

**Action Research Study
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Title of the Study: The Use of Whiteboard Technique to Improve Spelling Test Scores for Grade Three Students
Location or Institution (optional): Al-Bayan Complex – Primary School
Abstract An action research that describes the use of white board strategy to improve the spelling scores for grade three students. The mean percentage of the students' scores were calculated at the beginning of the term before applying the strategy and at the end of the second term after applying the strategy, simultaneously the writing journals of the students were compared by counting the number of the words they write and the percentage of the correctly spelled words they have used in their writing. The analysis of the collected data revealed that applying this strategy improved the spelling accuracy for the students, where the students mean score improved from 67% in term (1) to 78% in term (2). This was an increase of 11%. Moreover the mean for each student in term 1 and term 2 were also improvement. The writing journals of the students was compared: at the beginning the students were writing an average of 10 words / 5min with efficiency of 68%, this was increased to 31 words/ 5 min with efficiency of 90% at the end of term 2. Findings suggest that white board is an appropriate strategy that can develop spelling for grade three students.
Grade Level: primary
Data Collection Methods: examinations; journals
Subject/Topic: English

THE USE OF WHITEBOARD TECHNIQUE
TO IMPROVE SPELLING TEST SCORES
FOR GRADE THREE STUDENTS

An action research project

By

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Abstract:

An action research that describes the use of white board strategy to improve the spelling scores for grade three students. The mean percentage of the students' scores were calculated at the beginning of the term before applying the strategy and at the end of the second term after applying the strategy, simultaneously the writing journals of the students were compared by counting the number of the words they write and the percentage of the correctly spelled words they have used in their writing. The analysis of the collected data revealed that applying this strategy improved the spelling accuracy for the students, where the students mean score improved from 67% in term (1) to 78% in term (2). This was an increase of 11%. Moreover the mean for each student in term 1 and term 2 were also improvement. The writing journals of the students was compared: at the beginning the students were writing an average of 10 words / 5min with efficiency of 68%, this was increased to 31 words/ 5 min with efficiency of 90% at the end of term 2. Findings suggest that white board is an appropriate strategy that can develop spelling for grade three students.

Introduction:

As a grade three teacher, I believe it's important to spend time on traditional spelling drills and tests. Every week, I give the students a spelling list of ten words to study. I follow the traditional spelling strategies, we talk about the meaning of the words, and we display all words in (a vocabulary word wall) to remind the students all the time of the words. I ask the students to spell aloud the words practice on board till the day of the spelling test. The students used the copy check write method to study the spelling list. But I was frustrated when I did the test, most of my students got very low marks in the test. I sent notes to involve the parents and repeated the test again but nothing changed. I asked the other teachers about their students but it seems that the problem was only in my class.

I started to think how to improve their spelling and by this they will improve in their writing skills.

A review of solution strategies was done, and the white board technique was selected for my students looked active and liked competitions atmosphere. To what extend this strategy may have on the spelling results of my students.

Methodology :

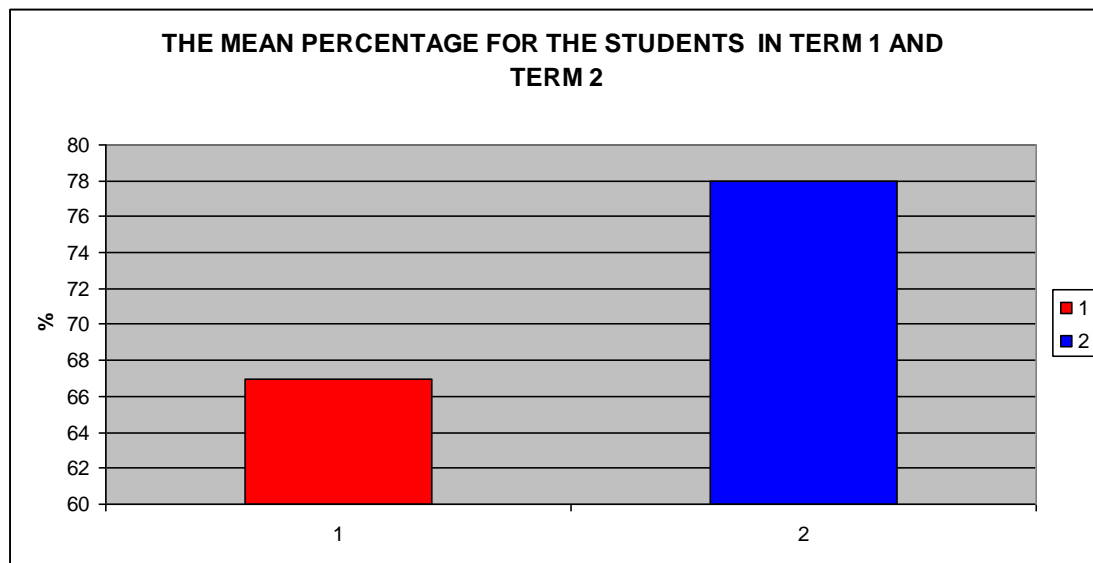
A systematic strategy was followed ; learn the meaning of the words, break the words into parts or syllables, relate it to other similar words , use spelling hints such as you hear with you ear, set a wall words and the students use the copy check write method to study the spelling list . After this the white board was divided into five parts each part was named with the group name. The students worked in groups of five and we had five groups in our class .One member from each group should compete with the others by writing the dictation on the board .This spelling competition was done five times in the class period so all the students can participate.

The winner group is that one who has got the highest spelling scores; next the students were dictated the words in their spelling copy books.

The results of the students score were recorded and the mean percentage of the spelling tests scores were calculated and compared at the beginning and at the end of the year. The results were shown by bar graphs. Simultaneously, the writing journal of the students was compared at the beginning and at the end of the year. This was done by counting the number of words they write in five minutes and the number of correctly spelled words.

Results:

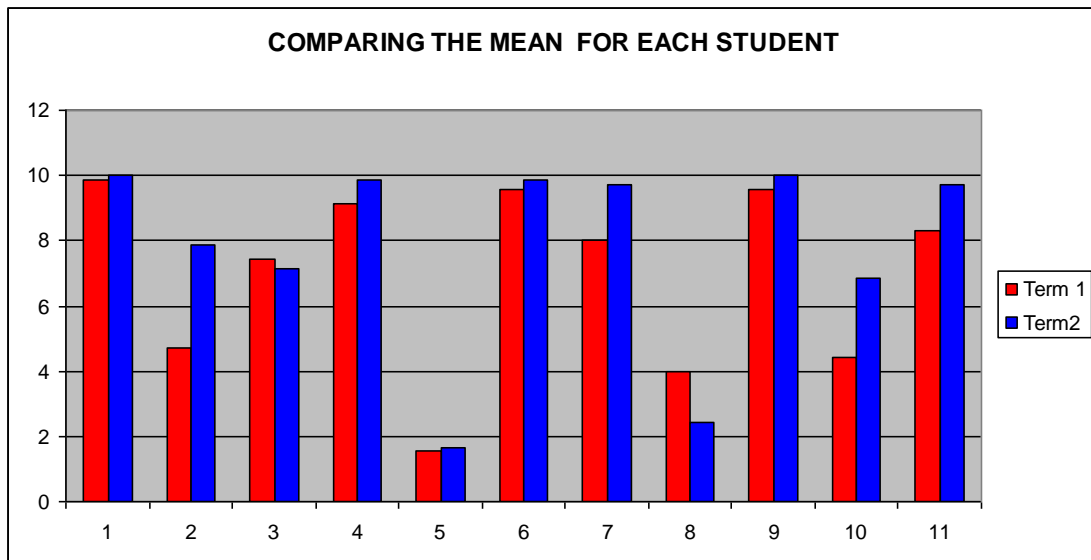
Graph 1 shows the mean percentage for the students' scores in spelling tests at term 1 and at term 2.



Graph 1: The mean percentage for the students in term 1 and term2.

The students mean score improved from 67% in term(1) to 78% in term(2).This was an increase of 11%.

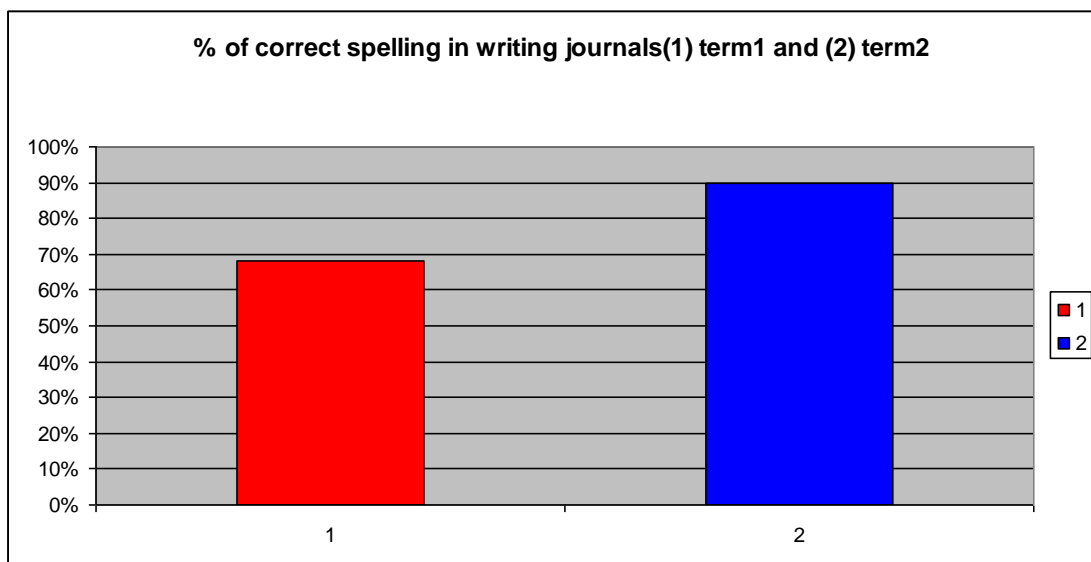
Graph 2 shows a comparison of the mean percentage for each student.



Graph 2: A comparison of the mean percentage for each student.

Comparing the means for each student in term 1 and term 2, showed an improvement for all the students except for one weak student.

The writing journals of the students were also compared: At the beginning of term 1, the students were able to write an average of 10 words/ 5 min with efficiency of 68%, while this ability was increased to 31 words/ 5 min with efficiency of 90% at the end of term 2. The results are shown in Graph 3.



Graph 3: A comparison of the spelling efficiency in term 1 and term2.

An example of the students' writing journal is shown in figure 1.

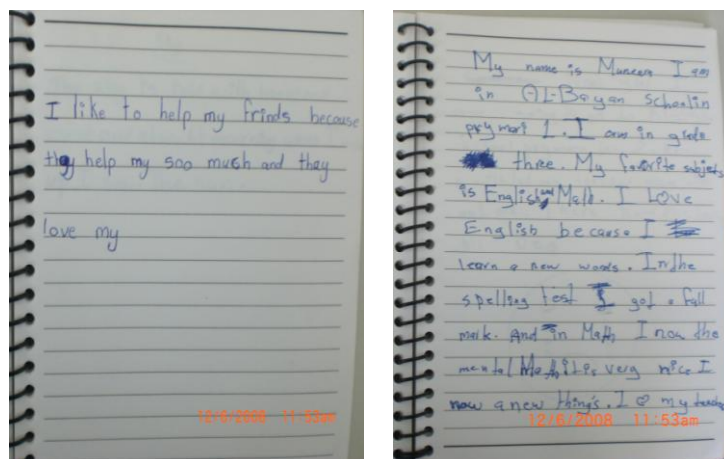


Figure 1: A comparison of the writing journal for the students at the beginning and at the end

As a result of this action research project, the use of the whiteboard competition method improved the spelling scores of the students and accordingly had a good impact on students' writings as was shown clear in their writing journals.

Conclusion:

Although the results showed that the using of the white board beside regular spelling instructions had a positive effect on students' scores, there are some factors that should be considered; the size of the sample is small(11 students) and the positive results could have been attributed to other factors. More researches should be done to notice the impact of the white board. I plan to use white boards as a way to teach spelling and keep a track to a greater number of students' scores before and after applying this method.

References:

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- 3-Swisher Karen E, (1991)"An action model for research in the class room: developmental spelling k-2 **from** http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED341957&_ERICExtSearch_SearchType_0=no&accno=ED341957