

ACTION RESEARCH

For

English Method (B.Ed.)

Topic:

“A study on the impact of continuous reading with correct pronunciation on reducing the spelling errors in English.”



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CONTENT

Sl. No.	Title	Page
1	Introduction	
2	Conceptual Framework	
3	Review of literature	
4	Rationale of action research	
5	Statement of problem	
6	Objective	
7	Hypothesis	
8	Delimitations	
9	Methodology	
	9.1 Sample	
	9.2 Tools	
	9.3 Experimental Design	
10	Procedure of data collection	
11	Data analysis	
12	Results and interpretation	
13	Findings	
14	Discussion	
	References	
	Appendix-A	

1.00 Introduction:

This Action Research was done in MRSHS School by teacher trainee Deepa Das. While teaching English the teacher observed that a large number of students were making spelling mistakes in English. The report of Action Research is being written under captions, such as, Conceptual Frame work, Review of Related Literature, Rationale, Statement of Problem, Objective, Hypothesis, Delimitations, Methodology, Results and Interpretation, Finding(s) and Discussion.

2.00 Conceptual Framework:

The teacher trainee came to know that the students of class 7 of MRSH, school Titabar, tend to do a lot of mistakes while writing English and they struggle to write some common English words. They tend to do a lot of spelling errors while writing because they do not know the exact Pronunciation of those words. While teaching English it was found that most of the words have been misspelt because of their pronunciation. They mispronounce the words and in the process misspell the word. For instance, students mispronounce the words **assembly** as '**assambly**' and **fellow** as '**fallow**'. This is a cause for concern because Spelling is an influencing factor as it helps to build fluency and automaticity which facilitate reading and writing skills and it also aids in reading. It helps cement the connection that is shared between sounds and letters. Hence, it is important to master the spelling skill first in order to master the other major skills of English. Therefore this Action research is done to take necessary steps for reducing the spelling errors of the students.

3.00 Review of Related Literature:

Spelling English words correctly is difficult and even natives face such difficulties given the current technological development in which spelling could be autocorrected. They misspell commonly and frequently used words too. Existing literature indicates that the English words are filled with homonyms, inflections, foreign words, and consonant alterations which confuse even educated and intelligent Americans (Dobie, 1986). This shows that students take time to internalize some frequently appearing words (Cook, 1997).

Several studies have been carried out with students of various nationalities at different grade levels starting from elementary to undergraduates. For instance, Jenson (1962) investigated spelling errors

according to letter position of 7-, 9-, and 11 words amongst students of secondary school respectively. The study claimed that some errors in spelling words are because of phonetical difficulties. Students make errors when words are difficult to pronounce. Research has shown that this was also a problem for students in Ghana (Dadzie & Bosiwah, 2015). Therefore, a wrong pronunciation of words is one major reason for making errors. But continuous reading with correct pronunciation helped reducing the problem by 50%.

From the existing literature presented above, we can conclude that most of the spelling errors are caused by interference of first language, pronunciation difficulties. (Dobie, 1986), and also that continuous reading and pronunciation practice was a great help in reducing these spelling errors.

4.00 Rationale of The Action Research:

Action Research is an approach to improving education by changing it and learning from the Consequences of changes. English is a compulsory subject for the secondary school students and also an important medium of communication all over the world. The students should know the basic principles and rules to pronounce English language properly and do write English language correctly through which they may cope up with other students and also pupils of other Schools. States and all over the world. They cannot perform well in language pronunciation and writings in particular and also other co-related subjects in general without the knowledge of the basic principles of English language. It is observed during the time of internship that the class vii students of MRSHS school are very weak in pronouncing English language and do many spelling mistakes. Thus, there is a dire need to improve the English language of these students and hence facilitate learning English language so that they may develop all fourfold skills i.e., listening, speaking, reading and writing.

So, action research is necessary on this regard due to many reasons: -

- Through action research, the problems that students face in case of English language can be scientifically studied and solved.
- It helps in the improvement of language skills of students.
- Through action research, the problems that students face in English language pronunciation can be solved and pupils may participate in talks, discussion and debate, do drama and improve in different cultural activities.
- The spelling mistakes that pupils do in English language and subjects can be solved and it will help in fruitful development of pupil's learning.

Hence, this research is aimed to explore and analyse students' spelling errors. Writing with correct spelling is one of the effective forms of communication. If this issue is not addressed at the earliest, it can lead to poor writing skill and further deteriorate the standard of English. Therefore, this research intends to reveal the kinds of common spelling errors students made by the class 7 students of MRSHS School and how continuous reading practices with correct pronunciation of words supports them with spelling difficulties. This study also hopes to create awareness amongst the English teachers and students the importance of writing with correct spelling. Addressing such an important component of language would go a long way in improving the standard of English and hence the quality of education in Secondary schools.

5.00 Statement of the Problem:

A study on the impact of continuous reading with correct pronunciation on reducing the spelling errors in English.

6.00 Objective of the Research:

The objective of this action research is to compare the spelling ability of students in English before and after continuous reading with correct pronunciation.

7.00 Hypothesis of the Research:

There is no significant difference between the mean score of achievement in the spelling ability of students in English before and after continuous reading with correct pronunciation.

8.00 Delimitation of the Research:

The following were the delimitations of this Action Research:

- This Action Research was conducted by a teacher trainee of MRSHS School, Titabar, Assam.
- It was conducted on Class VII students of MRSHS School, Titabar, Assam.
- The teacher wanted to study the effect of continuous reading practice with correct pronunciation in English on Achievement in English Spellings.

9.00 Methodology:

9.10 Sample:

All the 7th standard students of MRSHS, School was selected as the sample of this Action Research. The size of sample for this research was 58 students.

9.20 Tools:

- ❖ **Name of the Tool:** Achievement of test.
- ❖ **Name of the person who prepared the tool:** (Your Name Here)
- ❖ **Total Number of Items:** 20
- ❖ **Types of Questions:** Spelling of dictated words.
- ❖ **Marks Allotted:** 20 marks. Each item will be given one mark.
- ❖ **Time Allotted:** 20 minutes.

9.30 Experimental Design:

- ❖ **Name of the Experimental design:** Pre-test, Post-test, single, group design.
- ❖ **Name of the treatment:** Continuous reading with correct pronunciation.
- ❖ **Duration of the treatment:** 15 days.
- ❖ **Name of the dependent variable:** Mean Score.
- ❖ **Group characteristics:** students commit a lot of mistakes in English spelling while writing.

10.00 Procedure of Data Collection:

This Action Research is done by the teacher trainee, teaching the subject English to students of the class VII students of MRSHS School Titabar, Assam observed that students commit lots of mistakes in English spelling in writing. She thought of trying out a strategy of teaching English so that students do not commit many spelling mistakes while writing. The Teacher developed an Achievement Test in English Spelling for Class VII students. This test is administered to all students of Class VII. Now the teacher starts telling the students to do reading practices with correct pronunciation. Those English words that most students were unable to pronounce correctly were selected for the reading practices. Reading with correct pronunciation in English continued for 15 days at the rate of 30 minutes per day. At the end of 15 days, the same Achievement Test in English Spelling was administered which was used in the beginning by the teacher trainee.

11.00 Data Analysis:

The data were analysed with the help of a correlated t-test. Mean score of students' performance on spelling ability were calculated.

12.00 Result and Interpretation:

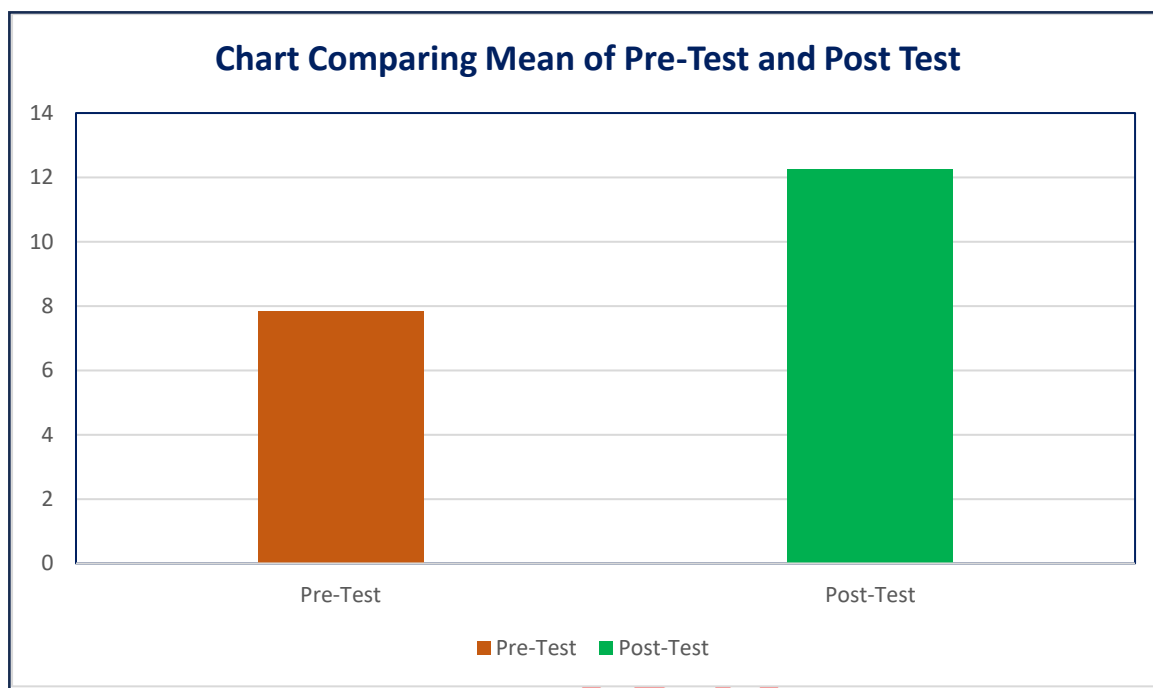
The objective of Action Research was to compare mean scores of Achievements in English Spellings of students before and after practice reading with correct pronunciation. The data were analysed with the help of a correlated t-test. The results are given Table-1.

Testing	Mean
Pre-test	7.84
Post-test	12.26

Table No. 1

From Table 1, it is clear that there is a significant difference in mean scores of Achievements in English Spellings before and after, practice reading with correct pronunciation in English. Thus, the Null Hypothesis that there is no significant difference in mean scores of Achievements in English Spellings before and after practice reading with correct pronunciation in English is rejected. Further the mean score of Achievement in English Spellings before giving practice reading with correct pronunciation in English is 7.84 which is significantly lower than after practice reading with correct pronunciation in English whose mean score of Achievement in English Spellings is 12.26. It may, therefore, be said that English Spellings improved after practice reading with correct pronunciation in English. In other words, practice reading with correct pronunciation in English was found to be significantly helpful in improving the English Spellings of students.

Figure 1: Chart Comparing Mean of Pre-Test and Post Test



13.00 Findings:

The findings of this Action Research are as given below:

- a) Reading practices with correct pronunciation in English was found significantly helpful in improving the English Spellings of students.
- b) When students are not sure about the spelling of the word, they spell it following the sound of the letters. Some example from this study are: **notty** for *naughty*, **dout** for *doubt*, **gurd** for *guard*, **peaseful** for *peaceful*.
- c) It has been observed that most of the time students become inattentive in class due to lack of proper TLM used by the teacher while teaching.
- d) It has been observed that proper use of TLM can be helpful in motivating and improving student's achievement in learning English.
- e) It has been observed that using innovative method, strategies, and techniques of teaching by the teacher while teaching that develops students' attention as well as interest in learning.

14.00 Discussion:

In the above Action Research, Reading practices with correct pronunciation in English was found helpful in improving the English Spellings of students. It is a well-known fact that practice makes a man perfect. It is because of this, exercises are given in mathematics. Similarly reading practices with correct pronunciation- are given in Languages so that students are able to remember spellings of difficult words. Repetition is an important activity and very useful in helping to memorize difficult words, formulas, dates, etc. and Pronunciations do not always determine or are not an important aspect of spelling the words. Nevertheless, the findings of this study suggest that students of MRSHS School use pronunciations to spell. They spell the words according to the way they pronounce them. One cause of spelling errors for them is the mispronunciation of the words. For instance, they pronounce religious as *relageous*, disturb as *distope*, picnic as *pecnik*, improve as *inprove*, and start as *estart* and accordingly spell the words. The way students pronounce the words matters a lot in spelling the words correctly etc. These might be the reason for the present study.

Reference:

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