



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Exercise system incorporating the blended method to improve English
spelling.**

**LANDETA TINOCO RUTH ELIZABETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

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CHAMBA ZAMBRANO JONH MARCELO

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por RUTH LANDETA

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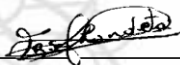
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DEDICATION

I dedicate this project mainly to our father God, for being the one who gives us the strength to continue in this process of obtaining one of the most desired wish. I dedicate it to my parents, for their love, support, work and sacrifice. Without their care, I would not have been able to achieve this goal or objective and I hope that they will continue to support me throughout my career. To all the special people who accompanied me at this stage, contributing to my training, both professionally and as human beings. Llerena Companioni Odalia, for the teaching obtained during the development of the semester and to all the teachers for helping us in our academic training.

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Resumen

En el presente trabajo de investigación enfrenta situaciones que presenta la problemática en los estudiantes en el proceso de enseñanza-aprendizaje en el idioma inglés en el Ecuador y tiene como la finalidad de mejorar el dominio del idioma a partir de un método. En base a esto se implementa el método blended para que contribuya al mejoramiento de la sub-habilidad que es el spelling en los estudiantes de 8vo de básica párelo “A” en el Colegio de Bachillerato Carmen Mora de Encalada.

La investigación responde a un paradigma cuantitativo positivista del tipo pre-experimental y con un alcance explicativo, con un diseño de pre y post prueba. Este tipo de paradigma hace uso de métodos teóricos con la finalidad de dar a conocer a la audiencia conceptualmente el objeto de estudio mediante el análisis de bibliografías y también hace el uso de métodos empíricos como la guía de observación dirigida al maestro, y la prueba pedagógica aplicada a los estudiantes para recolectar datos para comprobar o rechazar la hipótesis.

En este trabajo, al aplicar un sistema de ejercicios usando el método blended se obtuvieron cambios significativos en comparación a la situación inicial. Por este motivo se recomienda que continúen investigando más acerca de la problemática que permitió el desarrollo de esta investigación, teniendo en cuenta que el spelling es de suma importancia en el aprendizaje del idioma ya que les permite comunicarse.

Palabras clave: sistema de ejercicios, método blended, spelling, idioma inglés.

ABSTRACT

In this research work some situations were faced that present problems for students in the teaching-learning process in the English language in Ecuador and the aim is to improve the command of the language by means of a method. Based on this, the blended method is implemented to contribute to the improvement of the sub-skill of spelling in 8th grade students in the Carmen Mora de Encalada High School.

The research responds to a positivist quantitative paradigm of the pre-experimental type and with an explanatory scope, with a pre- and post-test design. This type of paradigm makes use of theoretical methods with the aim of conceptually acquainting the audience with the object of study through the analysis of bibliographies and also makes use of empirical methods such as the observation guide directed at the teacher, and the pedagogical test applied to the students to collect data to prove or reject the hypothesis.

The current work, applies a system of exercises using the blended method, significant changes were obtained compared to the initial situation. For this reason, it is recommended to continue researching more about the problem that allowed the development of this research, taking into account that spelling is of utmost importance in language learning as it allows them to communicate.

Keywords: exercise system, blended method, spelling, English language.

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INTRODUCTION

Nowadays, the importance of learning a second language is evident all over the world. As a matter of fact, in the case of English, its learning, as a second language; involves mastering the four basic skills (writing, reading, listening, and speaking). Each of these skills has sub-skills, for example, within the writing skill, spelling is identified. This sub-skill has become very important for both teachers and students: "spelling and pronunciation patterns of words. These patterns gradually become part of the speakers' linguistic instinct. However, this pattern formation goes through many developmental stages and requires multiple encounters with the language" (Saleh Al-Busaidi & Abdullah H. Al-Saqqaf, 2015, p.181).

In accordance with the Common European Framework of Reference for Languages (CEFR), by analyzing the Ecuadorian context, it is known that students in the third year of baccalaureate who are about to finish high-school, should reach the level B1 in English as a foreign language (Ministry of Education, 2016). In the Common European Framework of Reference for Languages (CEFR), at level B1, it is stated in terms of written expression that the student recognizes that: "Students at this level can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. They can write personal letters describing events, experiences, and impressions" (St Giles International, p.2)

However, the reality is different, because many of the students are not able to write a simple sentence and because they have not mastered the skill it is very likely that they will commit a spelling mistake, even if they use some kind of writing instrument

Because the sub-skill of spelling is complex and even more so when learning a second language, it is advisable to use exercises as Peg Rosen states (2014-2022), “Requiere traducir los sonidos de las palabras en escritura. Memorizar muchas reglas ortográficas y recordar las excepciones a esas reglas. Además, hay que elegir entre diferentes palabras que suenan igual: ¿Sent, cent o scent? ¿There, they’re o their?” (para.2).

Fernández (2014) has observed the problem of writing that students face “en la actualidad el número de alumnos que cometen faltas ortográficas al traducir gráficamente sus pensamientos es elevado, e incluso podemos pensar que este número va en aumento” (para.1) whereas Saleh Al-Busaidi & Abdullah H. Al-Saqqaf state that, Nevertheless:

Knowledge about the orthographic structure of words is mainly implicit for the native speakers of any language. That is to say, native speakers are normally able to spell or say words without knowing exactly the rule behind that spelling or pronunciation. (2015, p.181)

For this reason, educators and students should devote more time and effort to the development of the respective skill, and it is here where the incorporation of tools such as the so-called blended method allows planning classes in which the face-to-face modality is integrated with online learning in order to facilitate learning.

During the pre-service teaching practice carried out in the 8th year of basic education class "A" at “Carmen Mora de Encalada" high-school, class period 2022-2023, it has been observed, a series of limitations or insufficiencies such as:

- Insufficient participation of students in activities aimed at the achievement of writing skills in the English language.
- Students converse in the classroom.

- Students have difficulty recognizing words (letters) when reading and writing.
- Students show signs of boredom and tiredness: yawning, stretching in the seat, etc.

- Insufficient learning of new words.

In relation to the above-mentioned external manifestations, the following **scientific problem** arises:

How to improve the strategy of spelling for the students of 8th year of basic education class A, at Carmen Mora de Encalada high-school, class period 2022-2023?

Consequently, the teaching and learning process of English in Superior basic education is established as the **object of study**.

The **possible causes** involved in the origin of the problem are, as follow:

- Families do not support the student when doing writing homework in English.
- Families have a low cultural level.
- The teacher does not provide sufficient academic reinforcement for writing.
- No teaching resources are allocated to work on spelling.
- No varied exercises for spelling and grammar.
- Students do not know the correct pronunciation of sounds.
- There is insufficient teaching work focused on spelling work.

General Objective. The current research is aimed to apply a system of exercises with the blended method for the improvement of spelling for the students of 8th year of basic education class “A”, at Carmen Mora de Encalada high-school, class period 2022-2023

The **field** of research is delimited within the blended method.

The **scientific hypothesis** of this research is as follows:

If a system of exercises with the blended method is elaborated, it will contribute to the improvement of the spelling for the students of 8th year of basic education class “A”, at Carmen Mora de Encalada high-school, class period 2022-2023

- For the development of the research the following specific objectives have been considered:
 - Theoretically substantiate the use of the blended method for the improvement of spelling.
 - To diagnose the spelling ability for the students of 8th year of basic education class “A”, at Carmen Mora de Encalada high-school, class period 2022-2023
 - To elaborate a system of exercises based on the blended method for the improvement of spelling for the students of 8th year of basic education class “A”, at Carmen Mora de Encalada high-school, class period 2022-2023.
 - To determine the effect of the application of the system of exercises based on the blended method in the improvement of spelling for the students of 8th year of basic education class “A”, at Carmen Mora de Encalada high-school, class period 2022-2023.

Blended learning can make spelling more attractive to students, as well as online tools and interactive activities can make the learning process more enjoyable and interactive. This can help learners to keep motivated and interested in improving their spelling skills, in that sense, the application of the blended method to improve spelling is considered positive.

The research is developed under the quantitative methodological paradigm, of the pre-experimental type and with an explanatory scope.

The scientific hypothesis studies the relationship between two **variables**:

The **independent variable** is the system of exercises based on the blended method.

The **dependent variable** is the improvement of spelling,

The population to be considered is 14 children of 8th grade of high-school parallel "A".

The present research uses theoretical and empirical methods. The following methods are used at the theoretical level:

The **historical-logical method** describes the events connected to the research phenomenon and searches for possible reasons for changes in its development.

The **analytical-synthetic method** breaks down the whole into parts, finds out the roots, and, based on this analysis, makes a synthesis to reconstruct and explain. It is used in the elaboration of the theoretical framework, the treatment of data, and the drawing of conclusions.

The **hypothetico-deductive method** is used in the formulation of the hypothesis and the corroboration of the transformation when applying the intervention proposal.

The **systemic method** enables the implementation of the exercise system using the blended method.

On the empirical level, the following methods and techniques are applied:

Indirect observation is applied in the classroom to characterize the work to develop spelling.

Pedagogical test, which will allow a pedagogical diagnosis to be carried out at the beginning to check if they have problems with spelling.

The importance of this work lies in the fact that students will improve their spelling through the using of the blended method which will be used in the classes, and so learners will be able to use activities of it in the future, to carry out different categorized activities namely writing vocabulary about numbers, seasons of the year, family, school objects, etc.

The development of this research has as a practical contribution of a system of classes with led by the blended method for improving the spelling strategies to 8th-grade students of secondary school.

The research is made up of an introduction, in which the theoretical and methodological design of the research is presented. In Chapter 1, the theoretical framework is outlined, which consists of 3 parts, namely (historical, conceptual, and contextual) where the background will be known through the history of the subject and the main concepts related to it. This is followed by Chapter 2, which sets out the methodological framework of the study. Chapter 3 presents the classroom system based on the use of the blended method. Finally, the discussion of the results is presented, closing with the conclusions and recommendations, the bibliography, and the annexes.

Chapter 1

Theoretical characterization of the use of the blended method to improve spelling in the process of teaching and learning English.

The purpose of this chapter is to provide a detailed analysis of the background of the blended method in improving the exercise system. It will be approached from a historical perspective, followed by a theoretical and contextual approach, in order to substantiate the problem stated and look for possible solutions.

1.2 Theoretical characterization of the use of the blended method to improve English spelling.

1.1 Historical evolution in using the blended method to improve spelling in the teaching-learning process of English.

For the teaching-learning of the English language, methods have been used that over time are becoming known so that teachers work and manage to develop the four skills that it requires to learn and master in an L2. This research deals with the blended method, which is a blended learning method or also known as hybrid learning where students have face-to-face and online classes.

According to Federova (2020) this method originated around the 1960s of the twentieth century, when its basic principles were proposed, but it was in 1999 when the term was used, as a result of the American Interactive Learning Center beginning to launch computer programs designed for teaching over the Internet.

Güzer and Caner specify the first attempts to use the method between 1999 and 2002 citing (Cooney et. al., 2000), at which time its main objective is revealed: "They aimed to

combine elements of play and work in a preschool to acquire combined activities" (2013, p.4597).

In a second stage, there is a definition period between 2003 and 2006. According to Güzera and Caner, quoting Singh (2003), at that time the different dimensions in the use of the method were raised: "can be blended as offline and online learning, self-paced and collaborative learning, structured and unstructured learning, custom content with off-the-shelf content, learning, practice and performance support" (2013, p.4598). All of these definitions of combined dimensions are how people understand, think, and feel when asked about the blended method.

The third stage occurred between 2007 and 2009, which Güzera and Caner (2013) call the period of popularity, observing that the trend in the use of the method continued to concentrate on two points, which were perception and participants.

The blended method has gone through the aforementioned stages, however, its highest level of popularity occurred during the time of the COVID-19 pandemic. Trisch (2021) reveals the drastic process that institutions went through: "By 2020, the COVID-19 pandemic had forced nearly all institutions to adopt online learning rather than teach in physical classrooms" (para.16). This event happened to avoid the increase in infections with people infected by covid-19 and to avoid delays in the school period due to the prohibition of attending face-to-face classes. Nowadays blended learning is still used, but not very often, it is only used if there are interruptions that are necessary and urgent.

1.2.1 The teaching-learning process of English in higher basic education.

Munna and Kalam (2021) define the teaching-learning process as a transfer of knowledge from teachers to students. According to the definition, it is inferred that the teaching-learning

process (PEA) is based on teaching and learning, this is fundamental in a general way in the field of education and especially when it comes to the English language.

In the same vein, Peraza et al (2017) explain the objective of the teaching-learning process: "como objetivo fundamental el crecimiento humano para contribuir a la formación y desarrollo de una personalidad auto determinada" (p.5). The objective mentioned above is important in education and especially when it comes to the teaching-learning process of a foreign language, because during the teaching-learning process of the language difficulties may manifest in its skills, for example, spelling errors, reading and vocabulary comprehension, etc.

Therefore, during the teaching-learning process there are actors that intervene that are the elements or also called components, which are very necessary for the true process and teaching to take place, as García (2004) state that the elements are: "students, teachers, group and other factors of the process" (p.160).

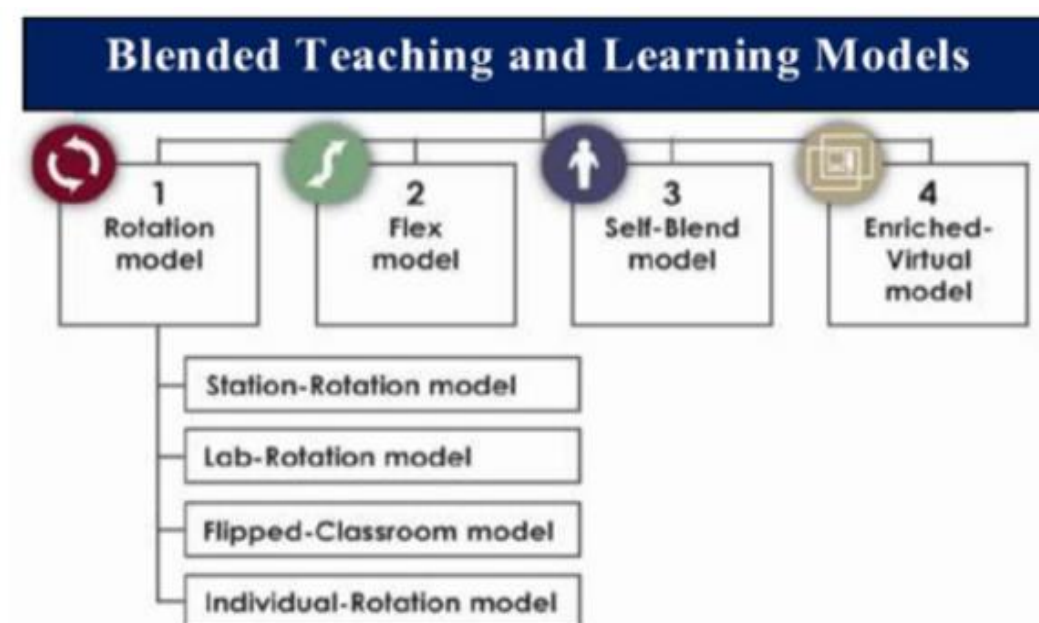
Each element mentioned has its own function or role within the teaching-learning process and from the point of view of García the role of the teacher is: "el protagonista y responsable de la enseñanza bajo su dirección, contribuye a la educación de los estudiantes" and the role of the students is: "el protagonista y responsable de su aprendizaje. Es un participante activo, reflexivo y valorativo de la situación de aprendizaje" (p. 163). While Varron (2016) agrees with the aforementioned authors in terms of the elements, and defines the role of the teacher as: "prime mover of the educational processes, thus he she directs the flow of the whole process. The teacher is the one that facilitates the whole process of leaning. He or she directs its flow and serve as main control of the teaching learning process" and in the role of the students it makes it known that: "the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented" (paras. 4-5).

1.2.2 The use of the blended method to improve spelling in the teaching-learning process.

In the teaching-learning process of the English language, methods that are more effective for achieving it are used, among the methods is blended; It is a more up-to-date and dynamic approach that adjusts to the educational reality of the country, and not only use traditional methods and techniques because education is constantly changing, as well as the way or form of teaching.

In the blended method there are learning strategies which can be chosen and implemented to improve spelling. Sahoo and Bhattacharya citing (Staker & Horn, 2012) explain the types of strategies that exist in the blended method and they are: "Rotation Model, the Flex Model, the Auto-Blend Model and the Rich-Virtual Model. The Rotation Model can also be divided into four sub-models: Station Rotation Model, Laboratory Rotation Model, Flipped-Classroom Model, and Individual Rotation Model" (2021 p.201).

Figure 1 Different blended models of teaching-learning strategies.



Note: This figure shows the different models of the blended method (Sahoo y Bhattacharya, 2021, p.202) quoted by (Staker & Horn, 2012).

Using the words of Sahoo and Bhattacharya, he states that: “Effective learning is based due to the quality of the learners’ content and understanding. The instructor has been granted greater liberty to use any model by position and speed” (2021, p. 201). In other words, each strategy selected by the teacher can be adapted to the class activities with the aim that the students improve their learning, especially in spelling, in the same way and very importantly, the use of the blended method is free.

Likewise, the teaching-learning models that use the blended method have their respective function or role that students and teachers perform at the beginning of the class or during class time as expressed by Sahoo and Bhattacharya in each of the aforementioned models.

It should be added that Sahoo and Bhattacharya (2021) reports that, in the Rotation Model, the role of students is to study a topic for a certain amount of time, as well as to look at different learning stations in the classroom and move to a laboratory.

As for the Laboratory Rotation Model, in the opinion of Sahoo and Bhattacharya (2021), the role of students is similar to the station rotation model, the difference is that students rotate to online classrooms and move through different electronic devices.

The role of students in the Flipped-Classroom Model, according to Sahoo and Bhattacharya (2021), consists of students studying previously assigned content outside class hours with their respective instructions, and on the day they have that subject, the teacher will give them reinforcement.

According to Sahoo and Bhattacharya (2021), the role of the teacher is to rotate through each student, identifying their needs, and the role of the student is to wait and attend to the explanation.

The Flex Model for Sahoo and Bhattacharya (2021) states that the role of students is to be in class at the established time and teachers will give them materials and training according to their needs.

For Sahoo and Bhattacharya (2021), the role of students who perform in the Auto-Blend Model is to choose one or more of a class and they can attend classes anywhere.

In the Enriched-Virtual Model, according to Sahoo and Bhattacharya (2021), the role of students is to attend the educational unit on the assigned days and on the other days they can receive online classes.

The role of teachers in general is to explain the instructions of the activities that are carried out or will be carried out, either face-to-face or online, and also to explain the classes and provide support materials.

1.2.3 Theoretical characterization of spelling.

According to (Stephens, 2023, para.1) spelling can be defined as: "the sequence of letters that compose a word, according to standardized usage. Spelling means the writer puts the correct letters in the correct order so that the reader can decipher their meaning." When you form the words and identify what they mean, you think of it as vocabulary, the vocabulary that can be increased little by little either by categories or by level of difficulty.

In addition, (Stephens, 2023, para.1) states that: "Established spelling rules did not always exist in English; there was not always a "correct" way to spell each word " Also Stephens opined on the problem that occurs in people when studying English as an L2, it happens that:

Not all words in English are spelled **phonetically**, or spelled how they sound. An example of this is words that contain "silent" letters that are not pronounced when the word is spoken out loud, such as "knife," which has a silent "k" at the beginning. Part of

the reason for this is that pronunciation has changed; the silent "k" in knife did used to be pronounced (2023, para.2).

It is worth noting the manifestations mentioned by Stephens, are notorious for teachers of the English language, since they can identify or witness it in the teaching-learning process due to the fact that students make these mistakes very often due to confusion with their mother tongue since there may be similarities in pronunciation and similarity in writing, similarities in letters, among others. There are also other factors that affect spelling such as lack of reading, not being interested in the language or the way teachers teach.

Therefore, mastering spelling is necessary and important and even more so if you are learning a foreign language such as English, as stated (StudySmarter GmbH, 2023, par.1) when it gives a reason for the importance of naming spelling where it says that: "Spelling allows you to communicate effectively and satisfactorily through writing", while Bordia (2022, para.2) presents three reasons for the importance of mastering spelling, such as fluent communication, literacy, and employment. The reasons given are intended to communicate.

As (Daries et al 2022 p. 2) state "there is not consensus on the development of spelling across languages" Some body of research confirms that phonological awareness is a significant predictor of reading as well as spelling across different languages (Adams, 1990).

In some studies, such as (Britannica, 2023) and (Reed, 2012) they mentioned that in the process of learning spelling, teachers made the use of memorization as something fundamental and as the best way to increase words, they also made word lists and students had to practice orally and in writing.

1.3 Contextual characterization of the use of the blended method to improve English spelling.

1.3.1 The use of the blended method to improve spelling in higher education.

The Blended method has been used in different areas of the social sciences and has been used recurrently, the author Saadu (2023, p. 97) states that: "it is a common method of education in the twenty-first century because it combines the best features of online and classroom based learning". Based on the statement mentioned by this author, it could be deduced that the blended method has managed to be implemented and developed worldwide, therefore, its continuous use makes it well known in the teaching profession.

Saadu (2023) citing (Central Florida's University, 2015) believes that this method aims to improve education and when applied appropriately, students will demonstrate a desire to continue learning, attending classes and better academic performance will be observed.

Authors Tham, K and Tham, C (2011) mention that the blended method is very popular on the Asian continent, in countries such as China, Japan, Korea and Singapore. The authors expressed differences between countries regarding the use of the blended method, although it showed favorable aspects when applied in different educational units.

Another country on the Asian continent that wants to apply the blended method in its educational system is India, as expressed by Lalima and Dangwal (2017) who mentions the need to implement this method in the educational system, and in this way achieve improvements in education since the methods used did not contribute to or improve the performance of students. For this reason, the authors conclude that it is the best solution to solve most of the problems in the teaching-learning process, however, the economic factor is a small impediment to implement it throughout the Indian education system.

Ecuador is one of the countries that also considers that it is important to implement technology in the classroom, which will favor students. In this country, the blended method became popular due to the pandemic at the end of 2019. As Cevallos, Basantes and Villafuerte (2022) state that: "on March 15, 2020, the Ministry of Education decreed, that government and private educational institutions, from preschools to universities, had to cancel their face-to-face activities to continue the learning activities through online means" (453). Likewise, even when the pandemic was reaching a final stage, the method continued to be implemented, but under the face-to-face and virtual modality. This method took a resounding turn in education because it was the first time that students were studying online and, as they were used only to face-to-face classes, it was a little difficult for them to adapt to another teaching-learning model.

In the same view, Gonzabay (2023) states that the application of the blended method in Ecuador in the province of Santa Elena in an educational unit is favorable to apply, taking into account that it is necessary to:

By investing in the right tools, such as apps, anywhere, organizations can enhance the delivery of blended learning with the help of this tool, any device, anywhere, at any time can receive the materials, programs, and apps that people need. (p.30)

In addition, Gonzabay (2023) stated the negative effect existed in relation to students by applying this method and that there is hybrid education, the hindrance that existed is that in many homes do not have internet connection, this is what happened in several cities in Ecuador, in that year many students did not continue with their studies.

1.3.2 Diagnosis of the current state of the use of the blended method for the improvement of spelling in students of 8th parallel year "A" at the Carmen Mora School in Encalada.

The purpose of this section is to show the results obtained from the diagnosis carried out on the system of exercises based on the blended method to improve spelling in 8th year parallel "A" students at the Carmen Mora de Encalada School. The instruments used for data collection were: observation guide (Annex 1) and pedagogical test (Annex 2).

1.3.2.1 Analysis of the results obtained from the application of the instruments.

Observation guide (applied to the teacher)

The observation guide was the first instrument applied to the teacher who teaches the subject of foreign language with the aim of visualising spelling in the 8th year parallel "A" students at Carmen Mora de Encalada School. According to the English teacher, he teaches through: textbooks, flash cards, memorisation and repetition, all of them adapting to the level and different learning styles of his students.

- In the 8th grade parallel "A" classes, the following was observed:
- Students present difficulties in writing some words correctly and spelling them orally because they do not know the full English alphabet and because they write as they hear.
- Students make spelling mistakes when spelling various words because they learn vocabulary with and without categories every class and the pronunciation becomes confusing because it interferes with their mother tongue.
- The teacher does not conduct a feedback session at the beginning or at the end of a lesson due to lack of time.

Pre-test

As a second instrument a pedagogical test was applied as a pre-test, this was used to evaluate the students to find out about the current state of the sub-skill that is spelling in the English language.

Indicator 1: Articulation.

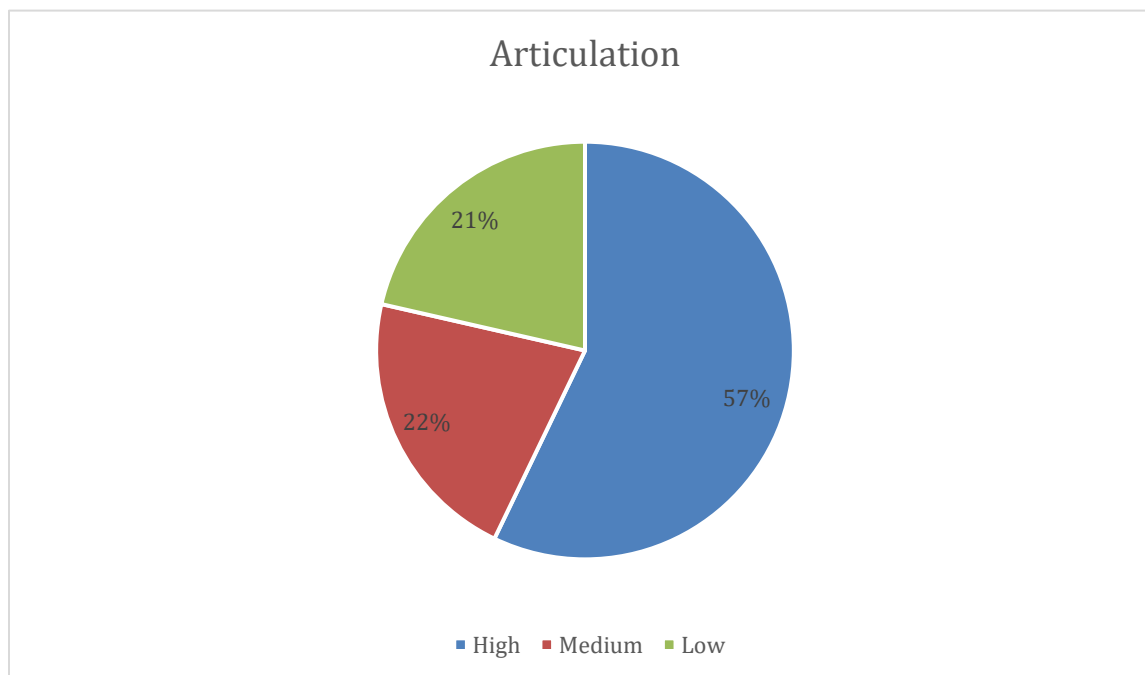


Figure 2 Pre-test (Articulation)

The results showed that the students were in the "High" range, related to the articulation indicator, because they met the assessment criteria for this dimension. It could be because they understood the teacher when he/she dictated to them because they had clear pronunciation or it could also be because they were familiar with those words and had the knowledge of how to write it.

Indicator 2: Sound awareness.

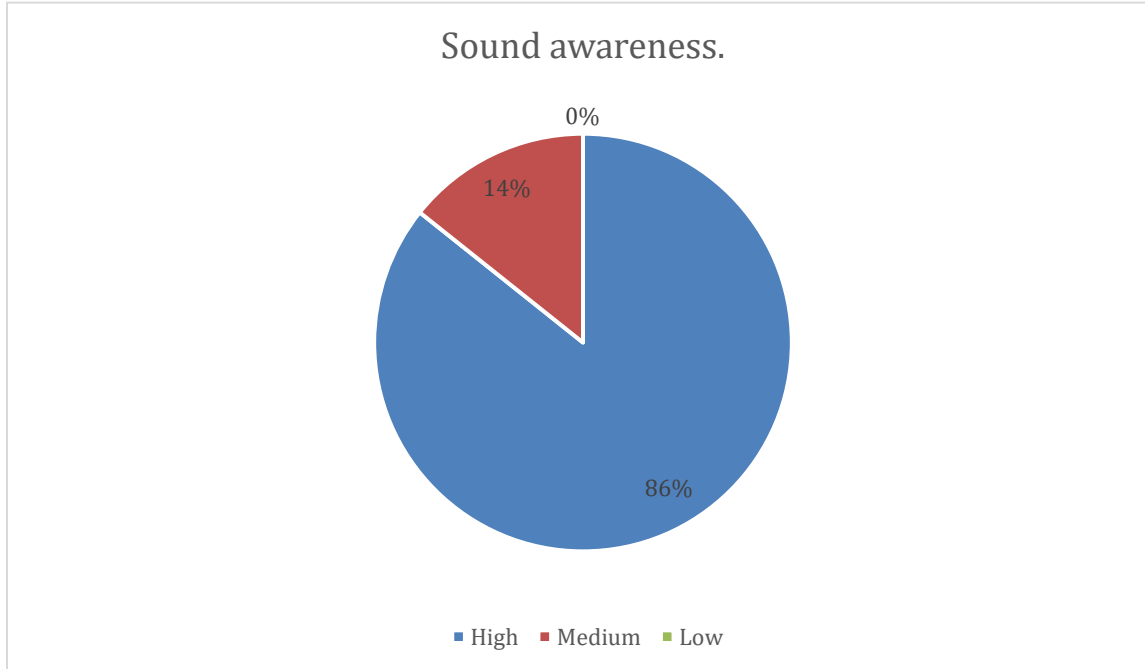


Figure 3 Pre-test (Sound awareness.)

Regarding the indicator Sound awareness of spelling, students can be observed to be in the "High" range, this may be because in addition to listening and identifying the individual sounds of words, they can also observe, relate to the content and thus distinguish to choose.

Indicator 3: Understanding spelling rules.

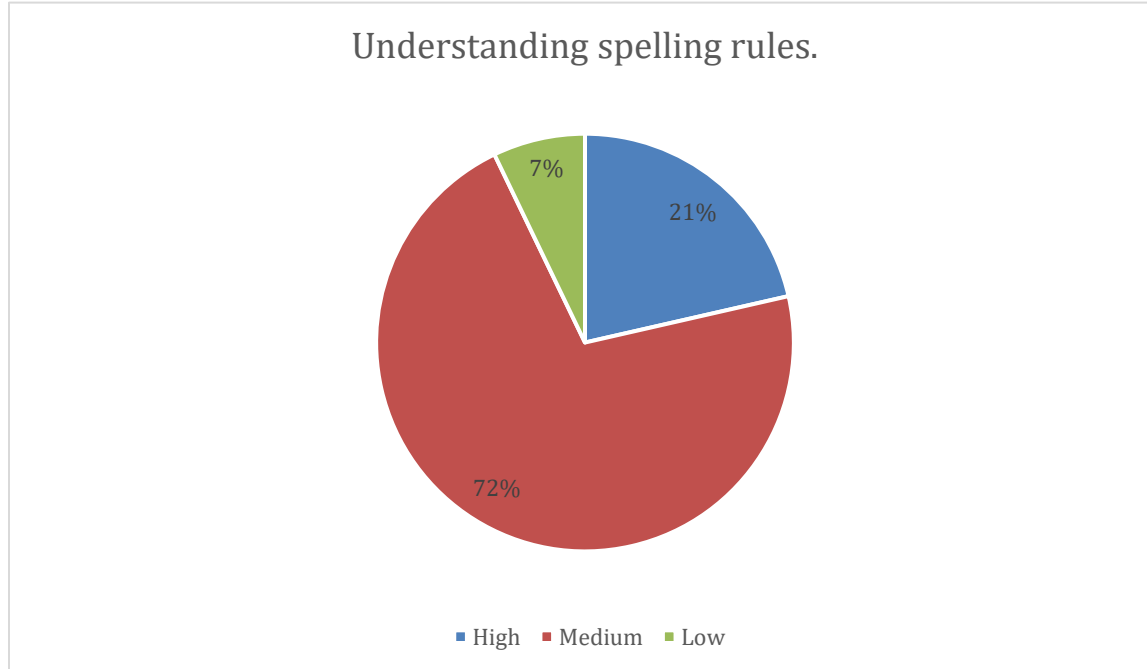


Figure 4 Pre-test (Understanding spelling rules)

In the indicator Understanding spelling rules it is observed that it is located in the "Medium" range, this is due to several factors such as students not remembering grammatical rules and spelling rules, not reading a sentence completely and only focusing on looking at the options and relating it to the first word of the sentence to choose, not usually being clear about the rules and it may also be that they are not exposed to constant writing.

Indicator 4: Recognition of recognisable sight words.

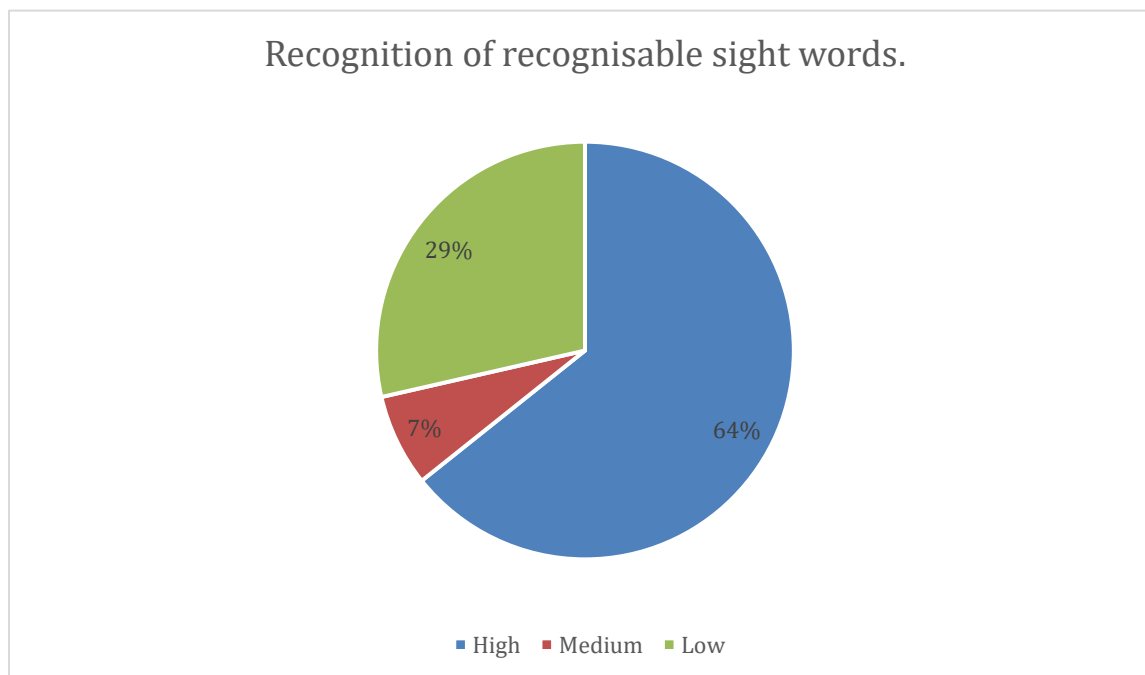


Figure 5 Pre-test (Recognition of recognisable sight words)

This indicator shows that it is in the "High" range, this result can be given because the students can be familiar with the words, they can develop the ability to memorise visually so they can recognise the word and they can also recognise it by linguistic context.

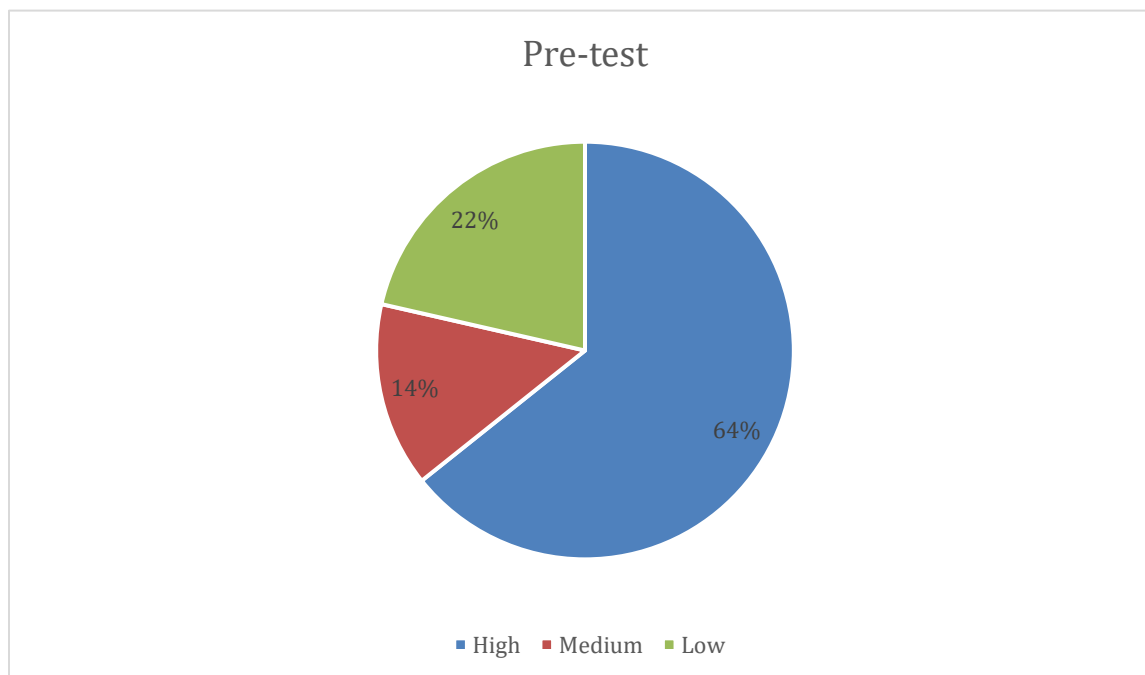
General analysis.

Figure 6 Pre-test (General analysis)

With regard to the application of the pedagogical test, it was determined that the current state of the students' mastery of spelling is at a "high" level, with 64% represented, which is equal to 9 students, followed by 14% in the medium range with 2 students and finally 22%, equal to 3 students.

Chapter 2.

METHODOLOGICAL FOUNDATIONS OF THE STUDY OF THE BLENDED METHOD FOR IMPROVING SPELLING.

This chapter details specific methodological aspects used in the course of the research, such as: the type of design, the study of the method, resources and techniques for data collection.

2.1 Paradigm and type of research.

This research was based on a positivist quantitative paradigm with a pre-experimental explanatory design, because it seeks to explain the research problem on the phenomenon that has been studied based on the hypothesis that has been raised and to test theories, it also allows the collection of data and the analysis of variables.

Kwadwo and Hamza (2015) present their point of view about the quantitative paradigm and stated that "the quantitative research approach primarily follows the confirmatory scientific method because it focuses on hypothesis testing and theory testing" (p.220). Based on this argumentation, the purpose of this type of paradigm is to test the hypothesis, if what was proposed was fulfilled or not, this information will be obtained from numerical data according to the instrument used.

2.2 Population.

The population chosen was 14 students of 8th grade from parallel "A" at Carmen Mora School in Encalada was 2023 school year, located in the city of Pasaje, the age range 11 to 12 years.

2.3 Research Methods.

For the present study, some research methods have been used with two types of levels: theoretical level and empirical level.

2.3.1 Theoretical level method.

Historical-logical

Torres (2020) discusses the historical-logical method on how it works and complements each other between the historical and the logical, arguing that:

Integra lo lógico revestido en forma concreta del desarrollo histórico, pero despojado de su forma concreta y representado en forma lógica. En la dinámica del método, lo lógico debe basarse en datos históricos para poder descubrir las leyes fundamentales que rigen el desarrollo del objeto de investigación y, en esta misma dinámica, lo histórico no se limita a la descripción o explicación de los hechos, sino que necesariamente requiere aportar una explicación a partir de la lógica del desarrollo del objeto definido. (p.9)

By using this method, it focuses on the social context, which requires analyzing the process that the phenomenon has had over the years, taking into account the logic of the narration of the story, since the logical as a method consists of understanding as a scientist about the steps that the phenomenon has evolved.

Synthetic Analytical

The synthetic analytical method is the set of analyses that aims to break down all its parts and put them back together. What will be broken down is the phenomenon that is studied, in this way, the causes and effects will be observed and analyzed individually, and at the end, they will be related or integrated by the synthesis.

Hypothetical Deductive

This method works with the pre-experiment research and its purpose is to create the hypothesis of the research, which will allow the researcher to observe the phenomenon and

verify the hypothesis by means of deduction if what has been previously stated is fulfilled or not, which will correspond as a conclusion.

Systemic

The systemic method is the organization between the parts of a whole, this method has to have several elements so that they are integrated with each other for the objective that the research has.

2.3.2 Empirical level method.

Observation

Cerón et al. (2020) citing (Bernal 2010) on the definition of observation argue that:

La observación, como técnica de investigación científica, es un proceso riguroso que consiste en la percepción directa del objeto de investigación y permite conocer, de forma efectiva, el objeto de estudio para luego describir y analizar situaciones sobre la realidad estudiada. (p.10).

By means of the observation method, the phenomenon will be rigorously observed throughout the research process, this will allow the researcher to advance, improve and deduce results from the research that is being carried out.

Pedagogical Test:

For Cerezal and Fiallo (2002, p.127), the pedagogical test is that:

Las pruebas pedagógicas se utilizan con frecuencia en la investigación pedagógica con el objetivo de diagnosticar el estado de los conocimientos, hábitos y habilidades de los sujetos en un momento determinado, en general:

- Ayudan a conocer la efectividad de la enseñanza.
- Sirven para controlar el proceso docente educativo.
- Tratan de evaluar el aprovechamiento de los alumnos en una determinada disciplina.

There will be two pedagogical tests, the initial one is to know the level of vocabulary in the English language that the students handle and to identify if they make spelling mistakes or not, and the final one will be done when the classes are finished and with the aim of achieving the objective of the research in this way the researcher will be able to observe if the phenomenon shows positive or negative results according to the stated objective.

2.4 Data Processing

2.4.1 Working with the research variable.

Independent variable (1) covers the application of an exercise system based on the blended method, i.e. it will perform playful activities and cognitive activities implementing the blended method.

Dependent Variable (2) Spelling: Spelling is a sub-skill of writing that involves the use of the vocal organs for articulation, the auditory organs for sound awareness, understanding the rules of spelling and the visual organs for recognizing recognizable words and at the end it makes use of the skillful limbs that is the hand along with the coordination of the arm muscles and brain activity to achieve writing (Child Development, 2023).

Consistency Matrix

Consistency Matrix						
Title: Exercise system incorporating the blended method to improve English spelling.			Variables and indicators			
			Variable 2: Improved spelling.			
Problems	Objectives	Hypothesis	Dimensions	Indicators	Items	Measuring Scale
General problems : How to improve spelling in	General objective: to apply a system of exercises with the	Scientific hypothesis: If you develop a system of exercises	Articulation	Clarity of sounds. Correct articulation of sounds. Fluency in	Question 1	High. Medium. Low.

students in the 5th year of basic school in parallel B, Carmen Mora school, 2022-2023 school year?	blended method for the improvement of spelling in students in the 5th year of basic school in parallel B, Carmen Mora school, 2022-2023. Specific objectives: ● To provide a theoretical basis for the use of the blended method to improve spelling. To diagnose the spelling ability in students in the 5th year of elementary school, Carmen Mora school, 2022-2023 school year. ● To develop a system of exercises based on the blended method for	with the blended method, then you will contribute to the improvement of spelling in students in the 5th year of basic school in parallel B, Carmen Mora school, 2022-2023.		oral spelling.	
			Sound Awareness	Combination of sounds. Rhyme recognition. Start/end sound detection.	Question 2
			Understanding spelling rules	Recognition of exceptions. Identification of double consonants. Silent Letter Recognition	Question 3
			Recognition of eye-recognizable words	Instant recognition. Identification of spelling patterns. Speed of recognition.	Question 4

<p>the improvement of spelling in students of the 5th year of basic school of parallel B, Carmen Mora school, school term 2022-2023. • To determine the effect of the application of the system of exercises based on the blended method on the improvement of spelling in the students of 5th grade, from parallel B, Carmen Mora school, school year 2022-2023.</p>					
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Table 1 Prepared by the author.

Chapter 3

EXERCISE SYSTEM USING THE BLENDED METHOD TO IMPROVE ENGLISH SPELLING.

This chapter refers to the system of exercises using the blended method to improve English spelling in 8th grade students of parallel "A".

By means of this system we want to demonstrate the teaching process of the English language course that requires pedagogical and didactic precision, which will be adapted to the following steps: the objective, components, structure, forms of implementation and forms of evaluation.

3.1 Theoretical rationale of the exercise system using the blended method to improve English spelling.

The development of spelling as a communicative sub-skill is achieved as students are able to write and spell with correct and proper pronunciation without making common mistakes such as spelling mistakes, omitting grammatical rules, not identifying which word to write in L2, which could be reflected that students have not fully developed the sub-skill. Development also depends on how they teach vocabulary, rules, pronunciation, how they work on it and how much time they spend practising it.

For these reasons a system of exercises using the blended method is proposed to improve English spelling by integrating the above mentioned, and in specific topics and exercises which will be carried out in the classroom for 8th grade students in order to improve and develop the sub-skill of spelling in L2.

For a better understanding of the meaning of system, authors such as Bhaskar (2019) state that "A system is an extensive process which includes many concepts in a systematic

manner. Any system has the following four basic elements or parameters: Input, Process, Output and Environment" (p.104). In relation to exercise systems Hung (2017) is of the opinion that "A system of exercises is a set of well-organised activities for the students to develop different habits and skills in the process of learning a foreign language" (p.1).

According to this definition, it can be said that the system of exercises incorporating the blended method to improve spelling is a set of didactic activities that are organised incorporating the blended method, so that students can improve their English spelling. The characteristics of this system are that it is dynamic, adaptable and of increasing complexity, which makes the lessons more interesting and the exercises are developed according to the degree of difficulty.

During the elaboration of the system of exercises incorporating the blended method to improve spelling in 8th grade students, the following pedagogical and didactic foundations were taken into account.

From a pedagogical point of view, the system of exercises incorporating the blended method to improve spelling is composed of a group of activities and sub-activities where cognitive and procedural aspects are integrated. From the pedagogical point of view, it is up to the teachers to create exercises according to the level, choose the topic and relate it to the needs of the students.

From a didactic point of view, the system of exercises incorporating the blended method to improve spelling requires teachers to use tools and materials to design exercises according to the L2 level and with increasing difficulty, encouraging participation so that they practice and are involved and willing to do the exercises.

3.2 Description of the exercise system using the blended method to improve English spelling.

The proposed blended exercise system has an approach that combines face-to-face and virtual or also known as blended learning, it includes integrated activities which favours the pedagogical and didactic process because teachers and students can use multimedia resources, perform physical activities and activities on virtual platforms.

3.2.1 Objectives of the exercise system using the blended method to improve English spelling.

The general objective is to apply a system of exercises in English using the blended method to improve spelling in 8th grade parallel "A".

The specific objectives are:

- To diagnose the students' level of vocabulary knowledge.
- To evaluate the spelling improvement exercises.
- To apply the exercise system.
- To evaluate how the application of exercises influences the improvement of spelling.

3.2.2 Pedagogical and didactic characteristics of the system of exercises using the blended method to improve English spelling.

The development of spelling is very important in the learning of a language as it allows students to communicate in writing and it is necessary to understand, write and spell words, phrases, sentences taking into account the vocabulary and grammar that they acquire so that when communicating it does not affect communication or have impediments to transmit the message due to spelling mistakes.

The system of exercises using the blended method to improve spelling is comprehensive as they are exercises to improve and develop the sub-skill. The exercises are designed to include and integrate the components of the didactic act.

Description of the exercises to improve spelling.

Exercise 1

Lesson N°1

Title: Alphabet.

Objective: SWBAT understand and recognise the letters of the alphabet, thus laying the fundamental foundations for the development of writing skills.

Procedure: The teacher begins by first asking them if they remember how to say the alphabet in English, then writes the alphabet and explains the sound of each letter so that they can spell its name.

Materials: Blackboard, markers.

Exercise 2

Class 2

Title: Verbs ending 's', 'ch', 'sh', 'x', 'o' are added 'es' or 's'.

Objective: SWBAT distinguish the type of verb that requires the addition of 'es' or 's', thus strengthening their understanding of grammar and improving their ability to communicate effectively in the language.

Procedure: The teacher first starts by asking them if they have heard the types of verbs that require the addition of 'es' or 's' when written in a present simple sentence in the third person singular.

The teacher explains what the verbs are and how they are modified by adding "es" or "s", then they work on a sheet of paper where they have to add "es" or "s" to the verbs, then they explain the pronunciation of the modified verbs and at the end each student has to spell a verb.

Materials: Blackboard, markers, exercise sheets.

Exercise 3

Class N°3

Title: Body parts from singular to plural and regular and irregular.

Objective: SWBAT identify the parts of the body and understand how the writing is modified from singular to plural, which allows them to strengthen their vocabulary and grammatical understanding in the language.

Procedure: The teacher first starts by asking them if they remember the parts of the body, then explains that there are some parts of the body that when they change to plural, the spelling changes completely.

Then they work on the activity sheet to identify which ones are regular and irregular and how to write them in plural and at the end they work in pairs, where one student has a picture of a body part and has to tell the other student either by spelling it out or saying the whole word so that the other student can write what he/she thinks it is.

Materials: Whiteboard, markers, worksheets and flash cards.

Exercise 4

Class N°4

Title: Common opposite adjectives.

Objective: SWBAT recognise and use common adjectives correctly, which allows them to enrich their vocabulary and improve their ability to describe accurately in the language.

Procedure: The teacher first starts by asking them if they know what adjectives are or what they are used for, then the teacher explains what adjectives are used for.

Then the teacher shows them the adjectives with their opposites and they do an activity that consists of writing the adjective that represents each image and at the end there is a group

activity where each group has a mini blackboard for them to write the adjective that the teacher spells out for them.

Materials: Blackboard, markers, exercise sheets and mini-whiteboards.

Chapter 4

This chapter shows the information about the application of the exercise system using the blended method to improve spelling in the students of 8th grade of basic "A" in the Carmen Mora de Encalada High School, four classes were carried out from January 22nd to January 30th.

4.1 Description of the application of the system of exercises incorporating the blended method to improve spelling.

The application of the exercise system was necessary to confirm the efficacy of the use of the blended method to improve spelling in the 8th grade students of the basic parallel "A".

Class 1: The alphabet.

This class was held on Monday, January 22nd from 11:15 am to 12:00 pm, here the alphabet was given as an introductory class for the students to remember. The exercises they did in this class were as follows:

- Spelling the alphabet individually.
- Spelling the noun individually.

Class 2: Verbs ending "s", "ch", "sh", "x", "o" are added "es" or "s".

The second class was held on Tuesday, January 23rd from 09:15 am to 10:00 am, here it was explained when to add "es" or "s" to verbs and how to add "es" or "s" endings. The exercises they did in this class were as follows:

- They worked individually on sheets with verbs that they had to identify the verb ending to add "es" or "s" to,
- They practiced the pronunciation of verbs with and without endings.
- They spelt verbs with their endings.

Class 3: Parts of the body from singular to plural and regular and irregular.

The third class was held on Monday, January 29th from 11:15 am to 12:00 pm, here they were introduced to the parts of the human body in singular and plural, regular and irregular forms. The exercises they did in this class were as follows:

- First, they worked on a sheet with the parts of the body from singular to plural in regular form, where they had to write it in plural form.
- Second, they worked on the same sheet but with the body parts from singular to plural in irregular form, where they had to write it in plural form.
- Third, here they practiced the pronunciation of body parts in singular and plural.
- Fourth, here they worked in pairs and each pair had a flash card with the image of the body part, here one person in the pair told the body part as full pronunciation and then spelled it out for the other person to write and see if they spelt the word correctly or made spelling mistakes.

Class 4: Common opposite adjectives.

The fourth class was held on Tuesday, January 30th from 09:15 am to 10:00 am, where they explained about common opposite adjectives. The exercises they did in this class were as follows:

- They worked on a sheet, which had to match the adjectives with pictures and then write the correct adjective.
- They practised the pronunciation of the adjectives.
- They worked as a group to practise writing the adjectives on a mini blackboard and the teacher spelt the word for them.

4.2 Description of the results of the application of exercise systems incorporating the blended method to improve spelling.

A pedagogical test was applied as a post-test (appendix 3), in order to know the development of spelling in the students of the 8th year of basic parallel "A", this instrument has the specific objective of evaluating the learning of the students.

Likewise, the dimensions and indicators were taken into account when measuring the spelling variable, as detailed below:

Indicator 1: Articulation.

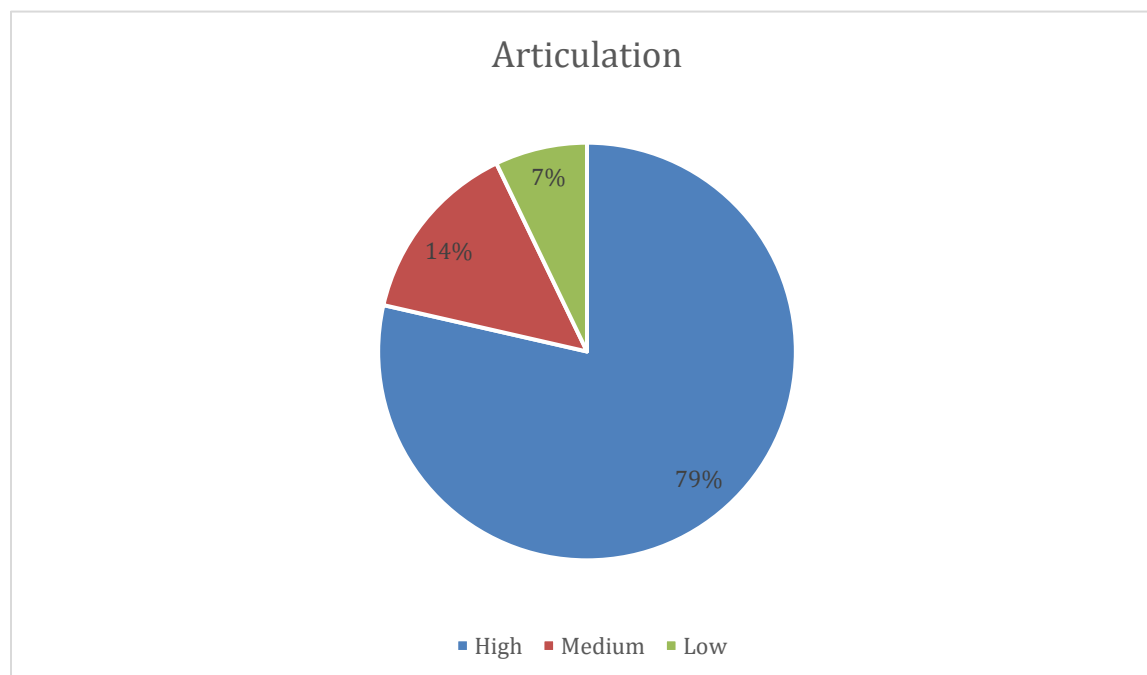


Figure 7 Post -test (Articulation)

According to the articulation indicator, 79% of the students (11 students) are in the high range, 14% (2 students) are in the medium range and 7% (1 student) is in the low range. In this indicator it can be seen that most of the students have managed to write correctly based on the teacher's dictation.

Indicator 2: Sound awareness.

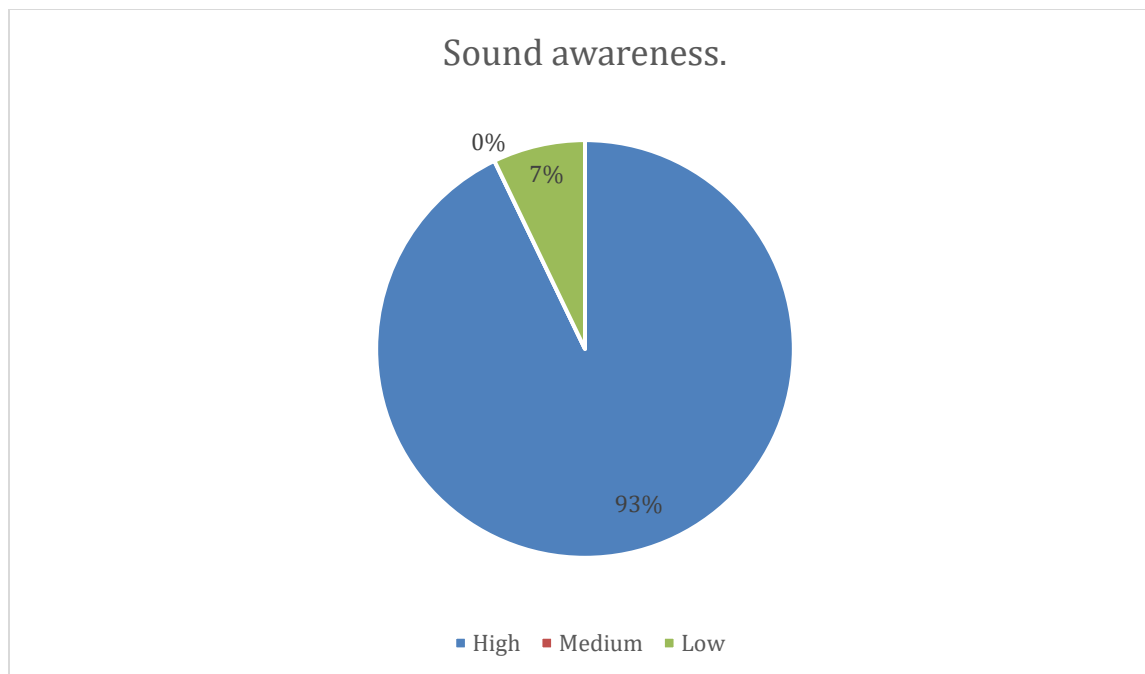


Figure 8 Post -test (Sound awareness.)

Regarding the indicator Sound awareness of spelling, 93% of the students, which corresponds to 13 students, are in the high range, with 0% in the medium range and 7%, which corresponds to 1 student in the low range. Here it can be seen that in this indicator most of the students have managed to identify and understand the sound of the correct word.

Indicator 2: Understanding spelling rules.

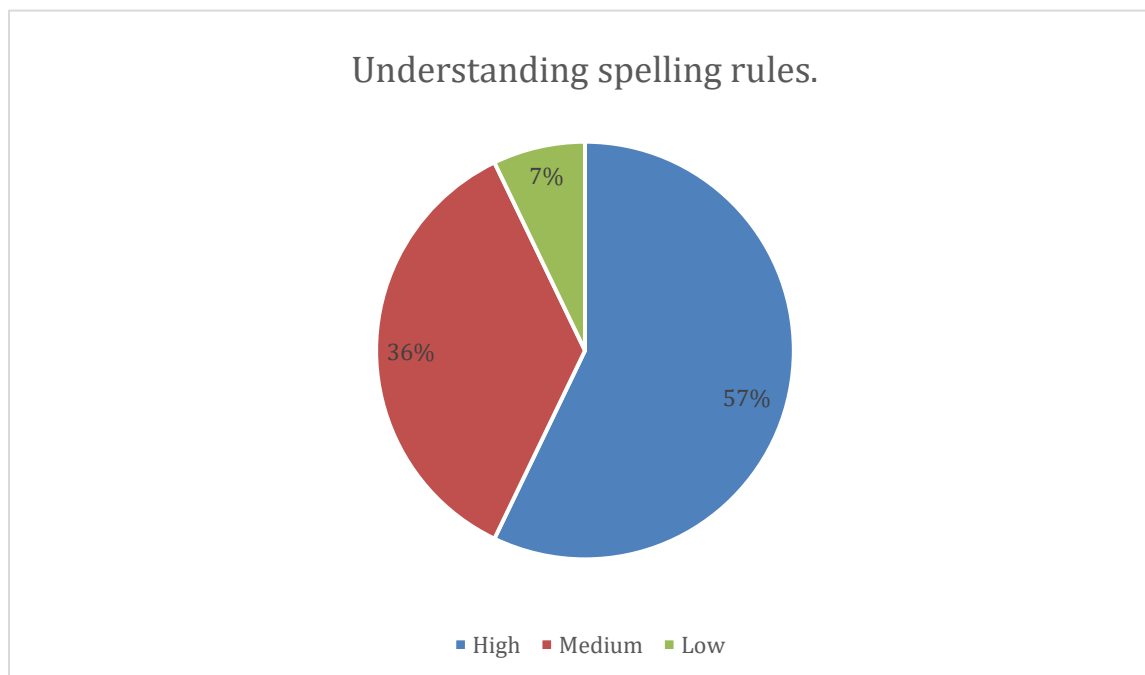


Figure 9 Post-test (Understanding spelling rules)

The graphical representation of the indicator Understanding spelling rules shows that 57% of the students (8 students) are in the high range, 36% (5 students) are in the medium range and 7% (1 student) is in the low range. From this graph it can be seen that in this indicator half of the students have managed to understand the use of the spelling rules.

Indicator 4: Recognition of recognizable sight words.

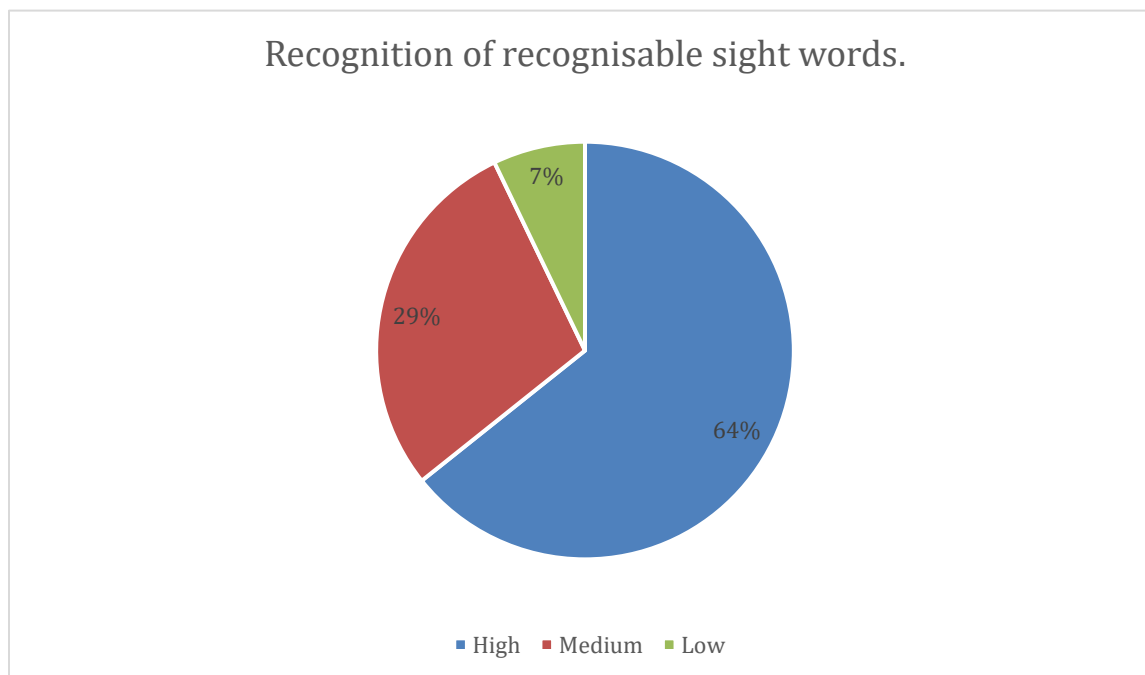


Figure 10 Post-test (Recognition of recognisable sight words)

The indicator Recognition of recognisable sight words, here we can see that 64% of the students, which corresponds to 9 students, are in the high range, 29% with 4 students in the medium range and 7% with 1 student in the low range. This result is due to the fact that they remember the vocabulary they were taught by category and because they practised it in class.

Overall Analysis

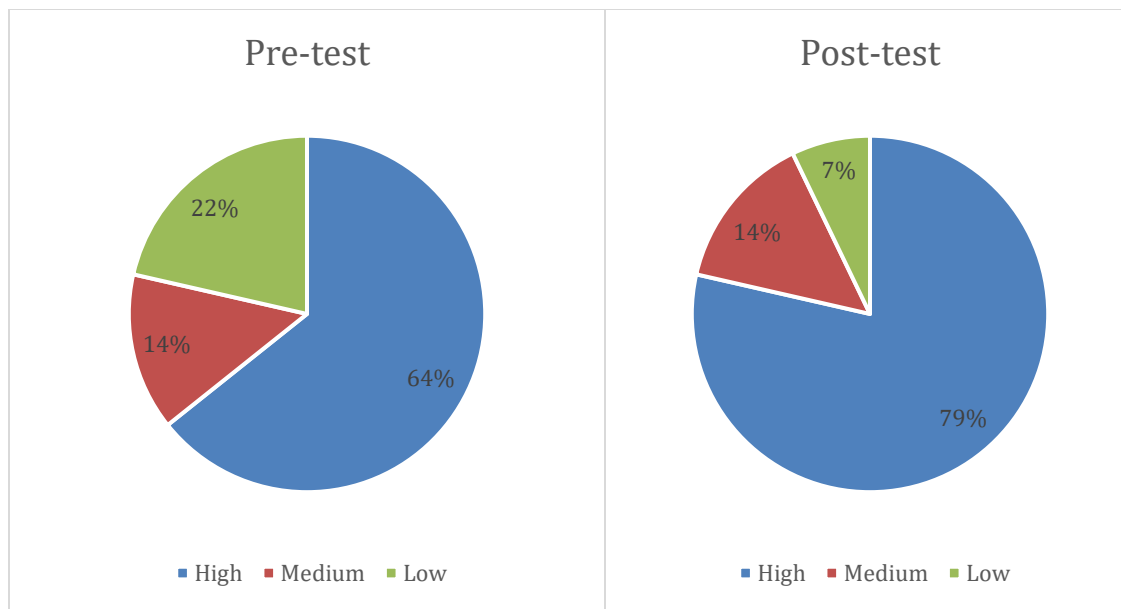


Figure 11 Pre-test/Post-test (Overall analysis)

The fourth and last class was held on 30 January 2024, on which day the post-test was conducted to measure the students' knowledge after having applied a system of exercises using the blended method, allowing us to know if the exercises implemented were useful to improve the development of spelling.

The results show that of the 14 students who took the test, 79% scored on the high scale, indicating that 11 students possess English spelling-related skills. On the other hand, 14% reached a medium level, indicating that 2 students took the test with adequate knowledge and having some difficulties or skills but scoring good, while 7% reached a low level, indicating that 1 student in the test had greater difficulties in the activities which presented problems in completing them presenting empty and incomplete questions and obtaining a low score.

The results of the initial diagnosis and the improvements achieved after the intervention show significant changes in the development of spelling as follows.

- Pupils are able to spell words correctly when dictated to by the teacher.
- Pupils are able to identify and apply spelling rules according to context.

- Pupils have an awareness of sound to identify and choose the correct word in a sentence and based on the context.
- Pupils can identify recognisable words by sight and can also recognise if they have misspellings.

4.3 Testing of Hypotheses.

Scientific hypothesis: If a system of exercises with the blended method is developed, then it will contribute to the improvement of spelling in the students of the 8th year of elementary school in parallel "A", Carmen Mora de Encalada school, school year 2022-2023.

Statistical hypothesis:

H0: If it elaborates a system of exercises with the blended method, then it will not contribute to the improvement of the spelling in the students of 8th year of basic of the parallel "A", school Carmen Mora de encalada, school period 2022-2023.

H1: If a system of exercises with the blended method is developed, it will contribute to the improvement of spelling in the students of the 8th year of elementary school in parallel "A", Carmen Mora de encalada school, school year 2022-2023.

4.3.1 Scale of values for students in the Pre-test and Post-test.

Margin of error 0.05

The following formula was used to determine the level of significance:

$$V = (\text{No. of rows} - 1) * (\text{No. of columns} - 1)$$

$$V = (2-1) * (3-1)$$

$$V = 2$$

Instruments	High	Medium	Low	Total
Pre test	9	2	3	14
Post test	11	2	1	14
Results	20	4	4	28

Table 2 Testing of Hypotheses. Prepared by the author.

4.3.2 Observed and expected frequencies.

Observed	High	Medium	Low	Total
Pre test	9	2	3	14
Post test	11	2	1	14
Results	20	4	4	28

Table 3 Observed frequencies. Prepared by the author.

Expected	High	Medium	Low	Total
Pre test	$20 \cdot 14 / 28 = 10$	$4 \cdot 14 / 28 = 2$	$4 \cdot 14 / 28 = 2$	14
Post test	$20 \cdot 14 / 28 = 10$	$4 \cdot 14 / 28 = 2$	$4 \cdot 14 / 28 = 2$	14
Results	20	4	4	28

Table 4 Expected frequencies. Prepared by the author.

4.3.3 Chi-square calculator (X²)

Chi-square	High	Medium	Low	Total
Pre test	10	2	2	14
Post test	10	2	2	14

Table 5 Chi-square. Prepared by the author.

4.3.4 Hypothesis testing.

Chi-squared	Critical value
1,2	5,99

Table 6 Hypothesis testing. Prepared by the author.

4.4 Results of the analysis and discussion.

Face-to-face and online education, also known as blended or hybrid education, is a type of modality that represents two learning contexts that differ from traditional education (the physical classroom). In both modalities, the academic performance of the students is important and makes it easier for teachers to identify and improve topics that they did not manage to understand, which is why it makes use of both physical and virtual environments.

The blended method was fundamental due to the pandemic by covid-19, during the year 2020 to 2023, this method impacted on education significantly because it adapted and allowed students to continue with education during these times of crisis and making use of tools such as digital and technological communication where it allowed students and teachers to communicate and work without any problem.

The development of communicative skills in the English language is part of the academic curriculum of the student who must master writing and sub-skills such as spelling, the learning of this language implies that they call the skills as it is considered as a communicative competence. The development of spelling is essential in this language in order for communication to be satisfactory and clear.

The aim of this study was to apply a system of exercises with the blended method to improve spelling in 8th grade students using the blended method (virtual and face-to-face study modalities), with the aim of understanding possible reasons for spelling mistakes. Subject analysis was chosen and 14 students were classified according to their scores on the dimensions that were significantly higher.

The results indicated three levels, the first called "high" which indicates that the participants have an excellent command of spelling. A second level, called "medium" of the sub-skill of spelling, indicates that the participants have a fair command of spelling.

Finally, the third level called "low" comprised students with poor proficiency showing difficulties in developing spelling.

The present results contribute to the current situation of English language teaching and the development of the sub-skill of spelling in 8th grade students, providing information that can be used in the future to improve practices and guide future research.

Conclusions

The results obtained through this scientific research revealed the following conclusions.

- The literature review carried out, placed the blended method as a mixed method that provides flexibility and a more personalised approach to learning, it also stands out for being interactive by using digital tools and for the continuous assessment that can be observed during the process.
- The diagnosis carried out revealed the low level of mastery of this sub-skill among 8th grade students in parallel "A", Carmen Mora de Encalada school, which allowed us to understand the recurrent factors in the development of spelling and to decide how to contribute to its improvement.
- On the basis of the needs identified, a system of exercises based on the blended method was developed to improve spelling. The exercises were designed on the basis of topics and levels of the Common European Framework (CEFR) and adapted to different learning styles, so that all learners are involved and interact in order to improve spelling using the blended method.
- Finally, the effect of the application of the exercise system using the blended method was determined by means of a post-test given to the students. A significant difference was observed in the students with 79% showing that they improved the sub-skill, which confirms the hypothesis that the exercise system with the blended method contributes significantly to the improvement of spelling in 8th grade students of the parallel "A", Carmen Mora de Encalada School.

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Appendix 1

Observation guide

Institution		Carmen Mora de Encalada Baccaureate School.	
Location of the institution		Pasaje, El ORO	
Population		8th year students. Parallel "A".	
Observer		Ruth Landeta	
Objective.		Determine through observation the shortcomings of the students in order to improve Spelling.	
Date:		2024	
N°	Aspects to evaluate.	Yes	No
Beginning of the class			
1	Arrives on time	x	
2	Organise the material.	x	
3	Greetings between colleagues/teachers.	x	
4	The teacher leads the class using the classroom spaces.	x	
5	The teacher uses body language to explain vocabulary that students do not understand.	x	
Classroom development			
6	The teacher involves students in the learning process.	x	
7	The teacher has the students work in pairs and groups.	x	
8	The teacher varies the tone of voice appropriately to explain the lesson.	x	
9	Students participate in clases.	x	
10	Students answer the teacher's questions.	x	
11	The teacher uses a correct sequence of listening-speaking and reading and writing.	x	
12	Students have difficulties in writing some words correctly and spelling them orally.	x	
13	Students make spelling mistakes when spelling several words.	x	
14	The teacher introduces new vocabulary (by categories) and they practise spelling.	x	
During the closure			
15	Conduct a feedback sesión.		x
16	Reflection on the process.		x

Appendix 2

Pre-test

Basic level (A1.1) pedagogical test in English.

Evaluator: Ruth Landeta.

Name: _____

1 Listen and fill in the gaps to complete the word.

Word	Correction
C _ _ p _ t _ _	
_ h i _ _ s _	
F _ _ t _ _ n _ h	
_ r _ _ g e	
E _ _ s _ r	
F _ _ _ u _ _ y	
_ _ u _	
T _ _ c _ e _	
F _ v _ _ i _ _	
_ e _ _ _ i i n	

2 Choose the correct answer.

1) I have ___ cats.

- a) to
- b) two
- C) too

2) My ___ is 15 years old.

- a) sun
- b) son

3) You ___ some books.

- a) buy
- b) bye
- C) by

4) Yesterday I _____ chicken.

- a) ate
- b) eight

5) My favorite fruit is _____

- a) Pair
- b) Pare
- C) Pear

	1	2	3	4	5
Answers					
Correction					

3 Choose the correct answer

Correction

- 1) Steven and Daniel (is/are) in the park.
- 2) She (am/is)
- 3) I (am not/ amn't) in the school.
- 4) The (story/stories) are very exciting.
- 5) The (children/child) is really smart.

4 Unscramble the letters. Check the category.
(a month, a color, a person, a school object a number)

Correction

- 1) rjnyaua _____
- 2) kcbala _____
- 3) byba _____
- 4) ncpeli _____
- 5) wenytt _____

Appendix 3

Post-test.

Basic level (A1.1) pedagogical test in English.

Evaluator: Ruth Landeta.

Name: _____

1 Listen and fill in the gaps to complete the word.

Word	Correction
W _ _ _ _ _	
_ _ l _	
B _ _ _ _ _ l	
T _ _ _ _ _	
F _ _ _ _	
_ _ d _ _ _ _	
E _ _ _ _	
_ _ _ _ t	
S _ _ _ _ _	
C _ _ _ _ _	

2 Choose the correct answer.

1) My ____ is green.

- a) eye
- b) I
- c) aye

2) I have an umbrella ____ .

- a) ugly
- b) uglee
- c) uglie

3) His ball is ____ .

- a) Dig
- b) Big

4) Sophia ____ Tv.

- a) watches
- b) wattches

5) She has an ____ house.

- a) old
- b) all

	1	2	3	4	5
Answers					
Correction					

3 Choose the correct answer

- 1) Steven and Daniel (has/have) a brother.
- 2) She (has/have) many toys.
- 3) I (love/ loves) my book.
- 4) Camila has two (eyes/eye).
- 5) Carson (wash/washes) the clothes.

Correction

4 Unscramble the letters. Check the category.
(a part of body, an adjective, a verb, a part of body, a verb)

- 1) tefe _____
- 2) llams _____
- 3) esdo _____
- 4) sfignre _____
- 5) hsaw _____

Correction
