



PLAY WAY TECHNIQUES IN THE TEACHING OF SPELLINGS

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Abstract:

Of all the languages in the world today English deserves to be regarded as a world language. It is the world's most widely spoken language. It is the common means of communication between the peoples of different nations. One person out of every four on earth can be reached through English. But the language is not reaching all the corner of the community.

INTRODUCTION :-

The importance of learning English language has assumed greater dimension in the present context of globalization of information Technology. The search for more knowledge cannot be fully accomplished without being able to listen to and read English.

The teaching of spellings:

Importance: Spelling is the way of putting the letters together to form words, phrases and sentences to convey certain ideas or meanings. Spelling plays a very prominent role in the process of writing. If writing is to be used as an effective tool of communication or expression, accuracy in spelling is a must. One must be able to spell words correctly accord to the conventions of the language. While writing, inaccuracy or inefficiency of spelling may distort the ideas or meanings to be conveyed or expressed hence, the teaching of spelling requires importance in the English language teaching programme (E.L.T).

The spelling of modern English is curiously inconsistent. An important factor here is that it does not correspond with the pronunciation. Often the same letters indicate different sounds in different words and different letters may indicate the same sound.

PLAY TECHNIQUES OF TEACHING ENGLISH SPELLINGS:

The Application of Play way Techniques in the teaching of spelling makes it an interesting process eliminating the element of mechanical boredom. So Language games are to be popularized.

CHARACTERISTICS OF PLAY WAY TECHNIQUES

- 1)It ensures spontaneous Participation by the pupils.
- 2)Pupils are self motivated
- 3)It develops interest and curiosity in pupils
- 4)It offers freedom to thinking

- 5) It is used not as a task or as an assignment
- 6) It follows a set of rules common to all
- 7) It needs less preparation.

Various play way techniques can be adopted either on individual or group basis. Appropriate rewards may be given to the winning person or group.

Types:

- 1) A word is written on the blackboard. Preferably in big letters. The class may be divided into groups and each group is asked to make words starting with any of the letters comprising the main word. The pupils must be insisted to spell the word correctly.
- 2) The class may be divided into two groups. One group suggests a word. The other group has to give a word, starting with the final letter of the word suggested by the first group. The first group again has to construct a word starting with the final letter of the word given by the second group. In this way the game is continued. Here the main emphasis will be on spelling and pronunciation.
- 3) The teacher may write some previously learned words on the blackboard with disorganized spelling. Group will be asked to reorganize the letters with correct spelling (arrangement test)
- 4) The class will be asked to learn the spellings of about a dozen of those words on the blackboard some misspelt and others correctly spelt. Teacher will call the pupils one by one to encircle the correctly spelled words only.
- 5) A few words may be written on the blackboards. The students are asked to observe the spellings of those words for two minutes. Then the words are removed and the groups are asked to spell the words correctly. The group which wins to be rewarded.
- 6) The spellings of different words are written on the blackboard with two or three letters of each word missing and the pupils are asked to supply the missing letters. The first group that completes all the words will be winners.
- 7) Divide the class into two groups. Pupils from first group give a letter of the alphabet. The first pupil from the other group. The second pupil from the first group gives a third letter. This process is continued until the word is completed. The group which completes the word gets the score.
- 8) The teacher writes one word on the blackboard and the pupils are asked to write as many words as they can frame by using any of the letters in that word. The pupil or the teacher writing the largest number of words will be the winner. For example t/e/a/c/h/e/r.
- 9) The teacher writes suffixes or prefixes on the blackboard-un, disc, ness, ion etc. Asking the pupils to give words, using the suffixes or prefixes mentioned. The pupil or the teacher that gives the maximum number of words with prefixes and suffixes will be rewarded.
- 10) Some objects on one side and a few flash cards bearing the names of those objects on the other side placed before the students. The pupils are divided into two groups each pupil will be given a number. The teacher may call the student bearing number five for example in each group and asks them to place the appropriate flash card on any one of the objects. If the pupils do it correctly his team scores a point.
- 11) Building word pyramids example I

Its Tips

- 12) Sentence building for the pupils of higher classes. There the teacher gives a word and the students should make a sentence using each letter of the word as the first letter of the words in a sentence.

Example-High ----- He is going home
 Heal----- He eats a lot
 Shoes----- Sending him out every Sunday etc.

- 13) Language Cricket:

Played with two teams the batsman from one team faces the fielding team. The latter bowls from a word for which the batsman should have the correct meaning with correct spelling. If the latter can give the right spelling and meanings of the word, he scores a run and proceeds further. If the answer is wrong, he is out. Another batsman takes up the position so that game goes on.

Relaying a message can also be used as a game in language. All word build games and crosswords

puzzles can be used in this connection. By adopting such game like exercises the teaching – learning of English can be made lively and interesting. Learning becomes meaningful and effective.

CONCLUSION :

“Spelling is caught and not taught”

Spelling is a sensory motor habit acquired by repeated practice. The aim of spelling instruction should be to make the spellings of familiar words become largely automatic. Another aim of teaching spelling is to develop spelling sense among the students i.e. awareness and desire to spell words correctly.

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