

GOLDEN RESEARCH THOUGHTS

RELATIONSHIP BETWEEN READING AND SPELLING TEST AMONG THE PRIVATE SCHOOLSTUDENTS



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Abstract :

Reading is an indispensable factor in daily life. It is an integral part of school work, fun time, sports and a host of other activities of children alike. Spelling reference to the formation of a word through a traditional arrangement of letters in general spelling instruction is introduced at the beginning of grade 2 or at the end of the grade 1. It is essential because it allows the children to read correctly what is written. In this study the researcher attempts to investigate "Relationship between Reading and Spelling Test Among the Private School Students" 50 samples were selected randomly, from private schools in Coimbatore city, Tamil Nadu. The children pertain to 8 to 11 years were assessed with Schonell Graded Word Reading Test and Graded Spelling Test standardized by Fred. J. Schonell and Goodacer (1971). Correlation analysis was used to know the significant relationship between Reading and Spelling test. The result reveals that there is a positive and significant relationship between reading and spelling test among the private school students.

Keywords: Correlation analysis, traditional arrangement, communication.

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INTRODUCTION

Reading is one Language –arts activity that is very frequently used in school at classes in both elementary and secondary schools. Manning et al 1984 stated that students who are learning have as much difficulty with oral reading as they do with silent reading for comprehension. The types of errors that students are likely to demonstrate include omission of words, incorrect pronunciation of words, long hesitation prior to unknown words, and lack of comprehension. According to Rose & Beattie, 1986, Rose & Sherry 1984, in their study they found that advanced organiser technique previewing the material by hearing it read will decrease the oral reading errors. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (Reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. It is a complex interaction between the text and the reader which is shaped by the readers prior knowledge, experiences, attitude, and language community which is culturally and socially situated the reading process.

Spelling is writing or stating the letters and diacritics of words. Words generally have accepted standard spellings which can vary regionally or nationally. Spelling attempt to transcribe the sounds of the language in to alphabetic letters, but phonetic spelling are exceptions in many language for various reasons.

There are numerous spelling strategies available that have been shown to be effective with children who have learning disabilities (Gerber & Hall, 1987, Graham & Freeman, 1985, Nulman & Gerber, 1984, Stevens & Schuster, 1987). Nulman and Gerbar (1984) demonstrated that a process of imitating a child's spelling errors, combined with a model of correct spelling, reduce a child's error rate. Other strategies may include modelling correct spelling with a brief time delay and strategy training the focuses on patterns of predictable letters with in words. According to Kearney and Drabman (1993) they demonstrated an inexpensive procedure for improving spelling performances. Students were tested daily on spelling words, and imitate feedback was given the errors. In the year 2007 Gentry stated that word sorting with another extremely useful activity. Children can group words based on the way they begin and the end, or by similar letter clusters or vowels. Once a child understands how to sort words, they can group them into columns and practise speed. Sorting to help them automatically make the right connections.

NEED OF THE STUDY

One of the most important tasks faced by the children while entering school is to learn the spelling and Reading. At present there is a debate on the consequence and constrains of different reading and spelling system. The main focus of this study is to better understanding of the subject and to know the spelling and reading age. In this study there is a significant change among the spelling and reading age of the children is identified. The teachers of primary school should pay more attention on their teaching part to improve their skills according to the need of students. It was observed that the strength and weakness of the private school students should be identified accordingly to their age and learning ability and to identify their personal ability. If this observed a remarkable revolutionary changes can be made in the spelling and reading age of the students. Various innovative, methodology of the skills and teaching should be implemented to enhance the quality of spelling and reading among the students. Based on the above facts, the present study is needed to their context.

REVIEW OF LITERATURE:

Jyothi Gaur and Bhawana verama (2013) Conducted a comparative study on spelling performance among private and government school students of the class (6th to 8th). According to their spelling is the most challenging and most important for any people, but they don't pay more attention. These "Spelling performance" conducted for the school students to learn more about their spelling difficulties of words and how their easily forget words and to know more their spelling ability. The study reveals that significant emphasis on the spelling performance among the students of private and government school of the class 6th to 8th. The tool used to "Schonell Spelling test" by Schonell and Goodacer (1971) was assessed for the students from 6 to 15+ years of age to learn their spelling performance. The total sample consisted of 60 students 30 boys and 30 girls were taken for assessment from the government and private schools through convenient sampling randomly. The data was tabulated and t test was applied to study the significant difference. The final output of the study revealed that the spelling performance of students in both the groups differ due to lack of encouragement by the teachers and family and the main reason was lack of proper and regular educational facilities in the school, if there issues were seriously considered and reinforced, the children can get better academic performance.

OBJECTIVES:

The following objectives were framed based on the problem. They were:

1. To find out the significant relationship between Reading and Spelling among the private school students.

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2. To find out the relationship between Reading age and spelling age.

HYPOTHESES:

Based on the objectives, the following hypotheses were framed.

1. There is a Positive and significant relationship in Reading and Spelling test among private school students.
2. There is a significant relationship between Reading age and Spelling age among private school students.

METHODOLOGY:

RESEARRCHMETHOD:

The present study is comparative analysis of reading and spelling test among the private school children. Hence descriptive method of research is used in this study.

SAMPLE SIZE:

In this present study the samples were selected from private school students who were studied in Coimbatore. 100 samples were taken, and they belong to the age group of 8 to 11 years.

INCLUSION CRITERIA:

Children who are studying in privateschool, and their age lies between 8 to 11 years are come under inclusion criteria.

EXCLUSION CRITERIA:

Children below 8 years and above 11 years and normal child were come under exclusion criteria. Accordingly to geographical extend selection of sampling refer researchers were limited only in Coimbatore.

TOOLS USED

In order to collect the necessary data- and to achieve the objectives of the study the following psychological tools are used.

1. Schonell: Graded Word Reading Test constructed and standardized by Fred.J.Schonell and Goodacre (1971)
2. Schonell: Graded Word Spelling Test constructed and standardized by Fred.J.Schonell Goodacre (1971)

DESCRIPTION OF THE TEST:

SCHONELL: GRADED WORD READING TEST:

The test for the children, has been given in a friendly atmosphere, in which the child is thoroughly ease. Younger children or weaker readers started the test at the beginning. Better readers were identified and started the test at the later group of 10 words. If any word is failed, however the preceding group of 10 words is given until all 10 are read correctly, credit then given for all words preceding this point. Testing is continued when 10 consecutive words are failed. No, personal attention or help were resisted during the test. if the child did not alter the word correctly, be asked to repeat a word he has almost but not quite pronounce correctly nor should be given any clues as to how to attack a particular word.

SCHONELL: GRADED WORD SPELLING TEST:

The test was taken with the help of a teacher. There are 100 words included in the test which investigator read out loud to the child in a quite setting. The child wrote the spelling for which no help was provided. The investigator ticked correct beside every word that was spelt correctly and then add up the total number of correctly spelt words and calculated the spelling age per the formula below

$$\text{Spelling Age} = \frac{\text{No of correctly spelt words}}{10} + 5$$

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RESULT AND DISCUSSION:

STATISTICAL ANALYSIS: The collected data were analysed using appropriate statistical techniques. The descriptive statistics such as Mean, SD and t-value were computed. In order to study relationship between the variables correlation (r) were used.

Table 1 shows that relationship between Reading and Spelling ability

S.NO	Sample	Test	Mean	S.D	r Value	t' value	LS
1	50	Reading	21.4	15.1	0.9416	12.9	0.01
2	50	Spelling	18.5	13.9	0.9459	18.1	0.01

Ha: There is a positive and significant relationship between Reading and Spelling test among private school students.

Table: 1 shows that the correlation between the variables for reading and spelling test of the private school student's relationship were worked out for the sample of 50 private school students. It is observed from the above table the reading mean value is 21.4 and spelling mean value is 18.5 comparing the both test there is a positive significant relationship between reading test and spelling Test. Hence alternative hypothesis is accepted and null hypothesis is rejected.

Table 2 shows that relationship between Reading and Spelling Age.

S NO	Samples	Reading Age	Spelling age	Correlation (r)
1	50	365	395	0.967**

Ho: There is a significant relationship between Reading age and Spelling age among private school students.

Table: 2 shows that the correlation between the variables for reading age and spelling age of the private school student's relationship were worked out for the sample of 50 private school students. It is observed from the above table that there is a significant relationship between reading age value is (365) and spelling age value is (395) and comparing in the age result shows hence null hypothesis is accepted and alternate hypothesis is rejected.

DISCUSSION:

The present study investigation was an attempt to assess the relationship between reading test and spelling test and also reading age and spelling age of the students. From the stated hypotheses were formulated and tested in this study, and concluded both accepting and rejecting the formulated hypotheses.

The correlation result shows that the reading test r value (0.9459) and spelling test r value (0.967) are positively significant (0.01). The reading test mean value is (21.4) and spelling test mean value is (18.5) shows that there is positive significant relationship between reading and spelling Test. An attempt was made to find out the relationship between Reading age and Spelling age corresponding to their age. The r-value computed for reading age is (365) and spelling age r-value is computed (395) this shows that there is significant relationship between reading age and spelling age corresponding to their age.

Implication of the study:

Spelling:

Using different types of Phoenix sounds will interest the students.

Animated the pictures with sample example should be shown to the students.

Teachers must concentrate on the Units of words, syllabification of the words for the Students.

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Reading:

Reading is the most significant task in any student's life. Students must be taught the various stages of reading.

- Pre-Reading
- While Reading
- Post-Reading

Pre reading: it is most important to kinder their self interest among the students. If the self –interest is created, reading becomes an easy learning habitation for them.

While reading: Ask them to correlate and understand the concept with their day to day activities. This will help them to understand the concept.

Post-Reading: Analyzing the understanding level of the students and to enhance and motivate them continuously will help them to inculcate their reading.

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