

COMPARING EFFICACY IN ENGLISH LANGUAGE SPELLING ACCURACY COVER, COPY, AND COMPARE VERSUS THE ASSIGN-AND-TEST METHOD

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***ABSTRACT_** The purpose of the current study is to compare the accuracy achieved by using the cover, copy, and compare (CCC) method as a class-wide spelling strategy with that achieved using the assign-and-test method. Four eighth-grade classrooms consisting of 122 total students participated in the study. The quasi-experimental 2-group pretest/posttest design was used. The following materials were utilized: CCC worksheet, students' training script, procedural integrity checklist, and inter-scorer agreement data collection form. The intervention lasted for 12 sessions that were each 15 minutes in duration. Data were collected through an investigator-prepared spelling test used as a pre- and posttest. Results revealed significant differences between the research groups' mean scores on the spelling posttest in favor of the CCC group. Discussion focuses on the applicability of CCC as a class-wide strategy to teach spelling to students learning EFL and the positive features of CCC. Limitations, future directions for research, and implications for practice are offered.*

***KEYWORDS:** cover, copy and compare; self-evaluation; self-correction; spelling accuracy.*