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Exploring Teachers' Instructional Techniques for Improving EFL Learners' Spelling Skill
A Case Study of Cheikh El Hadj Omar Ben El Hadj Massoud and Al-Hayat Institute for
Girls – Al-Furqan Branch Middle Schools

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Declaration

We hereby declare that this dissertation is entirely the result of our own investigation and that due reference and acknowledgment are made, whenever necessary, to the work of other researchers.

Date: 21 May, 2026

Signature:

Dedication

This work is in honor of our parents and families because of their constant encouragement and patience throughout our studies.

We would also like to thank Cheikh El Hadj Omar Ben El Hadj Massoud Middle School and Al-Hayat Institute for Girls - Al-Furqan Branch Middle School for their cooperation and help in conducting this research.

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Abstract

This study investigates the methods of instruction utilized by English teachers to help their EFL learners develop their spelling skills in middle school in Algeria. The research aimed to find out about the difficulties in spelling among the learners, the methods teachers used, and how students perceived the effectiveness of these teaching methods. The research adopted a descriptive mixed-methods design and involved questionnaires and semi-structured interviews recorded using audio recorders. A purposive sample of four English teachers and 80 middle school learners, 42 females and 38 males, was selected from Cheikh El Hadj Omar Ben El Hadj Massoud Middle School and Al-Hayat Institute for Girls – Al-Furqan Branch. Data were analyzed using quantitative and qualitative approaches. Findings showed that learners struggled with sound-letter relationships, silent letters, and morphological spelling. Teachers applied dictation, repetition, phonics, and corrective methods when teaching. The study recommends diversifying instructional strategies to include phonics-based and multisensory approaches, and improving teacher training in spelling instruction.

Keywords: EFL learners, spelling, instructional techniques, middle school, mixed methods.

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General Introduction

1. Background of the Study

In EFL contexts around the world, writing is viewed as an essential skill for learners because it mirrors their overall proficiency in the English language and impacts their academic achievement. The accurate use of spelling, as an integral part of writing, has been identified as a major problem for EFL learners whose mother tongue has a different writing and sound system compared to English. Learners may attain a good level of proficiency in grammar and vocabulary use, but their consistent failure in spelling can lead to poor grades and a negative attitude towards their teachers and examiners.

In the EFL context of Algeria, learners are exposed to English through limited authentic sources outside their classrooms. The main sources of English in their learning context are their teachers and schoolbooks. Teachers mostly teach grammar and reading comprehension in their classes, and spelling is either implicitly taught or presented as weekly word lists and tests. Learners mostly use visual memory and ad hoc strategies in their learning of spelling.

2. Statement of the Problem

In spite of the acknowledged significance of spelling for EFL learners' performance in writing, teaching practice does not always align with research-based guidelines for teaching spelling effectively. Previous research has demonstrated that EFL learners tend to find it difficult to deal with inconsistencies between phonemes and graphemes, silent letters, and double consonants. In addition, they are not likely to be aware of spelling rules. Yet again, there is limited research-

based evidence from our specific context on how teachers teach spelling and what methods they use to facilitate their learners' spelling. The present study aims to bridge that gap.

3. Research Questions

- 1) What are the most frequent spelling errors and difficulties among EFL learners?
- 2) Which instructional methods do EFL teachers use to help students improve their spelling performance?
- 3) What are the perceptions of EFL students regarding the effectiveness of these instructional methods for developing spelling?
- 4) Do teachers use the best methods recommended by research?

4. Research Hypotheses

From previous research and understanding of EFL spelling problems, the following hypotheses are developed:

H1: EFL middle school learners in Algeria most frequently experience spelling difficulties related to sound-letter mismatches, silent letters, and morphologically complex words, resulting from the irregularities of English orthography and the influence of their first language (Arabic) and French.

H2: EFL teachers in Algerian middle schools primarily rely on traditional instructional methods such as dictation, repetition, and copying, with limited use of research-based strategies such as phonics instruction, multisensory techniques, or spelling games.

H3: A gap exists between the instructional methods that teachers apply in the classroom and the methods that students actually perceive as most helpful for improving their spelling.

H4: The instructional methods predominantly used by EFL teachers in Algerian middle schools do not align with research-based best practices, as teachers tend to rely on traditional approaches rather than evidence-based techniques such as phonics training, multisensory learning, or word-sorting activities.

5. Research Objectives

- 1) Finding out what spelling problems affect the poor spelling skills of students.
- 2) Exploring the instructional techniques currently used by EFL teachers to address spelling.
- 3) Examining student perceptions regarding the effectiveness of the teaching methods used by their teachers.
- 4) Figuring out how certain strategies influence certain types of spelling errors made by EFL learners.
- 5) Evaluating classroom practices against research-based best practices and offering practical pedagogical recommendations.

6. Research Significance

Spelling is a key element of successful language writing and academic performance, yet it has been neglected in terms of teaching it to foreign language students. Although an important factor, numerous spelling errors committed by EFL students indicate that current teaching methods have not been fully satisfactory to achieve this purpose.

While there are existing studies on the spelling mistakes of middle school learners (Ghezzou & Mammeri, 2016) and on the teaching methods employed by teachers when teaching spelling at the middle school level (Chellouf & Bououdene, 2022), explicit spelling instruction for EFL

learners in Algeria, beyond the description of current practices, has received relatively little attention.

This dissertation will serve as a connection between spelling theory and practice in EFL classes, thus being of great value for the sphere of English Didactics.

7. Dissertation Structure

The present study addresses these research questions through a dissertation divided into two main chapters and a general conclusion. Chapter One reviews the literature related to spelling in EFL learning, covering its definition, the difficulties faced by EFL learners, the factors that affect spelling acquisition, the major instructional techniques used by teachers, the theoretical foundations of spelling instruction, and a review of previous empirical studies. Chapter Two presents the practical part of the research, which includes the methodology, data collection procedures, data analysis results derived from student questionnaires and teacher interviews, and a discussion of the findings. The dissertation concludes with a General Conclusion that summarizes the key findings, discusses implications, and offers pedagogical recommendations.

Chapter One: Literature Review

Section One: Spelling in EFL Learning

Spelling is an important skill in learning to read and write and plays a critical role in the composition of ideas and thoughts, and it is critical in EFL students who have to juggle different languages and spellings. Spelling helps to avoid confusion in communication, since accurately written words enable readers to decode the intended message without ambiguity and prevent misunderstandings that may arise from misspelled or similar-sounding words, and boosts confidence in academic work such as examinations and essays, while also helping in the expansion of vocabulary.

1.1. Definition of Spelling

The role that language takes to convey sounds through written forms is an essential component of literacy and language education. Brown (2018) makes an important distinction between two related but different terms: spelling, which is the practice of writing words correctly, and orthography, which is an academic term that refers to the writing system of a language, including punctuation, capitalization, hyphenation, and even typography, such as typefaces and colors.

Although orthography is the preferred term in academia, spelling is the more practical and accessible term that is useful to language teachers and learners (Brown, 2018). It is equally important to understand what spelling is for and what it accomplishes for language users. Brown (2018) asserts that, fundamentally, a spelling system is intended to allow language users to be able to read and write, to become literate, and to access education. This understanding of the function and purpose of spelling shifts the emphasis from memorization and assessment to

communication and language use. This understanding is important to EFL teachers to create a more holistic approach to teaching spelling.

1.2 Why Spelling Is Difficult for EFL Learners?

1.2.1 Historical and Linguistic Roots

English spelling has traditionally been difficult for students to understand, and its history provides an explanation for this (Shemesh & Waller, 2000). The complicated history of Great Britain, with its numerous invasions and settlements by various nations such as the Romans, Vikings, and Normans, has resulted in English spelling being inconsistent and often contradictory (Shemesh & Waller, 2000). Another factor is the alphabet itself. The 26 letters of the alphabet make up 44 sounds, with one sound having more than a dozen ways of being spelled, as with the sound /ʃ/ in station, special, charades, etc. (Shemesh & Waller, 2000). As can be seen, English spelling is difficult due to its own nature, and it is not up to the student to improve it.

1.2.2 The Cognitive Demands of Spelling

This is clearly a lot more than simply memorizing words – spelling requires a complex array of cognitive skills. These skills involve the simultaneous ability to hear, say, and order sounds correctly, as well as to recognize letters and words, tell the difference between letters that look similar, and deal with unfamiliar words and prefixes all at once (Shemesh & Waller, 2000). For non-native speakers, particularly those whose native alphabet is dissimilar or even written in a different direction, as in the case of Arabic-speaking students, the situation is even more complicated as these students have to cope with a new alphabet as well as a new reading direction (left to right) at the same time (Shemesh & Waller, 2000).

1.2.3 Common Spelling Error Patterns and Teaching Priorities

It is important to determine the nature of the most common errors made by learners to be able to provide an effective approach to teaching spelling. From observation, it was noted that learners seemed to struggle with the vowel sounds and phoneme awareness. Learners were also noted to make errors with the addition of suffixes and substitution of letters that represented similar sounds, e.g., c instead of k to denote the /k/ sound (Shemesh & Waller, 2000, p. 10). This was further supported by research that found that vowel errors are the primary cause of misspellings, followed by consonants and incorrect use of prefixes and suffixes (Shemesh & Waller, 2000). This indicates that the primary focus of any approach to teaching spelling to EFL learners should be the awareness of sound-letter patterns, especially vowel sounds.

1.3 Factors Affecting Spelling

1.3.1 Memory

Memory is a significant factor in the development of spelling and reading skills. Ehri (1997) explains that while both reading and spelling depend on memory for the same information, especially knowledge of the alphabet and words, spelling is more complex as it involves producing a series of letters in the correct order instead of merely pronouncing a word. This indicates that correct spelling involves not just recognition of words but also construction of permanent memory for letters.

1.3.2 Reading Habits

Regular reading can contribute to improvement in spelling knowledge. Ehri (1997) found that both children and adults with greater knowledge of print have better spelling skills. This

association holds even when intelligence, memory, and phonological processing are taken into account (Ehri, 1997, p. 285). This indicates that frequent interaction with written texts can contribute to correct spelling skills.

1.3.3 Exposure to English Written Language

Ehri (1997) has proposed the idea that when children are exposed to written English repeatedly by reading, they will gradually develop orthographic representations, which will eventually contribute to the development of correct spelling. This process starts as early as Grade 1 (Ehri, 1997, p. 286).

1.4 Previous Studies on Spelling

This part discusses two earlier studies on the topic of spelling difficulties and teaching approaches in Algeria. It is significant to consider them because they give information about spelling problems of learners and approaches taken by their teachers to solve them.

The first study was carried out by Chellouf and Bououdene (2022), with the title Spelling Instruction at the Middle School Level: Teachers' Practices. This research had as its objectives the investigation into the practices of middle school teachers of spelling instruction to young learners of English as a foreign language in Algeria, and the identification of the key challenges faced by the teachers during spelling instruction. The tools of the research included a questionnaire given to 20 middle school teachers from various schools in the Wilaya of Jijel. As a result, it was found that the teachers gave importance to spelling lessons and taught them in an organized and systematic way. Additionally, it was found that the teachers paid much attention to the explanation of the importance of spelling and correction of the mistakes of the learners' spelling. Nevertheless, the research found that there are still many teachers who rely on

traditional approaches and do not apply modern methods suggested by research in the area of spelling. Moreover, poor training and lack of time are identified as the key obstacles to efficient spelling instruction.

The second research work was conducted by Ghezzou and Mammeri (2016), and the title of the study was Investigating Intralingual and Interlingual Errors of Algerian Middle School EFL Learners in Their Written Compositions: A Case Study. The main objective of the study was to highlight the major written errors made by Algerian middle school EFL learners, classify these errors based on their types and sources, and propose ways to minimize such challenges. The authors gathered and examined a collection of 62 written compositions written by fourth-grade middle school EFL learners residing in Akbou, Bejaia. The findings indicated that all learners committed significant errors in their written assignments, and spelling errors occurred at the highest rate of 32.4%. Furthermore, it was observed that most errors were intralingual in nature, whereas interlingual transfer had a relatively less prominent impact. Moreover, the authors mentioned that numerous spelling errors could be attributed to the discrepancy between the pronunciation and spelling of English language words, alongside the effects of French interference in some instances. To alleviate these issues, the authors suggested encouraging extensive reading, incorporating effective writing tasks in the class, handwriting practice, and highlighting discrepancies between English and French spelling among other measures.

The above-discussed studies are relevant to the present study since they indicate the difficulty faced by Algerian EFL learners in terms of their spelling abilities. Furthermore, it can be seen that the teaching technique used by the teacher has an impact on the improvement of the EFL learners' ability to spell correctly. This is mainly because wrong teaching techniques or traditional teaching techniques can result in the persistence of the learners' problems.

The current chapter has provided a general framework regarding the concept of spelling among EFL learners. First, a definition was presented and it was noted that spelling is an important component of written language proficiency. The chapter has also discussed some of the issues faced by EFL learners while learning spelling. It started by examining the problems posed by grapheme-phoneme relationships in English as well as the role played by learners' first languages in spelling difficulties. In addition, the various factors which influence spelling were outlined showing how spelling is more than a motor-skill activity but a linguistically based one. Lastly, a critical evaluation of past studies indicated that EFL learners still suffer from spelling errors and that appropriate intervention is necessary to improve their spelling abilities.

Section Two: Teachers' Instructional Techniques for Improving EFL Learners'

Spelling

This section describes the primary teaching strategies that are employed by teachers to enhance the spelling skills of their students in learning English as a foreign language. It highlights the approaches that teachers adopt in the teaching process to help their students solve any issues with their spelling skills. In addition, it addresses the major theories associated with the teaching of spelling and previous research conducted in this area.

2.1 Instructional Techniques in Spelling Teaching

Spelling techniques in EFL classrooms include the classroom methods and strategies applied by teachers to enable learners to spell words effectively. It is essential to employ such techniques due to the complexity and unpredictability of English orthography.

Some of the most commonly employed techniques in spelling instruction include dictation, repetition, phonics, and correction exercises. These techniques serve different purposes in assisting learners to spell accurately.

2.1.1 Dictation

Dictation is one of the useful techniques used to aid spelling. This technique involves having students listen to some words or sentences and transcribe them into writing. Through dictation, learners practice distinguishing the sounds of words and selecting appropriate spellings. It enables teachers to identify spelling challenges among learners and assist them immediately.

2.1.2 Repetition

Repetition is also one of the essential techniques utilized in spelling instruction. Learners need to be exposed to words frequently through listening and speaking before writing them. Although repetition is necessary for learning common and exceptional words, it must not be done mechanically without the guidance of teachers.

2.1.3 Phonics

Phonics is another technique that plays a crucial role in teaching learners about sound-spelling relationships. In the process of learning phonics, learners learn the patterns of sounds and how they can be applied in spelling. Phonics technique is especially beneficial to new learners who are taught how to use them in spelling regular words, but they should be complemented with other techniques to solve problems related to irregular spellings.

2.1.4 Correction Activities

Correction activities should also be considered as a crucial element of learning spelling. They will make learners notice their errors and help them fix them. Teachers either correct them themselves or teach students to do corrections themselves or with the help of their peers.

In general, the success of spelling teaching depends on the combination of these techniques. It is when they all are practiced together that learners can benefit greatly from spelling.

2.2 Theoretical Foundations of Spelling Instruction

There are a number of theories that underpin the teaching of spelling to learners. The key theories that inform spelling teaching in the EFL classroom include behaviorist theory, cognitive theory, and phonological awareness theory. These theories give some insights into the development of spelling and its effective teaching.

2.2.1 Behaviorist Theory

Learning is a process of habit formation through repetition, reinforcement, and corrections. As far as spelling is concerned, the application of behaviorist theory implies that learners are to become better spellers through exposure to correct examples and correction of spelling mistakes. Hence, behaviorism emphasizes the necessity for frequent repetition and correction to enable learners to form proper spelling habits.

2.2.2 Cognitive Theory

Cognitive theory views learning as an active process where people pay attention, encode what they see, store the material in their memory, and later retrieve it. Based on this theory, in addition to repeating and learning spelling forms, learners should pay attention to the spelling patterns

and encode them in their memory. From the point of view of cognitive theory, spelling is about paying attention, categorizing the information, and storing it to retrieve while writing. Such activity is especially prominent in cases where individuals work with orthographic patterns; for example, realizing how certain letters match sound structures and encoding such mappings as lexical information. As suggested by Perfetti (1997), the ability to correctly spell relies on the ability to extract correct orthographic representation of words, which in turn is conditioned by the accuracy of the mental representations that a learner creates while working with spelling forms. In turn, as Gentry (1982) states, learning spelling is not simply memorizing, but the creation of cognitive strategies that deal with English orthography.

2.2.3 Phonological Awareness

Being an essential skill, phonological awareness can also be considered a prerequisite for effective spelling training. Phonological awareness can be defined as the learner's ability to hear and manipulate the sounds of language. These skills are vital for teaching spelling since the learners should connect the sounds with specific letter sequences. Most importantly, phonological awareness is critical when explaining the relationship between pronunciation and spelling in EFL instruction. As noted by Shemesh and Waller (2000), most spelling mistakes are caused by inadequate phoneme awareness, particularly vowels, and students should improve their auditory skills to identify sound-spelling correspondences before employing them appropriately in spelling. In this regard, Stirling (2011) highlights the importance of phonemic awareness in terms of counting syllables, identifying rhymes, and manipulating sounds as the first stage in the progression of English spelling training.

2.3 Review of Previous Studies

In this part, two investigations that have been carried out in the Algerian middle school English as Foreign Language learning environment will be discussed. These studies investigate learner spelling problems and the teaching techniques used by teachers in order to help students overcome such difficulties.

2.3.1 Spelling Errors and Their Origins

The first study was conducted by Ghezzou and Mammeri (2016), in which error analyses were performed on 62 written pieces of work submitted by 4th year middle school learners at Youcef Ben Berkane Middle School, Bejaia. Among the total number of 500 errors detected, the majority occurred in the category of spelling mistakes, constituting 32.4% of the whole. Intriguingly, almost 88% of the identified spelling errors were intralingual, resulting from misuse of English rules, as opposed to interference with the French language (5.6%). It should be noted that learners often misspelled words using phonetic spelling for example, spelling "eting," "shugure," "fayemes" instead of eating.

2.3.2 Teachers' Instructional Approaches

Chellouf and Bououdene (2022) conducted research among 20 teachers at middle schools in Jijel regarding spelling instruction practices. Even though 75% of them stated that they taught spelling and used a variety of methods including phonological, orthographic, morphological, and etymological, they still tended to correct spelling mistakes reactively rather than teach preventively and systematically. Moreover, while 80% of the respondents confirmed that they taught strategies for spelling, very few teachers were able to identify what particular strategies they employed. Traditional methods such as repeated writing of misspelled words prevailed

whereas spelling games and self-assigned goals were not utilized by most teachers. The structural barriers included the lack of training reported by 83.33% of teachers, limited contact hours per week (less than 60 min per day).

In summary, both studies demonstrate the contradiction between the needs of English language learners who require explicit teaching of orthographic conventions in English and the type of instruction they usually receive, namely reactive correction and drilling. The disparity described above becomes a starting point of the present investigation.

2.4 The Role of the Teacher in Spelling Improvement

The role played by the teacher in the process of developing the ability to spell correctly is of great importance and cannot be overlooked. Instead of just delivering knowledge about orthography, the teacher should be seen as a guiding hand that provides students with a conducive atmosphere in which they can enhance their spelling abilities. There are different aspects associated with the role of the teacher when it comes to enhancing the spelling skills of learners. In the following paragraphs, some of those aspects will be discussed.

2.4.1 Teacher as Guide and Facilitator

One of the tasks carried out by the teacher is directing and guiding learners towards achieving orthographic awareness. The teachers who employ a directed approach towards teaching learners about orthography tend to enhance their awareness of both phonetics and orthography. This guidance is especially essential in the case of learners who learn English as their foreign language because learners cannot depend on their phonology for decoding English spelling conventions.

2.4.2 The Role of Feedback

Feedback could perhaps be the most useful method for the teacher in ensuring students spell words correctly. It has been established through research that both written, oral, and remedial feedback provided by teachers greatly enhances spelling ability amongst EFL students. According to previous literature, there are two types of feedback used in spelling improvement; these include corrective and indicative feedback (Shemesh & Waller, 2000). In the case of written feedback, the learner can take his time going through the mistakes made whereas oral feedback helps learners engage in class and understand the connection between phonemes and graphemes (Brown, 2018; Bosman & Van Orden, 2007). Remedial feedback on the other hand helps the learners overcome the problem of mistakes if they recur based on the strategies applied during spelling (Gentry, 1982). Overall, appropriate and effective feedback plays a critical role in enabling students to monitor themselves in terms of their spelling abilities. There are two main kinds of feedback found in the literature:

2.4.2.a Direct Feedback (also known as explicit feedback)

In this case, the teacher directly corrects the erroneous word, using its correct form. This type of feedback helps detect mistakes related to surface grammar aspects such as spelling or punctuation.

2.4.2.b Indirect Feedback (also known as implicit feedback)

With this kind of feedback, the teacher notifies the student about the mistake but does not actually provide the correct form. Self-correction encouraged by a teacher is reported to promote accurate spelling. Most studies recommend focusing on giving feedback because this technique seems to support the effectiveness of focused correction on L2 accuracy.

2.4.3 Organizing Spelling Practice

Also, in addition to providing feedback on student performance, teachers should plan practice sessions that will be useful for learning to spell correctly. The best sessions do not rely on repetition; rather, they must be well-planned and adjusted to learners' requirements (Shemesh & Waller, 2000). For example, the strategy called "cover, copy and compare" is effective in helping students recognize spelling patterns through visual perception (Brown, 2018). Gentry (1982) highlights that intentional writing experiences, like story writing, letter writing, and listing activities, are essential when it comes to developing cognitive skills needed for correct spelling. Moreover, reading and writing promote spelling through orthographic representation, which ensures the correct spelling process (Ehri, 2007). These sessions encourage autonomy because EFL students will learn how to control their performance and monitor spelling independently (Bosman & Van Orden, 2007).

2.4.4 Selecting Appropriate Classroom Techniques

Similarly, the teacher's use of discretion in choosing appropriate techniques depending on the learners' proficiency level is equally vital. Evidence-based techniques used by skilled spelling instructors include:

2.4.4.a Multisensory Instruction

The integration of auditory, visual, and kinesthetic approaches, enabling different learning styles.

2.4.4.b Mnemonic Devices

The use of memory tricks for assisting learners in remembering how to spell the challenging or tricky words.

2.4.4.c Technology-Based Tools

The use of digital media and spelling apps that allow instant feedback and drill practices.

2.4.4.d Dictation Activities

An old-fashioned but very effective approach whereby the instructor dictates, and the learners write down what they hear.

In addition to all this, the teacher is vital in creating a conducive classroom environment which makes the learners feel comfortable making errors. According to studies carried out among EFL writing teachers, the best way to correct mistakes is through encouragement and giving constructive criticism in order to ensure that spelling corrections do not dissuade the learners from trying new words.

All in all, as far as the teaching role for improving spelling is concerned, there are numerous aspects that need to be addressed. In essence, the roles of a teacher include directly teaching spelling, offering appropriate feedback, designing effective practice activities, and choosing the best classroom strategies that will work for the learners. The current chapter has provided an overview of the major instructional strategies used by teachers to enhance the spelling skills of EFL students, as well as the theories on which these methods rely, and past research concerning these issues. Through analyzing behaviorism, cognition, and phonological awareness perspectives, the process of learning to spell and developing spelling skills in an EFL setting was explained. Moreover, from reviewing past empirical evidence, it became evident that the problem of poor spelling abilities is enduring, and thus, the importance of employing systematic instruction to tackle this issue was proven. All this theoretical and empirical foundation sets the stage for the practical study undertaken in the following chapter.

Chapter Two: Methodology, Results and Discussion

This chapter presents the practical part of the study and explains how the research was conducted in order to explore teachers' instructional techniques for improving EFL learners' spelling. It describes the sample, the methodology, the data collection procedures, and the analysis of the findings derived from the student questionnaires and teacher interviews. The chapter also discusses the meaning of the findings in relation to spelling instruction in Algerian middle schools.

3.1 The Sample

The study was conducted in two middle schools in El Guerrara - Ghardaia Province, namely Cheikh El Hadj Omar Ben El Hadj Massoud Foundation and Al-Hayat Institute for Girls – Al-Furqan Branch. The research sample comprised two groups totaling 80 Algerian middle school students and four middle school English teachers. The selected students were equally distributed across four grade levels, with 20 students representing each level (first year, second year, third year, and fourth year), thereby ensuring representation from different stages of English learning and spelling skill development.

The four teachers were selected on the basis of one teacher per grade level. According to the interviews conducted, the teachers had varying periods of teaching experience and worked in Algerian middle schools where English is learned as a foreign language and where spelling remains a persistent challenge among many students. This sampling approach was appropriate since it allowed the researchers to gather both the learners' and teachers' perspectives on spelling instruction.

Table 01: The Sample

Group	Number	Characteristics
Students	80	20 students from each middle school level: first, second, third, and fourth year
Teachers	4	Two English teachers from each middle school

3.2 Methodology

A mixed-methods data analysis approach was used in this research because both quantitative and qualitative data were obtained and used to provide a more thorough description of spelling instruction. Quantitative data was collected using the questionnaire that addressed issues related to learners' spelling problems, practices of instruction in class, and opinions regarding instruction. Qualitative data was collected through interviews and provided an opportunity to describe teachers' methods of instruction and their opinions concerning classroom practices. It is justified by the nature of the problem since it includes issues that can only be addressed through the use of mixed methods.

Descriptive design was chosen because no variables were manipulated in the process of the research. The chosen design allowed researchers to describe the real situation related to spelling instruction at middle schools. The mixed-methods data analysis approach became especially useful when checking students' difficulties against teachers' views on teaching and correcting spelling mistakes.

3.3 Data Collection

Data collection was done using two instruments: a student questionnaire and a teacher interview guide. The two instruments were translated into Arabic to ensure that participants responded in a natural way without any language barrier. The questionnaires were administered to 80 students, and each filled questionnaire corresponded to one student printed paper. The student questionnaire covered topics such as demographic information, spelling problems, teaching strategies used by teachers, effectiveness, and classroom settings.

The teacher interviews were held with four English teachers who were selected randomly and represented different grades in middle school. Interview questions addressed topics including teachers' experience, the level of spelling ability among their students, frequent mistakes made by students, teaching strategies used, time spent teaching spelling, available resources, and suggestions for improvements. The interviews were audio recorded and transcribed into scripts. Using data from both students and teachers helped to compare their perceptions and thus added to the validity of the research.

3.4 Data Analysis

3.4.1 Quantitative Analysis: Student Questionnaire

The survey instrument was conducted among a sample of 80 middle school students. The data were analyzed by means of SPSS. The following is a presentation of the findings obtained after the analysis.

Section One: Spelling Difficulties

Question 1: Do you find English spelling difficult?

Table 02: Question 1 – Do You Find English Spelling Difficult?

Response	Frequency (N)	Percentage (%)
Very difficult	34	42.5%
Difficult	28	35.0%
Neutral	10	12.5%
Easy	6	7.5%
Very easy	2	2.5%
Total	80	100%

A relatively large number of students (77.5%) considered English spelling as difficult or very difficult (see Table 02), which reveals that spelling is one of the hardest parts for middle school EFL students. On the other hand, the percentage of those who considered English spelling as easy or very easy was merely 10%.

Question 2: When do you most often face spelling difficulties?

Table 03: Question 2 – When Do You Most Often Face Spelling Difficulties?

Response	Frequency (N)	Percentage (%)
During spelling tests	30	37.5%
When writing compositions	26	32.5%
During exams	14	17.5%
When taking notes	6	7.5%
Never	4	5.0%
Total	80	100%

As shown in Table 03, students found English spelling most problematic during spelling tests (37.5%) and when performing writing assignments (32.5%), which means that the process of writing, not simply recognizing the correct spelling, was the hardest thing for middle schoolers to do.

Question 3: What types of English words are most difficult for you to spell?

Table 04: Question 3 – What Types of English Words Are Most Difficult for You to Spell?

Response	Frequency (N)	Percentage (%)
Words with silent letters	28	35.0%
Long/complex words	22	27.5%
Words with similar spelling	16	20.0%
Words that sound the same	10	12.5%
Short common words	4	5.0%
Total	80	100%

According to the data collected in Table 04, silent letters (35.0%) and long words (27.5%) were found most problematical in terms of English spelling, which proves that the lack of regular sound-letter correspondences causes the biggest trouble for Algerian middle school students.

Section Two: Teachers' Instructional Techniques

Question 4: How often does your teacher use dictation in class?

Table 05: Question 4 – How Often Does Your Teacher Use Dictation in Class?

Response	Frequency (N)	Percentage (%)
Always	36	45.0%
Often	24	30.0%
Sometimes	12	15.0%

Rarely	6	7.5%
Never	2	2.5%
Total	80	100%

As for the teaching techniques used (Table 05), dictation was the most common one according to the data gathered; 75% of the respondents said their teacher used this technique always or often.

Question 5: How often does your teacher explain phonics (sound-letter relationships)?

Table 06: Question 5 – How Often Does Your Teacher Explain Phonics (Sound-Letter Relationships)?

Response	Frequency (N)	Percentage (%)
Always	18	22.5%
Often	22	27.5%
Sometimes	24	30.0%
Rarely	10	12.5%
Never	6	7.5%
Total	80	100%

In the case of phonics instructions (Table 06), only 50% of the students claimed they received such instructions always or often, and 20% said they hardly ever received such instructions from their teachers.

Question 6: Does your teacher use spelling games or competitions in class?

Table 07: Question 6 – Does Your Teacher Use Spelling Games or Competitions in Class?

Response	Frequency (N)	Percentage (%)
Always	8	10%
Often	14	17.5%
Sometimes	22	27.5%
Rarely	20	25.0%
Never	16	20.0%
Total	80	100%

As far as games and spelling competitions are concerned (Table 07), only 27.5% of students had them always or often, while 45% said these activities were used rarely or never at all.

Section Three: Perceptions of Effectiveness

Question 12: How helpful is dictation for improving your spelling? (Likert scale: 1=Not helpful, 5=Very helpful)

Table 08: Question 12 – How Helpful Is Dictation for Improving Your Spelling?

Response	Frequency (N)	Percentage (%)
Very helpful (5)	28	35.0%
Helpful (4)	30	37.5%

Neutral (3)	12	15.0%
Not very helpful (2)	6	7.5%
Not helpful at all (1)	4	5.0%
Total	80	100%
Mean	3.90	SD: 1.12

Most of the students (72.5%) found dictation helpful or very helpful (mean = 3.90), as shown in Table 08. This showed that students appreciated dictation, which is a classic teaching technique.

Question 13: How helpful is phonics-based explanation for your spelling?

Table 09: Question 13 – How Helpful Is Phonics-Based Explanation for Your Spelling?

Response	Frequency (N)	Percentage (%)
Very helpful (5)	26	32.5%
Helpful (4)	22	40.0%
Neutral (3)	12	15.0%
Not very helpful (2)	6	7.5%
Not helpful at all (1)	4	5.0%
Total	80	100%
Mean	3.88	SD: 1.06

The phonics-based approach received favorable reactions from 72.5% of the students (mean = 3.88), as indicated in Table 09. This means that students appreciated learning about sound and letter relationships.

Question 14: How helpful are spelling games and competitions?

Table 10: Question 14 – How Helpful Are Spelling Games and Competitions?

Response	Frequency (N)	Percentage (%)
Very helpful (5)	24	30.0%
Helpful (4)	28	35.0%
Neutral (3)	14	17.5%
Not very helpful (2)	8	10.0%
Not helpful at all (1)	6	7.5%
Total	80	100%
Mean	3.80	SD: 1.18

A majority of the students (65%) found games and competitions helpful or very helpful (mean = 3.80), as shown in Table 10. This means that students found such motivational approaches effective, even though they were not used much in classrooms.

Question 17: Has your spelling improved with current classroom instruction?

Table 11: Question 17 – Has Your Spelling Improved with Current Classroom Instruction?

Response	Frequency (N)	Percentage (%)
Improved a lot	12	15.0%
Improved moderately	38	47.5%
Improved slightly	20	25.0%
Not improved at all	10	12.5%
Total	80	100%

As indicated in Table 11, while only 15% of the students made significant progress in spelling, 37.5% made slight or no progress.

3.4.2 Qualitative Analysis: Teacher Interviews

The thematic analysis of the interviews with the four teachers resulted in the following themes being revealed:

Theme 1: Dictation as the Primary Instructional Technique

All the interviewees agreed that dictation was the main method for spelling instruction used in schools. Thus, Teacher 1 said, "I use dictations in almost all my lessons." Teacher 2 supported this opinion saying, "Dictation is the best way of testing and spelling." These views coincided with the data obtained from the student questionnaires since 75% of students participated in frequent dictations.

Theme 2: Common Error Patterns

Teachers constantly detected similar spelling problems with their students:

Table 12: Theme 2 – Common Error Patterns

Error Type	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Silent letters	✓	✓	✓	✓
Phonological interference	✓	✓	✓	–
French language influence	–	✓	✓	✓
Visually similar letters	✓	✓	–	✓

Teacher 3 mentioned: "Pupils often get confused with the letter combination 'b' and 'd' and have trouble with silent letters like 'k' in the word 'know'." Teacher 4 added: "Spelling habits of French come into play because French is their second foreign language."

Theme 3: Time Constraints and Large Class Sizes

The four teachers agreed that lack of time and large class size prevented proper teaching of spelling skills. Teacher 2 remarked: "We don't have time to work individually on spelling with each pupil." Teacher 1 noted: "With 35 pupils in one class, I can't deal with all of them regarding their individual spelling problems."

Theme 4: Limited Use of Varied Techniques

Even though there was recognition of other methods that could be used for spelling instruction, their implementation was restricted. Teacher 3 stated: "I understand that phonics and games help in learning to spell, but preparation of those takes time we don't have." Teacher 4 supported this by saying: "We use repetition and copying since they save our time."

Theme 5: Need for Institutional Support

Teachers recognized lack of means and experience in this field as another obstacle. Teacher 1 mentioned: "We should have more experience and knowledge about teaching spelling properly." Teacher 2 said: "Spelling materials and word lists would be very useful for us, but we haven't got them yet."

3.4.3 Summary of Key Findings**Table 13: Summary of Key Findings**

Aspect	Student Findings	Teacher Findings
Spelling difficulty	77.5% found spelling difficult	All teachers confirmed spelling is a major challenge
Most common errors	Silent letters (35%), long words (27.5%)	Silent letters, phonological interference, French influence
Primary technique	Dictation (75% always/often)	Dictation reported as dominant method
Phonics instruction	Only 50% received it regularly	Recognised as useful but inconsistently applied

Games/competitions	Only 27.5% experienced them regularly	Limited use due to time constraints
Perceived effectiveness	Dictation and phonics rated highly (mean >3.8)	Teachers believed repetition and explicit help worked
Improvement reported	Only 15% improved a lot	Time and resources limite depth of instruction

From analyzing the student questionnaire data, the following trends can be noted. First, spelling was considered difficult for all students in general. Students found it hard when words had irregular orthographic rules, contained silent letters, were long or complicated, and confused other words. These difficulties were not individual cases but problems caused by orthographic rules, occurring especially during spelling assignments, writing compositions, and exams. Spelling was difficult because students needed to use their knowledge independently.

Secondly, teachers applied different strategies in teaching spelling. However, these strategies were not systematic and regular enough to ensure effective results. According to the results of the questionnaire, dictation, repeated copying, explanation based on phonics, spelling games, spelling competitions, group work according to patterns, and matching words to pictures were used in classes. Moreover, teachers tended to correct mistakes without explaining everything thoroughly. Thus, the focus in the classroom was made on correction and repetition.

Thirdly, students found dictation and explanations based on phonics to be useful strategies, while appreciating spelling games and competitions as motivating activities. In other words, learning should involve auditory, visual, and rule explanations to make students improve their skills. At the same time, most of them claimed that they had managed to make only some progress in this area.

These tendencies were confirmed by the teacher interviews, which gave further details on them. First, all four teachers agreed that spelling was a difficult issue for middle school students, noting the same types of mistakes: confusion between similar-looking letters, phonetic mistakes, silent letters, and French spelling. All teachers were united in their opinion that spelling mistakes were common and that many students needed to be corrected regularly.

Finally, according to the interviews, dictation, repetition, copying, phonics, word classification, picture matching, and spelling games were among the most widespread teaching strategies. While Teachers 1 and 2 concentrated on repetition, dictation, and visual words, Teachers 3 and 4 paid particular attention to phonics, correction, and writing exercises.

Table 14: Discussion of Findings

Main Finding Area	Student Questionnaire	Teacher Interviews
Common spelling difficulties	Sound-letter mismatch, silent letters, long words, similar words, and letter order problems	Visual confusion, pronunciation/spelling mismatch, silent letters, and French influence
Main techniques	Dictation, copying, phonics explanation, games, competitions, picture matching	Dictation, repetition, phonics, correction, grouping, and guided writing
Perceived effectiveness	Dictation and phonics were seen as useful; games increased motivation	Teachers believed repetition and explicit explanation helped, but more time and resources were needed
Main constraint	Practice was sometimes insufficient and feedback was not always explanatory	Time pressure, large classes, and lack of institutional support

3.5 Discussion of Findings

Based on the results, the effectiveness of spelling improvement depends not on one particular technique but on the type, frequency, and balance of instructional strategies used in Algerian middle school EFL classrooms. Dictation seemed to be the most prominent and often appreciated technique because it included listening, writing, and prompt correction. However, dictation could not be considered sufficient. Interviews revealed that teachers needed phonics explanation, repetition, and correction that would help clarify the reasons for mistakes.

The results also showed that the most efficient instruction was likely to appear as a result of a combined effort of rule presentation and practice. The former was appreciated by students when they had an opportunity to notice connections between sounds and letters, and the latter was highlighted by teachers multiple times. Therefore, the results suggested that spelling should not be limited to the process of copying. It needed to help learners develop their understanding of orthographic patterns, exceptions, and other features.

Finally, the results also pointed to the problem of contradiction between the perceptions of teachers concerning the efficiency of different practices and their ability to implement such practices in the classroom. Specifically, the teachers considered phonics, dictation, and repetition to be beneficial but reported that certain constraints prevented them from doing so. Such constraints could explain why students found their progress in spelling improvement to be partial. Thus, the findings indicated that improved spelling instruction in Algerian middle schools necessitated more than just increased teacher awareness.

3.6 Conclusion

This chapter explained the empirical part of the study, including the sample used, the methodology applied, the process of collecting data, analyzing data, and interpreting the results. It was found that Algerian students at the middle school level still struggled with their spelling skills in aspects such as sound-letter relationships, silent letters, and morphological spellings, and teachers mainly used dictation, repetition, explanation of phonics, and corrections. Based on the findings, it could be deduced that explicit spelling instruction was more effective when diverse enough and provided with sufficient time and materials.

General Conclusion

The present study investigated the instructional techniques used by EFL teachers to improve spelling skills among middle school learners in Algeria. The main findings confirm that learners face persistent and systematic spelling difficulties, particularly with sound-letter relationships, silent letters, and morphological patterns. These difficulties are consistent across grade levels and appear in various writing contexts.

With respect to instructional practices, teachers relied predominantly on traditional methods such as dictation, repetition, and copying. Although these techniques were appreciated by students and perceived as useful, they were found to be insufficient on their own to fully address the range of spelling challenges faced by learners. Phonics instruction, multisensory approaches, and spelling games were recognized as potentially beneficial but were only inconsistently applied due to time constraints, large class sizes, and insufficient institutional resources.

The results of the current study provided answers to all the formulated research questions. The most common spelling problems of EFL learners were associated with vowel combinations, silent letters, and irregular word spelling due to the influence of the first language. EFL teachers preferred using conventional instructional methods, including dictation and copying, rather than phonics or multisensory methods. Students admitted that practice-oriented activities were useful but expressed a desire for more engaging and varied classes. Many teachers failed to apply research-based techniques.

Regarding the hypotheses, H1 was confirmed, as the findings showed that EFL learners most frequently struggled with sound-letter mismatches, silent letters, and morphologically complex words, consistent with the difficulties predicted. H2 was also confirmed, as EFL teachers were

found to rely predominantly on traditional methods such as dictation, repetition, and copying, with limited use of research-based strategies. H3 was confirmed as well, as a clear gap was identified between the methods teachers applied and what students actually perceived as most helpful for improving their spelling, with students rating phonics and varied activities more favourably than the dominant dictation-based approach. H4 was partially supported; while teachers showed awareness of research-based techniques such as phonics and multisensory approaches, their actual classroom practices largely did not align with these best practices due to time constraints, large class sizes, and insufficient institutional support.

Key conclusions drawn from the current study highlighted the crucial importance of using various instructional techniques in spelling instruction. While conventional approaches are still widely used, they tend to overlook the intricacies of spelling development. A significant gap exists between the existing instructional techniques and learners' needs in terms of explicit teaching and motivation.

Based on the conclusions reached, several recommendations can be offered. First, EFL teachers need to introduce diverse techniques in the classroom setting, with emphasis placed on phonological awareness, explicit instructions, and multisensory activities. Second, educators must be ready to adapt methods to learners' difficulties and offer regular feedback. In terms of educational policy, it is necessary to encourage the implementation of evidence-based spelling instruction in the form of training courses for teachers. Finally, further research may focus on the long-term effects of specific instructional techniques, spelling development at different proficiency levels, and experimental interventions.

Concluding, the current study contributes to a deeper understanding of spelling instruction in the Algerian EFL context. Further efforts are nevertheless needed to make the process of spelling development more effective and responsive to learners' needs.

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Appendices

Appendix I: Student Questionnaire (Arabic)

استبيان حول تعلم اللغة الإنجليزية في الطور المتوسط

عنوان الأطروحة: استكشاف الأساليب التعليمية للمعلمين لتحسين تهجئة متعلمي اللغة الإنجليزية كلغة أجنبية
التعليمات: هذا الاستبيان جزء من دراسة بحثية أكاديمية. لا توجد إجابات صحيحة أو خاطئة. يرجى الإجابة بصدق. إجاباتك مجهولة الهوية تمامًا ولن تُستخدم إلا لأغراض بحثية.
ملاحظة: ضع علامة (X) على الإجابة المناسبة.

القسم الأول: المعلومات الشخصية

- (1) المستوى الدراسي:
- (2) الجنس: ☐ ذكر ☐ أنثى

القسم الثاني: صعوبات التهجئة

- (1) كيف تقيّم قدرتك على تهجئة اللغة الإنجليزية؟ ☐ ضعيف جدًا ☐ ضعيف ☐ متوسط ☐ جيد ☐ جيد جدًا
- (2) كم مرة ترتكب أخطاء في التهجئة باللغة الإنجليزية؟ ☐ دائمًا ☐ غالبًا ☐ أحيانًا ☐ نادرًا ☐ أبدًا
- (3) ما صعوبات التهجئة التالية التي تواجهها؟ (يمكنك اختيار أكثر من إجابة)
- ☐ كلمات لا تُكتب كما تُنطق (مثل: knife, write)
- ☐ كلمات تحتوي على حروف صامتة
- ☐ كلمات تُنطق بنفس الطريقة لكن تُكتب بشكل مختلف (مثل: their/there)
- ☐ كلمات طويلة أو معقدة
- ☐ تذكر الترتيب الصحيح للحروف
- ☐ الخلط بين كلمات متشابهة (مثل: accept/except)
- ☐ أخرى:

- (4) متى تجد التهجئة أصعب ما يكون؟ ☐ خلال تمارين الإملاء ☐ عند كتابة المقالات أو الفقرات ☐
- ☐ خلال الامتحانات ☐ عند النسخ من السبورة ☐ أخرى:

القسم الثالث: الأساليب التعليمية للمعلم

- (1) كم مرة يجري معلمك تمارين الإملاء في الفصل؟ ☐ في كل درس ☐ غالبًا ☐ أحيانًا ☐ نادرًا ☐ أبدًا
- (2) ما الأنشطة التالية التي يستخدمها معلمك لتدريس التهجئة؟ (اختر كل ما ينطبق)
- ☐ الإملاء (يقرأ المعلم والطلاب يكتبون)
- ☐ نسخ الكلمات من السبورة بشكل متكرر
- ☐ الألعاب اللغوية (مثل: الكلمات المتقاطعة، البحث عن الكلمات)
- ☐ تهجئة الكلمات بصوت عالٍ (قراءة الحروف واحدًا تلو الآخر)

☐ تجميع الكلمات حسب الأنماط أو الأصوات المتشابهة

☐ مطابقة الكلمات مع الصور

☐ مسابقات أو اختبارات التهجئة

☐ شرح العلاقة بين الحروف والأصوات (Phonics)

☐ أخرى:

(3) هل يصحّ معلمك أخطاء التهجئة في أعمالك الكتابية؟ ☐ دائماً ☐ غالباً ☐ أحياناً ☐ نادرًا ☐ أبدًا

(4) عندما يصحّ معلمك التهجئة، كيف يفعل ذلك عادة؟

☐ يكتب التهجئة الصحيحة على السبورة

☐ يطلب من الطالب تصحيحها بنفسه

☐ يشرح سبب خطأ التهجئة

☐ يكتفي بوضع علامة خطأ دون شرح

☐ أخرى:

القسم الرابع: تصوّر فعالية الأساليب

(1) للأسئلة من 12 إلى 17، قيّم موافقتك حسب ما يلي:

12. تمارين الإملاء تساعدني على تحسين تهجئتي.

☐ 1- لا أوافق بشدة ☐ 2- لا أوافق ☐ 3- محايد ☐ 4- أوافق ☐ 5- أوافق بشدة

13. كتابة الكلمات بشكل متكرر يساعدني على تذكر كيفية تهجئتها.

☐ 1- لا أوافق بشدة ☐ 2- لا أوافق ☐ 3- محايد ☐ 4- أوافق ☐ 5- أوافق بشدة

14. الألعاب اللغوية ومسابقات التهجئة تجعل تعلم التهجئة أكثر متعة وفعالية.

☐ 1- لا أوافق بشدة ☐ 2- لا أوافق ☐ 3- محايد ☐ 4- أوافق ☐ 5- أوافق بشدة

15. عندما يشرح معلمي قواعد العلاقة بين الحروف والأصوات، يساعدني ذلك على تهجئة كلمات جديدة بشكل صحيح.

☐ 1- لا أوافق بشدة ☐ 2- لا أوافق ☐ 3- محايد ☐ 4- أوافق ☐ 5- أوافق بشدة

16. أشعر أن معلمي يخصص وقتًا كافيًا لتعليم التهجئة في الفصل.

☐ 1- لا أوافق بشدة ☐ 2- لا أوافق ☐ 3- محايد ☐ 4- أوافق ☐ 5- أوافق بشدة

17. تحسنت تهجئتي منذ أن بدأت تعلم اللغة الإنجليزية.

☐ 1- لا أوافق بشدة ☐ 2- لا أوافق ☐ 3- محايد ☐ 4- أوافق ☐ 5- أوافق بشدة

(2) برأيك، ما النشاط الأكثر فائدة لتحسين التهجئة؟ ☐ الإملاء ☐ الألعاب اللغوية ☐ الكتابة المتكررة

☐ مسابقات التهجئة ☐ تعلم قواعد العلاقة بين الحروف والأصوات ☐ أخرى:

Appendix II: Teacher Interview Guide (Arabic)

دليل المقابلة مع الأستاذ

عنوان الأطروحة: استكشاف الأساليب التعليمية للأساتذة لتحسين الكتابة الإملائية لدى متعلمي اللغة الإنجليزية كلغة أجنبية

الهدف: تُجرى هذه المقابلة في إطار دراسة بحثية أكاديمية. ستُسجَل إجاباتك صوتيًا وستُعامل بسرية تامة. ولن تُستخدم البيانات إلا لأغراض البحث العلمي فحسب.

القسم الأول: المعلومات الشخصية

1. كم سنة وأنت تدرّس اللغة الإنجليزية في مرحلة التعليم المتوسط؟
2. ما المستويات الدراسية التي تدرّسها حاليًا (الأولى، الثانية، الثالثة، الرابعة متوسط)؟
3. كيف تصف بشكل عام مستوى الإملاء لدى طلابك — هل تعدّ الكتابة الإملائية تحديًا حقيقيًا بالنسبة لهم؟

القسم الثاني: صعوبات الإملاء الملاحظة

1. من واقع خبرتك، ما أكثر الأخطاء الإملائية شيوعًا لدى طلابك؟ هل يمكنك إعطاء بعض الأمثلة؟
2. هل تلاحظ أنماطًا متكررة في أخطائهم — مثلًا، هل يجدون صعوبة أكبر في الحروف الصامتة، أو الكلمات المتشابهة في النطق، أو عدم التطابق بين الصوت والكتابة؟
3. هل تعتقد أن صعوبات الإملاء تؤثر على أداء الطلاب الكتابي بشكل عام؟ كيف ذلك؟

القسم الثالث: الأساليب التعليمية المستخدمة

1. ما الأساليب والتقنيات التي تعتمد عليها بانتظام في الفصل لمساعدة الطلاب على تحسين إملائهم؟
2. كم مرة تخصص وقتًا محددًا لتدريس الإملاء خلال حصصك؟
3. هل تستخدم تمارين الإملاء الاستماعي؟ إذا كان الجواب نعم، كيف تُجريها تحديدًا، وما مدى فاعليتها في نظرك؟
4. هل تلجأ إلى تقنيات أخرى بعيدًا عن الإملاء والتكرار — كتصنيف الكلمات، أو تعليم العلاقة بين الأصوات والحروف (الفونيكس)، أو الألعاب الإملائية، أو الأنشطة متعددة الحواس؟ هل يمكنك وصف كيفية استخدامها؟
5. كيف تصحح عادة الأخطاء الإملائية في كتابات طلابك — هل تكتفي بالإشارة إليها، أم تشرح أسبابها؟

القسم الرابع: التصورات حول الفاعلية

1. من بين جميع الأساليب التي تستخدمها، أيها تعتقد شخصيًا أنه الأكثر فاعلية في تحسين الإملاء، ولماذا؟
2. هل ثمة فجوة بين الأساليب التي تراها أكثر فاعلية وتلك التي تطبقها فعليًا بشكل منتظم في الفصل؟ إذا كان الجواب نعم، ما الذي يسبب تلك الفجوة؟
3. هل لاحظت فارقًا في التقدم الإملائي بين الطلاب الذين يتعرضون لأساليب متنوعة وأولئك الذين يتدربون فقط عبر الإملاء والتكرار؟

القسم الخامس: العوامل المؤسسية والسياقية

1. هل تشعر أن لديك وقتًا كافيًا في الفصل لمعالجة تعليم الإملاء بشكل مناسب؟ هل يتيح المنهج الدراسي ذلك؟
2. هل يؤثر كثرة عدد الطلاب في الفصل على طريقة تدريسك للإملاء؟ كيف تدير تعليم الإملاء في ظل وجود أعداد كبيرة من الطلاب؟

3. هل تتوفر لديك موارد كافية — كالكتب المدرسية، والمواد البصرية، أو الأدوات الرقمية — لدعم تعليم الإملاء؟
4. هل تضع إدارة المدرسة أو المنهج الرسمي أي توجيهات أو متطلبات تتعلق بكيفية تدريس الإملاء؟

القسم السادس: المقترحات والأفكار

1. لو توفر لديك مزيد من الوقت، والموارد، أو حرية أكبر في التدريس، ماذا كنت ستفعل بشكل مختلف لتحسين إملاء طلابك؟
2. هل تعتقد أن أساتذة التعليم المتوسط في الجزائر بشكل عام يتلقون تكوينًا كافيًا في منهجية تدريس الإملاء؟ ما نوع الدعم الذي سيكون مفيدًا؟
3. هل هناك أي شيء آخر تودّ إضافته بشأن تدريس الإملاء لم نتطرق إليه بعد؟