y</u> mn	[hɪmɪn]	song of praise to God
	a	<u>a</u> ny	[meni]	numerous
	ai	s <u>a</u> id	[sed]	p.t. of say
	e R.	<u>e</u> t	[get]	obtain
	ea	s <u>ea</u> d	[spred]	scatter
	ei	h <u>ei</u> fer	[hefə]	young cow
	eo	l <u>eo</u> pard	[lepəd]	large spotted carnivorous animal
/æ/	ie	fr <u>i</u> end	[frend]	intimate; associate
	u	<u>u</u> ry	[berɪ]	put underground
	a R.	<u>a</u> t	[kæt]	small domesticated fur covered animal
	ai	pl <u>a</u> id *	[plaɪd]	cloth
√a: /	a R.	f <u>a</u> ther	[fɑ:ðə]	male parent

Phon.	Gra.	Example	Pronun.	Common meaning
	e	<u>S</u> ergeant	[ser:dʒənt]	police officer
	ea	<u>h</u> eart	[hɑ:t]	organ which makes blood circulate
/ɔ:/	a	<u>w</u> ad	[wɒd]	sum of money
	o	<u>o</u> n	[ɒn]	above and touching
/ɔ: /	a	<u>h</u> all	[hɔ:l]	large room
	al	<u>t</u> alk	[tɔ:k]	speak
	au	<u>f</u> ault	[fɔ:lt]	defect
	aw R.	<u>d</u> raw	[drɔ:]	make pictures with pencil
	oa	<u>b</u> oard	[bɔ:d]	flat piece of wood
	ou	<u>o</u> ught	[ɔ:t]	expressing duty or obligation
/u/	oo R.	<u>b</u> ook	[buk]	collection of sheets of paper bound together
	o	<u>w</u> omen	[wʊmən]	adult human female
	ou	<u>w</u> ould	[wʊd]	p.t. of will
	u	<u>p</u> ut	[put]	place
/u: /	ea	man <u>e</u> uver*	[mænʊvə]	skilful arrangement
	ew	<u>g</u> rew	[gru]	p.t. of grow
	oe	can <u>o</u> e *	[kənu]	very light boat propelled with paddle
	o-e	<u>p</u> rove	[pru:v]	test; demonstrate
	o	<u>t</u> o	[tu:]	towards
	oo R.	<u>p</u> ool	[pu:l]	small body of still water
	ou	<u>g</u> roup	[gru:p]	number of persons or things near together

Phon.	Gra.	Example	Pronun.	Common meaning	
/ʌ/	r-e	<u>rule</u>	[ru:l]	principle	
	ue	fl <u>ue</u> *	[flu:]	chimney	
	ui	fr <u>ui</u> t	[fru:t]	seed and its envelope	
	wo	<u>two</u>	[tu:]	"2"	
	oo	fl <u>oo</u> d	[flu:d]	overflow of water	
	o-e	<u>love</u>	[lʌv]	warm affection	
	ou	<u>couple</u>	[kʌpl]	pair; two	
	u R.	<u>but</u>	[bʌt]	without	
	/ɜ:/	ear	<u>heard</u>	[hɜ:d]	p.t. of hear
		er	<u>perch</u>	[pɜ:tʃ]	place
ir		<u>bird</u>	[bɜ:ds]	feathered animal	
			[wa:m]	small limbless creature	
			[ɪnʃu:]	destruction; injury by fire	
/ə/	a	<u>allow</u>	[ə'laʊ]	permit	
	ai	vill <u>ain</u> *	[vɪlən]	wicked, evil, sinful	
	eo	dun <u>geon</u> *	[dʌndʒən]	underground cell for prisoners	
	o	<u>some</u>	[sʌm]	portion; quantity	
	oe	<u>does</u>	[dʌz]	performs	
	oi	por <u>poise</u> *	[pə:poʊz]	sea animal	
	oe	p <u>istol</u>	[pɪstəl]	small firearm for one hand	
	ou R.	pros <u>perous</u>	[prɒs'pɜ:əs]	rich	
	au	restaur <u>ant</u> *	[restə'rɒnt]	eating-house	
	u	<u>suggest</u>	[sədʒest]	propose	
/ei/	ai	<u>sail</u>	[seɪl]	journey upon the water	
	ao	<u>prison</u>	[prɪzən]	building for confinement of criminals	

Phon.	Gra.	Example	Pronun.	Common meaning
/ou/	au	ga <u>u</u> ge	[geɪdʒ]	standard measure
	ay	ma <u>y</u>	[meɪ]	expresses permission
	a-ea	ma <u>k</u> e	[meɪk]	accomplish
	ea	br <u>e</u> ak	[breɪk]	part by force
	ei	ve <u>i</u> l	[veɪl]	material to cover face or head
	ey	ob <u>e</u> y	[əbeɪ]	do as ordered
	ew	se <u>w</u>	[sou]	join with needle and thread
	oa	l <u>o</u> ad	[ləʊd]	burden
	oe	to <u>e</u>	[təʊ]	digit of foot
	o-ea	h <u>o</u> me	[həʊm]	dwelling-place
/ai/	o	s <u>o</u>	[səʊ]	therefore
	ou	s <u>o</u> l*	[səʊl]	spiritual and immortal part of human being
	ow	r <u>o</u> w	[raʊ]	number of things in a straight line
	ai	a <u>i</u> slе	[aɪ]	wing of a church
	ay	a <u>y</u> e	[aɪ]	yes
	ei	h <u>e</u> ight	[haɪt]	measure from base to top
	ey	e <u>y</u> e	[aɪ]	organ of sight
	i	r <u>i</u> ght	[raɪt]	correct
	ie	l <u>i</u> e	[laɪ]	be horizontal, at rest
	i-e R.	b <u>i</u> te	[baɪt]	cut into esp. with teeth
uy	b <u>u</u> y	[baɪ]	get by payment; purchase	
y	ty <u>r</u> e	[taɪə]	rim of metal, rubber etc. round wheel	

Phon.	Gra.	Example	Pronun.	Common meaning
		th	<u>Th</u> ames*	[teɪmz]
/d/	d R.	<u>d</u> ig	[dɪg]	make hole in
	dd	<u>ad</u> d	[æd]	join; increase by
	ed	<u>pu</u> lled	[puld]	p.t. of pull
/k/	c R.	<u>c</u> ash	[kæʃ]	money, coin
	cc	<u>acc</u> ount	[ə'kaʊnt]	statement of moneys
	ch	<u>ch</u> aracter*	[kærɪktə]	moral qualities
	ck	<u>ba</u> ck	[bæk]	hinder part
	cq	<u>ac</u> quaint*	[ə'kwetɪŋ]	make familiar
	cu	<u>bisc</u> uit	['bɪskɪt]	dry, small, thin variety of cake
	k	<u>k</u> ick	[kɪk]	strike out with foot
	que	<u>uniqu</u> e	[ju:'nɪk]	being only one of its kind
/g/	g R.	<u>g</u> et	[get]	obtain
	gg	<u>egg</u>	[eg]	oval body produced by female of bird
	gh	<u>gh</u> ost*	[gəʊst]	dead person appearing again
	gu	<u>gu</u> ard	[gɑ:d]	protector
	gue	<u>ton</u> gue	[tʌŋg]	muscular organ inside mouth
/m/	m R.	<u>m</u> eter	[mɪ:tə]	unit of length
	mm	<u>sum</u> mer	[sʌmə]	second season
/n/	n R.	<u>n</u> eat	[ni:t]	pure
	nn	<u>run</u> ning	[rʌnɪŋ]	-ing form of run

Phon.	Gra.	Example	Pronun.	Common meaning
/ŋ/	n	<u>pink</u> *	[pɪŋk]	garden plant
	ng R.	<u>coming</u>	[kʌmɪŋ]	-ing form of come
/l/	l R.	<u>lead</u>	[li:d]	guide
	ll	<u>call</u>	[kɔ:l]	name
/f/	f R.	<u>feed</u>	[fi:d]	give food to
	ff	<u>muffin</u> *	[mʌfɪn]	light round spongy
	gh	<u>rough</u>	[rʌf]	not smooth
	ph	<u>graphic</u>	[græfɪk]	of writing, drawing, and painting
/v/	f	<u>of</u>	[əf]	denotes ownership
	v R.	<u>vary</u>	[veəri]	change
/θ/	th R.	<u>thick</u>	[θɪk]	dense, crowded
/ʊ/	th R.	<u>mother</u>	[mʌðə]	female parent
/s/	s R.	<u>section</u>	[sekʃən]	division
	sc	<u>scene</u>	[si:n]	place of any action
	sch	<u>schism</u>	[sɪzəm]	division in church or party.
	ss	<u>kiss</u>	[kɪs]	caress with the lips
	c	<u>circle</u>	[sɜ:kl]	perfectly round figure
/z/	s	<u>boys</u>	[bɔɪz]	male children
	ss	<u>possess</u>	[pɒzəs]	own
	z R.	<u>zero</u>	[zɪərəʊ]	nothing
	zz	<u>embezzle</u> *	[ɪmbezl]	misappropriate
	x	<u>xyloid</u>	[ˈzaɪləɪd]	woody
/ʃ/	cea	<u>ocean</u>	[ˈoʊʃən]	great body of water
	chi	<u>machine</u>	[məʃɪn]	mechanical device
	chu	<u>parachute</u> *	[ˈpærəʃu:t]	apparatus used for jump- ing from aircraft

Phon.	Gra.	Example	Pronun.	Common meaning
/ s /	cia	<u>social</u>	[səʊʃəl]	living in communities
	cie	<u>efficient</u>	[ɪfɪʃənt]	capable, competent
	cio	<u>precious</u>	[preʃəs]	of great value
	sch	<u>schedule</u>	[ˈʃedju:l]	time-table
	sh R.	<u>wash</u>	[wɒʃ]	clean with liquid
	sio	<u>tension</u>	[tenʃən]	emotional strain or excitement
	ssio	<u>expression</u>	[ɪkspresjən]	utterance, act of speaking
	su	<u>sure</u>	[ʃʊə]	certain
	tia	<u>partial</u>	[ˈpɑ:ʃəl]	not complete or total
	tie	<u>patient</u>	[ˈpeɪʃənt]	person under medical treatment
tio	<u>station</u>	[steɪʃən]	stopping place for trains, buses etc.	
/ ʒ /	g	<u>garage</u>	[ˈgærɪʒ]	building to hold cars
	su	<u>measure</u>	[ˈmeɪʒə]	size, quantity
	sua	<u>usual</u>	[ˈdʒu:ʒuəl]	habitual, ordinary
	sio	<u>vision</u>	[vɪʒən]	sight
	z R.	<u>azure*</u>	[ˈæʒə]	bright blue
/ r /	r R.	<u>real</u>	[riəl]	actual
	rr	<u>carry</u>	[ˈkæri]	transport
	rh	<u>rhetoric</u>	[ˈretərɪk]	art of effective speaking, writing
/ h /	h R.	<u>hot</u>	[hɒt]	very warm
	wh	<u>who</u>	[hu:]	relative and interrogative pronoun

Phon.	Gra.	Example	Pronun.	Common meaning
/tʃ/	ch R.	<u>cheer</u> *	[tʃiə*]	joy
	stio	<u>questio</u> n	[ˈkwɛstʃən]	sentences seeking for answer
	tch	<u>match</u>	[mætʃ]	fit, be equal to
	tu	<u>lecture</u> *	[ˈlɛktʃə*]	instructive discourse
/dʒ/	du	<u>procedu</u> re*	[prəˈsiːdʒə*]	order of doing things
	dg	<u>judge</u>	[dʒʌdʒ]	one who decides a dispute
	di	<u>soldier</u>	[ˈsouldʒə]	one serving in army
	ge	<u>gentle</u>	[dʒɛntl]	noble
	gg	<u>exaggerate</u> *	[ɪˈgʒæɹətə*]	magnify beyond truth
	g	<u>gist</u>	[dʒɪst]	substance, gain point
/w/	j R.	<u>just</u>	[dʒʌst]	right
	qu	<u>equal</u>	[iˈkwəl]	identical
/j/	w R.	<u>well</u>	[wel]	deep hole for water
	i	<u>union</u>	[ˈjuːnjən]	joining into one
/ks/	u	<u>unity</u>	[ˈjuːnɪfai]	bring to unity or uniformity
	y R.	<u>yet</u>	[jet]	still
/gz/	x R.	<u>exercise</u>	[ˈɛksəsaɪs]	lesson
/gz/	x	<u>exact</u>	[ɪˈɛɡzækt]	accurate

In addition to some of the useful spelling words which we have studied under the lesson on phoneme-grapheme relationships, this list contains some of the most useful spelling words. Here, the students are advised to follow some of the significant steps in learning or teaching spelling

such as pronunciation, meaning, imagery, using the words in constructing sentences, etc.

<u>Words</u>	<u>Common Meanings</u>
answer	a response
baby	infant; very young child
ball	any solid or hollow sphere as used in games
black	opposite of white
brown	of dark colour inclining to red or yellow
chalk	soft, white substance used for writing
class	group having qualities of the same kind
cow	fully grown female of the ox family
eye	organ of sight
face	the front part of the head
green	grass-coloured
head	upper part of man's or animal's body
jump	leap
meat	animal flesh as food
morning	early part of day until noon
nice	fine; pleasant
nose	organ of smell
page	one side of leaf of book
push	try to move away by pressure
roof	outside upper covering of building
shop	place where goods are made or bought and sold
short	not long
small	little
table	piece of furniture consisting of flat board supported by legs

<u>Words</u>	<u>Common Meanings</u>
tell	narrate, make known
tree	large perennial plant with woody trunk
wall	structure of brick, stone etc.
white	of the colour of snow
window	hole, opening in wall to admit light and air
yellow	the colour of gold
angry	filled with anger
asleep	sleeping, at rest
bring	fetch, cause to come
buy	get by payment
catch	take hold of, seize
city	large and important town
cry	shout, weep
field	piece of farming land
follow	go or come after
home	dwelling-place
lazy	unwilling to work
picture	drawing or painting; mental image
quickly	rapidly
ruler	one who governs
third	ordinal number corresponding to three
throw	cause to go through the air
trousers	two-legged outer garment with legs reaching to the ankles
wear	have on the body; carry on the body
alone	single
bank	establishment for keeping, lending, exchanging, etc. money

<u>Words</u>	<u>Common Meanings</u>
bench	long seat
bush	woodland
cheap	low in price
climb	mount by clutching, or pulling
collect	gather, bring together
crop	yearly (season's) produce of grain, fruit, etc.
difficult	not easy
drive	make move and steer (vehicle, animal, etc.)
dry	not wet; free from moisture
empty	containing nothing
enjoy	take pleasure in
example	fact, thing, etc., which illustrates or represents a general rule
forest	large wood
keep	observe
market	public place where people meet to buy and sell goods
mend	repair
middle	equidistant from two extremes
month	one of twelve periods into which the year is divided
narrow	of little breadth
newspaper	periodical publication containing news
notebook	book in which to write notes.
office	place for doing business - clerical work
once	one time
plant	member of vegetable kingdom

<u>words</u>	<u>Common Meanings</u>
pocket	small bag inserted in garment
proud	feeling or displaying pride, arrogant
ready	prepared
rope	thick strong cord or wire
round	circular
sentence	combination of words which is complete as expressing a thought
shallow	not deep
smile	pleased, happy or other expression on the face
smoke	cloudy mass of suspended particles that rises from fire or anything burning
soil	ground, earth
street	road in town or village lined with houses
sunrise	(time of) the sun's rising
tin	container made of tin or tinned iron
tooth	each of the hard, white bone-like structures rooted in the gums, used for biting and chewing
turn	move round
uncle	brother of father or mother
wife	married woman
wool	soft hair of sheep, goat, etc.
blood	red fluid in veins
boat	small open vessel; ship generally
boil	bubble up from action of heat
busy	actively employed
change	make different, alter
contain	hold

<u>Words</u>	<u>Common Meanings</u>
crowd	large number of people together
different	not the same
fight	struggle bodily against
hammer	tool with a heavy metal head for breaking things, driving in nails, etc.
journey	going to a place
liquid	fluid, not solid or gaseous
mistake	wrong opinion, idea or act
notice	announcement
opposite	set against
passenger	traveller
perhaps	possibly
scientist	one who is expert in natural sciences
shoulder	part of the body to which arm or foreleg is attached
sound	noise
special	particular
square	equilateral rectangle
telephone	system of transmitting the human voice to a distance by electric current
advantage	gain
certain	sure
departure	going away
encourage	inspire with hope
guide	one who shows the way
improve	make or become better
irrigate	water by channels or streams
polishing	refining, making smooth and glossy

<u>Words</u>	<u>Common Meanings</u>
roughly	approximately
stamp	impress mark on
supply	give or provide
weapon	implement to fight with
backward	lagging, behind in education
between	in the middle of two
capture	make prisoner
cultivate	raise (crops) on land
destroy	ruin
feast	annual village festival
finally	- lastly
generous	- free in giving
greedy	one who desires more than is right
handsome	of fine appearance
reflect	throw back light, heat, sound, etc.
remain	stay, be left behind
store	stock; place for keeping goods
strike	hit
strive	try hard
swallow	allow to go down the throat
system	method
winter	the fourth and coldest season
worry	be unduly concerned
absorb	suck in, drink in, swallow
achieve	accomplish; perform successfully
amusing	occupy pleasantly
associates	companions; friends

<u>Words</u>	<u>Common Meanings</u>
astronomers	those who study heavenly bodies
attack	fall upon violently
catch	seize
cause	reason
cereals	edible grains
closely	nearly
compete	strive in rivalry
constant	unchanging
content	that contained
countable	that can be counted
cunning	skill; selfish cleverness
cure	remedy
design	plan out; outline
disadvantage	loss, harm
discover	find out; make known
drug	medical substance
drugstore	place where medicines can be made up and sold
dull	insensible
elephant	huge four-legged, thick-skinned animal with ivory tusks and long trunk
energy	force
escape	get off safely
fairly	of moderate quality or amount
foundation	base
frighten	terrify, causing sudden fear
frost	act or state of freezing
goal	object of effort

<u>Words</u>	<u>Common Meanings</u>
goods	movable property; merchandise
greedy	selfish
guess	think; estimate without calculation
hatch	bring forth young birds from shell
head	the upper part of man's or animal's body
hide	keepout of sight
inexpensive	cheap
innocent	harmless
intense	very strong or acute
interestingly	with concern; curicously
keep	maintain, observe
lessen	to make less
limbs	arms or legs
lose	fail to get; let slip
neighbour	one who lives near another
operate	work
ornament	decoration
patient	person under medical treatment
physician	qualified medical practitioner
pond	pool or lake of still water
precisely	exactly
prisoners	captives; those kept in prison
proudly	in a proud manner; spendidly
quite	completely
recreation	refreshing occupation; relaxation
release	set free
revolve	turn round
ripe	matured; ready to be eaten

<u>Words</u>	<u>Common Meanings</u>
shady	dim; sheltered from sun
shore	edge of the sea or lake
solution	answer to problem
specialize	make special or particular
swept	p.t. of sweep; cleaned
tale	story
terrible	causing fear; frightful
tiny	very small
trade	buying and selling
treat	act towards; entertain
uncountable	that can not be counted
value	worth; utility
weaken	to make weak

PREFIXES AND SUFFIXES

I. Prefixes

<u>Prefix + root-word</u>	<u>New word</u>
dis + advantage	= disadvantage
dis + appear	= disappear
im + mature	= immature
im + possible	= impossible
in + complete	= incomplete
in + convenient	= inconvenient
in + definite	= indefinite
ir + regular	= irregular
un + countable	= uncountable
un + fortunate	= unfortunate

<u>Prefix + root - word</u>	<u>New word</u>
un + just	= unjust
un + important	= unimportant
un + lock	= unlock
un + usual	= unusual

A prefix is a morpheme or morphemes that are added to the beginning of a root-word. Here, a root-word refers to a basic word which can stand alone as a word. When a prefix is added to the root-word, there is no change in spelling.

Concerning meanings, 'dis' means 'fail, cease, or do the opposite of' and 'in' means 'not'. 'in' changes to 'im' before m and p; to 'ir' before r as shown above. 'un' means 'not' or 'the opposite of'. All these prefixes are useful for negation.

II. Suffixes

A. Consonant suffixes

<u>Root-word</u> + <u>suffix</u>	<u>New word</u>
beauty + ful	= beautiful
care + ful	= careful
hand + ful	= handful
plenty + ful	= plentiful
success + ful	= successful
care + less	= careless
use + less	= useless
bad + ly	= badly
careful + ly	= carefully
correct + ly	= correctly

<u>Root-word + suffix</u>		<u>New word</u>
dead + ly	=	deadly
like + ly	=	likely
precise + ly	=	precisely
rough + ly	=	roughly
special + ly	=	specially
usual + ly	=	usually
punish + ment	=	punishment
state + ment	=	statement
happy + ness	=	happ h iness
ill + ness	=	illness
difficult + y	=	difficulty
rain + y	=	rainy
shade + y	=	shady
suitable + y	=	suitably
wealth + y	=	wealthy

A suffix is a morpheme or morphemes that are added to the end of a root-word.

A consonant suffix is a suffix that begins with a consonant letter. When a consonant suffix is added to a root-word, there is often a change in spelling, example, happy + ness = happiness.

- '___ ful' is used to form adjectives from nouns with the meaning of 'full of'.
- '___ less' is used to make adjectives with the meaning of 'the opposite of'.

- '___ly' is used to make adverbs from adjectives with the meaning of 'in the manner'.
- '___ment' is used to make nouns from verbs and adjectives.
- '___ness' is used to form abstract nouns from adjectives.
- '___y' is used to make adjectives from nouns and it means 'with + noun'.

B. Vowel Suffixes

<u>Root-word + suffix</u>	=	<u>New word</u>
comfort + able	=	comfortable
count + able	=	countable
desire + able	=	desirable
agriculture + al	=	agricultural
nature + al	=	natural
practice + al	=	practical
survive + al	=	survival
Africa + an	=	African
Ethiopia + an	=	Ethiopian
Europe + an	=	European
examine + ation	=	examination
form + ation	=	formation
fright+ en	=	frighten
less + en	=	lessen
weak + en	=	weaken
drive + er	=	driver
dwell + er	=	dweller
farm + er	=	farmer

<u>Root-word + suffix</u>		<u>New word</u>
lead + er	=	leader
own + er	=	owner
teach + er	=	teacher
village + er	=	villager
commerce + ial	=	commercial
office + ial	=	official
electric + ian	=	electrician
music + ian	=	musician
celebrate + ion	=	celebration
express + ion	=	expression
irrigate + ion	=	irrigation
recreate + ion	=	recreation
biology + ist	=	biologist
social + ist	=	socialist
immune + ity	=	immunity
similar + ity	=	similarity
attract + ive	=	attractive
demonstrate + ive	=	demonstrative
possess + ive	=	possessive
administrate + or	=	administrator
direct + or	=	director
visit + or	=	visitor
danger + ous	=	dangerous
fame + ous	=	famous
pore + ous	=	porous
prosper + ous	=	prosperous

A vowel suffix is a suffix that begins with a vowel. When a suffix is added to the end of a root-word, there is often a change in spelling.

- 'able' is used to make adjectives from nouns and it has the meaning of 'suitable for, possessing the qualities of, able to be or fit to be'.
- 'al' means 'the thing that'
- 'an' is used to form adjectives from nouns and it means 'one who is from'.
- 'ation' is used to form nouns from verbs.
- 'en' is used to make verbs from adjectives with the meaning of 'to make'.
- 'er', 'ian', 'ist' and 'or' are suffixes with the meaning of 'one who or the thing that'.
- 'ial' is used to form adjectives from nouns.
- 'ion' is used to make nouns from verbs with the meaning of 'the act of'.
- 'ity' is used to form nouns from adjectives.
- 'ive' is used to form adjectives from verbs with the meanings of 'having the quality of or in the manner of'.
- 'ous' is used to make adjectives from nouns with the meaning of 'full of or with the quality of'.

The suffixes 's' and 'es' in plural formation.

Generally, English nouns form their plurals by adding the suffixes 's' or 'es'. However, most of the nouns form their plurals by adding 's' to the noun.

Examples:

limb + s	=	limbs	hen + s	=	hens
bird + s	=	birds	month + s	=	months
dog + s	=	dogs	cup + s	=	cups
book + s	=	books	flower + s	=	flowers
girl + s	=	girls	student + s	=	students
arm + s	=	arms	cow + s	=	cows

Exceptions to the above rule are:

(a) English nouns that end in ch, sh, ss, x, and z add the suffix '___es'.

Examples:

church + es	=	churches	box + es	=	boxes
brush + es	=	brushes	quiz + es	=	quizzes
class + es	=	classes			

(b) English nouns that end in 'y' add either the suffix '___s' if 'y' is preceded by a vowel, or the suffix '___es' if 'y' is preceded by a consonant and 'y' is changed to 'i'.

Examples:

boy + s	=	boys	baby + es	=	babies
key + s	=	keys	lady + es	=	ladies
donkey + s	=	donkeys	fly + es	=	flies
	or		army + es	=	armies
			story + es	=	stories

(c) Some nouns that end in 'fe' change 'f' to 'v' and add 's'.

Examples:

wife + s = wives but safe + s = safes
 life + s = lives

- Some nouns that end in 'f' form their plurals in three ways i.e. by simply adding 's'; by changing 'f' to 'v' and adding '___es', and by simply adding 's' or by changing 'f' to 'v' and adding '___es'.

Examples:

roof + s = roofs	hoof + s = hoofs or
proof + s = proofs	hoof + es = hooves
gulf + s = gulfs	calf + s = calfs or
	calf + es = calves
leaf + es = leaves	wolf + s = wolfs or
thief + es = thieves	wolf + es = wolves
half + es = halves	
loaf + es = loaves	

(d) Nouns that end in 'o' add either '___s' or '___es'.

Examples:

kilo + s = kilos	hero + es = heroes
piano + s = pianos	negro + es = negroes
photo + s = photos	potato + es = potatoes

The Suffixes '___d, ___ed, or ___ing'

When the suffixes '___d, ___ed, or ___ing' are added to verbs that end either in single 'e' or 'y' the following changes should be observed.

- Regular verbs ending in single 'e' add '___d' to form their past tense.

Examples:

live + d = lived

love + d = loved

use + d = used

- Verbs ending in 'y' preceded by a consonant, change 'y' to 'i' before adding '___ed' but verbs ending in 'y' preceded by a vowel add '___ed'.

Examples:

carry + ed = carried but play + ed = played

try + ed = tried pray + ed = prayed

cry + ed = cried destroy+ed = destroyed

- Verbs that end in single 'e' preceded by a consonant drop the 'e' before adding '___ing'.

Examples:

come + ing = coming

move + ing = moving

live + ing = living

write + ing = writing

- Verbs that end in 'y' add '___ing' without changing 'y' to 'i' because the spelling of two 'i's together is avoided in English.

Examples:

cry + ing = crying

carry + ing = carrying

try + ing = trying

pray + ing = praying

play + ing = playing

destroy + ing = destroying

The Suffixes '___s and ___es' and third person singular present tense.

- Most English verbs form third person singular by adding '___s'.

Examples:

rub + s	=	rubs	harm + s	=	harms
read + s	=	reads	run + s	=	runs
come + s	=	comes	help + s	=	helps
dig + s	=	digs	hear + s	=	hears
kick + s	=	kicks	hit + s	=	hits
pull + s	=	pulls	throw + s	=	throws

Exceptions to this rule are:

(a) Verbs that end in 'ch, o, sh, ss, x and z' add 'es',.

Examples:

teach + es	=	teaches	pass + es	=	passes
go + es	=	goes	mix + es	=	mixes
wash + es	=	washes	buzz + es	=	buzzes

(b) Verbs that end in 'y' either add '___s' when 'y' is preceded by a vowel or change 'y' to 'i' and add 'es' when 'y' is preceded by a consonant.

Examples:

play + s	=	plays	or	try + es	=	tries
destroy + s	=	destroys		dry + es	=	dries
buy + s	=	buys		cry + es	=	cries

Appendix - F

Achievement Tests - Q. PaperA. Words in sentences for dictation

Write the following words correctly.

1. I _____ him talking.
2. The boy was swimming in the _____.
3. The wood was _____.
4. The _____ of the wall is two metres.
5. The singer has a good _____.
6. Her _____ is good.
7. He has _____ clothes.
8. The sea was _____.
9. The _____ was suffering a lot.
10. Our teacher is very _____.
11. My friend is very _____.
12. His uncle is a _____.
13. The earth rotates _____ the sun.
14. She was writing on the black _____.

B. Sentences for dictation

Write the following sentences correctly.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.

9. _____
 10. _____

C. List of words for dictation

Write the following words correctly.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 11. _____ | 21. _____ | 31. _____ |
| 2. _____ | 12. _____ | 22. _____ | 32. _____ |
| 3. _____ | 13. _____ | 23. _____ | 33. _____ |
| 4. _____ | 14. _____ | 24. _____ | 34. _____ |
| 5. _____ | 15. _____ | 25. _____ | 35. _____ |
| 6. _____ | 16. _____ | 26. _____ | 36. _____ |
| 7. _____ | 17. _____ | 27. _____ | 37. _____ |
| 8. _____ | 18. _____ | 28. _____ | 38. _____ |
| 9. _____ | 19. _____ | 29. _____ | 39. _____ |
| 10. _____ | 20. _____ | 30. _____ | 40. _____ |

Words in spelling test

- | | | | |
|-------------|--------------|---------------|-----------|
| A. 1. heard | 5. voice | 9. patient | 13. round |
| 2. pool | 6. character | 10. efficient | 14. board |
| 3. burning | 7. neat | 11. social | |
| 4. height | 8. rough | 12. soldier | |

- B. 1. You are buying fruits.
 2. The teacher encouraged the students.
 3. The new machine works well.
 4. Some mothers don't love their children.
 5. The tower in the city is very high.
 6. All the oceans are very deep.

7. The water is pure.
8. Their questions were not easy.
9. They tried to unify the country.
10. Matching tests are simpler than fill-in-the blank tests.

- | | | | |
|--------------|------------|-------------|----------------|
| C. 1. people | 11. allow | 21. unique | 31. expression |
| 2. key | 12. pulled | 22. running | 32. equal |
| 3. busy | 13. kick | 23. section | 33. guard |
| 4. spread | 14. load | 24. circle | 34. precious |
| 5. hall | 15. bite | 25. kiss | 35. gentle |
| 6. draw | 16. toy | 26. egg | 36. just |
| 7. heart | 17. obey | 27. tongue | 37. union |
| 8. rule | 18. back | 28. partial | 38. exact |
| 9. grew | 19. feed | 29. measure | 39. learn |
| 10. worm | 20. thick | 30. usual | 40. graphic |

Test in Spelling

Name _____ group section _____ roll No. _____

Direction: In each of the following groups of words, three of the words are spelled correctly. One word is spelled incorrectly. Find the word which is written incorrectly and encircle the correct letter.

1. a. indefinite b. unjust c. iregular d. uncountable
2. a. impossible b. imature c. disappear d. incomplete
3. a. unlock b. inconvenient c. disadvantage d. carefuly
4. a. useful b. plentiful c. anfortunate d. correctly
5. a. statment b. happiness c. beautiful d. likely
6. a. precisely b. desireable c. survival d. weaken

7. a. comfortable b. shady c. suitably d. specialy
8. a. expression b. attractive c. similarty d. official
9. a. immunity b. possessive c. celebration d. musician
10. a. dangerous b. fameous c. porous d. prosperous
11. a. birds b. floweres c. churches d. months
12. a. konkeys b. classes c. brushes d. ladys
13. a. proofs b. halves c. thieves d. calves
14. a. potatos b. kilos c. heroes d. photos
15. a. carried b. destroyed c. cryed d. played
16. a. trying b. playing c. destroying d. carriing
17. a. teaches b. mixes c. misses d. rushes
18. a. pulls b. throws c. reades d. kicks
19. a. buys b. dries c. trys d. shouts
20. a. gose b. supports c. closes d. sells
21. a. cheep b. drive c. wall d. angry
22. a. smoke b. keep c. onse d. soil
23. a. tooth b. square c. contein d. uncle
24. a. store b. stamp c. prove d. rimove
25. a. closly b. cause c. guess d. ripe
26. a. tale b. counteble c. proud d. value
27. a. legs b. ride c. lose d. shadey
28. a. plentyful b. definite c. rough d. likely
29. a. storys b. toys c. keys d. ladies
30. a. rabbits b. cheirs c. plurals d. praying

Appendix - G

To : all respondents

From : Teclé G/Muse

Subject : Questionnaire

Please complete the attached questionnaire regarding the teaching of English spelling in facilitating written communication in English for high school students (grade 9).

The questionnaire is designed for research purposes. Therefore, the researcher kindly requests the respondents to give their frank responses.

It is clear that teaching English as a foreign language to high school students is rather a difficult job for various reasons such as the methodological factors, availability of suitable teaching materials, overcrowded class-rooms, teacher qualification and so on which affect the teaching of English. In accordance with these, the researcher feels that the situation calls for a thorough investigation into the teaching of English spelling in facilitating the teaching of written English to high school Ethiopian students.

Your co-operation in completing the questionnaire will have a significant contribution to the success of this study and subsequently to the progress of teaching spelling in Ethiopian schools.

Questionnaire with Percentile responses

This questionnaire is to be filled by English language teachers esp. grade nine teachers and instructors.

INSTRUCTION

Please put tick mark (✓) or fill the blank spaces.

1. Age (Average) 35.5 years
2. Sex: Male 92.5%
Female 7.5%
3. Qualification (grade completed) T.T.I. 2.5%, grade 12 _____, 12+1 _____, 12+2 45% or B.A. and above 50%.
4. Place of work: high school 75% or university 25%
5. Have you ever received any training to teach English as a foreign language?
Yes 80%
No 17.5%
6. If you have received any training to teach English as a foreign language, to what extent has this training helped you in teaching English?
a) very great 35%
b) great 30%
c) moderate 15%
d) little 5%
7. How do you evaluate your efficiency in teaching English as a foreign language?
a) very efficient 22.5%
b) efficient 40%
c) good 20%
d) satisfactory 15%

8. Have you ever studied/learned spelling systematically i.e.giving definite time for learning list of words through detailed method of teaching and testing?
 Yes 32.5%
 No 62.5%
9. Do you find your students committing spelling mistakes in general?
 Yes 92.5%
 No 5%
10. Do you find the students committing spelling mistakes of very common words?
 Yes 90%
 No 10%
11. Give some examples of the very common words written wrongly by your students.
 a) _____ b) _____ c) _____ d) _____
12. Does your curriculum require you to teach spelling to students?
 Yes 20%
 No 80%
13. If your answer to number 12 is 'no', do you feel that there is need to teach spelling as part of the curriculum?
 Yes 75%
 No 10%
14. Do you still teach spelling to students although you are not required to do so as per the curriculum?

Yes 85%

No 12.5%

15. If your answer to question number 14 is 'yes', what method do you follow?

*a) the incidental method 70%

b) the systematic method 17.5%

16. Do you think teaching spelling facilitates teaching English as a foreign language?

a) very strongly agree 55%

b) to some extent agree 37.5%

c) disagree 5%

d) doesn't help 2.5%

17. Systematic method of teaching spelling is relevant to the learning of the following skills:

a) listening comprehension 7.5%

b) vocabulary 15%

c) pronunciation 7.5%

d) all the above 67.5%

18. If your answer to question number 17 is 'a' or 'd', to what extent does this help in learning listening comprehension?

a) to a very great extent 25%

b) to a great extent 35%

c) to a moderate extent 15%

d) to a little extent -

* N.B. In an incidental method spelling is taught in connection with many school activities involving reading, writing, etc.

19. If your answer to question number 17 is 'b' or 'd',
to what extent does this help in learning vocabulary?
- a) to a very great extent 27.5%
 - b) to a great extent 32.5%
 - c) to a moderate extent 15%
 - d) to a little extent -
20. If your answer to question number 17 is 'c' or 'd',
to what extent does this help in learning pronun-
ciation?
- a) to a very great extent 32.5%
 - b) to a great extent 22.5%
 - c) to a moderate extent 12.5%
 - d) to a little extent 2.5%
21. In teaching spelling to grade nine, I am in favour
of :
- a) the incidental method 37.5%
 - b) the systematic method 60%
22. Do you have enough materials for teaching spelling?
- Yes 10%
- No 87.5%
23. Do you support the inclusion of systematic method of
teaching spelling in the English Curriculum?
- Yes 80%
- No 20%
24. To what extent do you get sources for teaching spelling
at your school?
- a) more than enough 2.5%
 - b) enough 20%

c) little 60%

d) none 15%

25. Do you think the systematic method of teaching spelling facilitates taking notes and dictation?

Yes 95%

No 5%

26. Which one involves more students' participation in learning English as a foreign language?

a) the incidental method of teaching spelling 40%

b) the systematic method of teaching spelling 55%

27. Text-books on teaching spelling should be prepared and used. I

a) strongly agree 47.5% b) agree 37.5%

c) disagree 5% d) am neutral 7.5%

28. Which of the two methods needs more qualified teachers?

a) the incidental method of teaching spelling 27.5%

b) the systematic method of teaching spelling 67.5%

29. How do you rate your students in listening comprehension, pronunciation, reading and writing?

a) very good 5%

b) good 12.5%

c) fair 35%

d) unsatisfactory 47.5%

30. Concerning the teaching of spelling, do you see any difference among the books which had been in use in grade nine for Ethiopian students up to 1978 and the E.N.E. series for the same grade?

Yes 40%

No 25%

= 4

1

= 7

19. a.=11 b. = 13 c. = 6 d. = - Indif. = 10

20. a. = 13 b. = 9 c. = 5 d. = 1 Indif. = 12

21. a. = 15 b. = 24 both methods = 1

22. Yes = 4 No = 35 Indif. = 1

23. Yes = 32 No = 8

24. a. = 1 b. = 8 c. = 24 d. = 6 Indif. = 1

25. Yes = 38 No = 2

26. a. = 16 b. = 22 Indif. = 2

27. a. = 19 b. = 15 c. = 2 d. = 3 Indif. = 1

28. a. = 11 b. = 27 Indif. = 2

29. a. = 2 b. = 5 c. = 14 d. = 19

30. Yes = 16 No = 10 Indif. = 14

Appendix - I

Post-test

Name _____ group section _____ roll No. _____

I. Recognition Post-test

A. Underline the misspelled words in the following sentences.

1. Ato Abebe often watchs television and football.
2. The policeman stoped the car-driver.
3. The tall man is very prosperaus.
4. The good news spred through the town.
5. The child ate bisciuts while his mother was studing.
6. Many pateints were in the hospital.
7. My teacher asked me seven quetions.
8. They unified the country and encouraged the people.
9. There are many iregular verbs in English.
10. This suggestion was animportant to them.
11. The young lady usually buyes fruits and clothes.
12. The greedy merchant was liveing in the city.
13. They want to study mathermatics and goegraphy.
14. The managers don't want to act against their beliefes.
15. The thieves entered the room becouse it was unlocked.
16. Their brothers are fameous musicians.
17. She was crying before she lost her not-books.
18. The villagers were attending regular clases.

B. In each of the following groups of words, three of the words are spelled correctly and one word is spelled

incorrectly. Find the word which is spelled incorrectly and encircle the incorrectly spelled word.

1. a. halves b. flies c. donkeyes d. ladies
2. a. sells b. tries c. decides d. reaches
3. a. crying b. carring c. buying d. destroying
4. a. shirtes b. shoes c. windows d. cupboards
5. a. incomplete b. impossible c. anusual d. immature
6. a. officiel b. social c. attractive d. frighten
7. a. useless b. happiness c. sickness d. usualy
8. a. plentiful b. beautiful c. careful d. handful
9. a. examineation b. owner c. practical d. countable
10. a. similarity b. formation c. biologist d. survial

II. Recall Post-test

A. Words in sentences for dictation.

Write the following words correctly.

1. The man was _____ when he was in his office.
2. The old man's _____ does not work properly.
3. Mothers _____ their children.
4. That soldier had a _____.
5. He gets money by selling _____.
6. She has very pleasant _____.
7. Tewelde was _____ very fast.
8. My friend was not at _____ yesterday.
9. The donkey _____ the child.
10. The walls of the big building are _____.
11. She _____ helps the poor.
12. Please, give your _____ address to me.

13. They wanted pieces of _____ .
14. The _____ was playing with her sister.
15. She usually wears _____ clothes.
16. Does he _____ cigarettes?
17. Could you give me _____ of regular verbs?
18. What was her _____ ?
19. Do you know the _____ of his death?
20. He _____ the sentences from active to passive.
21. The world is believed to be _____ .
22. They _____ playing the piano.
23. She was _____ with her friend.
24. His _____ is correct.
25. The lazy child _____ stones at his elders.

B. Sentences for dictation.

Write the following sentences correctly.

1. _____ .
2. _____ .
3. _____ .
4. _____ .

C. List of words for dictation

Write the following words correctly.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 11. _____ | 21. _____ |
| 2. _____ | 12. _____ | 22. _____ |
| 3. _____ | 13. _____ | 23. _____ |
| 4. _____ | 14. _____ | 24. _____ |
| 5. _____ | 15. _____ | 25. _____ |
| 6. _____ | | |

- | | | |
|-----------|-----------|-----------|
| 6. _____ | 16. _____ | 26. _____ |
| 7. _____ | 17. _____ | 27. _____ |
| 8. _____ | 18. _____ | 28. _____ |
| 9. _____ | 19. _____ | 29. _____ |
| 10. _____ | 20. _____ | 30. _____ |

Words in Recall Post-test

- A. 1. busy 7. speaking 13. chalk 19. cause
 2. heart 8. home 14. baby 20. changed
 3. love 9. kicked 15. white 21. round
 4. pistol 10. rough 16. smoke 22. enjoy
 5. fruits 11. always 17. example 23. angry
 6. voices 12. exact 18. mistake 24. answer
 25. throws
- B. 1. The leader of the group caught the thief.
 2. Finally, the guide helped the visitors.
 3. The director told the students to come early.
 4. The children were sitting near the churches.
- C. 1. just 9. back 17. sound 25. statement
 2. heard 10. think 18. telephone 26. natural
 3. draw 11. picture 19. certain 27. similar
 4. prove 12. jump 20. head 28. flies
 5. burn 13. page 21. trader 29. months
 6. flower 14. small 22. inexpensive 30. loaf
 7. make 15. street 23. blood
 8. air 16. contain 24. sentences

Appendix - J

Contrastive Computation of the Post-test Results for both groups

<u>Experimental Group</u>			<u>Control Group</u>		
<u>Scores</u>	<u>$X-\bar{X}$</u>	<u>$(X-\bar{X})^2$</u>	<u>Scores</u>	<u>$X-\bar{X}$</u>	<u>$(X-\bar{X})^2$</u>
3.3	-1.65	2.72	3.4	0.09	0.00
5.3	-0.35	0.12	2.3	-1.01	1.02
4.2	-0.75	0.56	5.6	2.29	5.24
5.0	0.05	0.00	1.8	-1.51	2.28
6.4	1.45	2.10	6.1	2.79	7.78
4.4	-0.55	0.30	4.6	1.29	1.66
3.0	-1.95	3.80	4.5	1.19	1.42
7.1	2.15	4.62	2.0	-1.31	1.72
6.0	1.05	1.10	4.4	1.09	1.19
8.1	3.15	9.92	4.5	-1.19	1.42
1.0	-3.95	15.60	1.9	-1.41	1.99
3.1	-1.85	3.42	4.2	0.89	0.79
8.3	3.35	11.22	1.6	-1.71	2.92
7.4	2.45	6.00	1.2	-2.11	4.45
2.9	-2.05	4.20	2.2	-1.11	1.23
5.0	0.05	0.00	4.2	0.89	0.79
5.7	0.75	0.56	4.7	1.39	1.93
1.4	-3.55	12.60	7.7	4.39	19.27
4.8	0.15	0.02	8.3	4.99	24.90
5.6	0.65	0.42	4.2	0.89	0.79
6.1	1.15	1.32	4.6	1.29	1.66
4.3	-0.65	0.42	1.9	-1.41	1.99
4.1	-0.85	0.72	2.5	-0.81	0.66
4.8	-0.15	0.02	4.9	1.59	2.53

6.7	1.75	3.06	4.1	0.79	0.62
4.0	-0.95	0.90	2.5	-0.81	0.66
5.0	0.05	0.00	5.9	2.59	6.71
8.0	3.05	9.30	2.0	-1.31	1.72
4.5	-0.45	0.20	5.3	1.99	3.96
2.5	-2.45	6.00	6.0	2.69	7.24
3.7	-1.25	1.56	2.7	-0.61	0.37
2.8	-2.15	4.62	2.5	-0.81	0.66
3.2	-1.75	3.06	1.2	-2.11	4.45
4.7	-0.25	0.06	3.9	0.59	0.35
5.0	0.05	0.00	3.7	0.39	0.15
6.6	1.65	2.72	3.8	0.49	0.24
0.6	-4.35	18.92	5.2	1.89	3.57
4.8	-0.15	0.02	5.3	1.99	3.96
3.3	-1.65	2.72	2.3	-1.01	1.02
5.3	0.35	0.12	0.9	-2.41	5.81
3.0	-1.95	3.80	3.5	0.19	0.04
7.0	2.05	4.20	3.4	0.09	0.01
3.3	-1.65	2.72	4.0	0.69	0.48
4.5	-0.45	0.20	6.0	2.69	7.24
5.5	0.55	0.30	2.0	-1.31	1.72
6.6	1.65	2.72	3.8	0.49	0.24
5.4	0.45	0.20	2.8	-0.51	0.26
4.2	-0.75	0.56	3.7	0.39	0.15
4.8	-0.15	0.02	3.0	-0.31	0.10
4.7	-0.25	0.06	2.2	-1.11	1.23
3.0	-1.95	3.80	4.5	1.19	1.42
3.3	-1.65	2.72	3.8	0.49	0.24
3.3	-1.65	2.72	2.8	-0.51	0.26

4.4	-0.55	0.30	2.3	-1.01	1.02
5.3	0.35	0.12	3.5	00.19	0.04
7.8	2.85	8.12	3.4	0.09	0.01
8.0	3.05	9.30	2.3	-1.01	1.02
6.1	1.15	1.32	1.7	-1.61	2.59
3.6	-1.35	1.82	1.3	-2.01	4.04
7.7	2.75	7.56	3.6	0.29	0.08
7.2	2.25	5.06	3.4	0.09	0.01
5.4	0.45	0.20	2.2	-1.11	1.23
4.4	-0.55	0.30	3.5	0.19	0.04
2.0	-2.95	8.70	1.1	-2.21	4.88
1.5	-3.45	11.90	4.9	1.59	2.53
3.5	-1.45	2.10	1.9	-1.41	1.99
5.8	0.85	0.72	2.5	-0.81	0.66
7.8	2.85	8.12	3.1	-0.21	0.04
6.1	1.15	1.32	1.9	-1.41	1.99
3.2	-1.75	3.06	2.4	-0.91	0.83
6.0	1.05	1.02	3.5	0.19	0.04
5.0	0.05	0.00	2.1	-1.21	1.46
5.1	0.15	0.02	3.0	-0.31	0.10
7.2	2.25	5.06	0.7	-2.61	6.81
6.1	1.15	1.32	2.4	-0.91	0.83
3.4	-1.55	2.40	1.7	-1.61	2.59
9.1	4.15	17.22	2.2	-1.11	1.23
7.6	2.65	7.02	3.6	0.29	0.08
<u>385.9</u>		<u>263.12</u>	3.1	-0.21	0.04
$\bar{X}_E = 4.95$	$S_E^2 = 3.417$		<u>1.1</u>	<u>-2.21</u>	<u>4.88</u>
	$t = 6.08$		<u>264.8</u>		<u>185.57</u>
			$\bar{X}_C = 3.31$	$S_C^2 = 2.349$	

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