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**Spelling Instruction at the Middle School Level:
Teachers' Practices**

Dissertation submitted in partial fulfillment of the requirements for the degree of
Master in didactics of foreign languages

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2021-2022

Declaration

I hereby declare that the dissertation entitled “**Spelling Instruction at the Middle School Level: Teachers’ Practices**” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

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12/07/2022

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful.

With deep profound love, I dedicate this humble work

To my precious parents who have taught me the value of work and honesty.

*I am deeply grateful to them for their sacrifices, continued support, endless love and
faith in me.*

To my only brother who have always supported me and stand by my side.

To my best friends Imane and Lili.

*To all my Relatives, teachers and colleagues and everyone who sees the good in me
and believes in me.*

Thank you all!

Fairouz

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful.

This study is wholeheartedly dedicated to my parents, who have been my source of inspiration and gave me strength when I thought of giving up, who continuously provide their moral spiritual, emotional, and financial support.

To my sisters, brothers, relatives, and colleagues who shored their words of advice and encouragement to finish this study.

And lastly to my best friend and partner Fairouz.

Imane

Acknowledgements

First of all, praise and glory to Allah for bestowing us with strength and patience to carry out this work successfully.

We would like to express our sincere gratitude and our deep sense of indebtedness to our supervisor Dr. Zahia BOUCHAIR for being kind enough to accept directing this humble work with all her academic engagement, accurate advice and patience throughout this work.

We would like to extend our sincere appreciation to the board of examiners Dr. Loubna KOUIRA and Dr. Safia NEGHIZ for accepting to read and evaluate this piece of work.

We are also grateful to the middle schools' teachers who filled our questionnaires.

Finally, we would like to extend our appreciation to all teachers who did their best to provide us with their experience and knowledge in the English language methodology.

Abstract

Due to the crucial role that spelling plays in developing language skills, especially writing and reading, and the difficulty of the English spelling system characterised by a host of orthographic inconsistencies, spelling instruction is of paramount importance to the English as a Foreign Language learners in their first years of instruction. The present study seeks to explore middle school teachers' practices for teaching spelling to young learners in their early years of learning English as a foreign language in the Algerian context. Besides, it aims at finding out the different obstacles that middle school teachers encounter while teaching spelling. In order to achieve these aims and collect the required data, a teachers' questionnaire was designed and administrated to 20 middle school teachers from different middle schools in the wilaya of Jijel during the academic year 2021-2022. The findings indicated that the teachers assigned importance to spelling as they reported teaching it systematically and regularly. Moreover, they emphasised that they gave priority to explaining the importance of spelling to the students as well as correcting the students' spelling mistakes in various instructional activities. On the other hand, the findings also revealed that the teachers often rely on the same traditional practices while teaching spelling without relying on new strategies recommended by contemporary spelling research . Another striking finding is that the main factors that impede the process of teaching spelling in middle schools are the lack of sufficient training in spelling instruction as well as the limited time devoted to the English language course at the middle school level. Based on the findings of this enquiry, some pedagogical recommendations for teachers and curriculum designers were suggested.

Key words: Spelling, spelling instruction, spelling practices, spelling strategies, middle school teachers.

List of Abbreviations

- 1. EFL:** English as a Foreign Language
- 2. Q:** Question
- 3. N:** Number
- 4. %:** Percentage

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Résumé

ملخص

1. Background of the Study

Spelling plays a fundamental role in the writing process in particular and in the educational process in general. Okyere (1990) confirms that spelling is an essential ability to master a language. Warda (2005) states that spelling affects the written performance of students. It is expected that poor spellers have decreased confidence in writing skills while students with good spelling abilities tend to express their thoughts comfortably without being distracted.

Nowadays, the level of EFL learners is marked with a sharp decrease in writing performance in general and spelling performance in particular. There was a need for investigating the roots of this problem . In order to find out the reasons behind it, Many studies have been conducted. Some striking results were obtained from these studies which focused on how spelling can be improved through new practices and approaches. Others indicated that teachers rely on traditional methods in teaching spelling and despite of the fact that they are aware of more recent research on appropriate strategies, they do not necessarily implement them in their classes (Mary, 2003).

Angelynn (1982) has shown that most middle school students have spelling problems that could be overcome through writing and reading rather by rote drill and memorization. Students in their learning process do not only learn to spell for specific test, but also to visualize, to associate, and to retain the spelling of words studied for a period of time. The results of this study indicated that using effective methods and activities in addition to lesson books may promote students' spelling ability.

In addition, in a study that was conducted by Casie (2006), the results indicated that even if students succeeded in Friday's tests, they might not be capable of

performing correctly in their writings. So instructors should be aware of the mistakes their students do, and provide them with quality instructions taking into consideration their levels in which students must be put in their zone of actual development so that they will be capable of developing their spelling, and they will be able to use spelling words not only in exams but in their writing in general.

In another recent study, Tayseer (2012) investigated the effectiveness of using “Copy, Cover, Compare” (CCC) strategy for teaching spelling on the ninth graders. It attempted the experimental approach and examined the long term effects of the strategy on developing spelling. The results confirmed the effectiveness of the CCC strategy.

2. Statement of the Problem

In foreign language teaching, writing is an important language skill that students try to develop. In order to master this competence, teachers need to teach their students other aspects of the English language such as grammar, vocabulary and spelling. Many researchers have confirmed the importance of spelling as one of the main components of the writing system. For example, Treiman (1993) confirmed that the ability to spell words easily and accurately is an important part of being a good writer.

Despite the importance of spelling in language learning, the level of EFL learners is, nowadays, marked with a sharp decrease in spelling performance. In the Algerian context, there is evidence that students and even university student majoring in English are struggling with spelling. The study conducted by Hechiche and Belibel (2016) investigated the spelling problems and causes of spelling errors among second year students at the department of English university Mohammed Seddik Ben Yahia, Jijel. The results showed that the student face serious difficulties in spelling due to different causes , among them the lack of teaching spelling instruction and strategies in

the middle school level. In another study conducted by Boulakradeche and Reghioua (2021) exploring the relationship between the students spelling abilities and their use of spelling strategies, the findings highlighted the fact that one cause of the students' poor spelling was attributed to insufficient spelling instruction at the middle and secondary school levels.

Quite clearly, it is vital that teachers emphasize spelling instruction in their classes. It is also equally important that the teachers are highly skilled in order to teach spelling appropriately and engage the students in adequate spelling activities. Hence, investigating middle school teachers' practices of spelling instruction was needed.

3. Aims of the Study

Many Algerian learners face tremendous problems in English spelling, so there was a great need for this research in order to investigate whether the problem is rooted in the middle school teachers' practices. Accordingly, this study aims essentially to explore the importance given to spelling as well as the effectiveness of spelling instruction and strategies used by middle school teachers. It also seeks to find out the difficulties facing teachers to implement spelling instruction successfully.

4. Research Questions

The present work aims to answer the following research questions concerning spelling instruction by middle school teachers:

Q1. To what extent do middle school teachers assign importance to spelling instruction?

Q2. To what extent are the middle school teachers ' practices regarding spelling instruction effective?

5. Research Methodology

To fulfil the aims of this study, the data will be collected through one research tool. A questionnaire aimed for middle school teachers will be used in order to investigate the Middle School teachers' perceptions of the role of spelling in their classes as well as their practices regarding spelling instruction .

6. Structure of the Study

The presented research is made up of a general introduction, two main chapters, and a general conclusion. The first chapter is a review of literature. It is divided into two sections. The first section tackles spelling and focuses on the English spelling, whereas the second section deals with spelling instruction in terms of history, approaches, importance and effective practices. On the other hand, the second chapter includes the methodology used in collecting data, results, data analysis and discussion of the findings. It ends with limitations of the study and some recommendations for further research.

Chapter One: Literature Review

Introduction

Spelling is of a great importance for writing, which is a crucial skill in the process of learning languages in general, and the English language in particular. This chapter which provides a review of literature is divided into two sections. It is concerned with spelling in general and the English spelling in particular in addition to spelling instruction. In the first section, spelling importance is discussed in addition to the relation between spelling, writing and reading skills. The spelling development stages are also outlined and the English features are highlighted. The second section is devoted to spelling instruction. It focuses on some common misconceptions about teaching spelling, the history of spelling pedagogy, and the effective practices for spelling instruction.

Section One: Spelling and the Spelling of English

1.1. Definition of Spelling

The word spelling does not belong to a certain language. It might be derived from the old French "Espeller" (modern Espeler) , or maybe from Germanic "spellôn" ,or from ancestor old English "spel" .In Middle English the word spelling did not exist , it was known as reading books and the word "spelling books " used interchangeably with reading. (Mc Arthur, 1992)

Many definitions of the term spelling have been provided, in which spelling is known as the act, process, and system that combines speech sounds to letters and to the written form of words (Mc Arthur, 1992, p969). It also means the writing of words with letters in an organized sequence (Alber & Walshe, 2004 p.56). According to Willett and Gardiner (2009 p.4) spelling contains orthography's knowledge, which is the

system of symbols and rules that is used to put spoken words into the written form. Another definition is provided by Al Saedi (1989, p.10) as putting the elements of words in the correct sequence. Spelling is also defined as the ability of forming words using letters depending on brain retrieval and recall of words correctly when needed (Dedham and Mohammed, 2008, p.3) , and following the process of transforming oral letters into a visual form. The ability of spelling correctly does not only include memorization of words but it is also a developmental achievement which gained through interaction overtime through both writing and reading (Hodges, 1984, pp.1-2). In addition spelling is the combination of phonetics patterns to come up with meaningful words (NSW, 1998, p.10).

As mentioned above, spelling can be defined as the process of putting letters in an organized and correct sequence to form word, in which it transfers the oral letters into the visual form.

1.2. Importance of Spelling

Spelling has always been regarded as a very important component in the process of language learning. According to the Australian journal of teaching (2018) , spelling is a crucial skill that learners need to be taught to become fluent and accurate. People are often judged depending on their spelling ability. In this respect, Ridsdale (2004) stated that “in our society the association between bad spelling and stupidity is so strong that is it is almost taken for granted”; that is teachers usually judge the learners writings more when there are spelling errors which would clearly effect the students grades during their studies. In addition , students who are weak spellers face many harassment, difficulties ,and low self-esteem (Dicknson, 2013) and when students do not know how to spell a word , they may try to select another one which they are sure about its spelling

though it may have a different meaning which make a different message(Birnard et al., 2011). In addition, students who are weak spellers may find difficulties in writing well-organized and coherent texts because writing ideas can be disturbed by low spelling ability, which is supposed to be spontaneous in the writing process. To put it differently, a low spelling ability result in a low quality representation of ideas (Graham, & Santangelo, 2014, Parodi, 2007).

Spelling is not only related to writing; it also plays a role in reading. Research has shown that spelling performance and improvement through activities would raise the children's reading ability (moats, 2005) and adults who can spell accurately are able to read words fluently and quickly (martin et al., 2003).

Moreover, spelling is important for communication. Al-khaffaji and Shayib (1987, p.7) stated that spelling correctly makes written communication easier while misspelling might lead to interruption of communication and misunderstanding. That is to say, in order to convey a correct meaning, good spelling is required. In other words, learning to write correctly requires learning to spell accurately. In order for spellers to communicate efficiently, learners need to spell words accurately (Baverly, 2010).

Another advantage of spelling is related to academic success. Learners who are able to spell in early grades will focus on their comprehension rather than on correcting spelling mistakes (Simmons, 2007). Studies have shown that there is a strong relationship between spelling and reading, and that success in reading requires to be an expert in the English language system (Boras, 1982, as cited in Belibel, 2016)

1.3. Developing Spelling Abilities through Writing and Reading

In the process of learning any language, spelling is a very important skill. Despite the fact that spelling can be learned as a separated skill, reading and writing play an enormous role in developing the students' spelling abilities. According to Carlisle et al, (2013) who confirms that the best way to develop fast, accurate, recognition, and reproduction of words is to engage learners in meaningful reading and writing.

1.3.1. Spelling and Writing

An investigation about the relationship between spelling and writing was conducted, the results showed a strong association between writing and spelling . That is accurate spelling is best acquired through using hands. In other words, the correct sequence of letters is best earned through recalling and reproducing the movement of pen, pencil, and keyboard when writing (Nichols, 1985). Furthermore, a good writer needs to link his ideas and thought in a speed and fluent manner, a good spelling skill would be of great help in writing good quality compositions; However, bad spelling ability would make the writer pause in the writing process (Gentry, 2010) and struggle to remember the spelling of the appropriate word, so he would choose a different word which is easier to spell, but may not have the exact same meaning. So his thoughts and ideas would be expressed in a different way from his originals, in addition, the piece of writings tend to be more simple (praty, 1980, as cited in Al-Harrasi, 2012).

In addition, weak spellers usually struggle from their lack of self-confidence. They sometimes feel discomfort showing their piece of writing, and this would have negative effects on their students' self-esteem; however, good spelling solves this problem and raise their confidence (Abell, 1994). During the writing process, students

should not focus on their correct spelling but on their writing (fall, 1998) because when focusing on correct spelling, this may decrease the desire to write clear and coherent messages (Westwood, 2008). One way of keeping student motivated for writing is encouraging them to proofread and correct their works from any misspelled words after finishing their productions (Boras, 1982, as cited in Belibel, 2016).

One other factor that may affect spelling is legibility of students' handwriting. Students with a good legible handwriting are usually better spellers than students who have bad and illegible handwriting (Sue, 1994, as cited in Belibel, 2016).

To sum up, writing can develop the students' spelling. When writing, students need to put all their knowledge on their paper by spelling words correctly so that writing is an efficient technique to improve students' spelling (Boras, 1982, as cited in belibel, 2016)

1.3.2. Spelling and Reading

Reading is an effective way for spelling. Some experts confirm that there is a close relationship between reading and spelling, and that learning how to spell will develop your reading ability, and vice versa (Gragam et al., 2002; Noell et al., 2006). Learning how to apply phonic skills for reading purposes provides at the same time a very necessary skill required for spelling. Backwards, there is an evidence that spelling instruction has a beneficial impact on children's reading in the early years of schooling (Gentry, 2001). Reading also represents a way in which children start to discover information about morphemes that supports spelling development (Nunes et al, 2006), while reading for children build a memory bank of words known by sight and these words can be later written simultaneously which known as by-product of reading

experiences (Westwood, 2008) in other words, when children read printed words, they get a whole idea about the words' orthography (Wide, 2004).

Therefore, learners spelling accuracy seems to have a great impact on learners reading fluency in the sense that most of the time bad readers are bad spellers (Fender, 2008). In other words, reading is supported by competency in spelling (Moats, 2005). However, some researchers claim that bad reading is not necessarily a sign of bad spelling, and that good readers are able to decode words more than they can spell or encode (Richards et al., 2001).

To sum up, although reading and spelling are interrelated, they depend on different processes: reading depends on words recognition in contextual clues, while spelling depends on accurate retrieval and production of a combination of letters (Westwood, 2008).

1.4. Stages of Spelling Development

Studies have shown that there are five stages of spelling development, each stage reflect an advance to which children have acquired effective strategies. Children are in progress through these stages not only because of their innate features (such as intelligence, memory...) but also because of the quality of the instructions they have received (Manning & Underbakke, 2005). Teachers need to be aware of these stages in order to use the appropriate instructions and strategies for each student to be able to take them from a stage to a next one effectively. The five stages according to Vygotsky (1962) are emergent stage, letter name alphabetic stage, within word pattern stage, letter name alphabetic stage, and derivational relation stage.

The first stage, emergent stage, is concerned with children who are not reading regularly and have not yet been introduced to formal reading instruction. Generally,

children who are aged from 2 to 5 years old (also adults who are not reading yet are included). In this stage , children move from creating large scribbled forms of drawings to using something like scribble separated from the picture , and to using letters to represent some sounds , in the form of symbols such as numbers or letters like forms (Cabell, Tortorelli & Gerde, 2013).

The second stage includes children who are at the beginning of formal learning of reading, aged between 4 to 7 years yet a beginner reader of age 55 could be included, (Bean, 1989; Massengell, 2006; Viise,1996) .In this stage learners use names of letters as a representation for sounds (Read, 1975). Throughout this stage students learn to match a letter or letters to form words (for example, first and last consonants...) that match the word sounds. (Donald et al., 2015).

The third stage, within word stage, includes learners aged from 6 to 9 (and adults with same level may be included). In this stage students can read, spell many words correctly due to their knowledge of letters, sounds, and short vowel patterns. This stage requires more time than the previous stage because of the complexity of the vowel pattern system of the English language. Students also start to include chunks and silent vowel markers like final -e and focus on vowel patterns within single syllable words (Henderson, 1990).

“The syllable and affixes stage”, which is the fourth stage includes students from age 8 to 12 and adults also can be found in this stage. Students in this stage start to read words with more than one syllable during the middle to the elementary school. They start with spelling patterns (roots) and meaning units (affixes). By the end of this stage, learners explore the affixes and their effects on the meaning of words (Templeton, 2004).

The final stage is “the derivational stage”. Some students move to this stage earlier at the age of fourth or fifth grade; however, others move to it in the middle school, secondary school, or even in college. And it continues throughout adulthood. The knowledge developed within this stage depends on the learners’ interests and specializations. Students find out that the meaning of morphemes (meaningful parts of words) persist the same and that the affixes change the words meaning and keep them derivational related (Henderson& Templeton, 1986; Henry, 1988; Nunes& Brayant, 2009; 2003; Templeton, 2004).

1.5. Features of English Spelling

Within most languages, alphabetic letters are made to match sound voices; words could be read according to letters arrangement; however, this is not the case with the English language, in which there is no direct relationship between letters and sounds. In English there are twenty six letters that are pronounced as forty-four sounds. As a result, knowing how to pronounce a word does not definitely mean knowing the spelling form of words. Because there is always more than one way for pronouncing a letter and more than one way for spelling one sound and this what makes the English language difficult (Meriem, 2010).

In addition, compared to other languages, the English system considered as the hardest system, unlike in for example the Italian and Turkish systems that consists of 27 sounds represents 27 letter, and Germany system that uses 38 symbols for 36 sounds , In English there are more than 200 way of spelling the English sounds (Fay, 1971). Provided below are some examples showing the discrepancies between pronunciations and spelling in English. The sound \k\ can be represented by the letter (k) in king , and (c) as in cat , (q) in queen , (ck) in back, and the vowel \i:\ can be represented by the letter (e) in be , (ee) in cheese , (i) in police ,(ea) in leaf , (eo) in people ,(ie) in field ,

(ei) in seize ,(ey) in key and (uay) in quay , and the opposite with the vowel letter (u) that can be pronounced as /ʊ/ input , / ɜ:/ in nurse , / ɪ / in busy ,and syllabic/ ju:/ in university (Rakas, 2008) . In the English language a phoneme may be represented by different letters in different words , or a single phoneme represented by sequence of letters for example , the letter (g) is pronounced differently in words like get /get/ gem /dʒem/ and genre /(d)ʒɑn.ɪə/ in the words give /gɪv/ , gipsy in /'dʒɪp.si / and git /gɪt/ , and the group of letters (ch) is pronounced in three different ways as in child /tʃaɪld/, charade /ʃə'ɪeɪd/ and character /'kæ.ɪəktə/ . In addition to different letters that present the same phoneme /f/ as in four, cuff, laugh, pharmacy, and lieutenant (Giegerich, 1992).

English also includes homonyms which are words pronounced the same and spell differently like hear/here /hɪə(ɪ)/ , nose/knows /nəʊz/ .And heteronyms which are words that spell the same but have different meanings , as in resume(continue) / resume (summarize), bow(to accept someone's demand) /bow(to bend at the waist) . There are also words that are pronounced and spelled differently in British English and American English such as behaviour (BE) and behavior (AE), this creates difficulties for English learners.

Section Two: Spelling Instruction

2.1. The History of Spelling Pedagogy

According to Bloodgood (1991), the beginning of spelling instruction dates back to the 18th century when Noah Webster presented the first blue-backed speller, which is a kind of textbooks that taught pronunciation and grammar the same as spelling, which contains word lists, each list consists of 50 or more words.

The wordlists were considered as rote memory tasks. According to Schlagal (2003.p, 23-46) they were submitted to all students of all grades regardless of their level and they studied them as rote memorization tasks. Rote memorization was considered as a successful technique to be used due to the fact that the English language was too irregular to be taught and the only and best way to teach it would be through memorization. According to temple ton and Morris (2001.p, 8) this technique led to the emphasize of teaching students to develop memory for the writing of words.

In the 19thCentury spelling textbooks continued to be developed not only for teaching spelling but for teaching grammar and pronunciation too. According to Culpepper (2010.p, 11) Spelling was taught with the aims of developing and improving written communication. In the early 20th century researches on spelling began and were interested in the issues of memory and the question of which method is the best to be used for teaching spelling including the context method or the wordlist method.

New techniques were developed to analyze high-frequency words involving several memory activities according to Schlagal (2003) some of the best memory activities included: the writing of spelled words several times, visualizing the words and self-correcting, in addition to correcting misspelt words. In the same period experts and teachers still focusing on memorization, drilling and testing.

2.2. The Importance of Spelling Instruction

The most effective way to develop the students' writing and communication is through following spelling instructions (Bubeis et al 2007 p.33). Moreover, writing and correct spelling have a significant effect on a child's life since writing is related to almost all real-life fields (Chung 2006 p134).

In the last decades many studies showed how effective spelling instruction may help students to develop their spelling abilities and capacities , nevertheless some of the problems and difficulties faced by teachers (in teaching spelling) are that they are not aware of their roles in the classroom with spelling instructions, some let student to develop their spelling abilities automatically following no instruction or activities, some teachers knowledge about spelling instruction is limited , so they do not know the exact needs of the students;then, they are not sure what to teach exactly and how to teach it. In addition ,many teachers find it hard to adjust and cope with the instructional needs of the students within their teaching spelling practices and this is considered as the main reason for students difficulties and failure .(Westwood 2008 p.8) . As a result, spelling has become a boring subject matters at schools for both teachers and students (Nies &Belfore .p.163). In the English language and due to the language challenges spelling has been become considered as an area of problems for teachers . Teachers today are facing a great challenge in applying spelling approaches such as pre-set word lists , weekly test , and the use of text books within large groups of students of different abilities and capacities (Bush 2010 p.2). Furthermore ,since there is no support in the programs on spelling instruction , teachers find it difficult to teach it appropriately (Culpepper 2010 pp. 13,14).

In order to learn how to communicate effectively and appropriately through writing, spelling is the skill needed , and to master it , teachers must follow effective instructions based on serious studies , so that student would not depend on orthography while writing , but on their content to be clear and logical (Okyere et. Al 1997 pp. 51, 52).

Effective spelling instructions should be based on effective studies and researches, and not only on just words memorization (Neals,1998, p.22). Spelling should be taught within a context (writing , reading and speaking) , in order for student to learn how to spell correctly they must be instructed to read and write daily in order to develop their competencies , teachers must encourage their student to write even with making spelling mistakes (Simon , 2004 ,p.4). The main reason for the weaknesses of spelling within student is that teachers only focus on weekly spelling test without including other areas with it (DuBois et. Al, 2007p.21).

2.3. Major approaches to Spelling Instruction

Spelling is an important part of any language. It is an interesting area that educators and researchers cared about and studied it and argued about. According to Simon (2004.p,2) some educators view phonics as a strategy to use and others view it as a case of memorization or that children learn spelling incidentally with reading and writing.

Spelling instruction always continues as an area of literacy that has different views and approaches according teachers. According to Davis (2011.p,6) spelling continues to be an important literacy skill needed for writing and reading development and more attention needs to be given to spelling instruction, strategies, and teaching methods.

Although the variation of many approaches to spelling teaching, there is still a practice that is done in schools includes: word lists and weekly spelling tests. According to Simonsen and Gunter (2001.p, 98) the most common approaches to teach students spelling are phonemic, whole-word and morphemic approaches.

2.3.1. Phonemic Approach

The phonemic approach depends on the comprehension of the nature of relationship between letters and their sounds. It is an important skill to achieve a correct reading and spelling performance. According to Treiman, Casar and Zukuwoski (1994) found that for new spellers the letter-sounds of words play an important role in their spelling skills, in addition, Waters, Bruck and Malus-Abramowitz (1988) confirmed that generally children have less difficulty spelling words that are based on predictable letter-sound relationship in the context that pupils read. Letter -sound correspondence permits students to identify the sounds that correspond each letter in the written passages. However, in spelling, students identify the written symbols that correspond to the spoken sounds in a meta-analysis that showed 1,962 research articles on phonemic awareness, the National Reading Panel (NRP) reported that teaching phonemic awareness exerts strong effects on children's reading and spelling skills. Those effects last good until the end of training (National Reading Panel, 2000). A lot of words in the English language has regular phonemic patterns. Predictable patterns for regular words allow students to spell those words correct on the basis of their letter-sound relationship. Beers and Grant (1977) encouraging and confirming on the importance of phonemic awareness recommending that students have at least one year of instruction in a systematic phonics based on a programs to develop skills related to letter sound correspondence.

2.3.2 Whole-Word Approach

The phonetic approach can be used to spell big numbers of words that are spelled like they sound. However not all the words in the English language can be spelled correctly by using letter sound correspondence. Words that cannot be spelled are generally irregularly spelled words. To teach irregularly spelled words, another instructional strategy is needed. Whole-word approach can work well for irregular words but a lot of them rely on rote memorization.

In typical whole word spelling programs, words are joined together in a list based on similarity of sounds. Students are often obliged to memorize the words for a test that is given in the end of each week. According to Dixon (1993) the reliance on memorization strategies for spelling could be compared to requiring students to memorize the answers to all multi-digits subtraction problems instead of teaching them rules. Whole-word approaches to spelling instruction uses either implicit or explicit learning strategies for students to memorize spelled words.

2.3.3. Morphemic Approach

According to Reed (2008) morphemes are the smallest units of language that retain meaning. And morphographs are morphemes in their written form (Gaustad, 2000). Morphographs include prefixes, suffixes, and roots. The combination of these morphographs create a lot of words in the in English language.

The morphemic approach teaches students the spelling for morphographs rather than how words and the rules for combining morphemes allows to spell whole words correctly.

The morphemic approach provides a set of advantages to spelling instruction that help the spelling of different words correctly. Teaching students to spell

morphographs and teaching the rules for combining them will allow them to spell a huge number of words accurately than by teaching individual words through rote memorization of weekly spelling lists.

Research has shown that good spellers have a stronger grasp of the principles than poor spellers. Bruck and Waters (1990) divided students into three groups based on academic skills: (a) good (good readers, good spellers), (b) mixed (good readers, poor spellers) and (c) poor (poor readers, poor spellers) the difference between them was that good students showed better skills related to the use of morphographs.

To sum up, phonemic, whole-word and morphemic approaches are effective for teaching various types of words in the English language. These approaches represent a comprehensive set of strategies for teaching children to be good spellers.

2.4. Common Misconceptions about Teaching Spelling:

According to Gentry (2001,p, 1) some common misconceptions about teaching spelling:

- Children can become good spellers if they practice and try harder.
- Children who gets a full mark in their spelling tests can spell the same words correctly after a period of time.
- To be an expert in spelling, pupils should depend on reading and writing.
- Spelling instruction should focus only on high-frequency words.
- The right and the best way to teach spelling is in meaningful context and through focusing on writing.

2.5. Effective Practices of Spelling Instruction

A lot of educators and researchers have confirmed the importance of using phonological and orthographic strategies together (Berninger et al.2003). According to Klein and Mc Mullen(1999) , while the phonological strategy focused on teaching the letter-sound relationship, the orthographic strategy refers to the way of accessing words' specific orthographic patterns accurately and quickly. According to Hoiem and Lundberg (2000), the orthographic strategy allows the reader to go directly from the word orthographic representation to the words sound and meaning, which means that orthographic representation is the way of how the word is spelled. Teachers taught their students how to distinguish between types of words and between homonyms in contexts. Martin et al. (2000) conducted a research on whether it is important or not to use both strategies and they confirmed on the necessity of using them together because alphabetic orthography is important to the development of the phonemic awareness.

The rule based strategy focuses on teaching the rules of English words. Some researchers confirmed that the formation of rules in English is essential. According to Moats (2005) , and O'Dwyer (2006), there are various rules in spelling English words such as inflectional and deviational morphemes, word structures and the features of prefixes and suffixes. Hoiem and Lundberg (2000) insisted on the importance of teaching morphological and grammatical knowledge about words and sentences. Nunes and Bryant (2009) suggested that teaching Inflectional and derivational morpheme could help students to develop their spelling. A lot of researchers like Darsh, Kim, Johnson (2000) compared this strategy with other traditional strategies and they considered it as the most effective one.

Some educators and researchers Sears et al, (1986) Indicate that the visual strategy is a very effective strategy that teachers should use while teaching their students how to spell. This strategy uses visual images of words to guide memory. For

example the teacher writes the word “happy” on the board, and the students are asked to look at the word. After a moment, the students try to write down what they have seen. This process is continued until the students are capable of writing the word correctly.

Some researchers carried out a study which aimed at testing the effectiveness of this strategy. Sears and Johnson (1986) constructed a framework for visual imagery strategy in spelling and found that visual imagery strategies were associated with advanced performance than the auditory one which focused only on pronunciation, because spelling was a visual and individual activity. However, other researchers like Dash and Simpson (1990) who disagreed with this belief and insisted that the visual imagery strategy was less effective based on the evidence of data collected from their study stating that it was not clear if the students are using this strategy when they are spelling words.

Morphemic strategy focuses on teaching parts of words that carry meaning and how it can be used to form words. Spelling longer words requires students to identify and put together the important morphemes. There are two types of morphemes: free morphemes that can stand alone as separate words (read as in reading, kind as in kindly) and bound morphemes that are not words themselves and cannot stand independently including prefixes and suffixes. According to Westwood (2014) morphological knowledge plays a strong role in determining the spelling of many words in English.

Etymological strategy refers to the teaching of the history and origins of words related to their meaning and spelling. Many words in English come from other languages especially Latin and Greek, for example the Greek word graph (write) is the stem of the family of words like graphics autograph and photography. According to

Westwood (2014) knowing about the origin of words is helpful to students when learning to spell them.

Teaching them to use strategies such as:

- *Strategies for visualizing:* teaching students to use the visual memory of words from prints according to Rosencrans (1998. p, 16) good spellers combine word segments with visual image of the word.
- *Strategies for making connections:* teach students to use previous knowledge in order to produce the spelling of a word such as the use of word families and analogies or building word through using the roots and adding suffixes.
- *Strategies for focusing on sounds:* sounding out each letter and matching it with its correspondent letter-sound.
- Chunking part of the word into small decodable words. According to Rosencrans (1998.p, 16) good spellers tend to use phonics initially then add visual and semantic information.
- *Strategies for reflecting:* make the students verify their spelling through checking whether they are spelled correctly or not then finding and correcting their errors through using resources such as: dictionaries, journals, computer spell check or others. Give homework and assignments and weekly tests to ensure the maintenance of previously learned words.
- Use games including picking a number then the teacher sound out the word that equal the number and ask the student to write it.
- Using metalanguage to teach spelling: metalanguage is the language used to describe and analyze languages. According to Garcia et al.2000 spelling a word requires you to integrate the correct sequence of letters and combinations of

letters to sounds in the word with a knowledge of word parts that signal meaning and grammar.

2.6. Teaching English in Algerian Middle Schools

In Algerian middle school, English is introduced in first year, and it is taught for the following four years with specific curricula and lessons followed and respected by teachers in order to achieve the learning objectives. The method used in the learning process for about two decades is the Competency Based Approach (CBA).

The CBA is an approach which focuses on the outcomes of learning rather on input or process. It focuses on what learners are expected to do rather than on what they are expected to learn about (Richards, & Rodgers, 2001). The CBA in education requires a focus not only on academic success but also practical and life-oriented. Competencies acquired through CBA by the end of a course of study are not just skills can be used in examination, but they are skills that are used whenever needed (Savage, 1993).

In order to be able to interact and communicate with people in English, one essential skill to be acquired for this reason is spelling, which middle schools teachers should focus on (Taieb, 2017).

Mannings (1982) suggested in the *Middle School Journal* that there are students at this age who do not need spelling instructions; however, he stressed that some students do not have get systematically proofreading their words , and do not have visual images of words. They are in need to intensive study on spelling. Teachers need to plan appropriate instructions to meet the students' needs to spell and communicate in written form.

In addition, Hesse and Robinson (1982) confirmed that Middle Schools have “no choice but to assume direct responsibility for spelling instruction “in which teachers are encouraged to teach spelling effectively and accurately across the curriculum. in addition teachers must be aware when to identify twenty minute segments of spelling instruction to get the most effective results , or they would be consider incompetent (Hesse ,& Robinson, 1982) . Hesse and Robinson assure that the quality of teachers in spelling would improve students spelling performance.

2.8. Conclusion

The first chapter attempted to present a review of the literature related to spelling in general with a focus on the English spelling system and various assumptions about spelling strategies. The first section discussed the different definitions of spelling and focused on its importance in the process of teaching spelling, and shed light on its relation within other skills, and the stages of its development. Moreover, in the second section it introduces the history of spelling instruction within its importance and its major approaches, in addition to the common misconceptions about teaching spelling and the effective practices that teachers use during teaching spelling.

Chapter Two: Fieldwork

Introduction

The previous theoretical chapter reviewed the literature of the research in hand. This chapter is concerned with the practical part of this research, which aims at investigating middle school teachers' practices of spelling instruction. Firstly, it defines the population and sampling of the research and provides a detailed description of and the administration of the instrument used, the teachers' questionnaire. Then, it focuses on the results and the interpretation of the collected data obtained from the teachers' questionnaire, followed by discussion of the main findings. Finally, the chapter concludes with the limitations of the study and suggestions for further research.

2.1. Research Design

2.1.1. Population and Sampling

The population of this study consists of Algerian middle school teachers of English from different middle schools including Tahdib, Lahmar Mohammed Larbi, and Bghidja Ahmed in Elmilia, Jijel, during the academic year 2021-2022. The choice of this population is due to several reasons. On the one hand, middle school teachers are the ones who present English for the first time to pupils. Children are introduced to the English language at middle school level where they start writing and reading and hence need to learn how to spell words correctly as well. On the other hand, middle school teachers' practices and instruction play an important role in providing the basics to beginning and elementary students in English. Teachers are required to teach different skills, including spelling from the first level at middle school, two sessions a week, a session of which lasts sixty minutes to help students build their basics in English language in general subsuming English writing and spelling. Consequently,

this population can supply this study with sufficient data. Concerning the sample, twenty participants were selected randomly from different middle schools.

2.1.2. Data Collection Instrument

Researchers in the current research relied on one instrument, a teachers' questionnaire, in order to collect consistent data to achieve reliable results. Since this study aims at exploring the different spelling instruction and strategies used by middle school teachers, in addition to the difficulties that they face while teaching spelling, the questionnaire is considered as a suitable and appropriate tool to gather information. The main purpose of teacher questionnaire is to collect information about the different spelling practices used by middle school teachers in addition to investigate their perceptions towards the importance they assign to teaching spelling.

2.1.2.1. Description of the Teacher Questionnaire

The main purpose of teachers' questionnaire is to investigate the different spelling practices used by middle school teachers in addition to investigate their perceptions towards the importance they assign to teaching spelling. The questionnaire encompasses twenty-six questions of two major types: closed questions and open ended questions. In the former, the teachers were asked to pick up the suitable option (s) while in the latter, they were asked to explain, justify or give examples.

In addition, the present questionnaire is divided into five sections. The first section seeks to gather general information about the teachers participating in the study. The second section, "Importance Assigned to spelling", consists of eight questions that seek to find out whether middle school teachers teach spelling and the importance they give to teaching this language skill in their EFL classes. The third section, entitled "Teachers' Practices", is devoted to investigate the teachers' practices and the strategies they use to teach spelling. The fourth section entitled "Factors Affecting Spelling

Instruction” encompasses two questions that aim at determining the main factors that hinder teachers from teaching spelling as desired. Finally, the last section, “Further Suggestions”, includes one question and seeks to collect the teachers’ suggestions and comments about the topic in general if ever they have some.

2.1.2.2. Administration of the Teachers’ Questionnaire

The teachers’ questionnaire was handed to thirty middle school teachers who have taught English in the previously mentioned middle schools in addition to some supply teachers from other middle schools in Jijel. The administration of the teachers’ questionnaire took place immediately after finishing the theoretical part of the research work. It is worth mentioning that ten teachers did not return back the questionnaires. Thus, only twenty teachers are involved of this study.

2.2. Analysis of the Results

The current section is devoted to deal with the findings of the study and the analysis of the teachers' answers in the questionnaire. The researchers used numbers and percentages in order to present the results.

2.2.1. The Analysis of Teacher's Questionnaire

Section one: General Information

Q1- What is your degree?

Table 01: *Teachers' Degrees*

Degrees	Subjects	%
ITE certificate	1	5
ITE certificate + bachelor degree (licence from UFC)	0	0
Bachelor degree (classes from your licence)	4	20
Bachelor degree (LMD licence)	4	20
Bachelor degree (ENS degree)	4	20
Master degree	7	35
Total	20	100

The aim behind asking this question is to determine the degrees that middle school teachers have. As depicted in Table (1) above, the highest number of teachers, seven teachers, have a master degree with the percentage of (35%). The same percentage of teachers (20%) was marked for Bachelor degree (classes from your licence), Bachelor degree (LMD licence) and Bachelor degree (ENS degree). One

teacher has an ITE certificate. Therefore, the obtained results clearly indicate that most of participated teachers have either a bachelor degree or a master degree.

Q2- How long have you been teaching English at the middle school level

Table 02: *Teachers’ Experts in Teaching English at Middle School*

period of teaching	Subjects	%
01_05 years	7	35
06_10 years	7	35
More than 10 years	6	30
Total	20	100

The target behind asking this question is to know how long the participated teachers have been teaching English. The results of this table revealed that, seven teachers (35%) assumed that they have been teaching English from 1 to 5 years, the same number of subjects assumed that they have been teaching English from 6 to 10 years, while the rest of them (30%) said that they have been teaching English for more than 10 years. It can be concluded from the analysis that the majority of the participating teachers have been teaching English for less than 10 years.

Q3- What levels have you taught?

Table 03: *The Levels the Teachers Taught*

levels	Subjects	%
MS 1	17	85
MS 2	17	85
MS 3	16	80
MS 4	14	70
Total	20	100

The target behind asking this question is to see the level that the participated teachers have taught. Responses to this question show that a high proportion of teachers (85%) have taught MS 1 and MS 2 levels. Equally, 16 teachers with a percentage of (80%) assumed that they have taught MS3. Finally, a considerable number of teachers, 14 teachers (70%) said that they have taught MS 4 level. The results imply that the majority of the participated teachers have taught all middle school levels during their period of teaching.

Section two: Importance Assigned to Spelling

Q4- How would you rate your students' spelling overall in English

Table 04: *Teachers' Evaluation of Their Students' Spelling Ability*

Students' Spelling Levels	Subjects	%
Excellent	0	0
Good	5	25
Accepted	10	50
Poor	5	25
Very poor	0	0
Total	20	100

This question aims to check the teachers' evaluation of their students' spelling level. As depicted in Table (4) above, the highest percentage of teachers (50%) said that their students have an accepted spelling level. Only five teachers (25%) said that their students have a good spelling level. Finally, the rest teachers (25%) reported that their students have a poor spelling level. The analysis of this question reveals that the majority of middle school students have an accepted spelling level.

Q5- Do you teach spelling to your students?

Table 05: Middle School Teachers and Teaching Spelling

Teaching Spelling	Subjects	%
Yes	15	75
No	5	25
Total	20	100

This question was addressed to determine whether middle school teachers teach spelling to their students. As it is clearly shown in Table (5) above, the highest proportion of teachers (75%) assumed that they teach spelling to their students. While the rest five teachers (25%) stated that they do not teach spelling at all. On the basis of the results obtained, it is fair to conclude that most of middle school teachers spend time to teach spelling to their students.

Q6- If "No", please choose the reasons for not teaching spelling, then go directly to question "26" (the last one).

Table 06: *Teachers' Reasons for Not Teaching Spelling*

Teachers' Reasons for Not Teaching Spelling	Subjects	%
I do not like teaching spelling	0	0
Lack of insufficient training in spelling instruction	2	40
I think spelling doesn't matter	0	0
Time constrains	4	80
Low proficiency level of students	0	0
The irregularity of the English spelling system	0	0
Poor or fossilized of student in prior classes	2	40
Total	5	100

The aim behind asking this question is to know the teachers' reasons for not teaching spelling. The Table (06) demonstrates that most of the teachers (80%) agreed that time constrains is the prior reason for not teaching spelling. Only two teachers said that the lack of insufficient training in spelling instruction is the reason for not teaching spelling. Lastly, (40%) of teachers assumed that poor or fossilized of student in prior classes is the reason for not teaching spelling. The analysis of this table indicates that most of middle school teachers do not teach spelling because of time constrains.

Q7- How often do you teach spelling?

Table 07: Teachers' Frequency of Teaching Spelling

Frequency of Teaching spelling	Subjects	%
In every class	1	6.67
Often	4	26.66
Sometimes	9	60
Rarely	1	6.67
Total	15	100

The target behind asking this question is to detect the frequency of teaching spelling for middle school level. As it is distributed in the Table (7), only one teacher said that he/she teach spelling in every class. About (26.66%) of teachers assumed that they “often” teach spelling. More than one half of teachers (60%) said that they teach spelling “sometimes”, and the rest teacher (6.67%) report that he/she teach spelling “rarely”. Therefore, it can be concluded that the majority of middle school teachers teach spelling from time to time in their classes.

Q8- How much time or average do you devote to teaching spelling in a file?

Table 08: *The Time Devoted to Teaching Spelling*

Time devoted for Teaching spelling	Subjects	%
From 1 to 5 minutes	3	20
From 6 to 10 minutes	6	40
More than 10 minutes	6	40
Total	15	100

This question was intended to determine middle school teachers' time devoted for teaching spelling. As can be noticed from table (10), about (20%) of teachers devote from 1 to 5 minutes to teach spelling to their pupils. About (40%) of them assumed that they devote from 6 to 10 minutes to teach spelling. Lastly, the same number of teachers, six teachers with a percentage of (40%) said that they devote more than 10 minutes to teach spelling to their middle school pupils.

Q9- Do you explain to your pupil the importance of spelling correctly?

Table 09: *Teachers' Explanation of the Importance of Spelling*

Options	Subjects	%
Yes	13	86.67
No	2	13.33
Total	15	100

The aim of this question is to confirm whether middle teachers explain the importance of spelling correctly to their pupils. A quick glance to the table above shows that a considerable proportion of teachers (86.67%) assumed that they explain the importance of spelling correctly to their pupils. Whereas, the rest two teachers said that they do not explain the importance of spelling correctly to their pupils. Therefore, the results confirm that most of middle school teachers give an importance to spelling and explain it correctly to their students.

Q10- How often do you teach spelling as a reaction to errors?

Table 10: *Frequency of Teaching Spelling as a Reaction to Errors*

Options	Always		Often		Sometimes		Rarely		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
When student write on the board	8	53.33	5	33.33	2	13.33	0	0	0	0	15	100
You notice errors in the students' copybooks	1	6.67	8	53.33	6	40	0	0	0	0	15	100
In students assignments (home works for example)	6	40	6	40	1	6.67	2	13.33	0	0	15	100
In students tests and exams	8	53.33	3	20	2	13.33	2	13.33	0	0	15	100

The target behind asking this question is to conclude the situations and how often middle school teachers teach spelling as a reaction to errors. Initially, it can be read from Table (12) that teachers' responses show that more than one half of teachers (53.33%) assumed that they "always" teach spelling as a reaction to errors when students write on the board, five other teachers said that they "often" teach spelling when students write on the board, and the rest of them (13.33%) choose the answer "sometimes" for teaching spelling as a reaction to errors when the students write on the board. Moreover, the highest percentage of teachers (53.33%) assumed that they "often" teach spelling in the students' copybooks; a considerable number of them said that they "sometimes" notice errors and correct them from the students' copybooks, and only one teacher confirmed that he/she "always" correct his/her students' spelling errors from their copybooks. Furthermore, six teachers (40%) said that they "always" teach spelling in students assignments; other six teachers said that they "often" teach spelling in the students assignments; only one teacher choose the answer "sometimes" and the rest two teachers choose "rarely" for teaching spelling as a reaction to errors in the students assignments. Lastly, the highest percentage of teachers (53.33%) agreed that they "always" teach spelling as a reaction to their errors in tests and exams, three other teachers (20%) said that they "often" teach spelling in tests and exams, about (13.33%) choose the option "sometimes"; while the rest two teachers assumed that they rarely teach spelling as a reaction to students' errors in their tests and exams.

On the basis of the results obtained, it is fair to conclude that most of middle school teachers teach spelling as a reaction of students' errors most of the time especially when the students write on the board and from their errors in tests and exams.

Q11- How often do you draw your pupils' attention to spelling when teaching?

Table 11: *Frequency of Drawing Pupil’s Attention to Spelling When Teaching*

Options	Always		Often		Sometimes		Rarely		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading	6	40	5	33.33	0	0	4	26.67	0	0	15	100
Vocabulary	5	33.33	5	33.33	5	33.33	0	0	0	0	15	100
Writing	9	60	4	26.67	2	13.33	0	0	0	0	15	100

This question was intended to see how often middle school teachers draw the students’ attention to spelling during the discussion of different tasks. Firstly, the table above shows that more than one third of teachers (40%) assumed that they “always” draw their pupil’s attention to spelling during reading tasks, five teachers choose the option “often” for drawing their attention when reading, and the rest of them reported that they “rarely” draw the pupils’ attention to spelling during reading tasks. Secondly, one third (33.33%) of the participated teachers said that they “always” draw the students’ attention to spelling when teaching vocabulary, one third (33.33%) opted for the option “often”, and the rest one third of teachers (33.33%) assumed that they “sometimes” make a link to spelling when teaching new words. Finally, most of the participated teachers agreed that they “always” draw the pupils’ attention to spelling when practicing writing tasks, about (26.67%) of them said that they “often” draw their attention to spelling when they teach them writing, and the rest two teachers choose the answer “sometimes”.

It can be deduced from the above results that most of middle school teachers tried to draw their students attention to spelling during writing task in a primary position, teaching vocabulary in a secondary position and when reading in a third position.

Section three: Teachers' Practices.

Q12- In your teaching of spelling, do you usually use strategies to teach about phonology (sounds in words)?

Table 12: *Frequency of Using Strategies to Teach about Phonology*

Teachers' use of strategies to teach about phonology	Subjects	%
Yes	13	86.67
No	2	13.33
Total	15	100

This question was intended to see whether teachers use strategies to teach about sounds in words. A quick look at Table (12) reveals that, the vast majority of teachers (86.67%) agreed that they use strategies to teach about phonology; while the rest two teachers reported that they do not use strategies to teach about phonology. Therefore, this revealed that most of middle school teachers use different strategies to teach about phonology or words sounds during their teaching of spelling.

As far as the second part of this question is concerned, teachers were asked to give examples of strategies that they used when teaching spelling to teach about phonology. It is worthy to mention that only five teachers gave examples about their

teaching strategies. Firstly, some teachers reported that they divide the words into syllables, then pronounce them and ask pupils to spell the word, and this what makes spelling easy for them. Secondly, the other teachers assumed that they try to teach phonology in spelling tasks by teaching the learners consonants, vowels, diphthongs, thriphthongs and their different pronunciations (e.g. the sounds /ai/ and /ei/). Lastly, some teachers said that they gave feedback to pupils about preceding lessons concerning phonology.

Q13- In your teaching of spelling, do you usually use strategies to teach about orthography (rules and sometimes about how words are written)?

Table 13: *Frequency of Using Strategies to Teach about Orthography*

Teachers' use of strategies to teach about orthography	Subjects	%
Yes	13	86.67
No	2	13.33
Total	15	100

The target behind asking this question is to check whether middle school teachers use strategies to teach about rules and how they are written when they teach spelling. It can be read from Table (12) that the highest proportion of teachers (86.67%) assumed that they use strategies to teach about orthography; while the rest two teachers (13.33%) said that they do not use any strategy to teach about orthography when teaching spelling. Thus, the results indicate that middle school teachers usually try to teach about orthography when teaching about spelling.

Teachers who opted for the option “yes” were asked to give some examples about the strategies they used. Apparently, only four teachers have provided some examples to this question. The first teacher reported that he/she teach about orthography almost when teaching irregular verbs or irregular plural forms of words. The second one said that he/she teach about orthography when forming adjectives from words (e.g. adding “y” to some nouns like “sun, sunny”). Another teacher assumed that he ask pupils to copy down the ambiguous terms so to clarify them more. Finally, the last teacher stated that he/she ask his/her students to make a connection between the sounds and the letters that stand for them (e.g. /ʃ/ represent “sh” and /i/ represent “e”).

Q14- In your teaching of spelling, do you usually use strategies to teach about morphology (meaning of words, and word parts)?

Table 14: *Frequency of Using Strategies to Teach about Morphology*

Teachers’ use of strategies to teach about morphology	Subjects	%
Yes	11	73.33
No	4	26.67
Total	15	100

This question was intended to see if middle school teachers use strategies to teach about meaning of words, and word parts when teaching spelling. The table (14) demonstrates that the majority of teachers (73.33%) agreed that they use strategies to teach morphological rules during teaching spelling; whereas the rest four teachers (26.67) stated that they do not use such strategies in their teaching. These results show

that most of middle school teachers try to teach morphological rules when teaching spelling.

The Participants who opted for the option “yes” were asked to give examples for the strategies they use. It should be mentioned that only four teachers gave examples for the strategies they use. Those teachers’ answers can be summarized by saying that they write words on the board and select prefixes and suffixes. For instance, to form nouns you can add (a, i, tion) to some regular verbs (e.g. to locate: location). Additionally, in the spelling of compound words, if your learners has already known the word prefix “pre” and the word “school”, he/she would spell the word “preschool” correctly.

Q15- In your teaching of spelling, do you usually use strategies to teach about etymology (word origins)?

Table 15: *Frequency of Using Strategies to Teach about Etymology*

Teachers’ use of strategies to teach about etymology	Subjects	%
Yes	9	60
No	6	40
Total	15	100

The target behind addressing this question is to determine whether teachers at middle school level use strategies to teach word origins when teaching spelling. Table (15) illustrates that more than one half of the participants (60%) determined that they use strategies to teach about etymology when teaching spelling; however, the rest six

teachers with a percentage of (40%) opted for the option “no”. This reveals that teachers at middle school try to use spelling in order to teach etymology.

In the second part of this question, teachers were asked to give some examples. Only four participants provided answers to this part. All teachers agreed in the strategies of using dictionaries to check the spelling and the origin of words, especially English words that have French origins. For instance, in the English words that have a French origin and contain the letters “ch”, the pronunciation of these letters is /ʃ/ and not /tʃ/.

Q16- Do you ask students to write misspelled words several times?

Table 16: *Teachers’ Frequency of Asking Students to Write Misspelled Words*

Options	Subjects	%
Yes	10	66.67
No	5	33.33
Total	15	100%

This question was addressed to see whether teachers ask their students to write misspelled words several times. It is clearly displayed in Table (16) that the highest number of teachers, ten teachers with a percentage of (66.67%), stated that they ask their students to write misspelled words several times; while the rest of them which represent one third (33.33%) opted for the option “no” for asking their student to write misspelled words several times. Therefore, the obtained results clearly demonstrated that most of middle school teachers ask their students to write words they spell incorrectly for several times in order to remember them.

Q17- Do you ask students the meaning of spelling words?

Table 17: *Teachers Frequency for Asking Students the Meaning of Spelling Words*

Options	Subjects	%
Yes	13	86.67%
No	2	13.33%
Total	15	100%

The aim of this question is to check whether middle school teachers try to discuss the meaning of spelling words with their students. As it is depicted in Table (17), most of the participants (86.67%) agreed that they ask their students about the meaning of spelling words; while the rest of them (13.33%) choose the option “no”. These results show that most of the surveyed teachers try to discuss the meaning of spelling words in their classes in order to make students familiar and more interested in spelling.

Q18- Do you use spelling games?

Table 18: *Teachers Frequency of Using Spelling Games*

Teachers' use of spelling games	Subjects	%
Yes	7	46.67
No	8	53.33
Total	15	100

The aim of this question is to check if middle school teachers use creative ways to teach spelling like spelling games. A quick look at Table (18) reveals that more than one half of teachers (53.33%) reported that they do not use spelling games, whereas the rest seven teachers (46.67%) stated that they use spelling games for teaching spelling. Hence we can conclude that middle school teachers usually use the traditional tasks for teaching spelling and do not try to use more creative ways like spelling games to teach spelling in a more interested manner.

Q19- Do you ensure the maintenance of previously learned words?

Table 19: *Teachers' Perceptions Regarding the Maintenance of Previously Learned Words*

Options	Subjects	%
Yes	12	80
No	3	20
Total	15	100

This question was addressed to check whether teachers at middle school ensure the maintenance of previously learned words. The results of the table above illustrate that the vast majority of participants, twelve teachers with a percentage of (80%), seek to ensure the maintenance of previously learned words; however, only three teachers (20%) opted for the option “no”. Thus, it can be deduced that most of middle school teachers work to seek the maintenance of previously learned knowledge of words.

Q20- Do you assign pupils out-of-class spelling activities?

Table 20: *Teachers Use of Out-of-class Spelling Activities*

Options	Subjects	%
Yes	9	60
No	6	40
Total	15	100

The target behind asking this question is to see whether middle school teachers provide their pupils with home works that consist of spelling activities. The Table (20) demonstrates that most of the participated teachers (60%) assumed that they provide their pupils with out-of-class spelling activities; while the rest, which can be represented by (40%) of the participated teachers, reported that they do not provide their pupils with this kind of activities. As a consequence, we can conclude a considerable number of middle school teachers seek to make spelling as an essential task by giving the pupils out-of-class spelling activities.

Q21- Do you help students to set their own spelling goals?

Table 21: *Teachers Perceptions towards Helping Students to Set Their Own Spelling Goals*

Options	Subjects	%
Yes	11	73.33%
No	4	26.67
Total	15	100%

This question was addressed to determine whether teachers help their students to define their goals of spelling. As it is clearly displayed in Table (15), the highest proportion of teachers (73.33%) confirmed that they provide their students with the necessary help to set their own spelling goals; while, the rest of them (26.67%) assumed that they do not provide any kind of help for this goal. The results clearly show that the majority of teachers are interested in spelling and try to make their students more interested by help them to establish their spelling goals.

Q22- Do you teach children a range of spelling strategies?

Table 22: *Teachers' Frequency of Teaching Spelling Strategies to Their Pupils*

Options	Subjects	%
Yes	12	80
No	3	20
Total	15	100

The main aim of this question is to see whether middle school teachers used to teach their students different spelling strategies to enhance their levels. The table above shows that a highest number of participants, twelve teachers (80%), confirm that they teach their students a range of spelling strategies; however, only three teachers (20%) reported that they do not teach spelling strategies. From the results obtained, it can be concluded that the majority of middle school teachers seek to teach spelling strategies to their students.

As far as the second part of this question is concerned, teachers were asked to provide some examples concerning the spelling strategies they teach. It is important to mention that only six teachers gave examples to the spelling strategies they use. Some teachers assumed that they use the morphological strategies to teach spelling to their learners. For instance, the words that have the same pattern would be spelled the same way (e.g.: might; sight; right). Other teachers reported that they rely on the sound-base or phonological strategy to teach spelling to their students, mainly by pronouncing the words, repeating them and writing them several times. Moreover, some other teachers said that they usually rely on the orthographic strategy when they strategy focuses on teaching spelling rules and exceptions such as rules of plural, silent letters, and open and closed syllables. Finally, the rest teacher stated that he/she teaches spelling through

vocabulary, for example he/she asks his/her students to read short stories in order to learn new vocabulary, and by learning vocabulary students will learn new words' spelling.

Q23- Do you teach the metalanguage?

Table 23: *Teachers Perceptions towards Teaching Metalanguage*

Options	Subjects	%
Yes	5	33.33
No	10	66.67
Total	15	100

This question aims to detect whether middle school teachers' use another language in their classes. The table above illustrates that the highest number of teachers, ten teachers (66.67%), stated that they do not teach metalanguage in their classes; however, the rest five teachers with a percentage of (33.33%) assumed that they teach metalanguage during the teaching process. Therefore, the obtained results indicates that most of middle school's teachers do not use other languages to teach the English language in their classes.

Section four: Factors Affecting Spelling Instruction

Q24- Do you think that there are factors that affect your spelling instructions?

Table 24: *Teachers' Perceptions Regarding the Existence of Factors that Affect Their Spelling Instruction*

Options	Subjects	%
Yes	12	80
No	3	20
Total	15	100

The target behind asking this question is to collect the teachers view about the existence of factors that may influence the spelling instruction. As can be noticed from Table (24), the vast majority of teachers (80%) agreed about the existence of some factors that affect their spelling instruction; while only three teachers (20%) believed that the factors that influence the spelling instruction do not exist at all. Thus, the results of the table above illustrate that almost all middle school teachers believe about the existence of some factors that affect the spelling instruction.

Q25- If yes, what factors affect your spelling instruction?

Table 25: *Major Factors That Affect Middle School Teachers' Spelling Instruction*

Options	Subjects	%
I do not like teaching spelling	0	0
Lack of sufficient training in spelling importance	10	83.33
No answer	2	16.67
Total	12	100

The target behind asking this question is to determine the major factors that may influence teachers' spelling instruction at middle school levels. As it is clearly shown in the table above, the vast majority of teachers (83.33%) reported that the lack of insufficient training in spelling importance is the main factor that influence their spelling instruction; however, the rest two teachers (16.67%) did not answer this question at all. Therefore, the results obtained from the analysis reveals that most of middle school teachers face problems with teaching spelling because of the lack of adequate practicing in spelling and its significance.

In the second part of this question, teachers were asked to give other examples about the factors that affect their spelling instruction. What is noticeable is that only three teachers provided another factor which is time constrains. Those teachers reported that they find it difficult to make a balance between explaining the target tasks and making a part for spelling in a session that does not exceed one hour.

Section five: Further Suggestions

Q26- Please, add any further comments of suggestions.

In this section, the participants were asked to give further suggestions and explain their opinions about the topic in hand. Only ten teachers, from the total number of twenty, answered this question. Firstly, some teachers commented that time is not enough for teaching spelling at middle school so they suggested to provide additional courses and give enough time for spelling tasks in the teaching programs to remedy pupils spelling mistakes and help them to enhance their level. Secondly, other teachers added that teaching reading and writing skills is helpful to develop the spelling level and for the mastery of the language. Secondly, some teachers describe multiple practices and activities for teaching spelling without making pupils feel bored, among them using morphology and orthography, using spelling games, and providing pupils with home works to test their knowledge about spelling. Thirdly, some other teachers stated that teaching spelling is a very important aspect that should be dealt with at the beginning stages (with beginners), and they suggested to add more spelling activities to the current curriculum and provide separated lessons for spelling because it is considered as a basic in language learning.

2.3. Discussion of the Findings

In the present research, an investigation of middle school teachers' perceptions of the importance they assign to teaching spelling, their spelling strategies and the factors that affect their practices have been dealt with. The results obtained from the teachers' questionnaire revealed that teachers at middle school, regardless of their degree, experience in teaching English and the levels they have taught, have

approximately the same perceptions and practices concerning the importance of spelling instruction.

Firstly, the analysis of the questionnaire revealed that most of middle school teachers usually give importance to spelling; they explain the importance of spelling correctly to their students and spend time in teaching spelling as an essential skill. However, they believed that their students have just an acceptable spelling level. This can be because teachers at middle school are limited by time constraints when they are teaching spelling, so they do not have enough time to practice more spelling tasks within the underlined lessons in the current curricula. Moreover, teachers assumed that they usually found opportunities to correct their pupils' spelling errors when they write on the board or from their errors in tests and exams. Additionally, it was found that teachers usually tried to make a hint to draw their students' attention to spelling when teaching other language skills such as writing, vocabulary and reading.

The results also revealed that middle school teachers use different strategies to teach about phonology, morphology, orthography and etymology. It was found that they use a variety of strategies for teaching about phonology. For instance, some teachers divide the words into syllables, pronounce them and ask pupils to spell, others teach pupils consonants, vowels, diphthongs, triphthongs and their different pronunciations. Furthermore, middle school teachers usually try to teach about orthography when teaching about spelling. For example, when teaching irregular verbs or irregular plural forms of words, when forming adjectives from words, when teaching ambiguous terms, and finally when making relation between the sounds and the letter correspondences. Moreover, the results show that most of middle school's teachers use different strategies to teach morphological rules when teaching spelling. As an example when writing on the board and selecting prefixes or suffixes, when teaching how to

form verbs, and when teaching word divisions. Likewise, teachers at middle school try also to use spelling in order to teach etymology. The majority of teachers agreed on using dictionaries to check the spelling and the origin of words, especially English words that have French origins.

More importantly, the surveyed teachers listed other strategies that they relied on when teaching spelling. One of these strategies is asking their students to rewrite words they spell incorrectly for several times in order to remember them. One other strategy is discussing the meaning of spelling words in order to make students familiar and more interested in spelling. Moreover, teachers at middle school seek to make learners more interested in spelling by giving them out-of-class spelling activities and help them to establish their spelling goals. In addition to the strategies that teachers use to teach spelling, they try to give pupils some strategies to learn spelling. Teachers try to teach their students various spelling learning strategies such as morphological strategies, sound-base or phonological strategy, orthographic strategy spelling through vocabulary. Despite the fact that teachers at middle school use a variety of strategies, they usually rely on the traditional tasks and do not try to use more creative ways like spelling games to teach spelling in a more interested manner. And this what could explain students spelling level at middle school firstly and then at more advanced levels like secondary school and university level.

One of the main findings yielded from the questionnaire is the factors that influence spelling instruction. It was found that the lack of adequate practicing in spelling and its significance is the main factor that hinder the process of teaching and learning spelling. Most of teachers found that the current program miss lot of elements concerning teaching spelling and need a deep adaptation to make spelling as a separated and obligatory task for the purpose of its mastery. Besides, teachers added that it is

difficult to make a balance between explaining different tasks and devoting a small part for spelling in only two sessions per week, one of them does not exceed one hour. Hence, it is highly demanded to add more sessions in the program for teaching English language in order to help learners in building their spelling goals. Since middle school level represents the pupils' first encounter with the language along with the period when pupils build their basics and habits concerning learning English. This action will unquestionably help learners to develop their spelling level in particular, and their performances in the other skills and the mastery of language in general.

In nutshell, the analysis of the data revealed that most of middle school teachers consider spelling as an essential skill and explain its importance to their students. Moreover, it was founded that teachers try to find opportunities to correct their pupils' spelling errors and mistakes through the use of different strategies. Besides, results show that teachers at the middle school level seek to make learners more interested in spelling by giving them new types of spelling activities and help them to establish their spelling goals. Finally, the obtained results shed light on the main factors that hinder the process of teaching and learning spelling in middle school classes.

2.4. Limitations of the study

While conducting this study the researchers encountered a variety of difficulties. First, the number of the participants was restricted to only 20 teachers since the researchers were conducting this study at the end of the academic year the time the middle school teachers were much overloaded with work. Unfortunately, there was no other opportunity to deal with a larger sample of teachers. Therefore, it is difficult to generalize the findings. Second, most of the surveyed teachers did not answer all the questions in the questionnaire and did not provide the researchers with the needed

justifications or examples. Third, the lack of primary sources at the library of English department at Muhammad Seddik Ben Yahia University – Jijel is another constraint. Finally, the time was very limited especially when analysing the results of the questionnaire.

2.5. Pedagogical Recommendations

According to the results discussed above the researchers would like to suggest some recommendations that can help to develop middle school students' spelling through the variation of teachers' strategies.

To the Teachers

Obviously, teachers know what is recommended from them as teachers, and know about the needed knowledge that they should provide to their students. However, many middle school teachers are responsible for not providing their pupils with enough spelling knowledge or even with spelling instruction. Henceforth, it is recommended that teachers devote more time to presenting some spelling rules, patterns and exceptions to empower their spelling knowledge. Moreover, they are required to keep focusing on explaining the importance of spelling to make them more interested from the first level of middle school, in which pupils face the language for the first time and build its basics and habits that are hard to change later. Additionally, teachers must adopt more creative and motivating strategies for teaching spelling, such as asking pupils to read and write in English as well as spelling games and quizzes. This will encourage pupils, attract their attention, and facilitate the process of learning spelling as well.

To Curriculum Designers

Curriculum designers are requested to provide more spelling tasks in the teaching curricula and textbook especially at middle school level, which represents the level where pupils build their basics and goals about the English language. Moreover, it is necessary to add extra sessions for English language to make sure that learners will have adequate practice and training in spelling and acquired the needed knowledge concerning the other skills. Finally, it is high time to ask curriculum designers to introduce the English language in primary schools in Algeria, since it becomes the universal lingua franca and the most demanded language for communication in all over the world.

Conclusion

The current chapter was devoted for the practical part of the research work. It provided a clear description for the research instruments used in this study, a teacher's questionnaire, then its analysis and interpretation. The obtained results clearly indicated that most of middle school teachers are interested in spelling and try to help their students to enhance their spelling abilities. Moreover, the results illustrated the main strategies that middle school teachers frequently use with their pupils in order to teach them the spelling of words. Furthermore, the obtained results highlighted the main factors that influence teachers' spelling instruction. Finally, some limitations of the study were presented along with some pedagogical recommendations for both teachers and curriculum designers.

General Conclusion

The study in hand intended to discover the effectiveness of spelling instruction used by middle school teachers', in addition to the difficulties they face while implementing their practices regarding spelling instruction. Accordingly, it tackled two main research questions: To what extent do middle school teachers assign importance to spelling instruction? And to what extent are middle school teachers' practices, regarding spelling instruction effectiveness?

The current study comprises two main chapters. The first chapter was devoted to the theoretical part. It was divided into two sections: the first one provided an overview about spelling and the spelling of English while the second one discusses spelling instruction. The second chapter covered the practical part or the field work. It provided a detailed description of the research instrument used in the study which is based on the administration of the teachers' questionnaire. The results have been analysed and interpreted to end up with some convincing facts.

Indeed, the findings of the study indicated that most of middle school teachers are interested in spelling and seek to teach it and explain its importance in English language learning for their pupils. Furthermore, it was found that teachers seek opportunities to correct their pupils' spelling errors and mistakes mainly when writing on the board and within the correction of their exams and tests. Moreover, the obtained results demonstrated the main strategies and practices that middle schools teachers frequently use with their pupils in order to teach them the spelling of words. Among them the morphological, phonological, and orthographic strategy in addition to spelling through vocabulary. Additionally, the results show that even though teachers at middle school use a variety of teaching strategies, they still rely on traditional tasks and do not

try to use more creative ways. Finally, the obtained results shed light on the main factors that impede the process of teaching and learning spelling at the middle school level.

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Appendices

Appendix I: The teachers' Questionnaire

Appendix I: The teachers' Questionnaire

The Teachers' Questionnaire:

Dear teachers,

This following questionnaire is a part of a master research study. It aims at collecting the different instructions and strategies used by middle school's teachers in spelling. We would be grateful if you could answer the following questionnaire. We thank you in advance for your collaboration.

Section one: general information

1-What is your degree?

- a. ITE certificate
- b. ITE certificate + bachelor degree (licence from UFC)
- c. Bachelor degree (classes from your licence)
- d. Bachelor degree (LMD licence)
- e. Bachelor degree (ENS degree)
- f. Master degree

2-How long have you been teaching English at the middle school level?

.....year(s)

3-What levels have you taught?

- a. MS 1
- b. MS 2
- c. MS 3
- d. MS 4

Section two: Importance Assigned to pronunciation

4-How would you rate your students' spelling overall in English?

(Choose the option that corresponds to the majority of your student)

- a. Excellent
- b. Good
- c. Accepted
- d. Poor
- e. Very poor

5-Do you teach spelling to your students?

- a. Yes
- b. No

6-If "No", please choose the reasons for not teaching spelling, then go directly to question "26" (the last one).

- a. I do not like teaching spelling
- b. Lack of insufficient training in spelling instruction
- c. I think spelling doesn't matter
- d. Time constrains
- e. Low proficiency level of students
- f. The irregularity of the English spelling system
- g. Poor or fossilized of student in prior classes

If other(s) Pleases specify

.....

7-How often do you teach spelling?

- a. In every class

b. Often

c. Sometimes

d. Rarely

8-How much time on average do you devote to teaching spelling in a file?

About Minutes

9-Do you explain to your pupil the importance of spelling correctly?

a. Yes

b. No

10- How often do you teach spelling as a reaction to errors?

	Always	Often	Sometimes	Rarely	Never
When student write on the board					
You notice errors in the students copybooks					
In students assignments (homework for example)					
In students tests and exams					

11-How often do you draw your pupils' attention to spelling when teaching?

	Always	Often	Sometimes	Rarely	Never
Reading					
Vocabulary					
Writing					

Section three: Teachers' Practices.

12- In your teaching of spelling, do you usually use strategies to teach about phonology (sounds in words)?

a. Yes

b. No

Please give examples:

.....

13- In your teaching of spelling, do you usually use strategies to teach about orthography (rules and sometimes about how words are written)?

a. Yes

b. No

Please give examples:

.....

14- In your teaching of spelling, do you usually use strategies to teach about morphology (meaning of words, and word parts)?

a. Yes

b. No

Please give examples:

.....

15- In your teaching of spelling, do you usually use strategies to teach about etymology (word origins)?

a. Yes

b. No

Please give examples

.....

16- Do you ask students to write misspelled words several times?

a. Yes b. No

17- Do you ask students the meaning of spelling words?

a. Yes b. No

18-Do you use spelling games?

a. Yes b. No

19- Do you ensure the maintenance of previously learned words?

a. Yes b. No

20- Do you assign pupils out-of-class spelling activities?

a. Yes b. No

21- Do you help students to set their own spelling goals?

a. Yes b. No

22-Do you teach children a range of spelling strategies?

a. Yes b. No

Please give examples:

.....

23-Do you teach the metalanguage?

a. Yes b. No

Please give examples:

.....

Section four: Factors Affecting Spelling Instruction

24- Do you think that there are factors that affect your spelling instructions?

a. Yes

b. No

25-If yes, what factors affect your spelling instruction?

a. I do not like teaching spelling

b. Lack of insufficient training in spelling importance

Others:

.....

Section five: Further Suggestions

26- Please add any further comments of suggestions:

.....

.....

.....

.....

Résumé

En raison du rôle crucial que joue l'orthographe dans le développement des compétences linguistiques, en particulier en écriture et en lecture, et de la difficulté du système orthographique anglais caractérisé par une multitude d'incohérences orthographiques, l'enseignement de l'orthographe est d'une importance primordiale pour les apprenants d'anglais comme langue étrangère dans leurs premières années d'enseignement. La présente étude vise à explorer les pratiques des enseignants du collège pour l'enseignement de l'orthographe aux jeunes apprenants dans leurs premières années d'apprentissage de l'anglais comme langue étrangère dans le contexte algérien. En outre, il vise à découvrir les différents obstacles rencontrés par les enseignants du collège lors de l'enseignement de l'orthographe. Afin d'atteindre ces objectifs et de collecter les données requises, un questionnaire enseignants a été conçu et administré à 20 enseignants de collèges de différents collèges de la wilaya de Jijel au cours de l'année scolaire 2021-2022. Les résultats ont indiqué que les enseignants accordaient de l'importance à l'orthographe puisqu'ils déclaraient l'enseigner systématiquement et régulièrement. De plus, ils ont souligné qu'ils accordaient la priorité à l'explication de l'importance de l'orthographe aux élèves ainsi qu'à la correction des fautes d'orthographe des élèves dans diverses activités pédagogiques. D'autre part, les résultats ont également révélé que les enseignants s'appuient souvent sur les mêmes pratiques traditionnelles tout en enseignant l'orthographe sans s'appuyer sur les nouvelles stratégies recommandées par la recherche orthographique contemporaine. Une autre découverte frappante est que les principaux facteurs qui entravent le processus d'enseignement de l'orthographe dans les collèges sont le manque de formation suffisante en orthographe ainsi que le temps limité consacré au cours d'anglais au niveau du collège. Sur la base des résultats de cette enquête, certaines recommandations pédagogiques pour les enseignants et les concepteurs de programmes ont été préconisées.

المخلص

نظرًا للدور الحاسم الذي تلعبه التهجئة في تطوير المهارات اللغوية ، وخاصة الكتابة والقراءة ، وصعوبة نظام التهجئة الإنجليزية الذي يتميز بمجموعة من التناقضات الإملائية ، فإن تعليم الإملاء له أهمية قصوى للغة الإنجليزية كلغة أجنبية في مهاراتهم. السنوات الأولى من التدريس. تسعى الدراسة الحالية إلى استكشاف ممارسات معلمي المدارس الإعدادية في تدريس التهجئة للمتعلمين الصغار في سنواتهم الأولى من تعلم اللغة الإنجليزية كلغة أجنبية في السياق الجزائري. إلى جانب ذلك ، يهدف إلى اكتشاف العقبات المختلفة التي يواجهها مدرسو المدارس المتوسطة أثناء تدريس التهجئة. من أجل تحقيق هذه الأهداف وجمع البيانات المطلوبة ، تم تصميم استبيان للمعلمين وإدارته إلى 20 مدرسًا من المدارس الإعدادية المختلفة في ولاية جيجل خلال العام الدراسي 2021-2022. أشارت النتائج إلى أن المعلمين أعطوا أهمية للهجاء لأنهم أفادوا بتدريسها بشكل منهجي ومنتظم. علاوة على ذلك ، أكدوا أنهم أعطوا الأولوية لشرح أهمية التهجئة للطلاب وكذلك تصحيح الأخطاء الإملائية للطلاب في الأنشطة التعليمية المختلفة. من ناحية أخرى ، كشفت النتائج أيضًا أن المعلمين غالبًا ما يعتمدون على نفس الممارسات التقليدية أثناء تدريس التهجئة دون الاعتماد على الاستراتيجيات الجديدة التي أوصت بها الأبحاث الإملائية المعاصرة. من النتائج المدهشة الأخرى أن العوامل الرئيسية

التي تعيق عملية تدريس الإملاء في المدارس المتوسطة هي نقص التدريب الكافي في تعليم الإملاء بالإضافة إلى الوقت المحدود المخصص لدورة اللغة الإنجليزية على مستوى المدرسة المتوسطة. بناءً على نتائج هذا الاستفسار ، تمت الدعوة إلى بعض التوصيات التربوية للمعلمين ومصممي المناهج الدراسية.