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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
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**TEACHING AND LEARNING
VOCABULARY
THROUGH SPELLING STRATEGY**
A CASE STUDY OF FIRST-YEAR LMD STUDENTS

**Dissertation submitted to the Department of Foreign Languages in Partial Fulfillment
for the Requirements of the *Master* Degree in Language and Sciences**

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Academic Year 2009-2010

DEDICATION

In living memory of my grandfather *MASSAOUD*, whom I have recently lost.

To my dear grandmother *ZOULIKHA* who has always been my caring and tender second mother.

To my parents for their support: my mother *ALDJIA* and my father *SALEH*.

To my brothers: *NABIL*, *ALI*, *FARESS*, *ZAKI* and *CHAWKI*.

To all my relatives.

ACKNOWLEDGEMENTS

First and foremost; I am extremely thankful to my supervisor Dr. *NEMOUCHI Abdelhak* for his valuable knowledge and precious guidance.

I owe a deep gratitude and love to Pr.*ABDERRAHIM Farida* for trusting my abilities and for encouraging me.

I want to thank Prof. *SAADI Hacène* for accepting to be my examiner.

I also want to show my cordial gratitude to all those who have been my teachers especially: Dr. *LABED Nacif* , and Miss *BENZAHERA Radia* for their valuable advice.

ABSTRACT

Spelling is an element of language that should be studied at school/ university. This, in turn, can help students to realize its greater influence in uplifting their writing situations. However, the teacher should interact and help them to understand how the English orthographe functions and how to apply their knowledge while writing.

This research work aims at evaluating the importance of the introduction of spelling as a vocabulary strategy for students in the teaching of English as a foreign language at university, and how this can be a beneficial tool as input for the acquisition of new vocabulary, then a helpful means to produce a correct writing. To attain such an aim, we administered a pre-test and a post-test. The former was intended to determine the pre-instructional knowledge of the graphic form of words, whereas the latter was aimed at finding out whether the spelling strategy implemented during instruction was effective in enhancing the subjects' ability to write with less spelling mistakes. The test was interposed by two sequential lessons. The results of this innovative investigation have confirmed the hypothesis which states that if we train students to pay a careful attention to the form of words this would help them to spell them and write correctly. The learners under investigation proved to have learnt most of the vocabulary items of the proposed text.

LIST OF ABBREVIATIONS AND SYMBOLS

O1: Pre-test

O2: Post-test

X: Treatment

%: Percentage

FL: Foreign Language

N: Number

SL: Second Language

CONTENTS

	Page
Introduction.....	1
1. Statement of the Problem.....	2
2. Aim of the Study	2
3. Research Questions.....	2
4. Hypothesis.....	3
5. Means of Research.....	3
Chapter One: Vocabulary Instruction/Learning through Spelling Strategy.....	4
1. Introduction.....	5
2. Teaching Vocabulary.....	5
2.1. Definition of Vocabulary.....	5
2.1. The Place of Vocabulary in the Major Teaching Methods.....	6
3. Vocabulary Description.....	10
3.1. Lexicology.....	10
3.1.1. Word Category.....	10
3.1.2. Word Building.....	11
3.2. Lexicography.....	12
4. Passive / Active Vocabulary.....	13
5. Learning Vocabulary.....	14
6. Explicit Versus Implicit Learning.....	14

7. Learning Strategies.....	16
8. Direct/ Indirect Strategies.....	18
8.1. Spelling Strategies.....	20
8.2. Spelling challenge.....	22
8.3. Spelling rules.....	23
9. Commonly Confused Words.....	25
10. Frequently Misspelled Words.....	27
11. Spelling as Memory Strategy.....	28
12. Conclusion.....	32
Chapter Two: The Experimental Work.....	33
Introduction.....	34
1. The Participants.....	34
2. The Method.....	34
3. The Test (01 and 02).....	35
3.1. The Test Procedure.....	36
3.2. Analysis and Interpretation.....	37
3.2.1 Nouns.....	37
3.2.2 Verbs.....	41
3.2.3 Adjectives.....	46
3.2.4 Adverbs.....	48
3.2.5. Conclusion.....	49
General Conclusion.....	50
Appendix.....	51
Appendix 1.....	51
Appendix 2.....	52

INTRODUCTION

1. Statement of the Problem

2. Aim of the Study

3. Research Questions

4. Hypothesis

5. Means of Research

1. Statement of the Problem

Within the context of English as a Foreign Language, it has been observed that students have serious problems in writing. Spelling is one such area where students seem to struggle. Accordingly, should we teach first-year students at the University of Constantine, vocabulary by using spelling strategy? If we do so, this strategy would certainly help them

improve their ability to write correctly.

2. Aim of the Study

This research aims at highlighting the importance of word-form; that is, drawing the students' attention to the way words are spelled. We would attempt to discuss the effects of using spelling as a vocabulary strategy on the students' achievement toward mastering the word form.

3. Research Questions

- Should teaching vocabulary be focused on the use of language for purposes that are genuine as much as classroom context would allow students to gain more language competence in the long run?
- To meet students' needs and teachers' academic goals, would spelling strategy be adopted to promote students' proficiency to acquire as much as possible English words?

4. Hypothesis

The following study is related to the nature of the relationship between spelling as a vocabulary strategy and the mastery of vocabulary forms. We hypothesize that if first-year students were trained for better vocabulary writing through the appropriate spelling strategy, they would make fewer mistakes in their writing.

5. Means of Research

To reach the aim of the study, we rely on the dictation test. The test is held through the administration of a pre-test and a post-test to the learners. *The pre-test* paves the ground to view the current level of students' writing, and the post-test reveals the effectiveness of spelling strategy which was the central point in the two lessons given in the intermediate period.

Chapter One:

Vocabulary Instruction/Learning through Spelling Strategy

1. Introduction
2. Teaching Vocabulary
 - 2.1. Definition of Vocabulary
 - 2.1. The Place of Vocabulary in the Major Teaching Methods
3. Vocabulary Description
 - 3.1. Lexicology
 - 3.1.1. Word Category
 - 3.1.2. Word Building
 - 3.2. Lexicography
4. Passive / Active Vocabulary
5. Learning Vocabulary
6. Explicit Versus Implicit Learning
7. Learning Strategies
8. Direct/ Indirect Strategies
 - 8.1. Spelling Strategies
 - 8.2. Spelling challenge
 - 8.3. Spelling rules
9. Commonly Confused Words
10. Frequently Misspelled Words
11. Spelling as Memory Strategy
12. Conclusion

Introduction

Vocabulary acquisition is considered as an integral and fundamental area of language teaching/learning. Whether the language is first, second or foreign, it would be impossible to learn a language without its lexis. Nevertheless, vocabulary instruction and learning has not been recognized as a priority in language teaching until the 1970's and early 1980's. Specialists had given high credit to grammar and phonology at the expense of vocabulary. Wilkins (1972) posits that: "without grammar very little can be conveyed; without vocabulary nothing can be converged". This is evidence that in learning a language, grammar is not sufficient and it is the right time to cast light upon *lexis*.

Vocabulary has been the object of scientific studies, namely lexicology and lexicography and the concern of development in methods investigating how it can be best taught. We will cast light on explicit versus implicit learning; also, vocabulary strategies that were the central field of investigation for years. Among various strategies we will focus on spelling strategy.

1. Teaching Vocabulary

Psychologists, Linguists and Language teachers have tried to understand the paramount importance of the lexicon in language learning and communication. Accordingly, the increased attention to *vocabulary teaching* has become more important.

1.1. Vocabulary Definition

Thornbury (1997) states that vocabulary or lexis in English is frequently used interchangeably.

The definition of vocabulary relates to various views about the nature and use made of vocabulary in the Longman dictionary (1995); vocabulary is defined as all the words that someone knows, learns or uses. The Oxford Dictionary (2002) defines vocabulary as the body of words used in a particular language or in a particular sphere. Todd (1987) argues that there is an orthographic, morphological, lexical and semantic aspect of the word. The orthographic word has a space on both sides of it. A morphological word considers the form only. A lexical word considers all the forms

a word can take and which are clearly related by meaning. A semantic word considers the distinction between items that may be morphologically identical but differ in meaning

1.2. *The Place of Vocabulary in the Major Teaching Methods*

The aim of this historical overview is to gain a better understanding of the place of vocabulary in the different teaching methods and approaches advocated, and to look at the major language teaching approaches and methods that have been used up to now.

For Brown (2000), there have been a lot of methods in language teaching each of which is more or less discarded in due course as a new method takes place. The Grammar translation method, the Direct method, the Audio-Lingual method, the Communicative method and the Lexical Approach.

To begin with, language teaching in the 16th century had as its target the traditional Grammar Translation method. This method was developed to teach Latin, a language which was no longer used for communication, as an intellectual discipline. Harmer (2007) maintains that the Grammar-Translation method (which was first named as such in Germany in the 1780) introduced the idea of presenting students with abstract grammatical rules, and word lists, and then translation exercises in which they had to make use of the same rules and words. The goal was to develop the writing and reading skills. Speaking aspect was neglected, and oral practice consisted only in reading aloud the translated sentences. The sentence was considered as a basic teaching unit, and its accurate production was emphasized. In short, knowledge of the grammatical rules was regarded as more important than communication and the focus was on teaching about the language rather than

learning to use it in actual situations. Grammar-translation still has relevance today, though it is not practiced as a method in the same way. But, most language learners translate in their heads at various stages, and they (and we) can learn about a foreign language by comparing some of it with parts of the mother tongue. A focus on grammar-translation halts learners from getting the kind of natural language inputs that will help them acquire language, and it fails to give them opportunities to activate their linguistic bath. Because of the criticism addressed to this method, new methods emerged.

Innovations in the mid and end of the 19th century contributed to the rejection of Grammar Translation method. There was an increasing demand for the ability to communicate orally in a F.L. throughout Europe. Contemporary schools respond to that change through what came to be known as the “Reform Movement”. It was strengthened by the revitalization of Linguistics which highlighted the oral aspect of language. Gouin (cited in Richards and Rodgers, 1986) was one of the 19th century reformers whose initial attempts to teach language in context, and to use paralinguistic and non-verbal means of communication in the language class.

According to Larson-Freeman, D. (1986), the Direct method is triggered by Berlitz by the twentieth century, whose core principle was that S.L. learning is like the first language learning, engaged the learners in the studying of words referring to pictures/realita or actions. In this method, no translation is permitted, only the exclusive use of the target language is allowed.

The Direct Method was reported to have many shortcomings. First, the use of L1 was strictly forbidden though it is sometimes needed to aid gain time and save

effort. Second, this method over-emphasized the similarities between L1 acquisition and L2 learning, and failed to consider the practical realities of the classroom. Third, the Direct Method lacked the strong theoretical foundation. It suggested innovations at the level of teaching procedures which were not underlies by rigorous methodological principles the exclusive use of L2 and the mere exposure to it were viewed as an unsystematic way to teach/ learn a language.

According to Decarrico the American Structuralism in linguistics had been dominant throughout the 1940s, 1950s and 1960s. It was highly influenced by Charles Fries' book which was published in 1945 entitled '*Teaching and Learning English as a Foreign Language*'. Fries highlighted the importance of syntax by considering it as a starting point in language learning. Audio-Lingualism marries grammatical patterns with behaviourist theories of learning. These theories suggested that much learning is the result of habit formation. The audio-lingual method downgraded lexis to secondary position in the field of teaching and learning a Foreign Language. At that time, the teaching of vocabulary was restricted and also contextualized.

Despite the shift to Chomsky's Transformational Generative Grammar in 1960s which brought considerable challenges in linguistic theory. Chomsky spoke about one's ability to produce an *infinite* number of sentences with *finite* means and he stressed grammatical rules at the expense of lexis. His theory did little to challenge the view that vocabulary was inferior to grammar. Language learning approaches based on this theory saw learning as rule acquisition not habit formation, and stressed grammatical rules. (2001; Cited in Celce- Murcia , 2001)

Hymes while not rejecting Chomsky's mode, extended it and gave greater emphasis to the sociolinguistic and pragmatic factors governing effective use of language. Hymes was especially concerned with the concept of communicative competence, which emphasized using language for meaningful communication, including the appropriate use of language in particular social contexts.

Communicative language teaching, supported the teaching of vocabulary in relation with contexts and situations, promoted fluency over accuracy and consequently shifted the focus from sentence-level forms to discourse-level functions. (1972; Cited in Celce- Murcia , 2001),

Harmer (2007) claims that in more recent years, interest has been given to vocabulary. In the 1990s, for example, there was considerable discussion about the lexical approach developed by Michael Lewis who suggested that we should structure our curriculum around lexical chunks rather than grammar functions or other units of organizations. The lexicon is seen as playing a much more central role in language organization, language learning and teaching.

Lewis (1993) suggested the following:

1. Lexis is the basic of language.
2. Lexis was misunderstood in the language teaching because the assumption that grammar is the basis of language and the mastery of grammatical system is a prerequisite for effective communication.
3. The key principle for lexical approach is that" language consists of grammaticalized lexis, not lexicalized grammar".

4. One of the central organizing principles of any meaning-centred syllabus should be lexis.

All language methods have some common points. They see phonology and grammar as more serious candidates for successful language teaching. Theoretical priorities have changed throughout language teaching theory, and researchers started to claim the importance of vocabulary in foreign language learning.

2. Vocabulary Description

The two branches of linguistics that are concerned with the study of vocabulary and its different forms and uses are lexicology and lexicography. So as to depict and explore vocabulary in a good way, we must discuss both of them.

2.1. Lexicology

Lexicology is one branch of linguistics that analyses the vocabulary items of a language. It is concerned with word classes (how they are formed by affixation or compounding), word formation, and word meaning.

2.1.1. Word Category: Class

Word class is a grammatical term to describe words that belong to the same part of speech. Harmer (2007) believes that the English language is classified in eight “parts of speech”: Noun, pronoun, adjective, verbs, adverb, preposition, determiner and conjunction.

§ A noun is a word (or group of words) that is a named of: a person, a place, a thinker activity or idea; Rachel, New York, book, walking.

§ A pronoun is a word that is used in place of a noun or a noun phrase.

§ An adjective describes a person or thing: good, bad, happy , long.

§ A verb is a word (or group of words) which is used in describing: an action, experience, state: Sara resembles his sister.

§ An adverb is a word that describes a verb; slowly, badly.

§ A preposition is a little word or group of words which is used before a noun or pronoun; on, in, by, at. Examples: Bring me two bottles of juice/ Put that in the box/I think I put it on top of the cupboard.

§ A determiner is a word that qualifies the noun.

A determiner is:

- Definite article “the”.
- Indefinite article a / an.
- Possessives my, your, etc.
- Demonstratives this, that, these, those.
- Quantifiers some, many, few, etc.

§ A conjunction is a word that connects sentences, phrase or clauses.

- Full of energy and ready to go.
- I lost my mobile phone, so I couldn't call you.

2.1.2. Word Building

Word building or word formation takes three forms; affixation, compounding and conversion.

§ Affixation: Bauer (1983) notes that affixation is the operation of adding a letter or a group of letters to the base. Affixes can be divided into prefixes, which are attached before a base (as in dislike, where dis – is a prefix), suffixes, which are attached after a base (as in freedom, where, done is a suffix), and infixes, which are attached inside a base.

§ Compounding.

Compounding or composition is the process of putting two words together to form a word as in following examples:

oil- paper. Paperclip

§ Conversion – also called zero affixation – is the fact that different word classes may be used without changing the word form; for example, the word "book" is a noun "a book" or a verb "to book" .

In some cases of conversion , the words have the same form but different pronunciation such as , "present" / preznt/ (noun or adjective) and "present"/prizent/(verbs).

Many involve pronunciation and spelling changes for example, "advice"/ ad'vais / and "advise" /ad'vaiz/.

2.2. Lexicography

Language as words: lexicography by definition is the practice of compiling dictionaries. Dictionaries are used for a wide range of purposes. They are a good source of information and can serve as an aid to learning. In dictionaries, we find the list of lexical items of a language put in an alphabetical order with information about the spelling, the pronunciation, the meaning, the usage. Generally, learners consult dictionaries to check spelling look up the meaning of unfamiliar words and confirm the meaning of unknown words.

Researchers are interested in investigating the part that dictionaries play in the learning of second and foreign language vocabulary. The exploring of dictionaries can be one important and effective component of understanding a word deeply. The

entries can also help students determine the precise meaning of a word. Dictionaries can provide helpful information about the history of a word and reinforce the interrelationships among words in the same meaning “families”. For example, a discussion of run-on entries illustrates how word’s entry can include information about related words- for entraps and entrapment.

The advantage of using the dictionary is that the dictionary helps retention, because students who use the dictionary can remember more word meanings than those who had not. In addition, dictionaries are valuable tools for learners since they give them independence from the teacher. But students need to be trained in the use of dictionaries, so, teachers should create occasions where learners practice their use effectively.

3. Passive / Active Vocabulary

In the literature on vocabulary learning, a distinction between receptive and productive types of knowledge should be highlighted. Palmer (1921:118) states that “receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it, productive that we produce language forms by speaking and writing to convey message to others”.

Read (2000) emphasized that it is worth noting the distinction between productive and receptive vocabulary for the teaching purposes. Native speakers and foreign learners alike recognize and understand more words than they actually use. The words they recognize but do not use are items by which their passive vocabularies exceed their active / productive ones. Native speakers hear or see a word many times in many slightly differing contexts and collocations before they begin to use it in their minds before it comes to the tip of their tongues or pens. When considering a

language teaching or learning situation, we can say that there is a kind of continuum between passive and active vocabulary. Often, a given item may transit gradually from the learners' receptive vocabulary to their productive/active one depending on the times the item is encountered during the course.

4. Learning Vocabulary

In the past fifteen years, the field of second language acquisition has seen renewed interest in *vocabulary learning* and acquisition. Vocabulary learning and teaching focuses initially on current issues in teaching, i.e. deciding which items to teach and how to teach them, on implicit and explicit learning and vocabulary learning strategies.

In order to provide a digest of recent research on vocabulary acquisition and to pinpoint areas that need further exploration. To this end, we centers upon one particular area in depth, i, e, spelling as a vocabulary strategy.

One way to investigate overall task of vocabulary learning / acquisition is through the distinction between *knowing* a word and *using* a word. In other words, the aim of vocabulary learning should include both *recalling* words and the ability to *apply* them automatically in their writings.

6. Explicit Versus Implicit Learning

According to Celce-Murcia (2001) knowledge can be gained and represented either implicitly or explicitly and both contribute to language learning. There exists a central debate emerging from the studies dealt with whether effective vocabulary learning should give attention to explicit implicit vocabulary learning.

In implicit vocabulary, learning students engage in activities that focus attention on vocabulary. Incidental vocabulary is learning that occurs when the mind is focused elsewhere, i.e.; learning without conscious attention or awareness; such as on

understanding a text or using language for communicative purposes. From a pedagogically- oriented perspective, the goal of *explicit teaching* is “to lead learner’s attention”, whereas the aim of *an implicit* focus on form is “to draw learner’s attention”. Moreover, individual tasks can be located along an explicit or implicit continuum, and complex tasks may combine both explicit and implicit subtasks. Most researchers recognized that a well-structured vocabulary program needs a balanced approach that includes explicit teaching together with activities providing appropriate contexts for incidental learning.

In explicit vocabulary, learning students engage in activities that pay careful attention to lexis. SÖkmen (1997; cited in Celce-Mercia, 2001) highlights several key questions of particular interest for language teachers. For example, which words do learners need to know? How will they learn them? How to establish a lexical syllabus ? These principles include the goal of building a large recognition vocabulary, integrating new words with old, providing a number of encounters with a word, promoting a deep level of processing, facilitating imaging, using a variety of techniques, and encouraging Independent learning strategies.

Harmer (1991) notes that concrete words ought to be taught at lower level, and abstract words at higher level taking into account the cognitive development of the learner. In addition to that, some researchers also emphasized that for groups of students a base of two thousand words will be inadequate. Learners of English as a foreign language at university need to acquire further than one thousand high-frequency words beyond the initial ones, plus the strategies to deal with the low frequency words they meet.

Another consideration is that we can expand vocabulary considerably by :

- teaching words in their appropriate lexical field,
- teaching word family,
- using new words in phrases,
- using a dictionary when necessary,
- using a note book to write down items,
- making up chats and memorize them,
- Learning words in contexts.

In implicit learning, the assumption is that new lexis will be grasped “incidentally”, through exposure to various contexts, reading passage and other material without deliberate memorization being involved. Unplanned vocabulary learning is learning through exposure when one’s attention is focused on the use of language, rather than on learning itself.

Various researchers have concluded that learners should be given explicit instruction and practice in the first two to three thousand high frequency words, while beyond this level, most low frequency words will be learned incidentally while listening or reading.

6. Learning Strategies

Language Learning Strategies include strategies for identifying the material that needs to be learned, distinguishing it from other materials. In our current research for example, we grouped vocabulary by category into *nouns*, *verbs*, *adjectives*, *adverbs*, and so forth, to pave the way for easy teaching of vocabulary. Then, committing the material to memory when it does not seem to be acquired naturally, applying a

spelling strategy to acquire a large vocabulary background that will have a direct impact on the students' writings. Adult learners may have a keen sense of just what it is they may need to commit to memory (for example: certain complex vocabulary or grammatical forms) and what they can leave to more automated language learning, often referred to as acquisition.

The term learning strategies refers to the steps taken by the students to help the acquisition of, storage, retrieval of information. O'Malley and Chamot (1990) specified that language-learning strategies are special thoughts or behaviours that individuals use to help them comprehend, learn, or retain information. Whereas, Faerch and Kasper (1980) point out that learning strategies are the particular techniques which learners use when trying to handle the SL/FL input so as to enhance the linguistic background.

Oxford (1990) defines *strategies* as operations employed by the learner to aid the acquisition, storage, retrieval and use of information. Brown (2000) says that; "strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information, they are contextualized "battle plans" that might vary from moment to moment or day to day or year to year".

Applying strategies that would be within the students' sphere of consciousness whether the students were giving them peripheral or focal attention at that time can have a direct payoff on the students outcomes(if spelling is systematically introduced and reinforced it can help students to improve their performance). Language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning. We

apply this technique of grouping vocabulary by category into; nouns, verbs, adjectives, adverbs, and so forth to choose words for instruction, and formally, committing the material to memory through rote memory.

7. Direct / Indirect Strategies:

Oxford (1990) makes a thorough study of language learning strategies. She suggests two classes, six groups and nineteen sets of learning strategies and provides two diagrams to summarize her taxonomy.

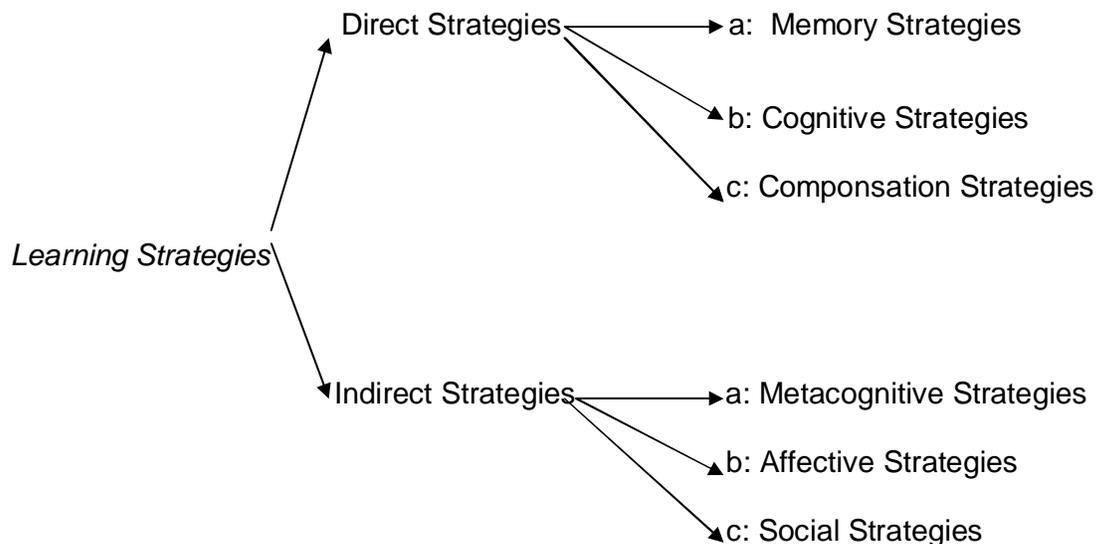


Figure1: Diagram Showing the Learning Strategies From Oxford, R L (1990:16)

Ellis (2008:705) allege that Oxford's taxonomy is hierarchical, with a general distinction made between direct and indirect strategies, each of which is then broken down into a number of substrategies. Direct Strategies are those that directly involve the target language in the sense that they require mental processing of the language, whereas Indirect Strategies" provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing

cooperation and empathy and other means"(Oxford 1990:151). She has developed versions of strategies inventory for language learning to measure learners' self-reported strategies use in both second and foreign language settings.

According to Celce-Murcia (2001:363/365), six major learning strategies have been identified by Oxford (1990). The first diagram represents direct strategies. *The 'direct strategies'* are divided into three categories; *Cognitive strategies*, *Memory strategies*, and *Compensation strategies*. The second diagram represents the indirect strategies. The latter includes; *Metacognitive strategies*, *Affective strategies* and *Social strategies*.

We will center on each category respectively.

Cognitive strategies enable the learner to manipulate the language material in direct ways, through reasoning, analysis, synthesizing, recognizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Memory strategies help learners link one L2 element or concept with another, but do not necessarily involve deep understanding. Various memory strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., keyword method), body movement (e.g., on a page or a blackboard).

Compensation strategies help the learner make up for missing knowledge. Compensation strategies that are used for speaking and writing often known as one form of communication strategies

Metacognitive strategies used information processing theory to indicate an “executive” functions, *they* involve planning and organizing written discourse or monitoring. They are behaviours used for centering, arranging, planning and evaluating one’s learning. Metacognitive strategies permit students to know themselves better by identifying their own progresses, interests and needs.

Affective strategies, such as identifying one’s moods and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency.

Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learners work with others and understand the target culture as well as the language.

Oxford argues that these strategies provide an immediate opportunity for incidental learning. However, affective strategies are related to learners’ feelings of anxiety, anger or contentment about the learning process itself. Such strategies can have positive or negative impact on the learning process because of fear of failure, while activities and games may relax the atmosphere and make learning enjoyable.

8. Spelling Strategy and Spelling Styles

Spelling strategy is a chosen method to learn and remember spelling using one or all of the senses including the eyes, ears, hands and lips. Choice will often depend on the individual’s preferred learning style. Brown (2000: 119) defines style as a term that refers to consistent and rather enduring tendencies or preferences within an

individual. Styles are those general characteristics of intellectual functioning (and personality type as well) that pertain to the individual and that differentiate him from someone else. For example, you might be more visually oriented, more tolerant of ambiguity or more reflective than someone else- these would be styles that characterize a general or dominant pattern in one's thinking or feelings. So, styles vary *across* an individual, whereas strategies vary *within* an individual.

One of the salient dimensions in a formal classroom setting is the preference that learners show toward either *visual, auditory and/ or kinesthetic* input. Visual learners tend to prefer reading and studying charts, drawing and other graphic information. *Aural* learners seem to learn best *by ear*. And kinesthetic learners will show a preference for demonstration and physical action such as miming or role-play seems to help the learning process. These are referred to as *perceptually-based learning styles*. Most successful learners utilize both visual and auditory input, but preference of one way over another one distinguishes one learner from another, an important factor for classroom instruction.

According to Barson and Strawson (1976) spelling styles imply that learners have preferred methods of learning. Those who sound out words and match these to the letters that present them are sometimes called “Phoenician” spellers and have good auditory skills. Those who take a snapshot of words and recognize whole words and spelling patterns are called “Chinese” spellers and have good visual memories.

The shorter Oxford English dictionary (1933) defines spelling as the writing of a word or words with the necessary letters and diacritics present in an accepted standard order. It is one of the elements of orthography and a prescriptive element of alphabetic language. Most spelling attempt to approximate a transcribing of the

sounds of the language into alphabetic letters; however, completely phonetic spellings are often the exception, due to drifts in pronunciations over irregular spellings adopted through common usage.

8.1. Spelling Challenge

Spelling in English is irregular and difficult. This is because there is often more than one way of spelling a sound, and more than one way of pronouncing a letter. The situation is complicated by the existence of words which are spelt the same but have different sounds and different meanings such as *lead* (to show or guide) – lead (metal) ‘Susan will lead you to your car’; Luke collects lead soldiers(**homographs**). Another potential source of confusion is **homophones**, words that have different spelling and different meaning such as *to- two- too*: I go to school; We have two cars; Sara was too hot.

Donald, W.E. et al. classified words similar in sounds as follow:

Accept: I should like to accept your first offer.

Except: He took every thing except the rugs.

Breath: His breath came in short gasps at the end of the race.

Breathe: The problem is solved; you can breath easily now.

Cite : He cited three good examples.

Site:The site of the new school has not been decided on.

Sight: They were awed by the sight of so much splendor.

Its: Your plan has much in its favor(possessive of it)

It’s: It’s too late now for excuses. (contraction of it is, it has).

Right: Take a right turn on Oak Street.

Rite: Taking that course is a rite of passage for many students.

Write: Please write me a letter when you arrive.

Their: It was not their fault. (possessive pronoun).

There: You won't find any gold there. (adverb of place).

They're: They're sure to be disappointed. (contraction of they are).

Who's: I wonder who's with her now. (contraction of who is).

Whose: Whose book is this? (possessive pronoun)

8.2. Spelling rules

Thornbury (2002) says that, in fact, English spelling is surprisingly regular. Researcher studies have shown that as many as eight out of every ten words are spelt according to a regular pattern and that only three per cent of words are so unpredictable that they have to be learned by rote. This three per cent includes many of most common words in English such as one, two, you , were, would, said – which. Because of their frequency, don't cause learners many problems. This means that there are rules that govern English Spellings. Dorman(1991) suggests five rules:

Place I before e except after c or when pronounced like a as in neighbor or weigh.

I BEFORE E: chief, grief, belief, fierce, fierce, sieve

E BEFORE I: ceiling, conceit, receive, freight

EXCEPTIONS : either, neither, foreign, forfeit, height, leisure, weird, seize, sheik

Usually drop a silent final e before a suffix that begins with a vowel. Usually keep the silent final e before a suffix beginning with a consonant

DROP THE E: come + ing=coming force + ible=forcible fame + ous=famous
love + able=lovable

EXCEPTIONS: dying, singeing, mileage, noticeable, courageous.

KEEP THE E: care+ful=careful arrange+ment=arrangement

EXCEPTIONS : awful, ninth, truly, argument, judgement

When a final y follows a consonant, change y to i before a suffix except when the suffix begins with i.

With y before a consonant:

Try+ed=tried

messy+er=messier

With y before a vowel:

Obey+ed=obeyed

sway+s=sways

With a suffix beginning with i:

Apply+ing=applying

try+ing=trying

Double the final consonant before a suffix beginning with a vowel, if the word has only one syllable or is stressed on the last syllable.

drop+ing=dropping

stop+ed=stopped

forget+ing=forgetting

submit+ed=submitted

Form plurals correctly. Add s to form the plurals of most words. Add es to form the plurals of words ending in: s, sh, ch, or x. For most words ending in y, change the y to i and add es.

book, books

dress, dresses

bush, bushes

fox, foxes

fly, flies

church, churches

Form the plural of hyphenated words by adding *s* to the main word.

son-in-law, sons-in-law

Form the plural of family names ending in *-y* by adding *s*, such as McCurry, McCurrys

Form the plural of most nouns ending in *-f* or *-fe* by adding *s*. But the plural of the some Of these nouns is formed by changing the *f* to *v* and adding *s* or *es*.

Chief, chiefs dwarf, dwarfs calf, calves leaf, leaves

9. Commonly Confused Words

Many spelling errors come from confusion over the meaning and correct spelling of commonly used words. Learn the spelling and the meaning of the following commonly

confused words.

Advice counsel (noun)

Advise to give advice (verb)

Brake to stop

Break to smash

Capital accumulated wealth; city serving as government seat

Capitol building in which legislative body meets

Desert to abandon (verb); barren land (noun)

Dessert last course of a meal

Formerly	previously
Formally	in a formal manner
Heard	past tense of hear
Herd	group of animals
Instance	an example
Instants	moments
Loose	to free from restraint (verb); not fastened (adjective)
Lose	to misplace; to be deprived of (verb)
Peace	absence of strife
Piece	a part of something
Road	a driving surface
Rode	past tense of the verb to ride
Stationary	unmoving
Stationery	writing paper
To	toward
Too	also; excess amount
Two	the number following one
Week	Sunday through Saturday
Weak	not strong

Your possessive of you

You're contraction of you are

10. Frequently Misspelled Words.

Learn to spell frequently misspelled words. The following is a list of commonly misspelled words “demons.”

Absence February privilege

Academic foreign probably

Accidentally forty procedure

Accommodate friend proceed

Achieve fulfill quantity

Across government quiet

All right grammar quit

Already harass quizzes

Apparent height receive

Appearances independent reference

Athletic intelligence referred

Attendance license referring

Believe luxury reminisce

Benefited maneuver repetition

Britain	marriage	rhythm
Business	mathematics	ridiculous
Calendar	misspelled	sacrifice
Candidate	neither	safety
Cemetery	ninth	salary
Definite	occasion	satellite
Desperate	occur	secretary
Dilemma	optimistic	separate
Emphasize	personnel	sincerely
Fascinate	prevalent	strategy
Succession	tragedy	writing
Subtly	tendency	vengeance
Succeed	thorough	weird
Succession	tragedy	writing
Surprise	usually	

11. Spelling as Memory Strategy

To Crowder memory plays a palpable role in language development and vocabulary acquisition/ learning, "memory is a set of dynamic mechanisms that are associated with the retention of what we need and the retrieval of information about

what happened to us in the past". In other words, we recall only the salient information we need and which help us bridge appropriately a problem gap. But the other elements remain stored in our memory until we need to retrieve them. The brain stores; words, sentences, pictures and whatever information into cerebral electric waves, then stores them, and recalls them whenever needed. The brain also generates responses to a question being asked to answering a particular test question. The brain retains, classifies and maps semantically vocabularies according to the student's familiarity with a word. And the recognition of lexis with which the learner is familiar and which he recognizes relying primarily upon his retention strategies such as spelling strategy which enables the learner to acquire/ learn a titanic of vocabularies which are stored in the learner's mind and retrieved when he is forced to write a creative essay.(Crowder 1976;Cited in Labeled ,2007)

In addition to that, studies in SL attached a great importance to the role of attention and consciousness in processing information, but almost leave no room for investigating the place of memory in acquiring languages and other types of skill getting activities. This ignorance of memory may be traced back to the negative effects of behaviors which puts more emphasis upon memorization in learning languages, but neglects human intentional capacities to a great extent. Logan, Taylor and Etherton (1986) investigate the role of attention in the acquisition and expression of automaticity, they advocate that "attention determines what goes into memory trace in encoding as well as what is taking out of it at retrieval time". It becomes clear that good performance requires a good memory which is responsible for both reception and production information.

Language learning depends on the depth of attention, consciousness; noticing on one hand and on the acuteness of memory on the other hand. Some learners have

better memories than others they can learn by heart. They have great power of encoding facts in their mind and can call them back when needed. Others have less power of retaining and producing facts.

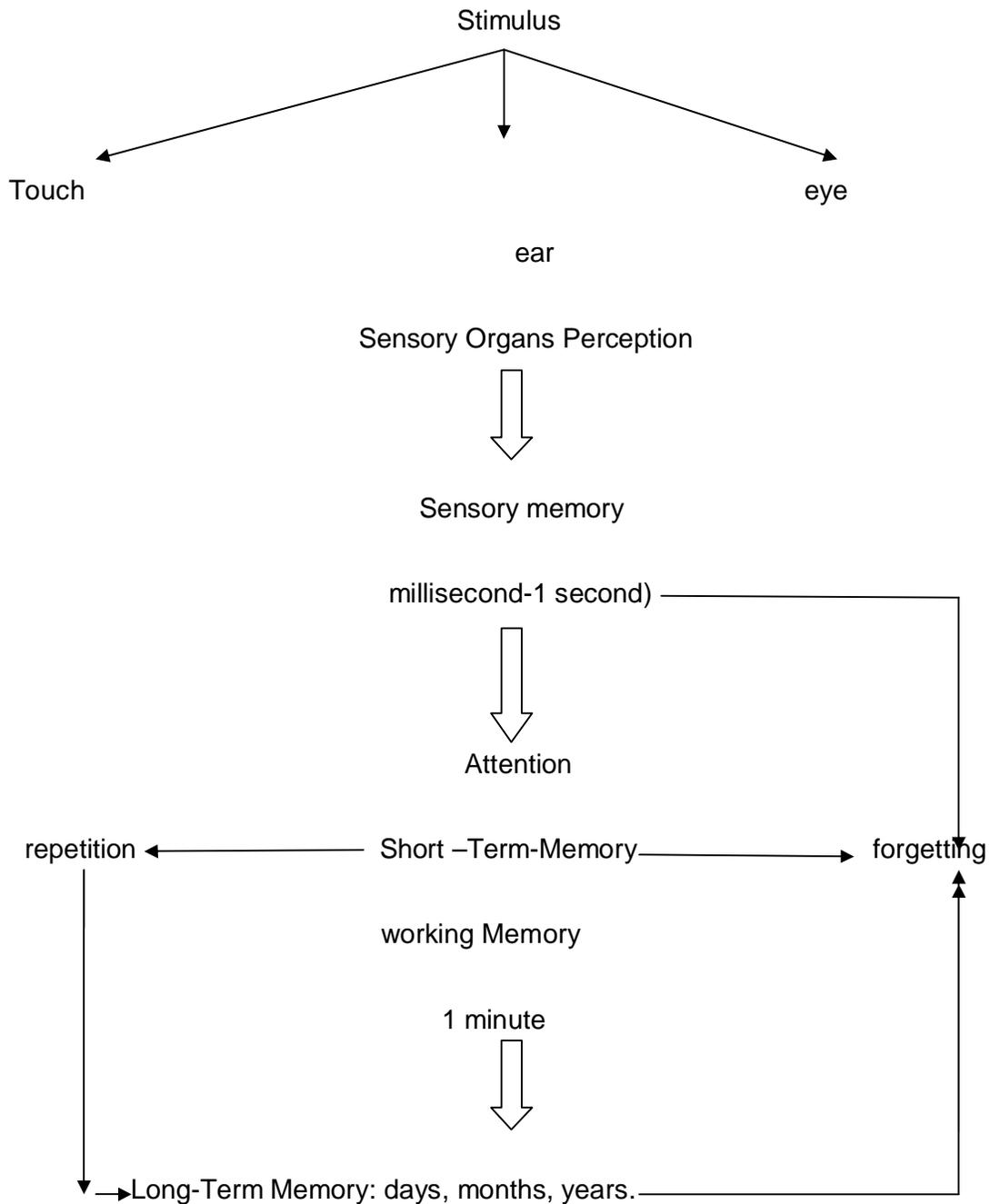


Figure2: Diagram Showing Memory Process

First, the teacher has to decide on how many words to present in the lesson; usually five (5) to seven (7) new words are quite enough. The reason behind this is the belief that learners can only internalize/memorize about six (6) new words during one lesson. Second, the words selected for presentation ought to be useful for the course and students benefit from it in doing their ideas successfully.

There are mainly four steps to follow in order to present vocabulary:

- Sound and meaning: the teacher says the words two or three times she pronounces it clearly to enable the learner to spell it;
- The teacher should make the class repeat the new words a few times;
- The teacher also should write the word form clearly in the chalkboard and the learners read it aloud without distorting its spelling.
- The last step is to make a word in an illustrative sentence; learners are given the chance to practice the new words so that they can memorize them.

Ott (2007) defines perception as the process whereby information from five senses is organized and interpreted to become meaningful, often from previous experiences. Auditory perception is an ability to recognize and distinguish between sounds spoken and heard and includes blending, discrimination, and memory segmenting and phonological awareness. Visual perception is an ability to recognize and distinguish between letters, numbers, geometric patterns, pictures, and include visual discrimination, memory and awareness of whole or parts of letter words and pattern.-the second step is attention that requires a focus on a certain stimulus and the exclusion of the others one. For example, while presenting a new vocabulary item the learner ought to focus attention on its form (how it is spelled), meaning and

pronunciation. The information (new words) that the learner perceives and pays attention to is transferred to the second component of the memory system. The short-term memory which is a storage system that can hold a limited amount of information for few second, It is part of memory information that is currently being thought about is stored and it disappears when we stop thinking about it.

Another term for short-term memory is working memory. Ott (2007) points out that working memory is correlated to short-tem memory. It involves holding a piece of information in mind to or from which another piece of information added or subtracted. In other words, two things are done at once. It can include auditory memory, motor memory, visual memory and semantic memory. The more students manipulate and think about a word, the more likely it is that the word will be transferred into long term memory. Research indicates that efficient learning of vocabulary is an incremental process one that requires meaningful recurring encounters of a word over time.

Conclusion

Vocabulary learning/ acquisition has been one of the significant issues of ongoing discussion for perhaps half a century. Today's language teachers and researchers have realized the palpable role of vocabulary in different pedagogical tasks. There is no doubt that virtually all second /foreign language learners and teachers are aware of the fact that learning a second/ foreign language involves the learning of a large number of words, but how to accomplish this task is often of considerable concern to them. How vocabulary is learned / acquired and what the most efficient *strategies* are to promote effective acquisition have been worthwhile cornerstones in the field of second language acquisition. On the whole, they all place emphasis upon the fact

that mastery of vocabulary is an essential components of second/ foreign language acquisition.

Chapter Two: The Experimental Work

Introduction.....	35
1. The Participants.....	35
2. The Method.....	35
3. The Test (01 and 02).....	36
3.1. The Test Procedure.....	37
3.2. Analysis and Interpretation.....	38
3.2.1 Nouns.....	38
3.2.2 Verbs	42
3.2.3 Adjectives.....	47
3.2.4 Adverbs.....	49
3.2.5. Conclusion.....	50
General Conclusion.....	51
Appendix.....	52
Appendix 1.....	52
Appendix 2.....	53

Introduction

This study describes the use of spelling strategy to master the word form. The aim of this study is to see whether training students in using the strategy improves their ability to maximize their vocabulary knowledge or not. The procedure of this experimental work goes through three main stages: the pre-test stage where the participants are tested through a dictation test to see their current level in writing correctly; the treatment stage which is devoted to the training of subject in using spelling strategy and supplied also with some rules and brief introduction of spelling; finally, the post-test stage where the participants are evaluated by the same test so as to see to what extent our strategy would/would not yield positive results in getting command of the writing form of English language.

The results of this innovative treatment are compared to each other.

1. The Participants

The participants in our study are 45 first year LMD students of English (group six) at Mentouri University; Constantine, during the academic year 2008-2009. These students come from different regions and belong to the same age group; that is, from eighteen to twenty. In addition, most of them have been studying English as a foreign language for, at least, five years.

2. The Method

The data examined in the study are collected in a class experiment on mastering the word form using spelling strategy. The aim is to investigate the value of training students in the use of spelling strategy that would yield a nice paper that is not decorated by the teacher's comments.

3. The Test (01 and 02)

To put into practice the theoretical review of the literature discussed in the previous chapter, we have employed a pre-experimental design consisting of pre-test and post-test which are identical. The former and the latter are separated by two extra lessons. These lessons are devoted to explain how spelling is important to enhance vocabulary learning and we also cast light on the practice of spelling-out to train student to spell.

According to Compbell and Stanley (1963), we refer to the experimental treatment by (x); while (01) stands for the pre-test, and 02 for the post-test. So, in this kind of design, a single case is investigated into two points: one before treatment and one after. Changes in the outcome are presumed to be the result of the intervention.

The first step is a pre-test where the subjects are tested about their current level. Dictation test paves the ground to gauge the present students' level.

The second is two successive sessions where subjects are introduced and trained to spell-out words of the text *the U.S Immigrant Experience*.

The third step is a post-test that is administered to students after they have been made quite aware of the spelling strategy and its utility.

Both the pre-test and the post-test are similar in form because, after all, spelling strategy is a memory strategy; i.e., the ultimate purpose of this study is to improve the learners' ability to store input and to retrieve a correct output represented in the mastering of the word form.

3.1 The Test Procedure

To assess the students' progress in mastering orthographic principles, we administered a dictation test. Because dictation is a good technique used in both language teaching and language testing in which a passage is read aloud to students or test-takers, with pauses during which they must try to write down what they have heard as accurately as possible.

The dictation test is taken from Oxford Guide to British and American Culture. (2005). It is a text which is selected carefully to suit the proper level of the students. It is neither difficult nor simple, and the students are quite familiar with the diction of the text.(first-year LMD students studied the American civilization in the module of civilization). The task is presented in terms of dictation because dictation is one of the best techniques that reveal the spelling mistakes.

The US Immigrant Experience

*During the 19th and early 20th centuries, many **immigrants** left home because they were poor and thought they would have better **opportunity** in the US. The most travelled on crowded **ships** where **diseases** spread quickly. Many would be immigrants died on the **journey** or arrived weak and ill. The majority arrived in New York and Boston, and Ellis Island near New York became famous as a **receiving** station. The immigrants were examined by a doctor before being allowed to enter the US. But life in the US was not easy. Those who stayed in the cities often had to work in sweatshops, but slowly they improved their lives and many wrote home to encourage others to come.*

Today immigrants continue to move to the US for economic and political reasons and to join family members. The immigrants must obtain a green card to establish legal permanent residency, a first step towards citizenship.

In the pre-test, participants are informed that the test is a kind of exercise that would help them commit fewer mistakes while writing. It would not be used as part of their course grade; i.e., it will not be marked. But they are asked to do it as carefully as possible with clear hand writing and a clean paper. They are not informed of the nature of the study until after all the papers have been collected in order to affect the results inappropriately.

3.2 Analysis and Interpretation of the Test

The results obtained from the pre-test and the post-test were compared and analyzed to determine whether students have approximately learned something from the spelling-out strategy and its helpful application in writing or not.

The analysis of mistakes concerning: *nouns, verbs, adjectives, adverbs* reveals the following data:

3.2.1. Noun

- *Immigrants*

Approximately the majority of the learners did mistakes concerning the words “immigrants” (64, 44% in the pre-test and 0% in the post-test). It would appear that the number of mistakes decrease considerably in the post-test. The majority wrote it with a unique /m/ such as imigrants and they forget that the prefix *im-* is often in front of words beginning with b, m, or p. or they wrote it with an /e/ in the beginning : emmigrants .

- *Experience*

The setting from the test is not surprising. Some students made mistakes in the pre-test 28.88 % and no one wrote it wrongly i.e. 0 % in the post- test. The reason stems from the fact that they used it frequently while writing.

- *Opportunity*

The results strikingly change from the pre-test to the post-test. In the pre-test a high proportion of students 91.11% did not write it correctly; whereas in the post test 11.11% is the percentage of students who made mistakes. A major cause of difficulty for students of English is the apparent lack of correspondence between sounds and spelling. *Opportunity* is a good example that illustrates the difference between sounds and spelling. *Opportunity* is transcribed /,ɒpə'tju:nəti/

- *Ships*

Concerning the word “ship” nearly half of the students were not able to discriminate between similar-sounding phonemes. In the pre-test 20 students i.e.: 44.44% is the percentage of incorrect writing of the word ships, whereas in the post-test the number of faults decreases to 8.88%; they wrote ships /sheep, cheap and/or chip.

Although there is a huge difference both in spelling and meaning between “ship, sheep, cheap, and chip” students get confused while using them.

- Ship / / (n) large sea vessel.
- Sheep/ / (n) grass-eating animal kept for its flesh and wool
- Cheap / / (adjective) low in price; costing little money.
- Chip / / (n) thin slice cut from a potato...

- *Reasons*

A few students (7) in the pre-test and (5) in the post-test wrote the word reasons incorrectly (15.55% in the pre-test and 11.11% in the post-test). It is worth positing that the majority have recognized how to write “reasons” correctly.

- *Citizenship*

In the pre-test, near half of the learners (40%) wrote it incorrectly and (60%) of them also wrote it incorrectly. The mistakes are due to the fact that it is a composed word; i.e. it can-be divided into two parts: the root and the suffix. Citizen and ship, citizen is the root and ship is the suffix.

- *Journey / Residency*

For the word “journey” the results reveal change from the pre-test 53.33% to 88.88% in the post-test. Whereas for the word “residency” the results show that 33.33% of the students wrote it incorrectly, but only 15.55% of them did not write it appropriately in the post-test

- *Receiving*

More than half of the students 55.55% in the pre-test have reversed the /ei/ and only 17.77% did not recognize the rule that I provided them with when I taught them that /i/ is before /e/ except after /c/ to explain the spelling of believe versus conceive.

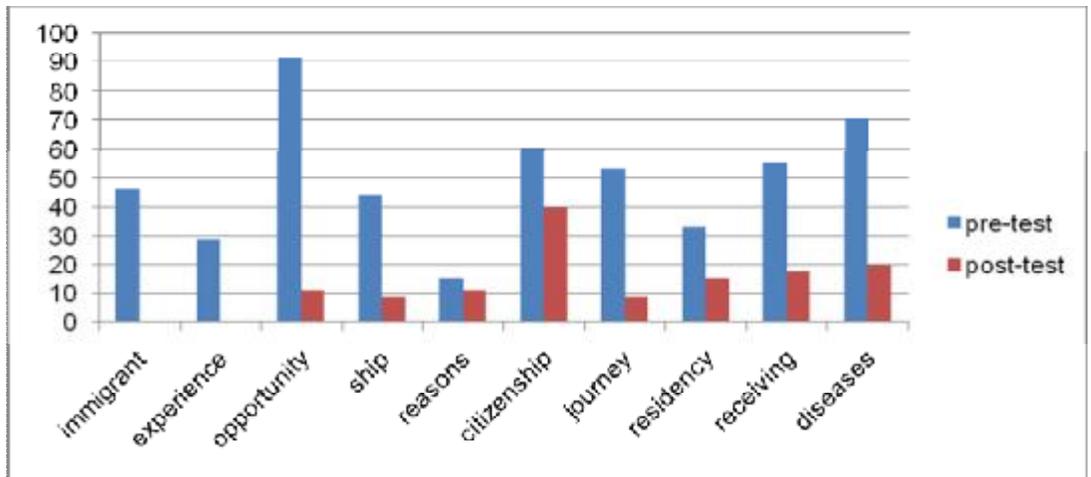
- *Diseases*

A high proportion of students misspelled wrongly the word *diseases* 71.11% in the pre-test but the percentage declines to 20% in the post-test.

Nouns

	Pre-test		Post-test	
	False answers	Percentage%	False answers	Percentage%
1. immigrants	29/45	46.44	0	0
2. Experience	13/45	28.88	0	0
3. opportunity	41/45	91.11	5	11.11
4. Ship	20/45	44.44	4	8.88
5. Reasons	7/45	15.55	5	11.11
6. Citizenship	27/45	60	18	40
7. Journey	24/45	53.33	4	8.88
8. Residency	15/45	33.33	7	15.55
9. Z receiving	25/45	55.55	8	17.77
10. Diseases	32/45	71.11	1	20
N =45		100%	9	100%

Graphic Representing Nouns Test



3.2.1 Verbs

We classify the misspelled verbs as follow;

A. Verbs in stem form

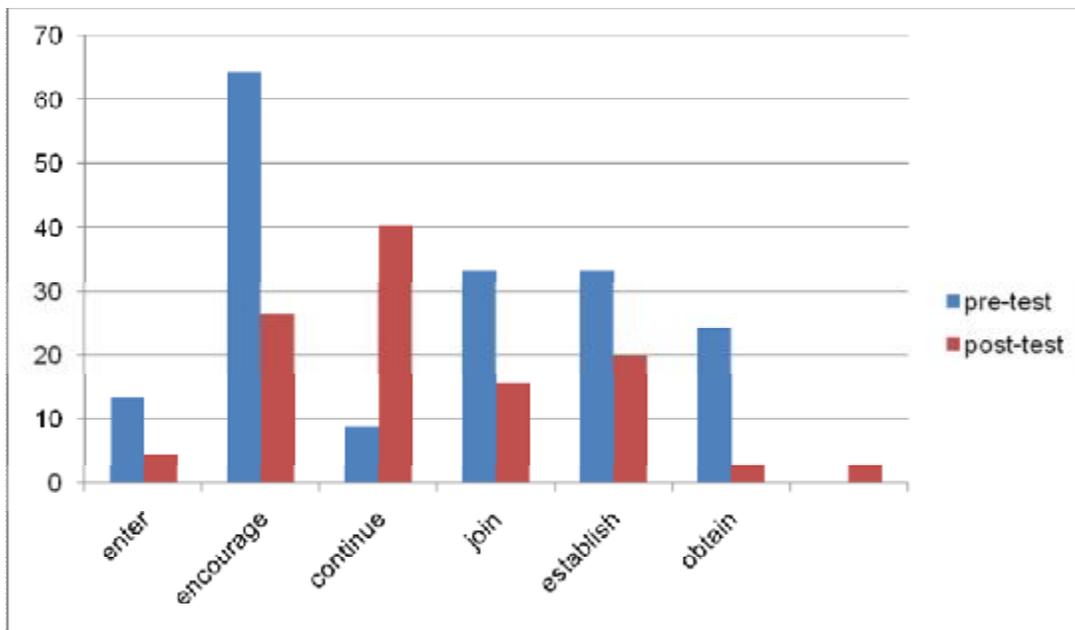
B. Regular verbs

C. Irregular verbs

A. Verbs in Stem Form

	Pre-test		Post-test	
	False answers	Percentage %	False answers	Percentage %
1. enter	6	13.33	2	4.44
2. encourage	29	64.44	12	26.66
3. continue	4	8.88	2	40.44
4. join	15	33.33	7	15.55
5. establish	15	33.33	9	20
6. obtain	11	24.24	6	13.33

Graphic representing verbs in stem form



Concerning the verbs in stem form the students usually make errors when transferring knowledge from one language to the other. For example, they write the

verb “to enter” like in French “entrer”. That is due to the negative interference of the prior language which is French (13.33% in the pre-test and 4.44% in the post-test).

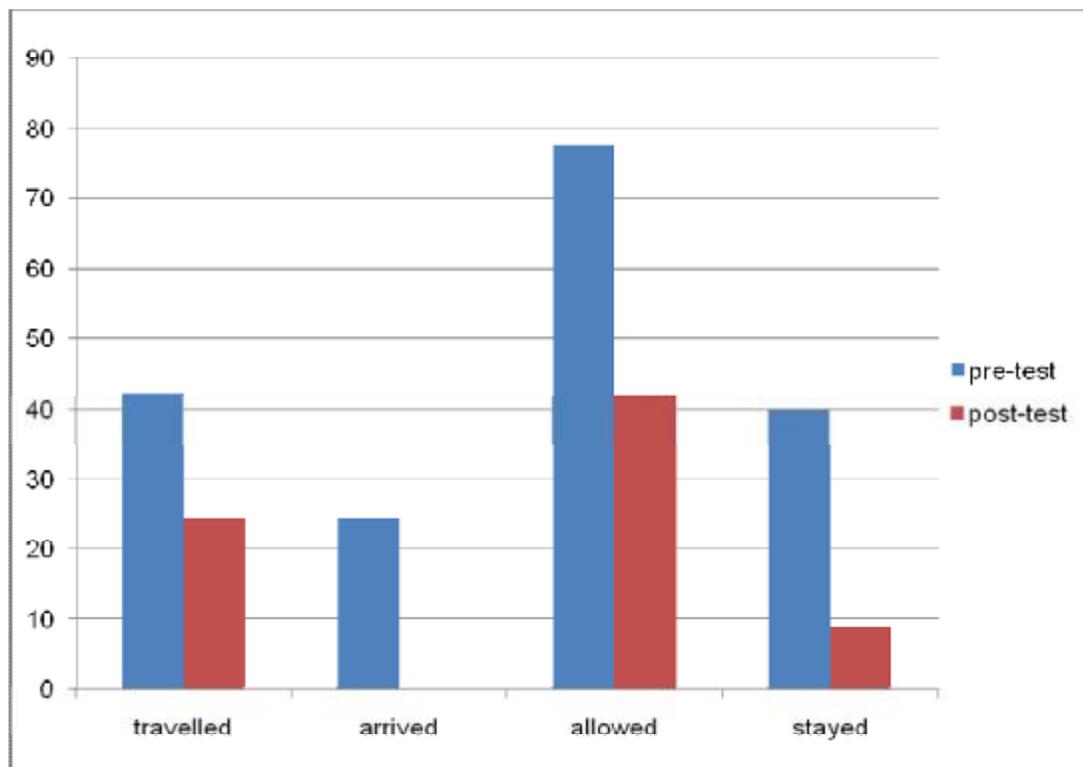
For the other verbs, the results change from one verb to another one;

- *Encourage* 64.44% in the pre-test and 26.66% in the post-test,
- *Continue* 8.88% in the pre-test and 4.44% in the post-test,
- *Join* 33.33% in the pre-test and 45.55% in the post-test,
- *Establish* 33.33% in the pre-test and 20% in the post-test,
- *Obtain* 24.24% in the pre-test and 13.33% in the post-test.

Making a distinction between the vowels' sounds was not an easy matter for students. They were facing a spelling problem of sounds combination which was not a predictable task for them. The results brought by the post- test show clearly that students benefited considerably from the instruction.

B. Regular Verbs

	Pre-test		Post-test	
	False answer	Percentage %	False answer	Percentage %
Travelled	12	42.22	11	24.44
Arrived	11	24.44	0	0
Allowed	35	77.77	19	42
Stayed	18	40	4	8.8



Graphic representing regular verbs

It is worth noting that the majority of the mistakes stem from the fact that students do not double the consonants in each verb and they write them with a single consonant such in “travelled” traveled, arrived arived, and ‘allowed’ was written with a single // allowed or aloud.

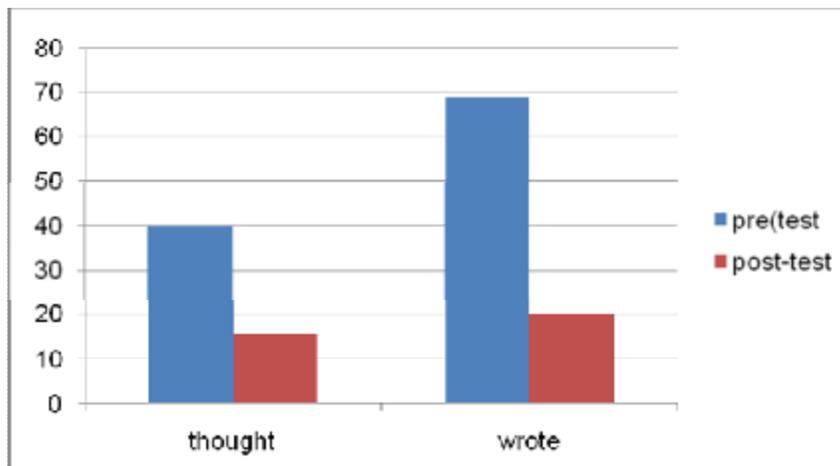
Some students wrote the final *ed* of the regular verbs in a wrong way, although it has its famous rule. The rule states clearly that the final /ed/ is pronounced:

- /id/ after the sounds /d/ or /t/
- /t/ after the sounds p, k, s,
- /d/ after the sound b, g, l, m, n, r, v, y, and the vowels

- However the results changes from the pre-test to the post-test positively
- *Travelled* 42.22% in the pre-test and 24.44% in the post-test
- *Arrived* 24.44% in the pre-test and 0 in the post-test
- *Allowed* 77.77 in the pre-test and 42.22% in the post-test
- *Stayed* 40% in the pre-test and 8.88% in the post-test

C. Irregular Verbes

	Pre-test		Post-test	
	False answers	Percentage %	False answers	Percentage %
Thought	18	40	7	15.55
wrote	31	68.88	9	20



Graphic represents irregular verbs

For the verb “thought” nearly the majority of the learners (40%) made mistakes because they wrote it like the past tense of the verb to teach “taught”; and after the instruction, the results shifted considerably to 15.55% in the post-test. Whereas, the

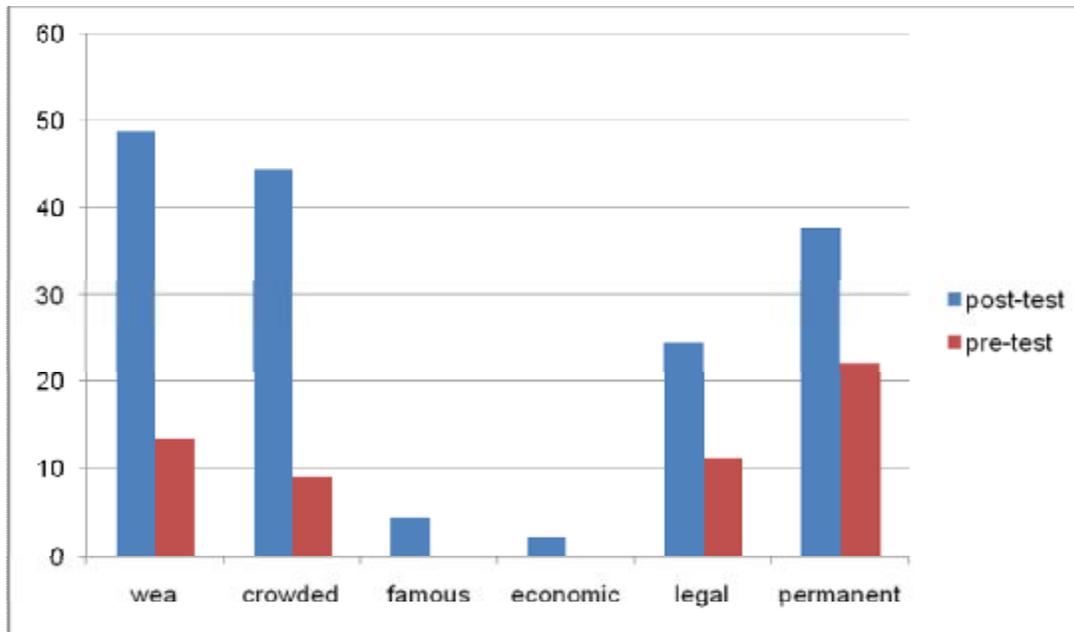
verb *wrote* which is the past tense of the verb to write, the /w/ is a silent letter and approximately most of students 68.88% in the pre-test wrote it as it is pronounced rote; whereas there is a huge difference between wrote and rote. Examples;

- Wrote a letter to my parents, yesterday.
- The Audio-lingual method focuses on rote memorization of patterns

3.2.3 Adjectives

	Pre-test		Post-test	
	False answers	Percentage %	False answers	Percentage %
Weak	22	48.88	6	13.33
Crowded	20	44.44	4	8.88
Famous	2	4.44	0	0
Economic	1	2.2	0	0
Legal	11	24.44	5	11.11
Permanent	17	37.77	10	22.22

Graphic representation of adjectives



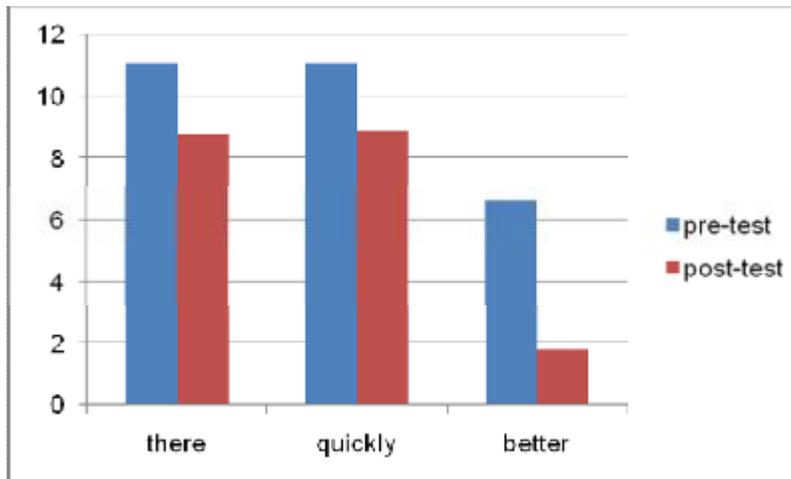
Concerning the adjectives, we recognize that there is a decline of the number of mistakes from the pre-test to the post-test. The results demonstrate that:

- For the adjective “weak”, the number of mistakes declines from 48.44% in the pre-test to 13.33% in the post-test because of the intelligent guessing from the context that *weak* is associated with *ill* and it is not the week. We should highlight the fact that students while writing they use their intelligence and also different styles to overcome a given situation they face. For the rest of adjectives the results reveals the following data:
- For “crowded”, we notice that in the pre-test nearly half of the students did mistakes 44.44% but they lessen to 4.88% in the post-test.
- For “famous” we have 4.44% in the pre-test and 0% in the post-test.
- For “economic” we have 2.22% in the pre-test and 0% in the post-test.
- For “permanent” 37.77% in the pre-test and 22.22% in the post-test.

In fact, students were not able to differentiate between the phonemes in each word. The 'magic e' in *economic* and *permanent*, caused trouble for learners because they put it inappropriately.

3.2.4. Adverbs

	Pre-test		Post-test	
	False answers	Percentage	False answers	Percentage
There	5	11.11	4	8.88
Quickly	5	11.11	4	8.88
better	3	6.66	1	2.22



Graphic representation of adverbs

It is not surprising that the number of mistakes is too low in the test because adverbs mentioned in the text have already been dealt with in grammar courses..

However, they did mistakes in the spelling of *there* and they wrote it *their* and for the adverb *better* they wrote it either with an /a/ or /u/ i.e. *batter* or *butter*; and for the word *quickly* the problem of silent letter emerged because the “c” is not pronounced but it is written.

In the case of the adverb “there”, in the pre-test, 11.11% of students did mistakes and a progress is seen in the post-test 8.88%. For the adverb ***quickly*** the mistakes decreased from 11.11% to 8.88% in the post-test.

3.2.5. CONCLUSION

The pretest findings have revealed that the percentage of spellings mistakes made by the subjects was considerably higher in comparison with the percentage of mistakes committed in posttest.

These mistakes could be traced back to various reasons: a lack of one- to-one correspondence between sounds and spelling such as in opportunity/,ɒpə'tju:nəti/, an inability to discriminate between similar sounding phonemes such as *ships*, *sheep*, *cheap* and *chip*, the compound structure of certain words (words which can be divided into parts: the root the affix and inflections such as *citizenships*), negative transfer from the already existing second language of the subjects (i.e. French), lack of attention to the graphic forms of words containing silent letters such as *wrote*, last but not least, an inability to differentiate between the phonemes of the spelt word such as permanent.

In sum, the present exploratory study has confirmed the paramount role of spelling strategy implemented during instruction in helping the subjects make fewer spelling mistakes. Additionally, this experiment has brought to lights the students' eagerness to such innovative strategy that notably inspired and motivated them.

GENERAL CONCLUSION

This research investigates the degree of impact of spelling on vocabulary acquisition at university, first-year students of English as foreign language. It was undertaken to answer the following problem: does the teaching/ learning of vocabulary through spelling strategy aid learners to consolidate the words form?

The results of the test gave a clear view about the learners' degrees of achievement in mastering the graphic form of words suggested in the text. And also, they are in the direction of our research hypothesis which states that if students were trained during the course /lesson for better vocabulary writing using the spelling strategy, they would do minimum mistakes/errors in their writing.

The experiment has showed the need of the learners for strategy/strategies which can be useful to them. The use of this genre of strategy in foreign language instruction/learning is a helpful tool, not only to develop the language, but also to boost the learners' capacities to create their own learning styles and teaching techniques

APPENDICES

Appendix 1

The Test

The US Immigrant Experience

During the 19th and early 20th centuries, many **immigrants** left home because they were poor and thought they would have better **opportunity** in the US. The most travelled on crowded **ships** where **diseases** spread quickly. Many would be immigrants died on the **journey** or arrived weak and ill. The majority arrived in New York and Boston, and Ellis Island near New York became famous as a **receiving** station. The immigrants were examined by a doctor before being allowed to enter the US. But life in the US was not easy. Those who stayed in the cities often had to work in sweatshops, but slowly they improved their lives and many wrote home to encourage others to come.

Today immigrants continue to move to the US for economic and political **reasons** and to join family members. The immigrants must obtain a green card to establish legal permanent **residency**. A first step towards **citizenship**.

Appendix 2

The Sample Lesson

The objectives of this lesson is to draw the learners' attention to the crucial importance of spelling as a vocabulary strategy, and also to shed light on its useful role in enhancing learners' ability to get command of graphic form of the English language. This strategy in turn would get its fruits if is applied during the whole course not only in four sessions.

On Saturday, May 16th 2009, I have introduced spelling as being a good tool to acquire a numerous vocabulary and mastering the lexis form. Then, I read aloud the text that is used as pre-test in order to make the student aware of what takes place in the classroom. On the light of the mistakes and errors made by students in the pre-test, I pointed at a student to come to the board to spell the word I have chosen, and I made him/her spell it. If she spelled it wrong, I chose another one to correct his/her mistake, then I asked her to write it on the blackboard. Then, I asked the whole class to repeat the word three times in order to get a visual picture of the word plus its pronunciation.

Although it is time consuming to repeat this procedure each time, students benefit from that strategy considerably.

On Sunday May 17th 2009, I proposed the nine key ways that could help them to enhance their spelling.

Darson, G (2005) pointed out that there are nine key ways to improve spelling:

1. Learn the rules and regular forms before tackling the exceptions and irregularities
2. Concentrate on the words you use most often i.e., frequent words.
3. Make a spelling booth.
4. Check your work carefully in order to look for your mistakes and to improve your weak points.
5. Use memory aids/ mnemonic: it is a word, phrase, rhyme that aids you to remember that "i" is before "e" except after "c" which explain the spelling of **believe, relief** and **siege** with **ie** and **ceiling, receiving** and **deceit** with **ei**.
6. Use word-families as a spelling aid. The existence of "silent letters" in English may cause troubles for foreign students because those letters are written but not pronounced such as the /w/ of wrote in the text of the US Immigrants Experience that I used as a test.
7. Break words into parts, many students make mistakes in spelling plainly because they do not look closely enough (if at all) at the structure of the words they are writing. Breaking words up into their component parts will often help student avoid spelling errors.
8. Take an interest in word-origins/ etymology of words: Sometimes you may think that etymology of words is of no concern to you because your ultimate purpose it to spell correctly but looking at the origins of words in your dictionary simultaneously with checking their spellings often makes it clear why it is spelled like this and you surly will remember how to spell it.
9. Lastly, practice is the core aim of spelling. It is not enough just to check your spelling when you happen to be writing something. By practicing spelling every

day students will better in Written Expression module. Because in spelling, as in so many other skills, practice does make perfect.

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Θ Κ Υ

ان الهدف من هذه الدراسة هو اختبار مدى تاثير معرفة الطلبة بقواعد التهجئة على مادة الانشاء. وقد لاحظنا ان الكثير من المتعلمين يواجهون بعض الصعوبات فيما يتعلق بالتهجئة في اللغة الانجليزية وهذا راجع لاسباب عدة. وتكمن اهمية دراستنا في كونها تشرح هذه الاسباب و تقترح لها حلولا و حتى حل الاشكال بطريقة فعالة. و قد تبيننا في بحثنا هذا منهجية تقضي باستعمال مجموعة من طلبة السنة الاولى بقسم الانجليزية. و قد قمنا باختبار تقويمي قبلي لهم لتقصي مدى معرفتهم بالتهجئة في الانجليزية قبل ان تقدم لهم بعض الدروس في الموضوع. ثم بع ذلك اخضعناهم لاختبار بعدي والذي من خلاله قمنا بقياس قدرتهم على استثمار محتوى الدروس المقدمة في التطبيق. اقترحنا في هذه المدكرة مجموعة من التوصيات متطلعين الى مساعدة الاساتدة على تبني استراتيجيات محددة بغية مواجهة المشاكل المتعلقة بتوظيف التهجئة.

Résumé

L'objectif de ce travail est d'examiner l'impact de la conscience des étudiants des règles d'orthographe dans l'expression écrite. Il a été observé que beaucoup d'apprenants rencontrent quelques difficultés à maîtriser le sujet de la majuscule en langue Anglaise ; et ce pour plusieurs raisons. L'importance de notre étude réside dans le fait qu'elle vise à expliquer ces raisons et à proposer des solutions à même de solutionner ce problème de manière réparable. La méthodologie que nous avons adoptée pour notre recherche a consisté à utiliser un groupe d'étudiants de première année du département d'Anglais. Un pré test d'évaluation de leur connaissance de la majuscule Anglaise a été effectué avant qu'on ne leur assure quelques séances de cours sur le sujet. Ce après quoi, nous les avons soumis à un post test par lequel nous avons mesuré leur capacité à mettre en pratique le contenu des cours prodigués. Le mémoire propose une série de recommandations dans la perspective d'aider les enseignants à adopter une stratégie précise afin de contrer les problèmes liés à l'utilisation de la majuscule.