

The Effect of Teaching Spelling Rules as a Classroom Activity on Iranian Pre-Intermediate EFL Learners' Word Retrieval Ability

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Abstract The present study investigated the effect of teaching spelling rules as a classroom activity on Iranian pre-intermediate EFL learners' word retrieval ability. This study tried to determine whether or not teaching spelling rules in classrooms might enhance a more acceptable word retrieval ability in Iranian EFL learners at the pre- intermediate level. To answer this question, 60 intermediate language learners in Kish Language Institute of Rasht were randomly selected via administering a QPT to 100 language learners. Then, they were divided into experimental and control groups. A pre-test of spelling including 30 C-test questions was administered to both groups, and the participants were asked to choose the correct answers. The experimental group was taught spelling rules while the control group was not taught any specific rule. After 14 sessions of the treatments, the post-test of spelling was administered in which the participants in both groups were asked to answer the posttest questions. The data were analyzed through calculating independent samples t-tests and paired samples t-test. The results indicated that the means of the two groups were significantly different. The results illustrated that teaching of spelling rules improved the effectiveness of the learners' spelling strategies in English and enhanced the ability of the learners to retrieve new words. **Key Words:** teaching spelling rules- class activity -intermediate language learners - Kish Language Institute

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