

1955

A Study to Ascertain the Merits of the Corrected Test and the Study-Test Spelling Methods

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A STUDY TO ASCERTAIN THE MERITS OF THE CORRECTED TEST
AND THE STUDY-TEST SPELLING METHODS

A Thesis

Presented to

The Faculty of Graduate Studies
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

James Arnold Rowan

August 1955

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A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education
in the Graduate School of the
Central Washington College of Education

GRADUATE COMMITTEE

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Lyman M. Partridge

Rush Jordan

ACKNOWLEDGMENTS

Grateful acknowledgment is made to Miss Anne Lembesis who has directed this study, and to Dr. Lyman Partridge and Mr. Rush Jordan, members of the committee.

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CHAPTER I

INTRODUCTION

The purpose of this paper is to ascertain the merits of the relatively new corrected test spelling method as compared with the older, seemingly most widely-used, study-test spelling method.

For years, teachers, principals, superintendents, and school boards everywhere have been wearied by the cry of the businessmen -- "The boys that you send us can't spell." --From Champion Spelling Book, published in 1909.¹

Although this quotation was printed forty years ago, this same statement is heard many times in the present day. Because those in education hear these remarks at various times, it is necessary that educators use spelling methods which enable children to improve and strengthen various achievements and usages of spelling.

I. SPELLING DEFINED

Spelling is a process of so clearly recalling from memory the appearance, sound, or kinesthetic movements made in writing words that the symbols, of which the word is composed, can be written in

¹The Education Digest, XX (March, 1955), 4 pp.

correct order.²

It is necessary that members of society have at least a minimum knowledge of spelling if there is to be any communication through the written word. As Gertrude Hildreth says, "Spelling is a sort of draft horse of written expression."³ There is evidence to support the emphasis on the cruciality of spelling ability made by many spelling authorities.

II. SOME SPELLING METHODS IN USE AT THE PRESENT TIME

A. Study-test spelling method. The study-test spelling method is one of the oldest spelling methods used in the educational system. There are many variations of this method, but the general characteristics are as follows:

Monday. The words are presented to the children, either by writing them on the board, or placing the list in the hands of the pupils. The teacher pronounces the words and the children repeat the words orally in unison. Children then practice writing the words.

Tuesday. The entire period is spent in study of the words.

²Gertrude Hildreth, Learning the Three R's. Minneapolis: Educational Publishers, Inc., 1947. 480 pp.

³Gertrude Hildreth, Teaching Spelling. New York: Henry Holt and Company, 1955. 1 p.

Wednesday. A test is given to determine which words need additional study. The teacher pronounces the word, uses it in a sentence, and pronounces the word a second time. The children make no attempt to write the word until it has been repeated the second time.

Thursday. Entire period is spent by pupils in studying words misspelled on Wednesday's test.

Friday. Final test. The procedure is the same as that used for the test on Wednesday.⁴

B. Corrected test spelling method. The corrected test or "listening" spelling method is a comparatively new spelling method.

Students using the corrected test method have no opportunity to see or study the words. On Monday, using the desired number of words, the teacher pronounces each word, uses the word in a sentence, and then pronounces each word a second time. The pupils do not attempt to write the word until after it has been pronounced the second time.

After the list of words has been completed, the children correct the words as the teacher spells the words orally.

Immediately after correcting the words, the pupil turns the paper over and the words are given again by the teacher using the same form as before, with the exception of using the word in a sentence.

⁴Dean and Gordon Rogers, Learn to Spell. New York: Rand McNally and Company, 1946. 59 pp.

This method is used on Monday, Wednesday, and Friday, with no studying done at any other time.

C. Test-study spelling method. This method has the following characteristics:

Monday. Words are presented to the pupils by writing them on blackboard or by placing a list in the hands of each pupil. As the pupils observe the words the teacher pronounces each word and the students repronounce each one in unison. This is followed by a pre-test. The teacher pronounces each word, uses each word in a sentence, and then pronounces it for the second time. At the second pronunciation the students write the word. The pupils correct their own papers as the teacher spells the word orally.

Tuesday. The entire period is utilized in studying the words missed on the pre-test Monday.

Wednesday. On Wednesday a second test is administered in which all children participate. The words are again corrected by the students, and the remaining time used to study.

Thursday. The entire period is utilized in studying the words missed on Wednesday. Those children who made a perfect score on Wednesday are excused from studying on Thursday.

Friday. Each student participates in the final test. Each child corrects his paper as the teacher spells the words verbally. The teacher rechecks for accuracy of scores.⁵

D. Flash-card method. The characteristics of the flash-card spelling method are as follows:

⁵Richard Louis, A Study of Spelling Growth in Two Different Teaching Procedures. Master Thesis, Central Washington College of Education, 1950. 6 pp.

The words were put on cards and shown to pupils from two to five seconds; then they were asked to write the word. Although this experiment lasted only five weeks and the number of subjects was limited, the results were very surprising. The pre-tests given indicated that in the beginning the three groups were approximately equal in spelling ability. At the end of the study the experimental group surpassed the other two groups in learning efficiency and in time of study. One advantage of this method is that interest and attention were much better in the experimental group than in the other two groups. While this experiment was limited, it does demonstrate a new method which could have possibilities in the teaching of spelling.⁶

The two types of spelling methods to be considered in this paper are the study-test spelling method and the corrected test spelling method.

III. A SUMMARY OF THE RESEARCH

A. Study-test spelling method. The following study developed in the schools of Wisconsin, adequately characterizes the study-test method.

Problem. Learning to spell words correctly is a matter of arranging the right letters in the right order to form a word without omissions and without a surplus of letters. When this skill is mastered the individual has made a start toward the development of a writing vocabulary.

Study-test method. In the study-test method the children are introduced to the words in a meaningful situation. They see a word in its correct form and learn its meaning by reading it in a story or by using it in a sentence which expresses an idea.

⁶L. C. Gilbert, "Experimental Investigation of Flash-Card Method of Teaching Spelling." Elementary School Journal XXXII (1932). 337-351 pp.

Successful plan.

1. Identification of the words to be learned is the first step and becomes the basis for learning. (The words to be learned should be words the children are likely to use or words that would help in the development of the writing vocabulary.) Words should be presented in a way that will arouse the interest of the children. The teacher should pronounce the words in order to ensure correct pronunciation and to make use of a sense (auditory) that may call forth former associations.
2. There should be a recognition of the words in context. Words that children learn to spell must be meaningful. Spelling words may be presented in story form or in sentences.
3. The children should write the words correctly. Initial writing is important and must be done correctly. The children are able to see the word written in their own handwriting, which is helpful in fixing the configuration.
4. Experiences with words contribute to the learning process. The children must consider the process of learning to spell as an enjoyable experience.
5. The first test should be considered a learning experience. There should be an accepted readiness for the test. Care must be exercised to keep tension to a workable minimum. The teacher should administer the test as follows:
(a) Pronounce the word; (b) Use the word in a sentence;
(c) Pronounce the word. This will continue the plan of associating the word with its meaning.
6. A part of the study-test method is the checking of the list. Each child should check his own work. He is the one who is most concerned about his progress.

Conclusions.

1. There is no doubt the study-test method is an improvement over the test-study method. Motivation is the primary

feature in the study-test method, which seems to make this method superior to the test-study method.

2. Children can learn to spell if the program is appealing and the interest level is high.

3. An increasing number of authors of spelling textbooks employ the use of the study-test method.⁷

B. Corrected test spelling method. Thomas Horn, the first to experiment with this method, attempted to determine the effect of a corrected test upon learning to spell when the test is corrected by the pupils under the direction of the teacher.

The experiment included 268 pupils in six schools -- three schools in two systems. Each lesson had twenty-five words.

The students were divided into three groups, lettered A, B, and C. Group A consisting of eighty-five pupils were given a test on Monday, Wednesday, and Friday. There was no opportunity for study or for pronunciation study. The corrected test method was used.

Group B consisting of eighty-seven persons was given the same words as the other two groups. There was no opportunity for study or pronunciation study as in Group A, but in this case, the children were tested once, corrected their test, but there was no retesting.

⁷Leslie W. Johnson, "Teaching Spelling," The Nation's Schools, XLVI (July, 1950), 51-52 pp.

Group C consisting of ninety-six children were given the same words as the other two groups, and were put through the same testing experience as group B except group C had a pronunciation lesson on Monday.

The findings in this experiment revealed the following:

Group A. 68.2% achieved 24 or 25 score on Friday.

Group B. 31.0% achieved 24 or 25 score on Friday.

Group C. 47.9% achieved 24 or 25 score on Friday.

Seventh day recall.

Group A. 57.8% achieved 24 or 25 score.

Group B. 33.3% achieved 24 or 25 score.

Group C. 47.9% achieved 24 or 25 score.

The limitations in this report are:

1. Results are for a single grade in two school systems. However, it seems reasonable to expect that the corrected test would make a large contribution at other grade levels, with the exception of the primary grades, where the children have less facility in handwriting.

2. The difficulty of the lesson was approximately but not quite the same in all groups, though, in every instance, the difficulty used in the experimental week was either equal to, or greater than, the difficulty of the words used in the preceding week.

3. The administration of the seven day delayed recall test was limited to one school system.

The conclusions of this report are as follows:

1. As measured either by the final Friday test or by recall tests after an interval of seven days, the corrected test alone will contribute from ninety to ninety-five per cent of the achievement resulting from the combined effect of the pronunciation exercise, corrected test, and study.

2. In some classes the corrected test alone is sufficient for mastery or near mastery of the typical spelling lesson by the upper third of the class.

3. The corrected test appears to be the most important single factor contributing to achievement in spelling.

The recommendations of this study are:

1. Since the time spent on the formal study of spelling results in a relatively small, though statistically significant, increase in achievement over the effect of the corrected test alone, it might be well to consider the practical significance of spending additional time for spelling study to achieve such limited additional results.

2. Since the corrected test has been shown to be such a potent factor in learning to spell, it should be utilized during the spelling period in such ways as to insure its maximum effect.

3. Time allotted for the study of spelling in excess of sixty minutes a day may be spent more advantageously in other areas, and in classes of pupils with better than average ability, the time allotted to the study of spelling may be further reduced.⁸

Saale points out the following advantages of the corrected test method:

1. The final results indicate that the total accuracy index for both groups was similar.

⁸Thomas D. Horn, "The Effect of the Corrected Test on Learning to Spell," Elementary School Journal, XLVII (January, 1947), 277-285 pp.

2. The results tend to show a high degree of spelling achievement can be maintained through both methods.
3. The auditory approach to learning tended to be an effective condition of learning.
4. There was less loss of time for the bright students under the learning-by-listening method.
5. The learning-by-listening method increased motivation tremendously throughout the study.
6. Recall was maintained at an accuracy index of sixty-five per cent on a thirty-day recall test.⁹

Beseler, in his experiment with a variation of the corrected test method, arrived at the following conclusions:

1. A high degree of spelling accuracy can be achieved by using only the corrected test method of instruction.
2. Spelling drill at the seventh grade level may be very time consuming.
3. There is less loss of time for the general run of students when using the corrected test method.
4. The corrected test alone is sufficient for the mastery of the typical spelling lesson.
5. The students seemed to prefer this method of spelling instruction.
6. Three spelling periods a week is sufficient time for adequate achievement of a list of twenty words.

⁹Charles W. Saale, "Experimentation Within the Classroom as a Form of In-Service Program in the Teaching of Spelling," Central Washington College of Education, Department of Education, 1950 (unpublished). 14 p.

7. The students develop a keen sense of spelling consciousness which increases motivation.
8. The recall value of the corrected test method is great enough to warrant its use in the classroom.
9. Students realize that no time will be provided for studying the spelling list and as a result there is more concentrated effort at the time that the lesson is given.
10. Students tend to develop their visual, auditory, and motor reflexes.
11. Students and teachers should become familiar with the corrected test method.
12. This method should not be used exclusively, but rather in conjunction with other teaching methods. Some time should be spent on vocabulary study.
13. The number of spelling periods can be reduced to three times a week.
14. Those students who achieve perfect scores on Wednesday recall tests might be excused from the test period on Friday.
15. The poorer students of the class should be given additional supervised study time on the spelling list.
16. This method should not be used extensively until the student has established basic study habits.¹⁰

¹⁰Donald W. Beseler, An Experiment in Spelling Using the Corrected Test Method. Master Thesis, Central Washington College of Education, 1953. 53 pp.

IV. THE PURPOSE OF THE STUDY

The spelling program has many goals that educators strive to reach through various spelling methods. Some of these spelling goals are:

1. The modern school seeks to develop spelling power, not mere mechanical competence in spelling a limited number of drilled words. It encourages habits of self-dependence in writing, knowledge of how to locate correct spellings, and ability to check the accuracy of spelling and other details in all written work.

2. Spelling is taught as a language-related skill which serves the child's purposes in written expression both in and out of school. The dependence of growth in spelling upon the child's developing linguistic powers is recognized.

3. Spelling is learned and practiced as a functional tool for written work in content studies and school-life activities.

4. The individual pupil, his background of experience, his learning capacities, and his needs as a learner constitute the basis for setting up instructional goals. Individual difference must be considered and provided for in class instruction.¹¹

Other goals that must be taken into consideration are:

1. To enable children to write common words easily so that they can express ideas fluently in simple written compositions.

2. To spell accurately in all written work.

¹¹Gertrude Hildreth, Teaching Spelling. New York: Henry Holt and Company, 1955. 14 pp.

3. To commit to memory commonly used words not yet learned through repeated practice and spaced reviews.¹²

Many areas must be considered when educators attempt to use one or more spelling methods. Among these are the above goals and other areas such as retention, motivations, time elements, and others.

The purpose of the study was to ascertain the merits of the relatively new corrected test spelling method as compared with the older, seemingly most widely-used, study-test spelling method.

¹²Ibid., 68 pp.

CHAPTER II

PROCEDURE

I. CHARACTERISTICS OF THE GROUP

At the onset of the investigation, the subjects of this study included thirty-one fifth graders. Because of extended illnesses, two members of this class were not included in this study.

The class received three achievement tests, as well as a mental maturity test using the California Short Form. These tests revealed the following:

1. The chronological ages of the class varied from ten years, two months to eleven years, nine months--a range of one year, seven months. The median chronological age was ten years, eleven months.
2. The mental ages of the class ranged from eight years, one month to fourteen years, one month--a range of six years. The median mental age was ten years, seven months.
3. The intelligent-quotients varied between 53 and 129, with a median of 99.
4. Non-Language intelligent-quotients varied between 53 and 137, with a median of 102.

5. Language intelligent-quotients ranged from 72 to 134, with a median of 103.

6. Although the median for the total Language test is 5.3, the class median was 5.9. This test was divided into two parts, namely, Spelling and Mechanics. The Spelling median for the class was 5.9, and the median for the Mechanics was 5.7.

The California Mental Maturity and Achievement tests show that this class had average or above average median scores.

The experimental group was self contained, with the writer as their teacher for all their curricular experiences.

II. VOCABULARY SELECTION

The following are suggested means of developing a spelling-vocabulary list:

1. A vocabulary that is based upon words that are picked from adult writings.

2. A vocabulary that is based upon words that are picked from children's writings.

3. A vocabulary that is based upon words children must know to enable them to write materials and have them correctly spelled.¹

¹Orin Colbert, Spelling in the Elementary School. Master Thesis, Central Washington College of Education, 1952. 10 pp.

The vocabulary used in this study was taken from the Day-by-Day Speller², authored by Jesse H. Newlon, Paul R. Hanna, and Jean Shuman Hanna. This is the standard speller in the Renton School District, in which the writer is employed. Referral to the speller was not made by the subjects while the corrected test spelling method was underway.

III. PROCEDURE IN USING THE STUDY-TEST SPELLING METHOD

The procedure in the study-test spelling method, as the name implies, is the studying of words before any test is given. The study-test spelling method was used for a period of six weeks before the corrected test method was begun.

The following is a sample lesson taken from the speller used in this experiment:

²Houghton Mifflin Company, 1947.

I. THE OLD SWIMMING HOLE

THE THEME AND THE STUDY WORDS

At the bend in the creek is our old swimming hole. All summer long some of our gang swam there. We sometimes took our lunch and spent the whole day. We always race to see who will be the first one in. It takes only a couple of seconds to throw our clothes over a tree branch and splash! Last one in is a sissy! We dive, float, and swim in the deep pool. Sometimes we have a water fight.

There is no beach, but after we finish our lunch, we lie on the edge of the bank and watch the fish chasing each other at the bottom of the pool. It's almost as much fun lying there and being lazy as it is swimming.

* * * *

Talk about the Theme. How would you like to swim in this swimming hole? Where do you swim? Can you float and dive?

gang	branch	float	finish
edge	beach	swam	swimming
lazy	creek	lying	bottom
pool	couple	bend	chasing

Say each Study Word with your teacher. Find each Study Word in the Theme. Write it.

.....

WORD STUDY

- Remember the y in lying. Write lying twice.
- The letters a e i o u are called vowels. The other letters in the alphabet are called consonants. Draw a line under the two vowels that are side by side in these words: float, beach, couple.

3. Notice the a in swam. Write swam twice.
4. Finish has only one n. Write finish twice.
5. Words that have double letters such as oo and tt may be called double-letter words.
6. Write the four double-letter words
7. See the z in lazy. Write lazy twice.
8. Remember the silent letters in these words: the d in edge, the o in couple; the a in beach and float. Write these four words.
9. Write the Study Words that end in e.

.....

FIRST TEST: Write the test of the Study Words.

.....

WORD PRACTICE

1. Study each word that you missed in the First Test. Use the Six Steps on page iii to study them.
2. Most words form the plural by adding the letter s to the singular, as: pool (singular); pools (plural).
3. Words that end in x, s, sh, and ch, usually form the plural by adding es to the singular, as branch (singular); branches (plural).
4. Write the singular and the plural of: (1) beach; (2) branch; (3) gang; (4) edge.
5. Write the Study Words that mean: (1) a curve or turn; (2) running after; (3) telling a lie.
6. Write the Study Word that rhymes with seek.
7. Write the Study Words that end in ing.

.....

FINAL TEST: Write it in your notebook.³

.....

³Jesse H. Newlon, The Day-by-Day Speller. Boston: Houghton Mifflin Company, 1947. Lesson 1.

At the beginning of the test, the authors acquaint the pupils with the "Day-by-Day Plan" for studying their lessons. This plan is as follows:

First Day: STUDY AND DISCUSSION

Read the Theme or the paragraph. Talk with others in the class about it. Find each Study Word in the Theme. Pronounce each Study Word correctly. Use the Speller Dictionary for help. Write the Study Words.

Second Day: WORD STUDY

Do the activities. If you need help, ask for it.

Third Day: FIRST TEST

Write a test of the Study Words as your teacher pronounces them. If you misspell any words, write them correctly in a notebook. Call them Words Missed in First Test and keep them for Study on the Fourth Day.

Fourth Day: WORD PRACTICE

Study the words you missed in the First Test this week, in the Final Test last week, and also the Review Words that are listed in the lesson. Use the Six Steps for studying a word. Do the other activities under Word Practice.

Keep a list of words which you often misspell in written work other than your spelling lessons. Ask your teacher to tell you which words you need to put into this list. Write also in this list any new words which you need to learn to spell. Call this list My Own Words. Study these words each week during the Word Practice period.

Fifth Day: FINAL TEST

Write the final test of the Study Words, Review Words, My Own Words, and all words you missed in the Final Test last week. Your teacher will pronounce the Study Words and Review Words. Your spelling partner will pronounce the words you missed in the Final Test last week and your list of My Own Words for you. Check your work. If you misspell any words, write them correctly in a notebook. Call them Words Missed in Final Test. Keep them for study during the next Word Practice

and for testing again in the Final Test next week.⁴

The authors also recommend the following "Six Steps for Studying Words":

1. Look at the word. Say it softly.
2. Look at the word. Say each letter.
3. Don't look at the word. Say each letter.
4. Look at the word. Write the word.
5. Don't look at the word. Write the word.
6. Look at the word in the list. If you missed the word, study it again. If you spelled the word right, study the next word.⁵

On Monday, the teacher and the class read through the theme discussing any questions about the theme that may arise. The words are then pronounced by the teacher while the class is silent and looks at the word. Then the whole class with the teacher, pronounces the word.

After each word in the lesson has been pronounced, the words are used in various sentences derived from the pupils' experiences.

The students then write each word five times so that they will have the kinesthetic experience in studying the word. It is necessary that the word be written correctly the first time.

The Word Study for the lesson is then done by the class, independent of the teacher. After a reasonable length of time, the Word Study

⁴Jesse H. Newlon, The Day-by-Day Speller. Boston: Houghton Mifflin Company, 1947. p. ii.

⁵Ibid., p. ii.

lesson is thoroughly discussed. Monday's lesson lasts approximately twenty minutes.

Tuesday's lesson consists of the first test. Each word is pronounced, used in a sentence, and then pronounced once again. The children do not attempt to write the word until it has been pronounced the second time.

There are several ways of checking the tests. One way is to allow the children to check the test by looking at the book. The other method is having the teacher say the words orally while the pupils check their papers.

After the day's test, the pupils study the words missed by using the "Six Steps for Studying Words." Those who wish sometimes take their words home to study. This lesson takes approximately twenty minutes.

Wednesday's lesson consists of doing the Word Practice which is, later, discussed in class. Much dictionary drill may be correlated with this type of lesson. Wednesday's lesson lasts approximately twenty minutes.

Thursday's lesson consists of writing sentences that include the study words. This method may vary. At times the pupils write several paragraphs, using all of the study words, or a story is written on the blackboard using all the contributions from the class. This

lesson lasts approximately twenty minutes.

The final test is given on Friday with the teacher using the same method, that is, pronouncing the word, using it in a sentence, and saying the word the second time.

The writer kept only the grades from the Friday test for use in this paper.

IV. PROCEDURE IN USING THE CORRECTED TEST SPELLING METHOD

No spelling books were used with the corrected test method, nor were the subjects provided with an opportunity to see or study the words in the lesson.

On Monday, each pupil prepared a paper by numbering each page. Because expediency is such an important factor in this method, it is essential that the class be as silent as possible.

The teacher then calls out each word, first pronouncing the word, using it in a sentence, and pronouncing the word a second time. The pupils do not attempt to write the word until after it has been pronounced the second time.

After all the words have been pronounced, the teacher then spells each word orally, while the students correct the words. If the word is correct, the pupil places a C after it; and if the word is

wrong, the pupil places a W after the word.

After the lesson has been corrected, the pupils turn the paper over; and the procedure is repeated with the exception of using the word in a sentence.

The papers are then submitted to the teacher, and the students have no other opportunity to study the words.

This method is used on Monday, Wednesday, and the final test is taken on Friday. The writer attempted to devote no more than twenty minutes to each lesson. A record was kept of only the Friday scores.

CHAPTER III

ORGANIZATION OF RESEARCH DATA

The organization of the data collected for this paper has been classified under several topics which will be discussed in the following pages.

I. TIME ALLOTMENT

Since actual instruction time is limited and there is much subject matter that must be taught, it is necessary that the teachers be able to use suitable methods for attaining goals of the teaching situation that will not consume a large amount of time. Subjects can be taught so that a pupil will receive a large amount of information; but, unless the material is learned, the time will have been wasted. It is usually necessary that a teacher use the minimum amount of time to give the pupils the greatest amount of education. That is, the amount of knowledge gained must justify the amount of time used.

Study-test spelling method time requirements. The study-test spelling method was used five periods a week, with each period lasting approximately twenty minutes. This method of spelling, therefore, used about one hundred minutes of time a week.

Corrected test spelling method time requirements. The corrected test spelling method was used three periods a week. Each period lasted approximately twenty minutes. This method of spelling resulted in the use of sixty minutes of time each week.

In comparing the study-test spelling method and the corrected test spelling method as far as time requirements are concerned, the reader will note that the study-test method uses forty minutes more of time each week.

The corrected test method involves collecting each test paper every Monday, Wednesday, and Friday. These papers are not given back to the pupil, with the exception of the Friday test which is given back the following Monday.

When the study-test spelling method is used, the spelling papers are collected on Friday. Other materials such as the Word Practice and Word Study are discussed during the spelling period; although at various times these will be collected, the teacher is able to peruse these papers while passing through the room. Assignments such as stories or sentences using the study words may be collected, perused, and handed back to the student.

The writer discovered that during the twelve-week period during which both the corrected test and the study-test spelling methods were used, more time was consumed checking over assignments during

the period of time in which the study-test spelling method was used. Although there were more tests given during the period of time in which the corrected test method was used, in comparison to the study-test spelling method, more correcting had to be done which meant that more time was consumed which could have been used to better advantage.

II. MOTIVATION

Motivating children so that spelling becomes an interesting subject can present a very difficult problem for a teacher. Children can be motivated by using the study words in meaningful stories developed from the children's experience. Often the teacher may develop games that are useful in motivating the children's interest.

The study-test spelling method may be varied to use these methods of motivation in developing interest in the spelling program, while the corrected test method is a more rigid method and does not lend itself to many variations.

Interest may be developed, too, by using a variety of spelling methods: by using the study-test spelling method and the corrected test spelling method alternately.

III. WEEKLY TEST SCORE RESULTS

Although both the study-test spelling method and the corrected test spelling method involved several testing periods, the writer kept only a record of the Friday grades.

Study-test weekly test scores. The following table contains the Friday scores of the study-test spelling method.

Study-test Friday Scores

Student	First Week	Second Week	Third Week	Fourth Week	Fifth Week	Sixth Week	Total
1	16	16	16	16	16	15	95
2	10	12	14	16	12	12	76
3	7	6	8	13	8	10	52
4	16	13	16	16	16	15	92
5	16	14	16	16	16	16	94
6	13	6	10	14	15	14	72
7	16	14	16	16	16	16	94
8	16	16	16	16	16	16	96
9	8	6	9	14	8	13	58
10	16	16	16	16	16	16	96
11	16	16	15	15	15	16	93
12	16	16	16	16	16	15	95
13	16	16	16	16	16	16	96
14	16	13	14	15	16	16	90
15	16	16	16	15	16	16	95
16	15	16	16	16	15	16	94
17	16	13	12	14	16	16	87
18	16	16	16	16	16	16	96
19	16	16	16	15	16	16	95
20	16	16	16	16	15	16	95
21	16	16	16	16	16	15	95
22	16	15	16	16	14	16	93
23	16	16	16	14	14	16	92
24	14	9	11	14	5	14	67
25	14	14	16	16	16	16	92
26	13	12	14	10	12	15	76
27	14	11	14	11	15	13	78
28	16	16	16	16	16	16	96
29	3	4	4	2	4	6	23
Total	415	386	413	422	408	429	2473

Corrected test weekly test scores. The following table contains the Friday scores of the corrected test spelling method.

Corrected Test Friday Scores

Student	First Week	Second Week	Third Week	Fourth Week	Fifth Week	Sixth Week	Total
1	16	16	15	16	16	16	95
2	12	16	14	15	14	15	86
3	2	11	7	8	10	12	50
4	15	12	15	16	15	16	89
5	16	16	12	16	16	15	91
6	16	5	12	11	10	12	66
7	16	16	15	16	16	16	95
8	16	16	16	16	16	16	96
9	13	13	11	14	12	14	77
10	16	15	15	16	16	15	93
11	16	16	16	16	16	16	96
12	16	16	15	15	15	16	93
13	16	16	16	16	16	16	96
14	14	16	15	16	16	15	92
15	15	16	14	16	16	15	92
16	16	15	16	16	16	16	95
17	16	14	15	16	15	16	92
18	13	16	14	16	15	15	89
19	16	15	15	16	15	16	93
20	16	15	16	16	16	16	95
21	16	16	15	16	16	16	95
22	16	15	15	16	16	15	93
23	13	15	15	16	14	16	89
24	14	12	14	16	14	15	85
25	16	15	16	15	16	15	93
26	14	13	10	15	12	15	79
27	15	16	16	15	15	16	93
28	16	16	14	16	16	16	94
29	0	2	3	6	3	8	22
Total	412	411	402	434	419	436	2514

As the tables indicate, the total number of words correct in the study-test method was 2473 and the total number of words correct in the corrected test method was 2514, with a difference of only forty-one words.

In using the two spelling methods, the study-test spelling method was used for six weeks; then, during the following six weeks, the corrected test spelling method was used. The writer feels that the words in the spelling book gradually became more difficult during the twelve-week experimental period. The spelling words became more difficult as the pupils developed more skill in spelling. In the opinion of the writer, this could have been a factor in the difference.

A comparison of the total words correct for Friday reveals the following important data.

1. If the pupils being tested developed in skills and achievement as rapidly as did the difficulty of the words used, then there seems to be very little difference between the two methods as far as learning a number of words during the week.

2. If the pupils being tested did not develop in skills and achievement as rapidly as did the difficulty of the words used, then it would seem that the corrected test spelling method is the better method as far as learning a number of words during the week.

IV. RECALL-TEST RESULTS

At the end of each six-week period, a recall test was given the experimental group. The test consisted of eighty words. The following chart shows the results of these tests.

Results of Recall Tests

Student	Corrected Test Spelling Method	Study-Test Spelling Method
1	66	74
2	24	24
3	16	19
4	46	51
5	49	77
6	27	23
7	69	76
8	51	75
9	24	29
10	64	72
11	26	49
12	58	67
13	64	70
14	70	70
15	64	72
16	60	73
17	37	56
18	60	71
19	66	74
20	75	77
21	64	78
22	54	62
23	56	64
24	34	46
25	53	55
26	51	59
27	38	39
28	60	72
29	8	11
Total	1434	1685

In comparing the totals of the recall tests, the reader will note that the study-test recall test had 251 more words correct than the corrected test recall test.

In comparing the two spelling methods as far as recall tests are concerned, the retention of the pupils was greater after studying under the study-test spelling method, than after studying under the corrected test spelling method.

The percentage of words retained can be discussed in comparing the two spelling methods. The study-test spelling method resulted in 72.6% over the same number of days as the corrected test method. The corrected test spelling method resulted in 61.8% words retained over a period of from seven to forty-two days, depending on which week the words were studied. This is a decrease of 10.8%.

If the two spelling methods are compared for percentage of words retained, although the study-test spelling method was ten per cent higher, the two tests do result in a high percentage of retention.

V. CORRELATION BETWEEN THE TWO SPELLING METHODS AND TYPES OF LEARNERS

Educators try to choose methods that will help fast or slow

learners to adequately progress in various subjects. The following chart attempts to correlate the weekly test scores with types of learners.

Weekly Tests

Student listed according to I. Q.	I. Q.	Total Weekly scores for study-test method	Total Weekly score for corrected test method	Range
21	129	95	95	0
22	125	93	93	0
14	122	90	92	+ 2
16	117	94	95	+ 1
5	117	94	91	- 3
28	113	96	94	- 2
7	113	94	95	+ 1
1	112	95	95	0
13	112	96	96	0
23	111	92	89	- 3
(Upper third of class)			Total	- 4
.....				
15	110	95	92	- 3
10	108	96	93	- 3
24	107	67	85	+18
18	99	96	89	- 7
12	99	95	93	- 2
8	99	96	96	0
4	97	92	89	- 3
27	96	78	93	+15
9	94	58	77	+19
(Middle third of class)			Total	+30
.....				
20	93	95	95	0
17	93	87	92	+ 5
25	90	92	93	+ 1
6	89	72	66	- 6
26	88	76	79	+ 3
3	85	52	50	- 2
29	83	23	22	- 1
19	81	95	93	- 2
11	78	93	96	+ 3
2	74	95	95	0
(Lower third of class)			Total	+ 1
.....				

This chart seems to indicate that the lower half of the class does better when the corrected test method is used, although there is little difference between the upper and lower third of the class.

The following chart will attempt to correlate the recall tests with the types of learners.

Recall Tests

Student listed according to I. Q.	I. Q.	Recall Test Corrected Test Method	Recall Test Study-Test Method	Range
21	129	64	78	-14
22	125	54	62	- 8
14	122	70	70	0
16	117	60	73	- 7
5	117	49	77	-28
28	113	60	72	- 8
7	113	69	76	- 7
1	112	66	74	- 8
13	112	64	70	- 6
23	111	56	64	- 8

Average -9.4

(Upper third of class)

15	110	64	72	- 8
10	108	64	72	- 8
24	107	34	46	- 8
18	99	60	71	-11
12	99	58	67	- 9
8	99	51	75	-24
4	97	46	51	- 5
27	96	38	39	- 1
9	94	24	29	- 5

Average - 8.7

(Middle third of class)

20	93	75	77	- 2
17	93	37	56	-19
25	90	53	55	- 2
6	89	27	23	- 4
26	88	51	59	- 8
3	85	16	19	- 3
29	83	8	11	- 3
19	81	66	74	- 8
11	78	26	49	-23
2	74	24	24	0

Average - 7.2

(Lower third of class)

Although the entire class, with the exception of three students, made a better score in the recall test after using the study-test method compared with the corrected test method, there seems to be some correlation between the range of recall test scores and the placement of the pupil in the class. Those in the upper third of the class average 9.4; those in the middle third of the class averaged 8.7; and those in the lower third of the class averaged 7.2.

There may be two conclusions which might be derived from this part of the study.

1. If the pupils being tested developed in skills and achievements as rapidly as did the difficulty of the words studied, then those in the upper third of the class seem to have better retention after the study-test method of spelling is used.

2. If the pupils being tested did not develop in skills and achievements as rapidly as did the difficulty of the words, then those in the lower third of the class seem to have better retention after the use of the corrected test spelling method.

VI. CORRELATION OF LANGUAGE I. Q. WITH THE TWO SPELLING METHODS

Although the correlation may be statistically insignificant, the writer wishes to include the possibility of the correlation between

the recall tests and Language I. Q. At the beginning of the school year, the pupils were given a Language test, and from this Language Achievement Test, the Language I. Q. was derived. The following chart is developed to show this correlation.

Language I. Q.	Recall-Test Corrected test Method (Average)	Recall-Test Study-test Method (Average)
108 to 134	62.6	73.4
96 to 107	54.6	66.0
72 to 95	32.6	37.8

This chart would seem to indicate that when any correlation is made between the two spelling methods, that the higher the Language I. Q., the greater achievement is accomplished by the study-test spelling method.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to compare the merits of the relatively new corrected test spelling method with the older, seemingly more widely-used study-test spelling method. The experiment was conducted to give the writer an overview of the different spelling methods so that an adequate spelling program may be conducted in the writer's classroom.

Among spelling methods conducted in the classrooms, the following were considered; the study-test method, corrected test method, test-study method, and the flash-card method. It is important that educators understand that one spelling method does not contain all the answers to a spelling program, but that it is necessary that teachers experiment with several spelling methods, then use two or more methods on a rotation basis to develop a good spelling program.

I. PROCEDURE

The same class was used as the experimental group for both the study-test method and the corrected test method.

The class was given a number of achievement and mental maturity tests which, although routine in the school district, contributed greatly to this paper.

The study-test spelling method was used first, for a six-week period. The class used the basic spelling method of studying on Monday, a test on Tuesday, study on Wednesday and Thursday, and the final test on Friday. Sixteen words, which were all taken from the spelling book used by the school district, was the standard number of words used. At the end of the six-week period, a recall test comprised of eighty words from the six previous tests.

The corrected test spelling method was used during the next six weeks. At this time, the speller was not used by the subjects. The pupils, with no opportunity to see or study the words, were given a sixteen word test on Monday, Wednesday, and Friday using the basic corrected test spelling method.

This test consisted of pronouncing the word, using it in a sentence, pronouncing the word the second time, with the pupils writing the word after the second pronunciation. The words were corrected by the pupils while the teacher pronounced them orally; the pupils then turned the paper over, and the spelling method was repeated.

A recall test of eighty words was given at the end of the six weeks. Both recall tests given at the end of each method were given

in the same procedure, that is pronouncing each word, using the word in a sentence, pronouncing the word a second time. These tests were collected and corrected by the teacher.

II. CONCLUSIONS

The results of the study indicate that each of the two spelling methods has merits which are desirable for an adequate spelling program. It would seem advantageous, then, to alternate the use of the study-test spelling method with the corrected test spelling method during a school year so that the pupils will receive fuller benefits of the spelling program.

Merits of the study-test method. The merits of the study-test spelling method, which the study tends to indicate, are as follows:

1. Students are easily motivated by this method.
2. Brighter students seem to improve their spelling.
3. There seems to be a correlation between the pupils' Language I. Q. and the retention of words under this method.
4. There is a higher retention of words when using this spelling method.
5. Friday scores, although slightly lower than the corrected test method, are still high.

Merits of corrected test method. The merits of the corrected test method of spelling, which this paper tends to indicate, are as follows:

1. There is less time consumed when using the corrected test method. The number of spelling periods during the week can be reduced from five to three.

2. There is a tendency for the students to improve their listening and attentive skills.

3. The students will develop a spelling consciousness when this method is used.

4. Pupils' retention of words is fairly high.

5. Friday scores are slightly higher.

6. Pupils with low learning ability seem to do better when this method is used.

7. Students tend to develop their auditory, visual, and motor reflexes.

Limitations. The limitations of this study are as follows:

1. Only twenty-nine pupils participated in the experiment.

2. Only six weeks were devoted to the use of each spelling method.

3. The progress of the pupils' achievement was not measured by a standardized test.

4. The difficulty of the words were not the same during each experimental period. They became progressively more difficult.

5. The class was not divided into an experimental and a control group.

Recommendations. The following are the writer's recommendations:

1. The corrected test spelling method and the study-test spelling method should be used alternately during the school year.

2. Poorer students should have more individual help and study time.

3. Students making a perfect score on Tuesday, when using the study-test method, should be excused from further study that week.

4. Students making a perfect score on Monday, when using the corrected test method, should be excused from the Wednesday test.

Methods of teaching spelling have undergone transformation since the days when our grandparents "spelled down" in the frontier school house, and even since the days when children wrote each word ten times (or more if they made errors) in their copy books. Today spelling is recognized as a vital tool for writing, an integral phase of the language arts program rather

than an isolated school subject. The language work, in turn, not only serves but grows out of life of the school in all its aspects. This trend in teaching spelling reflects the all-over trend in curriculum-making toward the integration and unification of basic skills with the purposes they serve in school and out. As a result there is a transition from meaningless rote learning, drill competence in memorized recitation, to learning with understanding even from the first lessons.¹

¹Gertrude Hildreth, Teaching Spelling. New York: Henry Holt and Company, 1955. p. iv.

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