

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the procedure of this case study on finding the effective approach for teaching spelling to EFL students at the International Montessori Center after they have been taught reading and spelling through both phonics and word recognition approaches for 2 weeks. The subjects, materials and procedures used to collect and analyze of the data will be described.

#### **3.1 SUBJECTS**

The subjects of this case study are 20 EFL students attending the Kindergarten-3 Program at International Montessori Center, Bangkok, Thailand, for at least 1 year. The study was conducted for a total of more than 6 hours. The students were divided into 2 groups, with 10 students per group. In this study, they are put into group “A” and group “B”.

#### **3.2 MATERIALS**

The material which was chosen had never been taught to the students before the experiment. The lesson was divided into 2 themes, the first theme was “Ordinal Numbers from 1<sup>st</sup> – 10<sup>th</sup>” and the second theme chosen was “Number in words from 11 - 20”. Altogether, there were 20 new words for the students to learn, the first 10 words were related to the theme of ordinal numbers and the other 10 words were related to the theme of number in words. The students were divided into group “A” and Group B. Tests were conducted at the end of every lesson and a post test was conducted after 2 weeks.

#### **3.3 PROCEDURES**

##### **3.3.1 Research Design**

The lesson was conducted to introduce new words to each group through different approaches. For the first theme, group “A” was taught through the phonics approach while group “B” were taught through the word recognition approach. After each lesson, a test was taken to see how much they had understood and how good were their spelling skills. For the second theme, to create no bias to the result, group “A” was now taught new words through the Word Recognition approach and group “B” was taught the same words through the Phonics approach. After the lessons, the students were tested to see if they would gain any spelling skills from the way they had been taught.

### **3.3.2 Data Collection**

The data for this case study was collected after every lesson, at the end of the lesson. First only five words were tested, for the next lesson both the words from the lesson and the words from the previous lesson were tested to see which approach would be suitable for the short term and long term memory. Two weeks after all the lessons and tests had been conducted, the students were once again tested, but this time, no lesson was conducted before the test, to see how accurate their spelling skills would be in the long term aspect.

## **3.4 DATA ANALYSIS**

After collecting the raw score, a percentage of the number of right spellings were collected, to compare between the students learning through two different approaches which are the phonics and word recognition approach.