



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS**

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THESIS TITLE:

“OBSERVATION OF THE SPELLING STRATEGY USED AS A CLASS EXERCISE TO IMPROVE THE LISTENING SKILL ON STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA FERNANDO DAQUILEMA IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2015-2016.”

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**CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL
UNIVERSIDAD NACIONAL DE CHIMBORAZO**

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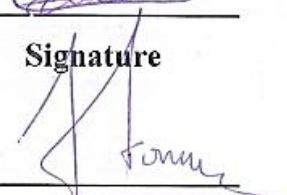
Work presented as a part of requirements to obtain the Degree of “Licenciatura en Ciencias de la Educación, profesor de Inglés.”

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“OBSERVATION OF THE SPELLING STRATEGY USED AS A CLASS EXERCISE TO IMPROVE THE LISTENING SKILL ON STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA FERNANDO DAQUILEMA IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2015-2016”

As well as the contents, ideas, analysis and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba, April 25, 2017.



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DEDICATORY

This thesis is dedicated to God, to my parents who gave me life and especially to my sons who have been my support. I thank to my best friend my mother, because she has always been there in good and bad moments. This work is dedicated to all my whole family who helped me in my difficulties. Thank you very much to my English teachers for sharing their knowledge and experiences.

Andrea Alexandra Donoso Cuenca.

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Andrea Alexandra Donoso Cuenca.

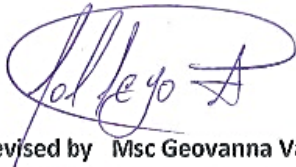
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SUMMARY

English curriculum has experimented a great transformation in the last years about the number of hours and contents, but the level of students continues being low, when they perform activities with every English macro skill, especially in listening, therefore they rarely can develop their English skills in real life situations and contexts, because the activities are only limited to spell isolated words without purpose and sense. The research belongs to a qualitative approach because it is based on the use of performing descriptions to analyze human behaviour, this study was carried out by using direct observation technique, the ethnographic method was used to describe and analyze the sociocultural environment of the population to collect data through observation. For the reasons presented before it was proposed the study entitled "OBSERVATION OF THE SPELLING STRATEGIES USED TO IMPROVE THE LISTENING SKILL IN STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT FERNANDO DAQUILEMA EDUCATIONAL UNIT", which aims to analyze how the spelling strategy is used when working with listening activities in order to suggest some strategies to face the identified problem. The strategy of spelling was chosen because it increases the possibility of students to accurately use the language.



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Language Center teacher

INTRODUCTION

In learning to spell, students progress along a developmental pathway until they can successfully integrate the four forms of spelling knowledge: phonological, visual, morphemic and etymological. Students who need additional support in spelling should be provided with a program that recognizes their current developmental level and builds an understanding of word patterns based on each of the four forms of spelling knowledge. Systematic teaching of spelling will involve initial teacher modelling of strategies, followed by guided and then independent practice. The teacher's role is to organize the examination of words in such a way that students understand how particular spelling features and patterns operate (Templeton & Morris, 1999).

Even with the changes that the English curriculum has experimented in the last years, the level of students continue being poor, when students perform activities with every English macro skill, especially in listening skill. For facing this problematic the teacher should use different strategies than those which are being used today; for instance it would be used the spelling strategy which foster the development of students' ability to connect letters their sounds, in consequence their ability to use English.

The Unidad Educativa "Fernando Daquilema" is located in Chimborazo province, in the city of Riobamba, which mission is "To give integral education for children and youth in the first, basic and upper levels to form bachelors in science, within a framework of loyalty to the institution, discipline and permanent practice of values." The population of this educational institution corresponds to 1287 students distributed in 850 women and 400 men, most of them from near areas, some live with their parents, others just with a member of the family such as: sister, brother, grandmother-father, because of the emigration process to other country due to the economic crisis of the country in the last decades; there are 55 teachers for different areas of knowledge and 4 English teachers, 11 administrators and 3 cleaning staff.

The problem identified is that unfortunately the teacher does not use the spelling strategy to improve the listening skill in students, therefore they rarely have the opportunity to

develop their English skills in real life situations and contexts. The teacher only limits this activity to spell isolated words without purpose and sense.

This topic was chosen because it enriches the field of Language Skills of teaching a foreign language using the spelling strategy to improve the listening skill in students.

This research was developed in order to analyse how the spelling strategy is used when working with listening activities in order to suggest some strategies to face the identified problematic. The strategy of spelling was chosen because it increases the possibility of students to accurately use the language.

The research belongs to the qualitative approach because it is based on the use of performing descriptions to analyse human behaviour, this study was carried out by using direct observation technique, the ethnographic method was used to describe and analyze the sociocultural environment of the population to collect data through observation.

The results reflected that the teacher does not use the spelling strategy to improve the listening skill in students, therefore they rarely have the opportunity to develop their English Skills in real life situations and contexts. The teacher only limits this activity to spell isolated words without any purpose and sense.

The importance of this investigation would be evidenced in the development of listening skills in students, as well as in the improvement of students' motivation and willingness to learn English, in consequence the learning process would be better and useful.

The purpose of this research was to analyze how the spelling strategy is used to improve the development of the listening skill with the students of 10th year of basic education at Unidad Educativa "Fernando Daquilema" in the Riobamba city, Chimborazo province, during the academic term 2016. This research was carried out performing some observations to regular English classes into the institution to the population mentioned before.

Bibliographic resources were taken from a series of selected documents to the investigation with the objective of collecting the most relevant and useful information to develop the theory sustaining of the research.

The present research has been organized in four chapters as follows:

Chapter I.- Contains the referential framework that covers the problem statement, objectives and justification of the problem, in which it is explained in detail the significance and the final target of the study.

Chapter II. - Contains the theoretical-scientific data of the research, an important factor that supports the analysis, discussion and interpretation of the obtained results.

Chapter III. – In this chapter it is explained how the research process was done, in other words, the design, type and level of the research, methodology and techniques used in the process of data collection, analysis and interpretation.

Chapter IV. - The conclusions and recommendations would be found in this stage. It contains the more important finding of the research obtained from the analysis and interpretation of the result

CHAPTER I

1. REFERENCIAL FRAMEWORK

1.1. PROBLEM RESEARCH

Spelling strategies are not been accurately used to improve the listening skill in students of 10th year of Basic Education at “Unidad Educativa Fernando Daquilema”

1.2. PROBLEM DEFINITION

The Unidad Educativa “Fernando Daquilema” is located in the in the city of Riobamba, it is a public institution which works in the morning and the afternoon. Its school population is about 1287 students distributed in 850 women and 400 men, some of them come from the city and the others from rural places. There are 55 teachers for different areas of knowledge and 4 English teachers, 11 administrators and 3 cleaning staff. The Students at 10th year of basic receive a total 8 hours a week divided in 2 hours daily and work with the English text that the Ministry of Education provides.

Even with all the changes that the English curriculum has experimented in the last years about the number of hours and contents, the level of students continue being low, when they perform activities with every English macro skill, especially in listening, therefore they rarely have the opportunity to develop their English skills in real life situations and contexts, because the activities are only limited to spell in isolation without purpose and sense.

Through some observations performed in the classroom during the researcher’s pre-professional practices, it was possible to identify that unfortunately, the teacher does not accurately use the spelling strategy to improve the listening skill in students, and therefore they rarely have the opportunity to develop their English skills in real life situations and contexts. The teacher only limits this activity to spell isolated words without purpose and sense. For the reason presented before, a diagnostic test to the 20 students of 10th year of Basic Education at Unidad Educativa “Fernando Daquilema” was applied in order to suggest some strategies to face the identified problem.

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

- To analyze how the spelling strategy is used to improve the development of the listening skill with the students of 10th year of basic education at Unidad Educativa “Fernando Daquilema” in the Riobamba city, Chimborazo province, during the academic term 2016.

1.3.2. SPECIFIC OBJECTIVES

- To identify the problems that affect the spelling exercises in the classroom at 10th year of basic education at “Unidad Educativa Fernando Daquilema”
- To relate the identified problems with the scientific data, to critically determine the effectiveness of the application of the spelling strategy.
- To suggest some strategies to improve the use of the spelling strategies with students participating in the study.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND

At Universidad Nacional de Chimborazo there is not any research similar to the present, but around the world, there are some related works which were the theoretical base of this study; for instance: “Writing and Spelling Strategies: Assisting students who have additional learning support needs”, by Smith (2006; p. 153), who affirms that, “In learning to spell, students progress along a developmental pathway until they can successfully integrate the four forms of spelling knowledge: phonological, visual, morphemic and etymological.

2.2 THEORETICAL FOUNDATION

2.1.1 SPELLING

According to Reed, D. (2012) at times, spelling has been marginalized in education, presumably because teachers either place more importance on other reading and writing skills or believe that the English language spelling system is too irregular and unpredictable to make instruction profitable. Recommendations for providing effective reading instruction include components of spelling such as spelling-sound relationships, the orthographic system, and morphological components of words.

Proficiency in spelling actually supports reading (Moats, 2005/2006). Accurate spelling reflects more advanced linguistic knowledge because it requires the integration of phonological, orthographic, and morphological knowledge (Ehri, 2000).

New learners often try to memorize a spelling activity as if it were a must do letter string. Made up strings are terribly hard to remember, for example: think how long takes to memorize an ID number, and then imagine trying to learn 90.000 ID numbers, because this is the estimated number of words in printed school English. Some strategies helps the students focus on the pronunciation of a word before seeing its spelling.

This helps the student understand that spelling is a meaning full map of the pronunciation. When spellings are understood as pronunciation maps, they are much easier to remember.

2.1.2 THE IMPORTANCE OF SPELLING

Learning to spell helps to the connection between the letters and their sounds, and learning high-frequency "sight words" to mastery level improves both reading and writing. Joshi, Treiman, Carreker and Moats describe this connection: "The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely he or she is to recognize it, spell it, define it, and use it appropriately in speech and writing." They also note, "The major goal of the English writing system is not merely to ensure accurate pronunciation of the written word it is to convey meaning. (Jones, 2009).

2.1.3 SPELLING STRATEGIES

According to Murray B. (1999) when, young students are introduced into a new Language in this case English. Teaching a spelling strategy is usually considered as a memorize sequence of letters that they promptly forget once the activity is over. Learn about a method for teaching kids spelling words is better to engage them on the sequence of sounds in words first.

A spelling strategy is a means for a student to retrieve an accurate spelling choice using a method compatible with their learning style.

The student should always choose their own strategy but this can only be done when they are aware of the different options. Effective spelling strategies enable the student to retain the sequential look, shape, sound and feel of a word. Learning spelling requires effective memory strategies as well. Students need to be taught the different strategies of how to remember.

Some of them are:

- Using memory tricks,
- Seeing words within words,
- Using sayings and rhymes,
- Using syllable breakdown,

- Knowing common letter patterns,
- Understanding the history of words and spelling.

These strategies are useful for most of the spelling activities, for example, when working with homophones, which are words with the same sound, different meaning and spelling using memory tricks is so useful, and fun.

2.1.4 VISUAL SPELLING STRATEGIES

Spelling is primarily an auditory, not a visual skill although visualization strategies such as picturing the spelling word and spelling it backwards may have some short term benefit, there is any transfer to other spellings. Indeed, relying on visual memorization of each individual spelling word is highly inefficient.

About 30% of the phonetically irregular words can be taught by combining and applying the eight conventional spelling rules with the ten syllable rules. The remaining 20% require rote memorization. Unfortunately for beginning spellers, many of the most common words in the top 100 most frequently used words are derived from Old and Middle-English spellings. These irregular spellings live outside the law of the sound-spelling system. Some of these words are pure Outlaw Words, such as once, which derives from Old and Middle-English. Other words incorporate foreign word parts that may be phonetically regular in another language, but not in English.

Common single-syllable, such as once, should generally be memorized by repetitive practice. Old school games cards do the trick as do drill and kill software programs. Careful diagnosis makes sense. A good Spelling Assessment is just as important to use as Reading Assessment. After all, students should be learning what they do not know, not rehearsing what they do know. That's the word seems right? Does the word looks correct? Good spellers often try spelling a word several ways which mas looks correct. This is where the word banks given in the class or highlights on the workbooks come in. Each word Bank Focuses on one concept, such as the sound and helps build the student's visual memory of words realted to that particular concept. Visual memory is important when it comes to correctly using homophones, too, like pray and prey or tale and tail. Extensive reading and word games will also help students build visual memory. Introducing to the class this concept, it will make a remarkable change on the way that the students see the class. These days young learners are more demanding, they are always asking questions,

doubting about the general concepts. So as teacher is this interaction exercise should be the strength for a more enjoyable class. (PENNINTONG, 2016).

2.1.5 TECHNIQUES TO IMPROVE THE SPELLING IN ENGLISH LEARNERS

The use of a Dictionary: There is nothing wrong in using an English Dictionary in fact it is a great manner of getting satisfy not only on how a certain word is spell but also once you have opened the dictionary you might checked the meaning as well. The drawback is the student has to know which word to look for in the dictionary.

Practice writing down the word: Write down the word for several times. This may be enough to ensure you remember it.

Make a reminder: Write out the word on a post-it note and stick it on the English Notebook, this way the student will see the word, as many times he or she needs in order to focus on the shape of the word, how long or short is it. This technique is great to focus a certain pattern of the word.

Use the “Look, say, cover, write, check” method

This method has several steps:

- Write down the word.
- Look at it carefully.
- Say the word loud enough so that you can hear it.
- Cover up the word.
- Write the word again.
- Check the word with the original.
- If the word is incorrect, the student has to try again until is correct.

“Photograph” the word: Tell the student to look carefully at the word and take a “photograph” to with a real camera but in your mind. The student may be able to recall the “photograph “next time you want to spell the word.

Break Up the word into syllables: Split up a complicated word into syllabies and concentrate on spelling one syllable at a time.

Look for words with words: The student might be able to learn a long word by noticing that it contains one or more smaller words.

Make fun reminders: The class tries to make fun reminders, especially about words that were difficult to spell for the class. These words even the class already knows, they need to be checked due to the nonsense rhymes or sentences.

Sound out silent letters: The students should review words with silent letters by sounding out the silent letters and making the words sound silly.

Trace the letters: The students have to try to trace over the letters in a word with their fingers.

Make the word: Make the word using plastiline, form it form wooden letters or “Scrabble” tile, or print it with an alphabet stamp and ink pads.

Highlight the hard bits: Highlight the hard bits of words to draw the student’s attention to them the students could underline them or write them in a different color.

Say the letters or sounds: Students must look at the word and read aloud, one letter at a time. The student chooses whether it is more helpful to say the name of the letter or the sounds.

For groups of similar words: The students can find themselves making mistakes with similar word. If so, one of the following ideas may help. (Nunan, 2009)

2.1.6 COMMON SPELLING MISTAKES IN IELTS

Spelling is huge concern for IELTS students. Writing scores are 25% determined by vocabulary, which includes spelling accuracy. Too many spelling mistakes can also seriously bring down your score in IELTS Listening. (IELTS Academic, 2012)

The next list of common IELTS spelling mistakes includes some of the words most likely to appear in the test.

Single and double consonants.- Spelling mistakes are common when single or double consonants occur nearby in a word.

- A single consonant is followed by a double consonant:

Across, Process, Harass, Disappoint, Recommend, Tomorrow, Professor, Necessary

- A double consonant is followed by a single consonant:

Parallel, Apparent, Exaggerate, Occasion, Occur (but Occurred), Commit (but Committed)

Some common words with two pairs of consonants:

Success, Possess, Access, Assess, Address, Accommodation, Embarrass, Millennium

Weak vowel sounds.- Some words are difficult to spell because they contain the schwa or [ə], a weak vowel sound. It is almost impossible to know how to spell such words from their sound alone.

- Words containing more than one schwa include:

Separate (adj.), Definite, Desperate, Temperature, Literature, General, Relevant, Category

- Other problematic schwa words include:

Describe, Decline, Despite; but Dispute, Discrete, Display

Capable, Achievable, Understandable; but Possible, Visible, Accessible

Performance, Attendance, Ignorance; but Independence, Sentence, Existence

- Sometimes the schwa sound conceals a barely-pronounced [r]:

Opportunity, Pursue, Persuade, Surprise

Changes of spelling when words change form.- A consonant can change when a noun becomes an adjective:

Benefit > Beneficial; Influence > Influential; Circumstance > Circumstantial

A vowel can change or be lost when a verb becomes a noun:

Maintain > Maintenance; Pronounce > Pronunciation, Argue > Argument

A vowel may double when a noun becomes a verb:

Success > Succeed; Excess > Exceed; Process > Proceed

A final consonant is often doubled when a verb changes form:

Occur > Occurred; Refer > Referred; Begin > Beginning

Silent letters in consonant clusters

[nm] in Environment, Government

[nm] in Column, Autumn

[sc] in Science, Conscious, Discipline, Fascinate, Ascend, Descend

[xc] in Excite, Exceed, Exception, Excellent, Excited

[dg] in Knowledge, Acknowledge (but just [g] in Privilege, Oblige)

[th] clusters in ordinals: Eighth, Twelfth, Hundredth

Pairs of frequently confused spellings in IELTS

Till ≠ Until (not *untill)

Lose ≠ Loose (one is a verb; the other is an adjective)

Affect ≠ Effect (one is a common verb; the other is its noun form)

Forth ≠ Fourth (one means ‘forward’; the other means ‘number four’)

Fourth but Forty (not *fourty)

High but Height (not *hight)

Great but Grateful (not *greatful)

Precede ≠ Proceed (one means ‘go before’; the other means ‘go ahead’)

Principle ≠ Principal (one means ‘truth’; the other means ‘main’)

Site ≠ Sight (one is a place; the other is something to see, as in sightseeing not *sitieseeing)

Copywriter ≠ Copyright (one writes advertising; the other means ‘intellectual property’)

2.1.7 SPELLING STRATEGIES TO IMPROVE THE LISTENING SKILL

Spelling Dictation is a great tool for improving the listening skill because it allows learners to concentrate on the writing and spelling process without having to compose original sentences.

Use the following strategies to help students improve their listening skill:

- Spelling dictation should be done to practice newly learned words in context
- Spelling dictation should foster the review of old spelling words in a meaningful way
- Dictate a phrase or sentence
- Make students repeat the phrase or sentence
- Make students write the phrase or sentence
- Make students proofread the mistakes they made

2.1.8 ADVANTAGES OF SPELLING TO STUDENTS AND TEACHERS

Spelling not only provides a valuable educational experience for students, but also allows them to engage in healthy competition. There are many other benefits from this fun activity:

Learning Grammar

Spelling does not merely involve rote learning of words. Rather, is a comprehensive learning process that allows children to learn the definition, pronunciation, and roots of the words.

Enhancing Vocabulary

The valuable learning outcome of spelling results in the students gaining competency over vocabulary and this allows them to excel at listening, reading and writing. The ability to understand more words will allow learners to become literate and enjoy reading an extensive range of material.

Competitive Spirit

Spelling allows individuals to compete in a supportive environment. The brain activity and excitement that goes with spelling is just as stimulating as a physical competition, which means that the whole competition can pump up the adrenaline of the contestants and the audience alike. A friendly rivalry is created and students are encouraged to interact with fellow participants and cultivate friendships.

Greater Knowledge

Learning words can get students interested in tracing the origin of a word and its etymology. This information will greatly enhance the knowledge base of learners, even at a very young age, and motivate them to develop a keen interest in learning new words.

Cognitive Skills

Spelling allows students to develop a range of cognitive skills including the ability to handle pressure. The learning process accompanying the spelling is likely to enhance learners' memory and allow them to develop better learning skills, which can prove to be highly beneficial during higher education.

Confidence

Students' confidence level is usually boosted after entering into such competitions. Spelling helps them gain the confidence they need to speak in public and accept their mistakes, while also getting the applause their hard work deserves.

DEFINITION OF KEY TERMS

STRATEGY.- The process of planning and marshaling resources for their most efficient and effective use.

IMPROVE.- Act of enhancing or making better in terms of quality, value or usefulness.

SPELL.- A spoken word or form of words exposed in oral or written.

TECHNIQUE: A systematic procedure, formula or routine by which a task is accomplished.

RULE: An issue that must be considered when using the language

MEANING: The contextual significance of an utterance

OBSERVATION: An act or instance of regarding attentively or watching.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is **descriptive** with a **qualitative** approach because, it broadly analyse how the spelling strategy is used when working with listening activities in order to suggest some strategies to face the identified problematic based on the gathered information obtained by the application of a test to the students of 10th year of Basic Education at Unidad Educativa “Fernando Daquilema”. It was used the **ethnographic** method which helped to describe what is happening in this educational context. Moreover, the **hermeneutic** method was used for the collection and interpretation of bibliography to build up the theoretical framework and to scientifically analyze the empirical data obtained in the research process.

3.2. TYPE OF RESEARCH

Qualitative.- When working with social sciences like education, psychology, anthropology, etc., researches are interested in studying human behavior and the social world inhabited by human beings, found increasing difficulty in trying to explain human behavior in quantifiable, measurable terms. Qualitative research attempts to broaden and or deepen our understanding of how things came to be the way they are in our social world.

This is a qualitative research because it:

- Tends to focus on how people or groups of people can have (somewhat) different ways of looking at reality (usually social or psychological reality)
- Takes account of complexity by incorporating the real-world context – can take different perspectives on board.
- Focuses on reports of experience or on data, which cannot be adequately expressed numerically.
- Focuses on description and interpretation.

3.3. LEVELS OF RESEARCH

This is an exploratory and descriptive research.

Exploratory research.- with the collected information (scientific and empirical), it was possible to understand the problem, as well as; analyse how the spelling strategy is used when working with listening activities, to at the end establish conclusions and set some suggestions.

Descriptive research.- it helped to analyze and explain the research problem from a scientific approach.

3.4 POPULATION AND SAMPLE

The proposed research took place at Unidad Educativa “Fernando Daquilema” located in the city of Riobamba, in Chimborazo province, with students of 10th year of Basic Education, The population was constituted by 20 students and 1 teacher.

This population was chosen due to experiences lived by the researcher during her pre-professional practices, where it was identified that the students have many spelling problems when working with listening activities. Furthermore, the teaching-learning process was passive; students rarely have the opportunity to develop their English skills in real life situations and contexts. The teacher only limits this activity to spell isolated words without purpose and sense.

3.5 PROCEDURE

To proceed with this research, four phases were considered:

Preparatory phase. First it was considered the area of study, in which the problem fits, getting as a result the Languages Skills area, because, in learning to spell students are engaged on a developmental pathway where they integrate the four forms of spelling knowledge: phonological, visual, morphemic and etymological. Which was selected during the pre-professional practices in the last semester of the major. While carrying out the practicing period, noticed that the teacher does not use the spelling strategy to improve the listening skill in students, therefore they rarely have the opportunity to develop their English skills in real life situations and contexts. The teacher only limits this activity to spell isolated words without purpose and sense.

To establish the problem definition three levels were taken into account: macro, meso and micro. First in micro level the scenery was chosen it is the Unidad Educativa “Fernando Daquilema” located in the city of Riobamba in Chimborazo province. Second the research was carried out with 10th year of Basic Education specifically, considered as the meso level of the research. Finally, the problem was defined at micro level, which is that teacher does not accurately use the spelling strategy to improve the listening skill in students, therefore they rarely have the opportunity to develop their English skills in real life situations and contexts. The teacher only limits this activity to spell isolated words without purpose and sense.

The macro level was gathered through interviews to the general authorities. The information at meso level was collected through surveys to students. Among the seven qualitative methods the ethnographic and hermeneutic were selected.

The Unidad Educativa “Fernando Daquilema” is an institution with vision and social commitment always looking for implementing new techniques in benefit of its students.

This study is into the Language Skills area, reason why for collecting the information the researcher had access to carry out this research because of its permission to perform her pre-professional practices into this institution. The headmaster gave the authorization and support to apply the corresponding instrument into the classroom. There was the necessary support from every one of the members at Unidad Educativa “Fernando Daquilema” to reach the success during this research.

The contact with every one of the participants was face to face. Having the opportunity to talk with the English teacher about the main objective of this study and asking for her help. At the beginning of the project a descriptive observation was developed, the institution as a great scenery was observed with each one of the things involved on it, it means infrastructure, teacher's staff, students, technology, and curriculum, to carry out this part, an interview was used with the aim to get the necessary information about this institution. After that 10th year of Basic Education was found out to know specific aspects about the students.

3.6. Work Field

Upon completion of the first observation guide draft, had to correct some minor alterations on wording based on discussion with my tutor, nevertheless getting at the end the necessary agreement to continue with the next part.

The data was obtained through observation, the instrument was a diagnostic test developed considering the most common spelling mistakes students from an EFL context have, it is based on nine criteria which are directly read from the theoretical framework; it was applied to the population of this study.

To obtain the authorization was necessary to talk with the headmaster of the institution who gave the permission and support to apply the corresponding instrument into the classroom. There was the necessary support from every one of the members at Unidad Educativa "Fernando Daquilema" to reach the success during this research.

The contact with every one of the participants was face to face. Having the opportunity to talk with the English teacher about the main objective of this study and asking about her help in order to observe her performance during a class and the activities related with spelling strategy used as a class exercise to improve listening skill into the classroom with her students. Therefore with her approval I introduced myself and started the activity. My participation was non-active.

The aspects specifically observed were related with the spelling strategy used as a class exercise to improve listening skill such as: words with single and double consonants, words with two pair of consonants and effective strategies to improve the use of the spelling, were some of the aspects carefully observed during classes. Some other

information like type of school, number of students, where they come from, number of teachers, and professional background were investigated in order to have a perfect background of the place of research.

The results reflected that the teacher does not use the spelling strategy to improve the listening skill in students, therefore they rarely have the opportunity to develop their English Skills in real life situations and contexts. The teacher only limits this activity to spell isolated words without any purpose and sense.

The information was gathered from observing the English class when the teacher planned to work the spelling strategy to improve listening skill. The researcher attended the class and used a diagnostic test, which was applied to the population during this period in order to obtain meaningful information about the spelling strategy to improve listening skill. Once the instrument was applied and completed, the researcher left the institution and thank for all the cooperation and support in each one of the research steps. Then all the information collected was critically analyzed, after that the description of the obtained results was done, at that time, the results were analyzed and interpreted based on the theoretical framework giving as a result the conclusions and recommendations of this investigation.

The sources used for this research were taken from of a series of selected documents, online information and some experiences of professional in the area of the investigation with the objective of collecting the most relevant and useful information to develop the theory sustaining the research.

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1. Techniques

Diagnosis: It was applied to students at 10th year of Basic Education at Unidad Educativa “Ferenando Daquilema”, with the purpose of identifying the principal problems they have when performing spelling activities through listening.

Instrument

Diagnostic test: it was developed considering the most common spelling mistakes students from an EFL context have, it is based on nine criteria which are directly the reading from the theoretical framework; it was applied to the population of this study.

3.6. DATA PROCESSING AND ANALYSIS TECHNIQUES

- Critical analysis of the information obtained in the diagnostic phase
- Description of the obtained results
- Results analysis and interpretation based on the theoretical framework
- Conclusions and recommendations

CHAPTER IV

3 DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS

After de application of the diagnostic test, it was noticed that most of the students have problems when working with listening activities, and it was identified that the problem persist when they work in writing. These problems are reflected mostly when students have to apply some spelling rules, for instance when they have to double the consonant, when the teacher pronounces words that contain any weak vowel sound, or in the case that the spelling changes when a word becomes a different part of the speech.

The diagnostic process took place at Unidad Educativa "Fernando Daquilema", it was applied to students at 10th year of Basic Education in a regular English class, considering specific factors to be observed, bearing in mind the general and specific objectives and the theoretical framework of the research as well.

This study accomplished the following result:

4.1.1. DATA ANALYSIS AND INTERPRETATION OF RESULTS

At times, spelling has been marginalized in education, presumably because teachers either place more importance on other skills or believe that the English language spelling system is too irregular and unpredictable to make instruction profitable. Recommendations for providing effective instruction include components of spelling such as spelling-sound relationships, the orthographic system, and morphological components of words.

Accurate spelling reflects more advanced linguistic knowledge, because it requires the integration of phonological, orthographic, and morphological knowledge (Ehri, 2000).

With this support, the results obtained in this study are presented as follows.

4.1.1. INTERPRETATION OF RESULTS

Table 1.

Interpretation of Results

OBJECTIVES	ITEMS	ANALYSIS	INTERPRETATION	CONTRAST WITH THEORY
<p>1. To identify the problems that affect the spelling exercises in the classroom at 10th year of basic education at “Unidad Educativa Fernando Daquilema”</p>	<p>Words with Single and double consonants</p>	<p>Most of the students showed problems distinguishing the word sounds, except for “tomorrow”; they wrote the words proposed using just one consonant.</p>	<p>With the presented results, it is possible to state that the spelling problems that the population have are serious. The factors affecting this would be the influence of the mother tongue, the lack of vocabulary and the lack of practice correlating spelling and pronunciation where the students can integrate this knowledge and develop their ability to correctly write English words immediately after they listen these patterns.</p>	<p>Spelling mistakes are common when single or double consonants occur nearby in a word.</p> <ul style="list-style-type: none"> • A single consonant is followed by a double consonant: <p>Across, Process, Harass, Disappoint, Recommend, Tomorrow, Professor, Necessary</p> <ul style="list-style-type: none"> • A double consonant is followed by a single

2. To relate the identified problems with the scientific data, to critically determine the effectiveness of the application of the spelling strategy				consonant: Parallel, Apparent, Exaggerate, Occasion, Occur (but Occurred), Commit (but Committed)
	Words with two pair of consonants	The reality was similar to the previous, the students did not use the double consonant of the words, they simply write what they listened.	The students are not familiarized with these kind of words, in their mother language they do not have to double consonants or vowels and what they listen is exactly what they write.	Some common words with two pairs of consonants: Success, Possess, Access, Assess, Address, Accommodation, Embarrass, Millennium
	Words with weak vowel sounds	The students were not able to identify the weak	The fact that English is a completely different language to Ecuadorean students is reflected in this study; they	Some words are difficult to spell because they contain the schwa or [ə], a weak vowel

		<p>sounds in the presented words, so they continue writing what they supposed to listen.</p>	<p>have many difficulties when a word with weak vowels is pronounced, that is why the result reflected that if students do not listen a vowel they simple do not write it, and just write they supposed to listen.</p>	<p>sound. It is almost impossible to know how to spell such words from their sound alone.</p> <ul style="list-style-type: none"> • Words containing more than one schwa include: <p>Separate (adj.), Definite, Desperate, Temperature, Literature, General, Relevant, Category</p> <ul style="list-style-type: none"> • Other problematic schwa words include: <p>Describe, Decline, Despite; but Dispute, Discrete, Display</p> <p>Capable, Achievable, Understandable; but Possible, Visible, Accessible</p>
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				<p>Performance, Attendance, Ignorance; but Independence, Sentence, Existence</p> <ul style="list-style-type: none"> • Sometimes the schwa sound conceals a barely-pronounced [r]: <p>Opportunity, Pursue, Persuade, Surpriseñ.</p>
	<p>Change of spelling when words change form</p>	<p>With these kind of words, the problems increased a lot, because they used the same consonant for all of the pair of words presented. E.g. Benefit</p>	<p>As it is described in the results, the students have more problem from this criteria, and also it is possible to say that the problematic studied in this research has other causes instead of listening; it is consider that the real problem is the poor knowledge about spelling rules, so; if students know those rules they could be able to write what they listen, putting immediately in practice what they know.</p>	<p>A consonant can change when a noun becomes an adjective:</p> <p>Benefit > Beneficial; Influence > Influential; Circumstance > Circumstantial</p>

		- beneficial + beneficial		
A vowel change or is lost when a verb becomes a noun	The students have the same problem as explained before because they consider the words may be written in the same way both of them.	It is necessary to insist that the problem is not related with the students' competence to listen, if they knew the spelling rules they may write the words correctly; so in consequence, this fact would benefit the students' ability to listen and write.	Maintain > Maintenance; Pronounce > Pronunciation, Argue > Argument	
Double vowel when a noun becomes a verb	The problem persisted in this criterion too, when students have to change a noun for a verb they did not doubled the	It may sound redundant when arguing that the problem is derived from the students' lack of knowledge about spelling rules and not from listening, in Spanish there is not cases in which the students have to double any vowel but in English they have to; therefore the importance of knowing the spelling	Success > Succeed; Excess > Exceed; Process > Proceed	

		vowel.	rules is now more evident.	
	Final double consonant when a verb changes form	The students did not consider the rule for the cases it must be doubled the last consonant, they wrote the word just with one.	Similar to what was said before, in Spanish there are not these kind of words, in consequence teachers should put more emphasis in learning spelling rules and then practice listening. Knowing exactly what to write when performing listening activities would mean students' improvement in this area.	Occur > Occurred; Refer > Referred; Begin > Beginning
	Silent letters in consonant clusters	In this case the students omit the consonant they did not listen, for example instead of writing Science they wrote Sience .	The reality of Spanish speakers affects considerably their ability to listen and write, in Spanish; it is pronounced all of the words but in English in some cases not, that is why the students participating in this study tended to write what they listen instead of the correct word.	[nm] in Environment, Government [nm] in Column, Autumn [sc] in Science, Conscious, Discipline, Fascinate, Ascend, Descend [xc] in Excite, Exceed, Exception, Excellent, Excited

				<p>[dg] in Knowledge, Acknowledge (but just [g] in Privilege, Oblige)</p> <p>[th] clusters in ordinals: Eighth, Twelfth, Hundredth</p>
	<p>Pair of frequently confused spelling words</p>	<p>The students followed the same pattern they know, forgetting that not always it is possible to do.</p>	<p>Furthermore, the problems described before there appear another, which has to do with the words pronounced similarly both in English. In this language, there exist patterns which would be followed to conduct words from the same quality, for instance when writing numbers fourteen, sixteen, seventeen, eighteen, nineteen, when writing forty we have to omit the vowel U but students do not know this rule.</p>	<p>Till ≠ Until (not *untill)</p> <p>Lose ≠ Loose (one is a verb; the other is an adjective)</p> <p>Affect ≠ Effect (one is a common verb; the other is its noun form)</p> <p>Forth ≠ Fourth (one means ‘forward’; the other means ‘number four’)</p> <p>Fourth but Forty (not *fourty)</p> <p>High but Height (not *hight)</p>

				<p>Great but Grateful (not *greatful)</p> <p>Precede ≠ Proceed (one means 'go before'; the other means 'go ahead')</p> <p>Principle ≠ Principal (one means 'truth'; the other means 'main')</p> <p>Site ≠ Sight (one is a place; the other is something to see, as in sightseeing not *siteseeing)</p> <p>Copywriter ≠ Copyright (one writes advertising; the other means 'intellectual property')</p>
3. To suggest some strategies to improve the use of the spelling	Effective strategies to improve the use of the spelling.	More than a listening problem it was detected that it is a	The teacher should put more emphasis in practicing the spelling rules and then practice listening, if students know the correct spelling of a word the can listen	Effective spelling strategies enable the student to retain the sequential look, shape, sound and feel of a word. Learning

<p>strategies with students participating in the study.</p>		<p>problem of lack of knowledge about grammar rules and how they have to be applied in different contexts.</p>	<p>and write it accurately. This fact would mean improvement in listening and writing skills; in consequence, the teaching learning process would be better and the academic goals and students objectives may be accomplished.</p>	<p>spelling requires effective memory strategies as well. Students need to be taught the different strategies of how to remember.</p> <p>Some of them are:</p> <ul style="list-style-type: none"> • Using memory tricks, • Seeing words within words, • Using sayings and rhymes, • Using syllable breakdown, • Knowing common letter patterns, • Understanding the history of words and spelling.
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By: Andrea Donoso

Source: Gathered information in the process of investigation

The results reflected that the spelling problems the population have are serious, most of the students can not distinguish or relate the word sound with its spelling; the factors affecting this would be the influence of the mother tongue, the lack of vocabulary and the lack of practice.

The results demonstrated that students are not familiarized with English words which have double consonants or vowels, this fact represent a big problem at the time of performing listening activities, because students write exactly what they listen, as it is done in their mother tongue, making most of the time a lot of mistakes. In consequence, it is considered that for working on the listening skill, first the teacher should explain the spelling rules.

The fact that English is a completely different language to Ecuadorian students is reflected in this study; they have many difficulties when a word with weak vowels is pronounced; for instance, if students do not listen a vowel they simple do not write it, and just write what they supposed to listen. The reality of Spanish speakers affects considerably their ability to listen and write; in Spanish, it is pronounced all of the words but in English in some cases not, that is why the students participating in this study tended to write what they listen instead of the correct word.

For concluding, it is possible to say that the problematic studied in this research has other causes instead of listening; it is consider that the real problem is the poor knowledge about spelling rules, so; if students know those rules they could be able to write what they listen, putting immediately in practice what they know.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS.

- The spelling problems that the students have are very serious and the factors affecting this would be the influence of the mother tongue, the lack of vocabulary and the lack of practice correlating spelling and pronunciation.
- The spelling activities used by the teacher are not applied accurately, because from the theoretical contrast it was reflected that some characteristics of spelling strategies are omitted, in consequence the learning objectives are not successfully accomplished.
- If students know the correct spelling of a word they can listen and write it accurately, this fact would mean improvement in listening skill in consequence, the teaching learning process would be better and the academic goals and students objectives may be accomplished through the use of some of the following strategies: **Make a reminder, “look, say, cover, write and check” method, make fun reminders and highlight the hard bits.**

5.2 RECOMMENDATIONS

- It is recommended to practice correlating spelling and pronunciation to integrate students' knowledge and develop their ability to correctly write English words immediately after they listen these patterns.
- It is necessary that teacher applies spelling activities accurately with students to be able to write what they listen, putting immediately in practice what they know.
- The teacher should put more emphasis in practicing strategies like: **Make a reminder, “look, say, cover, write and check” method, make fun reminders and highlight the hard bits**, with students to know the correct spelling of a word and to listen and write it accurately.

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5.3 ANNEXES

ANNEX 1: Diagnostic Test (Researcher's instrument)



UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

English Diagnostic Test

RESEARCHER'S INSTRUMENT

The present diagnostic instrument was developed considering the most common spelling mistakes students from an EFL context have, it is based on 9 criteria which are directly derived from the theoretical framework. It will be applied to students at Décimo Año de Educación General Básica of Unidad Educativa Fernando Daquilema, with the purpose of identifying the principal problems they have when performing spelling activities through listening.

Date: _____

INSTRUCTIONS

Write in the following lines the words you listen. Each one is going to be repeated twice.

1. Single and double consonants

Recommend	Tomorrow	Professor	Necessary
Parallel	Apparent	Exaggerate	Occasion

2. Some common words with two pairs of consonants:

Possess Access Address Millennium

3. Weak vowel sounds [ə]

Desperate Temperature Performance Attendance

4. Changes of spelling when words change form

Benefit Beneficial Influence Influential
Circumstance Circumstantial

5. A vowel can change or be lost when a verb becomes a noun:

Maintain Maintenance Pronounce Pronunciation

Argue Argument

6. A vowel may double when a noun becomes a verb:

Success Succeed Excess Exceed

Process Proceed

7. A final consonant is often doubled when a verb changes form:

Occur Occurred Refer Referred

Begin Beginning

8. Silent letters in consonant clusters

[nm] Government

[nm] Column

[sc] Science

[xc] Excellent

[dg] Knowledge

[th] Twelfth

9. Pairs of frequently confused spellings words

Lose	Loose	Forty	Fourteen
Great	Grateful	Principle	Principal

THANKS FOR YOUR HELP

ANNEX 2: Diagnostic Test (Student's instrument)



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS**

CARRERA DE IDIOMAS

English Diagnostic Test

STUDENTS' INSTRUMENT

The present diagnostic instrument was developed considering the most common spelling mistakes students from an EFL context have, it is based on 9 criteria which are directly derived from the theoretical framework. It will be applied to students at Décimo Año de Educación General Básica of Unidad Educativa Fernando Daquilema, with the purpose of identifying the principal problems they have when performing spelling activities through listening.

Date: _____

INSTRUCTIONS

Write in the following lines the words you listen. Each one is going to be repeated twice.

1. Single and double consonants

2. Some common words with two pairs of consonants:

3. Weak vowel sounds [ə]

4. Changes of spelling when words change form

5. A vowel can change or be lost when a verb becomes a noun:

6. A vowel may double when a noun becomes a verb:

7. A final consonant is often doubled when a verb changes form:

8. Silent letters in consonant clusters

9. Pairs of frequently confused spellings words

THANKS FOR YOUR HELP

ANNEX 4: Photos

