

The Impact of Using Copy-Cover-Compare and Immediate Self-Correction Techniques on Iranian Ninth Graders' Spelling Improvement

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The present study investigated the influence of self-monitoring strategy of copy-cover-compare and immediate self-correction techniques on Iranian EFL learners' spelling ability. Following a quasi-experimental design, 94 ninth grade female students were selected from three intact classes (two experimental groups and one control group). To ensure the homogeneity, Nelson English language test was administered at elementary level. A teacher-made piloted dictation test was applied as a pre-test and immediate/delayed post-tests. After teaching thirty five target words from ninth grade textbook in eight sessions, an immediate post-test was applied. In order to check any durable effect, the delayed post-test was administered with a 25day interval. The results of one-way ANCOVA revealed that the participants of CCC group outperformed the other participants in both immediate and delayed post-tests and this technique impacted the retention of words. The results of this study recommend teachers to use this technique in their classrooms to make more dynamic learning and teaching process to improve students' spelling.

Key words: Copy-Cover-Compare, Self-Correction, Spelling, Self-Monitoring, Self-Management.

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