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Faculty of Letters and Languages

Department of Letters and English Language



Dissertation

Academic Master

Domain: Letters and foreign languages

Field: English language and literature

Specialty: Linguistics

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Title

**Investigating the Effectiveness of Reading Authentic Texts as a Tool
to Decrease Students' Spelling Mistakes in Written Comprehension.**

**The Case Study of First LMD Students of English at the University
HAMMA LAKHDAR at El Oued.**

Before the Jury:

Dr. Boutemjet Ibtissam	President
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Academic Year: 2021 / 2022

Dedication

I gladly dedicate this work to:

The most precious people to my heart, to the ones who gave me birth and brought meaning to my life, to the persons who gave me strength and hope My dear father

Ahmed** and my beloved mother **badiaa

May Allah bless them.

*To my beloved sisters **Nawel, Leila** and **Samira** .*

*To my dear brother **Hicham***

*To my best step brothers who encouraged me and helped me **Taher djarmon, Krimou** and **salim***

*To the moon, my companion who has shared my dreams and aspirations: **Rabiaa***

*To my dearest friends **Amira** and **Souha** with whom I shared the most enjoyable moments*

*To those my lovely companions who have been of great asset **maha and chaima** ,*

To all my relatives and friends who sincerely supported me with their prayers, kindness and encouragement.

«To Myself above All»

Acknowledgments

First of all, I should be so grateful and thankful for Allah, the Most Gracious the most Merciful for giving me the patience and power to accomplish this work.

I would like to profoundly express my special thanks to my supervisor Dr.

Dib Nawel, it is an honor to be supervised by her, whom I would like to express my deepest gratitude for her valuable advice, precious time and mainly her patience in guiding me.

Our sincere thanks and gratitude should go to the members of the jury; for accepting the evaluation of my dissertation.

I am grateful to the second group students of First Year License who participated in this research.

The Abstract

Students who learn foreign languages face numerous difficulties in the four language skills, especially in the writing process. During the process of learning, most students make a lot of errors and mistakes in the writing process. The present research scrutinizes the effectiveness of reading texts in reducing students' spelling mistakes. The study aims to encourage learners to improve their reading skills and pay more attention to its strategies and rules, besides to simplify how to avoid making spelling mistakes. Both the quantitative and qualitative methods have been used. We administered a teachers' questionnaire to have the teachers' insights on their approaches to improve their students' spelling mistakes. We constructed a students' test for first year university students and extracted their common mistakes. The results revealed a positive judgment of the effectiveness of the reading skills in reducing the spelling mistakes.

Keywords: English as a foreign language, writing skill, reading skill, spelling mistakes and errors

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General introduction

1. Statement of the Problem

2. Aims of the Study

3. Research Questions and Hypotheses

4. Means of Research

5. Structure of the Thesis

General introduction

1) Statement of the Problem

Spelling is the way how to combine alphabetic letters in order to generate a sentence. Second language or foreign language learners are expected to be able to spell words correctly; as such abilities reflect their literacy and learning outcomes. Many researchers believe that poor spelling leads to a poor reading and writing. Therefore, this study is important because spelling is an important element of communication, and it is associated with the development of general literacy skills.

As far as my personal experience goes, when I was a first year university learner; as I was a beginner, it seemed that I was making a lot of mistakes in written comprehension. My colleagues who had an excellent English accent were suffering from spelling mistakes as well, because they acquired the language only through listening and imitation. In that case I expect most of first year students to suffer from the same problem which is making in spelling mistakes.

2) Aims of the study

In this research, we assume that students need to improve their reading skills and pay more attention to its strategies, rules, and concepts to grow their spelling and vocabulary knowledge, so that they will benefit in all learning aspects. Furthermore, teachers hold the responsibility of instructing students how to control their learning process without falling in the trap of making spelling mistakes, and teach them all the tools and the rules to improve their spelling.

3) Research questions and hypotheses

My study will be followed by the following questions

- a- What are the causes of spelling mistakes made by first year students?
- b- Is the lack of reading among students a specific reason that makes them make spelling mistakes?
- c- What is the role of authentic texts in improving the spelling skills?

Hypothesis for the pervious questions

General introduction

If students read authentic English texts, this will improve their spelling skills

4) Means of the research

To conduct our study, we administered a questionnaire for teachers to shed light on their ways of improving the students' spelling skills, if they do so. Another aim behind the teachers' questionnaire is to verify if the teachers employ the strategy of teaching through authentic texts. We constructed a student's test, for first year university students, to analyze their level after. The students' test is designed to explore the students' ways of overcoming spelling mistakes and the strategies they follow.

The approach is going to be followed is: the Quantitative one.

5) Structure of the Thesis

The study is composed of three chapters. In chapter one, "learning how to spell", we explore the definition of spelling, the causes of spelling mistakes, and the studies made on spelling errors in EFL settings. We survey how students raise their awareness of spelling rules and how they avoid making spelling mistakes.

In the second chapter entitled "Improving reading skills through reflective reading strategies". We mentioned the improvement of reading skills through the effective reading strategy and the strategies of reading comprehension which are (predicting, visualizing, making connections, summarizing, questioning and inferring). After that, we take a closer look at authentic reading and the use of authentic texts in classroom. The last strategy in this chapter is about the role of reading process in reducing spelling mistakes.

Concerning the practical part, in chapter four "the teachers' attitude toward students' spelling mistakes, it demonstrates the results and analysis obtained from the teachers' questionnaire and offers a description of the teachers' sample. In this chapter we uncover the teachers' attitudes through teaching authentic texts and students' level in spelling errors. We intend also to verify if the students' level rises through the use of reading authentic texts.

Chapter One

Learning

how to spell

Introduction

2. Definition of spelling

- 2.1. Likely courses of spelling mistakes**
- 2.2. Studies about spelling errors in EFL study**
- 2.3. Raising learners awareness of spelling rules**
- 2.4. Teaching strategies to avoid spelling mistakes**
- 2.5. The relationship between reading and spelling mistakes**

Conclusion

Introduction

Writing is one of the four foundational language learning skills that include several sub categories such as writing system, spelling, orthography and punctuation that create difficulties for learners especially for second and foreign language learners. These difficulties lead them to make various kinds of linguistics errors. Thus, according to many researchers students fall in the trap of making spelling problems because of many reasons. That is way undoubtedly; understanding the causes of spelling mistakes is a technique to help in improving the students' spelling proficiency.

1. Definition of spelling

Spelling is strongly required while learning how to write in foreign languages. According to (E.Hugh, 1965). Spelling can be defined as spelling a specific word needed for writing communication. That definition has the advantages of simplicity and clarity the principles of writing needs. Spelling is one of the most English writing problems that students encounter. It is essential since one misspelling can modify the message that the author wanted to communicate in the text (Fagerberg, 2006)

1.1. Likely causes of spelling mistakes

Understanding why learners make spelling mistakes is essential to improve writing skill. A number of studies involves students learning English as a second or foreign language at various levels have revealed several causes that contribute to misspelling. Because English spelling is irregular, memorizing it is more difficult and requires more effort to be memorized. For instance, vowel <ea> can be pronounced as /i:/ in the word <leave> and /i:/ can be spelled using <ea> in cream or <ee> in bee. That is why the speller must pay extra attention to the precise spelling of specific terms and that type of error calls lexical errors (Carney, 1994). Other serious mistakes occur because of the carelessness of the students while they write, hence carless errors cause attention difficulties¹. (<http://www.allkindsofminds.org/discover-all-kinds-ofminds>). Students may be in hurry or/and write so fast, that is why they will be unaware of their spelling errors.

The second cause is that the students make errors in the words which contain the letters that have different voice such as, the letter <c>. Ms. Wilson explains that *c* stands for two sounds: /k/ as in cut and /s/ as in *cereal*

(<https://www.naeyc.org/resources/pubs/yc/mar2015/letter-sound-relationships>).

Accordingly, the majority of learners face that kind of errors that lead to an error sentence. By the other hand, learners can make spelling mistakes because of some words that have the same pronunciation. Therefore, they may misspell the word. For instance, <cut> and the word <cat>, share the same pronunciation but differ in the meaning and the spelling, and that is what call homophones. (<https://writers.com/commonly-misspelled-words>)

A third cause, according to Hildreth (1962), is that many English words contain silent letters such as the words enough, light, tongue, and foreign. Also he argue that t the alternate spellings that many English words have, such as theatre-theater and believe-beleive. All these irregularities cause learners to find that English words spelling is a big burden.

The last cause that makes students fall in the spelling problems is the lack of reading. Reading is the most important process to let students get a new words and allows them to write correctly through reading and memorizing the word and write it dawn (Lwis, 2020). According to Leu and Kinzer (1987) reading is development, interactive, and global process involving learned skills. Thus, Neglecting reading process through learning language may leads to a pretty exorbitant consequences.

1.2. Studies about spelling errors in EFL study

Many language experts and teachers have long viewed English spelling as a difficult undertaking, particularly for learners whose first language is not English. As a result, ESL students make serious mistakes in spelling English words (<https://eric.ed.gov/?id=EJ1154020>)

According to Cook's (1999) spelling errors were, analyzed and then categorized and classified, such as omissions of letters. For examples writing the word

“abl” rather than “able”. As well as anticipation a letter on the word such as “discussion” rather than “discusstion”. In addition repeating or doubling the wrong

letter such as “appologize” rather than “apologize “, the majority of learners write this word with double /P/. Substituting a letter for another in the spelling of a word (calm as kalm) because the letter “C” contain two sound “S” and “K” cook (2004). The other forms of errors, according to Harter (1929), were caused by the fact that some students had not observed the words correctly and hence had not truly learnt how to spell them. As a result, tended to spell words as they pronounce them, which caused a lot of spelling mistakes. For instance; (Wednesday as Wensday).

1.3. Raising learner awareness of spelling rules

As we have seen, the English writing system is irregular and seems to confuse the learner, thus, the majority of the researchers argue that English writing system is not totally irregular and it is not that impossible to learn. Hildreth (1962) argue that although many students suffer from the non-phonetic nature of English that causes most of spelling mistakes, English is not totally non phonetic. He states that the most English words contain regularly sounded elements such as dis,ation,less, full... ect.

The spelling irregularities are divided into five categories by O'Grady et al. (1999). Silent letters in English are the source of spelling errors, such as The letter g in sign and the letter k in knife are examples of silent letters in the English language that are written but not spoken. Second, a collection of two or more letters can be used to represent a single segment in the English language, such as the th in think. A single letter, such as x in saxophone, can represent a cluster of two or more segments in the third category. Fourth, the same letter might stand for various portions in different words, such as the letter I which is pronounced /I/ in gift but /aI/ in five. Finally, the same segment can be represented by distinct letters in different words, such as /u:/, which has different representations in rude, loop, and soup.

According to Ediger (2001) and other researchers believe that English spelling is rule governed and it is not impossible to be taught. That’s why in English classes they teach spelling rules that helps students to have a positive ability in writing and reading process, as we have seen in phonetic sessions in our pervious class. We studied the syllabus of letters and how we pronounce a certain word such as the word

“study” as /stædi/. So as a result the awareness of these patterns help students in both reading and spelling, because the student can use his knowledge to access the sound of any complex word he may face.

1.4. Teaching strategies to avoid spelling mistakes

As we have seen, spelling mistakes is the most problem that any student suffer because of it. That is way there are different effective strategies that teachers may use in order to reduce students’ spelling problems. Sarantakos (2012) added that teaching how to avoid spelling mistakes not only helps students to reduce their errors but also helps them to improve their performance.

According to Liton (2013), teachers are responsible of students’ improvement of their spelling are accountable for generating and forming approaches that improve students' spelling abilities and competences. By assessing and evaluating students’ spelling errors, teachers can identify, design and implement the appropriate activities and learning exercises to respond to the complexities of English spelling.

(https://www.researchgate.net/publication/335678329_Effective_Teaching_Strategies_to_Eliminate_Spelling_Problems_Among_Saudi_English_Language_Undergraduates)

Javid and Umer (2014) also added a useful solution in order to avoid spelling mistakes made by second language learners. Reading is the best method that help students to reduce their spelling errors. According to Jahin and Idrees (2012), silent reading allow students understand a new things while reading aloud plays an important role in linking spelling to the appropriate phonic sounds and help students to pay attention to the word structure.

(https://www.researchgate.net/publication/335678329_Effective_Teaching_Strategies_to_Eliminate_Spelling_Problems_Among_Saudi_English_Language_Undergraduates).

2.6. The relationship between reading and spelling mistakes

Research shows that word reading and word spelling are strongly associated (Abbott, Berninger, & Fayol, 2010; Caravolas et al., 2001). Poor word readers tend to show poor spelling, and good word readers tend to be good at spelling (Caravolas et al., 2001). Studies have shown that learning to spell and learning to read depends on many of the same underlying skills. Understanding and applying the relationship between letters and sounds will make a good speller and a better reader (<https://athome.readinghorizons.com/blog/what-s-the-correlation-between-readingand-spelling>)

Conclusion

As we have seen, this chapter involves all what is related to spelling and spelling mistakes and how teachers hold the responsibility of helping students overcome this learning hindrance. It also included the basic rules of spelling. Besides, it highlights the relationship between reading and spelling and the best way that let second language learners avoid spelling errors is to focus on the process of reading with all its method.

Chapter Two

Improving reading skills through Reflective reading strategies

Introduction

7. Improving reading skills through effective reading strategies

7.1. Predicting

7.2. Visualizing

7.3. Making connections

7.4. Summarizing

7.5. Questioning

7.6. Inferring

8. Authentic reading

2.1. The advantages of authentic reading

**2.2. The use of authentic texts in teaching reading
comprehension**

9. The role of reading process to improve spelling skill

Conclusion

Introduction

The reading process is a basic life skill. It is a cornerstone for a child's success in school and throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will be lost (Anderson, Hiebert, Scott, & Wilkinson 1985). “Learner beginning to read English will know very little English vocabulary” (I.S.P Nation, p5, 2020). As we have seen in the previous chapter, the effective process that helps students to reduce their spelling errors is to rely on reading comprehension. In this chapter we will clarify the strategies of reading process and their benefits to every student suffering from spelling problems.

1. Improving reading skills through effective reading strategies

Reading strategies are delineated as the mental activities that the reader uses in order to create meaning from a text Abersold and Field (1997). It is critical to teach the strategies by naming them and demonstrating how to use them (Duke & Pearson, 2005). Teachers can help his students to improve their reading comprehension through reading strategies which they are: predicting, making connections, visualizing, inferring, questioning, and summarizing. (Block & Israel, 2005)

1.1 predicting

Predicting is one of the most important strategy of reading, it rely on predict the meaning behind the sentence, and to explain more, it is understanding the meaning that hadn't mentioned in the text or the sentence. According to (Block & Israel, 2005) good readers use their experiences and expertise to generate predictions and formulate ideas while reading. In addition predicting involves logical guesses based on the information on the texts. This strategy helps students to increase their interest and improve their understanding of the text (Oczkus, 2003). (Teele, 2004) argue that teaching predicting can be throughout using pictures, key words and table of content.

1.2 Visualizing

The other strategy that a good reader apply in order to comprehend the text is visualizing. It helps students to what's happening with characters, events and the setting. Visualizing require the reader to create an image in his mind about what is he read, that's will helps him to interpret the text (National reading panel, 2002).

When it comes to narrative literature, visualizing is very useful. When reading a story, readers can frequently have a better comprehension of what is going on by imagining the environment and characters.

(<https://www.readingrockets.org/article/key-comprehension-strategies-teach>)

1.3 Making connections

Making connection is the third reading strategy and it refer to try to find the similarities between what you have read and your experiences, also is about to make connection between what you read and the same thing but you have red it before in somewhere else, (something you have heard about before) (kuchukoglo 2013). Reading will be meaningful if the reader related the text in his/her personal experiences or his beliefs (Dreper, 2012).

Students can use sketching, charting, writing, and graphic organizers to build text-to-text links, these text-to-text links could be based on how characters in the story interact with one another, or how story elements interact between stories, as well as students can use drawing, charting, writing, or graphic organizers to build text-toworld connections (kuchukoglo 2013). Comparing characters in a novel to characters today or comparing the text's content to the world are two ways to make text-to-world linkages. (Teele, 2004).

1.3. Summarizing

The next strategy of reading is summarizing. Summarizing is to highlight the necessary ideas in the text and remove the wordiness and over explanations. The summarization process requires readers to determine what is important when reading and summarize the information in their own words (Adler, 2001).

1.4. Questioning

The reader can use the strategy of questioning after, through and before reading process, that will help the learner to discover more information about the text and make them construct the meaning (Harvey & Goudvis, 2000). The reader asks about the reasons behind the events that is in the texts, as well as the strategy of questioning makes the reader uses his prior knowledge to clarify the ambiguities and help the reader to concentrate with the difficulties in the text (Pressley, Symons, McGoldrick, Synder, 1995)

1.5. Inferring

The final strategy is inferring, and according to (Serafini, 2004), learners should arrive to the conclusion by using their own knowledge and information from the text. When readers were taught how to draw reasoning, they were shown to improve their ability to build meaning from a text and using pictures will help them (Harvey & Goudvis, 2000).. In fact, studies have shown that the ability to draw conclusions is important for successful reading. Thus the learner will be able to draw an effective conclusion through the inferring strategy

2. Authentic reading

Many researchers argue that authentic reading means that the reading of the original texts such as novel, magazine, newspaper. As some researchers claim, that authentic materials is ‘a real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort’. (Cited by Gilmore, p. 98, 1977). Gilmore (2007) also points out that authentic materials were used in second language learning but have since resurfaced as a result of the communicative approach's growth in popularity. Students will need and wish to be able to read authentic resources whether traveling, studying abroad, or utilizing the language in other circumstances outside of the classroom. Learners can interact with real language and content rather than the form while using authentic materials. Learners believe they are acquiring a target language in the context of everyday life (Silvia and Tatiana, 2014).

Authentic reading texts have been defined as “...real-life texts, not written for pedagogic purposes” (Wallace 1992, p145). As well as Authentic texts are defined as “written by members of a language and culture group for members of the same language

and culture group” (Galloway, 1998, p. 133,). Thus (Thanajaro, 2000) reading authentic texts are created from native speaker to a native speaker and it may be used as curriculum to the second language learners and to add more interest for them. As well as authentic texts according to (Adam et al., 2010, p. 432) “written or oral material containing ‘real,’ not processed language, produced by a real speaker for a real audience and in a real situation”.

2.1 The advantages of Authentic texts

Using authentic materials has advantages in linguistics, Learners benefit from authentic material because it helps them develop better language (cited in Al Azri & Al-Rashdi, 2014). It should also be noted that “there is a wide choice of styles, genres and formality in authentic texts. One piece of text may be used for various activities and tasks” (Martinez, 2002, as cited in Nematollahi & Maghsoudi, 2015, p.113). Furthermore, authentic material exposes students to real language, promotes motivation, and allows them to develop communicative abilities (Tomlinson, 2012).

According to Kilickaya, “the materials contain the positive impact on students’ motivation, and the materials will naturally boost students’ motivation because normally people will be excited when exposed to something connected to their preference and interest”, “The materials expose the students of real language, it is very important to students to be exposed to real language. Real language will provide students the language that is used by the native speaker. In the end, it will meet a demand of good communication to the target language” (kilickaya,2013,p.1).

Authentic content offers non-linguistic advantages in addition to language advantages; it incorporates cultural qualities based on the intended use and context in which they are used and that is what Al Rashdi claims about authentic materials “it is the window of the culture” (Al-Rashdi, 2014, p. 252).

2.2. The Use of Authentic Texts in Teaching Reading Comprehension

Adapting an authentic text to produce materials for the teaching of reading could be a best tool to help students improve their reading skills. Reading authentic texts are used widely in the classroom for second language learners and will help them to improve their reading comprehension that will lead to improve their writing skill without any spelling errors. “Authentic texts can be motivating because they are proof that the

language is used for real-life purposes by real people.” (Nuttall 1996, p172). Authentic texts in reading lessons refer to reading materials derived from a variety of sources other than language-learning books, such as newspaper or magazine articles, literary works (novels, short stories, or poems) (Kusumarasyati,2019).

Many researchers claim that the favor of using authentic texts is a best tool to help students improve their reading skill. "Authentic texts are vital, they motivate students, offer a real context, transmit the target language culture, and prepare students to read outside the classroom”. (Barnett,1989, p.145). As well as Shrum and

Glisan add that 'In reading, there was found significant differences in comprehension with beginning language students who read unedited authentic texts. Not only did their comprehension skills increase, but there were also improvements in oral and written language performance. The results of these and other studies indicate that we may be underestimating the positive effects of authentic texts on both listening and reading comprehension.’ (Shrum and Glisan, 1994, p.117). hence, and according to these authors and researchers using authentic texts in classroom has a strong advantages in teaching reading comprehension, because authentic texts develop students international knowledge and their comprehension skill (Ismi,2016)

3. The role of reading process to improve spelling skill.

An ability to read is an important goal in learning second language. Reading process can enable students to gain information, reach vocabulary, and improve learners spelling strategy (Ismi, 2016). And as many researchers argue that the more you read the more your spellings improve and poor reading led to a poor spelling (Fegeberg, 2006). Spelling is important for real communication there for improving communication skill is due to improving reading skill. Word reading and word spelling are tightly linked, according to research (Abbott, Berninger, & Fayol, 2010; Caravolas et al., 2001). Poor word readers led to a poor spelling, while good word readers led to a good spelling. (Caravolas et al., 2001).

Research has shown that a strong vocabulary is an important aspect of reading ability (Jeffries, 2006) . Raimes (1994,p. 42) emphasizes the importance of reading for foreign language leaners “the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language”.

Conclusion

At the end, reading comprehension is related to spelling accuracy; the researchers believe that teaching authentic texts is more helpful for the students than teaching non authentic texts. The learner should follow some strategies of reading to make him improve his reading process and that will lead him to improve his writing comprehension. Teachers can aid the students to improve their reading skills by the use of authentic materials especially the authentic reading texts. In addition, the studies argue that reading comprehension is taught nowadays to makes students memorize words. The use of reading in second language is a best process that may lead students to get rid of their problems with spelling errors.

Chapter Three

The teachers' attitude towards reading authentic texts to avoid spelling errors

Introduction

3 The teachers' questionnaire

3.1 Description of the teachers' questionnaire

3.2 Analysis and interpretation of the results of the teachers' questionnaire

Conclusion

The case study

Introduction

The pre-test

- 1. Description of the pre-test**
- 2. The experimental group and the control group**

5. The treatment phase

- 1. Description of the treatment phase**

6. Post test

- 1. Statistical analysis of the result**

Conclusion

Introduction

Our main concern with preparing the teachers' questionnaire is the teachers' role in reducing the spelling mistakes of the learners. The aim of the study was to unveil teachers' attitudes on spelling errors that most of first Year University learners fall in. Their approach to fulfill this task and what ways they deploy to improve students' spelling accuracy, if there module allows them to do that. We administered the teachers' questionnaires to 6 teachers at the Department of Letters and English at the

University of 3 "hama lakhder" Eloued to get better insights on whether or not teachers plan to make students get rid of spelling mistakes and if they use reading authentic texts in their lessons to help students in their writing. The aim behind submitting a questionnaire to the teachers is to have some insights on how experienced the teachers are, how they help students to avoid spelling mistakes, and if they use authentic reading texts as a tool to make them improve their spelling. Thus, the teachers hold a large responsibility to make students writing more accurate and free from spelling mistakes.

1. The Teachers' Questionnaire

1.1. Description of the Teachers' Questionnaire

The questionnaire is composed of twelve questions alienated into three sections. **Section One**, Teachers' Profile (Q1-Q4). (Q1) is about the course they taught the most. (Q2) the teachers' teaching experience. (Q3-Q4) what grade they teach and if they are teaching just in the university. **Section Two (Q5-Q9), teachers' perception on students' spelling mistakes.** (Q5) the aim is to collect teachers' opinions about students' levels in spelling words through writing. (Q6-Q7) seeks to verify if teachers focus on the students' spelling mistakes while teaching, or if their module allows them to support spelling accuracy. (Q8) is to know if teachers use authentic texts to improve spelling accuracy. If teachers assign spelling homework to the learners (Q9). **Section three (Q10-Q12), teachers' awareness on the importance of improving spelling mistakes.** Aims to know what types of common spelling mistakes do EFL students (Q10), in the (Q11) seeks to know the reason that makes students make spelling errors, (Q12) what strategies teachers use to help students in overcoming spelling mistakes.

1.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire

Section One: Teachers' Profile

Q1. The subject that you teach

- a) Grammar
- b) Linguistic
- c) Study skills
- d) Phonetics
- e) Written

Options	N	%
A	1	17
B	2	33
C	1	17
D	1	17
E	1	17
Total	6	100

Table 1: Teaching courses

The results reveal that our population includes two teachers who teach linguistic representing 33%, and 17% each teach grammar, written expression, linguistic and study skills.

Q2. How long have you been teaching?

- a. Less than five
- b. Five to eight
- c. Eight to twelve
- d. More

Options	N	%
A	2	33
b	4	67
C	0	0
D	0	0
Total	6	100

Table 2: Teaching Experience

The table shows that two teachers have been teaching less than five years representing 33%, and 4 of them have been teaching in the university from five to eight years representing 67%. This collected information will show in the next questions how teachers actually act with the errors of their learners.

Q3. What grade do you currently teach?

- a) First year
- b) Second year
- c) Third year
- d) First year Master
- e) Second year master

Options	N	%
A	4	67
B	2	33
C	0	0
D	0	0
E	0	0
Total	6	100

Table 3: Teaching level

As table 3 shows that four teachers are teaching in first year level in the university representing the highest proportion 67%, and two teachers are taking second year university level representing 33%.

Q4. Are you teaching just in the university?

- a- Yes
- b- No

Options	N	%
A	6	100
B	0	0
Total	6	100

Table 4: Teaching phase

The tables shows that the six participants are teaching only in the university, so the representation is 100%.

Section two: teachers' perception on students' spelling mistakes.

Q5. How do you describe your students' level in spelling words through writing?

- 1) **High level**
- 2) **Medium**
- 3) **Catastrophe**

Options	N	%
A	0	0
B	6	100
C	0	0
total	6	100

Table 5: Students level

The table shows that 6 teachers describe the level of their learners as medium.

Q6. Do you focus about spelling mistakes when you teach?

- 1) **Yes**
- 2) **No**
- 3) **Sometimes**

Options	N	%
1	5	83
2	0	0
3	1	17
Total	6	100

Table 6: Teachers bases on spelling mistakes

The table shows that five teachers base on spelling mistakes thus representing 83%, and one teacher sometimes focuses on spelling mistakes and representing 17%. Teachers have the responsibility to lead students to be exact in their writing comprehension

Q7. Does your module allow you to focus on students spelling mistakes?

- 1) Yes
- 2) No
- 3) Most of time
- 4) Sometimes

Options	N	%
1	2	33
2	0	0
3	1	17
4	3	50
Total	6	100

The table 7: the module bases on spelling mistakes

The results shows that two teachers totally focus on spelling errors of their students which represent 33%. And the highest percentage is 50% that refer to three teachers

who sometimes pay attention to the learners spelling errors. Finally, one teacher sometimes focuses on the learners' errors and it represents 17 %.

Thus according to those results almost all teachers focus on the students' spelling problems and have the solution to make them improve their spelling in a high way.

Q8. Do you use authentic reading texts to improve your students spelling accuracy?

- a) Yes
- b) No

Options	N	%
A	4	67
B	2	33
Total	6	100

Table 8: Authentic texts

The table represents that 67% of the teachers use authentic reading texts to improve students' spelling accuracy and two teachers do not use it because their modules do not allow them to do so representing 33%.

If yes, how?

I formulated question 8 to unveil how our participants use authentic texts to help students improve their spelling, the results were that teachers ask students to read a type of texts and then ask them to write, as well as, make them read through giving them handouts and others who makes data show presentations.

Q9. Do you use /assign spelling homework to the learners?

- a) Yes
- b) No
- c) Sometimes
- d) Most of time

Options	N	%
A	3	50
B	2	33
C	1	17
D	0	0
Total	6	100

Table 9: Teachers homework

The table shows that three teachers assign homework to the students about spelling program and that represents the highest degree here, it is 50%. While there are two who do not focus on providing spelling homework which represent 33%. Just one teacher sometimes prepares homework to the learners and that represent 17 %.

Thus homework plays a fundamental role that makes students avoid spelling errors and improve their writing comprehension.

Section 3: teachers' awareness on the importance of improving spelling mistakes

Q10. What type of common spelling mistakes do EFL students?

- a) **Omission**
- b) **Substitution**
- c) **Transposition**
- d) **Insertion**

Options	N	%
A	3	30
B	3	30
C	2	20
D	2	20
Total	10	100

Table 10: Type of spelling mistake

The result of type of spelling mistake table shows that three teachers argue that the most common type of error that most students fall in is omission and it represents 30%, and 30% for substitution who three teachers agree with. 20% represent both transposition and insertion who two teachers are convinced that they are the problem of the learners.

Q11. What makes students do spelling mistakes?

- a) L1 Interference
- b) Spelling rules
- c) Ignorance of words

Options	N	%
A	5	83
B	0	0
C	1	17
Total	6	100

Table 11: The reason of spelling mistakes

The table 10 shows that five teachers argue the reason of learners errors is L1 interference and it represents 83% it is the highest degree in addition one teacher believe that ignorance of words is the real cause of spelling problems that students face, and it represents 17%.

Thus, the learners focus on those two aspects and try to improve them in order to reduce their spelling mistakes.

Q12. Do you use strategies that help students to reduce spelling mistakes?

- a) Yes
- b) No

Options	N	%
A	3	50
B	3	50
Total	6	100

Table 12: strategies of spelling technique

The results of the last table is that three teachers use strategies to help students reduce their spelling mistakes and it represents 50%, and 50% for three other teachers who do not use any strategies. Hence, this means that half of our participants are not strategic students' in spelling errors.

If yes, what are the famous strategies that help students reduce spelling mistakes?

I formulated question 12 to unveil if our participants pay attention to prepare some strategies to help students get rid of spelling problems.

The results indicate that some teachers ignore strategies of spelling improvement. In the other hand, some teachers attest that the famous strategies which help students to reduce the spelling mistakes is by reading a lot and use dictionary to understand the

meaning of the words to eventually memorize it. The strategies they use to rely on correction and checking the students' dictation.

Conclusion

At the end, we conclude that teachers have a fundamental role in reducing learners' spelling mistakes, and they are responsible in improving their students' level. Teachers should use specific techniques to help students improve their spelling accuracy, and most teachers argue that reading authentic texts is the best tool that teachers may rely on to help students improve their writing comprehension.

1. Pre and post- test Description and Analysis:

We endeavor to test the validity of the research hypothesis which is about the "best way to makes students reduce their spelling errors is relying on the reading process ". Reading comprehension will raise learners' awareness to write without any errors. Thus if the students will be taught through the use of authentic texts, we will notice that learners of second learner manifest a considerable improvement in their spelling appropriateness.

We randomly selected two groups each group contains almost (30 students). The purpose of this practical part is to realize the differences between the experimental group which will be taught through authentic texts during reading comprehension sessions and the control group will be taught incidentally during the reading sessions; to eventually compare between them. The two groups were also given a pre-test to test their level, and then the researcher conducted a post-test after the treatment phase. The time period between the pre-test and the post-test is dedicated to the treatment phase.

1.1. Description of the pre-test

A pre-test represented a dictation to the learners of the two groups. The purpose of the pre-test is to figure out their level in terms of the spelling mistakes. Also, to know exactly what kind of spelling mistakes they make, and try to build the treatment phase according to this analysis.

1.3. The experimental group and the control group

First of all we selected two groups randomly (goup1 and group2). We prepared a text composed of almost from 70 words. The test was in the form of dictation to authenticate their levels.

The following is the paragraph that we dictated to the two groups:

“ Corruption is an insidious disease that has a wide range of damaging effects on societies. It undermines democracy and the rule of law, leads to violations of human rights, disturbs markets, erodes the quality of life and allows organized crime, terrorism and other threats to human security to flourish. This evil phenomenon is found in all countries but it is in the developing world that its effects are most destructive. Corruption hurts much more the poor by diverting funds intended for development, weakening a government's ability to provide basic services, feeding inequality and injustice and discouraging foreign aid and investment. Corruption is a key element in economic underperformance and a major obstacle to poverty relief and development.”

Adapted from United Nations Convention Against Corruption, 2004 By: Kofi A. Annan UN Secretary-General

2. The treatment phase

2.1. Description of the treatment phase

The control group has been taught in the traditional way. While the experimental group has been taught through authentic text which as the following sample:

Read the text then do the following activities.

Corruption is an insidious disease that has a wide range of damaging effects on societies. It undermines democracy and the rule of law, leads to violations of human rights, disturbs markets, erodes the quality of life and allows organized crime, terrorism and other threats to human security to flourish.

This evil phenomenon is found in all countries but it is in the developing world that its effects are most destructive. Corruption hurts much more the poor by diverting funds intended for development, weakening a government's ability to provide basic services,

feeding inequality and injustice and discouraging foreign aid and investment. Corruption is a key element in economic underperformance and a major obstacle to poverty relief and development.

The adoption of the United Nations Convention against Corruption will send a clear message that the international community is determined to prevent and control corruption. It will warn the corrupt that betrayal of the public trust will no longer be tolerated. And it will reaffirm the importance of core values such as honesty, respect for the rule of law, accountability and transparency in promoting development and making the world a better place for all.

1) Say whether the following statements are True or False. Write T or F next to the letter corresponding to the statement.

a- Corruption weakens democracy and engenders human rights violations.

b- Corruption deteriorates the quality of life. c- Developed countries are the most affected by corruption.

d- Corruption prevents from breaking the circle of poverty.

2) Identify the paragraph in which the following idea is mentioned

“Fighting corruption is every nation’s concern”

3) Extract a suitable title for the text

B. Text Exploration

1) Find in the text words or phrases that are closest in meaning to the following:

a- large =

b- harms =

c- confidence =

1) Divide the following words into roots and affixes inequality
- underperformance - international

Prefix	Root	Suffix

2) **Rearrange the following words or phrases to make meaningful sentences:**

- a) Corruption/ unfortunate/are/even/judges/that/is/it/in/indulging
- b) A person /a crime /can be/is an/illegal /action /which/ by law /punished
- c) Lead their life/ethics / make/affects /how / people / decision and
- d) Good science/in/applying/business/ makes/ ethics

3) **Correct the mistakes**

- a) Corruption have been defined in many different ways, each lacking in some aspect
- b) Corruption can include giving or accepting bribes or inappropriate gifts.
- c) Corruption unchecked can increase criminal activity and organized crime in the community
- d) Organizations that has been known to engage in corruption find business development difficult.

4) **Choose the correct answer**

- a) It's high time the United Nations (**redoubles / redoubled**) efforts to fight corruption.
- b) I wish all countries (**will contribute / would contribute**) in the fight against corruption soon.
- c) Provided that all countries (**is /are**) committed to fight corruption, the world (**will become / became**) a better place to live in.

Lesson plan

Level: 1 year license

Specialty: English

Time: 11.15

Session: 02

Lesson focus: The effectiveness of reading comprehension

Learning objective: By the end of the lesson, our learners will be able to write more correctly and reduce their spelling mistakes

Targeted competencies: reading, interact

Domains: Reading and Written comprehension

Cross-culture competencies

Intellectual competency: The student can read to write

Communication competence: he can get rid of the spelling errors in written comprehension

Time	Procedures	Interaction patterns	Learning objective
40 Mints	Warm up Reading text one by one	TL	Realizing perfectly how to write a word or sentence without spelling errors through reading
40mnts	Interacting about the text subject and answering its questions	TL	To enable learners to create a fundamental sentences, and to consolidate learners understanding

3. Post test

The experimental group and the control group

After the pretest and the treatment phase that lasted for one month, a post-test has been administered to both experimental and control groups. The post- test is exactly like the pre- test, it was done in a form of dictation. The only difference between the pre and post-test is the content of the texts; in the aim of not having biased results in case the students remember some words from the pre test

The following is the paragraph which we dictate it to both experimental and control group as a post-test:

“Child labor refers to the employment of children in any work that deprives children of their childhood interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organizations. Legislation across the world prohibits child labor. These laws do not consider all work by children as child labor; exception includes work by child artists, family duties and supervised training. Child labor has existed to varying extents. During the 19th and early 20th centuries, many children aged 5-14 from poorer families still worked in Europe, the United States and various colonies of European powers. These children mainly worked in agriculture, home-based assembly operations, factories and mining. Some worked nights shifts lasting 12 hours”

4. The T-test

The t-test used in this research is the one for independent groups. Alternatively in this research we expect a direction of the consequence that the treatment will possibly have a positive impact on the experimental group taught through educational games as

a teaching tool. For that reason, we consider the test as a one-tailed one. In the current research we decided to use the software SPSS 20.0 to calculate the value of the observed t

Group Statistics

		grops	N	Mean	Std. Deviation	Std. Error Mean
st	pre_te	Experimental_gr	25	9.560	3.68646	.73729
	ope	Control_grope	25	10.4800	3.68691	.73738

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
st	pre_te Equal variances assumed	.000	.991	-.882	48	.382	-.92000	1.04275	-3.01659	1.17659
	Equal variances not assumed			-.882	48.000	.382	-.92000	1.04275	-3.01659	1.17659

The previous table was the description of the results of both pre experimental and pre control groups. In this study the required t is 1.98 at 0.05 level of significance, and with 94 degree of freedom. As it is observed in the previous table the found t is 0.88; except we did not desire a two-tailed test; our hypothesis is one-tailed and there is no alternative to specify the latter in SPSS. Consequently, we will divide the found t by 2; hence, it is 0.44

Pre Test Scores		Post Test Scores	
Control group	Experimental group	Control group	Experimental group
12/20	10/20	10/20	14/20
08/20	12/20	09/20	12/20
12/20	07/20	09/20	14/20
10/20	13/20	08/20	14/20
15/20	15/20	12/20	15/20
07/20	10/20	08/20	12/20
09/20	08/20	08/20	12/20
13/20	10/20	08/20	15/20
11/20	05/20	06/20	11/20
14/20	03/20	11/20	07/20
05/20	09/20	08/20	12/20
02/20	14/20	02/20	16/20
10/20	16/20	08/20	16/20
04/20	13/20	05/20	15/20
06/20	14/20	04/20	16/20
13/20	15/20	10/20	16/20
05/20	04/20	04/20	09/20
12/20	06/20	09/20	13/20
06/20	10/20	06/20	13/20
08/20	12/20	06/20	14/20
10/20	09/20	10/20	13/20
15/20	13/20	11/20	15/20
10/20	12/20	17/20	15/20
15/20	07/20	12/20	13/20
07/20	15/20	05/20	16/20

Table: Students' Grades of the Pre-Test and the Post-Test

Group Statistics

	Grops	N	Mean	Std. Deviation	Std. Error Mean
post_test	Experimental_grope	25	13.5200	2.25684	.45137
	Control_grope	25	8.2400	3.17910	.63582

Post-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
post_test	Equal variances assumed	1.480	.230	6.771	48	.000	5.28000	.77974	3.71222	6.84778
	Equal variances not assumed			6.771	43.291	.000	5.28000	.77974	3.70780	6.85220

Post Experimental versus Post Control

As mentioned in table () the obtained t is 6.77. However, we are not looking for a two-tailed test; our hypothesis is a one-tailed one. Again, we need to divide to find t by 2; thus, it is 3.38 and it is higher than 1.98 which leads to proving our hypothesis to be valid. In other words, the treatment phase impacted positively the experimental group by increasing the pupils' spelling mastery through the means of authentic reading materials

General conclusion

General conclusion

As we have seen in the previous study, it has been noted that many learners of foreign languages felt in the problem of spelling mistakes. As a student we suffered a lot from spelling errors in the first year university. Therefore learners need to follow some strategies that the teachers may use in the classroom to improve their spelling skills. As it has been confirmed in this study, following the process of reading comprehension and reading authentic texts develops the students' spelling correctness.

The central aim of the study is to investigate the role of reading comprehension in reducing the students' spelling mistakes and the benefits of using reading authentic texts in classroom. Initially, we handed the teachers' questionnaires to inspect the teachers' position about students spelling mistakes, as well as to uncover teachers' attitude about using authentic texts in the classroom and the strategies they use in order to help students reduce spelling mistakes. The result was that some teachers are based on students' errors and their modules require them to base on students' spelling.

The second step was the administration of a pre-test to first confirm the results obtained from the teachers' questionnaire and to figure out the level of the students in the spelling skill. The pre-test was made for first year university students. The result gathered from the pre-test arrived at the same conclusion of the teachers' questionnaire.

The experimental group benefited from the treatment phase in the contrary of the control group which has been taught in the traditional way. In this phase we attempted to integrate how reading authentic texts had benefited students to improve their spelling accuracy. The results obtained from the test, undoubtedly, demonstrated that the students of the experimental group have made a considerable improvement in their level. Thus, reading authentic texts is the best tool that help students get rid of spelling mistakes and improve their writing comprehension without any errors.

Consequently, the research hypothesis: if students are taught through authentic texts, it will improve their spelling correctness; has been confirmed. Therefore, it is much easier to learn vocabulary from a book than from memorizing words in the dictionary so a high spelling accuracy is established. Reading authentic texts is the best strategy that teachers can use to help students reduce spelling mistakes. Therefore our research

proved the benefits of using authentic reading texts in the classroom to improve students' spelling correctness.

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Appendix 01

The teachers' questionnaire

Dear teacher,

This questionnaire is part of research work. It aims at investigating whether and to what extent the learners are falling in spelling errors in their writing or are your students suffering from spelling mistakes. And what is the best tool that you use in the classroom to help students improve their spelling accuracy.

You are kindly requested to answer the following questionnaire. Please, tick () the appropriate box and make full statements whenever necessary.

My we thank you in advance for your collaboration.

Hassani imane

Department of letter and English

University "kasdi merbah" ouargla

Questionnaire

Section 1

- 1) The subject that you teach.....
- 2) How long have you been teaching
- 3) What grade do you currently teach
.....
- 4) Are you teaching just in the university Yes No

Section 2

- 5) How do you describe your students level in spelling words through writing
 High level medium Catastrophe

6) Do you focus about spelling mistakes when you teach?

Yes No Sometimes

7) Is your module allows you to focus on students spelling mistakes

s No Most of the time
Sometimes

8) Do you use authentic reading texts to improve your students spelling accuracy ?

Yes No if yes, how ?

.....

.....

9) Do you assign spelling homework to the learners

Yes No Sometimes Most of time

Section 3

10) What type of common spelling mistakes do EFL students?

- a) Omission
- b) Substitution
- c) Transposition

d) Insertion

11) What makes students makes spelling mistakes?

- a) L1 Interference
- b) Spelling Rules
- c) Ignorance of words

12) Do you use a strategies about spelling mistakes?

Yes

No

If yes, what are the famous strategies that help students to reduce spelling mistakes?

.....

.....

.....

.....

.....

Appendix 02

The pre-test

“ Corruption is an insidious disease that has a wide range of damaging effects on societies. It undermines democracy and the rule of law, leads to violations of human rights, disturbs markets, erodes the quality of life and allows organized crime, terrorism and other threats to human security to flourish. This evil phenomenon is found in all countries but it is in the developing world that its effects are most destructive. Corruption hurts much more the poor by diverting funds intended for development, weakening a government’s ability to provide basic services, feeding inequality and injustice and discouraging foreign aid and investment. Corruption is a key element in economic underperformance and a major obstacle to poverty relief and development.”

Appendix 03

The lesson plans

Lesson plan 01

Level: 1 year license

Specialty: English

Time: 09.30

Session: 01

Lesson focus: The effectiveness of reading comprehension

Learning objective: By the end of the lesson, my learners will be able to write more correctly and reduce their spelling mistakes

Targeted competencies: reading, interact

Domains: Written comprehension

Cross-culture competencies

Intellectual competency: The student can read to write

Communication competence: he can get rid of the spelling errors in written comprehension

Time	Procedures	Interaction patterns	Learning objective
40 Mnts	Warm up Reading text one by one	TL	Realizing perfectly how to write a word or sentence without spelling errors through reading
40mnts	Interacting about the text subject and answering its questions	TL	To enable learners to create a fundamental sentences, and to consolidate learners understanding

The treatment phase

Read the text carefully and do the activities

Ethics are well founded standards that make the actions right and wrong. It helps categorize different values such as integrity discipline and honesty among others and apply them in daily lives. Ethics influences behavior and allows an individual to make the right choices. Without ethics it will be very difficult to regulate life and act responsibly. While the importance of ethics can't be ignored in any walk of life it's imperative that they are practiced in the field of education.

Ethics in education are essential as they help run the system smoothly. It sets the standards of what's acceptable and what's not hence protecting the interests of both the educators and the learners. Ethics in education has been given a lot of importance over the years and institutions are designing courses that help students understand these ethics.

Ethics in education are applicable on both the instructors as well as the students. While it's the teacher's job to make the students aware about these ethics the school management often takes it upon them to familiarize the instructors with the ethics that are relevant to their profession.

Teachers play a very important role in a student's life. They not only impart education but also help develop the personality of a student. As the instructor often plays the role of a mentor and influences an individual's development it's essential that they follow certain ethics.

Adopted from:

<http://www.eddirect.com/resources/education>

1) Are the following statements true or false?

- a Allows an individual to do the wrong choices. b. Life will be very difficult with ethics.
- c. Both students and teachers apply ethics.
- d. Student's personality depends on teachers.

2) Answer the following questions according to the text.

- a What are the values of ethics?
- b Are ethics important? explain how?
- c Where are ethics applied?

Text exploration

1) Find in the text words that are closest in meaning to the following words

- a. principles (§2)
- b. conscious (§3)
- c. a counselor (§4)

2) Rearrange the following words to make meaningful sentences

- a. Behavior/ influence /ethics
- b. The importance / can't be / of ethics / any walk of life/ ignored in
- c. Ethics / require them / in education / that are applicable/ them to show / on teachers/ to every student /to show patience
- d. Morally bad/ and morally good / concern with / the discipline / ethics/ that is

3) Correct the mistakes

- a. Ethical systems can generally be brokin down into three catigories: **deontological, teleological and virtue-based ethics.**
- b. Ethics play an importante role not only in our personal lifes but also in business.
- c. We are all enccouraged to make ethical choises and apply ethics in all areas of our lives.

4) Choose the right answer

Ethics is a system of moral principles. They affect how people **(make/makes)** decisions and lead their lives.

The word ethics derived from the Greek word « ethos » **(which/ witch)** means way of leaving.

Lesson plan 02

Level: 1 year license

Specialty: English

Time: 11.15

Session: 02

Lesson focus: The effectiveness of reading comprehension

Learning objective: By the end of the lesson, my learners will be able to write more correctly and reduce their spelling mistakes

Targeted competencies: reading, interact

Domains: Written comprehension

Cross-culture competencies

Intellectual competency: The student can read to write

Communication competence: he can get rid of the spelling errors in writtencomprehension

Time	Procedures	Interaction patterns	Learning objective
40 Mnts	Warm up Reading text one by one	TL	Realizing perfectly how to write a word or sentence without spelling errors through reading
40mnts	Interacting about the text subject and answering its questions	TL	To enable learners to create a fundamental sentences, and to consolidate learners understanding

Treatment phase 02

Read the text then do the following activities.

Corruption is an insidious disease that has a wide range of damaging effects on societies. It undermines democracy and the rule of law, leads to violations of human rights, disturbs markets, erodes the quality of life and allows organized crime, terrorism and other threats to human security to flourish.

This evil phenomenon is found in all countries but it is in the developing world that its effects are most destructive. Corruption hurts much more the poor by diverting funds intended for development, weakening a government's ability to provide basic services, feeding inequality and injustice and discouraging foreign aid and investment. Corruption is a key element in economic underperformance and a major obstacle to poverty relief and development.

The adoption of the United Nations Convention against Corruption will send a clear message that the international community is determined to prevent and control corruption. It will warn the corrupt that betrayal of the public trust will no longer be tolerated. And it will reaffirm the importance of core values such as honesty, respect for the rule of law, accountability and transparency in promoting development and making the world a better place for all.

Adapted from United Nations Convention Against Corruption, 2004 By: Kofi A. Annan UN Secretary-General

4) Say whether the following statements are True or False. Write T or F next to the letter corresponding to the statement.

a- Corruption weakens democracy and engenders human rights violations. b- Corruption deteriorates the quality of life. c- Developed countries are the most affected by corruption. d- Corruption prevents from breaking the circle of poverty.

5) Identify the paragraph in which the following idea is mentioned

" Fighting corruption is every nation's concern"

6) Extract a suitable title for the text

8) Choose the correct answer

- d) It's high time the United Nations (**redoubles / redoubled**) efforts to fight corruption.
- e) I wish all countries (**will contribute / would contribute**) in the fight against corruption soon.
- f) Provided that all countries (**is / are**) committed to fight corruption, the world (**will become / became**) a better place to live in.

Lesson plan 03

Level: 1 year license

Specialty: English

Time: 09.30

Session: 03

Lesson focus: The effectiveness of reading comprehension

Learning objective: By the end of the lesson, my learners will be able to write more correctly and reduce their spelling mistakes

Targeted competencies: reading, interact

Domains: Written comprehension

Cross-culture competencies

Intellectual competency: The student can read to write

Communication competence: he can get rid of the spelling errors in writtencomprehension

Time	Procedures	Interaction patterns	Learning objective
40 Mnts	Warm up Reading text one by one	TL	Realizing perfectly how to write a word or sentence without spelling errors through reading
40mnts	Interacting about the text subject and answering its questions	TL	To enable learners to create a fundamental sentences, and to consolidate learners understanding

Treatment phase 03

Read the text carefully then do the activities.

Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organisations. Legislation across the world prohibit child labour. These laws do not consider all work by children as child labour; exceptions include work by child artists, family duties and supervised training

Child labour has existed to varying extents. During the 19th and early 20th centuries, many children aged 5–14 from poorer families still worked in Europe, the United States and various colonies of European powers. These children mainly worked in agriculture, home-based assembly operations, factories and mining. Some worked night shifts lasting 12 hours. With the rise of household income, availability

of schools and passage of child labour laws, the incidence rates of child labour fell. In developing countries, with high poverty and poor schooling opportunities, child labour is still prevalent. In 2010, sub-saharan Africa had the highest incidence rates of child labour, with several African nations witnessing over 50 % of children aged 5–14 working. They are predominantly employed by their parents, rather than factories. Poverty and lack of schools are considered as the primary cause of child labour.

Globally the incidence of child labour decreased from 25% to 10% between 1960 and 2003, according to the World Bank. Nevertheless, the total number of child labourers remains high, with UNICEF and ILO acknowledging an estimated 168 million children aged 5–17 worldwide, were involved in child labour in 2013.

https://en.m.wikipedia.org/wiki/Child_labour

1-Are these statements « True » or « False » according to the text. a-Laws

around the world prohibit all types of work done by children. b-In the last decades, children from poor families used to work . c-Half of children under the age of 14 suffer from child labour in some African areas. d-The UNICEF and ILO declared the real number of labourers under the age of 18.

2-Answer the following questions according to the text. a-How

does the writer define child labour ? b-In which fields did children work during the 19th and 20th centuries ?

c-What are the causes of child labour in developing countries ?

Text exploration

1-Find in the text words closest in meaning to the following

prevents=.....(\$1) chances=.....(\$3)

2-correct the mistakes

A:The authorities should had taken care of homeless children.

B:Children doesn't have a special legal protection organization..

C-Young employees are being exploited by criminal organizations.

3-Reorder the following statements to get a coherent paragraph.

a-the right to play and the right to enjoy their childhood. b-Eradicating it means development and better opportunities for everyone.

c- All children have the right to a good education, d-Child labour means that poverty continues to exist

4-Fill in the blanks with an appropriate word or phrase.

1. The new version is superior the old one.

than to from

2. He is taller the other boys.

than then to

3. This is most unique distinction.

a the

4. This is good to be true.

too so

lesson plane 04

Level: 1 year license

Specialty: English

Time: 11.15

Session: 04

Lesson focus: The effectiveness of reading comprehension

Learning objective: By the end of the lesson, my learners will be able to write more correctly and reduce their spelling mistakes

Targeted competencies: reading, interact

Domains: Written comprehension

Cross-culture competencies

Intellectual competency: The student can read to write

Communication competence: he can get rid of the spelling errors in writtencomprehension

Time	Procedures	Interaction patterns	Learning objective
40 Mnts	Warm up Reading text one by one	TL	Realizing perfectly how to write a word or sentence without spelling errors through reading
40mnts	Interacting about the text subject and answering its questions	TL	To enable learners to create a fundamental sentences, and to consolidate learners understanding

Treatment phase 04

Read the text carefully and do the activities.

The term “obese” describes a person who is very overweight, with a lot of body fat. Obesity, which is a common problem in the UK, is estimated to affect around one in every four adults and around one in every five children. For many people, modern living involves eating excessive amounts of cheap, high-calorie food and spending a lot of time sitting down at desks, on sofas or in cars.

It is very important to take steps to tackle obesity because, as well as causing obvious physical changes, it can lead to a number of serious and potentially lifethreatening conditions, such as type 2 diabetes, heart disease and some types of cancer like breast cancer. It may also affect the quality of life and lead to psychological problems such as depression and low self-esteem.

The best way to treat obesity is to eat a healthy, reduced-calorie diet, eat slowly and avoid situations where to overeat. In addition, sport should be practiced regularly.

Adapted from: NHS Choices June 15 th [https://:healthunlocked.com](https://healthunlocked.com)

1. The text is...

- . a. web article b. a newspaper article c. an extract from a novel

2. Are the following statements true or false? Write T or F next to the letter corresponding to the statement.

- a. One fifth of children are affected by obesity in the UK.
- b. Being obese is due only to a lack of physical activity.
- c. Obesity does not pose a serious public health problem.
- d. Obesity can cause deadly diseases.

3. Answer the following questions according to the text.

- a. What are the causes of obesity?
- b. How does obesity affect people's health?
- c. What measures should be taken to overcome obesity problem?

Text Exploration

1. Find in the text words or phrases that are closest in meaning to the following:

- a. includes (§1) b. evident (§2) c. kinds (§2)

2. Correct the mistakes

1. Make sure that your child develop an internal moral code. Do not just make your child follow rules.
2. You are a person who knows the importance of being a responsible citizen in society.
3. Teach your child to be a responsible citizen. Good citizenship is necessary in any flourishing society.
4. If you believe that children are our future, you have the power to educate them to change a corrupt society.

3. Reorder the following statements according to their occurrence in the text.

- a. Cheating has always been unacceptable.
- b. Children obey rules for various reasons.
- c. Learning values needs being aware of right and wrong.
- d. Children are societies' hope for the time to come.

4. Rearrange the following words to make meaningful sentences

- a. Children /obese/become/ because/consume a lot of fast food/they.
- b. Parents /the government/feel that/ should reduce /junk food advertising.
- c. The best way/ arrange /is to / to fight/ obesity/ the meals.
- d. Obesity/ medical problem/ is / that increases/other diseases/ the risk of /and health problem.

Lesson plan 05

Level: 1 year license

Specialty: English

Time: 09.30

Session: 05

Lesson focus: The effectiveness of reading comprehension

Learning objective: By the end of the lesson, my learners will be able to write more correctly and reduce their spelling mistakes

Targeted competencies: reading, interact

Domains: Written comprehension

Cross-culture competencies

Intellectual competency: The student can read to write

Communication competence: he can get rid of the spelling errors in writtencomprehension

Time	Procedures	Interaction patterns	Learning objective
40 Mnts	Warm up Reading text one by one	TL	Realizing perfectly how to write a word or sentence without spelling errors through reading
40mnts	Interacting about the text subject and answering its questions	TL	To enable learners to create a fundamental sentences, and to consolidate learners understanding

Treatment phase 5

Read the text carefully then do the activities below.

Public speakers often begin with a joke or an amusing anecdote to get everyone's attention. A good laugh at the beginning helps bring an audience together.

Waiting for the punch line focuses attention on the speaker.

In the classroom, besides getting everyone's attention, humour goes a long way toward fostering a healthy learning environment. For one thing, it's an ice breaker. It can help open the floor up to a free-ranging, topic-oriented discussion in which students relax enough to become fully engaged.

Humour can also misfire. It's funny that way. That which you consider funny, others may not. To be effective in the classroom, humour must be constructive. Take care to place jokes and anecdotes within the context of the material being presented, and in a manner that supports the lesson being taught.

As a pedagogical tool, humour can help reduce student-anxiety, diffuse awkward classroom situations, and increase retention of lecture-specific information.

Powers, a psychologist, recommends that you "use it in moderation ... You want to teach well, not be a stand-up comic." For maximum effect, humour should be employed deliberately and be very well thought out.

Adapted from: Peter Connor, Communications Director - Colorado State University

1. Are the following statements true or false? Write T or F next to the letter corresponding to the statement.

- a. Starting with jokes distracts the audience attention.
- b. Getting audience attention is not the only aim of humour.
- c. Contextualized jokes and anecdotes make humour effective.
- d. Humour is used for fun only.

2. In which paragraph is it mentioned that humour should not be used excessively?

3. Copy the title you think is the most appropriate.

- a. Teaching with Humour b. Humour in Context c. Teaching Humour

B/ Text Exploration

1. Find in the text words or phrases that are closest in meaning to the following:

- a. entertaining (§1) b. rest (§2) c. on purpose (§4)

2. Classify the following words according to the number of their syllables.

joke - laughter - students – effective

One syllable	Two syllables	Three syllables

3. Correct the mistakes

- a. Waitting for the punche line focuses attention on the spaeker.
- b. For maximume effact, humour should be imployed deliberately.
- c. Using humour when teaching can helps with classroom management

