



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA SCHOOL OF
EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“SPELLING BEE AS A TEACHING STRATEGY TO DEVELOP VOCABULARY
AND SPELLING SKILLS IN ENGLISH” RESEARCH
PROJECT**

As a prerequisite to obtain a:
**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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Advisor's Approval

In my role as advisor of the research paper and title **“SPELLING BEE AS A TEACHING STRATEGY TO DEVELOP VOCABULARY AND SPELLING SKILLS IN ENGLISH”** prepared by **Robles Rodríguez Rosalba Rocío** and **Santos Muñoz Evelyn Alexandra** undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Península de Santa Elena State University, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

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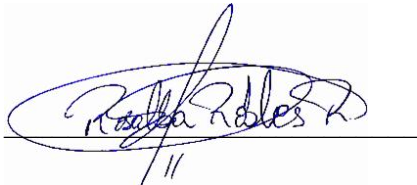
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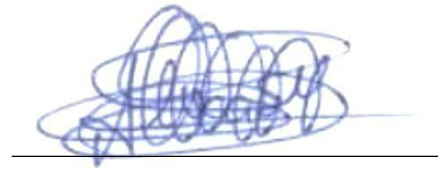
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Statement of Authorship

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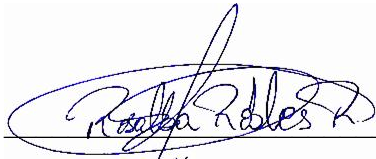
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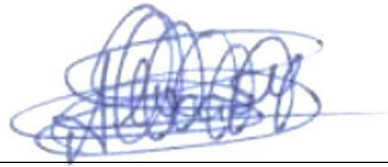
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Declaration

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Acknowledgment I

I express my gratitude to God for granting me strength, health, and wisdom, allowing me to arrive at this crucial moment: the conclusion of my professional training.

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Ultimately, this project embodies the hard work, commitment, and determination that contributed to a vision that is now being realized. I extend my heartfelt gratitude to all who supported me during this journey.

Rosalba Rocío Robles Rodríguez

Acknowledgment II

First, I want to thank God for being one of my most important guides, providing me with peace and security in my life and enabling me to achieve my goals and objectives. I thank my parents and my sister for their support throughout my educational journey and for motivating me to keep going. I also thank my husband for his support in being tolerant and patient throughout

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Finally, I want to thank my research partner for her patience, understanding, and friendship, especially for achieving this milestone together and for being such a great colleague.

Evelyn Alexandra Santos Muñoz

Dedication I

I want to thank my family and dedicate this great effort to them, especially my husband, who has been a pillar of support and the driving force behind this achievement; my children, who motivated me to keep going when I felt I couldn't go on any longer; and my grandson, whose very presence spurred me on. I also want to thank my thesis partner, Evelyn, who, with her patience, helped me reach this moment; my friends "Los Rezagados," who helped me understand that age is just a number and that I could get here; and especially Georgie, who, despite the stress I caused him, motivated me to pursue my dream.

With love, Rosalba Rocío Robles Rodríguez

Dedication II

This dedication is for my mother, Sandra Carolina Muñoz Pozo, for always taking care of me, for being a brave, hardworking, loving, and strong woman who has taught me not to give up and to be capable of achieving my goals no matter how long it takes, for being the woman who always supports me and never stops believing in me. To my daughter, Samira Alexandra Chica Santos, who fills me with love every day, for healing my sadness, making me feel capable of achieving the impossible, and being my greatest inspiration. To my grandmother, Alejandrina Matilde Pozo Tomalá, for her wise advice and constant support throughout my life and for her care during my difficult times. I also want to dedicate this triumph to myself for the times I had to get up on my own and excel, for my happy days and sad nights, for teaching me that we must be responsible for our actions and face all the responsibilities that life gives us. I dedicate this project to the women I love most in my life, who have taught me what is right, good, and just.

With love, Evelyn Alexandra Santos Muñoz

Abstract

This qualitative phenomenological research project explores Spelling Bee as a Teaching Strategy to Develop Vocabulary and Spelling Skills in English as a Foreign Language (EFL) students. The study focuses on investigating the perceptions and experiences of teachers regarding the feasibility of implementing these activities in the classroom. Data collection was conducted through one-to-one interviews with a sample of five experienced English teachers.

The findings reveal a solid consensus among educators, who perceive that the Spelling Bee increases student motivation and supports vocabulary acquisition alongside speaking skills. According to their narratives, employing techniques such as flashcards, dictations, and the chunking method helps students master spelling and phonics.

However, teachers also face significant challenges, such as managing diverse English proficiency levels within the same classroom and preventing mechanical memorization. In conclusion, the research determines that to maximize its impact, the Spelling Bee must be systematically integrated as a daily classroom practice rather than being treated as a sporadic event.

Keywords: Spelling Bee, teachers' perceptions, teaching strategy, vocabulary, spelling skills, gamification.

Resumen

Este proyecto de investigación cualitativa fenomenológica explora El concurso de ortografía como estrategia didáctica para desarrollar el vocabulario y las habilidades ortográficas en inglés como lengua extranjera. El estudio se centra en investigar las percepciones y experiencias de los docentes respecto a la viabilidad de implementar estas actividades. La recolección de datos se realizó mediante entrevistas individuales a una muestra de cinco profesores de inglés con experiencia académica.

Los hallazgos revelan un sólido consenso entre los educadores, quienes perciben que el Spelling Bee incrementa la motivación de los estudiantes y apoya la adquisición de vocabulario y habilidades orales. Según sus narrativas, el uso de técnicas como tarjetas didácticas, dictados y el método de fragmentación (*chunking*) ayuda a dominar la ortografía y la fonética. Sin embargo, los docentes enfrentan desafíos importantes, como el manejo de diversos niveles de inglés en una misma aula y la prevención de la memorización mecánica. En conclusión, la investigación determina que, para maximizar su impacto, el Spelling Bee debe integrarse de manera sistemática como una práctica diaria en el aula en lugar de ser un evento esporádico.

Palabras clave: Spelling Bee, percepciones de docentes, estrategia de enseñanza, vocabulario, ortografía, gamificación.

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Introduction

In the context of globalized education, mastering the English language has become an essential competency for social interaction, cultural exchange, and professional development. Within Ecuador, the national curriculum emphasizes the development of communicative tools to meet these modern global necessities, aiming for students to achieve an independent B1 or B2 proficiency level upon graduation. Despite these established goals, educators frequently encounter significant hurdles in the teaching-learning process. The foundational pillars of language acquisition, vocabulary, and spelling are important for clear communication; without them, learners struggle to reach required proficiency benchmarks.

A primary issue is that standard teaching methods often rely on passive, repetitive tasks, such as endless copying or quiet workbook exercises. These rigid methodologies rarely help students connect the written form of a word to its real-life auditory pronunciation, leading to frustration, boredom, and a lack of engagement. To counteract this, there is a pressing need for interactive, gamified teaching strategies that can effectively transform the traditional classroom atmosphere.

The Spelling Bee contest emerges as a highly practical alternative to bridge this pedagogical gap. By actively linking how a word sounds with how it is written, this historic and dynamic activity forces student to process structural language rules under engaging, competitive conditions. Moreover, gamifying vocabulary practice fosters social engagement and significantly increases intrinsic student motivation, creating a memorable learning experience.

This research project explores the feasibility and impact of using Spelling Bee contests to develop robust vocabulary and accurate spelling skills in the English language. Driven by the

researchers' observational experiences during institutional Pre-Professional Practices, this study investigates how shifting away from traditional instruction toward gamified phonetics training positively impacts language development. By analyzing the theoretical foundations of learning and documenting the real-world perceptions of in-service English educators, this paper aims to determine how the Spelling Bee can be systematically leveraged to elevate educational outcomes and successfully fulfill national curriculum objectives.

Chapter I

The Problem

Research topic

Spelling Bee contests and English language skills

Title of research

Spelling Bee as a Teaching Strategy to Develop Vocabulary and Spelling Skills in English

Problem Statement

Educational institutions teach English as a subject class due to its importance in social interaction, general knowledge, and cultural exchange. Smith (2025) mentions the importance of the spread of the English language to drive globalization, fostering communication with Englishspeaking countries and sharing knowledge worldwide. The English language can be taught by integrating cultural awareness, approaching nations, and improving English language proficiency as they develop communicative skills.

In Ecuador, language teaching focuses on teaching and learning a foreign language to use it as a communicative tool to fit current global educational necessities. Orosz et al. (2021) analyzed the 2016 national curriculum for public and private schools to discuss the teachinglearning model and current achievements. The curriculum is well structured on English-level content and nurtured teaching techniques using the Content and Language Integrated Learning (CLIL approach, centering on the flipped classroom and critical thinking; however, the authors concluded that the objectives were unachievable due to the institution's infrastructure and students' social and economic background.

Guevara et al. (2024) mention that Ecuadorian teachers have improved their English language proficiency through training, implementing teaching standards, and upgrades in the hierarchy positions due to higher degrees in education. Public teachers are being trained in teaching strategies and improving language proficiency, accomplishing language level standards such as the B2 English level according to the Common European Framework of Language Reference (CEFR), and student-centered activities. Nowadays, the Government is promoting language teaching-learning for teenagers and adult learners, launching online courses to promote the achievement of an independent level B1 and, in some cases, the B2 level based on the CEFR standards, which is the exit profile for high school and university education.

The teaching-learning process can turn stressful or boring depending on the teaching strategies and pedagogical style implemented by teachers. The use of interactive activities makes students deeply engage in the classroom, which helps to build solid knowledge based on positive learning experiences and vocabulary acquisition. Spelling bee activities are the most dynamic activities to foster language development, vocabulary fluency, and social engagement.

According to Boudreau et al. (2024), the spelling bee contest is an important experience in language education; these events bring crucial training to expand vocabulary, improving orthography focus through the constant memorization of words. Gamifying the spelling of words enhances productive and receptive skills, producing proper phonetics in pronunciation, and also receptive skills, such as listening when words are being pronounced during the contest. Furthermore, the improvement of vocabulary influences the general development of English skills.

The importance of accuracy when acquiring new vocabulary is that it is achieved through spelling bee training and supports mastering letter order and phonetics in the long term.

Guachamín and Suárez (2024) state that vocabulary is the cornerstone of every language; words have different meanings, some of them are specific or can be used with different pronunciation. Because of this, it is important to have word choice to express ideas. Campoverde et al. (2023) highlight that to become an independent user, students have to memorize approximately four thousand words throughout elementary and middle school, which they will use later on in universities, where they have the same learning goal: achieving the B2 level.

This research project is based on the authors' personal experience while participating in the Pre-Professional Practices scheduled by the institution. The head teachers elaborate on teaching strategies and implement them to help students learn the foreign language. One of the strategies used to tackle vocabulary and orthography was a spelling bee contest, which moved school activities to schedule Spelling Bee training, overlapping other subject hours to practice. This phenomenon showed the impact of the contest on motivation and language development; the students who were unable to qualify for higher phases of the contest would acquire more knowledge than other students who were exposed to traditional methods.

The research project focuses on exploring the use of spelling bee contests as a strategy to make students develop vocabulary, as well as correct spelling and pronunciation of words. Based on theories that support this and educators' perspectives, which will be examined to conclude on the feasibility of Spelling bees to enhance English language learning. The educators expected the spelling bee contest to provide optimal learning outcomes that comply with the national curriculum.

Research questions

General question

How can spelling bee contests improve vocabulary and spelling skills?

Specific questions

- What is the theoretical basis of spelling bee contests in English language learning?
- What are the strategies that spelling bee training uses to improve vocabulary and spelling?
- How do teachers perceive the spelling bee contests to improve vocabulary and spelling?

Objectives

General objective

- To explore the use of Spelling Bee contests as a teaching strategy to develop vocabulary and spelling skills

Specific objectives

- To determine the use of Spelling Bee contests to promote language development.
- To explore strategies used in Spelling Bee contests that support the development of vocabulary and spelling skills.
- To identify teachers' perceptions about the feasibility of implementing Spelling Bee contests in classrooms

Justification

Vocabulary gives students the necessary terminology words to share their ideas and to practice proper spelling to make sure the students' written messages are clear. Without these core skills, learners usually have a hard time reaching the proficiency levels they need in the university or future jobs. According to Bustos and Chalco (2024), building a solid foundation in vocabulary and spelling is essential for students, both in the classroom and for global communication. Since English serves as the main bridge for international exchange, students need to be able to express themselves accurately.

The problem is that standard teaching methods often miss the mark when it comes to building these skills. Strategies that rely on endless copying or quiet workbook exercises quickly become boring and stressful for students. These older methods rarely help learners connect a word on a page to how it is actually used in real life. Mendoza et al. (2021) argue that when lessons are too repetitive or rigid, students get frustrated and tune out, making it incredibly difficult for teachers to meet national curriculum goals, like getting everyone to an independent B1 level.

This is where Spelling Bee events offer a much more practical and reliable alternative. Instead of passive reading, a Spelling Bee forces students to actively link how a word sounds and how it is written. During Spelling Bee training, the scholars are not just memorizing letters as a machine; they are also figuring out the structural rules of the language. It pushes them to improve their listening skills to catch the right pronunciation and then perform accurately under a bit of pressure.

Most importantly, maintaining student motivation is the only way real learning happens. When students are actually interested in an activity, the information is learned. Turning

vocabulary practice into a gamified, social event completely changes the classroom atmosphere. From what we have seen in practice, even the students who get eliminated early end up retaining much more vocabulary than they would have if they had been sitting through traditional techniques. Creating this kind of engaging environment makes learning the language a real learning experience.

Chapter II

Theoretical Framework

Background

According to Mawar and Anggreni (2025), the spelling bee is a conventional activity that continues to impact language learning among new generations. The spelling bee is a teaching technique aimed at improving vocabulary and spelling, facilitating the development of other English skills. Furthermore, the spelling bee is still a reliable activity that fosters social interaction and vocabulary mastery. Innovating spelling bee contests by blending technology will permit the activity to keep thriving as a confident technique.

Halim et al. (2023) address learning styles of young learners by running Spelling bee activities; it helps to identify points of reinforcement in English language skills based on students' learning needs. They concluded that the spelling bee is an activity driven to evaluate spelling and vocabulary by addressing learning capabilities. Furthermore, the integration of the spelling bee contest facilitated engagement and expansion of vocabulary, but not as effectively as traditional vocabulary worksheets.

Malau et al. (2024) mention that the spelling bee supports the development of perception of words by internalizing vocabulary through English skills. After introducing spelling bee activities, they conclude that due to its gamification structure, spelling bee activities are beneficial for comprehension, resulting in a robust vocabulary. Overall, the study displayed positive results in pre- and post-assessments about the spelling bee technique, which motivates students to improve their vocabulary and engage in the classroom.

Shafiq and Usaini (2024) developed a study regarding the Spelling Bee Approach (SBA) to improve vocabulary. The authors discussed the use of the Spelling Bee activity as an active

approach to expand vocabulary and polish spelling. These interactive activities create a fun environment to learn the English language; students can master vocabulary and offset spelling difficulties. The authors state that the students' achievement in English vocabulary is better when using the traditional teaching approach.

Moreover, Sardiansa et al. (2025) discuss the use of traditional vocabulary activities based on passive memorization and spelling bees as an alternative for vocabulary acquisition and spelling practice. It was mentioned that the Spelling Bee method supports active listening and acquisition of words, also helps to build a strong vocabulary, avoiding spelling mistakes. The authors highlight the importance of leadership from teachers as well as word selection, feedback, and training to ensure the competitiveness of learning outcomes.

Vijayaraj and Hashim (2022) explore the implementation of spelling bee activities in a virtual environment, focusing on young learners. Previous studies support spelling bee contests in EFL classrooms, although in online education, these activities are not usually used in this modality. The authors conclude that spelling bee contests can be performed in online education without any obstacles. The adaptation of a virtual environment using interactive applications complying with technical requirements, also implementing rule changes to ensure no liability during the contest. Spelling bee contests were a remarkable learning moment for students; it was a learning experience driven to support vocabulary enlargement, and for teachers, a great experience of American teaching of the English language.

Furthermore, Aras and Hastini (2024) advocate for Spelling bee games because it helps students learn how to spell correctly and memorize words in a fun manner of learning. New words acquired will prevent mistakes in word choice and spelling in written language. Also, grammar is reinforced when emphasizing the meaning of words and reinforcing parts of speech.

The spelling games are an innovative way to retain vocabulary for elementary to high school students and involve students in the classroom.

Windasari et al. (2023) had strong beliefs about using the Spelling Bee activity to promote vocabulary formation. Given the implementation of the spelling bee activities, students were able to master vocabulary and obtain outstanding grades, which also reflected on increased motivation in low-performance students, who used struggle on vocabulary and spelling weaknesses.

Huda et al. (2024) focus on the utilization of the Spelling Bee contest to improve students' pronunciation due to a lack of proficiency in speaking skills. In the discussion, the authors mentioned the importance of teacher monitoring to correct misspellings of words along with pronunciation, and to employ the spelling bee as a formative assessment for pronunciation. The spelling bee technique should raise awareness among teachers used to sticking to traditional methods to teach English skills. Incorporating these teaching techniques into the classroom guarantees quality learning and students' positive feedback by achieving English language proficiency.

Padidi et al. (2023) highlight that the spelling bee activities can develop vocabulary in Elementary students. The spelling bee must be suitable for students, depending on their English language level and age. Games such as Guess the Word can ask for the meaning and spelling of words. The studies support the implementation of Spelling bee contests to promote language improvement in vocabulary and spelling. The authors strongly believe that Spelling contests enhance vocabulary and its use along with correct spelling.

Pedagogical basis

Cognitivist Learning Theory

Cognitivism is a learning approach based on mental processes and perception of the senses to render the stimulus into concepts or knowledge, focusing on engagement. The approach centers on how knowledge is perceived and processed. During the learning process, content is internalized based on critical thinking and data reflection (Imawan et al., 2026). Spelling bee activities have a connection to the cognitive approach due to the sense perception using listening when hearing the words, then the brain processes to recall the spelling of specific vocabulary.

In constructivism, as well as in cognitivism, some aspects of a person's thinking are the central concern, such as learning by meaningful experiences and reflection on subjects. However, unlike cognitivism, there is no presumption of how these concepts could be worked or what sorts of links could be made. Moreover, moving from learning theory to this theory will depend on associations and ideas created from knowledge that is already in the possession of that person, such as cognitive bases such as images, sounds, and other backgrounds.

Constructivist Learning Theory

According to Sasan (2023), Constructivist theory is based on the construction of knowledge involving individuals and experiences, and active learning and cooperative strategies are used in class to promote meaningful learning experiences and engagement. The activities are usually driven by balanced groups and triggered by curiosity about new knowledge. The Spelling bee follows constructivism because it involves the class and makes them participate using prior knowledge to be competent; other students fill gaps in knowledge, supporting language learning.

Jasrial and Zaim (2023) analyze the evolution of constructivism influenced by technology. The constructivist approach serves to build knowledge based on language backgrounds, learning styles, and socio-cultural approaches. Integrating technology changes the framework of education, focusing on student necessities involving technology, collaborative activities, and engaging activities.

English Language Lexicon

English language lexicon refers to the inventory of words, morphemes, and idioms that evolve into new terms; vocabulary is a collection of words used in sentences and speech. Using parts of speech as a general guideline, vocabulary is units or words of the lexicon. Perez and Pereira (2023) highlight the importance of lexicon acquisition in language learning over prioritizing grammar. Lexicon supports language conceptualization and comprehension due to its use in English language skills, impacting verbal competence.

Gamification in EFL

Wulantari et al. (2023) argue that games bring students' attention while learning new concepts and skills, and they fill dull education with entertainment and language development. Gamification is a new approach to making lessons attractive and interactive so that students can embrace education instead of feeling obligated to study. Games are quite important for promoting social involvement and fun. In education, the adaptation of formative assessments to become games, using dashboards to display competitors' scores.

Theoretical framework

Spelling Bee

Hartman (2022) elaborated on the history of the spelling bee, analyzing the most important events and facts about this historical teaching technique. The foundation of the spelling bee started with the term bee, which was used in the 1700s to describe the gathering of people who collaborate and join efforts to help a neighbor. Later on, the word changed to been, bean, and bee, meaning neighbor assistance. The origins of the Spelling Bee are traced back to the 19th century; several thoughts about the original meaning of the contest had a connection with bees or hives, representing gathering.

The spelling bee was developed by *Noah Webster and other teachers*, who wrote guidelines for training spelling skills and established mechanisms to model the spelling bee. The first unofficial events took place in towns and schools, but they were not overseen by the National Education authorities. Despite circumstances, the first Spelling Bee, called the National Spelling Bee, was held in 1925 in Louisville, Kentucky, sponsored by the Scripps-Howard Newspaper Alliance and supported by the National Board of Education. Since then, the competition has been celebrated annually, gathering kids, young learners, and adolescents into a spelling contest full of emotions, and even movies have been released to capture this exciting contest (Whitsitt, 2010; Hartman, 2022).

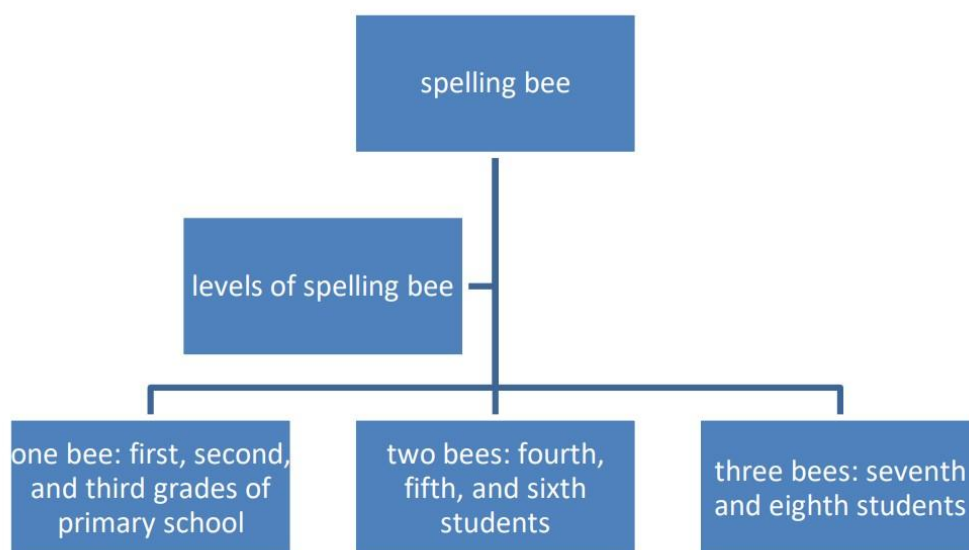
McArthur (2011), as cited by Rahmoune (2024), considers the spelling bee contest as a competition to measure vocabulary and orthography; the winner is the individual who hits the highest number of words they have been asked to spell, and participants that fails words are eliminated. Therefore, a spelling bee is a contest in which participants are required to correctly spell a vast number of words.

Spelling Bee levels

Payra and Cardona (2016), as cited by Rahmoune (2024), mention that the spelling bee has three levels based on the participants' education levels, as the following figure elaborates.

Figure 1

Spelling bee levels



Note The figure represents the three levels of the spelling bee, which are divided into age and knowledge level (Payra and Cardona, 2016, as cited by Rahmoune, 2024).

One Bee

This level focuses on young learners coursing Elementary school who have a limited domain of the English language and also helps to balance their skills.

Two Bee

Students in middle school participate; these peers are experienced in the use of the English language skills. At this level, spelling words becomes more complex, requiring d, wide comprehension of terminology and linguistic patterns.

Three Bee

Typically consisting of high school students, the Three Bee level is the hardest in the tournament and is intended for spellers with experience. At this level, participants face difficulty on specific terms related to advanced vocabulary, such as science, politics, and among others proficient topics.

This scale is employed to organize spelling, taking into consideration English language backgrounds, verified English level, and age. By considering these factors, teachers can use levels to correctly run the activity. Overall, the aim of setting up levels is to organize the levels to ensure a fair contest.

Spelling Bee training

Students can improve their spelling abilities and surge chances of winning a spelling bee contest by combining the following activities. Shankar (2016), as cited by Rahmoune (2024), states that dynamic strategies for Spelling Bee can impact the result of the competition and overall performance. The researcher highlighted the use of strategies related to grammar, parts of speech, and resources, among other effective strategies.

- Teach grammatical rules related to acts as a guideline to connect phonetics and text, associating letters with sounds.
- Teach etymology to identify words by focusing on root words to decipher spellings and model the letters.
- Use didactic resources and textbooks to create strong foundations in vocabulary.
Furthermore, digital resources and apps to engage with word games like Words with Friends, Wordscape, and Spellers support interactive learning in virtual environments.
- Promote reading habits in students by recommending adequate books and other resources recommended by the Scripps National Spelling Bee to enhance vocabulary.

- Practice dictation is an alternative to register correct spelling through active listening and writing skills, which simulate the competition environments (Shankar 2016; Rahmoune 2024).

Vocabulary

According to Rashi et al. (2022), vocabulary is important because of its impact on the development of English skills such as listening, speaking, reading, and writing. The role of vocabulary in these skills is quite relevant because, without correct word choice and specific vocabulary, learners will not learn the English language properly.

Hadiyansah et al. (2023) stated that before acquiring main English skills, vocabulary has to be learned first, from basic words to advanced ones, which are the main part of a language to communicate ideas by using words. It highlights the importance of word awareness over grammar focus, establishing vocabulary as the core of English skills.

Spelling

Ortikova et al. (2022) state that spelling is a complex skill that involve brain processes, and it is related to accountability of word knowledge. Spelling skills practice is a puzzle for children; however, it supports understanding of key concepts of words based on grammatical rules and mental representation. Also, it is mentioned that spelling has to be practiced gradually because it integrates cognitive approaches and memorization processes.

Cunha and Alves (2022) determine that practicing spelling fosters reinforcement of new words to use in speech or writing text, highlighting the close connection between spelling and sound. Challenges in spelling can be overcome by applying teaching spelling techniques that focus on orthography improvement and other English skills.

Legal Basis

Constitución de la República del Ecuador

The Ecuadorian Constitution emphasizes education as a fundamental right and a key responsibility of the State.

Article 26 establishes education as a lifelong right, critical to achieving equality, social inclusion, and well-being. It positions education as a priority for public policy and State investment, highlighting that individuals, families, and society share the responsibility of participating in the educational process. The article underscores education's role in fostering social participation and inclusion (Constitución de la República del Ecuador, 2008).

Article 27 focuses on the nature of education itself, emphasizing that it must be humancentered and holistic, promoting respect for human rights, environmental sustainability, and democracy. It defines education as participatory, intercultural, and diverse, aiming for high quality and warmth. Moreover, education should promote gender equity, justice, solidarity, and peace. It fosters critical thinking, individual and community initiatives, as well as the development of skills necessary for creativity and work. The article frames education as essential for exercising rights and achieving national development (Constitución de la República del Ecuador, 2008).

Article 28 reinforces the idea that education serves the public interest, not individual or corporate agendas. It guarantees universal access, equal opportunities, and free education up to the third level (higher education). The State is committed to ensuring inclusivity, nondiscrimination, and mobility within the education system, while promoting intercultural dialogue. The article also highlights the importance of both formal and informal learning and the

State's obligation to maintain universal, secular public education (Constitución de la República del Ecuador, 2008).

In summary, these articles establish education as a public right, with the State responsible for ensuring access, equity, and quality at all levels. Here is highlighted the commitment of authorities to offer citizens proper instruction in all subjects, as well as in the English subject.

Ley Orgánica de Educación Intercultural (LOEI)

Articles 2 and 5 of the Ecuadorian Constitution emphasize the nation's commitment to inclusive and equitable education for all its citizens.

Article 2 highlights the principle of plurilingualism, recognizing the right of individuals, communities, and nationalities to be educated in their native languages, as well as in the official languages used for intercultural communication. This ensures that Ecuador's diverse linguistic landscape is respected, promoting cultural identity while also allowing people to engage with broader national and international communities. It acknowledges the multicultural and multilingual nature of Ecuador and aims to preserve and promote the languages of Indigenous and vulnerable groups, while also fostering proficiency in languages necessary for global interaction (Ministry of Education, 2024).

Article 5 establishes that education is a fundamental responsibility of the State. The article mandates that the Ecuadorian government must ensure access to education for all citizens throughout their lives, emphasizing that this right must be universally guaranteed. The State is required to create conditions that promote equal opportunities for students to access, remain, progress, and complete their education (Ministry of Education, 2024).

Furthermore, the article makes it clear that the State has full authority over the educational system, and this authority is exercised through the National Education Authority in

accordance with the Constitution and the law. This ensures that the government is held accountable for maintaining an effective and inclusive educational framework that fosters lifelong learning and development.

Chapter III

Methodological framework

Qualitative Methodology

The qualitative approach in investigation is described as the use of techniques that analyse holistically the information collected by the researchers, which is a subjective form of experiences and arguments about events of relevance for scientific and academic investigation. Susanto et al. (2024) highlight that a qualitative approach supports problem-solving and analysis for investigative work, which cannot be answered by using numbers and statistics. This means that the specific and general questions, along with the objectives, can be described through the use of qualitative analysis to extract information without losing participation and objectivity in the general results. For this research, qualitative methodology was employed. The focus is to collect data from teachers' perceptions, with the aim of finding personal academic opinions about the research questions.

According to Clandinin and Connelly (2000), as cited in Puspitasari (2024), narrative inquiry is a qualitative methodology that is driven by a further examination of lived experiences, allowing researchers to look deep into the complex insights of participants. To sum up, the implementation of these approaches seems to be appropriate for developing this investigation. The experiences of teachers who have used the English teaching technique will be narrated, where many factors will arise supporting categorization and analysis of the data collected.

Type of investigation

Phenomenological study

Phenomena are inferred as events with relevance to researchers based on the general and specific questions; it captures the essence of human behavior influenced by external factors,

which becomes a research project. According to Manen and Manen (2021), a phenomenological study is defined as a part of advances to qualitative approaches; it is based on reported experiences and storytelling of an event that follows influences in positive or negative outcomes. Doing a phenomenological study involves taking up an attitude of describing events with attentive awareness of the experiences lived to conceptualize or theorize them.

In a study developed with resemblances to English teaching, Zehra et al. (2024) referred to the use of phenomenological inquiries, which is a qualitative research approach that explores how individuals understand experiences to make sense of the world around them. Furthermore, it examines the interpretation of events, understanding of mechanisms, engagement, and description of lived experience.

Data collection techniques

Interview one-to-one

In general, interviews are a tool used to gather qualitative data from participants. According to Knott (2022), interviews have long been a central component of qualitative research, particularly in management studies focusing on organizational change. Interviews have provided valuable insights into how individuals make sense of change, manage emotions, navigate job transitions, act as change agents, and develop their identities during periods of transformation.

Due to its wide use, interviews are often regarded as the standard approach for qualitative research in the education field. This investigation implemented interviews as a tool to correctly extract the information by using a questionnaire tailored to comprehend and deeply understand participants' insights.

Instruments

Questionnaire

Questionnaires are instruments to collect data delving into the variables of investigation. According to Kuphanga (2024), questionnaires are a versatile tool for data collection. Their structure allows researchers and participants to organize, categorize, and analyze information.

On the other hand, questionnaires cannot be used for quantitative information, but they serve as a support for mixed methodologies. For this particular research, questionnaires are essential due to their personalization and suitability for collecting practices and behaviors. The questionnaires will serve as a means to allow teachers to convey experiences of using certain activities driven to improve English skills.

Types of questions

Open-ended questions

Open-ended questions ensure the free will of the participants to express themselves freely without filters, which empowers the participants to describe further events and experiences. Singer and Couper (2017, as cited in Neuert, 2021) discuss the implementation of more openended questions because of their qualities, such as understanding reasons for reluctance or refusal.

Hence, the use of open-ended questions allows researchers to gather truthful answers and provides an opportunity for feedback. The open-ended questions of the research are designed to get to know past experiences of drama-based activities in the classroom, as well as an elaborated narrative of their experiences, by using adequate open-ended questions.

Data collection, processing, and resources

Population and Sample

According to the study related to Research population and sampling in a qualitative study carried out by Hossan et al. (2023), the importance of selecting the population is described as playing a crucial role in the future of the investigation. The target population shares resemblances with the variables of investigation, which defines its importance to be selected. The population chosen by the authors consisted of educators from local High Schools that have applied and participated in Spelling Bees contests. This population is rich in knowledge to be able to fully answer the questionnaires, because they are involved in the English teaching field.

Hossan et al. (2023) explain that sampling is a complex process of discrimination and narrowing the population; it eases the role of the investigator by allowing data from a small population without missing validity and objectivity. The sample of the research was narrowed to five teachers. The participants are experienced in English Language teaching due to their work experience in schools; they have details of how to implement English teaching techniques and improve language skills.

In conclusion, Spelling Bees competitions are personal experiences not only for the participating students, but also for the authorities organizing the event. Therefore, this qualitative study focuses on data collection, person-to-person interviews with teachers from various academic institutions to ensure the validity and reliability of the data collected.

Chapter IV

Analysis of Findings

Brief Analysis of Findings

This chapter is focused on organizing and interpreting data to generate the research outcomes. After running the interviews, the information collected in video recordings will be transcribed to explore the teachers' perceptions about spelling bee activities and the development of speaking skills.

The findings revealed a solid agreement about spelling bee activities and the improvement of speaking skills and vocabulary based on their experiences and positive learning outcomes. Teachers shared facts and details of their experiences with spelling bee contests in the classroom, highlighting the benefits of English skills and providing advice about their implementation. Educators' responses provided support for the interpretation of answers and the researcher's discussion.

Interpretation of data from interviews

Question one: As an English Teacher, could you tell me about your experience with spelling bees?

Teachers noted that spelling bee contests increase student motivation to build vocabulary and improve spelling. The process requires a detailed planning structure that involves selecting words from easy to hard levels, including phonetic patterns; furthermore, setting up a jury, managing time, and targeting specific age and education levels are other concerns that students and teachers have experienced. This structure builds correct writing habits, trains pronunciation, and supports English language learning. Based on experience, Mawar and Anggreni (2025)

stated that the spelling bee impacts English language learning for new generations, improving vocabulary and social interaction.

Question two: In your English teaching classes, how do you help students improve their English skills during Spelling Bee practices?

Teachers reviewed the alphabet and vowel sounds while matching word selection to the exact language level of the students. They used to implement playful strategies and games that cover both simple and complex pronunciations. In the classroom, teachers set up practice sessions where classmates act as a mock jury to simulate the real contest environment and allow students to make mistakes to build confidence. Sardiansa et al. (2025) highlight the importance of teacher leadership, word selection, feedback, and training to guarantee outcomes.

Question three: Could you share a personal experience you have had with your students during a Spelling Bee Contest?

Teachers highlighted both challenging and rewarding experiences. In institutional contests, working with a large percentage of unmotivated or low-level students presents major difficulties. However, these situations allow students to learn from mistakes and acquire basic vocabulary. In other instances, lower-performing students who initially struggle manage to reach final rounds and win school championships despite strict time constraints and pressure. Windasari et al. (2023) state that spelling bee activities increase motivation in lowperformance students who struggle with vocabulary.

Question four: When preparing students for a spelling bee Contest, what activities or teaching methods do you typically use?

Teachers ensure that students first dominate the alphabet and phonics to be able to perform spelling activities. They utilize flashcards to highlight letter sounds and differences

between English and Spanish. A primary method used is the Chunking technique, which breaks long words down into syllables or morphemes to simplify spelling without losing rhythm and pace. Game-based activities are constantly integrated to reduce stress and build delivery confidence. Aras and Hastini (2024) advocate for spelling bee games because they help students learn how to spell correctly and memorize words in a fun manner.

Question five: As a teacher, how do you incorporate Spelling Bee practice into your regular English classes?

Teachers use regular dictations of basic words alongside formal alphabet lessons. They embed weekly spelling mini challenges during the first five minutes of class as a warm-up activity, employing vocabulary from the current unit to preview key terms. Teachers also organize group work like Spelling Showdowns, where students work in pairs with flashcards to connect sounds with correct written forms. Huda et al. (2024) mention the importance of teacher monitoring to correct misspellings and use the spelling bee as a formative assessment to reinforce vocabulary and build solid foundations for future Spelling bee contests.

Question six: What obstacles or challenges have you encountered when designing or planning Spelling Bee activities?

The main challenges in designing Spelling Bee activities are the diverse knowledge and language levels present within a single classroom and students' motivation. Teachers struggle to keep lower-level students motivated while more advanced students improve their English skills. Additional obstacles include preventing students from relying on mechanical memorization without understanding real orthography, helping students manage stress and regulate anxiety, and designing targeted word lists for different levels. Halim et al. (2023) conclude that running

spelling bee activities helps to identify weaknesses to reinforce based on students' specific learning needs.

Question seven: Given these challenges, do you think it is easy or difficult for teachers to use Spelling Bee competitions in the classroom?

Teachers found the activity easy to plan and incorporate daily to reinforce vocabulary and oral skills. However, it is considered difficult if the goal is to achieve meaningful learning rather than a mechanical control activity grounded in memorization. The real challenge rests on the teacher's ability to transform the traditional spelling bee format into an inclusive, playful educational experience that improves communication skills for all initial proficiency levels. Vijayaraj and Hashim (2022) conclude that Spelling Bee contests can be performed and adapted as a remarkable learning experience.

Question eight: According to your experience, do you think that the Spelling Bee Contest is an effective or ineffective way to help students learn vocabulary and spelling?

The spelling bee activities are feasible because peer competition inspires students to practice and improve. However, it can become ineffective if it focuses on passive memorization of word lists, causing students to forget the terms immediately after the event. It achieves successful performance when focused on meaningful learning, where games and context-based vocabulary are utilized inside the classroom. Shafiq Usaini (2024) discusses the spelling bee as an active approach where student achievement renders better results than traditional methods.

Question nine: Based on your experience with the Spelling Bee Contest, will you recommend other teachers to use them?

Teachers recommend Spelling Bee activities because it is a conventional method that encourages students to develop speaking skills. They advise other educators to use playful

teambased activities, incorporate digital tools like Kahoot or Quizizz to motivate participation, and recognize individual progress relative to a student's initial level to prevent demotivation. Malau et al. (2024) mention that the gamification structure of the Spelling Bee is beneficial for comprehension and class engagement in addition to students' motivation.

Table 1

Teachers' perceptions of the Spelling Bee contest as a tool to improve spelling and vocabulary

Questions	Answers	Authors
As an English Teacher, could you tell me about your experience with Spelling Bee contests?	Contests increase student motivation, build correct writing habits, and train pronunciation. Its implementation requires systematic planning.	Mawar and Anggreni (2025) stated that the spelling bee impacts English language learning for new generations, improving vocabulary and social interaction.
In your English teaching classes, how do you help students improve their English skills during Spelling Bee practices?	juries to build teacher leadership; confidence and allow constructive errors. outcomes.	providing feedback and constant training guarantees
They apply playful	Could you share a experience you	Mandatory inclusion of personal low-proficiency or have had with
Sardiansa et al. (2025)	your unmotivated students.	
strategies, games, and mock highlight the importance of classroom	students during a Spelling Bee Contest? under pressure causes students.	However, persistent practice struggles in

Windasari et al. (2023)	activities increase motivation in lowperformance students who struggle with vocabulary.
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Note: Interpretation of findings is divided into questions, summarization of teachers' beliefs, and authors' statements.

Table 2

Teachers' perceptions of the Spelling Bee contest as a tool to improve spelling and vocabulary

Questions	Answers	Authors
When preparing students for a spelling bee Contest, what activities or teaching methods do you typically use?	Instruction begins with mastering the alphabet and phonics, employing flashcards; also, the integration of strategies to manage long words supports memorization of words.	Aras and Hastini (2024) advocate for spelling bee games because they help students learn how to spell correctly and memorize words in a fun manner.
As a teacher, how do you incorporate Spelling Bee practice into your regular English classes?	The integration of Spelling Bee activities in daily lessons helps students challenge themselves and self-reflect on their English language proficiency.	Huda et al. (2024) mention the importance of teacher monitoring during spelling bee practice.

As a teacher, how do you incorporate Spelling Bee practice into your regular English classes?	The integration of Spelling Bee activities in daily lessons helps students challenge themselves and	Huda et al. (2024) mention the importance of teacher monitoring during spelling bee practice.
	self-reflect on their English language proficiency.	

Note: Interpretation of findings is divided into questions, summarization of teachers' beliefs, and authors' statements.

Table 3

Teachers' perceptions of the Spelling Bee contest as a tool to improve spelling and vocabulary

Questions	Answers	Authors
Given these challenges, do you think it is easy or difficult for teachers to use Spelling Bee competitions in the classroom?	Achieving deep, meaningful learning rather than rote memorization is difficult, requiring teachers to design attractive lessons promoting inclusion.	Vijaya Raj and Hashim (2022) conclude that Spelling Bee contests can be performed and adapted depending on student profiles, offering a great learning experience.
According to your experience, do you think that Spelling Bee contests are an effective or ineffective way to help students learn vocabulary and spelling?	Driven by peer competition and context-based games. It becomes ineffective when limited to passive list memorization, causing students to quickly forget terms.	Shafiq & Usaini (2024) discuss the Spelling Bee as an active approach where student achievement demonstrated better results than traditional methods.

Based on your experience with the Spelling Bee Contest, will you	Teachers advise incorporating digital tools like Kahoot or Quizizz, utilizing team activities, and	Malau et al. (2024) mention that the gamification structure of the Spelling Bee is beneficial for
recommend other teachers to use them?	measuring individual baseline progress.	comprehension and class engagement.

Note: Interpretation of findings is divided into questions, summarization of teachers' beliefs, and authors' statements.

Overall, according to the data collected, it is interpreted that Spelling Bee contests present positive and negative challenges. On a positive note, if it is practiced daily, it could be a great asset not only for teachers, but also for students' English knowledge. On the negative side, if it is not practiced on a regular basis, it could be demotivating for teachers as well as for students when a Spelling Bee Contest is presented.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations derived from the analysis of the results obtained during the research process. The research's main objective was to evaluate perspectives of in-service English teachers regarding their experiences using Spelling Bee contests to promote speaking skills, side by side with vocabulary improvement. The results of the research will be presented based on English teachers' experiences; this way, the researchers can provide reflections on the study.

Conclusions

After analyzing the data collected and further interpretation, it was determined that implementing the Spelling Bee Contest in the classroom serves as a functional activity to improve speaking skills and vocabulary acquisition; in addition, this research paper was created to inspire and to enhance students' English skills and knowledge.

The data gathered in this study demonstrated agreement among educators that spelling contests do not limit students to using the memorization process. Instead, Spelling Bee contests enhance both vocabulary retention and speaking skills because training involves practicing words and reflection to engage the student in the contest.

Moreover, exploring specific training strategies highlights the structured spelling drills reinforcing vocabulary acquisition. The research demonstrates that when teachers perform meticulous word selection, considering student performance supports a proper activity launch; also, through transcription and recordings, it builds lexical accuracy and self-awareness of speaking skills and vocabulary. Besides, Teachers related the specific facts and details of their classroom experiences and confirmed that incorporating these strategies shifts traditional

vocabulary learning into active use of speaking skills during spelling practice. Therefore, students develop vocabulary specifics, expanding their word knowledge.

Ultimately, considering teachers' perceptions reveals clear support for the feasibility of bringing Spelling contests into the daily classroom activities. Educators provide the necessary support for interpreting these answers, proving that the strategy is reliable and adaptable to different English levels and ages. Although teachers have to analyze the bank of words to establish the activity, they considered the Spelling Bee an efficient activity to improve speaking skills and vocabulary knowledge. Furthermore, it successfully drives student engagement while creating an organized atmosphere to perform the contest.

Recommendations

To maximize the impact of this strategy, educators should establish a systematic foundation by treating the Spelling Bee as a daily tool to practice speaking skills and vocabulary rather than a temporary exercise. Therefore, it is recommended that teachers practice vocabulary training focusing on the curriculum by utilizing speaking practice and structured word review based on vocabulary recall, which involves the use of Spelling Bee activities. By aligning vocabulary to current knowledge, teachers can ensure that students master spelling skills by practicing speaking and improving vocabulary.

Finally, future researchers and curriculum designers should expand on these preliminary findings by conducting further investigation into the development of speaking skills and vocabulary. By continuing to investigate these educational phenomena, teachers can keep refining the strategy so that it aligns with the needs of interactive learning environments.

However, it is recommended to explore the exact path for integrating digital platforms and modern tools into regular training sessions to give students clear pronunciation feedback.

Additionally, it is suggested that schools foster spelling contests by properly providing training and support to run the contest. It will help teachers design and manage spelling contests; it focuses on using the activity to improve speaking skills. Also, by creating collaborative spaces where educators can exchange experiences and knowledge about Spelling practices. By following these directions, the contest remains a consistent and solid strategy that optimizes student vocabulary and speaking proficiency.

To sum up, to improve not only English speaking, but also English spelling, school authorities as well as teachers should include Spelling Bees training in the classroom with very young learners to create a habit of English learning from the very beginning.

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Annexes

Annex A: Antiplagiarism certificate



**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**
Facultad de Ciencias de la Educación e Idiomas



La Libertad, junio 29 de 2026

Certificado Sistema Anti Plagio 001-TUTOR

LACHG-2026

En calidad de tutor del trabajo de titulación denominado **“SPELLING BEE AS A TEACHING STRATEGY TO DEVELOP VOCABULARY AND SPELLING SKILLS IN ENGLISH”** elaborado por los estudiantes: **ROBLES RODRIGUEZ ROSALBA ROCIO** y **SANTOS MUNOZ EVELYN ALEXANDRA**, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **8%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

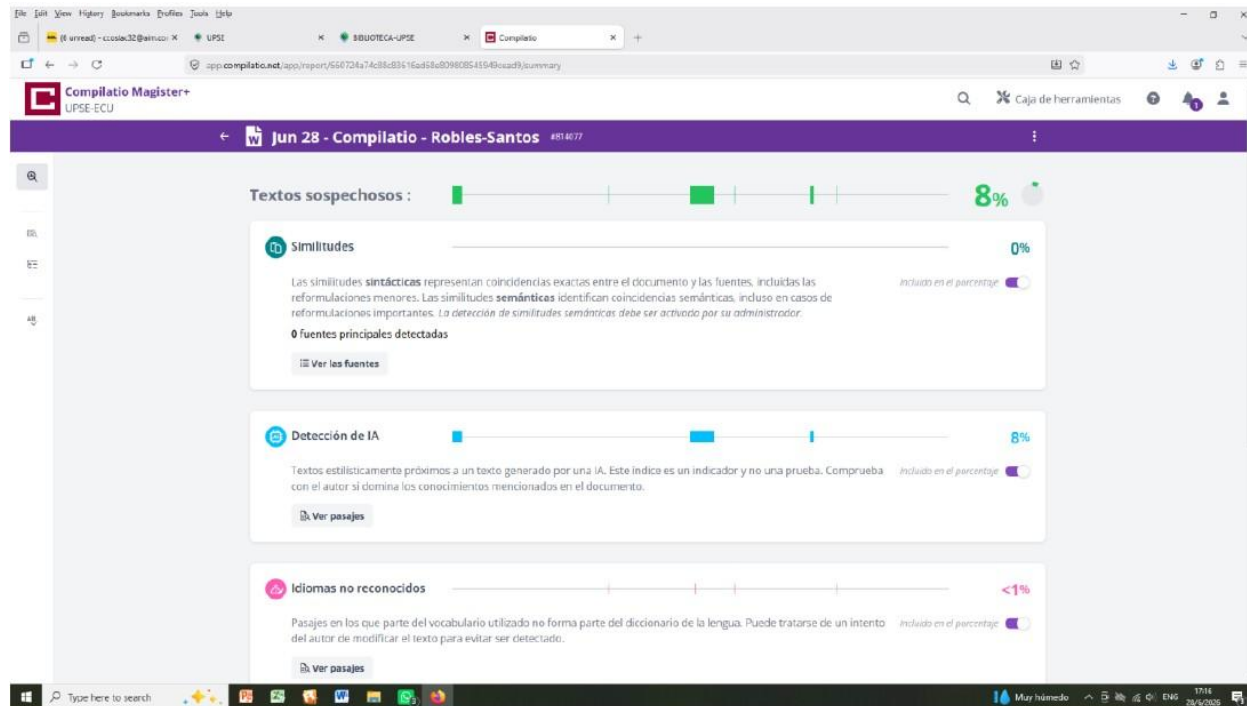
Particular que comunico para los fines pertinentes.

Atentamente,

A handwritten signature in blue ink, which appears to read 'L. Chávez', is written over a horizontal line.

Chávez Gonzabay Leonardo Augusto, MSc.
TUTOR

Annex B: Compilatio certificate



Annex C: Questionnaire

Title: Spelling Bee as a Teaching Strategy to Develop Vocabulary and Spelling Skills in English

General objective:

- **To explore the use of Spelling Bee contests as a teaching strategy to develop vocabulary and spelling skills**

Specific objectives:

- To determine the use of Spelling Bee contests to promote language development.
- To explore strategies used in Spelling Bee contests that support the development of vocabulary and spelling skills.
- To identify teachers' perceptions about the feasibility of implementing Spelling Bee contests in classrooms

Authors:

1. As an English Teacher, could you tell me about your experience with spelling bees?
2. In your English teaching classes, how do you help students improve their English skills during spelling bee practices?
3. Could you share a personal experience you have had with your students during a spelling bee Contest?
4. When preparing students for a spelling bee Contest, what activities or teaching methods do you typically use?
5. As a teacher, how do you incorporate Spelling Bee practice into your regular English classes?
6. What obstacles or challenges have you encountered when designing or planning

Spelling Bee activities?

7. Given these challenges, do you think it is easy or difficult for teachers to use Spelling

Bee competitions in the classroom?

8. According to your experience, do you think that Spelling Bee Contest is an effective or ineffective way to help students learn vocabulary and spelling?

9. Based on your experience with Spelling Bee Contest, will you recommend other teachers to use them?

Annex D: Transcriptions

Transcription of interviews

Interviewee 1: Miss Viviana

1. As an English Teacher, could you tell me about your experience with spelling bees?

From my experience with spelling bees, I can tell you that students show motivation to increase vocabulary, and obviously, the weight of spelling. They can engage in the correct ways of writing, and obviously, they also train their pronunciation. So, it has good outcomes in the academic progress of students.

2. In your English teaching classes, how do you help students improve their English skills during spelling bee practices?

We have to allow them to make mistakes. For me, this is a way to help them to gain confidence. So, it could be the first factor to give them confidence to practice as much as they need to obtain that vocabulary. And obviously, we have to analyze the level of the student to give them the appropriate words to learn, because, for example, you can have beginners, and the most appropriate words can be furniture as basic vocabulary, you know. You are not going to tell them, for example, that spelling supercalifragilistic. That could be hard work for them to learn. So, we have to work with the students according to their level.

3. Could you share a personal experience you have had with your students during a spelling bee Contest?

Once, three years ago, we had a spelling bee contest in an institution where I had worked. And it was obligatory, compulsory to do it for all the students. And we have to be realistic because not all the students have the motivation to learn English. These students did not have

the predisposition to work or to learn. So, it was really hard for me to make them want to participate. But it was so great, so they had to do it. And obviously, the level they had was not the best to give a good result. The grades were almost five or six because they had to get a grade from this activity; it was really hard. It was almost 60% of the students had a low level. So, it was also an opportunity because from this mistake, they learned and they could get a little bit of vocabulary first, but they did get it.

4. When preparing students for a spelling bee Contest, what activities or teaching methods do you typically use?

Obviously, they have to manage the alphabet; the first thing you have to do is make them dominate the alphabet. After that, if you can try to give them phonics lessons, it is important to have the material to do so. For example, you can have a flashcard with the letter A, and obviously, most people know that the letter A in Spanish is different from English. But what is the phonics sound of that letter? It has two, really, long sounds and the short sound, and also other kinds of sounds for this same vowel. So, it is important that they can recognize that English is a little bit different from Spanish. And when they pronounce the word, they can analyze, "Okay, this letter". For example, how can I spell *air*? Okay, letter A sounds like /eə/, so they start to spell properly: A, I, R. And that comes to their mind when we teach the alphabet appropriately with their phonics sounds.

4. As a teacher, how do you incorporate Spelling Bee practice into your regular English classes?

With dictations, with dictations, obviously with the grades that are repeated to do this. And also, for the beginners, as I told you, we have to give them the lesson of the alphabet and the basic

sounds of the letters, especially of the vowels. Currently, I give phonics lessons on vowels in fourth grade. And so, they learn the correct phonics of the different consonants, and we can start giving short dictations of words, basic words, for example, *cap*, *hat*, *bed*, and they can analyze them and write them properly. It helps with the correct spelling.

5. What obstacles or challenges have you encountered when designing or planning Spelling Bee activities?

That is the level of each student, because we can, for example, manage a list of words for basic grades, and we can enlist other hard words for bachelors. But the reality is that in those levels, we have different levels of English for each student. For example, in eighth grade, you can find a student who has nothing in their brain regarding English learning. But you can find another student who likes English; they like to consume English in music or in movies, etc. They already know the language, so they can get the vocabulary faster than the other students who are not motivated to learn it. So, this can be an obstacle to motivating them to practice or participate in the contest.

7. Given these challenges, do you think it is easy or difficult for teachers to use Spelling Bee competitions in the classroom? It is easy. It is easy to incorporate it into the classes day by day. It is also so useful because it helps us to give them grammar lessons and orthography. Planning it is not difficult; we just have to put in our effort and try to make the students practice and overcome the obstacles they can have with memorizing. From my point of view, it is easy.

8. According to your experience, do you think that the Spelling Bee Contest is an effective or ineffective way to help students learn vocabulary and spelling?

It is really effective. Why? Because of the challenge, they feel motivated. They can see, "Oh, my friend is better than me at this word. I can do it too". So, they can practice feeling motivated with that competition they have.

9. Based on your experience with the Spelling Bee Contest, will you recommend other teachers to use them?

Yes, it is really recommended. Also, we have other ways to teach vocabulary, but the spelling bee is a classic, you know? And also, the students feel real emotion; they feel excited when they hear about a spelling bee contest. So, it is really recommendable for teachers from other schools to practice it, to implement it in their schools, and also in their lessons every day.

Interviewee 2: Miss Melanie

1. As an English Teacher, could you tell me about your experience with spelling bees?

As an English teacher, I have had a positive experience with spelling bees with my students. So, I consider them a useful strategy to have the students improve their skills and, at the same time, their vocabulary and pronunciation. I have also noticed that these activities increase the students' motivation and participation because they enjoy the challenge and the competitive atmosphere inside the classroom with their classmates.

2. In your English teaching classes, how do you help students improve their English skills during spelling bee practices?

During spelling bee practices, I help students to improve their English skills, focusing on vocabulary, pronunciation, and, at the same time, correcting their spelling. I usually use activities such as repetition exercises, vocabulary games, flashcards, and pronunciation courses. This is the way that they really understand and learn new vocabulary. And at the same time, I also

encourage them to practice through music. So, when they find new words, I try to motivate them to be curious and try to spell them to understand and learn them.

3. Could you share a personal experience you have had with your students during a spelling bee Contest?

One experience that I clearly remember was with a group of students who felt afraid of participating in this contest because they felt nervous. They always kept in mind that, "Oh no, I don't want to participate because I don't know English; I know that I will do worse". But I constantly motivated them and reminded them that all mistakes are part of the process of learning. So, after practicing and gaining more confidence, several of those students were able to participate actively. So, it was very satisfying to see their progress and their selfconfidence growth.

4. When preparing students for a spelling bee Contest, what activities or teaching methods do you typically use?

I usually use activities such as vocabulary review, spelling practices, pronunciation exercises, and small classroom competitions. So, I also like to teach students common spelling patterns and encourage them to use new words in a sentence to better understand their meaning. In addition, I try to make the activities more dynamic and motivate the students to feel more confident and comfortable during the learning process.

5. As a teacher, how do you incorporate Spelling Bee practice into your regular English classes?

I integrate spelling bee practices into my classes by dedicating a few minutes during the week. So, for example, I use warm-up games, a spelling challenge in the classroom, and at the same time, small competitions.

6. What obstacles or challenges have you encountered when designing or planning Spelling Bee activities?

One of the main challenges is that students have different English proficiency levels. Some students learn vocabulary quickly, but the other group requires more support and more practice. And another challenge is the limited time of class because we need to make a balance between the spelling bee content and, at the same time, complete the curriculum requirements. So, it is difficult to balance both.

7. Given these challenges, do you think it is easy or difficult for teachers to use Spelling Bee competitions in the classroom?

I think it can be challenging, especially when we work with a large group of students with different learning needs. However, with good planning and appropriate materials, spelling bee activities can be very useful during our classes.

8. According to your experience, do you think that Spelling Bee Contest is an effective or ineffective way to help students learn vocabulary and spelling?

Based on my experience, spelling bee contests are an effective strategy for learning vocabulary, of course. Because they encourage the students to study new words, pay attention to the pronunciation, and improve their memory. In addition, they make learning more interactive and engaging.

9. Based on your experience with Spelling Bee Contest, will you recommend other teachers to use them?

Yes, I would recommend other teachers to use a spelling bee contest because they promote active participation, improve the student's motivation, and at the same time help to develop important language skills. And when we adapt this kind of activity, it is very recommended that we include students with special needs and try to increase their level of English because it is a very useful tool.

Interviewee 3: Mister Julio

1. As an English Teacher, could you tell me about your experience with spelling bees?

Well, a spelling bee is a good tool for students to make them practice English. Back when I was working at a private school, I used to train students with spelling bees; now that I am working at a public school, it is different. But well, let me tell you that this is a good experience because you just make your students be aware of English in many certain ways. I mean, you can just get immersed in the language, make them use the language, and make them be functions of language acquisition. So, I think from my experience, let me tell you, it is a good experience collaborating with them with the spelling bee.

2. In your English teaching classes, how do you help students improve their English skills during spelling bees' practices?

Well, every class has different skills to be developed. In every class, you can just practice speaking, writing, listening, and obviously, the reading part. And in terms of acquiring knowledge and vocabulary, one activity that I used to do, for example, recently and that was today give them

a piece of paper. Inside the piece of paper, I have some letters, random letters, okay? And the activity was like they needed to unscramble the word and obviously see what kind of word it is.

3. Could you share a personal experience you have had with your students during a spelling bee Contest?

One of the experiences I have is that you should prepare them to be aware of what word they are practicing not only practicing the spelling part but also recognizing the word that is being mentioned. Because, you know, there are some words that can be pronounced the same way but have a different meaning. For example, the word *wind*. In this case, what you need to do is to ask them for a definition, because you do not really know what kind of word it is. And through definition, you will recognize and not only through the definition, but also with an example students can see and identify what specific word the person is saying. So, what I am trying to say is that you do not have to make them practice just words but also make them familiar with context.

4. When preparing students for a spelling bee Contest, what activities or teaching methods do you typically use?

Methods, strategies, activities, methodology what I used to do back when I was teaching at a private school, as I told you before, I had some cards, many cards, and they had different letters. I just spread all those letters around, and I just pronounced one word. In groups, they had to unscramble each letter into the correct word, in the correct order, to create the word. And that was one of the activities that I used to do when we were practicing for it before the spelling bee contest.

5. As a teacher, how do you incorporate Spelling Bee practice into your regular English

classes? One of the activities that I mentioned is to make them create some cards with different letters. I mean, each card has one letter. Make them create a lot of cards, obviously, with many letters, and you just spread them around. You can gather them in groups a pair or a group of three, and you give the definition of something. They have to think about what kind of word it is.

And the other one is that I gave them a piece of paper, but inside the piece of paper, they have different letters, so they needed to see what kind of word you can create with those letters.

6. What obstacles or challenges have you encountered when designing or planning Spelling Bee activities?

We have many obstacles when things are pronounced in the same way. For example, we have the word *tear*, the thing that we have from our eyes, and *tear*, the action when we rip apart something. And those things are difficult to understand, the things that we can see that are different from Spanish, but sound like Spanish, for example, the word *embarrassed*. Some people might say that *embarrassed* means *embarazada*. Those are false friends, and it is quite challenging to make them practice false friends and also homonyms that have different meanings but the same pronunciation.

7. Given these challenges, do you think it is easy or difficult for teachers to use Spelling Bee competitions in the classroom?

Well, I do not think so; it is challenging, obviously, but it is manageable once you have given them some lists of vocabulary and words. You just give them those lists and make them practice just that single part, and that is the way we can do it.

8. According to your experience, do you think that Spelling Bee Contest is an effective or ineffective way to help students learn vocabulary and spelling?

It is positive in a way, because if you just choose some words that are not daily basis phrases, which are not useful for them, obviously it is going to be useless. For example, the word *parsimonious* in everyday English, we do not use that kind of word. To make a spelling bee contest worth it, you have to choose words, obviously, that can be encountered in everyday English. If you choose vocabulary that we can use as usual, obviously it is going to be significant; but if you are going to use random words, remote words, or advanced words, obviously that is not going to help the students.

9. Based on your experience with Spelling Bee Contest, will you recommend other teachers to use them?

As I told you, if you know how to do this, yes, you can do it because it is quite important to know how to write words. I definitely recommend using the spelling bee when you know how to do it; but if you do not know how to do it, obviously it is not going to work.

Interviewee 4: Mister David

1. As an English Teacher, could you tell me about your experience with spelling bees?

It is a grateful experience. You feel grateful when you make this experience happen for your children because you have the opportunity to give this kind of motivation to your children. That is grateful.

2. In your English teaching classes, how do you help students improve their English skills during spelling bees' practices?

In this case, you can give your children the opportunity to gain that self-confidence because they can be able to do it in a faster way, to make, in this case, spell the words faster, for example.

3. Could you share a personal experience you have had with your students during a spelling bee Contest?

I can remember a year of first grade because at this time, the children are learning to write in Spanish. They are learning to know the letters, so imagine, they are children of first grade. This was a big experience with the learning of the children. I can remember children in the first grade who were good or excellent students at that time. That was my best experience working with children, with kids, in this case, at the beginning of the first grade.

4. When preparing students for a spelling bee Contest, what activities or teaching methods do you typically use?

You can use flashcards. That is the best way to practice this kind of activity, spelling using flashcards.

5. As a teacher, how do you incorporate Spelling Bee practice into your regular English classes?

In my case, every month we can practice a kind of vocabulary, and you can practice with that vocabulary in any unit, in any level. You can practice, for example, 10 words a month.

6. What obstacles or challenges have you encountered when designing or planning Spelling Bee activities?

The first obstacle can be the confusion in recognizing letters of the alphabet because you have some letters that can sound similar. For example, letter C with letter S, or letter B with letter V; that is a little obstacle to recognizing letters. Or, for example, another letter can be similar; we speak Spanish, so we can confuse the English letter R with the Spanish letter R. In this case, the correct sound is the letter R.

7. Given these challenges, do you think it is easy or difficult for teachers to use Spelling

Bee competitions in the classroom?

It can be a little difficult, but while you practice with your students and motivate your students, you just need to practice it. You can feel confident and you can motivate them.

8. According to your experience, do you think that Spelling Bee Contest is an effective or ineffective way to help students learn vocabulary and spelling?

Definitely it is effective because you give the opportunity to your students to feel confidence. They feel motivated in a positive way.

9. Based on your experience with Spelling Bee Contest, will you recommend other teachers to use them?

Of course, I recommend to other teachers of English, in this case, to practice these activities. We can join this activity with other schools or give them the opportunity to have competitions with other schools.

Interviewee 5: Miss Monica

1. As an English teacher, could you tell me about your experience with spelling bees?

Planning and selecting words, from the easiest to the most complicated in pronunciation, according to English phonetic patterns. Selecting the evaluation jury, who must be attentive to the pronunciation of each word. The time given to each student to spell each word. Preparing the word flashcards or lists printed by computer. Grouping students who will participate in the contest by age and education level.

2. In your English teaching classes, how do you help students improve their language skills during spelling bee practice?

Mainly reviewing the English alphabet and the vowels. Putting into practice playful strategies that involve the pronunciation of different words, both easy and difficult. Practicing in the classroom where classmates function as a "jury" to simulate the real environment.

3. Could you share a personal experience you have had with your students during a spelling bee contest?

The students at the school have participated on several occasions in internal and external intercollegiate spelling bee contests. In the final phase, one of the participating students from the school who always failed at the most difficult words pronounced very well, but right then the time bell rang. He thought he had not won, but later he could not believe that he reached the finals and won a contest.

4. When preparing students for a spelling bee contest, what activities or teaching methods do you typically use?

"Chunking" Method: Dividing long words into syllables or morphemes to make them easier to spell without losing the rhythm. It is very important to prepare the students and avoid stress; playful activities must always be incorporated to allow them to gain confidence.

5. As a teacher, how do you incorporate spelling bee practice into your regular English classes?

At the beginning of the classes, during a 5-minute "Warm-up" prior to the contest, we start practicing every week with a spelling mini-challenge. I use vocabulary from the current unit to review keywords before going fully into the lesson. Group work is conducted through a "Spelling Showdown." Students compete in pairs using cards with the English phonetic system, associating the sound of the letters with their writing.

6. What obstacles or challenges have you encountered when designing or planning spelling bee activities?

Among the obstacles when designing or planning spelling bee activities. Students use mechanical learning, memorizing words without achieving real, natural, and correct spelling. Helping them manage stress due to how nervous they can feel when failing word pronunciations and being eliminated from the contest. Identifying the course levels for whom the contest is designed, in order to design word lists for students with advanced levels and for those who have difficulties, to help them overcome their language struggles.

7. Given these challenges, do you think it is easy or difficult for teachers to use spelling bee competitions in the classroom?

I consider it difficult if you look to use them as a tool for meaningful learning, but easy if they are only applied as a mechanical or control activity. But the challenge lies in the teacher transforming a traditionally structured spelling bee format into a new, inclusive, and playful educational experience. This will allow all students to improve their communicative skills, regardless of their initial level.

8. According to your experience, do you think that spelling bee contests are an effective or ineffective way to help students learn vocabulary and spelling?

I think that spelling bee contests can be ineffective if done only by memorizing the pronunciation of a list of words, as the student may forget the words shortly after the event. However, it can be effective if focused correctly through meaningful learning, using games as part of the preparation and using words according to the learning context within the classroom.

9. Based on your experience with spelling bee contests, would you recommend them to other teachers?

Use games and playful activities so that students practice in teams with their classmates. Motivate student participation using digital tools like Kahoot or Quizizz. Also recognize the student who improved the most compared to their own initial level, so they do not lose motivation to participate.