

UNIVERSITY OF EDUCATION, WINNEBA

**POOR WORD RECOGNITION AND SPELLING SKILLS AMONG BASIC
THREE PUPILS OF KPERIGA D/A PRIMARY SCHOOL WALEWALE**




2018

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THREE PUPILS OF KPERIGA D/A PRIMARY SCHOOL WALEWALE**

ISSIFU SUMANI

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**A DISSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS,
FACULTY OF FOREIGN LANGUAGES EDUCATION AND
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FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
MASTER OF EDUCATION DEGREE IN TEACHING ENGLISH AS A
SECOND LANGUAGE**

2018

DECLARATION

STUDENT'S DECLARATION

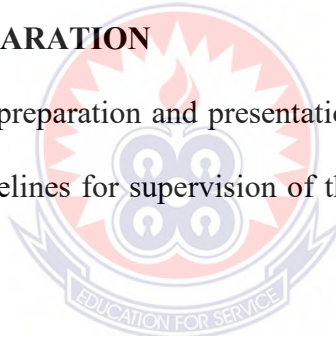
I, ISSIFU SUMANI declare that this thesis with the exception of quotations and references contained in published works which have all been duly acknowledged, is my original work, and it has not been submitted, either in part or whole for, for another degree elsewhere.

SIGNATURE.....

DATE

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis laid down by the University of Education, Winneba.



DR. KWAKU OFORI

SIGNATURE.....

DATE.....

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My most sincere gratitude goes to Dr. Kwaku Ofori, my supervisor, for the fatherly suggestions, comments and corrections which contributed to the success of this research.

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DEDICATION

I dedicate this work to my lovely parents Mr. And Mrs. Sumani and to all my siblings and friends.



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ABSTRACT

This research was designed to help basic three pupils of Kperiga D /A Primary School in the West Mamprusi Municipality-Walewale through the use of phonemes to improve upon their word recognition and spelling skills. The qualitative research design was used to guide the study. The sample size was made up of forty-eight (48) pupils. Pre-test and post-test were used together with intervention activities to collect data for this research. After the intervention it was found that pupils exhibited higher performance. That is an improvement in recognizing and pronouncing words correctly which in effect make pupils good readers. It was therefore recommended that activity oriented and teaching and learning materials should be used to bring about change of behavior of pupil in the class. This will increase the participation and performance of pupils and also enhance their knowledge in recognizing words and ability to spell and read correctly and fluently.



CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter deals with the background to the study, perceived problems, diagnosis (evidence and causes of the problem) statement of the problem, purpose, objectives, research questions, significance and definition of terms.

1.1 Background to the Study

The staff of Kperiga D /A Primary School consists of professional and un-trained teachers.

Spelling is part of the human communication process whereby thoughts are transmitted through the medium of written words. Spelling is one of the basics to progress in English Language learning especially when it comes to reading. A pupil whose spelling is poor will have a problem with vocabulary acquisition and sentence construction. The development of spelling in the early stages of language learning is essential for reading and developing vocabulary as well as sentence construction.

This is the reason why the researcher wants to find out how the problem of spelling and word identification can be solved among Basic three pupils of Kperiga D/A Primary School.

Spelling is the writing of a word or words with all the necessary letters presented in an accepted conventional order. It is one of the elements of orthography and prescriptive elements of language.

In 1998 Rhona Johnson and Joyce Watson reported in a study administered on three hundred Primary 1 pupils to determine the effectiveness of either the synthetic phonic or analytic phonic approach. At the end of 16 weeks the reading and spelling skills of pupils on the synthetic phonics instruction were seven months above their chronological age than pupils who took the analytic phonics instruction. The researchers found the synthetic phonic approach very effective since reading and spelling skills of pupils increased. The likely reason they say is that, in learning, to recognize and blend sounds earlier the pupils are able to apply this procedure to decode unfamiliar words they come across.

Phonemic awareness helps pupils to learn how to spell and read. It can be explicitly taught. Pupils who had phonemic awareness find it easier to spell and that is why teachers teach it. It appears that spelling a word may be a more difficult task than reading a word. Spelling requires concentration on each letter. Children who lack phonetic attach skills in reading may not be able to spell correctly because of their weakness in phonetic skills.

It is easier for pupils to spell when they are able to say one syllable at a time. It is necessary for pupils to recognize syllables in words since it is an easy concept to teach. Syllable is a unit of spoken language that consists of one or more vowel alone, a syllabic consonant alone, or any of these with one or more consonant sounds according to *Encarta Dictionary* 2009.

I observed that basic three (3) of Kperiga D/A primary school pupils has problem with word recognition and spelling skills.

I became interested in pupils who have difficulty in spelling words correctly during my one month study at Kperiga D/A primary school. I decided to undertake this study with the hope of using interventions and strategies to help pupils overcome the problems. It is believed that spelling mistakes contributed a lot to wrong pronunciation of words which leads to poor vocabulary skills and poor performance of pupils in examinations. A resourceful teacher can exploit the advantages of spelling strategies to enhance teaching and learning of spelling. It is therefore vital to examine some of the ways and strategies that can be used to facilitate the spelling of Kperiga D/A primary pupils. This will enable teachers to make appropriate and increased use of spelling rules activities in the classroom to address pupils spelling difficulties.

1.2 Perceived Problem

Basic three (3) pupils of Kperiga D/A primary school are unable to spell and identify words correctly.



1.3 Diagnosis

I discovered that about 60% of the pupils in Basic three (3) of Kperiga D/A primary school could neither spell words (two – four letter words) correctly nor identify words written on the chalkboard during the reading lesson.

a) Evidence

The places of evidence were identified through the following:

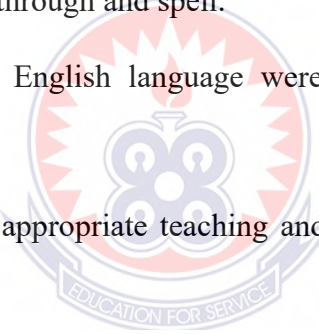
- 70% (percent) of pupils scored below average in spelling and dictation exercises in class

- Observation –50% of Pupils’ facial expression indicates their lack of understanding in the lesson and could not identify words.
- 55% of pupils could not take active part during spelling exercises.
- 65% of pupils were not familiar with the phonemes of English Language.

b) Causes of the Problem

The causes of the problem were identified as follows:

- Identification of disyllabic words pronunciation and spellings are problems because of the use of inappropriate teaching methods.
- The use of “traditional method” by teachers – listing words on the chalkboard for pupils to read through and spell.
- The phonemes of English language were not taught effectively from the beginning.
- Inadequate use of appropriate teaching and learning materials to explain the concept.



1.4 Statement of the Problem

Poor word recognition and spelling is the foundation for reading of all the classroom activities. Basic Three (3) pupils of Kperiga D/A primary school had difficulties in spelling and word identifications.

1.5 Scope of the Study

There are forty-eight (48) pupils at Kperiga D/A Primary 3. The boys are twenty-two (22) and the girls are twenty-six (26) in number. The researcher intends to tackle the poor word recognition and spelling skills of Kperiga D /A Primary School.

1.6 The Purpose of the Study

Word recognition and spelling play a very vital role in as much as reading is concern. The purpose of the research study is to assist Basic three pupils of Kperiga D/A primary school to improve upon their word recognition and spelling skills.

1.7 Objectives of the Study

The objectives of this research work are based on the poor word recognition and spelling skills. The work therefore seeks to:

The objectives of the study are as follows:

- Create phonemic awareness in pupils through spelling.
- Use letter and syllabic technique to help pupils to recognize words.
- Using letter tiles in teaching spelling and identification.

1.8 Research Questions

The following questions will guide the study.

- How will the creation of phonemic awareness help improve the spelling skills and word identification of pupils?
- How will the use of the syllabic technique help improve pupils spelling skills and word identification?
- How will the use of letter tildes in teaching pupils help improve the skills of spelling and word identification?

1.10 Significance of the Study

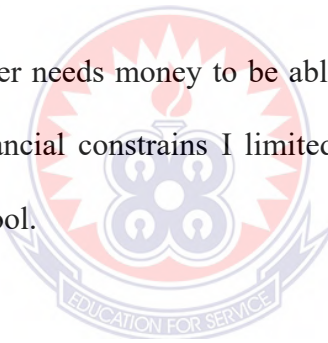
It is hoped that this study would put teachers of Kperiga D/A Primary School on the correct path to the teaching of spelling and word recognition. The findings of this

research could aid teachers of Kperiga D/A Primary School to apply the appropriate methods and materials in teaching of spelling and word recognition. A good method of teaching would ease pupils' difficulty in understanding spelling and word recognition. It would be beneficial to headteachers, supervisors and English Language tutors who may organize in-service training for teachers on spelling and word recognition. Furthermore, the study would provide curriculum developers, teachers and educators alternative methods that could yield better results.

1.11 Limitation of the Study

This research is limited to Kperiga D/A Primary School. One of the major reason is the time constrain for my work that I cannot cover schools outside the village.

Additionally, the researcher needs money to be able to carried out effective research work, but because of financial constrains I limited myself to the Basic 3 pupils of Kperiga D/A Primary school.



1.13 Hypothesis

If pupils are able to master spelling and word identification properly they will develop interest in reading. They will find reading a source of knowledge and pleasure.

1.14 Organization of the Study

This study has been divided into five interrelated chapters.

The first chapter talks about an introduction to the study, overview, background of the study, perceived problem, diagnosis, evidence, causes of the problem statement of the problem, the purpose of the study, objectives of the study, research question and significance of the study.

The second chapter looks at a review of the some related literature on word recognition and spelling skills and importance. It is titled review of related literature because it entails what other authors have said about this study on developing pupil's word recognition and spelling skills.

The third chapter discuss the research procedure and how they were carried out. It considers the research design target group the research instruments and the intervention procedures.

This chapter presents the outcome of the research and explanation of the data. It includes detailed narrative of the intervention strategies.

The fourth chapter consists of the statistical analysis of data collected and discussion on research findings and it also presents and explains the outcome of the research.

The fifth chapter deals with discussions of major findings of the research, summary of findings, conclusions and recommendations of the study. It includes a discussion on the implications and suggestions for future researchers on the topic.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is about the related reviewed literature from sources such as books, journals and the electronic media. The breakdown is as follows:

- The concept of spelling
- Stages of spelling Development
- Pedagogical strategies of teaching spelling
- Importance of spelling.

2.1 The Concept of Spelling

Anyone interested in spelling would naturally want to know how words are formed despite the numerous inconsistencies; the mode of formation can influence the spelling. Oxford Advanced learner's dictionary also defines spelling as the act of forming words correctly from individual letters. Cambridge dictionary: forming words with the correct letters in the correct order.

Anderson (1985) views spelling as one's ability to combine any of the alphabet together to form a meaningful word or the forming of words from letters according to accepted usage. The researcher view spelling as the act of forming words using letters according to the accepted usage.

Wikipedia, the encyclopedia: is the writing of a word or words with necessary letters and diacritics present in an accepted standard other Metcalfe (1994) asserted that people have innate instinct for words, but others who are not so fortunate can develop

a retentive visual memory and keep it in sound working condition by intelligent reading.

It was only in the seventeenth century when dictionaries were introduced to enhance the spelling standard. Spelling refers specifically to skills employed in writing the language. For writing and word identification to be possible pupils must listen to written records and the spoken form of word, Moats (1995) stated that spelling is the word form written down. She also sees English spelling as an indirect and complex way of rendering speech and often with no direct one-to-one correspondence between letters and speech sounds in English orthography.

Poor word recognition and spelling skills are the problems of Kperiga D/A Primary School Walewale in the Northern Region. Since poor word recognition has a strong relationship with spellings majority have it with the view that the problem is coming from the teachers who were handling them from their previous classes. In this chapter, however, the researcher looks at some theories about poor word recognition and spelling skills.

The World Book Encyclopedia (1993) states that “spelling is the way we combine letters to write words”. Learning to spell correctly is part of learning a language. *The Cambridge International Dictionary of English* (1996) also defines spelling as “forming words with the letters in the correct order. *Longman Dictionary of Contemporary English* (2001) defines spelling as to show how a word is spelt by writing or saying the letters in the correct or right order.

Spelling rules define the representation of words by letters and diacritic (also known as accent mark) in writing system. It is also realized that no one reads a word without passing through the rudiments of spelling. There are two techniques involved in

spelling and these techniques in word recognition differ only about the involvement of letter correspondence when children begin reading words.

In the light of these findings, it is important that before allowing pupils to write, they must listen to the pronunciation of the word. Simply put, they need to strengthen their visual-auditory recognition (phoneme-awareness) of the spelling patterns before being asked to write. Listening would enable the pupils to differentiate between speech-sounds and conventions of writing.

2.2 Stages of Spelling Development

Trieman (1993) has shown detailed analysis of the first graders spellings, the ways in which phonological and visual-orthographic processing interacts in learning to spell.

At each developmental stage, some conventions of orthography are mastered to an automatic level while new ones are being assimilated. As new writing vocabulary is acquired, new orthographic patterns are attended to extract and recognize as units and remembered in relation to what is already known.

Moreover, learning to spell entails revision of previous concepts about words. Like other domains of cognitive and language development, spelling depends upon patterns through successive approximations or 'correct' responses. Spelling development involves the continuous acquisition of various kinds of orthographic knowledge. Finally, a pupil's level of spelling development is most accurately detected in his or her misspelling of words at his or her instructional level Morris (1992).

2.3 Pre-communication Writing

The pupils of Kperiga D/A primary school who are exposed to print in their homes began to experiment with writing spontaneously. Although, at this pre-literate stage, children may know the names of some letters and be able to recognize letter forms, they do not know the alphabetic principle or the idea that letters represent speech sounds. They also do not know the concepts of word- less or the idea that print represents between them. At this phase, however, their attempts to imitate adult writing include their letter forms.

In addition, *Jolly the publisher of Jolly phonics Stuart (1999)* discovered children who were almost all Bongali speakers of landori's docklands could not read and even tell the sound of letters they know in words. After a year's phonics instruction the children could read and were a year ahead, Jolly continues to state that pupils have an excellent basic competence in reading and writing to the delight and amazement of parents. The love of children is wonderful to see.

2.4 Semi-Phonemic Stage

After many experiments with imitative writing the pupils of Kperiga D/A primary school developed awareness of alphabet letter names, a shift occurs in which the pupil's realize that letters represent speech sounds (Henderson, 1990). This point of insight usually results in abbreviated or an economical spelling whereby a few letters usually consonants are used selectively and rules fully to represent words and syllables. At this stage, the letters are usually strung together with little or no awareness of word boundaries. Children may also be reading according to partial phonetic cues (Ehri 1994), most of which are also from their knowledge of letter names.

2.4.1 Phonetic Spelling

As children gain more experience with print and are encouraged to write, they learn consistently to represent all the phonemes in words using strategies derived from their knowledge of letter names and some sound letter correspondence. In using this technique pupils are taught the individual sounds of letters that make up words within a language. According to Owu-Ewie, (2018). The first strategy that should be taught to learners struggling with spelling words is to listen for each sound in a word and to represent each sound with a letter or combination of letters. If you teach the phonograms. Thus, the sound /ă/ is spelled with the letter a and the sound of /n/ is spelled with the letter n. For example the student will be able to accurately represent the individual sound he/she hears in a word. Segmenting words is a great way for students to practice this strategy. The phonics approach to teaching reading is where word recognition is thought by using the grapheme-phoneme association method (Adams, 1994). A grapheme is the written letter (what you see on paper). A phoneme is the sound that the letter represents (what you hear). The phonic method is based on teaching the sounds that match letters and groups of letters of the particular language alphabet. There are two phonic methods; the synthetic and the analytic methods.

- a. The ***synthetic method*** involves teaching the sounds in isolation. Children learn that the letter represents a certain sound, e.g. b as in bam, and then learn to blend the sounds to form words. This approach is employed to teach phonics to children when learning to read. It involves examining every spelling within the word individually as an individual sound and then blending those sounds together. For example, shrouds would be read by pronouncing the sounds for each spelling “/ʃ, r, əʊ, d, z/” and then blending those sounds orally to produce a spoken word, “ʃrəʊdz/.” The goal of synthetic phonics instruction is that

students identify the sound-symbol correspondences and blend their phonemes automatically (Adams, 1994).

- b. The *analytical method*, on the other hand, teaches the sound as part of a word, e.g. b as in bat. The learners learn the new words as the phonic elements are introduced to them. In this approach, children analyze sound-symbol correspondences, such as the ou spelling of /aʊ, in shrouds, but students do not blend those elements as they do in synthetic phonics lessons. Furthermore, consonant blends (separate, adjacent consonant phonemes) are taught as units (e.g. in shrouds the *shr* would be taught as a unit). A type of analytic phonic approach is analogy phonics. It is a particular type in which the teacher has student's analyze phonic elements according to the phonograms in the word. Teachers using this approach assist students to memorize a bank of phonograms, such as *-at* or *-am*. Teachers sometimes use students to memorize a bank of phonograms, such as *-at* or *-am*. Teachers sometimes use learning "word families" techniques when teaching about phonograms. Students then use these phonograms to critically look at unknown words (Moats, 2007)

How to teach sounds

- a. Usually, the consonant sounds are taught in connection with the first sound of a word and a picture of that word.
- b. If the picture can be made to look something like the shape of the letter (a above) so much the better.
- c. The alphabet letters and pictures representing beginning sounds can be drawn on cardboard or other hard paper and hung as a frieze on the wall in the classroom.

- d. You should not introduce more than one sound in a lesson for young children.
Begin by teaching the consonants sounds first.
- e. Remember to teach these facts:
 - ‘c’ can stand for /s/ or /k/ but has no separate sound of its own.
 - ‘g’ can sound like /j/ or like its own sound /g/.
 - ‘q’ almost always has the letter ‘u’ with it in English words, and it sounds like /kw/.
- f. Always revise the sounds that have been taught before introducing each new one.
- g. At the end of the lesson, children should draw the picture below it. One good activity is to make an alphabet book, with one page for each letter/sound.

Point to remember when teaching phonics

a. Teaching the vowels sounds

It is difficult to teach vowel sounds as the beginning sound of a word because vowel letters can stand, for more than one sound depending on the other letters in the word.

For the vowel for all the vowels e.g. a: as in *ape* and a as in *apple*

A good way to teach reading of vowels, is in “word families” after the child has learned several consonants. *For example:* Write the word at on the board. Pronounce it and have children repeat it. e.g. at, write bat, and have them guess how to say the word. Make a sentence with “bat”, and then continue in this way writing all the familiar words that rhyme with at: bat, cat, fat, hat, mat, pat, rat, sat, etc. On other days, make lists of other word families in the same manner:

-an as in can, Dan, fan, man, pan, ran, van.

-en as in hen, men, pen, ten,

-in as in fin, kin, pin, sin, tin,

-d as in bad, dad, had, lad, mad, pad, sad,

-and as in band, hand, land, sand

- For lower primary school children, write the base of the word on the board and have them form and write as many words as they can by adding consonants to the front. At the end of five minute, write the words as they suggest on the board and ask them to give oral sentences with each *word*.

Teaching consonants sounds

- a. Most consonants letters have predictable sounds that they represent. Here are some suggested words to match consonant letter-b as in ball, d as in dog, f as in father, h as in hill, j as in jug.
- b. Begin by teaching the easiest sound/letter combinations first (those that follow regular rules) i.e. the single consonants. Then we teach the vowels, and later we teach combinations of vowels (diphthongs) and combinations of consonants (consonant blends or clusters).

Apparatus to help children learn the sounds

- a. Individual matching cards
- b. Word building cards
 - Stage 1: Two –letter words
 - Stage 2: Three letter words
 - Stage 3: Longer words

- c. Word and picture matching

Advantages of Phonic Method

- a. It gives children the tools for tackling new word and this way makes them able to read new words independently.
- b. It helps the child learn to spell.
- c. It is the best method for teaching reading of most of our local languages because symbol stands for one sound.
- d. It helps the child learn to read in a systematic way from left to right

Disadvantages of Phonic Method

- a. There are differences in children's learning abilities
- b. There are inconsistencies in phonic rules
- c. There is the need for sight-word memorization
- d. There is sometimes lack of understanding.

2.4.2 Traditional Spelling: with in-ward Patterns and Beyond

After children have gained more experience with print and have increased their silent-reading ability, they realize that speech spelling correspondence system is governed by many constraints. The pupils of Kperiga D/A primary school come to recognize that silent letters can occur in graphemes and that tense vowel spellings are most often composed of two or more vowel letters. They usually include a vowel in a syllable, although the vowel may be misplaced. They experiment with double letters and begin to internalize common syllables patterns.

2.4.3 Morphonemic Spelling

This form of spelling involves the integration of meaning, sound and orthographic patterns. After learning the graphemes that represent consonant and vowel spellings within a syllable, children then learn to recognize common ways in which meaning influences spelling in combination with sound-symbol correspondence. Inflection, the meaningful grammatical endings that do not change the part of speech of a word to which they are added, provided the first introduction to the relationship between meaning and spelling. At the transition from phonetic to morphemic spelling, children also must begin to differentiate between homophones and compounds. Words such as ‘to’, ‘too’ or ‘aloud’ and ‘allowed’ sound the same but can be spelled correctly only if one knows their meaning. Henderson (1990), emphasizes these forms as more than ‘demons’, they can be learned in meaningful phrases and should be used to represent an important principle of English spelling. According to Owu-Ewie (2018). Morphemic strategies are based on the knowledge of how the meaning of a word influences its spelling. Teach words with Greek and Latin roots and words based on other derivatives, how to add prefixes and suffixes to base words, and how to form compound words and abbreviations. Morphemic strategies enable good spellers to spell words such as neurologist, multitude, and chiropractic. As spellers become more competent, they will usually use a combination of all four strategies in their writing. Most people do not even realize that they are using these approaches to spelling. Thus, with practice, the strategies become automatic and are employed on a subconscious level. In addition to these four main spelling strategies, there a number of other strategies those good spellers may use for a small number of words.

These include:

- a. Look up words in an electronic spell checker or dictionary to verify the spelling.
- b. Use the spell checker on the computer.
- c. When reading, be on the lookout for unfamiliar words and make a mental note of their spelling.
- d. Recognize words which are “troublemakers” and identify the tricky parts.
- e. Use mnemonics, a memory device that helps you remember something.
 - Keep a personal resource list of words the students tends to misspell and use the list as reference while writing.

Role of teacher in developing students’ spelling

- Help children to develop as confident and independent spellers
- Provide direct teaching and accurate modeling (teach spelling rules spelling rules, teach different syllable types).
- Provide resource and an environment which promotes good spelling
- Observe pupils, monitor progress and determine targets for development
- Provide continual review
- Use dictation exercise
- Teach spelling in an incremental and sequential manner.

What helps children learn to spell well?

- Learners need encouragement to write more
- Learners need extensive exposure to print
- Learners need guidance to develop spelling conscience

- Learners need to be taught correct strategies for correct spelling
- Learners need to study spelling lists
- Learners can benefit from immense mini-lessons that help them discover the meanings of the root of words and its affixes
- Learners need to have individualized spelling dictionaries (teachers can make each child a booklet in which the child can enter words he/she is learning to spell)
- Learners need to write sounds of letters they hear.

Tsatsu (2006) said that to spell is to name the letters of words, divide them into distinct syllables and join them together in order to read or pronounce them alright. This means that breaking words into syllables for easy spelling is helpful.

2.5 Pedagogical Strategies of Teaching Spelling

This refers to the various techniques employed in the teaching of spelling skills and word identification. According to Wascowicz (2007) in his article entitled “Improving Written Language skills through Multiple-Linguistic spelling Instructions: spelling and word-level reading are written language skills that draw upon an individual repertoire of linguistic knowledge, including phonological awareness, vocabulary, morphological and semantic relationship and mental orthographic images (Apel & Masterson, 2001, Apel, Masterson & Niessen, 2004).

It is important to integrate multiple linguistic processes with spelling instruction. This is because in comparison to traditional reading instruction, multiple-linguistic spelling instruction has been shown to be more effective for improving pupils and students spelling and reading performance. Dealing more with the psycholinguistic and pedagogical aspects of the matter, Moats (1995) concentrated more specifically on

how teachers could help their pupils to acquire knowledge of English language through focused study. She believes that teaching language directly and explicitly to those who need help required an intimate knowledge of word-structure and how English orthography represents speech.

In other words, the weak speller needed to be shown explicitly, the structure of written word and how it represents speech and to be given ample practised writing words correctly. She also drew special attention to the relationship that exists between speech and print. She observes that “... Spelling also represents meaningful segments and often contains information about a word’s language of origin”. She dealt effectively with the ambiguities in English phonemes which arose from the fact that speech-sounds are subject to variations in different phonemic contexts. She systematically treated the problems of spelling in relation to mental processes in spelling.

In addition Moats presents a comprehensive overview as to why spelling can be difficult to learn, how people with spelling difficulty differ from those who spell well, and what can be done to instruct pupils who cannot spell well naturally. In this regard, it will enable the researcher to improve the spelling skills of the Kperiga D/A primary school pupils.

In order to spell, the child must be able to:

- Reading and skills in certain relationships of phonic and structural analysis.
- Apply phonics generalization.
- Visualization of the word.
- Use the motor capability to write the word.

Most pupils have difficulty spelling certain words. However, when helped they can greatly improve their spelling ability by mastering a few basic skills and rules. According to the researcher the following techniques would help many to become better spellers:

- Keep spelling notebooks
- Use a dictionary
- Spell by syllables
- Pronounce words carefully
- Pro-read for careless spelling mistakes we use

From the English-orthography, it is clear that not only is good spelling essential for recognizing words, good spelling is also critical for decoding meaning from the plethora of English words that do not adhere to strict phonetic rules. Pupils who work at increasing their familiarity with spelling patterns are well on their way to develop automatic word recognition. Once the pupil has mastered phonemic awareness, that pupil must learn not only the basic letter sound correspondences but also must begin to make the variety of spellings onto their sounds and vice versa. When the pupil/student reached the point where he or she practiced word recognition skills, that pupil or student has to be able to spell reliably in order to work towards automatic word recognition. And of course only good spelling will allow the pupil or learner to group the connections between words and thus decode even more words. Similarly, pupils can automatically recognize enough words; they can advance to the next stage which is reading sentences and paragraphs fluently. This allows them to sharpen their skills in defining and interpreting written words. They now use reasoning and other strategies to comprehend written text. As pupils read and increase their vocabulary,

they understand more and more of the complexities of the English spelling and writing system. Thus, the spelling is an important step on the way to automatic word recognition and ultimately comprehension. This was indicated by Rinehart and Wiston (2012). For pupils to start spelling correctly, they have to learn that:

- Every syllable have vowel letter
- Many sounds are represented with letter combination.
- How we spell a sound depends on its position in a word.
- Only certain letters are doubled.
- Meaningful word parts are often spelled consistently.

Teachers of Kperiga D/A Primary School can do the following in their classrooms to help pupils spell and identify words correctly.

- Ten to fifteen minutes per day is sufficient for most pupils to master a week's spelling lesson of twenty words.
- Words should be grouped by both frequency and spelling patterns.
- Practice should include frequent writing of unknown words since spelling improves most when asked to write often.
- Active study involving writing, analyzing and categorizing words rather than looking at the words over and over to get the best results.

Word Study as an approach to teaching spelling

Word study is an approach to teaching spelling which is based on learning word patterns than memorization of unconnected words (Leipzig, 2000). It provides students the opportunity for student to investigate and understand the patterns in words rather than learning them in isolation one at a time. For example, collecting

many words for the hard “c” and soft “c” students the hard “c” is followed by consonants like /l/ and /r/ (as in clot, clap, clue, crab, etc). And vowels like /a/, /o/ and /u/ (as in cat, cost, cot, cut etc.), while soft “c” is followed by vowels like /i/, /e/ and semi-vowel /y/ as in cycle, cease/ cite/ etc. After this, the researcher teach the exceptions. Word study is also designed to build word knowledge that can be applied to reading and spelling because it is tied closely to word reading instruction, develops students’ phonic ability, word recognition and vocabulary (Baker, 2000).

How to teach word study

- Know the spelling developing stage of the student to guide your instruction. Use a spelling inventory to determine the spelling stage development.
- Deliberately sequence instruction to help them develop. There might be variations in the list of word list students will be studying, Try and select words which are at the level of each students.
- Both teachers and students should be word detectives and engage in and ongoing attempt to make sense of word patterns and their relationship to another. Remember as a teacher that spelling patterns and generalizations are discovered and not dictated to students.

Word study teaching strategies

In word study, encourage student to compare and contrast features in words. Let them sort words. In addition to sorting, let students hunt for words in their reading and writing that fit a pattern being studied. A cycle of instruction for word study might include the following:

- Introduce the spelling pattern by choosing words for students to sort
- Encourage students to discover the pattern in their reading and writing
- Use reinforcements activities to help students relate this pattern previously acquired word knowledge.
- Teach students' pattern knowledge rather than their ability to memorize single words.

2.6 Importance of Spelling

A great demand is placed on all teachers and educators or educationist to consider first the great importance of teaching and learning of listening skills. The listening process is reciprocal when it demands a reaction either in the repetition in speech or in writing of what is spoken; it is non-reciprocal when no reaction is expected. Listening enables one to use his personal knowledge of the subject to aid the understanding as well as in identifying relevant elements and also by means of differences in intonation patterns and use of stress. Language is used to communicate ideas and experiences Kramsch (1998) stated that 'words are units in language that carry signals to express our everyday experiences without any difficulty'. Words usually fit into larger structures such as sentences. According to Owu-Ewie., (2018) spelling attempts to transcribe the sounds of the language into alphabetic language letters. Spelling is important in language learning because;

- It helps with reading.
- It improves writing.
- It makes people have good impression about you
- It facilitates communication.
- It improves academic success

Moats (1995), observed that the tendency for literate teachers to conceptualize words as they are written rather than spoken must be overcome in order to understand and appreciate speech/spelling correspondence. Spelling forms part of the bedrock of the writing system.

2.7 Conclusion

In summary, there are so many factors that contribute to the poor word recognition and spelling that have been outlined by the researcher in this chapter; factors, such as introduction, the concept of spelling, stage of spelling development, pre-communication writing, semi-phonemic stage, phonetic spelling, traditional spelling: with in-ward patterns and beyond, morphemic spelling, pedagogical strategies of teaching spelling and importance of spelling.

The literature review has related it to what other past researchers and scholars have said on the recognition of words and spelling skills of pupils. They all aligned to the fact that spelling is the bedrock of good reading which in turn also the foundation for good written communication is. Since there is cohesion between the researcher's work and that of past scholars', the review therefore to a large extent is relevant to the study and hence serves as an impetus to the whole research work. It will in no small measure supplement the scope of the research findings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter focuses on the research design, setting, population, sampling method, instrumentation and method of data analysis.

3.1 Research Design

There are various types of research design but the one used for this work is a qualitative research design. I chose qualitative research design for my research work because it can help me analyze the word recognition and spelling skills of pupils. The study was qualitative research geared towards solving a particular problem (improving spelling skills and word identification) of Basic three pupils of Kperiga D/A primary School Walewale, through activity method. According to Denzin & Lincoln, (2005: pp. 3), describe qualitative research as involving “...an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings, people bring to them”

The design was appropriate because it enabled me to observe and monitor pupils personally. The design also helped me to administer, supervise and evaluate the intervention strategies in order that pupils spelling and word recognition can be improved.

3.2 Settings

The study was conducted at Kperiga D/A Primary School Walewale which is in the West Mamprusi District in the Northern Region of Ghana.

3.3 Population

The target population for the study was all Basic Three (3) pupils of Kperiga D/A Primary School Walewale. The total scale size was forty-eight (48) pupils. The boys were twenty-two (22) and the girls were twenty-six (26) in number.

3.4 Sampling Techniques

The technique used to select the study sample was purposive sampling technique. According to Owu-Ewie (2012), purposive sampling is a sampling method in which elements are chosen based on purpose of the study. Pupils were selected based on personal observation and test conducted to them on word recognition and spelling. This was influenced by financial and time constraints. The children were selected based on poor spelling and word recognition test.

3.5 Sample Size

The sample size used was forty-eight (48) pupils and four teachers. The pupils were made up of twenty-two (22) boys and twenty-six (26) girls. The sample size represented about 26.7 percent of the Kperiga D/A primary school.

3.6 Data Collection

The researcher used personal observation and test. These two instruments helped the researcher to obtain the needed information from the pupils and as well as the teachers. Both Pupils and Teachers were observed and tests were also given to Pupils. The researcher recorded the necessary information during the observation and test.

The data was collected after administering class exercises, pre-tests and post-test on pupils. On class exercises, ten (10) words were always spelt out for pupils to write. Sometimes they were asked to supply the missing letters from words based on the test

they read from 'Excellent English for Primary Schools Book Two (2). The pre-test contained ten (10) words each. The test-items tested pupil's knowledge in word identification and their spelling as a way of improving their spelling skills and word identification. The rest of the words were obtained from readers and the New Student's Companion for primary schools. Also the pre-test was supervised to avoid cheating. The post-test also comprised ten (10) words. Some of which were used in the pre-test to evaluate the effectiveness of the intervention and pupils understanding of spelling skills and word identification.

3.6.1 Data Collection Protocol

The researcher sought verbal permission from the headteacher of the Kperiga D/A Primary School and was given the permission to carry on. The researcher gathered his colleague teachers and explains to them the need to do that research at the basic 3 of Kperiga D/A Primary School. I made them understand the objectives of the study and how beneficial it would be to them as teachers of the language.

The researcher explains to the sampled students for the study on the objectives of the study and how the researcher intends to use the study to help them overcome their poor word recognition and spelling.

3.6.2 Data collection strategies

Data for the study was collected through the use of personal observation and test.

3.7 Method of Data Analysis

The data collected was analyzed through the descriptive method. Frequency tables as well as simple percentages were used to analyze the data obtained from their study.

The description of performance is stated below:

Above average (7-10)

Average (5-6)

Below average (0-4)

3.8 Instrumentation

The instrument used in the research involved personal observation and test. The researcher broke down the data collection process into three: Intervention I, Intervention II, and Intervention III. These instruments were used for each part of the process and can be explained below.

3.8.1 Personal Observation

Observation method is used as an instrument in the collection of data in this research. It include all data collection in which participants are monitored, rather than being asked to give experimenters data directly. Personal observation is a subset category in which the research is the primary instrument for monitoring and data collection. It was a participatory observation which has to do with a systemic recording and analysis of information gained. It was discover that Basic Three Pupils of Kperiga D/A Primary could not identify and spell words from the previous text. (See Appendix A) I chose Personal observation because it raises many important ethical issues for researchers, including establishing limits to participation, finding the proper mix of observation and participation.

Advantages of Personal Observation

- Data obtained through participant observation serve as a check against participants' subjective reporting of what they believe and do.
- In addition, the method enables researchers to develop a familiarity with the cultural milieu that will prove invaluable throughout the project.

- It also gives them a nuanced understanding of context that can come only from personal experience.
- Through participant observation, researchers can also uncover factors important for a thorough understanding of the research problem but that were unknown when the study was designed.
- This is the great advantage of the method because, although we may get truthful answers to the research questions.
- Thus, what we learn from participant observation can help us not only to understand data collected through other methods, such as interview, tests etc. but also to design questions for those methods that will give us the best understanding of the phenomenon being studied.

Disadvantages of Participant Observation

- The main disadvantage of participant observation is that it is time-consuming.
- In traditional ethnographic research, researchers spend at least one year in the field site collecting data through participant observation and other methods.
- This is not practical for most applied research studies, which necessarily require a shorter period of data collection.
- This weakness is partially mitigated in most current international development projects by the tendency for the inquiry to be more focused than in traditional ethnographic study and for the data collection team to include researchers who are native rather than foreign to the region.
- Researchers who already possess a solid base of cultural awareness are better able to concentrate on the research question itself. A second

disadvantage of participant observation is the difficulty of documenting the data. Thus, it is hard to write down everything that is important while you are in the act of participating and observing.

- As a researcher, you must therefore rely on your memory and on your own personal discipline to write down and expand your observations as soon and as completely as possible. It is easy to tell yourself that you will do this task later, but, because memory fades quickly, postponing the expansion of notes can lead to loss or inaccurate recording of data.
- The quality of the data therefore depends on the diligence of the researcher, rather than on technology such as tape recorders.
- A third disadvantage of participant observation is that it is an inherently subjective exercise, whereas research requires objectivity.

Strengths and weaknesses of participant observation

Strengths

- It allows for insight into contexts, relationships, and behavior.
- It can provide information previously unknown to researchers that is crucial for project design, data collection, and interpretation of other data.

Weaknesses

- It is time-consuming.
- It documentation relies on memory, personal discipline, and diligence of the researcher.
- It requires conscious effort at objectivity because method is inherently subjective.

3.8.2 Test

According to Owu-Ewie (2018) a test is a procedure used to elicit certain behaviour from which one can make inferences about certain characteristics of an individual. A test is a measurement instrument design to elicit a specific sample of an individual's behaviour. Tests are often used for pedagogical purposes, either as a means of motivating students to study, or as a means of reviewing material taught. In summary, a test is a formal, systematic (usually pen-and-paper) procedure used to gather information about students' behavior. There are five different types of language tests but the researcher used diagnostic language test. I chose diagnostic test because the purpose is to diagnose specific aspects of a language. A diagnostic test is a test that helps the researcher to identify learners' problems that they have with the language learning process. These tests offer a checklist of features for the researcher to use in discovering difficulties in word recognition and spelling among Basic three pupils of Kperiga D/A primary school. I choose test because it is often used for pedagogical purpose's either as a means of motivating student to study, or as a means of reviewing material taught.

Class exercises were given to the pupils through pre and post-test. This was done to identify pupils with the problem and also to get a starting point of pupils with spelling difficulty. For a test to be properly interpreted as an indicator of individual's ability, the score must be both reliable and valid. These essential qualities are thus essential to the interpretation and use of measures of language abilities, and they are the primary qualities to be considered in developing and using tests.

3.8.3. Reliability

According to Owu-Ewie., (2018) reliability is a quality of test scores, and a perfectly reliable score, or measure, would be one which is free from errors of measurement. It is the consistency of measures across different times, test forms, raters, and other characteristics of the measurement context. Factors that affect reliability are the ability being measured, difference in testing conditions, fatigue, and anxiety. These factors may make students obtain scores that are inconsistent from one occasion to the next. For example, if a student receives a low scores on a test one day and a high score on the same test two days later, the test does not yield consistent results, and the scores cannot be considered reliable indicators of the individual's ability. In the same way, if learners with characteristic A (Basic three pupils of Kperiga D/A primary school) are given a word recognition and spelling test, their test scores should not vary considerably with scores of another group of students who share the same characteristics. Thus, if the scores of the two groups vary considerably, the test is not reliable.

3.8.4. Validity

According to Owu-Ewie., (2018) validity simply means that a test measures what it is supposed to measure. It involves the meaningfulness and appropriateness of the interpretations that we make on the basis of test scores. Validity is therefore refers to the extent which we can interpret a given test score as an indicator of the ability (abilities) we want to measure. For example, if a test meant to identify the weakness and strength of students in a language class (Diagnostic test) has content which aims at checking on what students have achieved over a period of time, the test is not valid. Validity is the extent to which the decision made is on the basis that the test scores are meaningful, appropriate and useful. If test scores are strongly affected by errors of

measurement, they will not be meaningful, and cannot, therefore, provide the basis for valid interpretation or use. A test score that is not reliable cannot be valid. If test scores are affected by abilities other than one we want to measure, they will not be meaningful indicators of a particular ability. If, for example, we ask pupils to listen to letters of the alphabet and then to spell words based on the sounds of the alphabet, the words they spell will be affected by both word recognition and spelling.

3.9 Intervention

The main intervention was activity oriented. These consisted of:

Phonemic awareness

Recognizing syllables in words

Using letter tiles in teaching, spelling and word identification.

3.9.1 Intervention I

Using objective one which states that pupils will be able to use phonemic awareness to spell and identify words correctly in a test. The following activities were carried out with the pupils. I took pupils through an activity for teaching phonemic awareness that is on rhyming. I gave some examples of rhymes learnt at Kindergarten to arouse their interest. Phonemic awareness was explained to pupils so that they would know the role of sounds in spoken language. It helps to learn how to spell and read clearly. Examples of words which rhyme or have similar (minimal pairs) were given to pupils. Pairs of words such as “**hut, hat, cap, cup, rise, rice, son, sun**”, were given to the pupils. The pronunciation of such words was practised for sometime which enabled the pupils to be conversant with them. Pictures of some of the objects were used for the practice which helps pupils to identify words. After the

activities a post-test was conducted on phonemic awareness and almost all the pupils had a passed mark, except five (5) that had below average.

The second activity on phonemic awareness based on rhyming of different spelling, words identification was introduced to pupils. In this activity, the spelling pattern is found most frequently when the sound (**lail**) is heard in the middle of one-syllable word followed by the sound of a single consonant. We also looked at another common way of spelling the (**lail**) sound which is “**ai**”, this spelling pattern is generally followed by letters “**l**”, “**n**”, (**nt**), “**r**” and sometimes “**m**”. “**d**” and “**s**” as in **rain, fail, tail, fair, made and praise**. Pupils were asked to mention one syllable words which were written on the chalkboard. For example **hair, maid, see, pain, want, come** etc.

The purpose of this exercise or activity is to strengthen the aural-visual awareness of the sound “**leil**” when it is spelling ‘**ai**’ in the middle of the word. With the exception of five pupils the rest were able to pair correctly when the words were mixed up. The five pupils were allowed extra time to enable them pair the words.

3.9.2 Intervention II

Using objective two which states that ‘they will be able to identify syllables in words to improve spelling skills’; a pre-test was conducted for the pupils. Ten words were dictated to pupils and marked over ten (see Appendix A). I took time to help pupils to identify the letters that form the words to enable them write the words correctly. I took the pupils through activities based on teaching syllables to improve spelling skills and word identification by using word cards. A syllable is a letter or combinations of letters uttered together. Words were written on cut-out cards and spread on a table, pupils were asked to pick cards and pronounce words according to

the number of syllables that formed them. A post-test was conducted after the activities. The pre-test words were used and pupils picked from among the word card spread on the table. When the cards were picked the word was spelt out and pronounced and then shown to the class

Again, the short vowel sounds were used in teaching syllables. Each word, when sounded out, has one or more beats. Each beat is a syllable. In every beat or syllable we usually hear a vowel sound.

The vowels are written in their correct order in the alphabet chart with them. Pupils filled the missing vowels on the chart. In this activity the difference between the various short vowel sounds are practised. They were asked to complete the following words using the following vowels;

Example:	a	e	I	o	u
	bat	beg	bit	hot	hut
	can	bed	big	not	jug

I then asked pupils to spell words that follow the same pattern C-V-C (consonant-vowel-consonant) of letters and after which I collected them and added them to the table below.

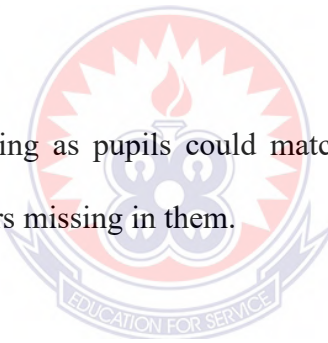
a	e	I	o	u
bat	beg	bit	hot	hut
can	bed	big	not	jug
cat	pet	sit	boy	cup
hat	peg	hit	cop	fun
bag	net	nit	hop	bus
dad	set	kid	pot	run
bad	get	ZIP	lot	sun

I then asked pupils to copy the table into their exercise books.

They were asked to complete the word. Example:

- P – g
- R – d
- L – ps
- S – x
- C - p
- B– t,
- H– t,
- B – d
- N– t
- B – s

This activity was interesting as pupils could match the definitions with the words which have the some letters missing in them.



3.9.3 Intervention III

Objectives three (3) states that ‘pupils will use letter tiles to spell and identify words’. As the pre-test was conducted with ten (10) words, the exercises conducted showed that ten (10) pupils performed below average. Those ten (10) pupils could not write words correctly therefore, I took extra time to explain it to them.

Furthermore, I introduced the use of letter tiles to pupils as a way of improving spelling skills and word identification. Letter tiles are letters of the alphabet written on cut-out cards used to form words. I explain the use of the letter tiles by demonstrating lessons. Also, it is the practice of spelling new words that automatically enabled the pupils to recognize words. This tiles act as a fantastic tool that enabled pupils to learn to spell more quickly and accurately. Example b l u e

blue. Pupils mentioned the words used for the pre-test and were asked to pick their letter tiles on which single letters were written in small letters from a – z to form the words. Pupils were then asked to write the formed words on the chalkboard when called. The pupils practise the pronunciation of the words on the chalkboard by identifying the letters they formed. After sometime, a post-test was conducted. Later a homework exercise was given to the pupils to supply missing letters in words.

Letter mix is another activity which was used to help improve the spelling skills and word identification of pupils. During this activity, pupils were asked to find each correct answer followed by some clues of sentences. Two sentences were written for each number. In the second sentence the correct answer had mixed-up letters. The pupils were asked to re-write the mix-up letters correctly to find an answer for the sentence.

Example 1:

His **home** is **Rome**

He is called **EPPO...**

Re-write - He is called **POPE**

Example 2: What is he is driving?

He is driving a **ACR.**

Re-write- He is driving a **CAR**

Example 3: What do dogs like?

Dogs like **BOSNE**

Re-write - Dogs like **BONES**

Example 4: Susan is talking to James on **POHEN**

Susan is talking to James on **PHONE.**

Example 5: I am reading a **OBKO**

Re-write- I am reading a **BOOK**

Example 6: Abu is eating **AMY**

Re-write- Abu is eating **YAM.**

Example 7: Hafiz is in class **OWT**

Re- write- Hafiz is in class **TWO**

Example 8: Amina is listening to **ARDIO**

Re-write- Amina is listening to **RADIO.**

Example 9: I'm **ETN** year old.

Re-write- I'm **TEN** year old.

Example 10: The food I like best is **UFFU.**

Re-write- The food I like best is **FUFU**

Some pupils who have problems in spelling and word identification were not regular in school attendance. I also have to spend a lot of time attending to individual since there are differences in abilities and absorption. Besides finance and time constrains is another factor. I had to provide teaching and learning materials enough to enhance participation, understanding and words identification.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

Word recognition and spelling is progressively taught from primary one to primary two and it is expected that pupils would be able to recognize and spell two-three letter words correctly by the time they get to primary three (3).

This chapter focuses on analyzing the result of the pre-test and post-test activities that were conducted as part of the research project.

4.1 Presentation of Data

The researcher used test to collect the data analysed in this chapter. The test results analysis is presented in a tabular form showing the score interval, frequency and percentage of sample below

Table 4.1 Performance of Pupils on the Pretest

Scores(x)	Frequency(f)	Percentage(x)
0	28	58.33
1	0	0.00
2	4	8.33
3	0	0.00
4	6	12.50
5	2	4.17
6	4	8.33
7	0	0.00
8	2	4.17
9	0	0.00
10	2	4.17
Total	48	100

Table 4.2 Analysis of Pre- Test

Marks scored	Description	Number of pupils	Percentage (%)
0-5	Below average	38	79.17
5-6	Average	6	12.50
7-10	Above average	4	8.33
Total		48	100

From the analysis in table 4.1, it was observed that 79.17% of the pupils scored below average. 12.5% of the pupils scored average marks, whereas 8.33% only scored above average mark. It can therefore be deduced from the analysis that the pupils' performance in spelling was really poor. And in view of this a number of interventions were administered.

4.2 Research Questions 1

“Will the use of phonemic awareness help improve the skills of spelling and word identification of the pupils?”

Pupils were taken through phonemic awareness by helping them to pronounce sounds of the alphabet correctly. This was done through drilling. A post- test was given to find out the mastery level of the pupils in phonemic awareness. Their performance is illustrated in table 4.2 below.

Table 4.3 Performance of Pupils in the Post-Test – Use of Phonemic Awareness

Scores	Number of pupils	Percentage %
0	2	4.17
1	4	8.33
2	7	14.58
3	3	6.25
4	6	12.50
5	2	4.17
6	8	16.67
7	2	4.17
8	6	12.50
9	0	0
10	8	16.67
Total	48	100

Table 4.4 Analysis of Post – Test 1

Scores	Description	Number of pupils	Percentage (%)
0-4	Below average	22	45.83
5-6	Average	10	20.83
7-10	Above average	16	33.33
Total		48	100

From table 4.2, it is obvious that the performance of pupils had improved as compared to the performance in the pre- test. 45.83% of the pupils had marks below the average mark as against 79.17% in the pre-test, 20.83% scored the average mark as against 12.50% in the pre-test and 33.33% scored above the average mark against the pre-test value of 8.33%. This is an indication that the use of phonemes can help improve students' ability to spell and identify words correctly. These findings confirms Boison

(2008) that phonic activities help pupils to break words into separate sounds as they tap out or count it. This can help them to spell easily and correctly.

4.3 Research Question 2

“To what extent will the recognition of syllables in words help improve the skills of spelling and word identification of pupils?”

Simple and common words were broken into syllables and pupils were taken through the correct pronunciation of those words. Another post –test was conducted after using this intervention and the scores are illustrated below in table 4.3.

Post –test 2 – Use of Recognition of Syllables

Table 4.5 Performance of Pupils on the Recognition of Syllables in Words

Scores	Number of Pupils	Percentage %
0	0	0
1	0	0
2	0	0
3	2	4.17
4	3	6.25
5	6	12.50
6	5	10.42
7	7	14.58
8	8	16.67
9	8	16.67
10	9	18.75
Total	48	100

Table 4.6 Analysis of post-test 2

Scores	Description	Number of pupils	Percentage (%)
0-4	Below average	5	10.42
5-6	Average	11	22.92
7-10	Above average	32	66.67
Total		48	100

Table 4.3 shows the performance of pupils in post-test 2. It is clear that pupil's performance keeps on improving as they were taken through series of activities. Only 10.42% of the pupils scored below the average mark as against 45.83% in post –test 1 and 79.17% in pre- test 1. Pupils who scored the average mark were 22.92% as against 20.83% in the post- test 1 and 12.50% in pre- test 1. 66.67% obtained marks above average as against 33.33% in post-test 1 and 8.33% in pre-test 1. This shows that the use of recognition of syllables is an effective technique in helping children to improve their spelling skills as well as word recognition. This confirm what Boison (2008) said, that when words are broken into syllables it makes spelling easy for pupils.

4.4 Research Question 3

Will the use of letter tiles help improve skills in spelling and word identification of pupils?

Scrabble letter tiles are a way of arranging letters from cards to form words. It is a game that children can use to learn spelling of words. After taking the children through the game the researcher conducted another test and the results are as shown below.

Post- test 3 - Use of letter tiles**Table 4.7 Performance of Pupils in using Letter tiles to Improve Spelling Skills and Word Recognition**

Scores	Number of Pupils	Percentage (%)
0	0	0.00
1	0	0.00
2	0	0.00
3	2	4.17
4	2	4.17
5	1	2.08
6	5	10.42
7	0	0.00
8	4	8.33
9	8	16.67
10	26	54.17
Total	48	100

Table 8 Analysis of Post-Test 3

Scores	Description	Number of pupils	Percentage (%)
0-4	Below average	4	8.33
5-6	Average	6	12.50
7-10	Above average	38	79.17
Total		48	100

The analysis from table 4.4; post-test 3, shows 8.33% of the pupils scored below the average mark, 12.5% scored the average mark while 79.17% scored above average. It is obvious that performance of pupils in the post-test 3 showed much improvement as compared to the previous performances. From the pre-test, it was observed that as

many as 79.17% scored below average, in post- test 1 45.83% and in post-test 2 10.42% had marks below average respectively. It can also be seen that pupils who scored above the average mark; their percentage kept increasing as the interventions were used. From the pre-test, above average was only 8.33% which moved to 33.33% in post-test 1, 66.67% in post –test 2 and now an overwhelming mark of 79.17% in post-test 3. This indicates that the use of games (scrabble letter tiles) is an effective technique for teaching spelling as explained by Stephanie (2012) that children learn amazingly during play.

4.5 Summary

The findings reveal that students come to the Basic three without having proper foundation in the English language alphabet. Therefore, there is the need for teachers to improve upon the quality of teaching right from the kindergarten (K.G) level in order to prepare students adequately for the task ahead of them later. Lack of orientation or in-service training courses on teaching word recognition and spelling to the language teachers contributes to the teachers ineffective work. This was brought to the light when teachers said they had not been any refresher course on the teaching of English for some number of years now. Analysis made on the data above concludes that pupil's performance in post-intervention exercise shows clearly that teaching word recognition and spelling will help in teaching all the aspect of English.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and makes recommendations based on the findings.

5.1 Findings of the Study

The main findings of the research were;

- The phonemic awareness will help the pupils to spell and recognize words correctly.
- Breaking words into syllables, and putting them together as a word will help them pronounce words correctly.
- Using scrabble letter tiles will help pupils to form as many words as possible.

5.2 Summary

The study was conducted to find out how phonemic awareness, use of syllables and letter tiles can help improve spelling skills and word identification among basic three pupils of Kperiga D/A Primary School, through activity method. The study focused on activities that can enhance spelling skills and word identification.

To achieve this aim, all the forty-eight (48) pupils in Basic three A were taken through a lot of activities to help improve their spelling skills and word identification. In collecting the data, the researcher used class exercises, through pre-test and post-tests to find out pupils' weaknesses and strength; the researcher identified the causes of the problem and employed appropriate interventions to help solve them. The study

has revealed that the use of activities such as phonemic awareness, syllables and letter tiles has improved the word recognition and spelling skills of pupils.

From the presentation and analysis of the data, it come out that pupils did not perform well in spelling exercises.

These were as a result of the teacher's inability to guide pupils in word requisition and spelling activities and how to improve upon the spelling activities of pupils in English language using phonemic awareness.

The researcher realized that the teachers do not usually go round the classroom when pupils are writing to check spelling mistakes in pupil's exercises books.

5.3 Suggestions for Further Research

The reason for conducting research in education is to get some theories and methods for teaching and learning. So the researcher recommends that further researchers can research into how word recognition and spelling rules can be used to improve word recognition and spelling abilities of pupils in any aspect of English at the level of education in Ghana.

I also recommend that future researchers can find out which other method apart from phonics, syllable, games like scrabble letter tiles and will be useful to teach word recognition and spelling.

5.4 Recommendations

It is clear from the research findings that English Language in Ghanaian schools of which Kperiga D/A Primary School is one has a problem especially in the way most teachers teach it and so an urgent attention is needed. I recommend that teachers should help low ability learners. The school heads should make sure that at least

every child goes through the pre-school education before they begin class one. Teachers, especially language teachers, should adopt the use of different strategies and activities such as phonics, syllables, games like scrabble letter tiles to enhance pupils' spelling and word recognition problem. Pupils should be put into groups of non-readers, poor readers and good readers so that suitable teaching and learning materials can be used for the various groups to improve spelling thereby reducing incorrect spellings in schools.

5.5 Conclusion

In reference to the diagnostic test conducted, the analysis in chapter three showed relatively poor performance of pupils on spelling skills and word identification. This pre-supposes that the Basic three (3) pupils of Kperiga D/A Primary School had difficulties in spelling and word identification.

In addition, the researcher found out that pupils could not spell or recognize words. This situation hindered pupils' ability to pronounce words and read properly. However, with the creation of phonemic awareness, identification of syllable words and the use of letter tiles, the following were achieved:

- Pupils became aware of words with similar sound-phonemic awareness
- Pupils could identify syllables in words
- Pupils could use letter tiles in forming words correctly.

The study clearly shows that the teaching of spelling and word identification can be effective if activities and materials are carefully planned and presented systematically. These activities will not only expand pupils' knowledge on the concept but also have positive effects on their level of retention. The goal of spelling instructions has

always been to promote the transfer of learning that is spelling information to unknown words and to other literacy areas of reading and writing.



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APPENDIX A

		MILANIA	JOSEPH	6/12/17
↓	Wood	✓		
↓	Trees	✓		
↓	moor	✓		
↓	art	✓		
↓	road	✓		
↓	bits	✓		
↓	Pal	✓		
↓	maye	✓		
↓	AR	✓		
↓	Green	✓		



APPENDIX B

HORIZ

TOCCEIK

5/12/17

1 Cer ✓

2 Ter ✓

3 Ore ✓

4 Is ✓

5 Kes ✓

6 Bridi ✓

7 Merts ✓

8 Merts ✓

9 Merts ✓

10 Merts ✓



1/10

APPENDIX C

Ibrahim Amin

6/12/17

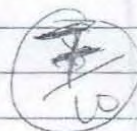
@wood ✓

2 trees ✓

3 for mango ✓

4 milk milk ✓

5 cut ✓



6 birds ✓

⑦ plant ✓

⑧ rainy ✓

⑨ air ✓

⑩ Green ✓



APPENDIX D

Mohammed Munira 6/12/17

1, wood ✓

2, Trees ✓

3, fruit ✓

4, music ✓

5, God ✓

6, Birds ✓


7, paint ✓

8, Many ✓

9, air ✓

10, Green ✓

5/10



The logo of the University of Education, Winneba, is a circular emblem. It features a central blue and white design with a flame-like shape above it. The emblem is surrounded by a red border with white stars. Below the emblem is a banner with the text 'EDUCATION FOR SERVICE'.

APPENDIX E

HORIZ	TOOEIK	5/12/17
1. Iden ✓		
2. Iden ✓		
3. Iden ✓		
4. Iden ✓		
5. Iden ✓		
6. Iden ✓		
7. Iden ✓		
8. Iden ✓		
9. Iden ✓		
10. Iden ✓		
11. Iden ✓		
12. Iden ✓		




APPENDIX F

MALAMA Joseph 6/12/17

Information


- * For ✓
- * ion ✓
- * and ✓
- * In ✓
- * in ✓
- * For ✓
- * am ✓
- * In ✓
- * In ✓



3/10

APPENDIX G

	A	
	MALAMA	70KEDh 6/12/17
✓		Communication
1	in	/
2	to	/
3	is	/
4	no	/
5	not	/
6	at	/
7	cat	/
8	come	/
9	in	/
10	not	/

 8/10

APPENDIX H

Mohammed Munira 5/12/17

1, cat ✓ Communication

2, con ✓

3, in ✓

4, on ✓

5, man ✓


6, to ✓

7, con ✓

8, not ✓

9, no ✓

10, it ✓



The logo of the University of Education, Winneba, is a circular emblem. It features a central four-lobed flower-like shape in blue and white, set against a red background with white starburst patterns. Below the emblem is a banner with the motto 'EDUCATION FOR SERVICE'. The number '9/10' is handwritten in black ink above the logo.

APPENDIX I

Abraham Amine 6/12/17

Information

1 for ✓

2 mat ✓

3 li: not ✓

4 fan ✓

5 rin ✓


6 tin ✓

7 fat ✓

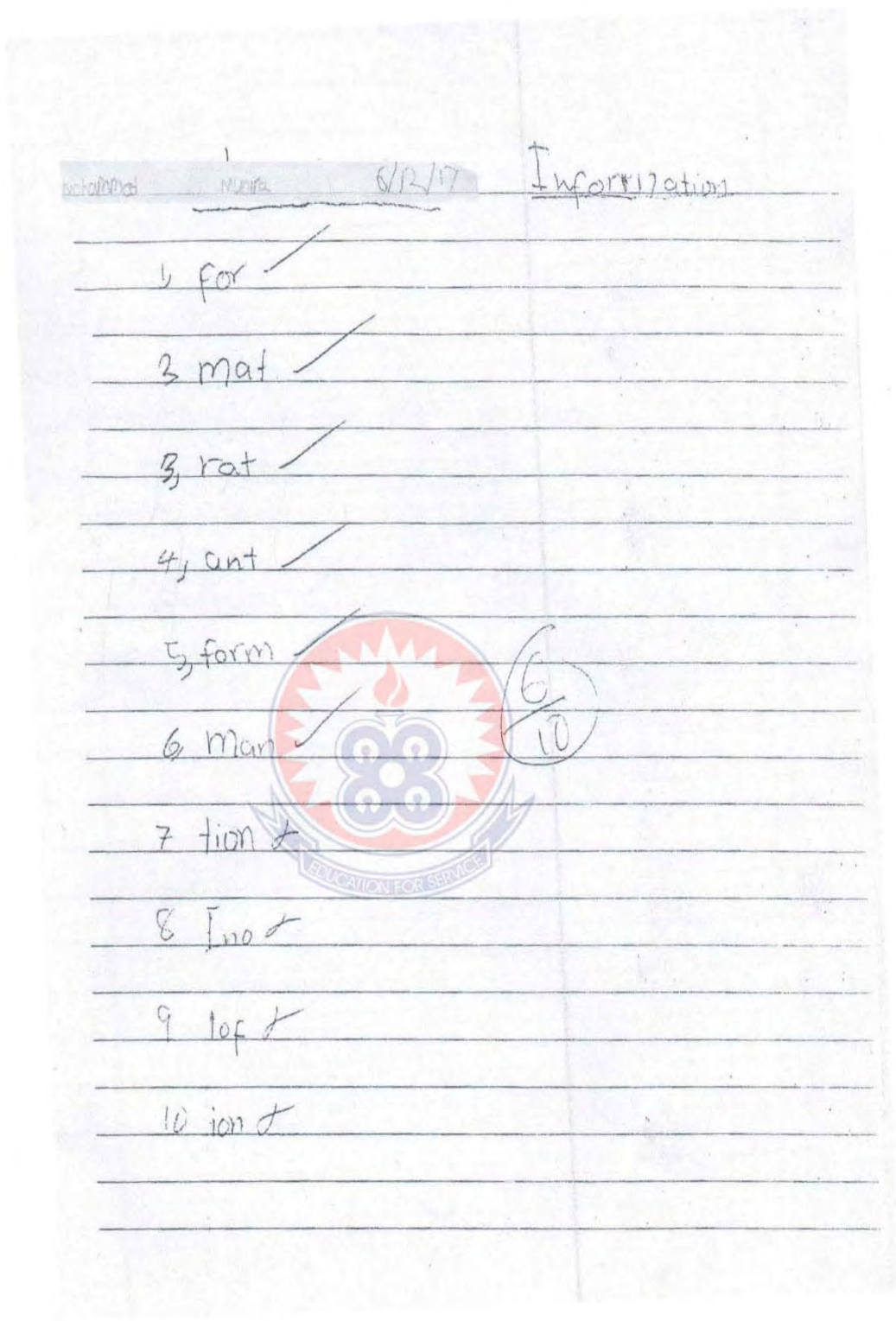
8 man ✓

9 not ✓

10 ant ✓



APPENDIX J




APPENDIX K

Ibrahim Aminah 6/12/17
Appendix K
Communication

1) cat ✓
2) in ✓
3) to ✓
4) on ✓
5) at ✓
6) can ✓
7) it ✓
8) no ✓
9) an ✓
10) am ✓

10/10



APPENDIX L

Hafiz Tahirik 5/12/17

Communication

1. Gaf ✓
2. man ✓
3. on ✓
4. ✓
5. in ✓
6. in ✓
7. inot ✓
8. can ✓
9. ma ✓
10. to ✓
11. it ✓

$\frac{9}{10}$

