

The Positive Impact of Teaching Spelling to Improve Pronunciation in English

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Written Analytical Summary

1. Type of document Monograph.
2. Title of the document The positive impact of teaching spelling to improve pronunciation in English
3. Author Juan David Rodríguez Tavera.
4. Key Words Teaching, spelling, student, pronunciation.
5. Description The purpose of this monograph is to demonstrate “The positive impact of teaching spelling to improve pronunciation in English”. This monograph presents a series of reflections on authors who have dealt with the connection between spelling and pronunciation.
6. Sources This monograph relies on some leading authors who have analyzed, studied and reflected on the way that spelling can be used to enhance pronunciation.

Some of these authors are:

IDA, (2008) **how** do people learn to spell?

Spelling of whole words is facilitated when the child understands that words are made up of separate speech sounds and that letters represent those sounds. As knowledge of that principle increases, people also notice patterns in the way letters are used, and they notice recurring sequences of letters that form syllables, word endings, word roots, prefixes, and suffixes. IDA, (2008).

IDA, (2008) What are the implications for teaching spelling?

Spelling instruction that explores word structure, word origin, and word meaning is the most effective, even though students with dyslexia may still struggle with word recall. Emphasizing memorization by asking students to close their eyes and imagine the words, or asking them to write words multiple times until they "stick" are only useful after students are helped to understand why a word is spelled the way it is. Students who have learned the connections between speech sounds and written symbols, who perceive the recurring letter patterns in English syllables, and who know about meaningful word parts are better at remembering whole words. Classroom spelling programs should be organized to teach a progression of regular spelling patterns. After first grade, spelling instruction should follow and complement decoding instruction for pronunciation. People should be able to improve the intonation of the words in their spelling lesson; most learners can pronounce many more words than they can spell.

7. Contents

This monograph begins by exploring, identifying and describing the characteristics of the English spelling. Besides, this study explains the positive impact of teaching spelling to improve pronunciation in English and the challenges and difficulties on this learning process. The authors end up showing the connection between the spelling and the pronunciation in English offered by an exhaustive bibliographical revision. Finally, there are a series of conclusions and recommendations which include the most relevant aspects related to the pronunciation in English.

8. Methodology

This research has a qualitative approach and it has been presented as a documentary monograph with an explanatory character.

The monograph is developed in three phases. Phase 1. Definition and description of the spelling. Phase 2, description of the pronunciation phase 3, the impact of teaching spelling in the development of the pronunciation in English.

9. Conclusions

For many years the pronunciation has been interrupted by the incorrect way of understanding English if you do not have a morphological study of words.

This monograph can be a base for the educator about their ways of teaching. The teaching English procedure has different processes like the cognitive, levels of comprehension and ways to retain information that may vary from one to another student. For this reason, the Teaching English strategy of using spelling is the best way to develop pronunciation skills

There are many authors who agree on the idea that there is a close relationship

between spelling and pronunciation.

There are several differences between the traditional ways of Teaching English and the modern English Teaching strategies which now use the spelling to develop pronunciation skills.

The spelling seems to be an optimum skill for the students in their learning of English, because it seeks to improve the structure of language and may focus on increase in the pronunciation.

According to the different authors the spelling language teaching has to reflect the particular needs of the learners, and all the learning process is approached from a structure to develop the pronunciation. This approach encourages the active use of English inside and outside the classroom.

A significant part of learners are more interested in learning English to communicate than to take academic exams in order to receive a certificate. What they are pursuing is to attain the competences that will enable them to communicate.

10. Recommendations

Using the spelling as a strategy to teach English can find many benefits and their students may develop a better pronunciation; because grammar is the most important base to improve the English level.

It is necessary to develop skills in the students that allow them to increase their level of pronunciation by using the spelling.

The use of the spelling for the English teaching with the students is strongly recommended to other language educators and researchers. The communicative approach offers flexibility, so that different skills can be used, but still it enhances communication in a meaningful, interesting and practical way.

The pronunciation of English promotes communication and speaking inside and outside the classroom. This approach can be used from the beginning to the end of the

process and motivates students to continue on their learning.

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Introduction

Analyzing and searching for different strategies was found that the teaching of spelling for the development of pronunciation ability is an excellent technique to achieve the proposed objectives, since spelling is directly related to this skill.

Learning a language means developing its skills: speaking, listening, writing, and reading. It requires linguistic cognition and its different levels such as grammar, phonetics, morphology, lexicon and semantics for better the pronunciation in the English process.

Within an experience as an English teacher enormous failings were observed in the pronunciation of English. This discovery was really disturbing and worrying for the complications implied in the acquaintance of the second language. Such a finding was the main motivation for this monograph.

For the mentioned reasons, the purpose of this study is to show the positive impact of teaching spelling to improve pronunciation skill in English.

It is important to emphasize that was not easy to find bibliography or contents related to this subject. Finding several authors who deal with or have researched spelling and pronunciation was one of the major challenges to complete this monograph; however, the few findings about the spelling research have been relevant to develop the study. The authors end up by showing the connection between the spelling and the pronunciation in English offered by an exhaustive bibliographical revision.

With all the data gathered, with everything that has been collected and learnt as well as what has been set in motion; it can be remarked that this practice has proven to be effective within the classroom during the teaching process of pronunciation in English.

It is known for example, that nowadays new theories and approaches of pedagogy and education have shown that students need different ways to enhance pronunciation, new

techniques with focused strategies as on this case spelling is applied; for this reason the present monograph is an important issue.

The obstacles founded with the experience obtained as a teacher of English are really significant to search a way to increase pronunciation. Furthermore, some authors have said that the teaching of English through the strategy of spelling is a useful technique to teach and interpret English and to develop pronunciation in English process.

Then, it said that there are two major reasons to compose this study: the first one is related to the experience acquired as an English teacher during the past three years; where it has been learnt that students lacked of pronunciation skills. The second one is the need to look for new strategies to develop skills in English.

The study helped to recognize the diverse possibilities of teaching English through using spelling in order to increase intonation of words. Likewise, the teaching spelling teacher can help students with pronunciation in English. The study shows a new strategy to be used in school settings so that students can develop the accent skills as well as grammar, pronunciation, spelling and developing pronunciation skills.

Finally, there are a series of conclusions and recommendations which include the more relevant aspects related to spelling and pronunciation.

This monograph begins by exploring, identifying and describing the characteristics of the English spelling; which well guided with the students have shown to enhance pronunciation in English.

All of the good results have led to a high degree of conformity with the expectations of the monograph.

1. Statement of the Problem

According to Jabba, A. M. S. (2012) The low level of proficiency in learning English as a second language is a major problem of Colombian students in general, and this situation affects their possibilities to be an active part of the globalized world. It is important to bear in mind that this situation is commonly found in many classrooms and schools in Colombia and it is not a secret that learning a second language can be a long process which might take time, so people need to expand and improve the strategies on learners practice, using their knowledge and taking advantage of their skills.

According to different authors and studies has been found that one great weakness of several school students is learning English. Nowadays, acquiring English as a foreign Language is a need; for that reason, teachers and institutions all over the world seek for ways to make the process of teaching and learning English an easier task. In response of that inquiry several approaches, methodologies and strategies are applied to accomplish those objectives; as teaching English grammatical structures and pronunciation.

Within an experience as an English teacher failings were observed in the pronunciation of English. This finding was really disturbing and worrying for the complications implied in the acquaintance of the second language. Such a finding was the main motivation for this monograph.

Now, it is possible to find different strategies to teach languages and after analyzing and searching among several ones, it was founded that the teaching of spelling for the development of pronunciation ability is an excellent technique to achieve the proposed objectives, since spelling is directly related to intonation of English. In this occasion it is important to highlight the impact of teaching spelling to enhance accent words in English with students.

Furthermore, in some cases it is shown that using the spelling helps to expand the vocabulary in English and is an excellent method; because their level of English may be amplified and contributes for a future new bilingual society.

This is why for the problem stated: having problem with pronunciation in English, this monograph proposes to show the positive impact of teaching spelling to improve pronunciation in English.

2. Research Question

How to set out the positive impact of teaching spelling to improve pronunciation in English?

3. Justification

There are two major reasons compose this study: the first one is related to the experience acquired as an English teacher during the past three years; where it was observed that students lacked of pronunciation skills. The second one is the need look for new strategies to develop pronunciation in English for the skills by spelling. In second place, this study demonstrates the positive impact of teaching spelling to improve pronunciation in English; and which are the challenges and difficulties on this learning process. The authors end up showing the connection between the spelling and the pronunciation in English offered by an exhaustive bibliographical revision. Finally, there are a series of conclusions and recommendations which include the more relevant aspects related to spelling and pronunciation. This monograph begins by exploring, identifying and describing the characteristics of the English spelling.

This study is interesting since to show one of the main issues in Colombian English teaching and learning, which is related to the development of pronunciation skills. In addition, it demonstrates for a way to identify new strategies to be applied in teaching and learning English.

The methodologies chosen to develop skills in pronunciation in English are result a rigorous process of research. This study aims to show out best practice strategies of spelling for developing skills in. This monograph benefits language educators who need to know the most appropriate circumstances under which students learnt; the mental processes and conditions that facilitate their learning process and make it interesting, effective and successful.

A lot of research has been made about teaching English and foreign languages in general; though studies are often too wide. This study is meaningful because it should provide some vital information for language educators and language schools about developing pronunciation skill. It also expects to benefit language learners who need to improve their accent.

4. Objectives

4.1.General Objective:

To set out the positive impact of teaching spelling to improve pronunciation in English.

4.2.Specific Objectives:

- ✚ To identify the most outstanding authors who have studied the theory of the teaching spelling in English improve the pronunciation in English.
- ✚ To give the importance of the development of spelling on pronunciation in English.
- ✚ To describe the different benefits that are obtained from the work of spelling and pronunciation in English process.
- ✚ To teach morphological awareness of words in English.
- ✚ To show the results involved in the teaching process of spelling and pronunciation.

5. Theoretical Background

5.1.English Pronunciation

According to Cruttenden, A (2014), word pronunciation covers both phonetics and phonology on the other hand, also covers the prosody of the English language, the suprasegmentals that operate in longer stretches of expression than the sounds or phonemes. Prosody deals with how words and sentences are accepted, the tone, volume and length work to produce rhythm and intonation (p.4)

Educators may take advantage of teaching spelling and from early age students in order to develop more accurate skills in pronunciation when people grow. This can be aimed by presenting the morphology in a correct way at a precise age. Grammatical structures, base words, and in general the morphological awareness it is a meaningful knowledge which would provide excellent results in the process of learning English, because good proficiency in grammar and pronunciation would help spelling and vice versa.

5.2.Word Forms

According to Jackson, H. (2014) Cutting across and extending our discussion of the spelling and pronunciation of words, we now confront another version of the question. It is the same or is it a different word? The question also refers to spelling and pronunciation, but it goes beyond just that.

Mentioned earlier, that some words have variant spelling medieval or mediaeval for example. This is not a just different between spelling conventions of English.

Spelling is more or less standardized for a particular national variety of the English language; we can, therefore speak of genuine spelling variants. It is much more difficult to speak of genuine pronunciation variants, since most variations of this kind can be attribute to different of regional accents.

5.3.Intonation

According to wells, J (2006) Intonation is the melody of speech. We study how the tone of the voice loud and low, and how speakers use this pitch variation to convey the linguistic and pragmatic meaning. It also study of speech rhythm and how the interaction of accent, emphasizes the function of unstressed syllables as in the framework in which intonation patterns are attached. If we did not have the intonation, our speech would be monotonous in sense literal of the word (p.1).

Spelling pronunciation and intonation build and rely on the same mental representation of a word. Knowing, the spelling of a word makes the representation of the word robust and accessible for pronunciation fluently. In the same way the spelling must be placed in the same plane of phonetics and both should consider one the complement of the other one for the verbal communication. That is why spelling demands to be rational and logical.

5.4.What is spelling?

In the language, spelling is the choice and arrangement of letters that form words.

In an alphabetical system, spelling consists of a system of graphemes, usually called letters, which have a variety of shapes and styles. It includes the orthographic and punctuation rules by which letters can be combined to represent the phonetic, morphophonemic, morphemic, syntactic

and pragmatic systems of language. Spelling must be able to represent the ways in which the sounds of language are combined and how they are modified by the surrounding sounds. Spelling should be useful to language speakers whose dialects differ in their phonology.

"English spelling," says R.L. Trask (2002) "is notoriously complex, irregular and eccentric, more so than in almost any other written language".

It is true that English spelling is complex. This is because of the multiple origins of English. Some sets of orthographic rules of English are Germanic; while others are based on Latin. The spelling requires both knowledge and lexical knowledge. When it knows the rules of words learn the pronunciation and by this way to improve the pronunciation and the true message that is emitting.

For young children, research clearly indicates that spelling supports learning to give a perfect intonation of words, and for older children, it's likely that learning about the meaningful relationships between words will contribute to vocabulary growth. The complexity of English gives us seemingly infinite choices among words when we're searching for the right way to express ourselves, and the language's regularity makes speaking, and writing those words an achievable goal.

According to Louisa C. Moats (2005), Literacy research advisor for the educational services of Sopris West. Developed Lan-Fundamentals for teachers of pronunciation and Spelling, teacher development program, called Spellography is a spelling program for people.

Many young people are puzzled by the rules and exceptions of spelling. Research shows that learning to spell and learning to give a perfect pronunciation is rely on much of the same underlying knowledge. Learn more about the relationships between letters and sounds and how to understand proper spelling mechanics can lead to improve the pronunciation.

As referred in Moats (2005), research has shown that learning to spell and learning to pronunciation in English rely on much of the same underlying knowledge—such as the

relationships between letters and sounds—and, not surprisingly, that spelling instruction can be designed to help people better understand that key knowledge, resulting in better pronunciation.

Regrettably in general when learning English, what people want to learn the immediate communication and not the grammar; this is why the spelling quality is affected. The importance of spelling emphasizes on the grammatical rules, because the meaning of the real message is changed.

When wanting to improve the learning process by using different strategies it is necessary to be acquainted with them in order to take as much advantage as possible. Under this line new generations from very early ages are exposed to many types and ways to learn English. These latest educational environments where people are growing are excellent opportunities to acquire in an entertaining way, and permit that scholars develop new skills at the same time.

At this moment deduct that spelling used as a strategy to enhance pronunciation in English offers a wide variety of options to help learners in developing communicative skills; thanks to the emphasis that spelling has with the grammatical rules.

5.5. How do People Learn to Spell?

People gradually develop insights into how words are represented with letters in preschool, kindergarten, and first grade. This process moves ahead much more quickly (and successfully) if instruction in sounds and letters is systematic, explicit, and structured. IDA, (2008).

Spelling of whole words is facilitated when the child understands that words are made up of separate speech sounds and that letters represent those sounds. As knowledge of that principle increases, people also notice patterns in the way letters are used, and they notice recurring sequences of letters that form syllables, word endings, word roots, prefixes, and suffixes. Memories for whole words are formed much faster and recalled much more easily when people have a sense of language structure and receive ample writing the words. IDA, (2008)

Inventive spelling or spelling words the way they sound is common and is a desirable step in understanding how we use letters to spell.

However, inventive spelling is not sufficient for students to learn all of the conventions and patterns of Standard English writing. Encouraging students, beyond the beginning of first grade, to invent their spellings or to ignore correct spelling is not constructive. (IDA), (2008).

In this order of ideas, it might be said that people acquire spelling along they grow; it is a process that seems to be faster at an early age like preschool. So according to the purpose of this monograph a great moment of truth to encourage students to learn and enhance spelling and grammatical structures of English it is at an early age.

5.6. Origin of Words and its history explain their Spelling

“One of the main reasons that English seems so irregular is that it has lots of different spellings for the same sound. For example, the /k/ sound can be spelled with several different letters and letter combinations, such as k (king), c (cat), ck (back), qu (queen), and ch (chorus). Why is this? Modern English has been influenced by several core languages, primarily Anglo-Saxon, Norman French (a dialect of Old French used in medieval Normandy), Latin, and Greek. Because of these languages contributed its own conventions for spelling speech sounds, syllables, and meaningful units of speech, the spelling of a word is often related to, and even explained by, its history and language of origin” (Moats, 2005, p. 15)

Hence, it is meaningful that the teacher has certain basic knowledge about etymology and origin of words in order to develop students’ word skills and spelling. The relation among origin and spelling is quite close, many words have passed through other languages or come directly from other language to English and, according to this we might figure out its spelling.

5.7. What are the Implications for Teaching Spelling?

Spelling instruction that explores word structure, word origin, and word meaning is the most effective, even though students with dyslexia may still struggle with word recall.

IDA, (2008) Emphasizing memorization by asking students to close their eyes and imagine the words, or asking them to write words multiple times until they "stick" are only useful after students are helped to understand why a word is spelled the way it is. Students who have learned the connections between speech sounds and written symbols, who perceive the recurring letter patterns in English syllables, and who know about meaningful word parts are

better at remembering whole words. Classroom spelling programs should be organized to teach a progression of regular spelling patterns. After first grade, spelling instruction should follow and complement decoding instruction for a better pronunciation. People should be able to read the words in their spelling lesson; most learners can read many more words than they can spell.

Understanding correspondences between sounds and letters comes first. For example, before spelling a word, students can orally take the sounds of the word apart. Then, they can recall the letters that spell those sounds. Next, patterns such as the six basic syllable types of English should be taught because they represent vowel sounds in predictable ways. Third, students should be taught a few basic rules for adding endings to words, such as when letters should be doubled, when y is changed to i, IDA and when the silent e is dropped.

A few irregular words should be practiced daily (e.g., come, they, their, who). Tracing and saying the letters, building the words with letter tiles, copying and writing in sentences, all help build memories for irregular words. Students may be able to handle only a few new words at a time, and they may need many opportunities to write words accurately and with supervision before they can remember them. As words are learned, exercises to build fluency, such as word and sentence dictations, are helpful. Having students keep a list of their own particular "spelling demons" for reference supports the development of pronunciation ability and aids mastery of the spelling of those challenging words. (IDA, 2008.)

In conclusion, the implications for teaching spelling are not as wide or complex as regularly is thought. It is suggested to be aware of different strategies to help students in their acquaintance of spelling. The structure of words, the sounds, regular and irregular words, dictations, syllables, written symbols and basic rules must be taught to aim fluency and gain the ability in spelling.

5.8. Phonetic Spelling

People rely heavily on their phonemic awareness and understanding of phonics (relationship between sounds and print letters) when give an excellent pronunciation new words it stands to reason that they use these skills when spelling unfamiliar words. Many young writers (and even some older writers) use phonetic spelling in their writing. Phonetic spelling occurs when a child does not know the standard spelling of a word and instead uses his/her knowledge of phonics to create a logical approximation of its spelling. This is different than inventive spelling, a core concept in whole language instruction. When people use inventive spelling, they create their own version of the spelling of a word they do not already know. Inventive spelling, unlike phonetic spelling, does not necessarily rely on phonics. The child can use any combination of letters to “invent” the way an unfamiliar word is spelled. Phonetic spelling is systematic, relying on a core understanding of the ways that words are typically spelled. (Smith, 2008)

Teaching people to spell new words phonetically is an important part of literacy development and is an extension of pronunciation instruction. Parents and teachers should encourage people to use the understanding of phonics that they have developed through pronunciation when writing. They should ask people to draw on their knowledge of sound-letter connections to “sound out” words they want to write, but are unsure how to spell. (Smith, 2008)

5.9. Spelling Sight Words

One of the ways young people become more effective and efficient people is by learning to identify the words most often used in texts “on sight”. These words are known as sight words. There are 220 general words and 95 nouns that have been identified as the most frequently occurring words in people’s texts. Parents and educators have made these words the core of vocabulary instruction in the early grades. Most people have integrated these sight words, also

known as dolch words. This means that when they encounter these words in a new text they are able to quickly identify and understand them in context (Smith, 2008).

Because sight words are already a part of a child's pronunciation vocabulary they are perfect material for teaching him to spell. He knows what each sight word looks like in print and therefore can easily and smoothly transition into spelling it. Teachers and parents should use the sight words that a child has mastered in pronunciation as the basis for spelling instruction. Spelling lists should be comprised of words that a child encounters in on a regular basis in pronunciation and in daily life (Smith, 2008).

5.10. Showing the sounds of the language

The problems of acquiring a second language represent an incredible challenge for the theory of acquisition of the language, in his Odlin (1989) language transfer book highlights the important influence of the first language for the effects of the learner in the development of the system of a second language sound, he suggests paying attention to two phonetic and phonological factors. Phonetics analyze and compare the two languages in terms of physical differences between the respective sound systems, dealing in particular with how sounds are produced and perceived.

Phonology contrasts the sound systems of the language in terms of minimum unity of meaning. The problems we can find in Spanish is that while in Spanish and English the consonants show certain similarities, the vowels and the intonation of the sentences are very different, and this can cause great difficulty for English learners whose first language is Spanish.

Learning to spell a word naturally follows learning to pronounce it. When a child learns to decode and intonate a new word he is integrating it into his internal vocabulary. Once the child is able to control the word internally, he can use it externally by writing. Learning to spell a word that is already a part of one's pronunciation vocabulary allows the child to exert external control over the word. He is able to demonstrate and extend what he already knows by turning the tables and creating a text using words he previously experienced using in their writing (Smith,2008) .

According to Steick (1982) suggests many that real-time pronunciation exercises are the best way students can master the phonological aspects of English at engaged with pronunciation exercises. He suggests that by working in the fluency and rhythm stabilization, teachers can use variations to maintain the interest of our students, he suggests the following:

1. whole-class repetitions instead of personal or small groups
2. Training students in order rather than randomly
3. Closed book exercises

4. 2 or 3 repetitions per student or group instead of just one before moving on to the next
5. Pronunciation with a slow pace
6. Tone of voice: neutral and natural instead of mysterious
7. Volume: strong tone of voice

The works of pronunciation can be integrated into communicative works of language.

One benefit orthographic patterns contains many words that feature irregular spellings, there are even more that follow general patterns of construction. Letter or orthographic patterns reoccur frequently in our language. Teaching people these basic patterns will help them master the spelling of many words. For example, understanding the orthographic pattern of using the vowel set “i.e.” after all consonants except for “c” allows young writers to “unlock” many words. People should be explicitly taught these patterns and then be given opportunities to practice producing words using them.

Other advantage can be the spelling in context; anytime instruction can be made authentic for students it stands a strong chance of producing true learning. While it is important that people receive direct spelling instruction this does not mean that words should be taught in isolation. Rather students should have opportunities to use spelling words in context. High frequency words such as those featured on Dolch’s sight word lists are used regularly in grade level texts. Teachers should draw on these lists when selecting words to focus on during spelling instruction. In addition, they should select words that are important and have personal meaning to their students. For example, if a class is studying the rainforest their teacher should select related words such as wet, rain, hot and plants for spelling instruction during this unit of study.

5.11. Teaching Phonics Influences on Spelling

Focused spelling instruction has also been shown to have an impact on pronunciation. Roberts and Meiring (2006) the people in first grade, received phonics instruction through spelling as opposed too informally through literature. As students' progress in their spelling development, they also need to develop morphological awareness. Morphology refers to how words are structured, including base words, prefixes, suffixes, plurals, possessives, past tense markers, etc. Reed found that morphological awareness makes a significant contribution to give a good intonation of word for people. (Roberts, T. A., & Meiring, A. 2006).

Knowing that students need to relate the new knowledge to their previous knowledge so that learning is meaningful to them, their socio-cultural context was taken into consideration. It was necessary to know their level of education and their field of work or study so that they would be more motivated to convey meaning.

Students get much more interested in learning to give a English pronunciation when they feel that learning revolves around topics that are relevant to their lives and jobs, and when they feel that speaking allows them to share with others their ideas, opinions and life experiences. Communicative Language Teaching promotes meaningful communication; therefore, it provides students with the opportunity to develop the pronunciation as a central part of communication.

5.12. Students' Spelling Development to Avoid Future Mistakes

In the classroom, the teacher should follow the required guidelines and suggested for that the student complete the study of spelling according to their level of English. One of the greater problems of teaching today is the large number of spelling mistakes students make. And this problem is not only at school, it affects all levels of society, because although word processors incorporate spelling correction skills, spelling mistakes in newspapers, writings and any type of print can often be observed, without comments, in the text messages.

Also, using the spelling as a strategy for avoid the mistakes on the pronunciation is an excellent way fort improve the accent of words in English.

As cited on Scovone (w.d.), a crucial component of word study is that it is developmental – students must study the word features that match their level of understanding of words, that is, students must be taught at their instructional level.

5.13. Effectiveness of Word Work Activities spelling

The pronunciation of words is considered secondary language skills, while talk and listening are primary skills that we possess even before we are born. The pronunciation can be considered as privileged instruments that give access to information and knowledge. Learning to pronounce is critical to the success of people in school and later in their lives.

“In a study conducted by Laurice Joseph, first grade students received traditional spelling instruction, word box instruction, or word sort instruction. All groups received the same amount of instruction from the same instructor and had similar pre-test scores in letter-word identification. At the end of the study, students were given post-assessments to measure their phonemic awareness, word identification, pseudo word naming, and spelling. Students

who received word box instruction performed significantly better than students who received traditional instruction in phonemic blending, phonemic segmentation, pseudo word naming, and word identification. Students who received word sort instruction performed significantly better than students who received traditional instruction in phonemic segmentation, word identification, and spelling. There was no statistically significant difference between students who received word sort instruction and those who received word box instruction. This indicates that both of these techniques are effective strategies for word study instruction and better their pronunciation of English” (Scovone, w.d., blog)

6. Methodological Aspects

6.1. Research Approach

This study is presented as a monograph; this modality of study is based on the standardization given by the overall guidelines for elaborating bachelor thesis in the School of Education—ECEDU of the Open and Distance National University—UNAD. This research has a qualitative approach because it relies on the collection of qualitative data through literature research, and the reflection experience in the teaching spelling.

The study carried out here is qualitative since it is descriptive in nature. It focuses more on the depth and quality of the information than on the quantity or standardization.

“Qualitative research should begin with an idea (usually articulated as a hypothesis), which then, through measurement, generates data and, by deduction, allows a conclusion to be drawn. Quantitative research, in contrast, begins with an intention to explore a particular area, collects "data" (observations and interviews), and generates ideas and hypotheses from these data largely through what is known as inductive reasoning. The strength of the quantitative approach lies in its reliability (repeatability) — that is, the same measurements should yield the same results time after time. The strength of qualitative research lies in validity (closeness to the truth) —that is, good qualitative research, using a selection of data collection methods, really should touch the core of what is going on rather than just skimming the surface” (Greenhalgh, 1997, p.2)

The validity of qualitative methods is greatly improved by using a combination of research methods, a process known as triangulation, and by independent analysis of the data by

more than one researcher. The so called iterative approach (altering the research methods and the hypothesis as the study progresses, in the light of information gleaned along the way) used by qualitative researcher's shows a commendable sensitivity to the richness and variability of the subject matter. Failure to recognize the legitimacy of this approach has, in the past, led critics to accuse qualitative researchers of continually moving their own goalposts. Though these criticisms are often misguided, there is, as Nicky Britten and colleagues have observed, a real danger "that the flexibility [of the iterative approach] will slide into sloppiness as the researcher ceases to be clear about what it is (s)he is investigating." These authors warn that qualitative researchers must, therefore, allow periods away from their fieldwork for reflection, planning, and consultation with colleagues.

The ability of qualitative describes a phenomenon that is an important consideration not only from the researcher's perspective, but from the reader's perspective as well. Qualitative approaches provide contextual, in-depth information on the "why" and "how." Qualitative information complements and provides greater insight into quantitative data.

The qualitative research emphasizes the importance of looking at variables and their interaction in the setting where they are found. Detailed data can be gathered through open ended questions that provide direct quotations. The interviewer is an integral part of the investigation (Jacob, 1988).

6.2. Research Type

There are some types of research:

- Descriptive — survey, historical, content analysis, qualitative.
- Associational — correlational, causal-comparative.
- Intervention — experimental, quasi-experimental, action research.

This study is a documentary monograph with a qualitative character because written work with a reflection about the positive impact of teaching spelling to improve pronunciation in English.

This type of monograph requires an analysis and research of documents from different authors. Then, it is complemented with personal opinions based on the experience of teaching spelling in English. Many research studies call for the description of natural or man-made phenomena such as their form, structure, activity, and change over time, relation to other phenomena, and so on. The description often illuminates knowledge that we might not otherwise notice or even encounter.

Several important scientific discoveries as well as anthropological information about events outside of our common experiences have resulted from making such descriptions. For example, astronomers use their telescopes to develop descriptions of different parts of the universe, anthropologists describe life events of socially atypical situations or cultures uniquely different from our own, and educational researchers describe activities within classrooms concerning the implementation of technology. This process sometimes results in the discovery of stars and stellar events, new knowledge about value systems or practices of other cultures, or even the reality of classroom life as new technologies are implemented within schools. (AECT, 2001)

With all of these options to start a study, research believes in the relevance of a qualitative research study, because in addition to this, is very important that our study can collect

data in the best way to show in a whole way the different connections in a phenomenon. Having this kind of study as a tool to understand better a situation, we can use it from there understanding of contexts in a wider manner, beginning in a local area or field, and after that being applied in general contexts.

6.3. Research Line

The lines of research as defined in Art. 24 of the UNAD Research Statute, are: The research teams, with a thematic and common axis of problems that facilitates the integration and continuity of the efforts in an orderly and systematic way, with the purpose of approaching cooperatively and interdisciplinary, a field of knowledge around which are articulated researchers, projects, problems, methodologies and research activities that make possible intellectual production in a field of knowledge.

The school offers different lines for students to choose among them and present research projects. The research line for this monograph is: Education and human development.

It intends to target the reflection and review of the processes of teaching and learning pronunciation in English, in order to improve the development of language competences of students through strategies like teaching spelling and activities designed under the model of formation of UNAD at the basic, middle and higher levels of education. To know the incidence of argumentative processes in learning and in the construction of knowledge, in accordance with national and international policies and the teaching trends in this field.

6.4. Research Paradigm

Students in their process of learning need pronunciation to acquire some knowledge; in general, everyone has been taught in a superficial way, but when the child faces real lectures and different authors the understanding might become low. For this reason there is a need to increase the level of pronunciation.

The principal process conducted in this monograph is a qualitative study which leads to participate in the field of English theories to provide valuable information about the impact of teaching spelling towards the development of skills in the pronunciation in English.

This consideration addresses to choose the qualitative paradigm which will permit the implementation of exploratory focus.

The information for this qualitative study was gathered through:

- Literature research of the bibliography on the topic of spelling to improve pronunciation skills.
- Having discussions with different colleagues.
- Experience teaching English.
- Continuous observation.

Denzin and Lincoln (1994) states: Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

In this way, the possibility to apply spelling into the classroom by a set of strategies through the usage of basic rules of grammar, morphology, phonetics, syntax, etc., would improve proficiency in English learners. This is presented as a solution in which students may analyze the different perspectives and decide which of these contributions and experiences can be taken for their learning processes. Several possibilities of practicing to pronounce and suggesting will

improve the skills in English pronunciation, and the application of their knowledge in different environments.

6.5. Data Collection

The procedure used for the study consists of literature research of some bibliography virtual library of UNAD and material found on Academic Google and in general books.

The sources are classified according to different items proposed to finish the process; and finally all the information gathered is analyzed and compared in order to produce the best and most precise results and possible conclusions.

6.6. Timetable

The process for completing this monograph was carried out during a period of time on ten months.

- Collecting data: three months.
- Classifying information: three months, observation will continue throughout this period of time.
- Analyzing data: two months.
- Writing results and confronting information: fifteen days.
- Writing the discussion and conclusions: one month.
- Proofreading :fifteen days

6.7.Results

This monograph gives importance to all the skills, since its main focus is spelling and pronunciation this idea arises from the need of students and the motivations to study English.

For young children, research clearly indicates that spelling supports learning to improve the English pronunciation, and for older children, it's likely that learning about the meaningful relationships between words will contribute to vocabulary growth. The complexity of English gives us seemingly infinite choices among words when we're searching for the right way to express ourselves, and the language's regularity makes, speaking, and writing those words an achievable goal.(Moats,2005)

Focused spelling instruction has also been shown to have an impact on pronunciation of word in English process. Roberts and Meiring (2006) examined the effects of people. A significant advantage was noted in students who, in first grade, received phonics instruction through spelling as opposed to informally through literature. As students' progress in their spelling development, they also need to develop morphological awareness. Morphology refers to how words are structured, including base words, prefixes, suffixes, plurals, possessives, past tense markers, etc. Reed found that morphological awareness makes a significant contribution to pronunciation for people in Grades 4 and 5 even after controlling for prior pronunciation ability (Reed, 2012)

In recommence, educators may take advantage of teaching spelling from early ages students in order to develop more accurate skills in pronunciation when people to grow. This can be aimed by presenting the morphology in a correct way at a precise age. Grammatical structures, base words, and in general the morphological awareness meaningful knowledge which would provide excellent results in the process of learning English, because good proficiency in grammar and pronunciation would help spelling and vice versa.

Spelling is the basis of good understanding for the human language. It is a highly complex phenomenon that has been adding elements almost interminably to the point of needing a set of rules and explanations that allow, in pronunciation, to understand the methodology, symbols and sound. Spelling then emerges as the most complete rules for understanding how to write appropriately. Although these rules often seem arbitrary, they have a great reason for being like so; there are different sounds that in the oral language are confusing and must be distinguished because they occur in a dissimilar way.

The fluent reader quickly perceives whole words, but the path to fluency is through mastering the connection between letter combinations and the sounds they represent. The fact is that our letters stand for sounds, not ideas. While some still debate “spelling” with “pronunciation”, experts recognize that language has structure and texture, and our students need to develop both. “Structure refers to the nuts and bolts used in assembling or decoding the written language phonics instruction provides this solid grounding. Texture refers to the ornamentation which gives language its color, intensity, rhythm and beauty. Whole language instruction provides texture by soaking people in literature. Structure by itself would be boring, just as free-floating texture would be flimsy” (Vail, 1991).

Teaching spelling systematically can also dispel the myth that spelling is unpredictable and too confusing for all but those with a natural gift for it, which often happens when a “correct mistakes as they happen” approach is taken. The idea that English is too mixed up to make logic is a myth perpetuated by lack of instruction and poor teacher preparation. Spelling is not simple, but when people understand its structure, it is perfectly decodable and not limited to people “born to spell” to understand. For example, many people struggle with spelling the word “broccoli.” Which letter should be doubled? If a student – or teacher or parent – understands the syllable types of the English language, the word makes sense. “Closed” syllables end in a consonant and have a short vowel sound. Open syllables end in a vowel. Often, a consonant is doubled so that a vowel is clearly short, including when we add suffixes.

Examples are bagged, collie, and broccoli, which would be divided into syllables as broc – co – li. Perhaps it's unfortunate that people who are naturally good at spelling and pronunciation are likely to be teaching it; they may not have needed to have these rules explained, or perhaps don't remember the explanations because they did not have to practice them. Understanding the rules and patterns helps the student who doesn't intuitively pick them up and enables the teacher to clear up confusion instead of having to resort to "it's just how it's spelled." (Donna, 2001)

Knowing that students need to relate the new knowledge to their previous knowledge so that learning is meaningful to them, their socio-cultural and society context was taken into consideration. It was necessary to know their level of education obtained in the school study so that they would be more motivated to convey this new approach of English.

Students get much more interested in learning to improve English pronunciation when they feel that learning revolves around topics that are relevant to their lives and jobs, and when they feel that speaking allows them to share with others their ideas, opinions and life experiences. Communicative Language Teaching promotes meaningful communication; therefore, it provides students with the opportunity to develop pronunciation as a central part of communication.

Through further investigations it was sought to strengthen English proficiency, for a better performance in this, specifically in accent, because the good intonations of words is vital for understanding the language and therefore to choose the best way for learn. As a pedagogical diagnostic, tests were performed and workshops were applied which some included different grammatical structures.

7. Discussion

It became clear that the usage of spelling to improve pronunciation in English offers a wide variety of possibilities that can be used to help learners reach an improvement in their pronunciation skills.

By using spelling as a strategy to teach English inside the classroom it could be noticed that written skills naturally improve.

“It is important to recognize the role that spelling plays in daily life. Filling alphabetically; looking up words in a phone book, dictionary, or thesaurus; recognizing the right choice from the possibilities presented by a spell checker; writing notes that others can give an excellent pronunciation—and even playing parlor games—are all dependent on spelling. In a literate society, conventional spelling is expected and anything beyond a few small errors is equated with ignorance and incompetence. In fact, the National Commission on Writing for America’s Families, Schools, and Colleges reported that 80 percent of the time an employment application is doomed if it is poorly written or poorly spelled” (Moats, 2005, p.14).

The spelling of words in English is more regular and pattern-based than commonly believed. According to Hanna, Hodges, and Rudolf (1966), half of all English words can be spelled accurately on the basis of sound-symbol correspondences alone, meaning that the letters used to spell these words predictably represent their sound patterns (e.g., *back*, *clay*, *baby*). That means that the spelling of 84 % percent of words is mostly predictable. Many more words could be spelled correctly if other information was taken into account, such as word meaning and word origin. The authors estimated that only four percent of English words were truly irregular. Thus, the spelling of almost any word can be explained if one or more of the following five principles of English spelling are taken into account:

- Words’ language of origin and history of use can explain their spelling.

- Words' meaning and part of speech can determine their spelling.
- Speech sounds are spelled with single letters and/or combinations of up to four letters.
- The spelling of a given sound can vary according to its position within a word.
- The spellings of some sounds are governed by established conventions of letter sequences and patterns. (Moats, 2005)

According to the different authors taking a well-structured plan based on spelling to teach writing skills would probably help learners in their learning of a second language as English.

8. Conclusions and Recommendations

8.1. Conclusions

For many years the pronunciation has been interrupted by the incorrect way of understanding English because you do not have a morphological study of words.

This monograph can be a base to educator for their ways of teaching. The teaching English procedure has different processes like the cognitive, levels of comprehension and ways to retain information that may vary from one to another student. For this reason the Teaching English strategy of using spelling is the best way to develop pronunciation skills

There are many authors who agree on the idea that there is a close relationship between spelling and pronunciation.

There are several differences with the traditional ways of Teaching English and the modern English Teaching strategies which now use the spelling to develop skills of the pronunciation.

The spelling seems to be an optimum skill for the students in their learning of English, because it seeks to improve the structure of language and may focus on advance in the pronunciation.

According to the different authors the spelling language teaching has to reflect the particular needs of the learners, and all the learning process is approached from a structure to develop the pronunciation. This approach encourages the active use of English inside and outside the classroom.

A significant part of learners more interested in learning English to communicate than to take academic exams in order to receive a certificate. What they are pursuing is to attain the competences that will enable them to communicate.

8.2.Recommendations

Using the spelling as a strategy to teach English can find many benefits and their students may develop a better pronunciation; because grammar is the most important base to improve the English level.

It is necessary to develop skills in the students that allow them to raise their level of pronunciation using the spelling.

The use of spelling for the English teaching with students it is strongly recommended to other language educators and researchers. The communicative approach offers flexibility, so that different skills can be used, but still it enhances communication in a meaningful, interesting and practical way.

The excellent pronunciation promotes communication and speaking inside and outside the classroom. This approach can be used from the beginning to the end of the process and motivates students to continue on their learning.

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