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**The Effect of Teacher's Use of Corrective
Feedback on EFL Students' Spelling
Performance.**

**Case of third year English language learners at the University of
Bejaia**

**A thesis submitted in partial fulfillment of the requirements
for the degree of Master in Language Sciences and Didactics**

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Dedication

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I dedicate it to my father, and I thank him for all what he does for our well-being.

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ABSTRACT

This study seeks to reveal whether the use of corrective feedback promotes the learners' spelling performance or not. The participants were seventeen third year English language students at Bejaia University. The aim of this study is to know the effect of teachers' feedback on the students' spelling performance. For this purpose, the method chosen to treat the research problem is the experimental one. Thus, the research participants were divided into two groups: an experimental group of nine participants who experienced the teachers' feedback during the period of study, and the comparison group with eight participants who did not experience the corrective feedback. The two groups are from the same class and are taught by the same teacher. For the data collection, we have chosen the use of tests, in which both pre and post-tests were used during the experiment. The first time, we introduced the pre-test to the two groups in order to test the participants' spelling level. During the period of our experiment, each session we used to provide feedback to the experimental group concerning their spelling errors while the comparison group was not provided with any feedback. After that, we introduced the post-test for both groups. The post-test is used to know whether participants' spelling performance is improved after the introduction of feedback to the experimental group and to compare the findings of the post-tests of the two groups. The findings showed that, the experimental group has outperformed the comparison group in their spelling performance. Consequently, these research findings validate our research hypothesis.

Keywords: teachers' corrective feedback, spelling errors, spelling performance, teachers' correction, writing skill

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List of Abbreviations

CF: Corrective feedback

EFL: English as a foreign language

FL: Foreign Language

L2: Language number two

SL: Second language

TCF: Teacher corrective feedback

TL: Target language

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General Introduction

General Introduction

Learning a foreign (FL) or a second language (SL), as Brown (2000) said, is a challenging process, which requires much efforts by both teachers and learners. As any other English as a foreign language (EFL) learners, third year EFL students at Bejaia University face many difficulties when learning in general and when writing particularly when using the target language. These difficulties cause students to make a lot of errors, which generally reflects their needs and weaknesses.

Spelling is one of the aspects of the writing skill. It is also one area in which EFL students make much effort to overcome difficulties. In fact, spelling difficulties make students fear and feel uncomfortable when expressing their ideas or feelings. Responding to students utterances containing errors is among the teacher's responsibilities towards students. This process is known as providing corrective feedback (CF). In any EFL classroom, teachers do not neglect the importance of CF which is considered as an indispensable element but challenging in the learning process. Actually, two major views are found to be showed by scholars on the importance of CF. the first one says that teachers' corrective feedback are beneficial particularly with low-level proficiency students, and the second one says that there is no need for teachers' corrective feedbacks and learners should be left to correct their errors by themselves in order to contribute to efficient and to long term learning.

In this research, we focus on the importance of teachers' corrective feedback, and one aspect of writing skill which is spelling. We aim at choosing these two variables at emphasizing the effect of the former on the latter.

1. Statement of the Problem

In this research, we try to know if teachers' corrective feedback promotes the EFL students spelling performance. In other words, we seek to determine the role of teachers' corrective feedback in improving the EFL learners' spelling performance.

2. Research Question

Our research is based on the following question:

To what extent does teacher's corrective feedback contribute to the development of EFL students' spelling performance?

3. Hypothesis

In this study, we hypothesize that:

If teachers use corrective feedback, the EFL students' spelling performance will be developed.

4. Aim of the Study

The aim of the present study is to know whether the corrective feedback has a positive or a negative impact on learners' spelling performance when writing in the target language. In other words, this study tries to find out, how corrective feedback affects the learners spelling performance.

5. The Significance of the Study

Spelling is an important aspect in the writing skill. Since English has its unique and challenging orthographic rules and system, it makes the EFL learner complain about making a lot of spelling errors. Focusing on the necessity and the importance of using corrective

feedback to enhance the learners' spelling performance may be helpful for teachers in general and more helpful for teachers who overlook the use of corrective feedback in EFL classroom.

6. Methodology

1. Population and Sample

The population of the current study is third year EFL students at Bejaia University. Our work has been conducted with 17 students with both females and males. The majority of them have Tamazight as their mother tongue, French as a second language and English as a foreign language.

Our research participants are from the same class and are taught by the same teacher. We have selected conveniently this sample because we believe that at their level, they are equipped with a certain spelling abilities and they can be aware about and respond to the teachers' feedback. In addition, they face a lot of difficulties when writing in a target language in general and they all suffer from the problem of poor spelling.

2. Research Design

To achieve the aim of our study, the suitable research design that can be used is the experimental method which will allow the researcher to test the hypothesis that has been mentioned before.

3. Procedures for Collecting Data

To carry out our research work, we worked within the same group and we have divided it into two sub-groups: the comparison group and the experimental. In addition, we have proceeded in a number of methodological steps as follows:

First, we have administrated a pre-test which consists of asking the two groups to write a short paragraph during a written expression session. This pre-test aims to gather information about the participants' current spelling level before introducing teachers' feedback.

Secondly, we asked the two groups to give the researcher a piece of writing in each written expression session. For each session, we provided feedback to the participants of the experimental group concerning their spelling, while no feedback was provided for those of the comparison group.

At the end, we distributed a post-test essays in order, first, to analyse the development of learners' spelling performance; second, comparing the results of the post-tests of the two groups to know which group has outperformed the other one.

7. Structure of the Study

This research paper consists of five chapters. After a general introduction, the first chapter introduces learners' spelling error and the importance of spelling as an indispensable aspect in writing skill. The second chapter; deals with the teachers' corrective feedback and the third deals with the relationship between the two research variables. The fourth chapter deals with the methodological design and the presentation of findings. The last chapter represents the discussion of the results, limitations and suggestions for further research. The paper ends with a general conclusion where a summary of the key findings of the study are presented.

Theoretical Part
Literature Review about
The Learners' Spelling Error and
Teachers' Corrective Feedback

Chapter One:

The EFL Learners' Spelling Error

Chapter One: Learners' Spelling Errors

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1. Introduction

English at Bejaia University is taught as a foreign language (EFL) where students are expected to master the four basic language skills-i.e. listening, speaking, reading and writing. However, most of them face difficulties when trying to produce a piece of writing. Since Language learning like any kind of human learning, involves making errors which disrupt the communication between learner and teacher in the EFL classroom and get the meaning of utterances lost. EFL Students in the department of English are generally expected to make different types of errors that may hinder comprehension. One of such errors that distort some students' writing is spelling errors.

This chapter deals with the learners' error, its definition, the error's advantages and its main causes. Also, it gives the definition of spelling, the different types of EFL learners spelling errors, spelling challenge and the negative effect of poor spelling on the EFL learners' career.

2. Definition of Learners' Errors

Generally, an error is defined as a production of unsuccessful target language form. Harmer (2000) said *"...errors are considered by language teachers as something that is rejected and undesirable which they diligently sought to prevent from occurring because it is wrong or inappropriate"*

It is hard to find the exact definition of the term error since it can be used in different contexts, that's why it is defined in different ways and by different linguists. The Oxford English dictionary (p 896) defines it as *"an action related to state of erring, the condition of erring in opinion, to hold wrong notions or beliefs, something that is done wrongly because of ignorance or lack of attention, for example, an error in calculation, judgement, action"*. Richards (1984) define an error as *"the use of language in a way which a fluent or native speaker of the language regards as faulty or incomplete learning"*. According to Lennon (1991) an error is *"a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the native speakers "*. In other words, they consider errors as deviations that a foreigner user of a TL makes. The terms "error and mistake" are used in EFL classroom referring to the same concepts because of the lack of distinction between them. Psycholinguist researchers differentiate between these two concepts as follow:

2.1 Mistake

Richards (1984) states that *"a mistake is made by a learner when writing or speaking which is caused by lack of attention, fatigue, carelessness, or other aspects of performance"*. That means, mistakes are not caused by one's ignorance of language rules. According to Corder (1993) *"mistakes are errors of performance like a slip of a tongue that learners can correct by themselves"*. He added that *"mistakes reflect processing failures that arise as a*

result of competing plans, memory limitation, and the lack of automacity". In other words, mistakes are not considered as a problem or as an obstacle for the success of the learning process, because it is considered as performance problems and it can be overcome with little effort made by the learner.

2.2 Error

Lee (2008) considers errors as *"any deviation from the norm in the language system relating to the L2 learner's competence"*. She adds that *"errors are related to the term competence which reflects problems in the fundamental knowledge of the learner"*. Errors are at the level of competence that is more serious than performance errors (mistakes) since they reflect ineffective learning. According to Corder (1967) *"an error takes place when the deviation arises as a result of lack knowledge"*. In other words, an error reflects a problem in the learner's competence and in the language internal system of the learner's.

2.3. The Advantages of Learners' Error

A lot of researchers claim that errors are not only necessary but positive. First, the student learns the language through them. Second, errors indicate to teachers and curriculum developers in which part of the TL students face difficulties when writing and which types of errors the students produce that affect their writing production. Third, the researcher has the chance to know the different processes which the learner has to undergo in order to acquire competence in the language. Corder (1967) said *"learners' errors are indicative both of the state of the learner's knowledge and of the way in which a foreign language is learned"*. He added that

"...a learner's errors then, provide evidence of the system of the language that he is using. They are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed. Second, they provide the researchers with evidence of how language is learned or acquired. Thirdly they

are indispensable to the learner himself because he can regard the making of error as a device used in order to learn”.

Weireesh (1991) claimed that *“learner’s errors have a particular importance, because it is used as a device by learners in order to learn”*. Making errors is unavoidable thing in the language learning. Students then, have to profit from the errors they make by obtaining feedback to make new attempts that will help them to reach their objectives.

3. Types of Errors for Error Correction Purposes

According to psycholinguistic view errors can be categorized as follow:

3.1 Linguistic Errors

EFL learners generally make linguistic errors which include different areas. Grammar errors and morpho-syntactic errors are the most known areas which have a negative effect on communication and in which a lot of learners struggle and make a lot of efforts when writing, that push teachers to give more importance to the learners’ accuracy then provide them with corrective feedback.

3.2 Discourse Errors

The discourse errors made by the learner distort their language production and get meaning lost. To correct discourse errors teachers have to take into consideration the mood of presentation as Hendrickson (1981) claimed that *“pedagogy needs to be related to modes of linguistic presentation”*. In other words, the question “when” to correct is not asked when correcting the written errors, because errors are generally corrected after a written composition. However, this is not the case with errors made during oral production and the questions “when and how” are indispensable when correcting such errors, since it is related to the learners’ confidence and to the success of the conversation itself.

3.3 Phonological Errors

Another type of errors identified by psycholinguists is phonological errors concerned with errors in pronunciation and/or intonation. The psycholinguistics claims that correcting the learner phonological errors is crucial and should have an extreme attention, because in the most of time the learners are judged through their way of pronouncing words. That means, to reach fluency of English language, learners' phonological errors should be corrected.

3.4 Common Errors

A common error is a type of error which can be detected easily, because it affects a large number of students, the same error is made by the majority of the students such as prepositional errors. According to Lee (1990) "*common errors may be due either to the complexity of the English language system itself or to first language interference*".

3.5 High Frequency Errors

High frequency errors are considered by Allwright and Bailey (1991) to deserve special priority attention in error correction since it indicates repeated occurrence of the same error on the part of an individual student.

4. Spelling

Spelling is an important aspect in writing skill in which a lot of students struggle and make a lot of errors. Spelling is considered problematic even for high level proficiency students, since there is no rules that govern it and if rules are introduced a lot of exceptions are made that confuse the students.

4.1 Definition of Spelling

In written language, spelling is the choice and the arrangement of letters that form correct words then sentences to convey the correct meaning.

Spelling is the formation of words by using letters, orthographically is a combination of letters representing a word. Rezai (2011) defines spelling as "*putting the elements (letters) of each word in the right sequence. It is the ability to write words correctly depending on the ones' memorization*". It is defined by NTC's Poket dictionary of words and phrases as "*the act, the practice ability, or the subject of forming words with letters in a right order, it is mostly related to the orthography*".

4.2 Classification of Learner's Spelling Errors

Among studies done about spelling errors by Book and Harter (1929) they gave the following classification to spelling errors.

- The omission of a letter or letters as in "*conversation and convesation*".
- Anticipating a letter which came later on in the word as in "*conversation and converstation*"
- Transposition of letters, as in "*conversation and converstation*".
- Repeating or adding a wrong letter to a word as in "*foundation and foundation*".
- Doubling the wrong letter as in "*spell and speel*".
- Substituting a letter for another in the spelling of a word as in "*dog and dod*".
- Spelling words as they are pronounced as in "*Wednesday and Wensday*".
- Reversing pairs of letters in common words, as in reversing "*ie*" and "*ei*" in "*believe and receive*". (Mohannad.T. 1994)

4.3 Spelling Challenge

Spelling in English is irregular and difficult. This is because one word can be spelled differently. In other words, there is often more than one way of spelling a sound, and more than one way of pronouncing a letter. The situation became more difficult by the existence of homographs which are words that have different sounds but are spelt the same, and have different meanings such as lead (to show or guide) – lead (metal)’. Example, “Susan will lead you to your car”; “Luke collects lead soldiers”. Another source of confusion is homophones, words that have different spelling and different meaning but with the same sound such as “to”- “two”- “too”. Eg: I go to University; we have two cats; food was too hot (Belhadi 2013). In addition, the humans’ attention is very limited and when receiving a huge amount of information, only small amount of it arrives to working memory, as psycholinguists suggested.

5. Causes of Errors

Understanding why students make spelling errors is essential. A number of researches conducted with students learning English at different levels as a second language or foreign language reveals some causes of spelling errors.

5.1 Developmental Factors

According to Bahloul (2007) “*one of the main causes of spelling errors is the natural developmental factors*”. Bahloul explained that many of the spelling errors that learners of English make stem from the linguistic development stage, which conditions what learners are capable of producing. He asserts that “*many of the spelling errors made by the EFL learners are very similar to those made by native speakers as part of their developmental stages*”. The errors that Bahloul identified in his study is mostly observed in baby talk as a part of their development when learning, such as reversing the order of two phonemes in some words, as

in spelling “first as frist” . Second language learners are expected to overcome such errors as they move to higher stages in language learning (Mohannad,T. 1994).

Vygotsky (1978) claimed that “*the social factors have a central role in child’s development system when learning*”. He assumed that cognitive development are influenced by social and cultural development appear twice: first on the social level, and later, on the individual level; first between people (interpsychological) and then, inside the child (intrapsychological). That means, the development of the learner’s knowledge can be influenced by parents, peer or teacher, and it will be reflected inside the learner itself during his performance.

5.2 Irregularity of the English Spelling System

Henderkson (1981) indicated that “*the main cause of this irregularity is that, there is no one-to-one correspondence between the written word and its pronunciation*”. Hildreth (1962) discussed four features of English writing system that give it its notorious reputation of being irregular. The first one is that different sounds are given to the same letter or combination of letters, as in “break ” versus “cream”. The second cause is that a single sound can be expressed by different letters or combinations of letters as in “maid”, “made”, “say”, and “weigh”. He added that many English words contain silent letters as in “debt”, “enough”, “*light*”, “tongue”, and “foreign”. He also added that the alternate spellings that many English words have, such “theatre-theater” and “color-colour”, also cause some confusion to language learners (mohannad, T 1994)

Smith (1973) said that “*the pronunciation of many letters or letter combinations in English is unpredictable, so that learners need to remember every instance to be able to pronounce them correctly and in turn to spell them correctly*”. He illustrated using the following words in which the pronunciation of the letters “th” is unpredictable. This

combination of letters is pronounced /ð/ in “this”, “that”, “those”, “them”, and “these”, while it is pronounced /θ/ in “thank”, “thatch”, “thong”, and “theme”. The irregularity of English language system causes learners to make a lot of errors (Mohannad, T 1994).

5.3 Mother Tongue Interference

Many researches claim that the differences that exist between the mother tongue and the TL can be an obstacle for the EFL learners when learning. Corder (1993) said that *“those speakers whose mother tongue has more similarities to the target language are likely to find it easier to acquire than other speakers whose mother tongue is more distant linguistically”*. In other words when a learner learns a FL which has the same writing system of that of his mother tongue, learning takes place easily. For instance, French learners find it easier to learn English language because of the similarities of their language system.

Mother tongue can be problematic for learners who speak different languages. Brown (2000) said that *“the influence that mother tongue may have on L2 acquisition can be a transfer which can be either positive or negative. It is a positive transfer when the previous knowledge facilitates learning, whereas it is considered a negative transfer, or interference, when some of the previous knowledge is applied incorrectly and hinders learning”*. That means, the mother tongue can have a negative influence if the learner use it wrongly instead of the target language and it can has a positive influence when learner use it as a strategy to enhance TL learning.

6. The Negative Effect of Spelling Errors on EFL Learner Career

After twelve years of studying English language as a FL in our country, and after having a high University degree, learners are expected to master all its aspects. Since today's learners will be future employees and any employee is more valuable if he/ she is able to

write correctly and clearly. No one can advance very far in his/her career without the ability to construct correct and understandable sentences. Because employers and officials will judge one's intelligence and ability on the basis of his/her use of English. In other words, one's utterances and way of writing is considered as a mirror through which superiors will judge one's competence. Making spelling errors when writing will dim the officials' view. So, if one word is misspelled, it will create a doubt about one's ability and to how many other ideas that he/she is writing about are wrong too.

In the case of EFL learners, spelling errors distort the learners' writing and cause a misunderstanding between teacher and learner. Hildreth (1962) observed that "*correct spelling is an evidence of good manners. It is a courtesy to spell correctly so that reading is easier, just as it is courteous to speak distinctly so as to be easily understood*" (Mohnnad, T.1994). Good spelling in most time, give a good sight about the writer's style, level, ideas and capacities. However, poor spelling will reflect a low-level of mastery of a language, and then, insufficient capacity to hold a given job.

Conclusion

In this chapter we tried to shed light on both spelling, which is an important aspect of writing skill and, learners' errors which are crucial elements in EFL language learning. Spelling errors have gained a lot of interests from various researchers because of their importance. In this paper we illustrated that errors were obligatory to learn but it has a negative effect on learners' that's why it should be overcome, in order to contribute to the success of the learner, both during the educational career or during his professional career.

Chapter Two
Teachers' Corrective
Feedback

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1. Introduction

Teachers' corrective feedback has gone through a great deal of research, due to its importance in enhancing the EFL students learning. Teachers' corrective feedback is an indispensable part in the learning process. It is one aspect of teacher talk in which he makes evaluations and gives comments on students' performance. Spelling which is a crucial aspect in the writing skill is influenced by the teachers' feedback. This chapter focuses on the definition of corrective feedback and provides some previous studies done about the importance and the effectiveness of teachers' feedback on learning process. At the end we try to establish a relation between teachers' corrective feedback and the learners' spelling errors.

2. Definition of Corrective Feedback:

Corrective feedback is a term used especially in teaching to help students to recognize their errors, then prevent them from repeating them and inform them about what is good and what they need to improve by giving advices, criticism and appreciations from the teacher to students. Since CF is a challenging issue, a lot of definitions about it were provided:

CF is defined by Ellis (2009) as *“taking a form of responses to learner utterances containing an error. The responses are other-initiated repairs and can consist of: (1) an indication that an error has been committed, (2) provision of the correct target language form, (3) metalinguistic information about the nature of an error, or (4) any combination of these”*. (Zamouch 2013)

According to Leeman (2007) *“feedback refers to a mechanism which provides the learner with information regarding the success or a failure of a given process. Also feedback is responsive and thus can occur only after a given process”*.

Lightbown and Spada (1999) defined feedback as *“any indication to the learners that their use of the target language is incorrect”*. From the previous definitions, we can say that feedback is a reaction or a response to the learners' error, which can lead to the correct form by taking into consideration these feedback provided.

3. Types of Corrective Feedback

Ellis (2009) pointed out that no research has been carried out that encompasses all the different types of corrective feedback. However we try to give some classifications which are as follow:

3.1. Oral Corrective Feedback

3.1.1. Explicit Feedback

The first type of oral corrective feedback is explicit correction. Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form of the TL. For instance, Student may say: "Lina and Katie has bought new personal computers", teacher may responds: "No, you are wrong, you have to say "Lina and Katie have bought new personal computers". Teachers generally use this type of feedback with learners with low-level proficiency, since they can't find the correct form alone.

3.1.2. Recast

The second type of oral corrective feedback is recast. According to Lyster and Ranta (1997) "*recast is a teacher's reformulation of all or part of a student's utterance, minus the error without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction*". Example, Student may say "they have a hourse". Teacher may respond "they have a horse". Generally this kind of feedback is useful with shy learners to make them more comfortable and relaxing.

3.1.3. Clarification Requests

The third type of oral corrective feedback is clarification request by using phrases as Lyster & Ranta, (1997) suggested "*Excuse me?*" or "*I don't understand,*" the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required". Clarification request is generally used to give learners more chance to correct their errors by themselves.

3.1.4. Elicitation

According to Panova & Lyster, (2002) “ *elicitation is a correction technique that prompts the learner to self-correct and may be accomplished in one of three following ways during face-to-face interaction. The second one is through the use of open questions. Example, Student may say: “She have a car”, Teacher may respond: “She....?” The last strategy is the most implicit with the use of strategic pauses which allows learners to complete their utterance*”. This kind of oral corrective feedback is not usually accompanied by other feedback types. The teacher directly elicits the correct form from the student by asking questions.

3.1.5. Repetition

The last type of oral feedback is repetition. So, the teacher repeats the student's error and adjusts intonation to draw student's attention to it. Example, Students may say: “most of them are teacher”, Teacher may respond: “teacher?” In this type of feedback, the teacher raises his intonation to highlight the error. Panova and Lyster, (2002) argued that “*this feedback is the teachers or interlocutors’ repetition of the ill-formed part of the student's utterance, usually with a change in intonation*”. Repetition is used to make learners aware about their errors and to help them to reinforce the correct form.

3. 2. Written Corrective Feedback

3.2.1. Indirect Corrective Feedback

Indirect feedback is used by teachers who believe that learners should monitor their own errors and to correct by themselves; in which the teacher indicates that an error exists but does not provide the correction. According to Ferris & Roberts (2001) “*indirect corrective feedback indicates that in some way an error has been made. This may be provided in one of*

four ways: underlining or circling the error; recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is". The teacher does not provide the explicit correction and students are left to correct their errors by themselves. And using such strategy helps learners to develop their autonomy and to be independent. Teacher generally uses this type to develop the learners' autonomy.

3.2.2. Direct Corrective Feedback

The teacher provides the student with the correct form with a red pen over the incorrect forms given by students. As Ferris (1995) noted "*direct corrective feedback can take a number of different forms - crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form*". This type of feedback is generally used when learners make complex errors to provide them with sufficient information and to correct such errors.

3.2.3. Metalinguistic Feedback

Metalinguistic feedback is used to stimulate the learners' mind when making errors and help them to find the correct form. Lyster and Ranta (1997) considered metalinguistic feedback as "*comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form*". Therefore, the teacher poses questions or provides comments or information related to the formation of the student's utterance. Example, Student may say: "Most of them are teacher", Teacher may respond: "Do we say most of them are teacher?"

4. Challenging about the Effectiveness of Teachers' Corrective Feedback

Semke & College (1984) claimed that teacher feedback to students' written assignments will negatively affect the students' attitudes toward writing in second language classes. In other words, when the students receive too much feedback, they may feel discouraged and disappointed. Truscott published an article in (1996) titled "the case against grammar correction in second language writing classes" in which he dismissed error correction and consider it as not only useless but also harmful to the accuracy of students' writing. Truscott stated that grammar correction should be abandoned and that it has no place in writing courses. Truscott (1996) argued that corrective feedback on L2 learners' output is not only unnecessary and ineffective, but even counterproductive. He gave two arguments to support his point of view. On the one hand, he indicated several theoretical problems of error correction. Truscott argued that, teachers focus on information transfer, instead of releasing that interlanguage development is a complex process. Moreover, he regarded error correction as ineffective on the basis of practical considerations; he doubted whether teachers are capable of providing feedback adequately, and if so, he still questions student's ability and willingness to use this feedback effectively (Zamouche 2013)

Truscott (2004) claimed "*that corrective feedback is harmful in that it diverts time and energy and it is unhelpful in the improvement of students' writing ability and it has harmful impacts on students' attitudes toward writing*" (Vanbeuningen and Kuinken 2011). Generally, Truscott, (1999) claimed that learners can learn better when they feel relaxed and confident, and enjoy their learning. However, teacher correction will cause completely opposite feelings. In addition, providing learners with feedback is considered as a frustrating task and takes a lot of time. Also, teachers always are worrying about the consequences of these feedbacks, to

know, if they are clear and legible, if students read them, if they are understood by the students and if they help students to produce higher quality compositions in the future.

Ferris (2004) responded to Truscott's ideas and support the use of error correction in writing instruction. She added that Truscott's conclusions are premature. And she described Truscott's' view as being extremely sever and that his arguments are incomplete, because he overlooked a lot of studies which could prove that error correction is effective. (Zamouch 2013).

A lot of second language learning theories emphasize the use of teachers' corrective feedback in EFL classroom to enhance learning. The behaviourist theory of second language acquisition views feedback as an indispensable part of teacher talk in the classroom since the linguistic element is seen as a crucial determining factor. According to behaviourist theory, input comprises the language made available to the learner in the form of stimuli and also that which occurs as feedback. So the former, the learner's interlocutor models specific forms and patterns which are internalized by the learner imitating them. They added that "*feedback serves two purposes. It indicates when the L2 utterances produced by the learner are correct and so reinforces them, and it also indicates when the utterances are ill formed by correcting them*".

Schmidt (1990) in his "noticing hypothesis" claims that "*noticing is a prerequisite of learning and conscious attention must be paid to input in order to contribute to the success of L2 learning*". Noticing hypothesis promotes corrective feedback regarding the facilitative role it has in drawing learners' attention to form. According to Schmidt's theory "*corrective feedback acts as stimulus, triggering learners to identify the gap between their erroneous utterance and the target form. Thus, in perceiving different types of feedback and enhancing their benefits for language learners, noticing and awareness is vital*" (Lightbown and Spada,

2006). That means, consciousness of making errors raises the learners' awareness and attention to the erroneous forms and functions that effect learning and performance.

Long (1996) in the interaction hypothesis, gave support to explicit error correction. According to Long (1996) "*corrective feedback provides direct and indirect information about the grammaticality of the utterances as well as additional positive evidence which may otherwise be absent in the input*". He added that "*negotiation of meaning, and especially negotiation work that triggers interactional adjustments by the native speaker or more competent interlocutor ease the process of language learning since it connects input, internal learner capacities, particularly selective attention, and output in productive ways*". The interlocutor in this case is a person who has a higher level of proficiency than that of the learner (Lightbown and Spada 2006).

Swain (1985) argued that comprehensible input alone is not sufficient for successful L2 learning; comprehensible output is also required, involving, on the one hand, ample opportunities for student output and, on the other, the provision of useful and consistent feedback from teachers and peers. So, comprehensible outputs of the learner are crucial in learning. And teachers' feedback is indispensable for them (Lightbown and Spada 2006)

So, providing learners with feedback is beneficial and necessary as Harmer (2000) said "*Students, indeed, expect feedback on what they are doing or what they have done*". In other words, students often expect their teachers to read their compositions and provide them with more and more feedback.

Conclusion

In this chapter we tried to give an overview about the TCF and to demonstrate the challenge between researchers caused by this latter due to its importance. Then to show that learners need this CF in order to overcome their difficulties in learning a foreign language and to show them the right from the wrong. Providing learners with feedback may motivate them and increase their self-confidence which is very important to get successful language learning.

Chapter Three: Learners' Spelling Errors and Teachers' Corrective Feedback

Chapter Three: Teachers' Corrective Feedback and Learners' Spelling Errors

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1. Introduction

Both of the two concepts of teachers' feedback and the learners' spelling errors are among the classroom phenomena that contribute to the development of learning a FL. The two concepts are related to each other. Learners generally rely on the teachers' feedback which makes them aware of their errors and teachers seek to develop the learner's performance through feedback provided to overcome their weaknesses. As a last chapter, this one is made to establish a relation between the two previous chapters; it describes the relation between teachers' feedback and the learners' spelling error.

2. Feedback Provision to EFL Learners' Error

Feedback provision to the learners' error is a very sensitive process as Allwright & Bailey (1991) pointed out:

“Although it may seem that at a single moment a teacher corrects one error of one particular learner, the reality is slightly different. In the situations of group learning, as is generally the case in basic and secondary schools, the fact is that the output of one learner may serve as input of the other learners. When a learner uses a deviant form of the target language, the teacher's decision whether to correct will affect more people at the same time”.

They added that *“If a teacher chooses not to treat an error in one learner's utterance, the other learners may assume that the form or function was correct as it stood”*. That means in deciding whether to correct or not, teachers can influence the learning process of more than one student simultaneously. According to Harmer (1998)

“Correction helps students to clarify their understanding of the meaning and construction of the language. So, teachers should be concerned how to correct student as one way may be appropriate for one but may not be appropriate for another. Sometimes students can correct themselves as the error is just a slip. Again, students sometimes need help of the teacher. In addition, during this time teachers can ask to correct another student. If the other students help to solve the error, the student who made the mistake may not feel humiliated. Sometimes students also prefer a gentle correction from the teacher”.

In other words, learner's error should be corrected in order to fill the learners' gaps caused by the lack of knowledge of the FL; and if not, the learner will believe on his/her errors and there will be a kind of fossilization. That's make the provision of feedback a very complex task since it requires a careful analysis from the part of the teacher to the learners' error, when it should be corrected, how to correct and taking into consideration the learner's preferences and attitude toward teachers' feedback and the frequency of correcting errors which differ from one learner to another.

2.1 Learner's Preferences to Feedback Provision

Teachers' feedback and learners' error are two interrelated terms that serve to develop the FL learning. On the one hand, teachers' feedback tends to help learners to fill their gaps in the TL. On the other hand, learners are the receivers of that feedback by which they help themselves to overcome their weaknesses and lacks. One of the factors that can influence the process of feedback provision is the way that learners perceive the TCF in FL classroom. Hyland (2003) determined generally three ways of reaction of the learners to teachers' feedback:

- To follow a comment closely in their revision, usually grammar correction.
- To use the feedback as an initial stimulus, which triggers a number of revisions such as comment on content or style.
- Avoid the issue raised by the feedback by deleting the problematic text.

The first and second mentioned types of responding to teachers' feedback are the reactions sought by teachers and the ones that indicate the success of their feedback. However, the third reaction means that there is something wrong either in the type of feedback, its form or the way it was provided to the learner (Hannals and Hossein 1995). According to Montgomery (1997) "*the amount and the type of feedback are related to the learners' opinion and toward and their perception of the teacher's*". Feedback provision to learners' error is more related to how do learners receive it. Therefore, paying attention to students' views and preferences about the form and the type of the feedback provided is crucial to help learners to improve their learning in general.

2.2. Teachers' preferences to feedback provision

Jinglin (2012) assumed that a lot of teachers prefer giving indirect correction or correction code on the first draft and providing oral feedback afterwards. According to him, teachers always write encouragements to motivate students or they point out a type of

problem in students' writing. Jinglin (2012) added that for teachers, providing feedback is challenging since, on the one hand, providing feedback and comments to each learners' essays is time consuming, instead, they prefer to focus on teacher-students conferences. On the other hand, if teachers did not provide feedback on students' performance, it might make students curious about their teachers' impression of their performance or it can make learners feel that their performance is worthless that's demotivating them. He added that teachers' feedback is very informative but it is time consuming. In addition, teachers' before providing feedback they have to explain its overall philosophy, which means the purpose of feedback and the benefits of taking into consideration feedback provided by the teacher in order to avoid the learners' misinterpreting of feedback.

3. Teachers' Feedback and Learners Individual Differences

3.1 Motivated Learners and Teachers' Feedback

According to Jonassen (1993) "*there is a high correlation between motivation and success*". Corrective feedback raises the learners' awareness about their errors, that's make them more attentive and more motivated internally to overcome the errors they made and to succeed in producing the correct language form. Teachers' corrective feedback when it takes into consideration the learners' efforts in producing a piece of writing; it will be motivating, beneficial and successful in enhancing the learners' accuracy and in reducing the rate of errors made.

3.2 Risk Taker Learners and Teachers' Feedback

Generally, risk taker learners are aware about errors they make. That's help them to develop their self- confidence and make it strong. This kind of learners accepts CF when they make errors and consider it as a tool to learn better. And even they use it outside the

classroom to test their learning level and to know whether they have learnt something new or not. TCF is crucial especially with low-level learners since giving them feedback will motivate them, even they know that they will make errors; they still try and take into consideration the teachers' feedback which contributes to develop their self-confidence then get successful learning.

3.3 Tolerant of Ambiguity Learners and the Teachers' Feedback

Tolerant of ambiguity learners are those who are willing to guess meaning and do not need to know the correct form or the right answer immediately. This kind of learners is not afraid to make errors and then they promote teachers' feedback to correct their knowledge. These learners generally is said to be willing to negotiate meaning and they feel comfortable when receiving feedback

4. Teachers' Feedback and the Learners' Errors

Making errors is among the most ordinary behaviours by which human being are characterized. EFL students profit from the CF provided in order to avoid such errors and then to reach their main objective which is the mastery of English language. CF influences the students' spelling performance in particular and their writing in general. So, the effective CF should make learners aware about their errors, fit their needs and encourages them. In addition, there are several variables that need to be considered when providing feedback to student errors. Pupung (2011) said

“Three variables have to be considered: learner variables, situational variables, and methodological variables. First, Learner variables are everything brought by the students to the learning experience and may affect student learning. It may include students' first language (L1), culture and nationality, learning style, values and beliefs, socioeconomic background, motivation and future goals. Second, situational variables may include several factors such as the teacher, the learning atmosphere, or the physical environment. Learning may be weakened due to the unfavourable situational variable as in a situation where a noise level

is too high that disturb learners or too many distractions in the classroom that can demotivate the learner. Third, methodological variables consist of sufficient practice, effective pacing, and repetition which influence learners learning”.

Other researchers rely the success of corrective feedback in the classroom to the learners’ uptake which is defined by Lyster and Ranta (1997) as “*uptake (...) refers to student’s utterances that follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw to some aspect to student’s initial utterance*” (Belhadi 2013). That means, if the teachers’ correction of the learners errors is made in the adequate manner, the learners will be motivated and ready to repair and to modify their outputs in order to reach the TL. But, if the feedback are not simplified, and not understood there will not be a positive shift in the learners’ output.

5. Strategies of Using Feedback to Be Effective

Giving learners corrective feedback about their performance, indicates that the teacher care about them and about their efforts. By making some views and comments about the learners’ performance, he affirms the worthy of both his learners and the work they have done. So, the ways of giving feedback to learners influence the success of learning process. Here are some strategies to provide feedback successfully according to Courtesy of Enrollment Services Training, Staff Development and the Work-Study Office, Boston University.

- Using Positive language, as using words that express your message in a positive way. For example, 'what worked well is ... or what could have worked better is ...'
- Teachers have to be realistic when providing feedback by directing their comments towards matters on which the person can act. Don't make suggestions which are outside the scope of what the person can do.
- Teacher should be specific when giving feedback.

- Teacher has to be sensitive when giving feedback by using expressions such as “would it be ok if I gave you some feedback about ..?”
- Choosing the right time to give feedback.
- Teacher has to avoid the comparison among the learners’ work and has to treat each learner’s work as their own.
- Teacher should check for understanding to be sure that feedback provided has been fully understood.

Conclusion

The conclusion that can be drawn from this chapter is that the teacher's corrective feedback and the learner's spelling error are two fundamental elements for FL learning and that neither developing a foreign language by a learner nor providing feedback from the part of the teacher are easy tasks. So, learners find it difficult to develop their foreign language proficiency which is reflected through making different types of errors .and , providing feedback requires a careful analysis to the learner's errors, style and his preferences from the part of the teacher. In this research paper, we have reviewed some studies about the two variables and we inspired some ideas and principles to shed light on our research variables which are teacher's corrective feedback and the learner's spelling error.

The Practical Part

Chapter Four:

Presentation of the

Findings

Chapter Four: Presentation of Findings

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1. Introduction

This chapter is devoted to the description of the methodological design of our study and to the presentation of the general findings of our research. It focuses on the description of research design and the methodology used. It describes the population, the data collection tools and procedures.

2. Research Design and Methodology

We have used the experimental method because it is more appropriate and more suitable for our study. The experimental design is expected to allow the researcher to closely test the hypothesis stated in the general introduction and to examine the effectiveness of teachers' feedback to develop the learners' spelling performance.

2.1. Population and Sample of the Study

The population of our study consists of third year English language students at the department of English at the University of Bejaia. Its total number is 240 grouped in eight (08) groups consisting of an average number of 28 students each. These students are specialized in studying English. English is a foreign language of all these students after French in Algeria. . We have chosen this level, because they have a previous knowledge concerning English spelling and they can take into consideration the teachers' feedback. For the purpose of our research, one group from the eight groups of third year English language students was selected to take part in this study; a total number of 23 students or 09.58% of the population make up this group, but only 17 students i.e. 73.91% of the entire group have participated in our study; whose ages range from 22 to 25 years old among them males and females. All the participants are from the same class and they have gained some experience in English writing. They have the same educational background; they have all studied in public schools. In addition, they share the same opinion about English spelling and most of them agreed that it is difficult and challenging. According to them, the fact that all teachers of all the modules take into consideration the spelling errors they made, makes it more serious for them. The participants of our study have all received the pre-post tests which were wrote by the same participants as they have attended all the sessions in which our experiment is done. During our study, one sub group was participated as the experimental group with nine students and the comparison group with eight students. The experimental group received

corrective feedback to their spelling errors all along the period of the study, while the comparison group have not received corrective feedback. We aim when using this method to compare the final findings of the two post-tests which were got from the two sub-groups and check if feedback has any effect on the learners' spelling performance.

3. Tools for Data Collection

The present study relied on tests as the main tools for data collection. The participants were asked to write narrative essays that were used as a pre-post tests to check all the spelling errors made, and then give the experimental group feedback, while feedback were not provided to the comparison group. In addition, the researcher used the textual analysis and classroom observation which served as important tools for gathering information about the participants' current level in spelling and the level they may reach after providing them with feedback.

3.1. Tests

This study is based on two main tests:

3.1.1. The Pre-test

The pre-test is introduced in order to gather information about the main topic of this research and to test the learners' current spelling level before introducing feedback to know their limitations and the type of errors they make.

To do so, all the participants of the two sub-groups, had a pre-test that asked them to write narrative essays without neither using dictionaries nor asking for help from their peers. The first time they chose to write about marriage. The essays were corrected and the number of spelling errors made was counted. And each time the essays are given back to the participants. The pre- tests is lasted for three weeks and in each week the learners have three writing sessions of one hour and half, and each time we ask them to write essays about a given topic. Essays were given back to participants for whom; we provided the experimental

group with feedback, however, the comparison group did not receive feedback. Participants of the experimental group were asked to take into consideration the correction provided with the red pen. And those of the comparison group were asked to revise their essays and to look for their spelling errors.

3.1.2. Post-test

The participants have a post-test in which they were asked to compare and to contrast between marriage in the past and marriage in present days.

The topic of the essay can allow the participants to use some common words with the essays they wrote at the first time. The essays of the post-test were collected and corrected, to know if there is any evolution in the participants' spelling performance after introducing feedback to the experimental group, and then to determine which group has outperformed the other one.

3.2 Training program

Our training period is lasted for four weeks, during written expression session with the third year English students. After introducing our self to the students and after giving us the permission to talk with the students by the teacher of the module; the researcher gave the general idea about the research topic and explained the importance of their participation in this study. We asked them to give their opinion about writing in English in general and its spelling particularly, all the participants agreed that writing in English is a very difficult task for them. The researcher asked the participants to write about "marriage" without using dictionaries; which was considered by the researcher as a pre-test. As we have mentioned before, our training period lasted for four weeks, each week with three sessions of one hour and half; during written expression sessions. In each session, we asked the participants to write about a given topic which in the most of the time was chosen by the participants. Each time the essays were given back to us. The researcher correct them and gave them back again

to the participants in the next session. The researcher provides the experimental group with feedback while the comparison group were not provided with feedback. During this period the researcher was close to the participants; the researcher noticed that the participants of the experimental group appreciate the CF provided and use them as a reference to correct their spelling errors and to improve their writing. However, the comparison group has no opportunity to do so. During the sessions that the researcher spent with the participants, we noticed that they dislike reading, they lack vocabulary and they write using the TL only if they were obliged by the teacher; that's making their spelling problems deeper and more serious. When the we ask them to write, they refuse always the topic proposed by the researcher and find it so boring, that pushes the researcher in the most of the time to let the choice of the topic to the participants. While the participants are writing in the classroom, the researcher gave them a piece of oral advice about the organization of their essays, to go from general to specific and the researcher always advices them to take care about their writing since it represents the writer. In addition, the researcher noticed that learners share the same problems in writing using a TL since they have the same linguistic background. In the second session of the fourth week, the researcher asked the participants to write essays in which they compare and contrast between marriage in the past and nowadays. These essays are considered as a post-test for the two groups. Spending four weeks with the participants of this study was very difficult for the researcher since convincing them to write was a very hard task to do each session, but it was a fruitful experience.

4. Presentation of the Findings

In this section, we introduce the results obtained from the pre-test and the post-test from both the experimental and the comparison groups.

4.1 The Pre-Test of the Comparison Group

This study relies on a pre-post-test procedure to data collection. The researcher prepared the pre-test essay in a printed paper that included the name of the researcher, to let the participants know who is the person conducting the study, the aim of the study “this study aims to find if corrective feedback has any effect on EFL students’ spelling performance”. The researcher also explained that the participation is not obligatory, but it is very important to the success of the study “Your participation will contribute to the success of this study”. In addition, we made sure that all the participants know that writing the pre-test essay will not harm them in any manner, since writing this essay will not affect their grades. The researcher also asked the participants to do not check for words in the dictionary because their errors are very crucial for this study “please do not use dictionaries because your errors are crucial for this study”. At the end they were told that their answers will remain confidential. And I expressed my gratitude for them.

The researcher asked the participants to write about marriage, its definition, its condition and all what they think about it. The participants were asked to express themselves freely. The researcher explained these things to the participants to avoid ambiguity. The participants received hand-outs containing all the information mentioned bellow and the space to write the essay. They were also asked to fill in their personal details including: age, gender and how long they have been studying English in order to gather more details about the sample of the research.

4.1.1 Pre-Test Findings of the Comparison Group

4.1.1.1 Participants’ personal information of the comparison group in the pre-test:

Below, are three tables describing personal information of the participants of the experimental group in the pre-test.

Table 1: Participants’ ages of the comparison group

categories	Frequencies	Percentages
22-23	07	87.5%
24-25	01	12.5%
Total	08	100%

The table above shows that the majority of the comparison group participants' (7, 87.5%) in the pre-test are aged between 22 and 23 years old, and that the minority of the participants (1, 12.5) are aged between 24 and 25 years old.

Table 2: Participants' genders of the comparison group

Genders	Frequencies	Percentages
Female	06	75%
Male	02	25%
Total	08	100%

The present table shows that the females' number is dominant over that of the males, that is the majority of the participants (6, 75%) are females, while the minority are males with (02, 25%).

Table 3: Years of studying English of the comparison group participants'

years of studying English	Frequencies	Percentages
10-11	07	87.5%
12-13	01	12.5%
total	08	100%

This table demonstrates that the majority of the learners have learned English for 10-11 years (07, 87.5%), and the minority have learned English for 12-13 years (01, 12.5%), that means, only one student who have doubled the year.

4.1.1.2 The Analysis of the Pre-test Findings of the Comparison Group

The table below shows the results of the pre-test including the total number of errors made by 08 participants of the comparison group. The table gives more details about the errors made when spelling words. It gives the frequency number and the percentages of the spelling errors made. The researcher should note that grammatical errors are neither counted nor included in this table.

Table 04: pre-test findings of the comparison group

Types of spelling errors	Pre-test frequencies	Pre-test Percentages
Omission of letters	35 errors	29.91%
Repeating or adding a wrong letter	27 errors	23.07 %
Transposition of letters	16 errors	13.67%
Reversing pairs of letters	11 errors	9.40%
Doubling a wrong letter	10 errors	08.54%
Substitution of a letter for another when spelling another word	07 errors	5.98%
Anticipation of letters	06 errors	5.12%
Spelling words as they are pronounced	05 errors	4.24%
Total	117 errors	100%

The table shows that errors type which received the highest rate is the omission of letters which comes in the first position with the highest frequency and percentage (35, 29.91%) of errors made in the pre-test with the comparison group. Repeating or adding the wrong letter or letters comes in the second position with (27, 23.07%) of errors made. Then, the transposition of letters in the third position with (16, 13.67%) of errors. Reversing the pairs of letters comes in the fourth position with (11, 09.40%) of the errors. In the fifth position comes the doubling of the wrong letter with (7, 5.98%). In the sixth position the

anticipation of letters comes with (6, 5.12%) of errors made. At the end, spelling errors as they are pronounced with (5, 4.24%) comes in the seventh and the last position.

4.2 The Post-Test of the Comparison Group

The participants of the comparison group were asked to write essays during three weeks for three sessions a week and the essays were not corrected or modified by the researcher. The researcher has designed a marginal paragraph to discuss the content of each essay, in order to make the participants feel that the researcher has read their essays and they are taken into consideration, even if there was no correction of errors provided. Each time the participants received back their essays and they were asked to take into consideration the marginal paragraph wrote by the researcher and then to look for their spelling errors in order to correct them. In the second and the last session of the fourth week, the researcher administrated the post-test. The post-test sheets were designed as those of the pre-test; it included the name of the researcher, the aim of the study and other details to fill about the participants personal information, and the space allowed to write the essay.

The question of the post-test required the participants to compare and to contrast between traditional marriage and the modern one.

4.2.1 Post-test Results of the Comparison group

4.2.1.1 Participants' Personal Information of the Comparison Group in the post-test:

Personal information of the control group in the post test are the same with that of the pre-test since the participants are kept the same from the beginning to the end.

4.2.1.2 The Analysis of the Post-test findings of the Comparison Group

Table 05 below shows the frequencies and the percentages of the spelling errors made in the post-test by the total number of participants of the comparison group. The table gives

more details about the errors made when spelling a word including the types of spelling errors investigated in this study. The researcher did not take into consideration the grammatical errors of the participants.

Table 05: post-test findings the of the comparison group

Type of spelling errors	Post-test frequencies	Post-test percentages
Omission of letters	39 errors	32.77%
Repeating or adding a wrong letter	33 errors	27.73%
Transposition of letters	15 errors	12.60%
Reversing pairs of letters	08 errors	6.72%
Doubling the wrong letter	08 errors	6.72%
Substitution of a letter for another when spelling	07 errors	5.88%
Anticipation of letters	05 errors	4.20%
Spelling words as they are pronounced	04 errors	3.36%
Total	119 errors	100%

The present table shows the frequencies and percentages of the errors made representing 8 types of spelling errors. The omission of letters comes in the first position with the highest frequency and percentage (39, 32.77%). Repeating or adding the wrong letter or letters comes in the second position with (33, 27.73%) of errors made. Then, comes the transposition of letters in the third position with (15, 12.60%) of errors made. Anticipation of letters and doubling the wrong letter comes in the fourth position with (8, 6.72%). Spelling words as they are pronounced with (07, 5.88%) comes in the fifth position. Reversing the

pairs of letters come in the sixth position with (05, 4.20 %) of errors made. At the end, a substitution of a letter for another when spelling words comes with the percentage of (4, 3.36%) of errors made.

4.2.1.3 Comparison of the Pre-test results with the post test results of the comparison group

Table 06: The pre-post test findings of the comparison group

Type of spelling error	Pre-test frequencies	Pre-test percentages	Post-test frequencies	Post-test percentages
Omission of letters	35	29.91%	39	32.77%
Repeating or adding a wrong letter	27	23.07%	33	27.73%
Transposition of letters	16	13.67%	15	12.62%
Reversing pairs of letters	11	09.40%	08	06.72%
Doubling the wrong letter	10	08.54%	08	6.72%
Substitution of a letter for another	07	5.98%	07	05.88%
Anticipation of letters	6	5.12%	05	04.42%
Spelling words as they are pronounced	5	04.24%	04	3.36%
Total	117	100%	119	100%

The table above shows the frequencies and percentages of all the errors made by the participants both in pre-test and post-test of the comparison group.

4.3 Pre-test of the Experimental Group

As the comparison group, the experimental group went through the pre-test, they received hand-outs in which some information concerning both the researcher and the study were mentioned. The participants from the experimental group asked to write about the same topic as those of the comparison group. The question was to write about marriage, its definition, its condition and all what they think about. The participants were asked to express themselves freely as it was mentioned previously. The experimental group took the pre-test on the same day as the comparison group since the two groups are from the same class. The researcher explained the question orally to ensure the comprehension of the question. The participants were also expected to fill in their personal details (age, sex and how long they have been studying English

4.3.1 Pre-test Findings of the Experimental Group

4.3.1.1 Participants' personal information of the experimental group in the pre-test

Below, are three tables describing personal information of the participants of the experimental group in the pre-test.

Table 7: Participants' ages of the experimental group

categories	Frequencies	Percentages
22-23	06	66.66%
24-25	03	33.33%
Total	09	100%

The table above shows that the majority of the participants of the experimental group (6, 66.66%) in the pre-test are aged between 22 and 23 years old, and that the minority of the participants (3, 33.33%) are aged between 24 and 25 years old.

Table 8: participants' genders of the experimental group

Gender	Frequencies	Percentages
Female	05	55.55%
Male	04	44.44%
Total	09	100%

The present tables shows that the females' number is dominant from that of the males, that is the majority of the participants (05, 55.55%) are females, while males represent (04, 44.44%) of the total participants of the experimental group.

Table 9: Years of studying English of the experimental group participants

Number of years	Frequencies	Percentages
10-11	07	77.77%
12-13	02	22.22%
Total	09	100%

This table demonstrates that the majority of the learners have learned English for 10-11 years (07, 77.77%), and the minority have learned English for 12-13 years (02, 22.22%) that means, only two student who have doubled the year from the experimental group.

4.3.1.2 The Analysis of the Pre-test Findings of the Experimental group

The table below shows the results of the pre-test including the total number of errors made by 09 participants of the experimental group. The table gives more details about the types of spelling errors made when spelling a word. It gives the frequency number and the percentage of the spelling errors made. The researcher should note that grammatical errors are neither counted nor included in this table.

Table 10: Pre-test findings of the experimental group

Type of spelling errors	Pre-test frequencies	Percentages
Omission of letters	37 errors	28.68%
Repeating or adding a wrong letter	25 errors	19.37 %
Transposition of letters	18 errors	13.95%
Reversing pairs of letters	15 errors	11.62%
Doubling a wrong letter	11 errors	08.52%
Substitution of a letter for another when spelling	09 errors	06.97%
Anticipation of letters	08 errors	06.20%
Spelling words as they are pronounced	06 errors	4.65%
Total	129 errors	100%

The present table shows the frequencies and percentages of errors made representing 8 types of spelling errors. The omission of letters comes in the first position with the highest frequency and percentage (37, 28.68%). Repeating or adding the wrong letter or letters comes in the second position with (25, 19.35%) of errors made. the transposition of letters in the third position with (18, 13.95%) of errors made. Reversing the pairs of letters comes in the fourth position with (15, 11.62%). In the fifth position comes doubling the wrong letter with (11, 8.52%).The substitution of a letter for another when spelling comes in the sixth position with (9, 6.97%) of errors made. The anticipation of letters is in the seventh position with (8, 6.20%). Finally spelling words as they are pronounced come at the last position with (6, 4.65%) of errors made in the pre-test of the experimental group.

4.4 The Post test of the Experimental Group

After completing the pre-test, the participants of the experimental group had to go through the post-test to find out, if they can perform better when spelling words. Since the participants of the experimental group were supposed to receive feedbacks to their spelling errors, Attention was more paid to their post-test essays, the essays were corrected and we provided them with feedback. However, the researcher corrected only the spelling errors made with the ignorance of other categories of errors as grammatical errors.

4.4.1 Post-Test Findings of the Experimental Group

4.4.1.1 Participants' Personal Information of the Experimental Group in the Post-Test

Personal information of the experimental group participants' are the same with those of the experimental group in the pre-test, since the participants of the two tests were kept the same.

4.4.1.2 The Analysis of the Post-test Findings of the Experimental Group

The table below shows the results of the post-test including the total number of errors made by 09 participants of the experimental group. The table gives more details about the types of spelling errors made when spelling a word. It gives the frequencies and the percentages of the spelling errors made. The researcher should note that grammatical errors are neither counted nor included in this table.

Table 11: Post-Test findings of the Experimental Group

Type of spelling errors	Post-test frequencies	Percentages
Omission of letters	30 errors	29.12%
Transposition of letters	21 errors	20.38 %
Repeating or adding a wrong letter	16 errors	15.53%
Reversing pairs of letters	11 errors	10.67%
Doubling a wrong letter	10 errors	9.70%
Substitution of a letter for another when spelling	06 errors	5.82%
Anticipation of letters	05 errors	4.85%
Spelling words as they are pronounced	04 errors	3.88%
Total	103 errors	100%

The present table shows the frequencies and percentages of errors made representing 8 types of spelling errors. The omission of letters comes in the first position with the highest frequency and percentage (30, 29.12%). Transposition of letters comes in the second position with (21, 20.38%). Repeating or adding the wrong letter or letters comes in the third position with (16, 15.53%). In the fourth position reversing the pairs of letters comes with (11, 10.67%) of errors made. In the fifth position doubling the wrong letter comes with (10, 9.70%) of the errors made. The substitution of a letter for another when spelling, comes in the sixth position with (6, 5.82%) of errors made. The anticipation of letters is in the seventh position with (5, 4.85%). Finally spelling words as they are pronounced comes at the last position with (4, 3.88%) of errors made in the post-test of the experimental group.

4.4.1.3 Comparison of the Pre-Post-tests findings of the Experimental Group

Table 12: The pre-post-test findings of the experimental group

Type of spelling error	Pre-test frequencies	Pre-test percentages	Post-test frequencies	Post-test percentages
Omission of letters	37	28.68%	30	29.12%
Repeating or adding a wrong letter	25	19.37%	16	15.53%
Transposition of letters	18	13.95%	21	20.38%
Reversing pairs of letters	15	11.62%	11	10.67%
Doubling the wrong letter	11	08.52%	10	9.70%
Substitution of a letter for another	09	06.97%	06	05.82%
Anticipation of letters	08	06.20%	05	04.85%
Spelling words as they are pronounced	06	04.65%	04	3.88%
Total	129	100%	103	100%

The present table shows the frequencies and percentages of all the errors made by the participants both in pre-test and post-test of the experimental group.

4.4.1.4 Post-Test Findings of Comparison and Experimental Group

Table 13: Post-tests findings of the comparison and the experimental groups

Type of spelling errors	Comparison group post-test percentages	Experimental group post-test percentages
Omission of letters	32.77%	29.12%
Transposition of letters	27.73%	20.38 %
Repeating or adding a wrong letter	12.60%	15.53%
Reversing pairs of letters	6.72%	10.67%
Doubling a wrong letter	6.72%	9.70%
Substitution of a letter for another when spelling	5.88%	5.82%
Anticipation of letters	4.20%	4.85%
Spelling words as they are pronounced	3.36%	3.88%
Total	100%	100%

The present table shows the post-test percentages of all the errors made by the participants of both the experimental group and the comparison group.

Conclusion

In this chapter we have described the methodological design of our study and we have presented the general findings of our research. The researcher focused on the description of research design and the methodology used. It described the population, the data collection tools and procedures. Then, we have presented the main findings of our research work for both the comparison group and the experimental group. At the end, we made a comparison table between the findings of the two groups in the post-tests.

Chapter Five

Discussion of the Findings

Chapter five: Discussion of findings

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1. Introduction

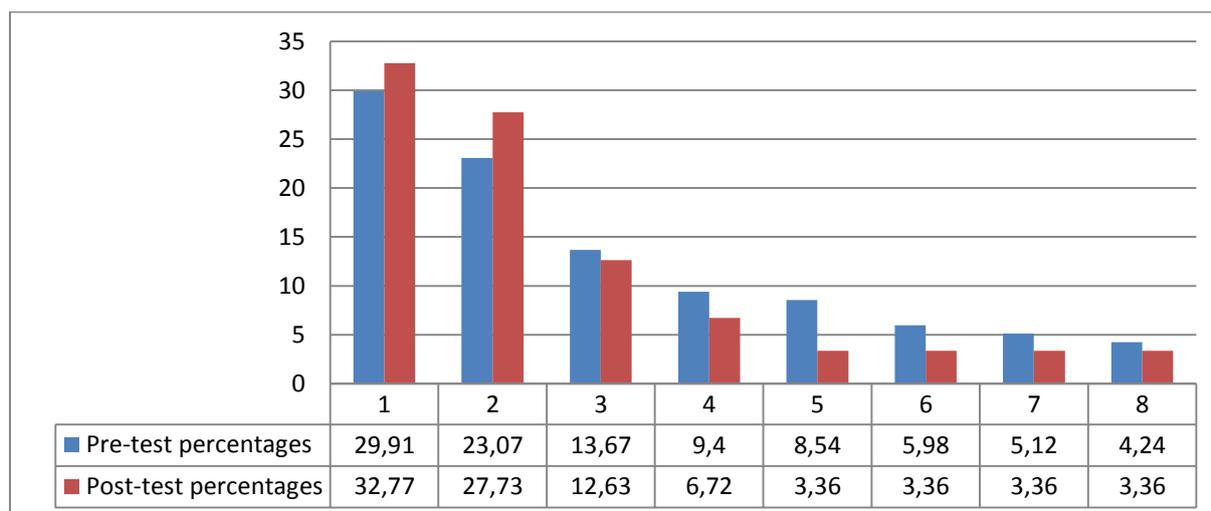
This chapter provides a discussion of the results obtained from the pre-post tests for both the comparison group and the experimental group, and it introduces the conclusion of the study. The researcher has compared between the results of the post-tests of the two groups, and has deduced the final conclusion of the present research. In addition, this chapter presents the limitation of the study, implications and suggestion for further studies. At the end a general conclusion is made to summarise the whole findings of the study.

2. Discussion of the Findings

This section is devoted to the discussion of the findings obtained from both the pre and post-tests of both comparison and experimental group.

2.1 Discussion of the Pre-Post Tests of the Comparison Group

Graph1: Findings of the pre- post -tests of the comparison group



Observing the graph number 01 which represents the percentages of the spelling errors made both in pre- and post- tests; we have noticed that the omission of letters scored the highest percentages of errors made. Both in the pre and in the post tests, this kind of error reached (35, 29.91%) of the whole errors made by 08 participants in the pre-test and over (39, 32.77%) of errors made in the post-test of the comparison group. The Participants often used to omit letters especially when forming the past tense of the verb as writing “transmited instead of transmitted”, also we have noticed that they often omit the silent letter as writing “emty instead of empty”. In addition to, they used to omit the “s” of the present simple when they conjugate a verb as writing “mean instead of means”. Participants used to repeat or add a wrong letter to words, this type of error reached (23.07%) with the frequency of 27 errors made in the pre-test and over 33 (27.23%) of errors made in the post-test. So, participants wrote “domaine instead domain” also they wrote “writting instead of writing”. The other type

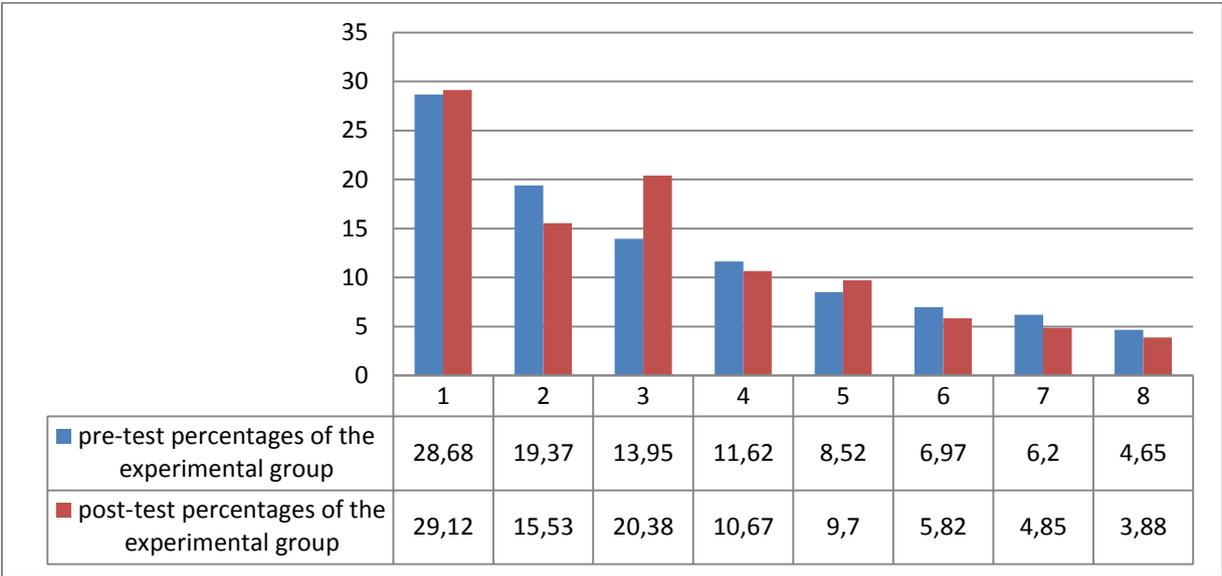
of error made by the participants is the transposition of letters which attained (13.67%) with the frequency of 16 errors made in the pre-test and over 15 (12.62%) in the post test, participants they wrote “qeuit instead of quite”. Reversing the pairs of letters is another type of error made with (09.40%) and a frequency of 11 errors of errors made in the pre-test and with the frequency of 08 (06.72%) of errors in the post-test. Participants wrote “recieve instead of receive” and “repaet for repeat”. Although these words are the most used in the EFL classroom, participants still encounter problems with words containing pairs of letter. Doubling the wrong letter is another spelling error type made with the percentage of (08.54%) and the frequency of 10 errors made in the pre-test and 08 errors with the percentage of (6.72%) in the post-test. They wrote “iluminatted for illuminated” and “stteped for stepped”. The other kind of spelling error have noticed by the researcher is the substitution of a letter for another with 07 errors (05.98%) in the pre-test and 07 errors (05.88%) in the post-test which means that the frequency of this type still stable in the two tests. Participants wrote “mentanity instead of mentality” and wrote “sighd for sight”. The anticipation of letters came with the percentage of (5.12%) which represents the frequency of 6 errors made in the pre-test and over 05 errors with the rate of (4.42%) in the post-test. The last type of spelling error noticed by the researcher from the participants’ essays of the comparison group is spelling words as they are pronounced with the rate of (04.25%) and the frequency of 05 errors in the pre-test. Also with the frequency of 04 errors and (3.36%) in the post-test. Participants used to write “cooversation for conversation” and “differenciate for differentiate” also they wrote “a lotov for a lot of”

From the previous findings, we notice that the total frequency of errors increased in the post test of the comparison group. The omission of letters and repeating or adding the wrong letter to a word increased in the post-test. Concerning the other types of errors, we notice that there is a kind of stabilization between the results of the pre-test and that of the

post-test of the comparison group. So, the results are the same and we notice that there were no development at all. In other words, the comparison group didn't score any development in the post-test results and the spelling performance of the participants of the comparison group who have not received feedback, remain stable and no evolution is marked.

2.2 Discussion of the Pre-Post-Test of the Experimental Group

Graph2: findings of the pre-post-test of the comparison group



Since the topic of the pre-test of the experimental group was about marriage, and this of the post-test was to compare and to contrast between marriage in the past and marriage nowadays have a lot of common words, we have noticed that the participants of the experimental group in the post-test have reduced the percentages of spelling errors made as graph 2 shows , and comparing the frequencies of both the pre and post-tests we noticed that errors were reduced from the frequency of 129 errors in the pre-test to the frequency of 103 errors in the post-test. The participants reduced the number of letters omission error from the pre-test to the post-test (37-30). Observing the results showed in table 12 and in graph 2 we notice that the percentage of the omission of letters in the post-test of the experimental group

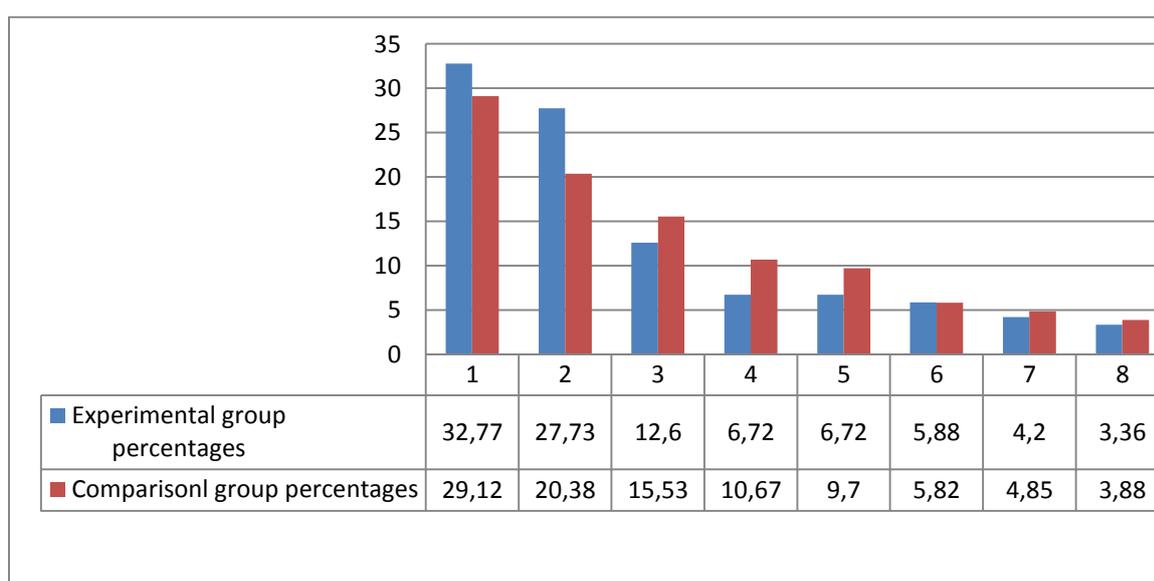
has increased even its frequency had decreased compared to their findings in the pre-test this because the frequency of the whole errors made has been reduced in the post test of the experimental group due to the introduction of feedback to the participants in the post-test. Also the advantage is that they remarkably dealt with the errors made in the pre-test and they corrected them. For instance, in the pre-test some participants wrote “mariagge” then in the post-test they corrected it and they wrote “marriage”. The researcher also has noticed that the participants have reduced their errors in repeating or adding a wrong letter from the frequency of 25 errors in the pre-test to the frequency of 16 errors in the post-test. If we compare the rate of errors made in the pre-test which represent (19.37%) and the post-test with (15.53%); we can notice some development in the participants’ performance concerning this kind if errors, since it was common among them. For the transposition of letters, no development can be observed at all; the graph number 2 showed that the percentage of errors in the post-test has remarkably increased (13.09%-20.38%) with the frequencies of (18-21) errors, which suggest that no development is scored. Errors in reversing the pairs of letters have been slightly reduced in the post-test (11.62%-10.67%). Also, the researcher has noticed that there is no development in the frequency of errors in doubling or repeating the wrong letter comparing the pre-test with the post-test frequencies (11-10) of errors made, but the percentage of the post-test is increased with (08.52%-09.70%). Even though the percentage of errors has been increased, the researcher has noticed that the participants have avoided a lot of errors made in the pre-test and they corrected it in the post-test, as correcting words “illuminated” and “stepped”. Both substitution of a letter for another and the anticipation of letters have been reduced but with a slight percentages from (06.97% to 05.82%) for the former and from (06.18% to 04.85 %) for the latter. The researcher has noticed that spelling words as they are pronounced has been reduced in the post-test with the rate of (04.65%-03.88%) in the pre-post-test.

From these findings it can be noticed that there was a development in the participants' spelling performance comparing the results of the pre and the post-tests. The advantage is that approximately all the spelling errors detected by the researcher in the pre-test have been taken into consideration and corrected by the participants in the post test. It is true that the participants made a lot of spelling errors in the post-test of the experimental group, but remarkably they used to pay attention to TCF provided and they sought to correct their previous errors.

The majority of the participants' essays of the two groups contained poor introductions and poor conclusions. The bodies of the essays lack cohesion and they contained a large number of grammatical errors. In addition, participants often used their L2 to complete their ideas. The minority of the global essays were well written and well-constructed ideas. The researcher doesn't take into consideration all the types of errors made. The researcher focused only on spelling errors.

3. Discussion of the Two Groups Post-Tests

Graph3: Percentages of the comparison and the experimental groups post-tests



The overall findings of the two groups' post-tests are represented by their percentages in graph three which shows that the percentages of both letters omission and repeating or adding a wrong letter have increased in the post-test of the experimental group with the rate of (32.77%) for the former and with the rate of (27.73) for the latter. And increased from (29.12%) for the former to (38%) for the latter concerning the comparison group. Participants have a serious problem with the silent letters, the omission of "s" of the present simple and that of the plural form. In addition, they suffer from the problem adding or repeating a wrong letter to the word. So they still facing big difficulties even after providing them with feedback. Concerning the transposition of letters, reversing peers of letters and doubling the wrong letter we have observed that there is an evolution in the results of the experimental group with the rate of (12.6%) for the first type and with (15.53%) for comparison group. The second type is made with the rate of (6.72%) for the experimental group while the comparison group with (10.67%). Then the third one with (6.72%) for the experimental group and with 9.7% for the comparison group. Concerning the substitution of a letter for another, the anticipation of letters and spelling words as they are pronounce; we notice that there is a slight evolution in the post test of the experimental group.

4. Summary of the Discussion and Interpretation of the Findings

Graph 1 reveals a noticeable increase in the percentages of the spelling errors made by the participants of the comparison group in the pre-test essays compared to the post-tests' errors percentages especially for omission of letters with the rate of 29.99% in the pre-test and 32.77% in the post test. Table number 6 also shows that the frequency of the whole spelling errors made by the participants of the comparison group in the pre-test has increased in their post-test. This means that the participants didn't seek to develop their spelling performance alone. Also, we can understand from the findings of table 6 that the majority of the time, the participants did not recognize their errors alone since they repeat the same error many times.

So, the spelling performance of participants of the comparison group who did not received feedback remained stable without any change.

Graph number 2, shows that the majority of the types of spelling errors made in the pre-test has decreased in the post-test of the experimental group. The table number 12, reveals that the total number of spelling errors made in the pre-test of the experimental group has been reduced in the post-test. That's to say, the participants of the experimental group pay attention to feedback provided to their spelling errors and remarkably they sought to ameliorate their spelling performance from session to session which means that the corrective feedback provided to the participants of the experimental group were effective and beneficial.

Comparing the findings of two groups post-tests as graph 3 shows, we notice that there is a considerable reduction in the spelling errors made in the post test of the experimental group; of course, this is due to the TCF introduced to them. However, observing the results of the post-test of the comparison group with whom feedback was not introduced, we notice that they have got similar results from the beginning till the end.

To conclude, through our analysis of the participants' essays of the two groups, and according to our findings, we deduce the effectiveness of using TCF in the EFL classroom to develop the learners' spelling performance.

5. Limitations of the Study

Through our research work, one of the hardest obstacles that were encountered while conducting our study is at the level of students. Since the third year English students don't have the final exam of writing module, the researcher find it difficult to convince them to attend and to accomplish the task required seriously.

The researcher suffered mostly from the lack of time, that's why the researcher did not leave much time between the pre and the post test.

Teachers did not accept to give the researcher permission to do the experimentation easily since it takes a lot of time and teachers are required to finish their programs. In addition, this study was conducted within the same group, because the researcher found difficulties to have access to other classes, the number of the participants was very limited that's why we cannot generalize our findings to all the students.

6. Implications

The pedagogical implications based on the results of this study are as follows. According to the results, after giving the experimental group feedback the participants' spelling errors were reduced, students became more motivated to improve their spelling and they take into consideration all the feedback provided by the researcher. So feedback is useful to develop the students' spelling.

For the program, program designers should try to integrate spelling activities which can contribute to the development of students' spelling performance. Because, many of students appear to perceive spelling as an unimportant aspect of the language since no emphasize was given to this skill in the schools' books.

Concerning the classroom atmosphere, teachers should take into consideration different elements that can influence the learning process as the learners' personalities, their preferences and seek to sustain a good relation with the students. Teachers' feedback should focus on the students' errors rather than the student itself. Maintaining a good relation with students is too important, because the success of feedback is determined by how and for whom it is provided. All the previous elements should be considered to be beneficial to students.

7. Suggestions for Further Research

Because little researches have dealt with the spelling problems of the students, future research will be beneficial if it focuses on the most effective type of feedback to be adopted to develop spelling using more than one experimental group and to use a different feedback type with each group.

It is also preferable that further research investigates the effect of corrective feedback in spelling performance over a long period of time.

Further research also can focus on the effect of teaching spelling strategies in order to overcome the students' spelling problems.

To get a clear idea about the learner's spelling difficulties, it may be useful the researcher give the participants a dictation. This is because in a piece of free writing the learner may avoid words that are difficult, and also because a dictation includes words with arrangement of letter patterns and sounds and thus show more clearly the difficulties learners face when spelling a word.

Further research can focus more on practice and exercises that can be conducted among students in English spelling in order to eliminate the students' errors in this area.

Further study can deal with how feedbacks are perceived by learners with individual differences when correcting their errors.

Also, additional research may be needed in regards to other aspects of writing such as content, organization or vocabulary. This new study would help to clarify whether the effectiveness of teachers' feedback can be applied in different aspects of writing skill.

Conclusion

The current study sought to examine the effect of teachers' corrective feedback on EFL students spelling performance when writing. It adopted the experimental design which involved two groups; the experimental group which received feedback and the comparison group which did not. The findings showed that the experimental group moderately outperformed the comparison group in their spelling performance. Then relying on the research results, we have suggested a set of pedagogical recommendations for further researches.

General Conclusion

General Conclusion

Spelling errors is a problem mostly faced by the EFL students in our country. Some people direct blame either on teachers for not being competent enough to teach the foreign language properly, or to the learners who do not take their learning seriously; or to the educational system which is considered ineffective. Generally, parents claim that learners face these difficulties because English is not widely used in our community, such as at home or in public places and even within the EFL classrooms, either in oral communication or in written one. To reduce this problem the majority of the learners rely on teachers' feedback as a tool contributing to overcome these errors. Feedback which is one of the most powerful elements that can influence on learning and achievement should be used to help learners to recognize their errors, then to avoid them (Mohannad 1994).

This study was conducted at Bejaia University with third year English students. The participants approximately have both the same language background and have studied English for the same period of time. All of the participants speak Tamazight as their mother tongue, French as a second language and English as a foreign language.

The purpose of this study is to know whether corrective feedback has a positive or a negative effect on students' spelling performance when writing using a TL. Then, to know if learners' spelling performance can be developed by teachers' use of feedback. Our study started from the hypothesis that our sample is likely to show a development in his spelling performance if feedbacks are introduced to their spelling errors.

The dissertation was divided into five chapters. After a general introduction, the first chapter was devoted to the learners' spelling error and the importance of spelling as an indispensable aspect in writing skill. The second chapter deals with the teachers' feedback.

The third chapter deals with the relationship between the two researches variables. The fourth one represents the practical part of this research paper which deals with the methodological design, presentation of the main findings and at the end, the fifth chapter discusses the results, limitations and suggestions for further research.

Our research work was based on a hybrid methodology of both quantitative method based on pre and post tests and qualitative method through textual analysis and classroom observation. A pre and post-test essays were used both with the experimental and the comparison groups; in which feedback were only provided to the experimental group.

The analysis of the data we have obtained from the two groups in both pre and post-tests and during the training period has shown that teachers' corrective feedback has a positive effect on students' spelling performance and that the participants' of the experimental group were significantly more able to correct errors that were underlined or circled than the participants of the comparison group whom their errors were neither marked nor underlined. After introducing feedback, the participants of the experimental group became more motivated and they seek to both correct their errors and improve their writing. On the contrary, the participants of the comparison group remained the same, because the frequency and the rate of errors made still stable from the beginning till the end.

In the light of the preceding survey and discussions related to the findings and hypothesis, the following conclusions have been drawn:

The participants' spelling errors frequencies have been reduced in the experimental group after introducing feedback. However, the errors frequencies of the comparison group remained the same, since corrective feedback have not been introduced. This is demonstrated through our findings in the post-tests of the two groups and through the findings gathered during the training period. The researcher also has observed that the participants became so

closer to the teacher when feedback is introduced for their errors in a good way respecting the learners' differences, preferences and personalities.

These results validate our research hypothesis which states that students' spelling performance can be developed by using teachers' corrective feedback.

The findings of this work are interesting; however, more research on this topic is to be conducted over a longer period of time, and using other research tools, such as dictation.

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Personal Information of the Comparison Group Participants'

Please complete with your personal details

- 1- Age
- 2- Gender
- 3- Years of studying English

Personal Information of the Experimental Group Participants'

Please complete with your personal details

- 1- Age
- 2- Gender
- 3- Years of studying English

Appendix 5: The Marginal Paragraph of the Comparison Group

Try to organize your ideas, introduce your ideas from general to specific, and then organize your essay into paragraphs. Follow the logical order of an essay (introduction, development of the body then the conclusion). Try to respect the capital letters and pay attention to the punctuation.