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Modalidad del Trabajo de Titulación: Proyecto de titulación con componente de investigación aplicada y de desarrollo

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DEDICATORY

I dedicate this dissertation to my family whose words of encouragement and push for tenacity rang in my ears. They have never left my side and are very special and have supported me throughout this process. I dedicate this work to my sons: Tomás and Nicolás for being my inspiration in the life.

With love,

Andrea

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TEMA: SPELLING ACTIVITIES TO REINFORCE THE VOCABULARY LEARNING

Modalidad del Trabajo de Titulación: Proyecto de titulación con componente de investigación aplicada y de desarrollo

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Date: 04 de marzo de 2024

ABSTRACT

This research aimed to determine if vocabulary learning through the application of spelling activities in fifth-grade students improves the way of learning. This study utilized the quantitative approach, which involves analyzing numerical data and the quasi-experimental design. The population consisted of 68 students, who were distributed into the experimental and control groups which involved 34 learners each. The experimental group was the only group that underwent the implementation of spelling activities which involves producing words correctly, so that everything written is easily understood by anyone who reads it. The research instruments used to gather data were the pretest and the posttest. The pretest was given to both the experimental and control groups at the initial class, while the posttest was conducted on the last day of the intervention. Both tests were designed by the author based on the KET exam A2 level which was validated by experts in the field of Teaching English as a foreign language. It consisted in a battery of ten multiple-choice questions which focused on the vocabulary spelling and meaning. The numerical data were obtained from each valid student's response in the pre-test and the post-test. The intervention plan lasted seven weeks. The research findings indicate a statistically significant difference ($p < 0.05$) between the data gathered from the post-tests of the control and experimental groups. The T-test (two independent samples) revealed that the scores of the experimental group were higher than those of the control group. Thus, this evidence confirms the acceptance of the alternative hypothesis in this investigation. Therefore, applying spelling exercises enhances pupils' vocabulary acquisition. Undoubtedly, it was concluded that spelling activities was more effective than the traditional methodology to improve the vocabulary knowledge of the fifth-grade learners. Therefore, it is recommended to incorporate spelling activities to help learners improve their vocabulary knowledge.

Keywords: *ACTIVITIES, KNOWLEDGE, LEARNING, SPELLING, VOCABULARY*

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RESUMEN EJECUTIVO

Esta investigación tuvo como objetivo determinar si el aprendizaje de vocabulario mediante la aplicación de actividades de ortografía en estudiantes de quinto grado mejora la forma de aprender. Este estudio utilizó el enfoque cuantitativo, que implica el análisis de datos numéricos y el diseño cuasiexperimental. La población estuvo compuesta por 68 estudiantes, quienes fueron distribuidos en los grupos experimental y de control, en los que participaron 34 alumnos cada uno. El grupo experimental fue el único que se sometió a la implementación de actividades de ortografía que implican producir palabras correctamente, de modo que todo lo escrito sea fácilmente entendido por cualquiera que lo lea. Los instrumentos de investigación utilizados para la recolección de datos fueron el pre-test y el post-test. El pretest se aplicó tanto al grupo experimental como al de control en la clase inicial, mientras que el post-test se realizó el último día de la intervención. Ambas pruebas fueron diseñadas por el autor con base en el examen KET nivel A2 el cual fue validado por expertos en el campo de la Enseñanza del Inglés como lengua extranjera. Consistía en una batería de diez preguntas de opción múltiple que se centraban en la ortografía y el significado del vocabulario. Los datos numéricos se obtuvieron de la respuesta válida de cada estudiante en el pre-test y el post-test. El plan de intervención duró siete semanas. Los resultados de la investigación indican una diferencia estadísticamente significativa ($p < 0,05$) entre los datos recopilados de las pruebas posteriores de los grupos control y experimental. La prueba T (dos muestras independientes) reveló que las puntuaciones del grupo experimental eran más altas que las del grupo de control. En consecuencia, esta evidencia confirma la aceptación de la hipótesis alternativa en esta investigación. Por tanto, la aplicación de ejercicios de ortografía mejora la adquisición de vocabulario de los alumnos. Sin duda, se concluyó que las actividades de ortografía fueron más efectivas que la metodología tradicional para mejorar el conocimiento de vocabulario de los estudiantes de quinto grado. Por lo tanto, se recomienda incorporar estas actividades para ayudarlos a mejorar su conocimiento del vocabulario.

Palabras claves: ACTIVIDADES, CONOCIMIENTO, APRENDIZAJE, ORTOGRAFÍA, VOCABULARIO

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Developing vocabulary is essential for interacting with people. Everything that the language users want to say or write requires a vast vocabulary knowledge. The more words you know in English, the better the message will be understandable. As Khafidhoh (2019) states, vocabulary expresses someone's meaning, viewpoint, and goals.

According to Islamovna (2023), vocabulary is a fundamental sub-skill for language learning because it forms the underpinning for all other language skills. Besides, it can help learners become fluent and accurate. That is why vocabulary is considered the key to understand the meaning of written or oral text, where children are exposed to learning and memorizing the meaning of words to increase their knowledge (Schmitt, 2000).

Regarding spelling activities, Albuquerque and Alves (2020) mentioned that these exercises enhanced children's abilities and literacy. Therefore, teachers should realize that teaching children differs from teaching young people (Alqahtani, 2015). For this reason, spelling has been considered an effective technique to reinforce vocabulary learning since children have a lot of benefits in learning.

The problematic situation lies in the low level of English proficiency at macro, meso, and micro levels. EF Education First has released the 2023 edition of its EF English Proficiency Index (EF EPI), a global reference study on English proficiency. Based on the results of testing 2.2 million non-native English speakers in 113 countries and regions around the world, the report offers an in-depth view of the current situation. This institution reveals a worrying global trend: a widening gender gap and a decline in English proficiency among young adults.

In the meso level, according to Education First (2023), Ecuador ranks 80th out of 113 countries in English language proficiency. This places the country in a position that reflects the need to take measures to improve English proficiency from an early age. Regarding the micro level, most fifth-grade students at "Unidad Educativa Fiscomisional Tirso de Molina" continue using traditional techniques to learn English vocabulary, such

as: memorization, repetition, drilling, and translation. Therefore, applying the research based on spelling activities has been considered an effective alternative to reinforce the language learned.

The need to learn English is increasing because everything in the world is in English. It is the third most spoken language in the world and has become the official language of science, diplomacy, and tourism (Northrup, 2013). Furthermore, it is a door to information. Consequently, English must be taught at school level for the students to be prepared to face the global challenges. If this not happen, students will not have the competence and will not have the tools to interact to other cultures and the level of English in Ecuador will remain in a very low level.

A quantitative approach with a quasi-experimental design was used in the research, in terms of pre-test and post-test, which were employed to achieve the primary goal. A pre-test assessment was applied with both groups to identify the level of students about vocabulary before the intervention, while the post-test was employed after the intervention.

During seven weeks of intervention, it was possible to determine that spelling activities help students support the vocabulary learned. Moreover, continuing with the learning process, they need some help to remember the appropriate meaning of words in different contexts, using the words integrated to different skills and subskills during the teaching-learning process during those weeks.

Furthermore, vocabulary is necessary for effective communication. The use of correct words allows them to understand and produce the English language. Moreover, learners can work on other skills: speaking, listening, reading, and writing. Students must recognize a vocabulary word using distinct spelling patterns to continue learning (Qamariah & Wahyuni, 2018). Therefore, spelling activities are beneficial for the students' leaning of English and are addressed in this study based on the following scheme:

CHAPTER I: introduces, justifies, and outlines the aims of the study, providing information on the object and various parts of the research.

CHAPTER II: gives the research backdrop, including the state of the art, which is a collection of publications relevant to the study issue, and the literature review, which presents the theoretical aspects of the variables associated to the topic.

CHAPTER III: presents the methodological framework, detailing the location, equipment, materials, kind of study, hypothesis testing, population and sample, data collecting, data processing, statistical analysis, and the outcomes.

CHAPTER IV: presents the findings from the methodological framework chapter and analyzes them using statistics.

CHAPTER V: outlines the conclusions drawn from the results, provides recommendations for future research, and includes the bibliography and annexes of the study.

CHAPTER VI: contains a suggestion for a classroom intervention that implements modeling language practices to improve speaking abilities.

1.2 Justification

Observations in English classes have revealed the problems students present when learning English vocabulary. They continue to be part of the traditional learning system, where activities such as writing a list of unknown words, repeating them many times, looking up their meaning in dictionaries, or memorizing the word with its meaning are used without getting the expected results.

The strategies previously mentioned are the ones that teachers usually apply at the beginning of a unit, so that students can recognize the meaning of the words and avoid confusion during the development of the lessons. After finishing any unit, students continue studying other vocabulary words, and they forget the previous ones. Most of the time, students must remember a word's real context, usage, and correct spelling. Despite being conscious that if they ignore the meaning and function of a particular word, they prefer to develop activities provided in the with someone's help instead of learning new vocabulary.

After identifying the problems related to vocabulary learning and the lack of effective teaching techniques, this research is justified for some reasons. First, this research is needed due to the students need to reinforce their vocabulary learning. That is the reason why spelling activities would be implemented. In addition, the application of this research in the Fifth grade at "Tirso de Molina" located in Izamba is feasible since the researcher has the total collaboration of the Authorities, students' parents, and students themselves. Regarding its originality, it is the first time that research on this topic has been applied at

this institution. Finally, the beneficiaries will be students previously mentioned who can learn new vocabulary differently and improve their correct spelling.

Therefore, this study aims to determine if vocabulary learning through the application of spelling activities in fifth-grade students improves their learning and awakens their interest in learning differently and working in the spelling section. Spelling is not simply about how to spell words; it connects to other skills (Qamariah & Wahyuni, 2018). Moreover, knowing vocabulary words is essential to developing the other primary skills, and the classroom activities will be easier to develop.

1.3 Objectives

1.3.1 General

To determine if vocabulary learning through the application of spelling activities in fifth-grade students improves the way of learning.

1.3.2 Specifics

- To identify the student's level of English vocabulary.
- To apply the suitable spelling activities that allow students to learn vocabulary.
- To analyze the progress of vocabulary learning after using the spelling activities.

CHAPTER II

RESEARCH BACKGROUND

2.1. Previous research

Knowing enough vocabulary according to the student's level is essential to continue with language learning acquisition and developing other skills. Vocabulary comprehension is a crucial ability that learners must master to develop the four skills of English (Rahman 2020). Hence, this section focused on the theoretical and practical investigations of vocabulary learning through significant strategies such as spelling activities. The information presented in the current section was extracted from journals, articles, and books; these were helpful to support the analysis of the variables due to the relation between previous studies and the current one.

To start with, Rahmawati and Harahap (2023) stated that learners encountered challenges in comprehending the structure of English words and pronouncing them. Therefore, their aim was to address these issues to enhance students' vocabulary proficiency through the implementation of a spelling bee game. It was classroom action research. There were 35 seventh-grade kids as participants. Qualitative data was collected through interviews, observations, and questionnaires, while quantitative data was derived from the students' average vocabulary scores. The qualitative data analysis revealed a rise in favorable answers (23.97%) from surveys, while observations and interviews indicated that students were more motivated to participate in the teaching-learning process through the spelling bee game.

Furthermore, research done by Pratiwi et al. (2021) intended to enhance students' vocabulary proficiency through spelling bee activities. The study focused on 180 seventh-grade students from SMP Negeri 15 Kota Bengkulu, divided into seven classes: VII A – VII F. Sample included two classes: VII D as the experimental group and VII E as the control group. The research was done at SMP Negeri 15 Kota Bengkulu. It was a Quasi-Experimental design. Both courses had 30 pupils with nearly identical scores in the pre-test. The experimental class employed the Spelling Bee tactic, whereas the control class utilized conventional methods. After a classroom treatment, a post-test was administered. The post-test results indicated that the mean score for the experimental class was 76.00, whereas for the control class, it was 69.83. They concluded that students taught

vocabulary through the Spelling Bee showed more effectiveness than those taught using traditional methods.

Another study made by Ningrum and Pusparini (2020) aimed to assess the efficacy of utilizing the spelling bee game method to enhance students' proficiency in English vocabulary and to evaluate students' reactions and engagement with this approach. This investigation was prompted by pupils' insufficient understanding of vocabulary in the English subject. It was an action research. The research was conducted in two cycles. The data collected from the pre-test and post-test were analyzed using traditional methods with a minimum quality criterion of 75. The study findings indicated that the research in cycle 2 showed a substantial improvement and that using the Spelling Bee game had a positive impact on enhancing pupils' proficiency in English vocabulary.

Yet another research conducted by Khafidhoh (2019) sought to examine the influence of utilizing images in teaching vocabulary. The study involved experimental research with two groups: an experimental group and a control group. Both sets of individuals completed a pre-test before the intervention. The experimental group got visual education first, whereas the control group received instruction without photos later. Using visuals was found to enhance pupils' performance. Furthermore, they can captivate students' interest, motivating them to actively participate in the learning process.

In addition, Noroozi and Siyyari (2019) investigated the impact of meaning-focused input and output activities on active and passive vocabulary learning. The study included a quantitative technique together with a vocabulary assessment. The researchers conducted this investigation using a sample of 38 people aged 18 to 25 years. The data was analyzed using the MANOVA statistical test. Ultimately, this research indicates that language exercises including both input and output can improve the vocabulary development of foreign language learners.

In the paper entitled "Vocabulary knowledge as a predictor of performance in writing", Kilic (2019) investigated the impact of vocabulary knowledge on the writing and speaking abilities of 54 Turkish B2-level EFL students. A Proficiency exam was used. The findings showed a 17% difference in speaking performance and a 17% difference in writing performance. The study demonstrates that vocabulary proficiency is a strong predictor of success in acquiring productive language skills. This analysis found notable relationships among components of language knowledge. Lexical knowledge may be

categorized into three interconnected domains: vocabulary depth, receptive vocabulary size, and productive vocabulary size. The authors concluded, a crucial aspect of comprehending the meaning of a written or spoken text is vocabulary, which is perceived as an ongoing development.

Likewise, Alshahrani (2019) researched to identify classroom interventions that help native English speakers and ESL speakers improve their spelling and vocabulary in the language. To research vocabulary and spelling therapies, the following search terms were combined: language learning tactics, strategy, teaching, learning obstacles, spelling strategies, vocabulary, foreign language, English as a second language, English only, English Language Learners, and strategy. After analyzing the data, the results revealed that fifteen research on vocabulary and spelling techniques that improved ESL, EO, and/or LD students' vocabulary and spelling in English. This evaluation highlighted conventional vocabulary teaching techniques including teaching vocabulary directly through reading application and teaching vocabulary by having students memorize the correct spelling of new words.

With the aim of eliminating spelling problems among Saudi English Language students, Altamimi and Rasahid (2019) conducted a study to investigate the most effective teaching techniques for reducing spelling mistakes among Saudi university students. A quantitative design process was employed, involving interviews with both lecturers and students. The study included 15 students and 15 English language instructors. The study demonstrated effective teaching methods for improving English spelling, such as learner involvement, pedagogical strategies used by instructors, and regular spelling practice. The authors concluded that EFL students' spelling challenges may be addressed by various intervention methods, such as role-playing and exposing teachers to diverse teaching methodologies, including simulated scenarios that encounter spelling obstacles. Teachers must assign homework to pupils for peer assessment and collaborative effort, for example, remembering selected words for spelling. It would incentivize pupils to engage in the learning process.

According to Ghalebi et al. (2020), learning a language is a multifaceted and intricate undertaking that is enhanced by learners implementing deliberate measures to aid their own learning. Therefore, they examined whether learners with varying academic degrees exhibit notable differences in their utilization of vocabulary learning methodologies. This study included both quantitative and qualitative methods. The participants responded to

surveys about Vocabulary Learning Strategies, including open-ended and closed-ended questions. Additionally, the findings showed notable disparities in the utilization of vocabulary acquisition methodologies across undergraduate and postgraduate students. Studying the vocabulary learning methods used helped inspire EFL teachers to develop materials and tasks that assist students in enhancing their vocabulary acquisition.

Moreover, Rahman and Xihuang (2020) aimed to identify the most and least utilized tactics by the learners. A questionnaire consisting of four sections such as attitudes towards learning new words, cognitive techniques for learning new words, effective strategies for learning new words, and metacognitive regulation of learning new words was used. The questionnaire was administered to 177 undergraduate students, comprising 155 males and 22 females. The results indicated that students favored contextual learning over memory for acquiring vocabulary, and demonstrated proficiency in identifying, selecting, and understanding relevant terms. Aside from feedback, the individual mostly utilized dictionaries, guessing, repetition, and auditory encoding to learn words. Ultimately, this research indicates that the cognitive technique is the most commonly used to learn vocabulary.

Albuquerque and Martins (2020) studied the impact of invented spelling activities on the spelling skills of kindergarten pupils, together with adult guidance and peer interaction during intervention sessions. The study utilized an experimental-descriptive design style with a sample size of 52 students. The investigator split the participants into experimental and control groups to provide a pre/post-test evaluation. Once the pupils completed the assessments, the data study was collected. The findings emphasize the need to offer kindergarten kids group activities that include early literacy resources to help improve writing skills at the beginning of school.

After their previous experience on researching learning vocabulary to children in 2020, Ghalebi et al. (2021) investigated the differences in learning approaches among English-proficient and non-English-proficient Iranians. The researchers employed an experimental approach to categorize individuals into low and high groups, depending on their language proficiency. Additionally, the researcher administered the Oxford Placement Test to collect data. The study found notable differences in the utilization of willpower, memory, cognitive, and metacognitive techniques between high and low-English vocabulary learners. The authors advised that instructors must offer learners

effective learning strategies to enhance their vocabulary acquisition and expedite learning.

For their part, Chiang et al. (2021) targeted to research vocabulary learning among a group of Hong Kong secondary students and teach vocabulary consolidation tactics over eight months. The investigators used two vocabulary tests and one survey about vocabulary learning strategies. The data were analyzed through t-tests and correlation coefficients. The results showed that students preferred cognitive strategy (Practical exercises). Additionally, that strategy taught to students was successful in helping them learn vocabulary.

Similar research done by Daffern and Fleet (2021) whose objective was to comprehend the effects of using explicit spelling teaching informed by spelling error analysis on learning to spell. The intervention was applied to 572 participants in years 3 to 6 from 31 classes across four Australian schools. The investigator engaged in this intervention with fourteen teachers from two schools. Hence, specific and targeted spelling teaching was planned and implemented using data from a spelling error analysis (Ghalebi et al., 2021). The findings show that there was a statistically significant improvement in spelling across the board for all classes in the intervention group. The results demonstrate the value of specifically teaching spelling abilities that are pertinent to students' needs through assessment-informed approaches. In conclusion, the use of spelling activities must focus on the development of the skills by considering the student's weaknesses and strengths at the moment to plan it.

An interesting study conducted by Lundberg et al. (2022) utilized a peer tutoring technique in a second-grade classroom, employing an alternating treatment design with a baseline. Participants spelled unfamiliar words during the baseline phase. During the therapy period, peer tutoring for spelling was swapped weekly with teacher-led spelling instruction. The authors developed two activities, namely accuracy and fluency. Consequently, peer coaching for spelling was more considerable performance increases and was better received by pupils. This study contributed to the little research on successful spelling education methods and reaffirmed previous results showing that direct spelling teaching enhances spelling abilities more than no instruction.

Similarly, Saleh and Althaqafi (2022) conducted a study to examine the impact of educational games on children's vocabulary acquisition. This research was designed as

quasi-experimental and involved a group of 40 learners aged between 5 and 6 years old in a Kindergarten school in Saudi Arabia. The researcher categorized the individuals into two groups: the control group and the experimental group. There were twenty students in both the experimental and control groups. The experimental group received instruction through interactive activities involving the youngsters. Conversely, the control group received instruction utilizing the conventional approach of repetition. A pre-test and post-test analysis showed that using educational games as a learning method with young students led to greater learner engagement, enhanced information retention, and helped students understand real-world applications. Additionally, this study suggests utilizing educational games to improve vocabulary instruction for young kids more interactively.

It is relevant to highlight that all of the previous research mentioned contributed satisfactorily to the construction of the current one, despite having two investigations not focused on the study of both variables together; the findings found were a great benefit to continue with this new research. First of all, the objectives were useful to have a vision of the goal to achieve. Second, the methodology helped to look for appropriate spelling activities for vocabulary learning according to the real context. Third, the authors highlighted the importance of spelling and vocabulary learning. Lastly, the results and conclusions contributed to the design of the proposal that would help students reinforce vocabulary learning.

Variables

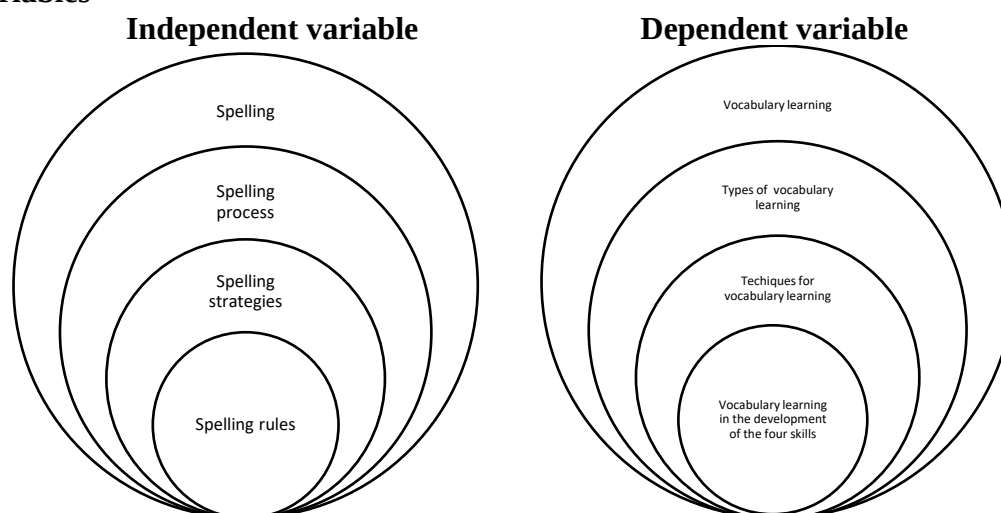


Figure 1

Conceptual framework

Created by: Andrea Lascano

2.2. Independent variable:

2.2.1 Spelling

Spelling is a set of rules that establish the correct way to represent the sounds or phonemes of a language through letters (Albuquerque & Martins, 2020). Regarding to this, the relationship between a phoneme and a letter is, in principle, arbitrary since no linguistic reason determines it (Crystal, 2008).

Moreover, spelling means writing correctly (Oxford Dictionary, 2024). Similar to speaking, the language learner must pay attention to spelling to write correctly. Accordingly, language needs Spelling and Grammar, although, over time, the language changes due to various situations such as idioms, including and adapting words from other languages, etc. (Harmer, 2015). Writing with mistakes cannot be accepted; for this reason, writing without spelling mistakes should occupy an important place when writing.

Furthermore, the text is the superior communication unit and the speaker's organizational competence (Asher, 1977). Therefore, learners must consider factors about discursive competence, the situation, context, and textual and orthographic rules. Its variable

extension corresponds to a comprehensible whole with a communicative purpose in a given context (Harmer, 2015).

Spelling is a technique commonly used in class to teach English. According to Treiman and Bourassa (2020), it has been applied in primary schools for many years to teach children. Therefore, they need systematic spelling instruction to learn how to spell words but also, they need to get systematic spelling education. Likewise, Alshahrani (2019) stated that spelling cognitively was a complex technique in the early years of schooling. Nevertheless, it is considered a needed competence that children must develop to continue learning. Thus, if spelling presents a substantial challenge for students, it could be beneficial to devote extra time (Nation and Macalister, 2020).

According to Nation and Macalister (2020), spelling is the key to connect learning with the four skills: listening, speaking, writing, and reading since all the skills require the correct use of orthography. Similarly, Albuquerque and Alves (2022); therefore, spelling technique impacts vocabulary growth. Some spelling activities contribute to the practice and support English learning. However, these activities require some learning strategies. For instance, Adi and Wijaya (2018) determined that the most applied teaching strategies were based on listening, repeating, drawing, and coloring, to carry on the following activities: word, card, drawing, and movement games.

Boggio et al. (2022) stated that spelling is fundamental for educational success. For this reason, the ability to spell must be correctly developed as an essential requisite for children to be able to start communicating. Besides, Alshahrani (2019) and Daffern and Fleet (2021) consider that educational researchers should focus on figuring out how to best support school-age children in developing their spelling skills.

However, the content of a text, a comment on a blog, a response to a topic on a forum, or even a message needs to improve with spelling mistakes (Afzal, 2019). The New South Wales Department of Education and Training (2007) states that whoever wrote it also loses authority and prestige, even more so if it is a teacher. In consequence, spelling has become a delicate issue for new (and not-so-new) generations. On the other hand, thanks to technology, most school assignments are now done on a computer with a word processor, which includes an automatic spell checker, which sometimes young people need to learn exists and use, resulting in an assignment with errors in spelling (Albuquerque & Martins, 2020).

The above is one of the big problems teachers encounter (Albuquerque & Martins, 2019). There needs to be discussion on this point; good spelling is the basis of a well-written text, and in most cases, language users communicate in writing. Consequently, the problem of spelling is not just a school problem; it goes further; it belongs to life: letters, curriculum, research papers, memoranda, notes, etc., everything is in writing, and consequently, everything should be impeccable, as far as spelling is concerned (Liando, 2023). According to Afzal (2019), the reasons why a person writes with errors are several; among them are distraction, the little importance given to spelling, little reading of books, and the influence of other types of technological languages such as the one used with text messages, currently, we find that students write as if they were writing a text message, there is a terrible mutilation of language.

2.2.2 Spelling process

One of the most important sub-skill of writing competency is spelling. According to Treiman and Bourassa (2020), children who engage in spelling activities acquire useful cognitive abilities. This makes getting increased phonological skills lead to more spelling forms and encourages effective communication (Albuquerque & Martins, 2022).

As stated by Bowers (2018) spelling activities are significant because phonics training teaches children to feel motivated to start writing or saying small phrases through the correct use of words in order not to create confusion at the moment of learning English. According to Fitria (2020), that is why spelling the word correctly is very important, just as important as saying the word correctly in speaking.

Moreover, spelling words correctly influence how we communicate and interact with others. For instance, someone who struggles with spelling things correctly may find it difficult to write (Lundberg et al., 2022). Hence, spelling can provide a diagnostic window into a student's knowledge of the sound system and writing spelling (Sprunhan et al., 2022).

According to Albuquerque and Martins (2019), in their investigation, the results showed that children with the spelling activities learned more words and showed a higher improvement in the development of other skills. Moreover, Treiman and Bourassa (2020), stated that when children start reading and writing they need to understand the vocabulary words, and regarding his research that was possible through the use of spelling techniques.

In conclusion, as said by Altamimi and Rasahid (2019) spelling is seen as a crucial aspect of the learning process. Spelling errors can alter the meaning and comprehension of content, confusing the students. Therefore, it is important to spell words correctly to express the proper meaning. Moreover, As stated by Fitria (2020), spelling is the study of the proper use of letters and words in the language.

2.2.3 Spelling strategies

Many strategies can be used by the teacher to teach spelling. As stated by Rippel (2008), good spellers are those who acquire the best spelling strategies and regularly use them. Spelling strategies can be divided into four groups: phonetic, rule-based, visual, and morphemic (Rijthoven et al., 2020). All four strategies can be employed in productive spelling programs to help students improve their spelling (Adi & Wijaya, 2018).

According to Rijthoven et al. (2020), spelling strategies are:

1. **Phonetic Spelling Strategies:** It is when a pupil listens for every sound in a word and then tries to represent those sounds with a letter or combination of letters.
2. **Rule-based Spelling Strategies:** Recognizing linguistic conventions and generalizations is part of the second kind of spelling method. For instance, the learner will be more likely to spell the word "kitchen" correctly if they are aware that the "ch" sound is spelled "tch" when it comes after a short vowel.
3. **Visual Spelling Strategies:** word banks that are centered around a certain idea, and aid students in remembering words associated with that concept. Word games and extensive reading are two of the best ways to support a student's development of visual spelling techniques.
4. **Morphemic Spelling Strategies:** the understanding of how a word's meaning affects its spelling. A spelling program that teaches students how to create complex words and acronyms by adding prefixes and suffixes to base words.

According to Altamimi and Rasahid (2019), to teach vocabulary through spelling, a teacher can choose one of the following strategies: individual repetition, competitive group play, and classroom repetition. These strategies were fun for the kids and required little preparation. If children have mastered a word, they can spell, identify, and use it orally and in writing, it can be recognized the strategies were used successfully (Alshahrani, 2019).

2.2.4 Spelling rules

Spelling is an ability that requires knowledge of English grammatical patterns and rules, as well as the ability to recognize letters and match them to their correct sounds. (Lundberg et al., 2022). Therefore, spellings play a pivotal role in being a primary and essential skill required by students (Altamimi & Rasahid, 2019).

Nevertheless, although spelling is important in the learning process, it is also difficult to master it because it has more sets of letter combinations than Spanish (Perez, 2055). For instance, English spelling has twenty-six letters: twenty-one consonants and five vowels, but there are twenty vowel sounds (Nation and Macalister, 2020). Most of the time ignorance of the rules can affect the advancement of other skills. Thus, spelling takes a lot of practice (Valizhonovna, 2023).

Some rules can help students improve their spelling learning. If the spelling is correct, they will not have a lot of difficulty understanding its meaning in different contexts (Valizhonovna, 2023). The spelling activities help children to progress in the development of other abilities (Esposito et al., 2022).

As said by Williams et al. (2017) children's ability to spell correctly depends on their ability to use their letter knowledge correctly. Even though, the same letters that indicate a word's sound can frequently be used in different contexts. Three groups can be made out of English spellings as stated by Altamimi and Rasahid (2019):

- 1) Words which are commonly used, regular and their pronunciation can be accessed from basic knowledge about the phoneme-grapheme relationship, such as tin, pet, fat, and bad.
- 2) Unusual terms whose pronunciation can be inferred from an understanding of the rules; for example, /k/ is pronounced with a *k* before an *e* or an *i* in words like kill and key, but with a *c* in other words like car and course.
- 3) The third group of spelling, which includes words like boat, catch, and drawn, is the hardest to pronounce due to its irregularity.

According to Williams et al. (2017), students learn about letter patterns, or how one letter interacts with other letters to form words, at the pattern layer. For instance, the letters "t" and "h" alone produce the sounds "t" and "h," respectively; yet, when joined to form the word "th," the individual letters produce the sound "th". According to Perez (2005), students learn the impact of swapping out letters in a word during the alphabetic stage.

For instance, the terms "cap" and "can" can be created by changing the final letter in the word "cat".

2.2.4 Spelling activities

Spelling tennis

In this game, the child articulates a term that is associated with the word he or she has just heard, so establishing links and engage in a sequential manner (Alshahrani, 2019). According to Islamovna (2023) because of its difficulty, older kids tend to be intensely engaged in this activity. Students collaborate in triads. One fulfills the tasks of both 'reader' and 'checker'. The two other pupils spell the word by repeating individual letters until the complete word is spelled. The checker stops the game and shows the correct spelling when a mistake is made. The word is spelled again and then positioned at the bottom of the stack. Only precise terms are retained. This activity is helpful to promote social interaction because students not only play a role but also practice empathy because of changing of roles as checkers.

Unscrambling activity

According to Altamimi and Rasahid (2019), this ESL classroom exercise entails an engaging anagram game in which students are tasked with deciphering scrambled words that have been written on the whiteboard or blackboard. Likewise, Mirioglu (2020) states that, this activity develops learners' high order thinking because they reorganize their spelling words in a scrambled order. For instance, they write 'beautiful' when their teacher has written 'befitualu.' Students should constantly place the initial letter in the correct location. Accordingly, Di Zou and Haoran (2019) remark that unscrambling activity is advantageous as it necessitates pupils to meticulously scrutinize each phrase to confirm the inclusion of all essential letters. In the classroom context, the jumbled lists are swapped with someone who has identical terms written out. Students are required to rewrite each word appropriately without using the correct list.

Alphabetical order

According to Graham (2018), learning to spell words in alphabetical order spelling sustain and encourage the development of spelling skills through proper spelling of terms. This activity assist pupils in cultivating efficient strategies for acquiring new vocabulary. On the other hand, Albuquerque and Martins (2019) agrees on that this assignment is ideal for middle and upper elementary students. Moreover, it is particularly effective in promoting careful examination of the spelling of words with the same initial letter, especially while learning common vocabulary (Alqahtani, 2015). This task can be completed alone at first, but students may cooperate afterward to verify that they have identical sequences.

Spelling Bee game

Pratiwi et al. (2021) stated that a spelling bee is a competitive event where participants are tasked with spelling a diverse range of words, typically presenting varied levels of challenge. In order to participate, participants must commit to memory the orthography of words as they are printed in dictionaries, and then articulate them accurately. According to Bowers (2018), a pupil articulates a word audibly while utilizing flashcards, as previously explained. Their partner articulates the word. Correctly spelling a word leads to winning the card. Incorrect responses result in the card being moved to the bottom of the stack. The game involves participants taking turns, and the one with the most cards at the end is considered the winner. Therefore, the utilization of the spelling bee game as an alternate instructional tool for vocabulary acquisition has been found to effectively enhance students' spelling proficiency (Ningrum & Pusparini, 2020).

Wordsearch

This is a popular spelling activity that consists in creating a word search puzzle by utilizing squares paper and spelling phrases (Fitria, 2020). No words are transcribed. Teachers must carefully examine to confirm they have not made a mistake and have included all their letters (Altamimi & Rasahid, 2019). Word searches will be swapped with another member of the spelling group at the next session. Encircled words are transcribed below it to help learners to look for the words. Therefore, this activity can

serve as a motivating tool for students engaged in vocabulary study, fostering both teaching and learning (Woodward, 2018).

Crossword

Crossword puzzles provide students the chance to assess their understanding and necessitate their attentiveness to terminology, since they are required to accurately spell each word (Wefi et al., 2023). They enable the reversal of word spelling and the diagonal spelling of words. Besides, they permit the placement of letters in multiple words, provided that all letters are interconnected. Furthermore, they are popular spelling activities that involve constructing a crossword puzzle by utilizing squares. Definitions are given below it as clues. The learners must read definitions that have already written to fill in each grid (Altamimi & Rasahid, 2019). It is also advised not to duplicate words on the grid.

2.3. Depend variable

2.3.1 Vocabulary learning

Vocabulary learning in and out of context are two different ways of learning words in language learning (Murthy, 2020). These are known as implicit and explicit language learning. Implicit vocabulary teaching is a way of instruction whereby language learners are taught unconsciously and contextually and explicit vocabulary teaching is a conscious method of mastering vocabulary (Dakhi, 2019).

When a language student receives vocabulary instruction indirectly, this is referred to as implicit vocabulary teaching (Arequipa, 2022). According to Kho et al., (2021), vocabulary learners who use this method always learn without actively trying to remember what they are learning. However, implicit vocabulary training is time-consuming.

Instead of using explicit vocabulary, students are expected to comprehend the lesson being taught and predict solutions to problems (Chu, 2003). Explicit learning is associated with learning vocabulary out of context for example the word lists but it can also occur in context for example when we look up words in the dictionary while writing down their

meanings. It can be said that explicit learning, is more conscious than implicit vocabulary. (Nezhad et al., 2015).

To sum up, implicit learning is a process in which the purpose is superior for language learning because it helps language learners comprehend the meaning of words (Jing Wang, 2014). While, explicit learning is a process in which the purpose of learning vocabulary is taught and learned through the application of the language rules and it is referred to as rule-based explicit learning (Dakhi, 2019).

2.3.2 Types of Vocabulary Learning

Vocabulary is not instantaneously acquired; it is also learned over a continuous process. The vocabulary is learned differently. For instance, most of the learners have been able to recognize and understand a word in an oral and written conversation but they are not able to produce it orally or in writing (Harmer, 2015). This is because language comprehension and production need a careful process of teaching vocabulary (Arequipa, 2022).

Vocabulary is divided into two types: passive and active vocabulary. Passive is referred to as receptive vocabulary and it is associated with reading and listening. Active refers to productive vocabulary and it is associated with writing and speaking (Laufer & Goldstein, 2004). There is one difference between both, in receptive vocabulary, the learner takes control of the words while in productive vocabulary, the learner is taking control of the words at that moment (Alqahtani, 2015).

According to Webb (2009), receptive vocabulary refers to language that students can understand but are unable to produce. It means that these words can be recognized when they read a text or listen to audio, music, dialogue, and so on but they do not utilize it when they speak or write. The same author, in another previous study, mentioned that learning receptive vocabulary typically takes the form of the teacher explaining the word's meaning and using it in a phrase, but only asking the students to spell and pronounce it.

Regarding productive vocabulary, Bustamante (2019) refers to words that learners can understand, pronounce, and use effectively in speaking and writing. It includes the elements required as well as the capacity to speak or write at the proper time since learners may create the words to communicate their ideas to others. In terms of Alqahtani (2015), productive vocabulary can be treated as an active activity.

From the definitions above, it can be concluded that vocabulary can be defined as "words that learners must know to formulate appropriate sentences and be able to communicate effectively; words in speaking and writing known as active vocabulary and words in listening and reading unknown as passive vocabulary (Neuman, 2009). Thus, it can be said that first learners must learn or acquire vocabulary words, and then produce phrases (Schmitt, 2000).

2.3.3 Techniques for Learning Vocabulary

Vocabulary knowledge is very important for successful communication, if students ignore some words, they cannot communicate or advance with the progress of other sub-skills (Izatullaevna, 2022). Thus, students should be aware of several techniques or strategies for learning vocabulary. There are traditional methods of memorizing vocabulary or other classic methods of vocabulary learning (Murthy, 2020).

Memorization of vocabulary is known as intentional learning in the teaching process. According to Alizadeh (2016), most of the students prefer this kind of learning since is quicker. Nevertheless, a different opinion is mentioned by Weaver (2022), he states that it is essential to memorize new vocabulary every time if you want to learn a new language but is not an easy task.

Chunking is a useful technique that helps students to learn more vocabulary to use in the correct context. Bustamante (2019), recommends using it as a part of teaching vocabulary. Moreover, Woodward (2018) suggests that to find more effective techniques to raise student vocabulary, it would be helpful to carry out further research on vocabulary retention with second-language learners through the chunking technique.

Drawing pictures is an easier technique to introduce vocabulary since for children it can be fun to express the meaning of a word in this way. According to Izatullaevna (2022), pictures are not only images for reality if not they can also be a funny technique to learn. A picture is a type of visual media. Any visual medium is anything that the human eye can see (Khafidhoh, 2019).

Repetition is the most used technique in the classroom to learn vocabulary and develop writing skills. Through repetition, learners are more likely to repeat and practice the English words (Gunawan, 2020). Additionally, it makes it possible for learners to access

the same words several times which makes it simpler for them to remember the words (Atikah & Rezki, 2018).

It has been mentioned the most common techniques used for teaching vocabulary to children. However, spelling is considered an effective technique in the teaching-learning. According to Qamariah and Wahyuni (2018), spelling is not simply about how to spell words, but it connects to the ability to read, listen, write, and speak better.

2.3.4 Reasons why vocabulary is important to develop the four skills

Vocabulary is considered one of the most important sub-skills in learning a foreign language since it is the principal tool to use English correctly. Moreover, it is related to the development of the four skills (Odenthal, 2020). In the same way, Castillo (2015) says that the process of learning vocabulary is a fundamental aspect in terms of mastering reading, listening, writing, and speaking language skills. Therefore, according to Mirioglu (2020), it can be determined that having a wide vocabulary knowledge makes it easier to encourage effective communication.

There are specific reasons why vocabulary is considered essential in the process of developing the four skills. For instance, the process of understanding vocabulary words is encountered in reading and writing while the process of applying vocabulary words is faced in speaking and writing skills (Kilic, 2019). Furthermore, for learners who are learning foreign languages, English vocabulary plays a significant role as one of the components of language skills because it is necessary to know vocabulary to dominate the four skills (Syafrizal & Haerudin, 2018).

First, vocabulary is important for listening comprehension since it relies on a language learner's understanding of words, vocabulary knowledge will facilitate understanding of what the student hears (Arequipa, 2022). Moreover, in the teaching and learning process, students are taught a variety of English words that go hand in hand with all four English language abilities, especially listening. It means that more terms will be added to their expanding vocabulary as they listen more (Simamora & Oktaviani, 2020).

Second, vocabulary is important in speaking skills because the acquisition and development of it are fundamental aspects of language learning in oral production (Wun, 2022). For example, the reason why students do not improve their speaking skills is because they did not learn enough vocabulary (Leong & Ahmadi, 2017). Another aspect

is that speaking in a foreign language is considered a defiant in language learning and requires a lot of practice and mastery of vocabulary (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018)

Third, vocabulary is important in the reading process since Karakoc and Kose, (2017) stated that there is a close connection between reading and vocabulary. For instance, the effect of vocabulary knowledge on reading comprehension is prioritized to continue with reading comprehension. Also, Grabe and Stoller (2018) mention that reading success and reading ability depend on having a strong vocabulary. Usually, reading a lot and picking up new words on the side are viewed as ways to build vocabulary.

Finally, vocabulary is considered important to writing skills because it allows the active use of the language. Additionally, there is a connection between vocabulary knowledge and writing since when students have a sizable vocabulary, they can improve their writing abilities and writing enables the learner to increase their vocabulary (Karakoc & Kose, 2017). According to Miralpeix and Muñoz (2018), a large vocabulary that includes complex words provides greater scope for Language Skills. Therefore, vocabulary also influences writing achievements.

In conclusion, having a wide variety of vocabulary will help learners to understand what they read and hear, and also learners will be able to express their feelings in an oral and in writing way. Besides, it supports all other language skills and can help learners become fluent.

CHAPTER III

METHODOLOGY

3.1 Location

This research was developed in the Unidad Educativa Fiscomisional Tirso de Molina. It is located in the province of Tungurahua, in a rural parish called Izamba in Ambato. This educational institution obtains its resources to develop its activities in a Fiscomisional manner. It is in the Sierra school regime. This institution has an approximate total of 88 teachers and 2098 students. Furthermore, this is catholic high school. Students come from medium-high socio-economic conditions; consequently, there is support from parents.

3.2. Type of research

This study used a quantitative approach. Quantitative research uses mathematical and statistical analysis tools to describe, explain, and predict phenomena using numerical data (Hernández et al., 2014). It had a quasi-experimental design. It focuses on identifying how an independent variable is related to the dependent variable and what this produces. Quasi-experimental research is carried out in an environment where the subject of the study develops naturally (Cohen et al., 2007). A quasi-experimental design, in terms of pre and post-test, has been employed to achieve the goal, which is to determine if vocabulary learning through the application of spelling activities in fifth-grade students improves the way of learning at Unidad Educativa Fiscomisional Tirso de Molina. This research worked with two groups: experimental and control. A pre-test was applied to both groups to identify the students' level of vocabulary learning, and the post-test also was applied to both groups after the intervention.

3.3 Population

The study population that was part of this research was not selected randomly; on the contrary, the researcher selected previously established groups (Creswell, 2015). Therefore, the sample included 68 students from fifth grade parallels A and C; 33 girls and 35 boys between 9 and 10 years old. Parallel A was chosen as the control group while parallel C was selected as the experimental one. The experimental group was taught

vocabulary by using spelling activities in which the children were involved. On the other hand, the control group was taught vocabulary by using the traditional methods and techniques. It means following the tasks of the course book at the same time as the experimental group.

The information regarding the population for the current study is displayed in the table below.

Table 1

Population

POPULATION							
<i>Class</i>	<i>Group</i>	<i>Male</i>		<i>Female</i>		<i>TOTAL</i>	
Fifth “A”	Control group	19	56%	15	44%	34	50%
Fifth “B”	Experimental group	16	47%	18	53%	34	50%
<i>TOTAL</i>		35	51%	33	49%	68	100%

Note: Data obtained from the secretariat’s office at the Unidad Educativa Fiscomisional “Tirso de Molina”

3.4 Hypothesis

Hypothesis 1: The application of spelling activities improves the students' vocabulary learning.

Hypothesis 0: The application of spelling activities does not improve the students' vocabulary learning.

3.5 Data collection

Instruments

The process of collecting data depended on two tests. The questions of the tests were designed by the researcher based on the Key English Test (KET) format, which corresponds to level A2 of the Common European Framework and measures the student's knowledge of English vocabulary in simple situations (See Annex 1). Both tests were

validated by the thesis director and by two experts from the English area. This test had a multiple-choice format and its objective was to identify the students' level of vocabulary learning before and after the intervention. There were only ten questions and there were an only one correct response per each one. The questions contained basic vocabulary such as food, likes and dislikes, school materials, sports, and home which regard to fifth year of Ecuadorian primary school.

Data collection process

Besides, these tests were useful to contrast the results obtained by the control and experimental groups.

To accomplish the first specific objective of this investigation, a pre-test was applied before the intervention phase. Based on this statement, for the collection of information from the students, a questionnaire was constructed with ten (10) questions, related to the vocabulary domain and three options for each question, which is recognized as a multiple-choice test. The correct answers did not have any spelling errors and also had coherence with the sentence.

To fulfill the second specific objective, spelling activities were applied to the experimental group after getting the results from the application of the pre-test. Each activity took 20 minutes in which students worked individually, in pairs, and in groups to reinforce the vocabulary learned and demonstrate their abilities to spell. Then, students were able to continue with the development of the other learning skills. The spelling technique was applied during twenty minutes weekly. Moreover, it was needed to take two more days for the application of the pre and post-tests.

In the first week, the researcher applied a spelling activity about nouns where students worked in pairs and were able to identify the singular and plural nouns. Besides, the teacher chose one student randomly to spell one of the words from the vocabulary.

In the second week, a spelling snake activity about vocabulary related to food was used. The class was divided into groups where they were able to answer some questions by spelling vocabulary about different kinds of food in an oral way.

In the third week, a spelling bingo was applied, it was focused on common gerunds verbs where students worked individually and put into practice their listening, writing, and

spelling skills. To reinforce the gerund verbs learned, the students had to listen to the verb.

In the fourth week, the spelling activity applied was about school subjects. Students worked in pairs. They had to read and match the definitions with the appropriate subject school. To finish the activity, students switched roles.

In the fifth week, the researcher applied a spelling activity based on the days of the week, the students were divided into groups. They listened to the days said by the researcher and formed the word with small alphabet cards. The first group that formed it, had to spell it correctly to get points.

In the sixth week, the activity employed was about the common collocations used in English. The students were divided into pairs and they were able to recognize the appropriate collocation for each verb, cover the correct pronunciation through the reading, and finally spell it.

In the seventh week, the activity focused on adjectives was applied in the last session. The students were divided into pairs and they were able to identify the adjective disguised. One student had to form an adjective by replacing the number using the cues given and the other student had to spell the adjective formed.

After finishing the intervention phase, students were ready to take the post-test. It is important to mention that these kinds of activities helped students to show how much vocabulary they had learned. Furthermore, the teacher could reinforce the student's knowledge in a ludic way.

Finally, to achieve the third specific objective a post-test was applied after the intervention phase. The test contained 10 questions about the vocabulary learned. In addition, it provided multiple-choice answers with three options. The format was the same as the pre-test. However, the questions were different because these were based on the students' learning progress.

3.6. Data processing

Since it was quantitative approach research some steps were carried out to process data. First, for the selected sample, the evaluation technique called a written test with the questionnaire instrument was applied. After having determined the research technique, a

structured questionnaire was carried out to collect the data information for the methodological process and to get reliable results.

The information was analyzed in the statistical program IBM SPSS Statistics version 26, to obtain the reliability of the instrument through a Cronbach's alpha. Furthermore, the t-student test was also used for the analysis of the probability distribution that arises from the research problem with a sample of the population whose standard deviation is unknown.

CHAPTER IV

RESULTS AND DISCUSSION

Since the main objective of the current research was to determine whether vocabulary learning through the application of spelling activities in fifth-grade students improves the way of learning, three specific objectives were planned. Therefore, in this section, findings are displayed according each objective.

Pre-test

The pre-test sought to assess students' vocabulary knowledge of the English language, specifically focusing on meanings and collocations, to evaluate their English proficiency level. Therefore, those results are displayed below.

Table 2

Pre-test

PRE-TEST			
GROUP		Fr.	%
CONTROL GROUP		2.59	26%
EXPERIMENTAL GROUP		2.24	22%
EXPECTED AVERAGE		10	100%

Table two displays information related to students' level of vocabulary knowledge. The control group obtained an average of 2.59, representing 26% of the expected average. On the other hand, the experimental group got 2.24, which is 22% of the expected. In this case, the level of students referring to English vocabulary was low. Since the test has an expected average of 10, students from the two groups did not achieve even the half of it. Therefore, it is crucial to implement some kind of help for them to improve.

Table 3*T-test:Pre-test*

Independent Samples Test						
Pre-test	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Equal variances assumed	.343	.560	.435	.353	-.544	1.250

Table three shows the T-test, which was developed to compare the means of the control and experimental groups in the pre-test. The Levene's test was .343 with a significance of .560. Levene's test for equality of variances tells whether or not equal variances can be assumed. Thus, if the probability associated with the Levene statistic is >0.05 , equal variances are assumed and the process of data analysis continues with this information. Furthermore, the Two-tailed significance revealed a result of .435. It is $>$ (higher) than .05 and signifies no significant difference between means. In other words, students from the control group and those in the experimental group have the same low level of English. This information was obtained with 95% of confidence interval in the statistical package SPSS.

Spelling activities

Students from the experimental group participated in an intervention phase which lasted seven weeks. This phase was crucial because students learned to spell vocabulary words correctly while playing. The intervention was based on the game-based learning teaching methodology to motivate students.

Table 4*Spelling activities*

Intervention	
Spelling activities	Session
Spelling Flashcards	1
Spelling meaning game	2
Spelling meaning words by syllables	3
Tic-Tac-Toe	4
Spelling bingo	5
Wordsearch	6
Crossword	7

Students practiced spelling activities through games implemented with activities like the ones showed in the table 4. These were suitable spelling activities that were chosen according to the students' level and their learning context.

Post-test

After finishing the period of intervention, students from two groups took the post-test.

Table 5*Post-test*

Group Statistics				
	Group	N	Mean	%
Post-test	Control group	34	3.62	36%
	Experimental group	34	5.06	51%
	Expected average		10	100%

With similar characteristics of the pre-test, the researcher developed the post-test with the entire population. Therefore, Table five shows the results obtained in the post-test. In this case, students from the control group had an average of 3.62 which was 36 percent of the expected average. However, the experimental group obtained 5.06 which constituted 51% of the expected average. Clearly, there was a difference with the results from the pre-test.

Table 6*T-test: Post-test*

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower Upper
Post-test	Equal variances assumed	0.009	0.927	-3.54	66	0.001	-1.441	-2.254 -0.628

Table six shows the T-test applied to the results obtained from the post-test. First, the Levene's test gave a result of 0.927 which is higher than 0.05. If the p-value or Sig. of Levene's test is higher than 0.05, the variances are not significantly different from each other; therefore, the assumption of homogeneity of variance is met. Furthermore, table 5 shows, there was a higher score obtained by the experimental group. Therefore, statistically analyzing, the two-tailed significance resulted in 0.001 which is < than 0.05. It implied that there was a significant difference between groups' means in the post-test with 95% of confidence.

Accordingly, the alternative hypothesis was accepted because the application of spelling activities improved the students' vocabulary learning. Since, students who participated in the intervention phase obtained a better score in comparison with those children who were not included in the classroom treatment. Furthermore, the null hypothesis was rejected.

Discussion

This research determined if vocabulary learning through the application of spelling activities in fifth-grade students improves the way of learning. In consequence, the author gathered data by utilizing quasi-experimental design and pre and post-tests as tools to address the study goals. Therefore, the following discussion emphasizes key findings from the collected data and connects them to prior studies on spelling. This analysis highlights three important research goals that focused on a) identifying what the students' level of English vocabulary is; b) how to apply suitable spelling activities that allow

students to learn vocabulary; and, c) analyzing the improvement of vocabulary learning after using spelling activities in the class.

Based on the results of the pre-test, students showed a low level of English vocabulary (See Table 2). The population obtained an average of 2 out of 10. This result provided evidence on the need of applying spelling activities to fifth graders because those children lacked mastery in essential vocabulary to continue their learning process. These data are congruent to those findings of some researchers such as Ningrum and Pusparini (2020); Pratiwi et al. (2021); Alshahrani (2019) who stated that students need mastery in vocabulary to achieve high levels of English language proficiency. Certainly, students needed to master vocabulary to improve their English skills competences, especially writing.

Secondly, the application of spelling activities to improve vocabulary was developed. This study has adopted a game-based learning approach that allowed students to be less stressed and be engaged in the classroom and the research process. This finding is similar to previous research developed by Altamimi and Rasahid (2019) and Ghalebi et al. (2021). Some spelling activities like crossword puzzle, spelling meaning, spelling syllables, spelling word search, flashcards, among other activities were applied. These ideas were taken from Khafidhoh (2019) who implemented images in the classroom with excellent results in vocabulary learning. During this phase, students seemed to be more motivated because they did not use their memory but played and integrate with other partners which constituted a big advance in the classroom environment likewise Saleh and Althaqafi (2022) suggested.

The post-test results showed a great advancement in the students' vocabulary knowledge (See Table 5). The calculation indicated that there was a difference in students' scores before and after receiving the class intervention. Children from the experimental group have increased their vocabulary, while the control group were still in a low level. These data were reciprocal to previous research developed by Lundberg et al. (2022) and Saleh and Althaqafi (2022). However, it may be helpful if peer tutoring would have been implemented to improve other language skills such as speaking just like Lundberg et al (2022) advised.

On the other hand, there were some limitations encountered during the research process.

First, the time was very short, this fact limited the teacher's development of more planned spelling activities. Another limitation focuses on the need of applying vocabulary in context. Children must use the learned vocabulary in real context to ensure long and short-term use. Furthermore, spelling activities may vary across various educational environments such as including online games.

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, AND ANNEXES

5.1 Conclusions

The current study offers detailed explanations related to spelling activities in children from fifth grade as EFL students; therefore, its conclusions are displayed in this section.

1. The finding of this research evidence that the application of spelling activities in fifth-grade students improves the way of learning. This kind of activities can activate the children way of learning turning it into a more challenging and rewarding aspect of the learning process. Most of the students in the experimental group achieved higher scores after a classroom treatment. The post-test results showed a significant improvement in students' vocabulary knowledge, demonstrating the effectiveness of spelling activities in teaching specific vocabulary. However, spelling activities must be combined with other language skills abilities like pair interaction to make improvement more meaningful.
2. The assessment of the students' English vocabulary, after the pretest was applied, revealed a really low level of proficiency. The students demonstrated a weak and not well- developed vocabulary knowledge. This negative outcome showed a not solid language acquisition in terms of vocabulary and the need of improvement with the application of non-traditional techniques. However, the positive aspect of the pre-test was that diagnosis was reliable due to a process of assessment without any pressure or stress for students.
3. After the implementation of several spelling activities, it was evident that the strategies that were chosen by the researcher are effective in making the teaching-learning process easier. Having students engaged in the application of the spelling activities proposed not only improved spelling accuracy, but also helped significantly to extend the student's lexical knowledge while they were playing and interacting. I was also noticed that the variety of activities which were part of the treatment suited the different individual learning styles as well.
4. After analyzing the implementation of spelling activities, it can be concluded that the alternative hypothesis was accepted and proved since it was clearly noticed the student's progress made in vocabulary learning. This positive impact supports the conclusion that well-designed spelling activities play a crucial role in

solidifying vocabulary learning. However, further research is needed until students obtain the expected average.

5.2 Recommendations

There are some complementary ideas that pretend to improve the problematic situation.

1. Spelling activities should be used by English teachers at any stage of the teaching learning process. This may contribute to achieve better results when students face evaluation.
2. Teachers should avoid using traditional methods of techniques when teaching, reinforcing and evaluating new vocabulary. It is a good idea to assess student's level of performance at the beginning of the school year. In this way this might help to understand that there are other options to be used in order to support students' English learning process.
3. Teachers might use the suggested proposal to start applying spelling activities not only in fifth grades, but also in other years of level. The use of these targeted spelling activities not only enhance spelling accuracy, but also contributes to a better use of vocabulary. They are original and practical and they can also be a base to come up with new ideas to get effective language learning.
4. Based on the positive impact observed in vocabulary learning through spelling activities, it is recommended to incorporate these effective methods not only in the personal lesson plans, but also in the curriculum. Furthermore, periodic assessment to these implementations can be carried out to identify areas that need improvement.

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5.4 Anexes

Annex 1



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA
EXTRANJERA

PRE-TEST

NAME:			
SUBJECT:	ENGLISH		
COURSE:	Fifth	PARALEL:	
DATE:			

Objective: The aim of this pre-test is to determine students' vocabulary knowledge of the English language focused on meanings, and collocations.

INSTRUCTIONS:

- The answers issued will be under the strict responsibility of the student, framed in respect and honesty.
- The time for the exam is 40 minutes.
- Read and choose the best option

1. Circle the correct answer Do you want some _____?

- a. sandwiches
- b. sandwichs
- c. sándwich

2. What do you want for lunch?

- a. I like spaghetti
- b. I like spaghetti
- c. I like espaghetti

3. What are you doing?

- a. I am doing homeworks
- b. I am doing the homeworks
- c. I am doing homework

4. Tammy isn't reading

- a. a book
- b. a bike
- c. a horse

5. Those _____ are my uncles.

- a. mens
- b. men
- c. mans

6. I have two _____.

- a. babyes
- b. babis
- c. babies

7. She doesn't like playing _____ with my friends.

- a. football
- b. futball
- c. the football

8. There aren't any _____ on the street.

- a. bus
- b. buses
- c. busses

9. My father likes grilling _____ on vacation.

- a. pizza
- b. hot dog
- c. sausages

10. I never make _____.

- a. My bed
- b. My homework
- c. My school tasks



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACIÓN

MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO
ENCUESTA DE EVALUACIÓN PERTENECIENTE A LA INVESTIGACIÓN:

“SPELLING ACTIVITIES TO REINFORCE THE VOCABULARY LEARNING”

Objetivo la validación: Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

AUTOR/A: Andrea Alexandra Lascano Ortiz

Señale mediante un ✓, según la validación para cada criterio:

1A- APLICABLE 2C- CORREGIBLE 3R- REGULAR 4D- DEFICIENTE

PREGUNTAS	PARÁMETROS			
	1A	2C	3R	4D
1. Do you want some_____? A. sandwiches B. sandwicks C. sándwich	✓			
2. What do you want for lunch? A. I like spaghetti B. I like spaghetti C. I like espaghetti	✓			
3. What are you doing? A. I am doing homeworks B. I am doing the homeworks C. I am doing homework	✓			
4. Tammy isn't reading A. a book B. a bike C. a horse	✓			
5. Those _____ are my uncles. A. mens B. men C. mans	✓			

6. I have two _____. A. babyes B. babis C. babies	✓			
7. She doesn't like playing _____ with my friends. A. football B. futball C. the football	✓			
8. There aren't any _____ on the street. A. bus B. buses C. busses	✓			
9. My father likes grilling _____ on vacation. A. pizza B. hot dog C. sausages	✓			
10. I never make _____. A. My bed B. My homework C. My school tasks	✓			

De manera integral, el instrumento es:

Aplicables 100%	Corregibles 75%	Regulares 50%	Deficientes 25%	No applicables 0%
✓				

Nombre del experto: Enith Jessenia Mejía Sánchez

C.I: 1802820223

Título (s) profesional (es): Cuarto Nivel

Área: Ingles



Firmado electrónicamente por:
ENITH
JESSENIA
MEJIA
SANCHEZ



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA
EXTRANJERA

POST-TEST

“SPELLING ACTIVITIES TO REINFORCE THE VOCABULARY LEARNING”

NAME:			
SUBJECT:	ENGLISH		
COURSE:	Fifth	PARALEL:	
DATE:			

Objective: The aim of this post-test is to determine students' vocabulary knowledge of the English language focused on meanings, and collocations.

INSTRUCTIONS:

- The answers issued will be under the strict responsibility of the student, framed in respect and honesty.
- The time for the exam is 40 minutes.
- Read and choose the best option

1. Circle the correct answer (0.5 for each item) A subject where you learn a new language.

- a. English
- b. Geography
- c. Inglish

2. I love _____.

- a. Good
- b. God
- c. Gad

3. My little brother is _____ a bike.

- a. reading
- b. ride
- c. riding

4. A subject where you use a lot of numbers.

- a. Math
- b. Science
- c. P.E

5. A subject where you learn about the past.

- a. Story
- b. History
- c. Art

6. Cristina is 9 years old. She is _____.

- a. younger
- b. old
- c. young

7. David is _____ than Pablo.

- a. taller
- b. tall
- c. taler

8. The _____ is faster than the rabbit.

- a. lyon
- b. lion
- c. turtle

9. I am very _____ today.

- a. happi
- b. hapy
- c. happy

10. A spider is smaller than a _____.

- a. mouse
- b. ant
- c. mause



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EDUCACIÓN
MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO
LENGUA EXTRANJERA

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO
ENCUESTA DE EVALUACIÓN PERTENECIENTE A LA INVESTIGACIÓN:

“SPELLING ACTIVITIES TO REINFORCE THE VOCABULARY LEARNING”

Objetivo la validación: Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

AUTOR/A: Andrea Alexandra Lascano Ortiz

Señale mediante un ✓, según la validación para cada criterio:

1A- APLICABLE 2C- CORREGIBLE 3R- REGULAR 4D- DEFICIENTE

PREGUNTAS	PARÁMETROS			
	1A	2C	3R	4D
1. A subject where you learn a new language. A. English B. Geography C. Inglish	✓			
2. I love _____. A. Good B. God C. Gad	✓			
3. My little brother is _____ a bike. A. reading B. ride C. riding	✓			
4. A subject where you use a lot of numbers. A. Math B. Science C. P.E	✓			
5. A subject where you learn about the past. A. Story B. History C. Art	✓			
6. Cristina is 9 years old. She is ____.	✓			

A. younger B. old C. young				
7. David is _____ than Pablo. A. taller B. tall C. taler	✓			
8. David is _____ than Pablo. D. taller E. tall F. taler	✓			
9. The _____ is faster than the rabbit. A. lyon B. lion C. turtle	✓			
10. I am very _____ today. A. happi B. hapy C. happy	✓			

De manera integral, el instrumento es:

Aplicables 100%	Corregibles 75%	Regulares 50%	Deficientes 25%	No applicables 0%
✓				

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Annex 2



CHAPTER VI

PROPOSAL

6.1 Informative data

Topic: “Spelling activities to reinforce vocabulary learning”

Name of the Institution: Unidad Educativa Fiscomisional “Tirso de Molina”

Beneficiaries: 68 students from fifth year of Basic Education

Location: Ambato-Ecuador

Estimated time for the execution: 7 weeks intervention phase

Hours 1 hour peer week **(40 minutes)**

Researcher: Licenciada Andrea Alexandra Lascano Ortiz

Cost: 100 USD

6.2. Justification

There are several factors supporting the reasoning of this proposal. It is essential as it develops classroom exercises that help students enhance their understanding of correct spelling, increasing their vocabulary knowledge. Applying spelling activities in the classroom is a concept that has been introduced previously in different classroom contexts with positive results. Still, its effective implementation may enhance motivation toward achieving a specific objective, such as improving students' vocabulary knowledge, learning engagement, and overall English proficiency.

This proposal is also innovative. The Unidad Educativa Fiscomisional "Tirso de Molina" has no previous studies or ideas that significantly helped students overcome their vocabulary knowledge challenges. Moreover, instructors would have valuable tools to utilize or adapt to meet their teaching and learning requirements.

6.3. Objectives

General

To design a booklet with lesson ideas and spelling activities focused on enhancing vocabulary knowledge.

Specific

To provide impactful vocabulary knowledge.

To create lesson plans and spelling activities that improve vocabulary knowledge.

To encourage students and instructors to utilize spelling activities to improve vocabulary.

6.4. Feasibility analysis

This idea has been meticulously planned and refined to ensure its practicality and effectiveness. It is technically, technologically, and economically viable.

Technical feasibility is assured since all school facilities are available and authorities have given their clearance for the classroom intervention project. The school has a modest computer lab for teachers to help students enhance their technology abilities. There is also a facilitator who provides support to others as needed.

Technological feasibility exists as well. The computer lab's internet connection facilitates online browsing and research.

The economic feasibility is ensured since the researcher has accounted for all expenses during the entire process.

6.5. Background of the proposal

Preliminary studies revealed that primary school pupils were struggling to enhance their vocabulary. Students were unable to concentrate on their writing responsibilities due to a limited vocabulary, resulting in ineffective expression of their thoughts (Afzal, 2019). They struggled to express their thoughts properly during speaking exercises due to a limited English vocabulary (Alshahrani, 2019). Therefore, this issue must be addressed. A method instructors may utilize to enhance students' vocabulary is through the use of games, as suggested by Altamimi and Rasahid (2019). Spelling Bee games are known for being user-friendly and adaptable in terms of content and structure (Adi & Wijaya, 2018). In this context, Murthy (2020) stated that games are motivating due to their enjoyable and engaging nature, and they may be utilized in all language development activities. They provide opportunities for instructors and students to evaluate the advancement of the educational process.

In this context, this proposal aims to enhance the knowledge and information available to English instructors on the utilization of spelling activities in teaching English vocabulary. It could serve as a reference for other researchers interested in conducting studies on a related issue.

6.6. Theoretical foundation

Spelling activities

Spelling is a set of rules that establish the correct way to represent the sounds or phonemes of a language through letters (Cambridge Dictionary, 2023). The relationship between a phoneme and a letter is, in principle, arbitrary, since there is no linguistic reason that determines it (Yule, 2010).

It is necessary to encourage the practice of language skills in students (Harmer, 2015). For instance, good readers have good spelling, and it must be taken into account that the reader not only understands the words but also "sees" their orthographic characteristics. On the other hand, poor readers generally need better spelling due to their lack of familiarity with written words (Fitria, 2020). This awareness of the relationship between reading and spelling should result in less time on spelling learning practices, such as word plans.

It is also necessary to support young children in carrying out an individual or interactive self-correction plan for their spelling errors; this is facilitated when students have a clear purpose for correcting (Altamimi & Rasahid, 2019). For example, in the preparation of writings, when young people know that others will read their writings, it is natural for them to review and correct their texts formally. Within the classroom, teachers can do many things with students to make them improve their spelling or writing.

In addition, teachers must increase students' cultural background; when reading or listening they will improve their spelling and how they express (Dakun, 2000). Producing the language correctly is also very important. Sometimes, students mispronounce things or commit language vices, and consequently, in producing texts they do it. They use fillers excessively, and when they write, their vocabulary is limited. To communicate effectively, it is necessary to prepare messages correctly and understandably, so writing well will avoid misunderstanding. A misspelled word can change the entire meaning.

Spelling activities to improve vocabulary

Research indicates that youngsters improve their spelling skills more effectively and efficiently when provided with brief yet enjoyable exercises on a daily basis (Bustamante, 2019). Interactive tasks that allow for collaboration are more successful than worksheets and promote students' independence and attentiveness (Alshahrani, 2019).

Spelling tennis

Older children find this activity highly engaging due to its level of difficulty. Students work in groups of three. One assumes the roles of both 'reader' and 'checker'. The other two students spell the word by reciting alternate letters until the entire word is spelled. The checker halts the game and displays the proper spelling whenever an error is made. The word is spelled once more and then placed at the bottom of the stack. Only accurate words are kept. Students alternate in the role of the checker (Islamovna, 2023).

Jumbled characters (unscrambling activity)

Students will rearrange their spelling words in a jumbled manner; for example, 'beautiful' may be written as 'befitualu'. They should insert the initial letter in the correct position consistently. This task is beneficial as it requires students to carefully examine each word to ensure they have included all the necessary letters. The confused lists are exchanged with someone who has the same terms spelled. Students must rewrite each word accurately without referring to the correct list (Mirioglu, 2020).

Alphabetical Sorting

Students transcribe their spelling list in alphabetical sequence. This task is most suitable for middle and upper stage kids and is especially useful in encouraging them to attentively examine the spelling of words that start with the same letter, such as when studying popular terms. This might be done individually, but as a follow-up, students could collaborate to ensure they both have the same sequence.

Meaning

Enhance the educational value of this practice by having students collaborate in pairs. Students collaborate using a single dictionary to locate and record the definitions of

various words. By utilizing a variety of dictionaries, partners can then exchange and contrast their meanings with another pair (Daffern & Fleet, 2021).

Pronouncing words letter by letter (Spelling Bee game)

One student reads a word out loud using flashcards, as described before. Their companion vocalizes the term. Successfully spelling a word results in winning the card. If the answers are wrong, the card is placed at the bottom of the stack. Participants alternate turns, and the individual with the most cards after the game is declared the winner (Bowers, 2018).

Flashcards

Students rapidly transcribe words onto flashcards, ensuring they are spelled correctly. One student recites a word from a card while the other transcribes it onto a whiteboard. When asked to demonstrate, one person displays the accurate spelling on the card while the other shows their effort on the whiteboard. Students alternate between reading and spelling (Alshahrani, 2019).

Practice the TRIOS method: Look, Cover, Write, Check.

This strategy is commonly employed in classes assuming that the student would be self-motivated and capable of self-directed learning. Errors are frequently transcribed three times and ingrained. It is advised that teachers must attempt organizing students into the same ability groups. They review each other's lists and then exchange them again so that the reviewers are also reviewed. The teacher displays the word to the students, covers it, and then has the students write it. Subsequently, the teacher would again display the term for the students to verify (Albuquerque & Martins, 2022).

It can be tried another way. Students collaborate in pairs. Both students are gazing at the identical word. Subsequently, the term is concealed, and each student writes it on a separate whiteboard. They then disclose their word by saying 'One, two, three, show me' and verify that they both have identical spelling. Each word in their list is repeated. An efficient and fast activity It may also be accomplished in groups of three or four (Altamimi & Rasahid, 2019).

Lexicographic competition

Students work in groups of three, each using a dictionary. They alternate in announcing a spelling term, which is then concealed. The objective is to be the first to find the word in the dictionary. It aids with spelling retention and is beneficial for honing dictionary abilities. You may gamify it by providing them with counters to earn victory (Ghalebi et al., 2020).

Syllables

Students will divide their spelling words into syllables by working in pairs, for example, beau-ti-ful. Close attention to detail is necessary to help individuals recall challenging spellings (Islamovna, 2023).

Words Contained in Other Words

Students attempt to identify shorter words inside their spelling words without altering the letter order. For example, by utilizing the term 'practising', you may identify the following words: 'ctic', 'sing', 'in', 'is'. Establish a 10-minute time constraint for each participant to identify as many words as they can from their spelling list. Conclude by conducting an oral feedback session to consolidate all their recommendations (Bustamante, 2019).

Magnetic letters

Collaborating with a companion, younger students will examine a word from their list or flash card, cover it, and then construct the word using magnetic letters. This process will continue until all the words have been presented. Subsequently, another pair would be required to verify their spellings (Alshahrani, 2019).

Wordsearch

Pupils create a word search using squared paper and their spelling terms. Words are not transcribed below. They must scrutinize to ensure they have not produced an error and have included all their terms.

Word searches will be exchanged with another member inside the same spelling group during the upcoming spelling session. Words are encircled and subsequently transcribed

below. How many can they locate? The word searches are then exchanged and identified by their original owners (Altamimi & Rasahid, 2019).

Mnemonics

Present a mnemonic to the youngsters and elucidate the purpose of using them; for instance, "big elephants can always understand small elephants because." Pupils collaborate with a partner to create a mnemonic for one or two of their most challenging spelling words. Set a time restriction of around 10 minutes. The mnemonics can be shared with another couple, the entire group, or placed on the wall for collective usage (Bustamante, 2019).

Crossword

Pupils create a crossword puzzle using their spelling words on squared paper. Definitions are provided below to serve as hints. The youngsters could have previously composed the definitions in a prior spelling session. During a subsequent session, group members exchange and solve crosswords. The kid who constructed the crossword would then check them (Altamimi & Rasahid, 2019).

Tic-tac-toe

This practice allows students to work in pairs, either with mixed or identical ability levels. Students exchange lists and request their companion to spell a word. When the word is spelled properly, a mark is placed on a tic-tac-toe grid. If incorrect, no grade is given, but the error is clarified and the accurate spelling is provided. A time restriction of 10-15 minutes is likely sufficient to play many games (Alshahrani, 2019).

6.7 Methodology of the proposal

This proposal focuses on game-based learning. Game-based learning (GBL) consists of the use of games as tools to support learning, assimilation or evaluation (Di Zou & Haoran, 2019). While gamification is based on the use of game dynamics or mechanisms in educational processes. Both options are based on the use of recreational aspects to motivate the student in their learning (Tobar et al., 2017).

This methodology is used because there are some advantages of using it with children. According to Di Zou and Haoran (2019), Game-based learning:

1. Motivates the student. One of the main advantages of GBL is its ability to capture the students' attention. It provides them with an environment that they like, have fun and find very motivating. The game energizes the class, awakens interest beforehand and maintains it throughout the development, not only for the final victory but also for the playful practice itself.
2. Helps you reason and be autonomous. The game presents the student with situations in which they must reflect and make appropriate decisions, solve mistakes and recover from defeats. With this learning method they not only assimilate concepts on which the game focuses, but they will also be developing cognitive abilities through critical thinking, analysis of reality and problem solving.
3. Allows active learning. GBL learning gives the possibility of exercising knowledge in a practical way. When learning by doing, the student experiments, practices trial-error, establishes relationships between previous and new knowledge and makes decisions to improve.
4. Gives the student control of their learning. Through the game, the child obtains instant feedback regarding his or her knowledge of a topic or subject. This allows them to be aware of their degree of acquisition of what they have learned and helps them discover what they should focus on.
5. Provides useful information to the teacher. In addition to the result and whether or not the game is passed, the choices that the student makes, the specific problems that arise, the points of failing or in which the student excels provide a lot of data to the teacher to detect strengths and weaknesses with respect to the game and the subject or check the level of understanding. In addition, it allows a much deeper approach to the student, in terms of their ability to reason, solve problems, make decisions or overcome failures.
6. Enhances creativity and imagination. The game also implies freedom of improvisation and the ability to imagine solutions to each challenge, which helps to open the student's mind and their perception of the world.

7. Promotes social skills. Game-based learning is perfect to be done collaboratively. With this practice the child interacts and works on emotional education, communication, dialogue and leadership capacity, collaboration for a common goal, self-control or sportsmanship. This translates into a better climate in the classroom, cohesion among its members and the acquisition of values.

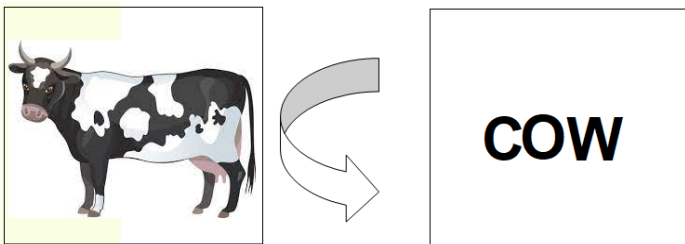
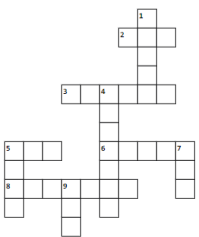
6.8 Development

Table 7
Operational model

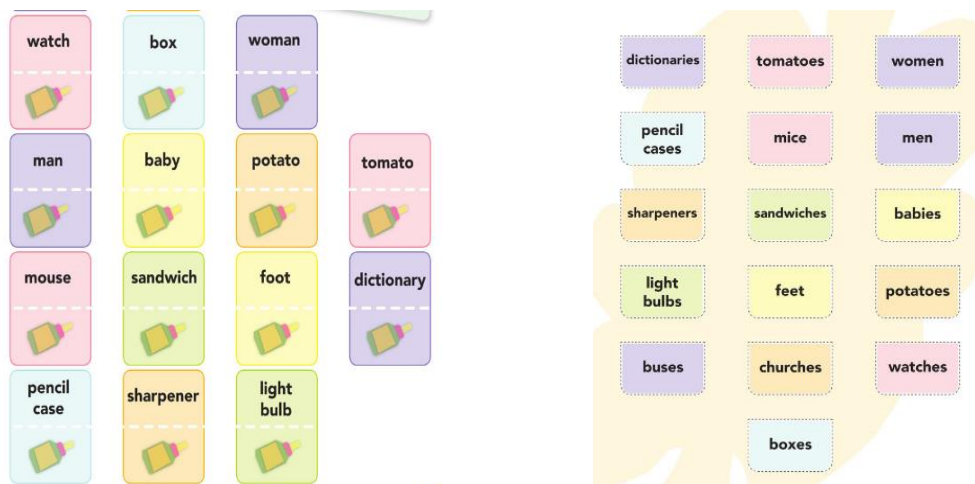
Stages	Objectives	Activities	Resources	People in charge	Time
Identification	To identify the topics according to the children needs and level.	Review and analysis of the Modules provided by the Ministry of Education for fifth grade.	English modules	Researcher	2 weeks
Design	- To identify the material for children according to their needs, age, and level. - To plan spelling activities, enhance speaking skill.	- Analysis material according to students' needs. - Designing lesson plans and worksheets.	Computer Internet connection	Researcher	2 weeks
Promoting	To apply the proposal during the intervention phase	- Working with students during the intervention phase	- Lesson plans - Worksheets - Internet connection	Researcher	7 weeks
Evaluation	To evaluate the intervention phase	Applying the post-test	Questionnaire	Researcher	2 hours

ACTIVITY 1

SPELLING CROSSWORD PUZZLE

Lesson A	Animals
Course	5 th EGB
Time	20'
Learning Objectives	
Students will be able to spell vocabulary about animals and solve a crossword puzzle.	
Student Learning Resources at Home	
Students watch a video related to animals. https://www.youtube.com/watch?v=_6HzoUcx3eo	
Spelling activity - The teacher has students watch a video in https://www.youtube.com/watch?v=_6HzoUcx3eo and the students listen attentively. - After listening to the song, the teacher shows some flashcards with pictures of animals and their corresponding word at the back. - The teacher asks students to look at the flashcards and make noises like those animals. - The teacher pastes the flashcards on the board with the words to read.  - Children take turns to read the word, make the noise of the animal and paste the flashcard to the side of the picture. - In pairs, students solve a crossword puzzle about animals.	
Worksheet Old McDonalds had a farm  Across 2. It says moo, moo. 3. It says gooblie, goobie. 5. It says wof, wof. 6. It says baa, baa. 8. It says pio, pio. Down 1. It says neigh, neigh. 4. It says cocoroco, cocorocoko. 5. It says quack, quack. 7. It says oink, oink. 9. It says miau, miau.	

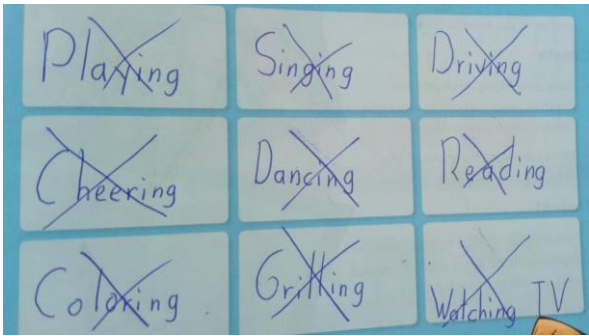
ACTIVITY 2 SPELLING FLASHCARDS

Lesson A	Singular and plural nouns
Course	5 th EGB
Time	20'
Learning Objectives	
Students will be able to identify and spell the singular and plural forms of some nouns effectively.	
Student Learning Resources at Home	
Students have to watch a video about singular and plural nouns which can be found on the Institutional platform. https://www.youtube.com/watch?v=L4B7XxuJO6A&t=15s	
Spelling activity	
- The teacher checks the vocabulary about singular and plural nouns by projecting some pictures. Immediately, students complete some sentences by using the pictures shown. -The teacher hands out a paper with a list of singular nouns and some small cards with plural nouns. -Students work individually by identifying the plural of some nouns of the list given and match them by gluing them below to the corresponding singular one. -While students are working on the activity, the teacher monitors the class and chooses some students randomly in order to spell some singular and plural nouns.	
Worksheet and small cards. 	

ACTIVITY 3 SPELLING MEANING GAME (SNAKES)

Lesson A	Kind of food
Course	5 th EGB
Time	20'
Learning Objectives	
Students will be able to answer some questions by spelling vocabulary about different kinds of food in a written and oral way.	
Student Learning Resources at Home	
Students have to watch a video about the kind of food which can be found on the Institutional platform. https://www.youtube.com/watch?v=szd9hnVDc94	
Spelling activity -Students brainstorm ideas about kinds of food based on the video they previously watched, and they write the vocabulary words on the board. -The teacher gives instructions and divides the class into groups of 5. -Students work with the snake game made by themselves in advance. -Students place the counter at the START point. -The first player rolls the die and moves the counter accordingly. If it rolls on a square with a picture, the player must answer a question related to the picture. If the answer is wrong or the player does not say anything, he must go back to the previous square. If the counter lands on a square with a happy face in it, he must move two spaces forward. If the counter lands on a square with a number, they must move three spaces.	
Snake game  SPELLING SNAKE - How do you spell omelet? <i>/faj/ /em/ /aj/ /el/ /aj/ /el/</i> - How do you spell spaghetti? <i>/est/ /pi/ /aj/ /aj/ /aj/ /aj/ /aj/ /aj/</i> - How do you write "salsichas" in English? Sausages - How do you write "jamón" in English? Ham - How do you spell carrot? <i>/aj/ /aj/ /em/ /aj/ /aj/ /aj/ /aj/</i> - How do you spell soup? <i>/est/ /aj/ /aj/ /aj/</i> - How do you write "sardas" in English? Bacon - How do you write "pizzas" in English? Pish - How do you spell oranges? <i>/aj/ /em/ /aj/ /em/ /aj/ /aj/ /aj/ /aj/</i> - How do you spell stew? <i>/est/ /aj/ /aj/ /aj/ /aj/</i> - How do you write "carne" in English? meat - How do you write "queso" in English? cheese	

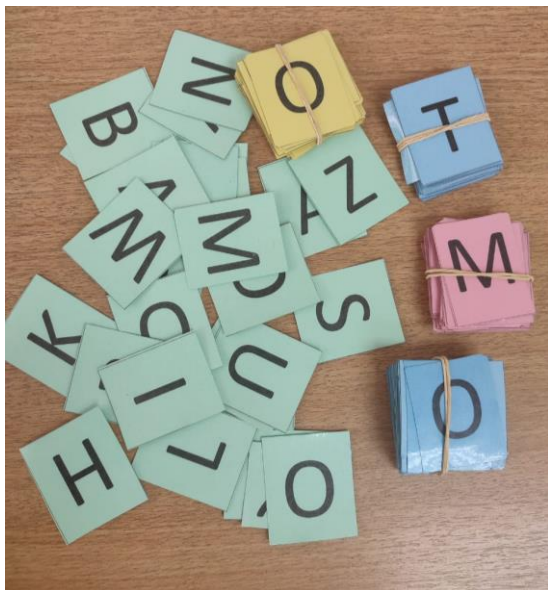
ACTIVITY 4
SPELLING OUT WORDS BY SYLLABLES
(BINGO)

Lesson A	Gerund verbs
Course	5 th EGB
Time	20'
Learning Objectives	
Students will be able to identify some gerund verbs that the teacher spells when they play Bingo.	
Student Learning Resources at Home	
Students have to watch a video about gerunds which can be found on the Institutional platform. https://www.youtube.com/watch?v=AKzG_ZS-Ydg	
Spelling activity -Students brainstorm ideas about the verbs that they remembered from the video they previously watched. -The teacher writes the students' responses on the board. -The teacher asks some students to go to the front and add to the verbs the ing ending according to the rules learned. -The teacher hands out a Bingo card to each student (individual work) -The students choose 9 verbs from the board and write them in the Bingo spaces. -The teacher spells 9 verbs from the list. -Students cross out the verbs formed, when they get a full line (vertical, horizontal, and diagonal) or a full card, they shout " BINGO ".	
SPELLING ACTIVITY 	

ACTIVITY 5 SPELLING CONCEPTS (MEANING)

Lesson A	School subjects									
Course	5 th EGB									
Time	20’									
Learning Objectives										
Students will be able to spell school subjects correctly after working with definitions.										
Student Learning Resources at Home										
Students have to watch a video about school subjects which can be found on the Institutional platform.										
https://www.youtube.com/watch?v=AnZxeX_8mVk										
Spelling activities										
-The teacher asks students about the vocabulary related to the subjects that they study at school. Then, the teacher writes the students’ answers on the board. -The teacher hands out a sheet of paper about school subjects and gives instructions to work in pairs. -One of the students read the descriptions of the subjects carefully. Then, the other one matches the numbers and letters by writing the letter in the corresponding square. They switch roles until they finish the activity. -After finishing the activity the teacher checks the answers and chooses some students to spell the correct school subjects.										
SPELLING ACTIVITY										
SCHOOL SUBJECTS <table><tr><td>A=</td><td>B=</td><td>C=</td></tr><tr><td>D=</td><td>E=</td><td>F=</td></tr><tr><td>G=</td><td>H=</td><td>I=</td></tr></table> A: Math B: Art C: Music D: Science E: Geography F: IT G: History H: PE 1. You learn about places in the world. 2. You use your computer. 3. It helps you to paint and draw. 4. You use a lot of numbers. 5. You learn a new language. 6. You play soccer and basketball. 7. You learn about the past. 8. You play an instrument. 9. You learn about life.		A=	B=	C=	D=	E=	F=	G=	H=	I=
A=	B=	C=								
D=	E=	F=								
G=	H=	I=								

ACTIVITY 6 TIC TAC TOE

Lesson A	Days of the week
Course	5 th EGB
Time	15'
Learning Objectives	
Students will be able to spell the days of the week effectively.	
Student Learning Resources at Home	
Students have to watch a video about the days of the week which can be found on the Institutional platform. https://www.youtube.com/watch?v=mXMofxtDPUQ	
Spelling Activity: -The teacher divides the class into groups of 4 and hands out two groups of cards about the alphabet. -The teacher says a day of the week and students have to form the word correctly by using the alphabet cards. -The group that finishes first shouts STOP and all the members take turns to spell the word. -The winning group will be the one that gets more points.	
SPELLING ACTIVITY 	

ACTIVITY 7 SPELLING ACCORDION (FLASH CARDS)

Lesson A	Collocations
Course	5 th EGB
Time	20'
Learning Objectives	
Students will be able to spell some verbs and recognize the appropriate collocation for each of them.	
Student Learning Resources at Home	
Students have to watch a video about the most common collocations which can be found on the Institutional platform: https://www.youtube.com/watch?v=47mvp0R7NhU	
Spelling activity	
-The teacher asks students to work in pairs and gives instructions. -Students practice the pronunciation of the eight cards given. -Then one of the students mixes the cards and puts them face down. -The second student takes a card, turns it over, reads the phrase, and spells the verb out. The student repeats this process with the all cards. -Students switch roles.	
SPELLING ACTIVITY	
	

ACTIVITY 8 SPELLING REASONING

Lesson A	Adjectives
Course	5 th EGB
Week	Sixth
Time	20'
Learning Objectives	
Students will be able to identify and spell some adjectives through an interactive activity.	
Student Learning Resources at Home	
Students have to watch a video about short adjectives which can be found on the Institutional platform: https://www.youtube.com/watch?v=wXiD0FdON7k	
Spelling activity	
-The teacher hands out a sheet of paper about spelling activities. -The teacher gives instructions for the activity and divides the class into pairs. -The first student has to form an adjective by replacing the number using the cues given. -Then the second student asks his classmate to spell the adjective formed. -Finally, students switch roles and take turns until they finish the activity.	
SPELLING ACTIVITY 	