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Attitudes of Teachers and Learners towards the Use of Rewards to Avoid Spelling Errors

The Case of First-Year EFL Students at Biskra University

Sciences of LanguageDissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Science of language

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Declaration

I hereby declare that the present research, which is entitled "Attitudes of teachers and learners towards the use of rewards to avoid spelling errors: The Case of First-Year Students", is my own work and has not been submitted for a university degree. I also declare that all of the cited and quoted sources in this work are put forward in the references list.In addition, I declare that this study was accomplished and conducted at the level of Mohamed Kheider University of Biskra, Algeria.

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Dedication

Allah, the Most Gracious, the Most Merciful, the Sustainer of the Whole World, deserves all praise.

First of all, I give my gratitude to the most gracious and compassionate Allah, the Almighty, who has provided me with uncounted blessings to finish this work.

I dedicate this work to:

My dear father, Belkacem Aalia, for his faith in me and for his unfailing support is modest.

My dearest mother, Rahima Mansouri,the strongest woman ever, for her sacrifices and prayers.

My hero for his support and patience

Khadidja, my lovely sister

My precious brothers

My nieces and nephews: Ayad and Iline.

To all my friends: Imane, Rania, Rania, Samah, Meriem, Soumia, and Mimi

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Abstract

This study investigates the effect of using rewards on reduceing spelling errors for first-year students at the University of Mohamed Khider Biskra. The aim of the current study is to elicit the learners and teachers'attitudes towards the use of rewards as an effective strategy to reduce spelling errors. In order to achieve this aim, the researcher adopted the descriptive approach, which includes two tools for data collection, including a students' questionnaire whose number is (n = 30) and another questionnaire for teachers, whose number is (n = 21) teachers and both samples were chosen randomly. The findings revealed that both the teachers and the learners showed positive attitudes towards the use of the rewards to avoid spelling errors and develop their writing skills.

Keywords: Rewards , Spelling Errors , Writing, EFL.

List of Abbreviations and Acronyms

EFL : English as a Foreign Languages

LMD : Licence ,Master ,doctorate

MT : Mother Tongue

RQ : Research Question

H : Hypothesis

TL : Teaching Language

L1: First Langauge

L2 : Second language

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Résumé

General Introduction

Background of the study

Rewards are an essential strategy used by the teacher in order to prompt students. And To encourage appropriate behavior and to avoid inappropriate behavior. According to Bruton (2003) et al., "reward refers to anything that promotes a behavior being repeated in the future." (p. 242). Spelling errors refer to the action of repetition of the same misspelled word each time in written or spoken form without knowing if it is correct or not. It occurs for several reasons; the most important one is being the unable to control grammar rules. Most of the errors made by learners are repeated; perhaps because they were not corrected at the same time they made them. Therefore, mistakes have always been defined as errors, but they are the results of the repetition of errors

Teachers in previous years used rewards as a strategy to increase the student's level and avoid spelling errors such as grades, books, and activities to do during the session. However, modern education has been devised as another method to make the learner more active and involved during the session, such as audiovisual materials, verbal rewards, and psychological rewards. According to Willingham (2008), "rewards can motivate students to attend class, behave well, or produce better work" (p.160).

Students who make errors may think it is the same type. Although those errors may be corrected by the teacher's instruction and the learner's performance, as a result, the problem persists: the writer's or speaker's mother tongue is vastly different from the second or foreign language, and mastering this ability to become a native speaker may take time.

Statement of the problem

Facing difficulties along the learning journey is a well-known and logical stage. Also, the type of learner is determined by the types of errors made and the types of rewards supplied. As a result, the student's strengths and weaknesses are shown through the falling in those errors. However, determining the type of error that occurred might be challenging because an error may not be deemed fundamentally a mistake unless it is repeated multiple times. The learner may not be a native speaker to notice it until it is explicitly stated, yet it is a mistake. And the teacher occasionally teaches all levels in the same way, not realizing which type should be emphasized more. As a result, grades range, and the teacher may place a greater emphasis on dictation than on writing.

EFL students at the University of Mohamed Khider are likely to profit from having more practice in the classroom instead of monopolizing only on theory. The problem is that the student may face difficulties in writing correctly during dictation of the course or in writing an academic activity. The matter may gradually develop to not be able to be active outside or inside the classroom, especially for those who do not know the grammar rules and word structure. In other words, spelling errors are the most basic element of writing that must be practiced on a regular basis in a range of academic activities such as published papers, graduation theses, and university newspapers' curriculum. In order to achieve the writing stage without worrying about spelling errors, they need to be corrected.

Hence, using rewards as a strategy to minimize first-year students' spelling errors makes them more involved and active in doing activities in classroom. It also certifies that the learners will do more practice to get rewards. As a result, it motivates them to make an

extra effort rather than before being motivated by rewards. When mistakes are minimized, the reward becomes a psychological stimulation rather than a strategy approved by the teacher.

Research Questions

RQ1: What are teachers' attitudes towards the use of rewards to avoid spelling errors?

RQ2: What are students' attitudes towards the use of rewards as a strategy to reduce the number of spelling errors?

Research Hypotheses

H1: Rewards positively affect the student's writing, namely spelling.

H2: The use of rewards minimizes the students' spelling errors.

Significant of the study

First-year students in the department of English at Mohamed Khider University find that the use of rewards is effective in helping them to avoid spelling errors and develop their writing skills. Also, the aim of the study is to help teachers identify the types of students through the errors they make and classify them according to their academic capabilities. The reward makes them confident in their spelling and writing abilities through continuous practice inside and outside the classroom. It allows teachers to discover new method to reduce spelling errors and make the learner perform well during exams and required activities

Operational Definitions of Terms

Rewards: According to Sharma and Sharma (2006), "what is given to people as a reward for good behavior?" (p. 196). In the present study, rewards can be defined as a strategy that First year teachers at Mohamed Khider University use to prompt students.

Spelling: Hodges (1984, p.66) stated that "spelling is a strategy of turning spoken discourse into visual representations by scribbling graphic symbols on a piece of paper." In this study, spelling is related to the first year students' writing.

Errors: According to Corder (1981), "Errors are caused by a lack of preparedness." There is enough effort on the part of the learner, or enough explanation or practice on the part of the teacher. (p. 65). In this study, errors are related to spelling and they are the spelling errors First year EFL students commit in their writing.

Review of the Related Literature

A number of studies investigated the relationship between rewards and spelling errors in the Algerian context and different contexts in the world.

Mihiretu and Melkamu (2011) conducted a study in Ethiopia to grade nine student spelling errors. A descriptive method was adopted by the researcher; a questionnaire was administered to students to conduct their spelling errors, and an interview for a teacher to motivate their students to correct their errors. The participants of the study were 52 students chosen randomly and ten teachers of English. Findings showed that it is important to expose students to spelling rules and practice exercises in their text books to help them learn to correct English spelling errors.

Ghougal (2013) carried out a study to investigate the teachers' and learners' attitudes towards the use of rewards to motivate learners in order to avoid spelling errors. The participant*s* of the study were from the department of English at the University of Larbi Ben Mhidi Oum El Boughi. The research opted for a descriptive survey method. In this study, two questionnaires were distributed, one for the teacher and the other for the learner, to collect information concerning the usefulness of the rewarding strategy in motivating learners to avoid spelling errors. This study involved 30 master students from 59 students and ten teachers from a population of 12 teachers. The results showed that the participants reacted positively towards the use of rewards to avoid spelling errors.

Salteh and Sadeghi (2015) pointed out a study in Iran to investigate English teachers' and students' attitudes towards errors correction in l2 writing. The aims of the study are to compare attitudes towards various aspects of language and instruction, including the way of writing errors. The participants of the study were 30 EFL teachers and 100 L2 students at an Iranian university. The data collection tools are two questionnaires, one for teachers and another for student L2. The results of the study have noticed the difference in the performance and attitudes of teacher and student and the disagreement between both of them.

Guang (2017) asserted the attitudes towards error correction, corrective moves, and their effects in the English classroom in China. The aim of the study was to explore the relationship between the teachers and students' attitudes towards error correction. The participants of the study were six English teachers and 240 students at Nanjing University. The data collection tools are two questionnaires for both teachers and students where the researcher observed and recorded 18 classes of six teachers (three classes for each

teacher). The results of the study showed that there were different attitudes for both teachers and students towards the correction of errors.

Amrane and Toumi (2018) conducted a study to investigate the effective role of rewards in motivating students to avoid spelling errors. The present study is designed to determine whether the use of rewards has an effective role in motivating students to avoid spelling errors and improve their writing abilities in the English class .The researcher opted for the description survey method by means of two questionnaires which were administered to 65 first-year students and five writing expression teachers. This study uses a quantitative method to gather a big amount of data which are analyzed by a descriptive statistical method. Furthermore, the present study is based on skinner's behavioral theory .The results of the study confirmed the hypothesis that both teachers and students hold a positive attitude towards the use of rewards to motivate students to avoid spelling errors and enhance their writing skill in the department of English at Mouloud Mammeri University of Tizi Ouzou.

Altamimi and Ab Rachid (2019) conducted a study to look for spelling problems and their causes among Saudi English-language undergraduates. The research opted for a quantitative approach to collect, analyze, and interpret data. The participants were 15 students in the English department at Tabuk University and 15 English language lecturers from the same department. The findings revealed that there are different causes of student spelling errors.

Methodology

The current study adopted descriptive method in terms of survey. For data collection tools, two questionnaires will be designed and administered for the learners and teachers in order to know their attitudes towards the usefulness of rewards as a strategy to avoid spelling errors. Eventually, the findings will be presented and interpreted to answer the research questions.

Population of the sample

The population of this study will comprise of 15 teachers' of English and a randomly selected sample of 56 first-year students at the department of English at Mohamed Kheider .Biskra. The reasoning for this choice is that they are at their first stage and they are the most vulnerable to such errors.

Structure of the dissertation

This dissertation is composed of one independent variable, which is rewards, and one dependent variable, which is spelling errors. The theoretical part includes two chapters. Chapter one is about spelling errors and their types. Chapter two introduces the rewards and their types and how they are used in the classroom to avoid spelling errors.The third chapter is the practical part which represents the methodology section and the main findings and their analysis and interpretation.

Chapter one :

spelling errors

Introduction

Students during their academic career face many problems while writing. The most important ones are spelling errors which most of the time they make without realizing that, even though they know the rules of the English language, it is considered one of the problems that worry teachers and make the learner less self-confident. As a result, they ignore other skills such as reading and listening and increase their fear of oral and written expression. On the other hand, spelling errors, if not corrected in correct time, they become mistakes and accompany the learner during his academic career where they repeat them during writing and sometimes cause him embarrassment when it is indicated that it is a mistake. Writing accurately is an important factor in academic education to solve the problem. First, you must know the reasons behind committing such errors.

1. Definition of spelling

In order to understand what spelling errors are, it is obvious first to know the term of spelling. (Hannon, 1995) stated that "the process of encoding or rending spoken words into written symbols" (p. 64). Spelling is the process of matching the sound of the language which is the spoken word, with their appropriate letters in written form to convey a meaningful message. In holding up, Hodge (1984, p.66) defined spelling as "a process of converting oral language to visual forms by placing graphic symbols on some writing forms" in which the spoken letters are transformed into written words and letters. It can be explained in a simple way as it is a process through which sounds are pronounced and converted into words or letters.

2. Importance of spelling

Spelling is a language skill whereby sounds (phonemes) are represented by letters (graphemes) which constitute the smallest building blocks of written language. The structure and texture of written language begin with spelling. Most researchers, past and present, highlight the importance of spelling in writing (Abdulmoneim, 2013). The researchers emphasized the importance of spelling in writing, as the spoken sounds are in the form of letters that form the written language and were important in the past and present.

There are many theories and opinions about the importance of spelling as (Waller, 2002) argue that "English spelling is problematic because it is not phonetic, that is, that is no sound letters correspondence" (p. 13-15). That is meant that we do not always say a word the same way that we spell for example:

I like to read [ri:d]   same spelling but different pronunciation

I have read that book [red]

I have read that book [red]   different spelling but same pronunciation

Red is my favorite color [red]
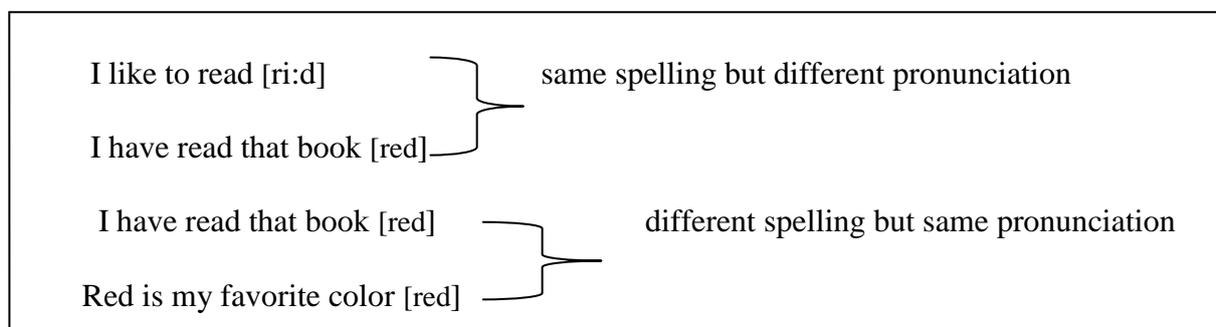
On the other hand, William (2008, p. 5) pointed that "you can never tell what sound a letter is going to make. Sometimes a letter doesn't make any sound at all". This means that students ought to be knowledgeable of the language system of the target language they will be learning.

3. Stages of spelling development

The stages of development of spelling are one of the most important stages that a learner

acquires during learning to spell which has been summarized by (Gentry, 1982) as following: Pre-communicate stage, semi phonic stage, phonetic stage, transitional stage, and correct stage.
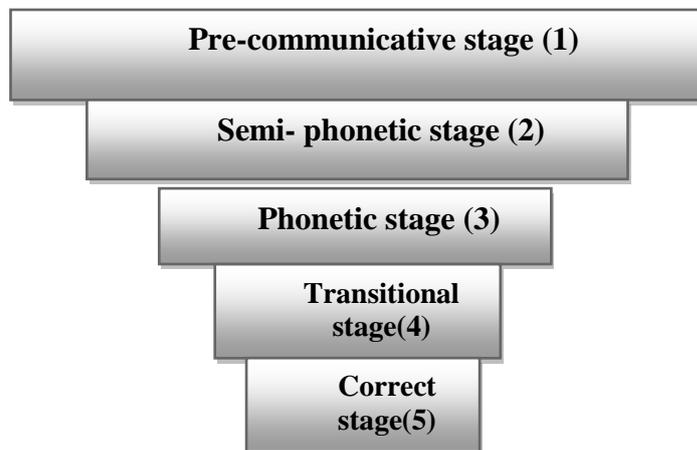
Figure 1: Stages of spelling development (Gentry, 1982)

3.1. Pre-communicative stage

A child who uses symbols from the alphabet but shows no knowledge of letter-sound correspondences the child may also lack knowledge of the entire alphabet, the distinction between upper and lower case letters, or the left-to-right direction of English orthography.

3.2. Semi -phonetic stage

A child begins to utilize letters to represent words, sounds, and syllables during this stage of development. At this age, the child frequently applies elementary reasoning, including the use of single letters to represent word syllable (e.g., U for you).

3.3. Phonetic stage

Every speech sound heard in a word is symbolized by a letter or set of letters by the

youngester. Although some of their selections deviate from Standard English orthography, they are well-organized and simple to comprehend.

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Every speech sound heard in a word is symbolized by a letter or set of letters by the youngster. Although some of their selections deviate from Standard English orthography, they are well-organized and simple to comprehend.

3.4. Transitional stage

The proofreader begins to accept the traditional way of representing sounds, moving from phonology (sound) to visual representation and understanding the structure of words. EGUL means eagle, while HIGHEKED means to hike.

3.5. Correct stage

Prefixes and suffixes, silent consonants, alternate spellings, and irregular spellings are all dealt with by the correct speller. The speller accumulates a vast number of learned words and distinguishes incorrect forms. The child's spelling generalizations are typically correct.

4. Definition of errors

The error made by the learner while writing should be taken into consideration, as it has aroused the interest of researchers and has been defined in different ways. (Corder, 1981) argued that "errors refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date i.e. his transitional competence" (p. 10). Learners rebuild their knowledge by making errors; also they reactivate their transitional competence by correcting errors.

An error is a deviation from the norms of the target language. Errors are systematic and emerge from psychological causes or from imperfect knowledge of the linguistic norms of a particular language and this means that learners have not yet internalized the rules of the TL. (Garza, 1980)

The causes of the error are due to the psychological effect of the inability to control language and grammar standards. Students who make mistakes and cannot correct themselves are embarrassed by the teacher when it is indicated that he made a mistake whether in front of his classmate or between him and the teacher, especially if he is studying at university.

5. Errors vs. mistakes

Regarding the term "error," many students do not differentiate between the terms "error" and "mistakes". The following table explains the difference:

Figure 2: The Difference between errors and mistakes

(Harry, 2021)

Before discussing the differences between errors and mistakes, it's important to note that we make errors, not do mistakes, as this is a typical misunderstanding among

students. According to (Harry, 2021), mistakes are defined as "an action, choice, or judgment that results in an unwelcome or accidental effect," yet errors are defined as "anything that goes against the rules." On the other hand, and according to the Dictionary of Language Teaching and Applied Linguistics (1992), a student makes a mistake when writing or speaking because of a lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected. But, an error is the use of a linguistic item in a way that a native speaker of the language regards it as incorrect or incomplete.

The first step in distinguishing between errors and mistakes (Ellis, 1997) is to look at the learner's performance consistency. If they use the right form occasionally and the invalid form other times, it's a mistake. It is, however, an error if they frequently use it incorrectly. The second way is for the pupil to try to fix their own erroneous speech. When this is impossible, the deviations are errors; when they are successful, they are mistakes. "A mistake is something you didn't realize before," (Jeremy, 2019) presumed. Errors are fascinating because they allow you to discover new things for the first time. You haven't acquired the grammar or vocabulary yet, but an accident could be a great way to learn. "

6. Sources of Errors

Erroneous sentences are driven by a range of reasons. The mother tongue is the most important source, and it is interfered with by a variety of practices. Due to (Dulay, 1971) interference is defined as "the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language" (p.105-115). In a simple way, the impact of the mother tongue on learners' performance and making

mistakes is that when they start writing, they focus on the mother language and forget the rules that must be followed for the second language.

In addition, another source of errors is recapitulated by (Corder, 1981). "First, there is transmission of learning or instructor errors, which are errors produced by pedagogical procedures in a text or implemented by the teacher." In other words, these errors are caused by course design or teaching methods. The way the teacher defines a lexicon item or the sequence in which she/he presents educational materials might lead to pupils being misled. Second, there are language-learning techniques, which refer to how the student approaches the target language.

Another source of errors is overgeneralization. The majority of interlingual errors are the consequence of the same overgeneralization process. It refers to circumstances in which a student creates a deviant structure based on his previous knowledge of the mechanisms in the TL. "Overgeneralization could happen with concepts that are not clearly contrasted in the syntax of the language. When acquiring a second language, some of these strategies will be effective in organizing data about the second language" (Richard, 1974).

Languages of teachers are familiar with the phenomenon of overgeneralization of TL rules. Learners do not attempt to find the TL rules, but they may over-generalize their previous rules. This is because they have limited language experience and lack information to give complex rules.

Slinker (1994, p.39) argued that many speakers speaking a different language could come up with phrases such as: "Whatever was he going to say?" When the past tense morpheme "-ed" is extended to a context in which it might logically apply to the learners

but does not Another case is when most English learners quickly learn the English rule of contraction, which comes in the form of "the concert's" or "concert is," and afterwards over-generalize this rule to produce sentences like "Max is happier than Sam's these days."

Other types of errors that could be mentioned include material-induced errors, which are based on the premise that learning processes can create learner errors. Second, learners fail to properly build the specific framework required to construct acceptable sentences, resulting in rule application that is partial.

7. Types of Spelling Errors

Many researchers categorize spelling errors into categories as follows:

Ellis (1997, p.56) mentioned that "classifying errors can help us to diagnose learners learning problems at any stage of their development and to plot how changes in error pattern occur over time". In a simplified way, the types of errors that make teachers discover the type and level of learners and the way they perform so that they can analyze them and use the appropriate method to address their problems in writing. In addition, (Corder, 1937) classified errors into "omission of some required elements; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of elements" (p.277). The following table demonstrates this category:

Types of Errors	

1. **Selection** the wrong choice of words
a. **Morphology**
   Marry is oldest than John
b. **Syntax**
   I wish that my friend comes this year.
	2. **Misordering** misordering the sentence Or phrase
	a. **Pronunciation**
	   Prulal for plural
	b. **Morphology**
	   Get upping for "getting up"
	c. **Syntax**
	   his book is to me sister.
	d. **Lexicon**
	   Key car for "car key"

3. **Omission** omit or delete necessary words
a. **Morphological omission**
   I see my friend yesterday.
b. **Syntactical omission**
   must say also the names?
	4. **Addition** add an unnecessary word or phrase
	a. **Morphology**
	   The pens is there
	b. **Syntax**
	   The paris
	c. **Lexicon**
	   I stayed there during five years ago

Table 01: types of spelling errors (Corder, 1973, p. 277)

According to Corder (1973), spelling errors can be classified into four types. First, omission, which means that the student omits words such as auxiliary, person pronouns, and verbs in a sentence, makes the sentence meaningless. In addition, in example (b), the unnecessary words must be removed because the names of countries do need to be added. In addition, in selection syntax (b), the wrong selection of words and "wishes" are replaced by "hope" because it is more appropriate. In the last example, the misordering in example (a) in pronunciation is pronounced plural. On the other hand, many writers suggest different classifications of spelling errors according to the errors made by students at that time.

Cook (1999) established four types of errors that can be classified according to the learner and the difficulty level. Because the bulk of student errors are caused by chance or

a lack of knowledge, the teacher occasionally questions if a university student can make these types of errors in their daily English and why. The way the word is said. There are five types of errors, according to Cook (1999):

Types	Examples
Omission Errors: are made by students when deleting or leave out a letter or more from words as a result of ignorance of the actual word spelling.	a. **Omission of silent letters e.g.** forin foreign b. **Omission of a phonemes** /e/ at the end of the word e.g. befor → before c. **Consonant doubling e.g** swiming swimming
Insertion Errors: This type of errors refers to inserting extra sound in a word. These misspell words would be due to the lack of knowledge of English language spelling.	Some of the errors used by student : a. Frome ⟶ From b. Reatched ⟶ Reached c. Takeing ⟶ Taking d. Knowen ⟶ Known
Substitution Errors: This type of errors occurs when one or more sounds are replaced by one or more different sound.	a. **Vowel substitution errors e.g.** His has /than → then b. **Plural from sub errors e.g.** Friendz friend/ classez → classes c. **Consonant sub errors e.g** Jop → job / bacic basic ▼
Transposition Errors : This type of errors includes errors made as a result of mis-ordering the sounds of English	a. Bigen ⟶ Begin b. Tow ⟶ Tow c. Freind → Friend

Table 2: type of spelling errors (cook ,v.1999,p .8-9)

8. Steps of analyzing learners spelling errors

Before using the reward as a motivation to reduce spelling errors, the teacher must analyse the errors that the learner makes in order to be able to use the reward at the right time and at the right level. Ellis (1994, p .48) Suggested five strategies to analyze learners spelling errors and defined "collection of sample of learners language, identifying of errors, descriptive of errors and explanation of errors".

8.1. Collection of a Sample of Learner Language

A massive sample is a collection of samples of language use from a large number of people. An accidental sample comprises only one sample of language produced by a single learner. A specific sample, on the other hand, is a single sample obtained from a small group of learners. Ellis (1994, p. 49)

The errors that learners make can be influenced by a variety of factors as following:

Factors	Description
A. **Language** 1.Medium 2.Genre 3.Content	1.Learner production can be oral or written 2. Learner production may take the form of a conversation (lecture, essay….etc) 3. The topic the learner is communicating about
B. **Learners** 1. Level 2. Mother tongue 3. Language learning Experience	1. Elementary, intermediate, or advanced 2. The learner's L1 3. This may be classroom or naturalistic or a mixture of the two

Table 3: Factors to Consider when Collecting Samples of Learner Language

(Ellis, 1994, p. 49).

The average student's production of errors shows its effect either orally or in writing, in the form of an essay, letter or presentation. Most of the time, the learner, when it comes to expression, goes to the mother tongue to deliver the idea. And this make him/her mixed between the mother tongue and the second language.

8.2. Identifying the errors

It is necessary to identify the types of errors made by students, as (Ellis, 1994) argued that "errors can be defined as a deviation from the norms of the target language" (p.51). This concept raises a variety of issues, the first of which being which of the target languages should be used to execute the rules. For instance, consider the differences in writing standards between the United Kingdom and the United States. The second issue involves the conflation of errors and mistakes, as demonstrated in figure 01. Simple errors occur when people do not understand the rules, while mistakes occur when people do understand the rules but continue to make the same errors. The third issue is whether the errors are overt or covert (Corder, 1971) (a). The overt is easy to define because there is an obvious deviation in form, such as "I ranned all day." Covert errors, on the other hand, appear well-formed on the surface but do not mean precisely what the learners intended.

8.3. Description of Errors

There have been many different sorts of errors identified. To begin, Corder (1973) categorizes errors into two groups based on the difference between the learners' original utterance and the reconstructed version. In this way, errors are divided into four types: omission of a required element; addition of an unnecessary or incorrect element; incorrect element selection; and element misordering (Table 2).

8.4. Explanation of errors

Corder (1981) argued that this step "attempts to account for how and why the learner's idiosyncratic dialect is of the nature it is" (p. 24). He tried to explain that language, how, and why greatly affected the learner's performance, and when it comes to written expression, the learner always returns to the mother tongue to translate their ideas.

8. 5. Correction of errors

This step demands that the teacher or analyst comprehend the source of errors in correcting them and provide the necessary facts and knowledge to resolve the learners' difficulties and help them discover the essential rules (Khouni, 2007).

Conclusion

Through what was mentioned previously, spelling errors have been separated into two parts. The first part is dictation, which is defined as "converting words into written words," and its importance is that it is the basis of speech, through which a message is delivered to the listener. It has various stages, the most essential of which is the identification of the nature of language in it prior to communication and the last stage of sweating on the prefix, suffix, and other additions. The errors in the second part are defined as "systematic and emerge from psychological causes or from imperfect knowledge of the linguistic norms of a particular language." Also, many students do not differentiate between mistakes and errors. You know it's wrong, but the wrong word slips out. An error, on the other hand, is something you don't know. It is grammar you haven't learned yet or vocabulary you haven't learned the nuance of yet. In addition to the errors that have been classified by many analysts, four types have been concluded, the most

important of which are: omission, addition, substitution, and misordering, which are usually made by students. The rewards were adopted as an effective strategy to make the learner more self-critical and attentive.

Chapter two :

Rewards

Introduction

The learner while learning makes spelling errors while writing because the mother tongue is often very different from the foreign language or the second language. As a result, the teacher develops new ways to reduce the incidence of spelling errors, a "reward" strategy that has been used at all levels, be it elementary, middle, or university. It is considered a form of mental and physical stimulation. The purpose of this chapter is to introduce the concept of reward and its most effective aspects. In addition, the teacher used a variety of bonuses in different situations. In addition, the effect of reward on learner performance and its importance in reducing spelling errors in the classroom were examined.

1. Rewards

1.1. Definition

The concept of rewards differs depending on the field of study, the purpose for which it is presented, and the purpose for which it is used in the workplace. When a worker accomplishes a good job, for example, his or her manager may reward him or her with a pay increase. The literal meaning of reward, according to Sharma and Sharma (2006), is "what is given to an individual in return for what has been done for a good and proper consequence of desirable action" (p.196).On the other hand (Wilson, 2006), "A reward can be described as an external agent delivered when a desired act or task is done that includes controlling and informative features" (p.6). As a result of the foregoing, we can conclude that reward is a collection of external incentives designed to boost students' confidence when engaging in various tasks and encourage them to improve their performance in the future.

Learner rewards, on the other hand, are an internal and external stimulus that encourages students to be more active in the classroom. In other words, when a teacher rewards a student for doing good work, whether physical or moral, the student develops the attitude that he or she will be rewarded every time he or she does a good job or fulfills his or her responsibilities, and vice versa. Not only is the reward motivating for him, but it is also motivating for his or her peers. When the child's parents, for example, praise and reinforce it (B+), the child will repeat it. The child will become depressed if the parents do not accept and support their child's misbehavior (B-) and do not reinforce it.

Stimulus /or situation	Behavior (B)	Good (+) Bad (-)	Repeated Removed

Figure 01: Skinner's S-B-R Model of learning (Wilkins, 1972:162)

(Cited in Guendouze, 2012)

Students are also rewarded in the realm of education. Teachers who use a reward strategy considered it as a type of reinforcement that may be utilized in the classroom to reinforce good outcomes and increase student performance. "Instructional reinforcement" is defined by Cotton (1998) as "the provision of verbal, symbolic, material, or other rewards for acceptable academic performance or effort at the classroom level" (p.1). We might conclude from the preceding that, whatever the type of reward, it improves students' performance and enhances their desire to learn, which can be recognized by others or manifested as achievement. The best approach that a teacher may use to inspire kids is to implement a reward system.

2. Behaviorism Theory

According to Cherry (2022), "behaviorism is a theory that all behaviors are learned through conditioning, which takes place through interaction with the environment. According to behaviorism, behavior may be investigated in a methodical and observable manner regardless of interior mental states. Only observable behavior should be studied because cognition, emotions, and mood are too subjective" (n.d).

B.F. Skinner's (1950) theory, on the other hand, is founded on the idea that learning occurs as a result of overt behavioral manipulations. Individuals' behavioral changes are a result of their reactions to environmental circumstances (stimuli). A reaction has an effect, such as defining a word, throwing a ball, or solving a math problem. When a specific stimulus-response (S-R) pattern is reinforced, the individual is conditioned to respond (rewarded). Opportunistic conditioning varies from other forms of behaviorism (such as connectionism and drive reduction) in that it allows the organism to emit rather than just generate reactions in response to an external stimulus.
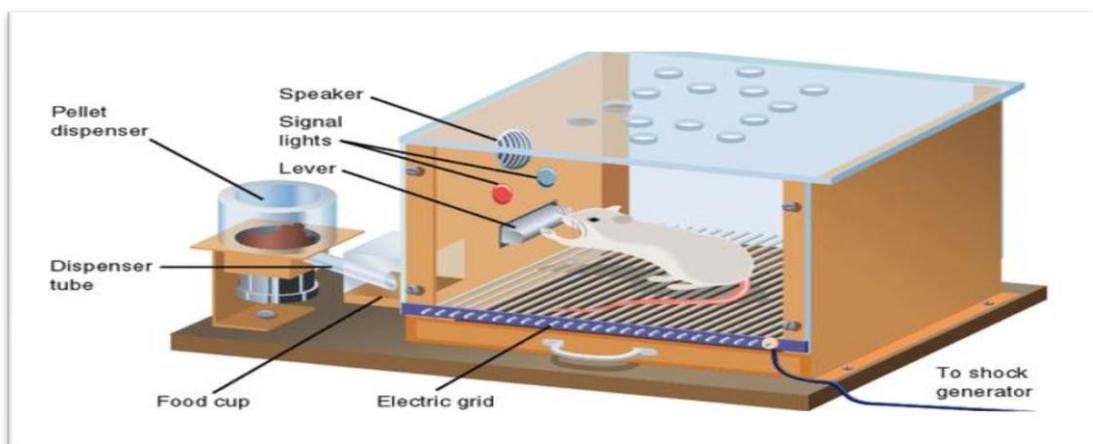
Figure 02: Skinner's box (1948)

A Skinner box is a device that objectively records an animal's behavior in a short

amount of time. Certain actions, such as (rats) lever pressing or human key pecking, can be rewarded or punished (for pigeons).

2.1. Instructional reinforcement

In order to understand what it means the instructional reinforcement, the table bellows explain each provision:

Types	Explanation
Praise(and other verbal reinforcement)	For example, precise answers during class discussions, accurate homework, higher test scores, and so on.
Symbolic rewards	Such as gold stars, having one's picture on a bulletin board or name in a newsletter, etc.
Taken rewards	Points or chips, for example, are worthless in and of theme selves but can be redeemed for valuable items.
Tangible rewards	Such as edibles, toys, or school related items pencils, notebooks, etc.
Activity rewards	such as free time, being leader of an activity, going on a field trip

Table 1: Types of instructional reinforcement (Cotton, 1988, p.2)

Educational reinforcement varies depending on the situation and the learner's activities,

but each sort of reward is always suitable and encouraging. If the response is accurate, or even if it is erroneous, the reward or positive incentive is something like "well done", "excellent job" or if your answers are not correct but close to the answer. Although the method of motivation plays an essential part in improving a learner's performance, symbolic rewards are most commonly used in high school, middle school, or even at university, where the student becomes a motivator for his peers by mentioning their names or going to post their names on a bulletin board. Furthermore, taken rewards are regarded as a form of punishment for kids since if their behavior is not appropriate, the rewards will be automatically taken away from them. Tangible and activity rewards, on the other hand, are more helpful in getting learners to be more active and participate during the session

3. Aspect of rewards

According to Wilson (2006) there are two aspects of reward:

3.1. The Controlling Aspects of Rewards

The teacher is assumed to be the controller of the rewards strategy, in which the student completes a task and solves it correctly, and the teacher rewards the student by giving him or her extra marks. It has to do with a person's locus of causality, which is defined as "the degree people perceive their behavior to be freely determined (self-determined) or caused by other people" by Wilson (2006, p.6). In other words, there are two types of rewards: internal and external. When the attitude is self-determined, there is an internal reward. In other words, when a teacher fails to supply the required information to complete a task, the student seeks to complete the project independently. The second

factor is external influence, which occurs when a person's actions are not self-determined, such as when they are influenced by someone else.

3.2. The informational aspects of rewards

The reward presented in this aspect becomes information. When the teacher gives a reward to the learner for demonstrating certain attitudes, it is considered information. The reward presented depends on the learner's performance and is intended to enhance learning motivation. The figure below explains how the type of motivation affected the student's performance.
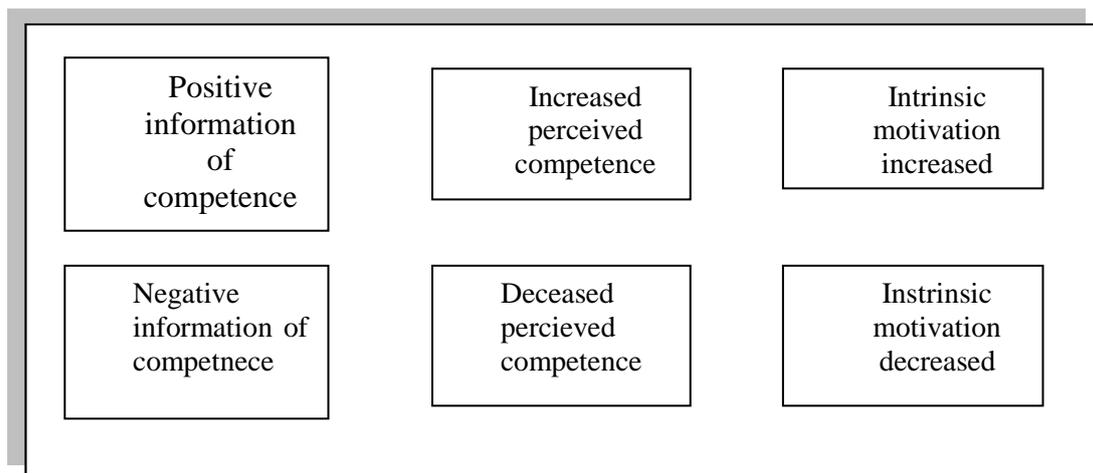

Figure 03: The informational aspects of rewards (Adapted from Weinberg &

Gould, 2003)

According to Wilson (2006, p.6) "if the informational aspect of a reward that the person is competent, this will enhance intrinsic motivation. Thus, a reward must be based on performance to enhance intrinsic motivation; at least, from an informational view point".

4. Types of rewards

There are a variety of ways to classify rewards, the concept of which varies depending on the field of study and the categories are among the most common types used by teachers both inside and outside the classroom.

4.1. Extrinsic rewards

They are rewards given by teachers to their students in order to boost their self-esteem. They are called extrinsic because they come from outside of the student. This form of reward is based on B.F Skinner's theory of operant conditioning, which states that rewards and punishment form behavior. (Peggy, 2003) state that "A positive environment conducive to teaching and learning has been defined as an extrinsic reward." Teachers employ extrinsic rewards to promote and model desired behavior. The operant learning hypothesis asserts that rewards and punishments change behavior. A tangible incentive for students to perform something specific is provided by an extrinsic reward. "

4.2. Types of Extrinsic Rewards

Expected rewards are generally experienced as highly controlling because they are given a contractual "do this, get this" and rewards are given on a prearranged and contingent basis. However, unexpected rewards are typically experienced non-controlling their informational aspects and can affirm the student's sense of competence when rewards are given without preannounced contingency. On the other hand, tangible rewards are basically experienced as controlling because they may attract the student's attention by using the five senses such as touch, smell, sight, or taste, such as food or a prize.

They also received verbal benefits such as praise and good comments, as well as the opportunity to attend an educational session. Furthermore, because they are merely in exchange for performing what is asked, task contingents are often perceived as largely controlling and not at all informative. A non-contingent is less likely to be perceived as controlling because it is given regardless of whether the student completes the assignment. Furthermore, regardless of the student's behavior or performance, engagement rewards are given for just participating in or working on a necessary task, and prizes are given in exchange for participating in or working on something, not necessarily completing it. Performance contingent rewards, on the other hand, are the most complicated sorts of extrinsic rewards since they are both regulating and formational for pupils.

4.3. Intrinsic rewards

They are called intrinsic rewards because they come from the inside of students. In other words, it is not dependent on an outside source but just the enjoyment of doing something that you like. Deci (1971) examines the performance of an activity as it relates to the need for feelings of competence, self-confidence, and self-determination. Denny (2019) argues that "Intrinsic rewards are non-physical, immaterial, and emotionally driven by their very nature." Even if they can't be seen or touched, they nonetheless have emotional and motivational force. They're often linked to sentiments of achievement, acknowledgment, or satisfaction for a job well done. They are intrinsic in the sense that the reward comes from the individual who accomplished the activity or displayed the appropriate behavior (p.1).

4.4. Tangible rewards

Tangible rewards are "strategies that you can use to provide student with concrete symbols or taken for appropriate behavior" (Marzano et al., 2005, p. 43). Tangible rewards are tangible incentives that the teacher gives to students in order to increase their academic motivation. This type of tangible reward has a significant impact on students' writing level and reduces spelling errors, but it can also decrease internal motivation. He loses interest, so the teacher must be careful while presenting the reward at the appropriate time and place.

4.5. Intangible rewards

Intangible rewards are "rewards that the students cannot touch. They are things such as compliments and kind words when a student does something right. These breed good feelings in a student and make him want to repeat good behavior" (Mendoza, 2015, p. 162). This type of reward is more moral than material, since it has the greatest influence on enhancing the learner's psychological motivation and raising their motivation to learn. When thanking the learner by saying "well done by doing this" or "good work that deserves", the learner makes an extra effort and at the same time becomes a good influence for his colleagues. On the other hand, increasing their psychological motivation to study and improve their writing level and reducing truancy Furthermore, mentioning the error, whether orally or by allowing students to correct each other's errors, prevents them from repeating it.

Types of Extrinsic Rewards	Definition and Sample
Expected Vs. Unexpected	Reward given in prearranged and contingent basis such as: "If you turn into your homework, then you can expect two bonus points".
	"An unexpected reward is given without preannounced contingency".
Tangible Vs. Verbal	Reward that one can touch, smell, see, or taste such as food or a prize. A verbal reward is one of symbolic value such as: praise or positive feedback.
Task-contingent Vs. Non-contingent	"Reward given for an exchange for carrying out a requested behavior or task. For instance, teacher gives students a reward for completing a worksheet assignment. A non-contingent is given irrespective of whether the student actually completes the task. For instance, teacher gives the student a reward merely for coming to class (rather than for completing an assignment)".
Engagement Contingent	"Reward given in exchange for participating in, or working on, not necessarily completing, a requested task. For instance, teacher gives student a reward for trying hard".
Performance Contingent	Reward given in exchange for performing well, such as surpassing a specific performance level. For instance, teacher gives a gold star to all those students who score 80% or higher in a quiz.

Table 2: types of Extrinsic Rewards (Evertson & Weinstein, 2011, p.654)

5. The importance of rewards

Giving a reward as a sign of gratitude for his/her efforts inspires him/her to be more active and attempts to improve his performance, which is the main purpose of employing rewards. "Having a reward system can help you track the attitudes and

behaviors of your learners inside the classroom," says the author. Those with fewer tokens or stickers, for example, may require more of your direction. It promotes and rewards positive conduct. It can also be used to dissuade misbehavior" (Curtis, 2020).

On the other hand, "Concrete rewards can drive kids to attend class, act politely, or produce better work". However, if you are not careful about what you reward, they can encourage college students to produce shoddy art and, worse, they can encourage college students to dislike academic topics. The following are the most important guidelines: "Don't utilize incentives unless you absolutely have to; use rewards for a specified cause; and use them for a limited period of time" (Ash, 2007). Because the prize is being presented as a source of motivation for students to perform well, it must have a specific reason and aim. The reward has both a negative and positive impact on the learner's performance in activities. The reward has both a negative and good impact on the learner's performance in terms of academic and extra - curricular activities. Furthermore, the reward is delivered at the appropriate time and level for the activity.

6. Effect of Teachers' Use of Rewards

Merrett and Houghton (1987) investigate how teachers react to various forms of behavior. They discovered that when it came to students' work, teachers used more positive responses, i.e., students who did good work were rewarded more than students who did bad work were reprimanded. When teachers dealt with students' undesired behavior and punished that behavior, positive behavior was not rewarded. They came to the conclusion that many students who struggled in school benefited. These learners received little satisfaction from their education, necessitating the use of extrinsic

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motivators. If the teacher uses rewards in the classroom, it will enhance discipline and motivate students to improve their writing skills and participate more.

7. The Purpose of using rewards

Many researchers and teachers consider rewards to be one of the most effective strategies for encouraging students respectively internally and externally. According to Everston and Weinstein (2006) "teachers introduce extrinsic rewards into the learning environment for two primary reasons: one is to manage students' behavior, and the second reason is to supply students with motivation that they may otherwise lack." (p.45), from the preceding, we can assume that teachers use rewards to manage and control the learner's numerous proper and inappropriate behaviors in the classroom, and that they perceive rewards as a vital source of motivation.

Moreover, if the task itself does not generate enough motivation for students to engage in it, teachers may decide that an additional external gain is required to provide students with the motivation they require to complete it. For example, offering bonus points for completing it may provide the motivation that the assignment itself did not provide. In a short, we can state that rewarding student participation and supporting the development of their achievement is a successful method.

8. The Application of Rewards in Classrooms

As earlier said, rewards encourage students to put out their best efforts in order to improve their academic performance and behavior. "Rewards are one demonstrated to encourage to put forth effort," according to Brophy (2004, p.145). More essential than the rewards is knowing exactly when and when not to apply it. When students receive a

perfect grade on their papers, they are given a form on which they must put their names and assignments, which are then placed in a large jar. For examples "Ms. Smith draws two names once a week to choose something from the treasure box, which contains tiny toys, stickers, and confectionery. Ms. Smith 's present class has been demonstrated to transition from one activity to another, especially while leaving the classroom and returning after recess, lunch, and specials. Ms. Smith has set up a group reward to incentivize students to be in their seats and ready more quickly" (quoted in Peggy, 2003).

Also, when rewards are administered to students every time, they will increase the good performance of students but when teachers stop using or giving rewards, this good behavior or good performance will probably end. The best solution is applying the intermittent reinforcement schedule which is "providers a reward intermittent no set schedule". (Peggy, 2003).

Conclusion

In this chapter, data was about the definition of the reward and the most important types go with each level of students Also, the effect of the reward on changing the behavior of the learners, and the reward results is either negative or positive behavior, which affects the behavior either by re-doing it or stopping it. On the other hand, the teachers note that the students who receive more rewards than those who are less active, and here the teacher must make the prize to stimulate types, the active student and the less active student to achieve the goal of the rewards, which is to motivate the learners and improve   his   performance.

Chapter Three:

Analysis and Discussion of the

Findings

Introduction

The present study investigates the use of rewards strategy to avoid spelling errors. Hence, this chapter is devoted to the fieldwork. It explains the effectiveness of rewards to avoid spelling errors. It also describes the research design, research method tools and instruments used to gather data, and sampling techniques. Finally, the chapter demonstrates the collected and analyzed data in order to answers the research questions validity and draw reasonable conclusions and interpretations.

1. Research design

We opted for a descriptive design to answer the research questions. The main objective is to assess the use of rewards to avoid spelling errors. The research adopted this method in order to show their attitudes about it. Furthermore, the present study investigation utilised a descriptive method for gathering data. In other words, researchers use quantitative methods to gather data, which eventually increases the credibility and validity of the findings and minimises biases in the data gathered and analysed.

2. Population and sample

The target population for this study comprised first-year students at the University of Mohamed Khider Biskra. The reasoning behind choosing this particular population is that learners are required to avoid making spelling errors while writing and teachers to choose the appropriate strategy to reduce those errors. A random sampling approach was used to gather data from the students' and teachers'. The population we have selected is first-year students. We dealt with a sample of 30 students who were randomly selected from the total population that consists of 160 students'. Otherwise, the sample is made up

of 21 teachers' who are also selected randomly from the study population that consists of 50 teachers'.

3. **Data collection Tools**

A questionnaire was administered to students to elicit their attitudes towards rewards and their effect on reducing their spelling errors. Furthermore, another questionnaire was distributed to teachers to recognize teachers' attitude towards rewards and the strategy opted to avoid spelling errors. The main challenges are which types of rewards are appropriate to reduce spelling errors.

4. **Validity of Instruments**

Prior to the actual administration of the students' and teachers' questionnaires, the student questionnaire was sent to the supervisor to get some feedback and suggestions concerning the items included within the questionnaire, then it was sent to other teachers to get their feedback and recommendations. Overall, the supervisor and ten teachers made some insightful comments and suggestions for validity the questionnaire with the same participants to assess its clarity in terms of content, functionality, delivery, level of difficulty, and item layout. Some questions that seemed repetitive and ambiguous to the participants were excluded from the final version of the questionnaire.

5. **Students' questionnaire**

5.1. **Description of the Students' Questionnaire**

The questionnaire was designed for first-year EFL learners at the University of Mohamed Khider Biskra. We opted for a sample that was composed of thirty (30) students' amongst the population, which consisted of a total of 160 students'. This survey aims to elicit students' attitudes towards the use of rewards to avoid spelling errors.

The questionnaire was semi-structured (see appendix A) and it was divided into three main sections that were composed of open-ended questions and closed-ended questions. Regarding the closed-ended questions, students' were supposed to tick the appropriate box or tick (yes/no) whereas open-ended questions were used to allow students' to provide justifications or explanations for their responses.

Section one: Background information

The first section of the questionnaire includes two questions that aimed at collecting the same basic information about the participants in the sample. The purpose of the first question was to identify the participant's gender while the second question includes the period they spent studying English, the third question highlights the reasons behind their decision to study English.

Section two: students' attitudes towards the use of rewards

The second section includes eight main questions that vary from closed-ended questions (yes/no) and open-ended questions (for justification) about rewards. Firstly, participants were asked to answer yes or no if they received rewards at university. Secondly, responders were asked if their answer was "yes," which type of reward they received. But if not, then justify why they did not receive rewards. Thirdly, the participants were asked about which of the types of make it clear was more beneficial for them, with the

justification of each type. Fourthly, candidates were questioned about the reason behind receiving rewards from teachers. Next, participants were asked if the teacher had given them a reward in the class. Moreover, we asked learners how they felt when receiving rewards from teachers. Furthermore, we asked participants if they knew that they would receive rewards with justification (yes/no). Finally, we asked them what kind of rewards they preferred: the expected ones that they were told about previously or the surprising rewards.

Section three: student's opinion about spelling errors

The present section consists of six main questions that vary between close-ended and open-ended questions (for justification). First, the participants were asked about the importance of writing skills in studying English. Next, we asked responders about the problems they face while writing. Also, sharers were asked about how many times they make errors. In addition, respondents were asked about the types of spelling errors they make most frequently. Furthermore, candidates were asked about the reasons behind making errors. Also, participants were asked about the strategies that could reduce spelling errors the most. Finally, we asked them about how teachers' can use rewards to avoid spelling errors.

5.2. Administration of questionnaire

The final version of the questionnaire was designed using Google Forms; than it was administered online to the target population via Facebook on May 8th, 2022. Submitting the questionnaire online was the only option because there were insufficient students to respond during the second semester.

5.3. Analysis of students' questionnaire

The questionnaire consisted of thirty (30) multiple-choice questions. We also asked the participants to provide a brief justification of their responses to identify common answers amongst them. Later, after validating piloting the questionnaire, it was delivered online to a sample of thirty (30) students' .Finally; thirty (30) respondents answered the questionnaire.

Section one: Background information

This section aimed to provide some background information about the study's participants. Consequently, this portion of the questionnaire includes questions about gender, years of studying English, and their choice to study English.

Item 01: what is your gender?

Gender	Numbers	Percentage
Male	9	30
Female	21	70

Table 01: Gender distribution of the learners

The first question concerns the gender of the participant. As table (1), the majority are females (70%). However, male respondents represent. (30%) This difference in percentage is due to the fact that more female students' enroll in English as a Foreign Language classes than male students who prefer to enroll in other branches.

**Item 02:** How long have you been studying English?
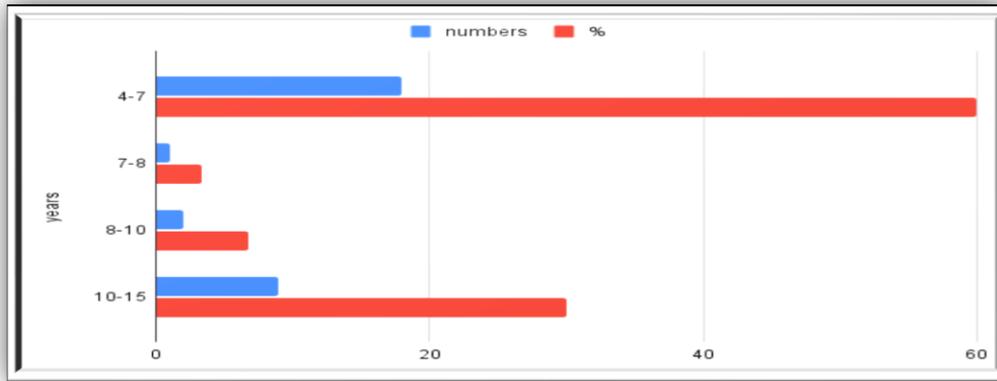
Figure 02: The students′ learning experience

The second question is about student learning experiences, as shown in figure (2). (60%) percent of participants studied English from (four to seven) years. Also, from (seven to eight), only one student makes (3.3%) of the 2 respondents, (6.7%) are studying English between (eight and ten) years. The last group, who had been studying English for more than 10 years, was made up of nine of the participants (30%). We infer that students' have enough experience with the English language, especially in the period between (four to seven) from high school to university.

Item 03: Your choice to study English is?

The third question is about the choice of English to study. The majority of respondents (26), which makes up (86%), said that studying English is a "personal choice," while three respondents claimed it was "imposed by the administration." There was only one person in the last group who chose "imposed by parent." This indicates that family has little effect on students' choices. Most students' chose to study English by themselves.
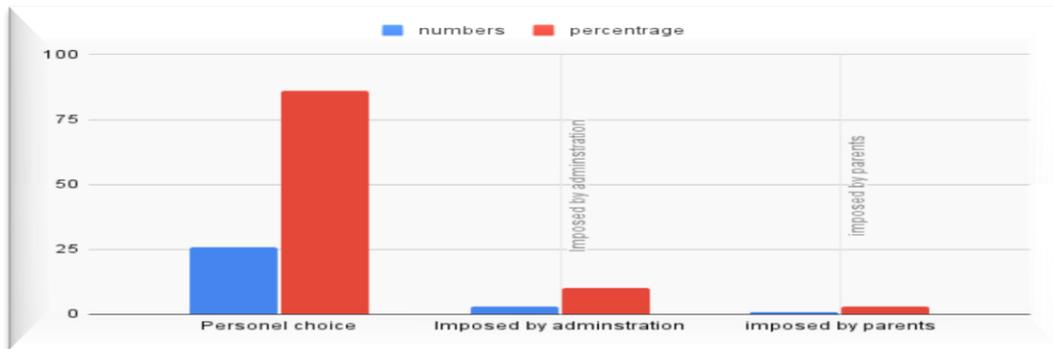
Figure 03: Students' choice to study English

Section two: Students' Attitudes towards the Use of Rewards

Item 01: Did you receive rewards at university?
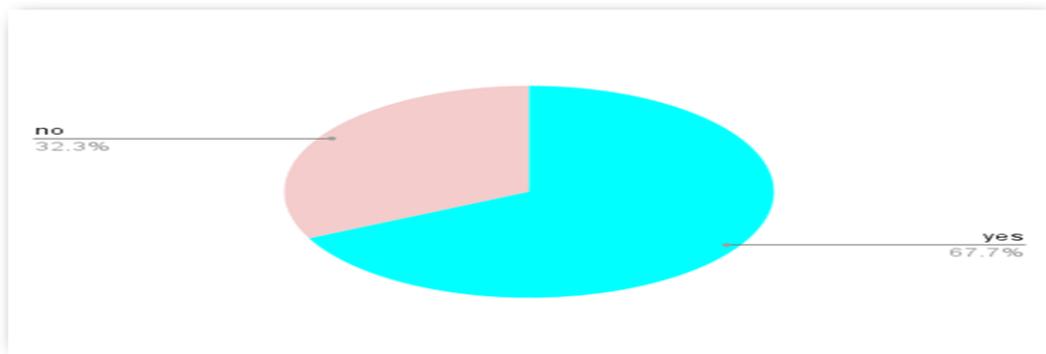

Figure 04: Students' opinion about rewards at university

The first question in the second section indicates a variation in a discrepancy in the percentages; the majority chose "yes" with a percentage of 67%, and the rest chose "no". This indicates that most students' get rewards at university and this makes them more motivated, but the rest who made (32%) may be according to their level.

**Item 02:** If yes, which type of rewards?

45
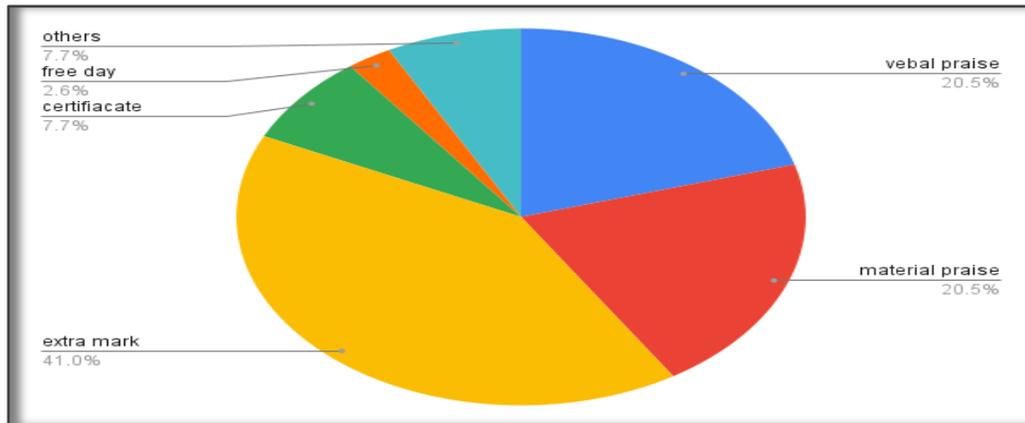
Figure 05: Types of rewards

The figure (5) indicates equal percentages between verbal praise and material praise by 30% and that participants were eight in both cases. On the other hand, "extra mark" is the most useful strategy in the classroom because 16 of the participants make (53%) chose that. Only one to three students' are selected in the classroom representing (3%) to 10%, which are free days from work, and other strategies may be used according to the situation.

Item 03: if no, why according to you?

For students' who said "no", most of their answers were negative, including that their universities do not offer them rewards. Some of them confirmed that the professors do not offer awards mainly because they are interested in completing the syllabus, and others said that their academic level in previous years made them uninterested in the reward. The main reason could be that they rely so much on increasing the interest of the top students that they make the other students either more motivated or less self-confident.

**Item 04:** According to you, which type of rewards is more beneficial?
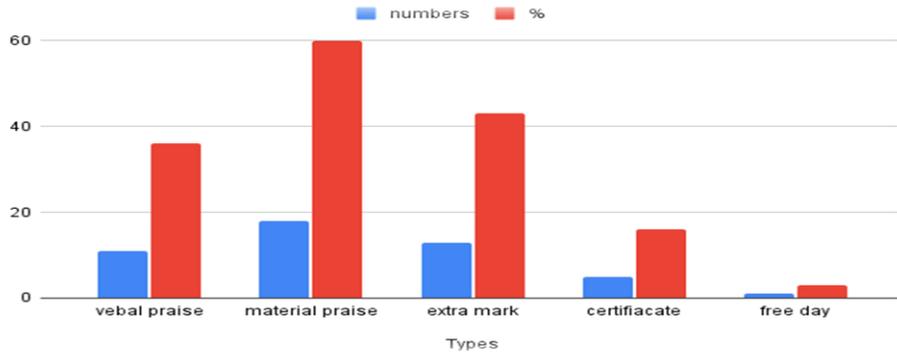
Figure 06: Types of rewards used in the classroom

The figure (6) is about which types of rewards are more beneficial for students, and the answer is "verbal praise." They argued that verbal praise makes them more motivated to reduce spelling errors. Also, according to 13 participants, (43%), they answered by "extra mark." This strategy is more useful in the classroom and makes the students more attentive. On the other hand, 18 participants who made (60%) percent answered by "material praise such as books, novels, magazines, and stories," which is the most used according to student choice. Moreover, both certification and a free day from work (concerning the whole class) earn one to five students between one and (16%).

Item 05: Whatever your answer please justify?

The students' answered that the most beneficial type of reward is "material praise," such as books or novels. They think that this type is very beneficial for them to motivate their writing skills. Besides, others argue that "verbal praise" makes them more active in the classroom; for example, when the teacher says to students "good job" or "well done" in contrast to "bad work" or "incorrect answers". Those expressions make them automatically make more effort because psychological stimulation has the greatest effect on increasing activity within the classroom."Extra Mark" is thought to be useful for motivating

them to work harder. Other participants chose certificates and a free day from work, but it is often not used in universities, and there are other reasons that depend on the teacher's attitudes.

Item 06: For what reason did you receive rewards?
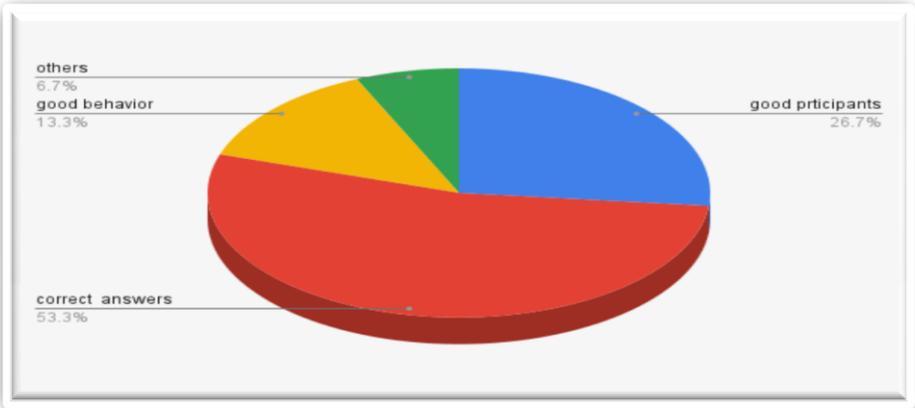
Figure 07: Reasons behind Receiving Rewards

The main reason behind receiving rewards is "the correct answers," according to 16 participants who made (53%); teachers' usually give rewards after the students' correct answers. They add marks or make positive comments. For the "good participation" of eight students, they make up (26%). Also, four responders (13%) answered "good behavior." There are only two other reasons that indicate that good answers are the main reason for rewarding students'.

Item 07: How often do you receive rewards from teachers in the class?

Frequency	Numbers	Percentage
Rarely	8	26
Always	1	3
Sometimes	13	43
Often	4	13
Never	4	13

Table 02: The Number of Times Students Receive Rewards
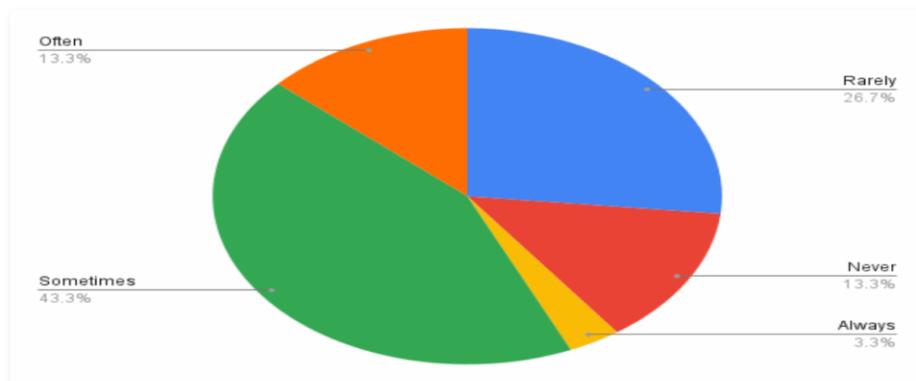
Figure 08: The Number of Times Students Receive Rewards

According to eight participants, they tick "rarely" representing the percentage (26%) but only four students tick "never" and "often" (13%). Also, the majority of students' choose "sometimes." However, only one student answered "always". The majority of teachers' do not give rewards to students' all the time, but only sometimes to increase their levels and reduce their spelling errors.

Item 08: How did you feel when you receive a reward?
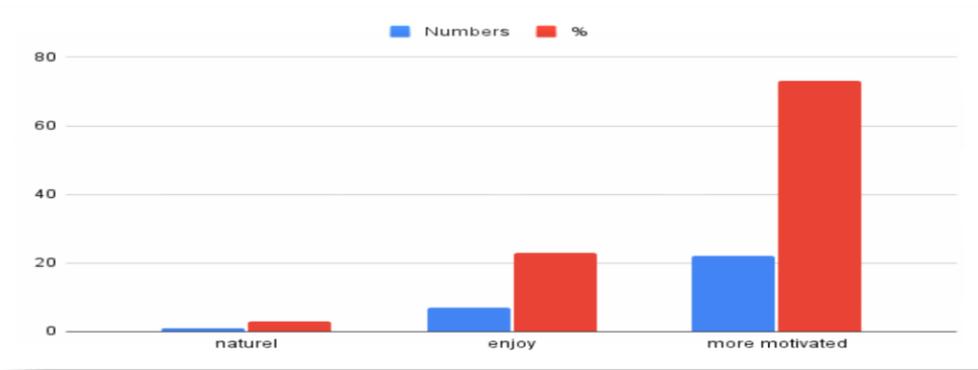
Figure 09: The Students' Reactions towards Receiving Rewards

In figure (09), we asked participants about their feelings when they received rewards, and their answers were as followed: 22 of the participants' (73%) answered that they felt more motivated. Others said that they were "enjoying the learning process" reflecting 23%. Perhaps he/she received rewards every time, which is incredible in some ways.

Item 09: Do your teachers tell you when you will receive rewards?
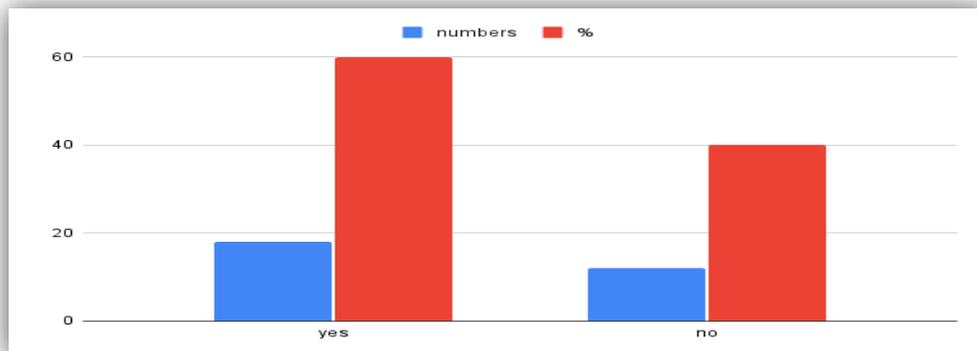
Figure 10: The Students' Awareness about Receiving Rewards

Most students', 18 (60%) who answered "yes" argued that teachers affirm them when they receive rewards and this makes them more motivated and creates a spirit of competition among students and makes they excited to receive the reward, whatever its kind. On the other hand, 12 students who said "no" affirm that teachers do not tell them about rewards because this would make them curious to know what they are and would create a kind of interest.

Item 10: Justify whether your answers (yes /no)

Most students' confirmed that those who said "yes" gave them an impression of rewards, and it pushes students' to be prepared at all times to get rewards. In addition, when they give the correct answer, the teacher tells them that he/she will give them extra points and then praises them. Another reason for saying "yes" is that it is attached to their behavior at the same moment and prepared them to make more efforts. On the other hand, students who said "no" argued that it is something no one knows why because it happens rarely, but the main reason behind it is to motivate the student to learn and enjoy the sessions much better. Another reason is that most rewards are spontaneous and improvised rather than planned and generally make rewards in the form of surprises which may be preferable to saying.

Item 11: According to you, which is more beneficial?

For figure 11(46%) of participants argued that unexpected rewards are very motivating whereas (53%) of the same participants prefer expected rewards. We believe that unexpected rewards are the most effective type of reward because they boost students' ambition and self-confidence.
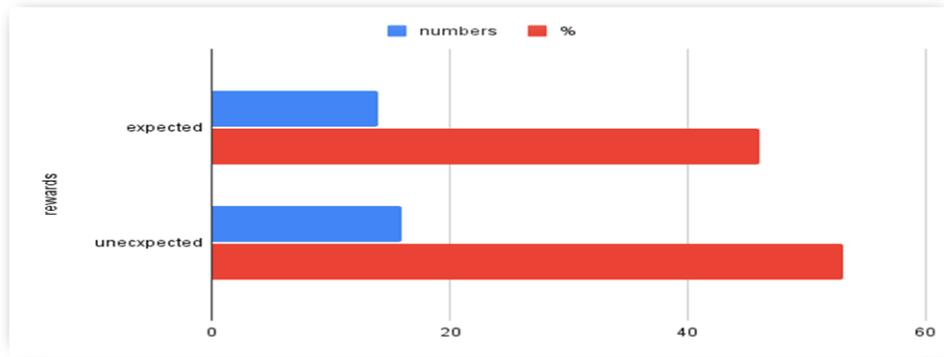
Figure 11: The Most Beneficial Type of Reward According to the

Expectancy

For figure 11(46%) of participants argued that unexpected rewards are very motivating whereas (53%) of the same participants prefer expected rewards. We believe that unexpected rewards are the most effective type of reward because they boost students' ambition and self-confidence.

Section Three: Students' Opinions about Spelling Errors

Item 01: How important is the writing skill in studying English?

Frequency	numbers	Percentage
Important	6	20%
Very important	24	80%
Not important	0	0
Slightly important	0	0

Table 03: The importance of writing skill

The table bellows (table 01) showed that participants who considered the reward important were six in percentage (20%). For the other group, which consists of 24 participants, 80% of the rewards are considered very important but no one thinks that rewards are not important.

Item02: Which of these problems do you suffer from in your writing?

Figure (12) indicates the problem that students' face while writing.8 participants who made (26%) answers with "grammatical errors" .In addition 12 responders who made (40%) errors in their answers (such as pronunciation, capitalization, etc.). In addition, 9 of the participants who answered by "spelling errors" in percent (30%). The last group is similar to the same group who made grammatical errors and who conducted that there were other problems made during their writing. This indicates that the students' made the most grammatical errors as well as spelling errors.
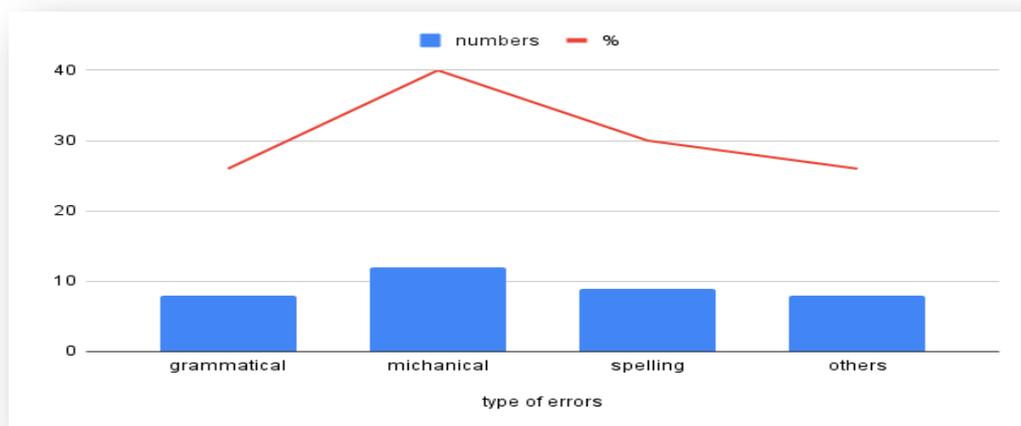

Figure 12: Students' problems in their writing

Item 03: How often do you make spelling errors?

Frequency	Numbers	Percentage
Always	6	20
Sometimes	13	43
Often	6	20
Rarely	5	16
Never	0	0

Table 04: The frequency of using rewards

According to the data collected, the majority of students' who made (43%) answered "sometimes." This is usually an acceptable rate. The professor sometimes presents rewards to students' to revive their activity and break the boring study routine. Both "always" and "often" have an equal average in the rate of six participants make (20%). There were only 5 participants who made up (16%). No one said "never", because there is a small chance that teacher will not give a reward to the learner during an entire semester.

Item 04: Which type of spelling errors do you mostly commit?

The aim of this question is to know which types of spelling errors the student mostly committed, as shown in figure (13). Lots of students (26%) mostly made omission errors, which mean that the learners omit letters from the original words, according to the mother tongue. Both addition and substitution indicate an equal average of seven participants (23%). which means adding a letter or substituting a letter with another. The last types made by students' were replacements, which mean replacing one letter with another because of the similar pronunciation. Other students' seven (23%) made all those errors at the same time because they could not handle the language.

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Item 05: If you do not write words correctly and you make spelling errors, is it due to:

The table (05) shows that the reasons behind making those spelling errors are as follows: 1 (3%) of participants claimed that their errors were due to their lack of motivation by the teacher or themselves. but the majority of the 22 participants claimed that was due to the lack of practice in the classroom. Also four of the participants who answered (13%) answered "effects of the mother tongue". Because most students', when it comes to writing, always translate the phrases to be written into the mother language, such as Arabic to English, forgetting that the rules are different between the two languages. Another reason is focusing on the other skills (such as listening, reading, etc.) and ignoring writing skills because it's an essential skill that should be carried about rather than others. The last group from the same participation committed all those reasons that made them commit the spelling

Reason behind making errors	numbers	Percentage
Lack of motivation	1	3
Lack of practice	22	73
Effects of the mother tongue	4	13
Focus on the other skills	8	26
All of them	3	10

Table 05: reason behind make spelling errors

**Item 06:** Do you think that your spelling errors could be avoided by:
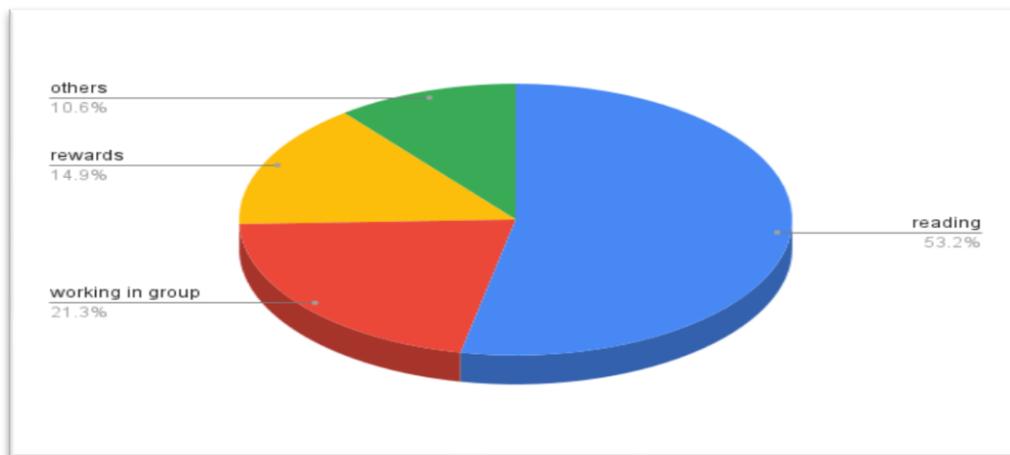
Figure 13: Solutions for the avoidance of spelling errors

The majority of participants (53%) claimed that "reading" is the most effective strategy to reduce spelling errors because 25 out of 100 participants (53%) made it. Also, ten of the participants' (33%) answers to "working in groups" make them aware of their errors when they share ideas together. And seven of those who made (14%) answered "rewards" as an effective strategy to reduce spelling errors. The last group indicates the five participants who made (16%) other strategies to minimize their errors.

Item 07: If avoided by rewards, how is that?

Most of the students argued that to avoid spelling errors by using rewards as following:

❖ Teachers might support their students in overcoming spelling problems by presenting them with short stories as a reward.

❖ Motivating students to do an exercise or write a paragraph for additional credit, for example.

❖ a good grade or the reinforcement of speech

❖   When a student writes a correct paragraph or essay, the teacher should reward him to encourage him to continue working on his mistakes and correcting

From the previous opinions, we assumed that the most useful strategy is material praise such as books, short stories, and magazines. Or giving them an extra mark to motivate them and to test their errors, the best way is to ask them to write a piece of writing.

6. Teachers' Questionnaire

6.1. Description of the Teachers' Questionnaire

The questionnaire was designed for English Teachers' at the University of Mohamed Khider Biskra. We opted for a sample that was composed of twenty one (21) teachers' amongst the population which consisted of a total of 50 teachers'. This survey aims to elicit teachers' attitudes towards the use of rewards to avoid spelling errors.

The questionnaire was semi-structured (see appendix B) and it was divided into three main sections that were composed of open-ended questions and closed-ended questions. Regarding the closed-ended questions, teachers' were supposed to tick the appropriate box or tick (yes/no) whereas open-ended questions were used to allow teachers' to provide justifications or explanations for their responses.

Section one: background information

The first section of the questionnaire includes five questions that are aimed at collecting the same basic information about the participants in the sample. The aim of the first question is to know the gender of the participant. As for the second, it is about the level

of teachers'. In addition, the third question is about the period in which they studied at the university. The next question is about the period during which they studied writing techniques. The last question in the first part is about their choice of this module. It is a personal choice or imposed.

Section Two: Teachers' Attitudes towards Rewards

The second section includes eight main questions that vary from closed-ended questions (yes/no) and open-ended questions (for justification) about rewards. The first question aims to know if the teachers, with their experience in the domain, adopt strategies to develop the learner's writing skills. As for the second and third questions, it is justification if any of the strategies were used or not. As for the fourth question, it shows which of the strategies that teachers' uses to develop the writing skill. In addition to the fifth question, it is for teachers who were asked how they find that these strategies are useful in any way. Also, the sixth question is about the number of times the reward is evaluated for the learner. The seventh question is about what kind of reward teachers' uses. The last question is about the effectiveness of using the reward to develop writing skills.

Section three: Teachers' attitudes towards spelling errors

The present section consists of seven main questions that vary between close-ended and open-ended questions (for justification). The aim of the first question is to know the level of the learner during the years of teaching. In addition to the second question, which is about the errors that the learners makes while writing, for the third question, how many times does the learners' makes spelling errors? The fourth question expresses the types of errors that the learner makes. The fifth question is about the reasons behind making spelling errors. The sixth question is about what the most important strategy that can be

adopted to avoid spelling errors is. The last question is about how to use the rewards in an effective way to avoid spelling errors.

6.2. Administration of questionnaire

The final version of the questionnaire was designed using Google Forms; then it was administered online to the target population via Facebook on May 10th, 2022. Submitting the questionnaire online was the only option, because during the second semester, the form was sent to many professors, and the responses were few. For lack of time, I decided to change the strategy and make it online questionnaire, but for lack of time, I kept the old strategy and resent it once, and there were enough responses to end the research.

6.3. Analysis of Teachers' Questionnaire

The questionnaire consisted of twenty one (21) multiple-choice questions. Besides, we asked teachers to provide a brief justification of their responses to identify common answers amongst them. Later, after validating the questionnaire, it was delivered online to the target population which was composed of a total of 50 English teachers'. Finally, twenty one (21) respondents answered the questionnaire.

Section one: Background information

This section was designed to give some background of teachers'. As a consequence, this part of the questionnaire contains questions concerning gender, teaching qualifications, years of university teaching, and how long they have been teaching writing techniques. In addition to their choice to teach this module.

Item 01: what is your gender?

The table (1) shows that the majority of the teachers of the English department at Mohamed khider Biskra University are females which represents (71%) from the total sample whereas only 28% of the sample are males.

Gender	Numbers	%
Female	15	71
Male	6	28

Table 01: Teachers' gender

Item 02: What are your qualifications?

We notice from that figure and from our reality at the English department of Mohamed khider Biskra University that most of our teachers are not experienced enough for the process of teaching. Among the participants, we have three (14%) with license, eleven (52%) with master, two (9%) with magister and only five (23%) with doctorate degree a result, half of writing teachers' at our university have master degree.
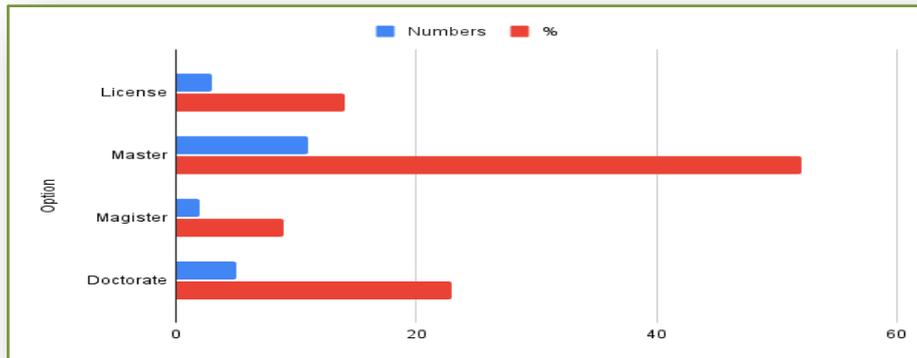
Figure 01: Teachers' qualification

Item 03: How long have you been teaching at university?

Figure 02: The Teaching experience at university

**Figure 02: The Teaching experience at university**

The graph above shows that only 11teachers make up (52%) of our sample, which includes teachers' with only a few years of experience teaching English (one to five years). However, the findings indicate those only six teachers' (28%) who have taught for more than five years (five to ten years) and those who have taught for more than 10 years.

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Four teachers' responded (19%). It suggests they have been teaching for a long time. We can deduce from these findings that such teachers are well-informed and aware of teaching at university and get more experience.

Item 04: How long have you been teaching techniques of writing?

Table 02 illustrates that more than half of the teachers (61%) of writing have been teaching. Only (23%) have been doing so for four to ten years. Only three teachers' make (14%) of writing have been teaching more than ten years. It seems clear that most teachers' have enough experience in teaching techniques of writing.

Option	numbers	Percentage
(a)1-4	13	61
(b)4-10	5	23
(c)More than 10 years	3	14

Table 02: **Years of teaching techniques of written expression**

**Item 05:** Did you choose to teach this module or was it imposed on you?

All the responders declare that the teaching of that module was a part of their choice or decision. So the result will be a great sort of motivation for the teaching of that module and the others argue that this module was imposed on them and suggested by the administration.

Section two: Teachers' Attitudes towards the Use of Rewards

Item 01: During your teaching experience, did you adopt any specific strategies to motivate your learners' to enhance their writing?

Option	Numbers	Percentage
Yes	21	100
No	0	0

Table 03: The motivational strategies used by the teachers to enhance the

learners' writing skill
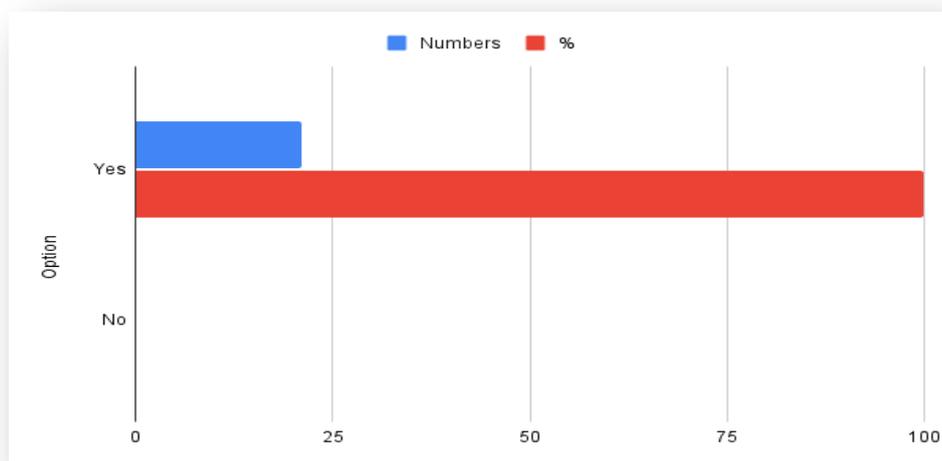
Figure 05: The motivational strategies used by the teachers to enhance

the learners' writing skill

Table (3) and Figure (5) show that all of the respondents (100%) used rewards to help their students improve their writing skills. The option "no" receives no response from any of the teachers'. As a result, we notice that reward strategies are used by writing teachers' to inspire the desire and motivation of their students' to write.

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Item 02: If yes, which of these strategies did you use?

- ❖ Free writing (A)

- ❖ Negated some students errors (B)

- ❖ Entertainment (C)

- ❖ Play acting (D)

- ❖ Rewards (E)

- ❖ All of them (F)
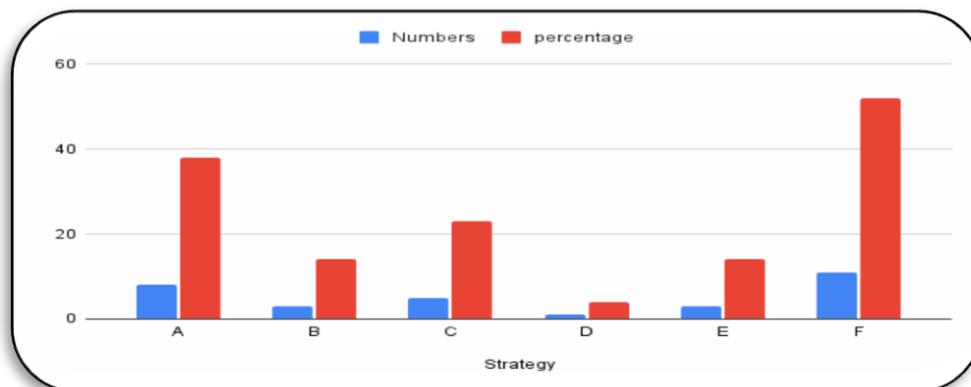
Figure 06: Strategies used by the teachers of writing to

avoid spelling errors

The purpose of asking this question is to obtain data on the strategies used by writing teachers' to avoid spelling errors and improve their students' writing skills. Figure 06 shows that, with a percentage of (38%), the eight teachers' liked and used free writing as an effective technique to avoid spelling errors. Only three teachers, or one responder, use it as a strategy (14%). The five teachers' who make up (23%) of the third option (C), "Entertainment (writes a short story or completes or produces a story in the classroom")," may be usually used in the oral session. In addition, only one teachers' uses option (D),

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which is "play-acting (using his or her imagination)." Only three teachers' (14%) use portion rewards for (E). The final choice is to combine all of the previous strategies, which is the wisest stance among all the teachers (11%). This suggests that most teachers use a variety of tactics to reduce spelling errors in order to make the learning process more appealing.

Item 03: If no, Why?

Most of the answers were "yes" from the teachers', as they use different strategies to reduce spelling errors, and despite their differences, they use all of them without exception. However, a small percentage of them confirmed that they do not use the prize which was their answer as follows:

❖ Because sometimes due to the course nature and requirements, it would not be possible to use all of them.

We noticed that a teacher usually uses one of the previous strategies, but it is impossible to use all of them. It may be due to a lack of time, and sometimes they are used according to the situations.

Item 04: Which strategy amongst the above is more beneficial for students?

The goal of this question is to find out which of the strategies helps reduce spelling errors for the teachers', as most of the teachers' confirmed that "free writing" is one of the most effective strategies. Next, others, on the other hand, believe that the "reward" is a psychological and moral stimulus that makes the student more active, boosting his level both inside and outside the classroom. Hence, for entertainment (writes a short story or completes or creates a story in the classroom). In a simple way, completing

the story and making them come up with different endings and situations to provoke and develop their linguistic balance as well as finding and correcting their pronunciation errors while writing. Using their imagination (play acting) is more useful to reduce their shyness in front of their colleagues. Using all of those strategies at the end makes them more interesting to use in the classroom.

Item 05: In which way do you find the above strategy more beneficial for the students?

- ❖ (A) You noticed that the writing errors have been reduced by the learners
- ❖ (B) Student get more motivated to produced more piece of writing
- ❖ (C) Both of them
- ❖ (D) Others

Figure 7 has shown that using the reward has a significant impact on the learner's level. Other professors clarified that after using the rewards; they noticed a (8%) reduction in spelling errors. Other teachers', on the other hand, confirmed that students' become more engaged and that their writing skills improve by (43%). The third group confirmed these findings, as the students became more motivated and made (26%) more spelling errors. They only confirm the presence of developments from other sides in a rate of (21%).
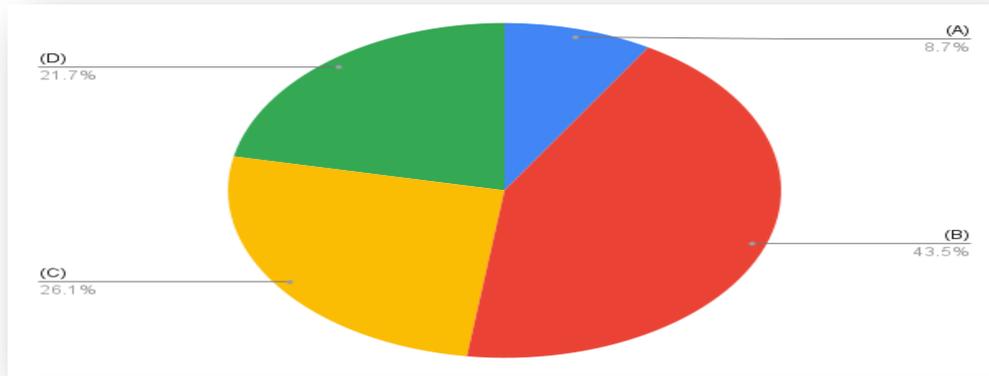
Figure 07: The ways that show the benefits of the learners from the

motivational strategy

Item 06: How often do you use rewards?

Frequency	Numbers	%
Always	1	4
Sometimes	15	71
Often	5	23
Rarely	0	0
Never	0	0

Figure 06: The frequency of using rewards by the teachers

Figure 6 and table 4 indicated that most teachers (71%) argue that sometimes using rewards only (23%) of them said they used it frequently. Also, only one teachers′ answered by saying "always". For "never" and "rarely," no one answered to both of them.

This reveals that the rewarding strategy is used and the frequency of using it differs from one teacher to another.

Item 07: Which type of rewards do you use?
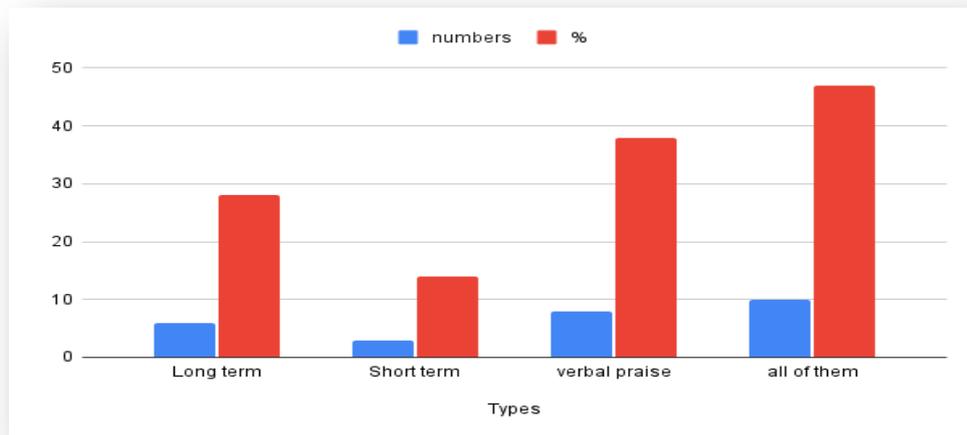
Figure 08: Types of Rewards Used by Teachers' of Writing

Figure 8 revealed that the two types of rewards most commonly used are verbal rewards and short-term rewards (28%). (38%) of the participants adopt only verbal rewards. Only three people (14%) preferred to use it long-term. The others argue that they used all of those strategies (47%). Here, it is clearly mentioned that each teacher prefers to reward his/her students with a specific type of reward.

Item08: How do you consider the rewards strategy to avoid spelling errors?

From the previous figures, we argued that between 10 and 11 teachers, which means the total number of claims, using rewards as an effective strategy to avoid spelling errors is very important and very effective at a rate between (52% and 47%). On the other hand, no one claimed that rewards were not effective or less effective. Eventually, teachers started

using rewards and affected their students' performance so that is why they considered it effective.
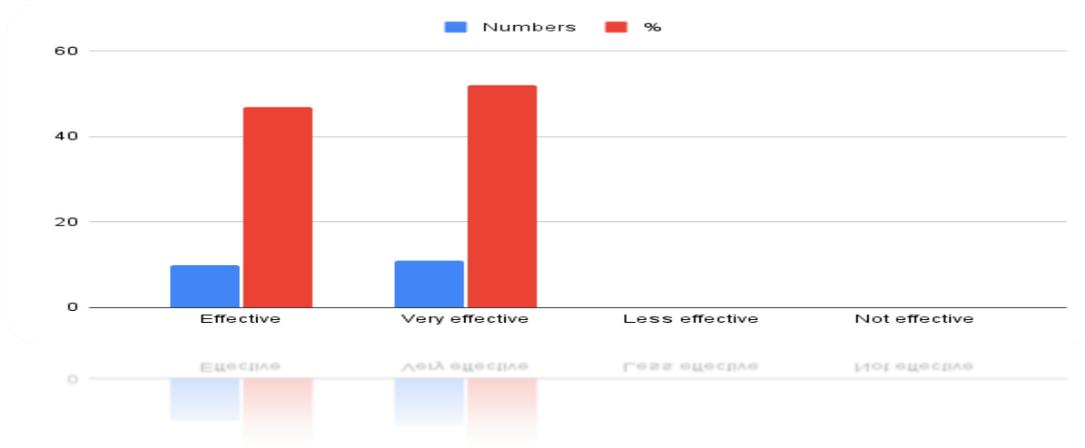

Figure 09: The effectiveness of the rewarding as a strategy to avoid spelling errors

Section three: Teachers' attitudes Towards Spelling Errors

**Item 01:** How would you rate the student's level during your teaching years?
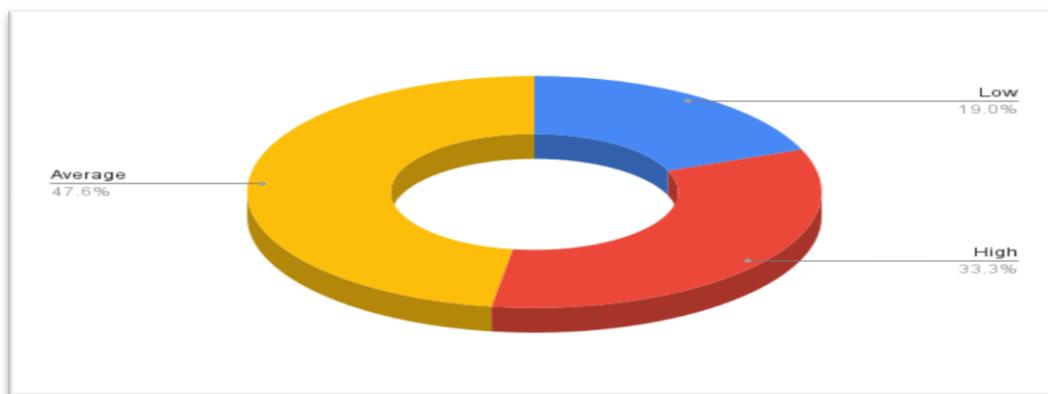
Figure 10: Writing accuracy of students

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Figure 10 shows that ten teachers answered by "average" at a rate of (47%). At a rate of just over (19%), it is considered low for writing accuracy. "High" accuracy was the answer of seven teachers, at a rate of (33%). As a result, most teachers' consider that the writing accuracy of their learners' is average.

Item 02: Which of the following problems do your students' mostly suffer from?

Types	Numbers	%
Grammatical errors	5	23
Mechanical errors e.g. punctuation	4	19
Spelling errors	5	23
All of them	15	71

Table 05: Types of problems that the students suffer in writing

Table 5 and show that most teachers' (71%) state that their students suffer from all the types of errors mentioned in the pie chart: grammatical errors, spelling errors, and mechanical errors. (23%) declare that they only suffer from grammatical and spelling errors. (19%) argue that they suffer from mechanical errors.

Item 03: How often do your students commit spelling errors?

Figure 13 indicates more than half of teachers (52%) declare that their students "always" make spelling errors .28% state that they "sometimes" make them .(19%) of them argue that they "often" make them .However ,no one state that they "never" or "rarely" make this errors

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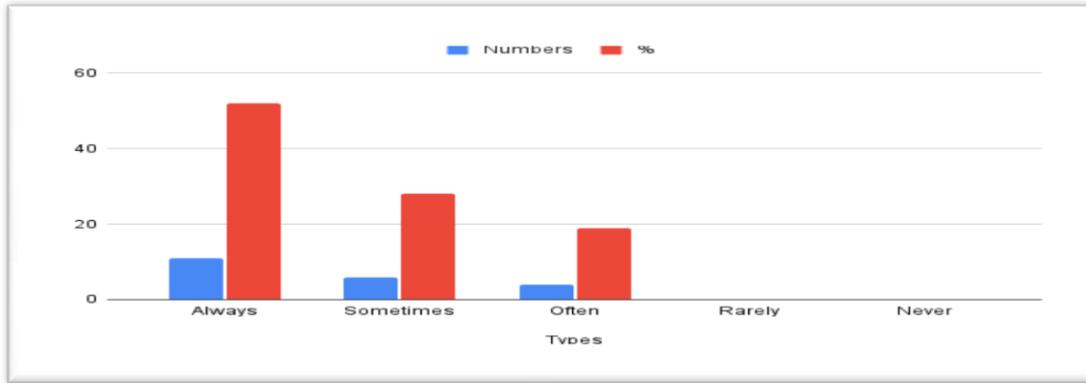
Figure 12: Teachers' opinion about the frequency of making spelling errors by the student

Item 04: Which type of spelling errors do your students mostly commit?
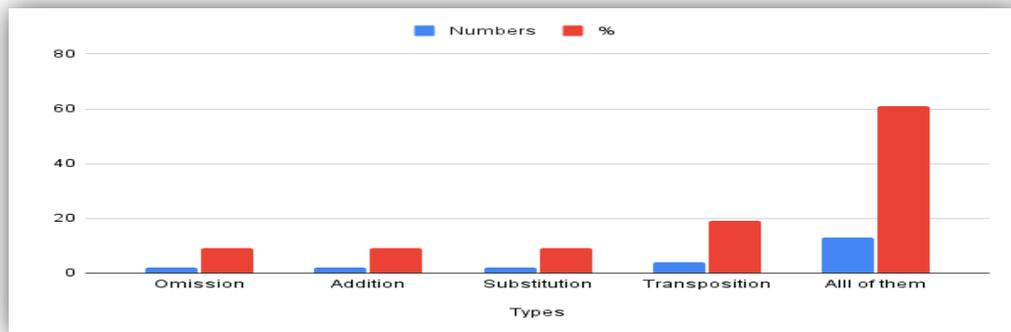
Figure13: Types of errors committed by students

The figure 13 shows that the majority (61%) of the respondents say that their students suffer from all types of errors .Only (19%) states that his/her students suffer from spelling errors of transposition E.g. "recive" instead of "receive". Other (9%) responders stated that they make spelling errors of addition, omission and substitution .These results shows that the type of errors differs from one student to another.

Item 05: What is, in your opinion, the cause of committing spelling errors?

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A) Lack of feedback

B) Lack of motivation

C) Lack of practice

D) More focus on others skills (reading, writing, listening ...etc)

E) All of them
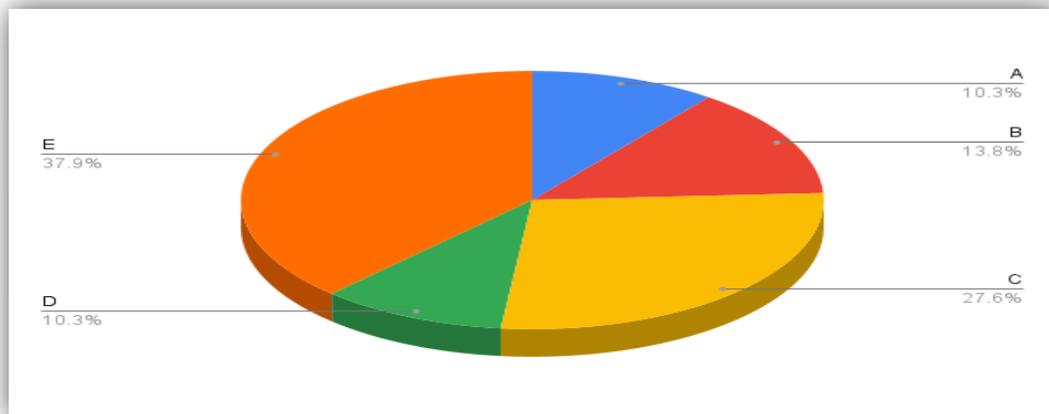
Figure 14: Reasons why Students' Make Spelling Errors

Figure 14 shows that the reason behind students' spelling errors .Three teachers (14%) claimed that their errors are due to the lack of feedback and their focus on writing skills. Four (19%) said that they are due to the lack of motivation .Eight (38%) answered that their errors are due to the lack of practice and twelve (52%) of them said that they made errors due to all the previous reasons.

Item 06: Do you have specific strategies to encourage your students to avoid spelling errors?

On the basis of gathered data, the majority of students (52%) think that "rewards" is the best solution. Other teachers (19%) declare that their students think that "working in groups" can minimize their spelling errors. Only (23%) believed that "reading" was the best once they had reached their vocabulary. The last group (16%) thinks that all the previous solutions are workable to reduce spelling errors
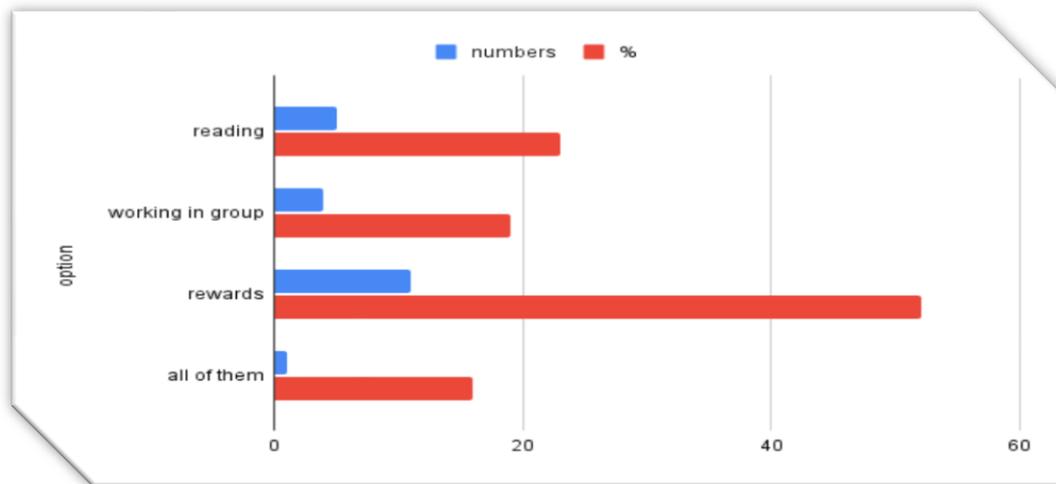
Figure 15: Technique used by the teachers′ to avoid spelling errors

Item 07: If using rewards, indicate how do you do that? And in what way do you find useful?

After it was confirmed that most of the effectiveness of the prize's effectiveness to reduce dictatorial errors was confirmed by most of the professors, they sometimes adopt more than one strategy, but not at the same time and they answered them as follows:

❖ Rewards can be given to the students who improved and they can be books, stories or other valuable gifts. Rewarding students is encouraging for them to make more efforts to improve their level.

- ❖ By encouraging them verbally (perfect. great...) this directly will affect positively their performance. It is useful because it motivates learners to be more creative.
- ❖ Verbal rewards (good, excellent....etc) it motivates students to master the language and leads them to excellent level.
- ❖ It depends on the group size and level I mean it starts with L1 &L2. Obliging them to read as integrative skill with other skills as writing
- ❖ A positive comment about students' progress and improvement in writing is a driving force for better achievement and performance.

7. Synthesis and Discussion of the Findings

This section of the study summarizes the main results of the students and teachers questionnaire. As a result, our hypotheses were confirmed according to the used of reward as a strategy to reduce spelling errors, which would enhance their writing skills, and improve their performance.

8. Students' Questionnaire

The results highlighted the students' positive attitudes towards using the reward as a strategy, which means that the students appreciate the idea of using it in the classroom to reduce errors made. Third, the students demonstrated positive attitudes towards the concept of reward in research methodology, as they agreed that prioritizing practice in and out of the classroom would enhance their academic potential.

9. Teachers' Questionnaire

First, the teachers' answers showed that they have sufficient experience to teach writing techniques, and it played a major role in the diversity of the use of rewards. Second, the teachers showed a positive reaction to the use of different types of rewards, as they consider it an effective strategy to reduce spelling errors. Third, the teachers emphasized that making errors for the students is a natural matter, but the problem they face during the teaching process is how to confront this problem because it is a branch of many; it is of all kinds and requires daily practice. Finally, they found that the best solution is to adopt the reward, but to use it in certain cases and in appropriate situations so that the learning process is academic and interesting at the same time.

Conclusion

In conclusion, the objective of this chapter was to analyze, present and discuss the data obtained through student and teacher questionnaires. The questionnaire was sent to first-year students of the English Language Department at Mohamed Khidr College, Biskra. The aim of the student questionnaire was to highlight some of the difficulties learners face when writing in a concise manner, as well as the types of misspellings they make. The second objective of the survey is to find out how rewards can be used as a way to reduce misspellings. On the other hand, proving the effectiveness of the reward to reduce spelling errors was accepted by the teacher and the learner and the evidence for this is the answers of the teachers about the goal of the teacher's questionnaire, Also , is to obtain different views about the use of the reward as well as to inquire about the learner's errors and the challenges they face when Dealing with spelling errors. Overall, the results of this inquiry indicated that using bonuses can be an effective strategy for reducing misspellings. As it motivates the learner, improves his written performance, and makes him more confident, it targets the needs of today's students.

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Appendices

Appendix A

University of Mohamed Khider Biskra

Department of literature and foreign languages

English Division

Students' Questionnaire

Dear students,

This questionnaire is part of a research work that aims at investigating the effective role of rewards to avoid spelling errors. Please give your answers sincerely because they will be very helpful and guarantee the success of this study .Please tick the appropriate box or boxes and make a full answer to express your view point if necessary. Your contribution will be very helpful to this research.

Thank you in advance

Section One: Background Information

1) Gender

☐ Male

☐ Female

2) How long have you been studying English?

☐ 4-7

☐ 7-8

☐ 8-10

☐ More than 10 years

3) Your choice to study English is?

☐ Personal choice

☐ Imposed by administration

☐ Imposed by parents

☐ Others

Section two: Students' Attitudes towards the Use of Rewards

4) Did you receive rewards at university?

☐ Yes

☐ No

5) If yes, which type of rewards?

☐ Verbal praise

☐ Material praise (book, novel ...)

4. Extra mark

5. Certificates

☐ day from work (concerning the whole class)

☐ Others

6) If no, Why? According to you

Why?..

7) According to you, which type of rewards is more beneficial?

☐ Verbal praise

☐ Extra marks

☐ Material praise

☐ Certification

☐ Free day from work

☐ Others

8) Whatever your answer please justify.

   …………………………………………………………………………..

9) For what reason did you receive rewards?

☐ Good behavior

☐ Correct answers

☐ Good participation

☐ Others

10) How often do you receive rewards from teachers in the class?

☐ Always

☐ Sometimes

☐ Often

☐ Rarely

☐ Never

11) How did you feel when you received rewards?

☐ Enjoy the learning process

☐ More motivated

☐ Neutral

☐ Others

12) Do your teachers tell you when you will receive rewards?

☐ Yes

☐ No

13) Justify whether your answers (yes /no)

……

……………………………………………………………………………………………………..

14) According to you, which is more beneficial?

☐ Expected rewards

☐ Unexpected rewards

Section Three: Students' Opinions about Spelling Errors

Spelling is the act of forming words correctly from individual letters (Hornby, 2000).

15) How important is the writing skill in studying English?

☐ Important

☐ Very Important

☐ Not Important

☐ Slightly Important

16) Which of these problems do you suffer from in your writing**?**

☐ Grammatical errors

☐ Mechanical errors (punctuation, spelling, capitalization.......)

☐ Spelling errors

☐ All of them

17) How often do you make spelling errors?

☐ Always

☐ Sometimes

☐ Often

☐ Rarely

☐ Never

18) Which type of spelling errors do you mostly commit?

☐ you omit (leave out) letters in words

☐ You add letters in words

☐ You substitute (replace) one letter for another (e.g as (s) in cin ,celebrate)

☐ You change the place of letters in words (e.g write "receive" for "receive")

☐   All of them

19)   If you do not write words correctly and you make spelling errors, is it due to:

☐   Lack (absence) of motivation

☐   Lack of practice

☐   Effect of your mother tongue

☐   Focus is on the other skills (speaking ,listening and reading)

☐   All of them

20) Do you think that your spelling errors could be avoided by:

☐   Reading

☐   Working in group

☐   Rewards

☐   Others

21)   If avoided by rewards, how is that?

How ?...

……………………………………………………………………………………………….

.

Thank you for your participation

University of Mohamed Khider Biskra

Department of literature and foreign languages

English Division

Teachers' Questionnaire

Dear Teachers,

This questionnaire is part of a research work that aims at investigating the effective role of rewards to avoid spelling errors for first- years at Mohamed khider Biskra. Please give your answers sincerely because they will be very helpful and guarantee the success of this study .Please tick the appropriate box or boxes and make a full answer to express your view point if necessary. Your contribution will be very helpful to this research.

Thank you in advance

Section One: General Information

1. Gender

   ☐   Male

   ☐   Female

2. What are your qualifications?

   ☐   License

   ☐   Master

   ☐   Magister

   ☐   Doctorate

3. How long have you been teaching at university?

   ☐   1-5

   ☐   5-10

☐   More than 10 years

4. How long have you been teaching techniques of writing?

☐ 1-4

☐ 4-10

☐ More than 10 years

5. Did you choose to teach this module or was it imposed on you?

………………………………………………………………………………………………

Section Two: Teachers' Attitudes towards Rewards

A reward is a tool that teachers use to try to reinforce a desired behavior, it is a type of Motivational strategy designed to encourage students to complete a task efficiently (Wetzel &Mercer, 2003).

6. During your teaching experience, did you adopt any specific strategies to motivate your learners to enhance their writing**?**

☐ Yes

☐ No

7. If yes, which of these strategies did you use?

☐ Free writing (you let student write about any topic they like)

☐ Avoid punishing the learner (by neglecting some of their spelling errors)

☐ Entertainment (writes a short story or complete or create a story in classroom)

☐ Play -acting (using his /her imagination)

☐ Rewards

☐ All of them

8. If no, Why?

………………………………………………………………………………………………

9. Which strategy amongst the above is more beneficial for students?

………………………………………………………………………………………………

10. In which way do you find the above strategy is more beneficial for the students**?**

☐ You notice that the writing errors have been reduced by the learners

☐ Students get more motivated to produce more pieces of writing.

☐ Both of them

☐ Others

11. How often do you use rewards?

☐ Sometimes

☐ Always

☐ Often

☐ Rarely

☐ Never

12. Which type of rewards do you use?

☐ Short-term (positive encouragement directly after a correct answer or good performance)

☐ Long-term (gifts or achievement papers in recognition of their efforts)

☐ Verbal rewards or praises (e.g. good, excellent, perfect…etc.).

☐ All of them

13. How do you consider the rewards strategy to avoid spelling errors?

☐ Effective

☐ Very effective

☐ Less effective

☐ Not effective

Section three: Teachers' attitudes Towards Spelling Errors

14. How would you rate the student's level during your teaching years?

☐ Low

☐ High

☐ Average

15. Which of the following problems do your students mostly suffer from?

☐ Grammatical errors

☐ Mechanical errors (poncutation, capitatization, etc).

☐ Spelling errors

☐ All of them

16. How often do your students commit spelling errors?

☐ Sometimes

☐ Always

☐ Often

☐ Rarely

☐ Never

17. Which type of spelling errors do your students mostly commit?

☐ Spelling errors of addition

☐ Spelling errors of omission

☐ Spelling errors of substitution ('dey' for 'they').

☐ Spelling errors of transposition ('recive' for 'receive').

☐ All of them

18. What is, in your opinion, the cause of committing spelling errors?

☐ Lack of feedback

☐ Lack of motivation

☐ Lack of practice

☐ More focus is on the other skills (reading ,speaking and Listening)

☐ All of them

19. Do you have specific strategies to encourage your students to avoid spelling errors?

☐ Reading

☐ Working in group

☐ Rewards

☐ All of them

20. If using rewards, indicate how do you do that? And in what way do you find it useful?

…………………………………………………………………………………

Thank you for your participation

الملخص

تهدف هذه الدراسة إلى التعرف على احتياجات طلاب السنة الأولى والصعوبات التي يواجهونها في الكتابة ، فضلاً عن الأخطاء المختلفة التي يرتكبونها ، بما في ذلك الأخطاء الإملائية .كما يوفر استراتيجيات لتحفيز الطلاب على تحسين قدراتهم و ومهاراتهم الكتابية وتجنب الأخطاء الإملائية. من أهم الاستراتيجيات المعتمدة هي "المكافأة" اعتمد الفصل الاول على التعريف بالاخطاء الاملائية وانواعها المختلفة .وتم التطرق ألى كيفية التعرف وتحلبل الاخطاء الاملائية .اما الفصل الثاني فقد تحدث عن الجائزة والتعريف بمختلف انواعها وكيفية تطيبقها داخل القسم كاستراتيجية فعالة. فقد اظهرت نتائج البحث التشابها في النتائج مع الدراسة التي قدمت في البداية حيث كان هناك تفاعل ايجابي مع استعمال المكافأة .

تمنى من هذه الدراسة تحسين مستوى تعلم اللغة الإنجليزية في جامعتنا وفي الجامعات الجزائرية بشكل عام لن يتحقق محفز يستخدم استراتيجيات .هذا الهدف إلا إذا كان المعلم الشامل على دراية وإدراك لكل ما يدور في المجال العلمي وخاصة ما يسمى بإستراتيجية المكافآت ، لما لها من دور قوي ومهم في تحفيز الطلاب.تحسين مجالات الدراسة المختلفة ، وخاصة مهارات الكتابة.ونأمل أن تفيد هذه الدراسة معلمي التعبير الكتابي من أجل تزويدهم برؤية عالمية لاحتياجات الطلاب ويتم تطوير بعض الاستراتيجيات المناسبة لتحفيز الطلاب على تجنب الأخطاء الإملائية وتحسين مهاراتهم في الكتابة

الكلمات المفتاحية المكافآت ، الأخطاء الإملائية ، مهارة الكتابة ، موقف المعلم ، موقف الطالب

Résumé

Cette étude vise à identifier les besoins des élèves de première année et les difficultés auxquelles ils font face en écriture, ainsi que les différentes erreurs qu'ils commettent, dont les fautes d'orthographe, ainsi que des stratégies pour motiver les élèves à améliorer leurs habiletés et compétences en écriture et à éviter l'orthographe. les erreurs. L'une des stratégies les plus importantes adoptées est la "récompense"

Le premier chapitre s'appuyait sur la définition des fautes d'orthographe et de leurs différents types. Il abordait également comment identifier et analyser les fautes d'orthographe. Quant au deuxième chapitre, il parlait de l'attribution et de la définition de ses différents types et comment les mettre en œuvre au sein de le ministère comme une stratégie efficace. Les résultats de la recherche ont montré des résultats similaires avec l'étude qui a été présentée au début, où il y avait une interaction positive avec l'utilisation de la récompense.

Il a souhaité à partir de cette étude améliorer le niveau d'apprentissage de la langue anglaise dans notre université et dans les universités algériennes en général.Cet objectif ne sera atteint que si l'enseignant polyvalent est conscient et conscient de tout ce qui se passe dans le domaine scientifique.Un catalyseur utilise des stratégies, en particulier la stratégie dite des récompenses, en raison de son rôle fort et important dans la motivation des étudiants.Améliorer les différents domaines d'étude, en particulier les compétences en écriture.Nous espérons que cette étude bénéficiera aux professeurs d'écriture afin de leur fournir une vision globale de besoins des élèves et certaines stratégies appropriées sont développées pour motiver les élèves à éviter les fautes d'orthographe et à améliorer leurs compétences en écriture.

Mots-clés/ récompenses, fautes d'orthographe, compétence en écriture, attitude de l'enseignant, attitude de l'élève