

# **CHAPTER 1**

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## **CHAPTER 1**

### **INTRODUCTION**

**“Effectiveness of spelling rules with reference to the spelling mistakes committed by high school students in English”.**

*“Learning is a process by which behaviour is originated or changed through practice and training.*

-Gerry & Kingsley

### **BACKGROUND**

To know English, it is very essential to learn the spelling of words. To write correct words is solely dependent upon the knowledge of spelling.

The spelling of English is, in the words Prof. Earnest Weekly, “quite crazy”, logically, there should be one symbol or letters for one sound, but in English there are only 26 symbols or letters for 45 sounds. As a result, there is quite a lot of confusion about English spelling.

Spelling helps to learn letter/sound correspondence on vocabulary and develop automatically in learning and writing words. Spelling is the

Forming of words from letter, according to accepted usage, a sequence of letters composing a words, a statements of rules or conventions on how are to be written.

Learning to spell words is important to vocabulary development and proper pronunciation leads to better spelling. Dr. Witherspoon writes, “The only way to learn to spell correctly is to read carefully, to notice the correct spelling of words, to study the proper order and arrangement of the letter that form the words, and to impress the correct image of the words in the mind.”

The process of learning to spell and read is compared to building a house, a well built structure, requires a strong foundation or the underlying weakness will cause problems over time. The same is true in building better reader.

Here is a list of common error in following category:-

1. Spelling
2. Punctuation
  - a. Commas
  - b. Apostrophe
  - c. Periods

3. Verb
4. Subject verb arrangement
5. Pronounce
6. Other grammatical errors
  - ❖ Sentence fragments.
  - ❖ Misplaced or dangling modifies.

Without the right foundation skill, learning to spell and read can be very difficult of some students. The most important cause of poor spelling is the irregularity of English spelling. In English we find many such words which have correspondence in spelling and pronunciation, but different spelling. In the same way, there are many words which are similar in spelling, but different in pronunciation.

Spelling involves sight, hearing the muscular movements of the vocal chords, the hand and the fingers, the tactile sensation in the joints and vocal chords and all these must be perfectly harmonized and coordinate before the spelling can be said to have been mastered.

In the words of Bhatia and Bhatia, “The over emphasis on oral work in the initial stages of learning English is regarded as an important cause

Of poor spelling. It naturally depreciates the importance of written work and it is in writing most that we need to know the correct spelling.”

Spelling should be graded according to the needs and interest of pupils. The word in one group should be similar in spelling or meaning or pronunciation. The learning of such is easy, rapid and permanent.

In the words of H.R Bhatia, “To spell one’s word correctly is a part of the courtesy due to the person who is to read what is written and the absence of it is considered a lack of good education and respectability”.

### **THE AIMS OF THE TEACHING ENGLISH:**

For all practical purpose of teaching it is of vital significance to know clearly the aims of teaching a subject, without a study of these aims, a teacher, cannot hope to achieve anything. His teaching without pre-conceived aim will be like the journey of a passenger who does not know where he wants to go. Aim can be as defined as a general expression of long term intent and purposes.

Many subjects have been taught in the high school to fulfill the aims of education. English is also one of them. In many school English is the medium of instruction for all subjects. But today picture is altogether different. We have not our own fact, as to why it should continue in the teaching learning program of the school. The standard of English is



going down every day in spite of the best efforts of the Government.

Hence we should have clear aims and objectives of teaching English.

In India the importance of learning English is both cultural as well as utilitarian. It is studied not only for education value but also on account of its practical value. Another aim of learning English in India is to increase global understanding. English should be the most useful “Library Language” in higher education and our most significant window on the world.

According to Prof. V.K. Ghokak, English has the following purposes:

1. For getting access to modern scientific and technological knowledge.
2. To know the language of all important trade and industry for many years to come.
3. To enrich the literature of our own language in every way. The translation of English will be useful for us.

English should be taught to students so that they can understand it when spoken, when written and make them speak and write properly.

These four linguistic abilities or skills are related to one another, one helps the other in its acquisition.

## **TEACHING ENGLISH AS SECOND LANGUAGE:**

The teaching learning process of English as a second language has same as the natural process by which a child learns its mother tongue. He is filled with various desires which must be fulfilled. Mother tongue is the language of this language in his infancy. "The mother tongue is as natural for the development of the Man's mind as mother's milk for the development of the infant's body.

As Pandit Nehru said about the importance of teaching English, "English is our major window to the modern world". Its importance as an international language can be denied by none. It is only through English that we can establish social economic cultural and political relations with other countries of the world. It opens a wide window of international relations for us. If we close this window, we will shut ourselves up in four walls of our nationality. This will certainly bring about our decay and downfall, because modern science has reduced the vast dimension of the global to the size of a small ball.

## **THE ROLE OF ENGLISH LANGUAGE IN THE PRESENT DAY**

### **SCENARIO:**

Education is process of enlightenment and empowerment by which the individuals are able to secure a better quality of life. Today education

is global and a multipurpose social service, which must reward human resourcefulness, commitment and freedom. The present day education is aimed at the growth of body, mind, intellect and soul. Children are humanity's greatest asset. Hence a new vision of human greatness must be pursuit of higher education. Hence we should welcome modern knowledge based on age old culture. It is system.

English language is realized as a link language with global significance and also the most spread language in the world. Second only to Mandrain Chinese. In India it is how an official language in addition to Hindi. Students at the school level need to acquire better proficiency in English along with the learning of other subjects like mathematics and science with the changing times , expectations of the society about the role of students and demands of them also changed . A very perceptible change came with the advent of industrialization and society is in need of trained meritorious personnel who can effectively contribute to the productivity and manufacture of a variety of goods as well as run the administration. This culture also exposed the need for 'trained person' with desired capabilities and skills to fulfill divers tasks. Hence there is a tremendous pressure to see that all students acquire requisite qualification or degree that leads to the best kind of employment , thus leading to the importance of imparting knowledgeable and updated and education . A degree is on longer a necessary and sufficient



qualification if it is not imparted with competency. The students need to have a channel of communicating with other School, Colleges and institutions for which the knowledge of English plays an important role.

English language also plays a significant role rightly at the school level where a child tastes the sweetness of the literacy language and develops an interest in it inculcates the habit of book reading. English as a subject helps a lot to get one into the habits of book reading as most of the books written in that language.

In a period of globalization and modernization English language learning enables in transferring the individuality of a child into a personality. Hence one has to be honest and sincere equally and update his knowledge by referring various books for which again English language learning plays a key role. The school environment enables the child to attain his noble objectives if he contributes his mite to improve himself in the English language.

### **ROLE OF ENGLISH SPELLING WORDS:**

Spelling words in English is a challenging work. As a matter of fact, many native speakers of English have problems with spelling correctly. One of the main reasons for this is that many, many English words are not spelled as they are spoken. This difference between pronunciation

and spelling causes a lot of confusion. The combination 'ough' provides an excellent example.

Tough – Pronounced – touf {the 'u' sounding as 'cup'}

Through – Pronounced – throo

Dough - Pronounced – doe {long 'o' }

Bought – Pronounced – bawt

### **CASUAL FACTORS OF DISABILITY IN SPELLING:**

The casual factors which entered into the disability of students between the age of 7 to 14 are set out in table. Although backwardness in reading and spelling are often found together, the following sections deal only with condition of spelling mistakes.

#### **◆ WEAKNESS OF VISUAL PERCEPTION OF WORDS:**

Weakness of visual perception, both for span and discrimination is one of the most important causes in spelling mistake. This deficiency manifests itself most markedly in the pupil's inability to remember the number and position of elements in a visual series.

Visual patterns of words were neglected and misspelling became, in most instances, phonetic analogies, methods of teaching reading and

spelling , particularly with regard to sight drills and phonic drills of words , influenced in some way the relative emphasis placed by the pupil's on visuals reproduction in spelling .

### ] **A WEAKVISUALISATION**

Errors typical of the first group of weak visualizers are:-

1. Confusion of visually similar letters.
2. Transpositions of letters.
3. Reveals of short words, mistakes which would be minimized if the children supplemented their faculty visual power by auditory articulatory aids.

The second type of weak visualizers who neglects the visual forms of words, he relies almost wholly on auditory recall of words ,students adhered so completely to a phonic spelling and neglected the most difficult aspects of remembering visual patterns of word . Visual patterns of words were neglected and misspelling became in most instances, Phonic analogies.

### ] **WEAKNESS IN AUDITORY ANALYSIS AND SYNTHESIS OF VERBAL MATERIALS:**

Weakness in auditory perception may take the form of a shortened span or a lowered power of analysis and synthesis, both can reduce

auditory analysis and discrimination was poor had difficulty in differentiating similar sound form. The two combinations resembled one another; the more likely were these students to confuse them in spelling.

◆ **GENERAL AND SPECIFIC BACKWARDNESS:**

Some pupil exhibit general backwardness of a less pronounce degree, who lacked initiative and self help with the classroom, but who showed ascertain and determination on the sporting field. They did not lose more time than many other children of the same age, but in particular case they could not afford to lose any time. An insufficiency of energy, both mental and physical, made his progress very slow. Their achievements in reading and spelling are well below normal.

◆ **SENSORY DEFECTS:**

Learning to spell depends partly upon effective functioning of organs involved in seeing, hearing, speaking and writing. It becomes profitable to discover the percentage of sensory defects existing among backward spellers.

◆ **DEFECTIVE SPEECH:**

It is most potent in its effect on spelling attainment when it arises from a pronounced weakness in auditory discrimination of speech sound. It



may be of all degree varying from a slight confusion of similar sounds in reading or writing to a marked weakness which effects speech, reading and spelling in the most pronounced way.

□ **FAULTY PRONUNCIATION:**

It has been found that faulty pronunciation was a frequent contribution cause of mis-spelling. It was observed that if a child constantly pronounced in accuracy, he no longer makes mistakes in spelling while writing.

The causes of students' faulty pronunciation are:-

- Bad environment influences of home and companies.
- Habitual lip laziness.
- Shyness and inferiority attitude towards speech which resulted in mumbling, shirring and clipping words while reading and speaking.

The factors affecting the incidence of mistakes in spelling due to mispronunciation are foretold. Firstly this type of error was common amongst children of poor social grade. Secondly, younger pupils are more prone to them than older pupil. Many young pupils actually say the words aloud when they write, so that there is greater likelihood of pronunciation errors, becoming spelling errors.



Thirdly, spelling errors are most prevalent due to sex difference. This sex difference between boys and girls is a further manifestation of that characteristic of tidiness and attention to details which one finds more strongly developed in girls and boys. The girl, more attentive to tidy habits in dress and work, is also unconsciously concerned with tidiness in speech.

Fourthly, pupils who really rely much on auditory recall in spelling are apt to be led astray by faulty pronunciation more frequently than those who make adequate use of recall by usual means.

◆ **EMOTIONAL INHABITATIONS:**

An abnormal development of the self regarding sentiment was an important factor in the disability.

These are classified into two groups:-

- Those who on account of repeated failure and wrong treatment had developed what might be termed as 'an inferiority complex'.
- Those who have developed a compensatory attitude of bluff to hide their shortcomings and who refused to realize or admit their weaknesses.

Pupils' lack of confidence manifested itself in many of the tests of English in reading, they balked at every word, they did not

know, remaining silent until told the word, in spelling they often omitted words in a greatly contracted form.

## **COMMON SPELLING ERRORS**

### **Phonetic Errors**

Phonetics is a field that studies the sounds of a language. However, English phonetics can be tricky: In English, the pronunciation of a word does not always relate to the way it is spelled. This can make spelling a challenge. Here are some common phonetic irregularities:

- ◆ A word can sound like it could be spelled multiple ways. For example: “concede” and “conceed” are the same phonetically, but only “concede” is the proper spelling.
- ◆ A word has silent letters that the writer may forget to include. You cannot hear the “a” in “realize,” but you need it to spell the word correctly.
- ◆ A word has double letters that the writer may forget to include. “Accommodate,” for example, is frequently misspelled as “acommodate” or “accomodate.”
- ◆ The writer may use double letters when they are not needed. The word “amend” has only one “m,” but it is commonly misspelled with two.

Sometimes, words just aren't spelled the way they sound. "Right," for example, does not resemble its phonetic spelling whatsoever. Try to become familiar with words that have unusual or non-phonetic spellings so you can be on the lookout for them in your writing. But again, the best way to avoid these misspellings is to consult a dictionary whenever you're unsure of the correct spelling.

### **Homophones**

"Bread" and "bred" sound the same, but they are spelled differently, and they mean completely different things. Two words with different meanings but the same pronunciation are homophones. If you don't know which homophone is the right one to use, look both up in the dictionary to see which meaning (and spelling) you want. Common homophones include:

- ◆ right, rite, wright, and write
- ◆ read (most tenses of the verb) and reed
- ◆ read (past, past participle) and red
- ◆ rose (flower) and rose (past tense of rise)
- ◆ carat, caret, and carrot
- ◆ to, two, and too
- ◆ there, their, and they're

- ◆ its and it's

### **Typographical Errors**

Some spelling errors are caused by the writer accidentally typing the wrong thing. Common typos include:

- ◆ Omitting letters from a word (typing “brthday” instead of “birthday,” for example)
- ◆ Adding extra letters (typing “birthdayy”)
- ◆ Transposing two letters in a word (typing “brithday”)
- ◆ Spacing words improperly (such as “myb irthday” instead of “my birthday”)

Being aware of these common mistakes when writing will help you avoid spelling errors.

### **RATIONALE (NEED AND IMPORTANCE OF THE STUDY)**

It is very important to know and learn the spellings of words. To write correct words one should have the knowledge of spelling. Students express their thoughts through language, for this writing correctly is essential. To appreciate the English literature students must possess thorough knowledge of spellings. It is very important to teach correct



spelling and pronunciation and hence to develop a spelling consciousness in pupils. Spellings and pronunciation are two most difficult aspects in the learning of English language.

English spelling learning is difficult because most of the learners are from native language background. The need of correct spelling arises in writing expression, matter of composition, errors of grammar, sentence construction and pronunciation can make a difference in thought and understanding but not in spelling mistakes. Bad spelling can distort meaning and cause mental confusion. Here are a few examples of such confusion:-

- “He went to bed (bad) from wars (worse).”
- “He arranged his shoes (shows) in the opposite manner (manor).”
- “Yoke” and “Yolk”, “Rack” and “Wrack”, are liable to be confused.

The sound alike but have completely different meanings. The word “Yoke” has several meanings, it means, the connecting bar. “Yolk” refers to the yellow part of an egg. “rack” refers to a frame work for storing and displaying things. “Wrack” is a rarer word that refers to a kind of sea weed.

To be able to spell one word correctly may not be a great achievement but to spell them is certainly reprehensible. Today one of the frequent



Criticisms made of our high school students are, is that. “He can’t spell word correctly.” “It may be because of spelling errors.

Students of high school have a bad spell power and therefore the teacher should be the last to generate pupils from bad spelling.

Research studies done earlier on English language were on general study concentrating on teaching method. Such studies were not very much fruitful for developing spelling learning in the students. There is lot of confusion in English words; ‘to-two-too’, ‘their-there’, ‘sees-seize’, ‘deer-dear’ etc are differently spelt though their pronunciation is very much the same. On the other hand, ‘cut’ and ‘put’, ‘come’ and ‘home’, ‘great’ and ‘cheat’, ‘removed’ and ‘beloved’ are differently pronounced though they are quite similar in spelling.

It attempts to highlight some strategies which will be very much useful in teaching of English spelling. This problem demands some remedial measures in forms of precautions, actions and systematic drills. These will be helpful to pupils to write and produce their English spelling and pronunciation properly.

### **1.3 THE STATEMENT OF THE PROBLEM:**

**“An Effectiveness of spelling rules with reference to the spelling mistakes committed by high school students in English”.**

## **OPERATIONAL DEFINITIONS OF TERMS USED:**

### **SPELLING RULES:**

A spelling rule is a guideline or principle meant to assist writers in the accurate **spelling** of a word. This is also called a *spelling convention*.

### **SPELLING MISTAKES:**

- ✓ These are meant for disability of word recognition and wrong expression of ordered set of the word and punctuation marks specially full stop, question and exclamation marks, comma and allies.
- ✓ Spelling mistake can be defined as the learner's inability to write words correctly from memory.

In the study top four spelling rules, I point out that traditional spelling rules “are a bit like weather forecasts: we may use them, but we really can't depend on them to be right 100% of the time. In fact, the only foolproof rule is that all spelling rules in English have exceptions.”

Spelling rules differ from the rules of grammar. Spelling rules, says Steven Pinker, “are consciously taught and learned, and they show little of the abstract logic of grammar”.

## **TEACHING AND LEARNING SPELLING RULES:**

In general, research has not shown the formal teaching of spelling rules to be an effective instructional method—although several anecdotal and case-study accounts (particularly from older students with learning disabilities) have suggested that learning rules helped them combat a spelling weakness. Many rules are very complicated, and may apply only to a very small number of words. Students with learning difficulties have the greatest problem remembering and applying spelling rules. It is best instead to teach these students effective strategies for learning new target words and for proofreading, rather than attempting to teach obscure rules that are unlikely to be remembered or understood.

### **.5. OBJECTIVES OF THE STUDY:**

1. To study the spelling efficiency of experimental group by pre and post test.
2. To study the spelling efficiency of controlled group by pre and post test.
3. To study the spelling efficiency of both experimental and controlled group by a pre-test.
4. To study the spelling efficiency of both experimental and controlled group by a post-test.

## **HYPOTHESIS OF THE STUDY:**

- H01: There will be no significant difference between the pre and post test for spelling efficiency of experimental group of class IX.
- H02: There will be no significant difference between the pre and post test for spelling efficiency of controlled group of class IX.
- H03: There will be no significant difference in the pre-test between spelling efficiency of experimental and controlled group.
- H04: There will be no significant difference in the post-test between the spelling efficiency of experimental and controlled group.

## **DELIMITATION OF THE STUDY:**

The present study has been delimited by keeping a view on time limit and available resources.

- The study is limited to High School Level only.
- The area is limited only at Govt. High Secondary Schools in Urban area of Bhopal.
- The present study is limited to short year period for the partial fulfillment of M. Ed. Degree for session 2018-2020.