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# MASTER THESIS

Letters and Foreign Languages  
English Language and Literature  
Sciences of the language

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On: ...11/...06../2024

## TITLE

**Investigating Spelling Bee Competition as a Classroom Activity to Reduce Spelling Mistakes: The Case of Third-Grade Pupils at Ahmed Remidini Middle School - Biskra.**

A dissertation submitted in partial fulfillment of the requirements for a  
Master Degree in English: Sciences of Language

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Academic Year: 2023- 2024

## **Declaration**

I, RahmouneNouara, hereby declare that the work I have submitted is my original work and has not been submitted before for a degree or qualification to any other university. I further certify that the references list contains all of the sources that are cited in this work. This work was completed at Mohammed Kheider University in Biskra, Algeria.

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## **Dedication**

*I dedicate this work*

*To the dearest person to my heart, my beloved mother, who passed away four years ago, God bless her soul, even though she is not here with us today, but her guiding spirit will continue watching over me for the rest of my life.*

*To the greatest man in the world, my beloved father, the light of my life, whom I hope, is proud of me.*

*To my beloved brothers; Abd'Elhamid, Abd'Elhakim, NourElddine, and my sisters; Souria, Yamina, Nasira, Chamama, Ghalia, and Fatima; who stood by my side and encouraged me when I needed them.*

*To my niece Nassima.*

*To my favorite person in the world: Darine.*

*To my beautiful little family; My husband, Muhammad, the source of my strength at the time of my weakness and the one who supported me with love and care, and to my little angel, my daughter Meriem, the source of my happiness and joy who has changed my notions of love forever.*

*To my second mother; my mother in law; who left us too soon, we will never forget her and may God bless her soul.*

*To my friends: Sabrina, Lynda, Hayett, Rofida, Hadjer, and Nasira.*

*“May Allah bless them throughout their lives”*

***Thank you***

## Acknowledgements

First of all, praise to Allah (SWT); the most gracious and merciful Allah; for giving me this wonderful chance and strength to accomplish my thesis.

Second, it would not been possible for me to finish this study without the help, support, patience, and motivation that I received during this journey. Therefore, I would like to express my deepest thank, appreciation, and gratitude to **Dr. ZEGDOUD Meriem**, for her kind guidance, comprehensive advice, and encouragement she provided me with throughout the period of preparing my thesis, until this effort proudly ended.

I would like to thank the board examiners: **Dr. MEDDOUR Mustapha, Mrs. BENZIDA Yasmina, and Mr. ZENNOU Bilal** for giving time and effort to read and evaluate this work.

A special thank and appreciations is also given to **Dr. AMRATE Moustafa** for hi assistance.

I also want to extend my gratitude to my university family, the people whom I had the chance and honor to know; students and teachers; in the last five years of my life.

My gratitude and appreciations is also given to the headmaster of Ahmed Remidini Middle School in Branis-Biskra, the teachers, and the third grade pupils; class two; for their active contribution and participation.

## **Abstract**

This study investigated the use of spelling bee competition as a classroom activity to reduce spelling mistakes at middle school, the case of third grade pupils at Ahmed Rimidini middle school in Biskra. It investigates the role of spelling bee in classroom to teach pupils the correct spelling of words in order to reduce written spelling mistakes. We hypothesized that there are no statistical differences in learners' scores on the writing tests, after using spelling bee competition to reduce written spelling mistakes. To reach the aims of the study, we adopted a mixed-method approach which consisted of two data collection tools; a pre-test, a treatment, and a post-test; for third grade pupils class two (n=38) who were chosen randomly. Additionally, a semi-structured interview was hold with three teachers of English at middle school. After using SPSS to analyze the gathered data, the findings revealed that the results are significant at  $p < .05$ ; with 28.55% ; which indicates that the spelling bee competition is an effective class activity that reduces spelling mistakes.

**Keywords:** spelling mistakes, spelling bee competition, Ahmed Remidini middle school.

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language.

**CAR:** Classroom Action Research approach

**Leg:** Language

**LLs:** Language Learners

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الملخص

Résumé

# **General Introduction**

### **Background of the Study**

Language is essential to human existence because it allows us to interact, communicate, and negotiate with others. It has principles that facilitate human communication of ideas, feelings, knowledge, love, beliefs, and cultural practices. Everybody needs language in their lives. English language in particular is an international language that can be used by everyone in the world. Learners should acquire the four skills when learning a foreign language, one of them is writing skill.

The use of English is highly valued in Algeria. It is the first foreign language taught and learned in schools, starting in primary school and continuing through university. Pupils learn how to use written and spoken English for communication. Additionally, one of the most in-demand skills for expressing a researcher's expertise through a variety of textual mediums is writing. It appears in books, journals, essays, and other publications. It is evident that writing has always been a communication tool with a variety of distinctive forms. Therefore, our government has decided that it must be taught as a foreign language from third level at primary schools. English thus becomes crucial in the global age for the transfer of science, technology, art, and culture as well as for sustaining cordial relationships with other countries.(Ariyani, 2018).

There are numerous issues with teaching English, particularly when it comes to writing instruction in the classroom. Learners struggled to write in English and had poor proficiency in the language due to low motivation towards studying English and lack of interest in writing in English, to start with. Also, many English language teachers base their lessons only on students' reading comprehension of the text. In addition, learning to write is difficult since it requires a high level of writing proficiency. There are numerous issues that readers encounter when trying to fulfill the writing's aim. Without writing skill, one cannot reach their maximum writing potential. For all the reasons, learners' writing skills are poor.

In order to improve learners' writing ability and enhance their willingness to write more by avoiding spelling mistakes, spelling bee competitions can help them become better writers. Learners need to

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develop productive writing skills in the process of foreign language learning. Although, writing can be difficult to obtain; learners should have chances to practice language, therefore communicate effectively. Spelling bee competition is one of classroom activities teachers may use to help learners to overcome this problem. Research has also highlighted the importance of teaching spelling in a way that is engaging and relevant to learners, as well as emphasizing the importance of spelling for effective communication by focusing on spelling errors and their causes, educators can help language learners to develop the skills they need in order to become more proficient writers (Rizwan, & Farhana, 2022).

Knowing how to spell words plays a significant role in writing skills for language learners. A strong vocabulary can help them express their ideas more clearly and effectively, as well as improve their writing confidence. However, vocabulary luck, or the inability to recall the correct spelling of the word at the appropriate time, can negatively impact writing skills.

Studies have shown that spelling is essential for effective writing, and learners who can spell words correctly tend to produce more coherent and sophisticated texts. Spelling is also important for understanding the meaning of the word, which can help students improve their writing skills. However, spelling can be a challenge for learners, particularly those who are learning English as a second language. This issue can be addressed through various strategies such as spelling bee competitions where educators can help students improve their writing skills and become more confident and effective communicators such as, encouraging students to learn new words, teaching them about word roots, and learn about prefixes and suffixes to help them understand the relationship of words and their meanings (Sultani & Himat, 2021).

Spelling bee competitions in classroom can be a fun way to reduce spelling. These competitions not only help learners improve their spelling skills but make the learning process engaging and enjoyable. Hosting an all-class spelling bee is a fun, competitive way to help learners learn their words and motivate them to practice and reinforce their spelling skills. Spelling bee competitions usually involve dividing



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learners into teams and having them spell words to advance forward, adding a fun and competitive element to spelling practice.

Spelling bee can help learners reduce spelling mistakes in writing by engaging them in competitions in which contestants are asked to spell a selection of words, usually with a varying degree of difficulty. It is a new strategy that can enhance their writing skills therefore, decrease their mistakes in writing. Also, spelling bee is an alternative technique that can be implemented by teachers to improve learners' pronunciation as well as their vocabulary, spelling skills, and increase their confidence in using language effectively and creatively in the classroom. Therefore, spelling bee can be an effective tool to improve learners' spelling, vocabulary, and writing skills (Khasanah&Sabiq, 2020).

Teachers can incorporate spelling bees into their curriculum to help learners improve their writing skills in a fun and engaging ways. For example, choosing word lists in advance that are related to current units or topics studied in class, and then encourages them to study the words, their meaning, and context. Also, teachers can make spelling bee low-pressure, team-based activities rather than high-stakes individual competitions. In addition, they can foster healthy competitions by emphasizing teamwork, providing supportive environment, and incorporating rewards like small prizes to add excitement and positive reinforcement. Using spelling bee as a way to teach word analysis skill, such as breaking words into smaller parts, applying rules and patterns, and using clues like word roots to determine spelling (Ariyani,2018).

Spelling bee can help learners overcome spelling mistakes in their writing by providing opportunities to practice spelling words which helps them to learn from their mistakes, build confidence, and understand the meaning and usage of words especially in writing, teachers can require learners to use a certain number of spelling bee words in their writing assignments to help them practice spelling, then provide a feedback for these assignments to help them identify and correct spelling mistakes For example, collecting writing samples from students before and after the spelling bee activities to see if there are changes in writing quality, such as spelling, vocabulary, and sentence structure. Implementing these kinds

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of strategies may help teachers gather data to assess the effectiveness of spelling bee activities in improving writing skills and make informed decisions about incorporating spelling bee activities into their curriculum. (Haeri, 2019).

### **Statement of the Problem**

When engaged in the process of learning a foreign language, EFL learners aspire to attain a multitude of objectives such as writing creatively and effectively which is one of the main goals. However, learning how to write in English can be very challenging in middle school where pupils may have difficulties in writing which can lead to spelling mistakes.

Spelling mistakes in writing are a significant issue for pupils in middle school, as they can negatively impact the clarity and effectiveness of their written communication, they common among learners at this level, with various types of mistakes being identified, such as omission, addition, and substitution, and transposition of letters. Some pupils struggle with communicating their ideas and thoughts when writing in English due to several reasons such as lack of vocabulary exposure, difficulties in remembering spelling due to the differences between spoken and written forms in English, lack of interest in writing correctly, difficulty in remembering words and how to use them in writing, and lack of writing practice in classroom environment. Third grade pupils, class two (02) at Ahmed Remidini middle school of Biskra achieved low marks in the exams.

### **The Aims of the Study**

The current study aims to:

- 1) Investigate the spelling bee competition use as a classroom activity to reduce third year pupils' spelling mistakes at Ahmed Remidini middle School, Branis-Biskra.
- 2) Investigate the effectiveness of spelling bee in promoting written accuracy and spelling proficiency among middle school pupils.

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- 3) Explore how spelling bee competitions can be integrated into the classroom to writing skills development.
- 4) Raise pupils' and teachers' awareness towards the use of spelling bee competitions, to shed the light on its role as a teaching activity.
- 5) Examine the potential effects of spelling bee on pupils' confidence and attitudes towards spelling and writing.

## Research Questions

In the current study, we aim at answering the following questions:

1. Are there statistically significant differences in the writing test between the pupils' scores in the pre-test and post-test due to the use of spelling bee competition?
2. What are the teachers' perceptions towards the use of spelling bee competitions in classroom to reduce third year pupils' spelling mistakes?

## Research Hypotheses

On the light aforementioned research questions, it is hypothesized that:

**H<sub>0</sub>:** There are no statistical differences in the pupils' scores on the writing tests, after using spelling bee competition to reduce written spelling mistakes made by third year pupils at Ahmed Remidini middle school Branis- Biskra.

**H<sub>1</sub>:** There are statistical differences in pupils' scores on the writing tests, after using spelling bee competition to reduce written spelling mistakes made by third year pupils at Ahmed Remidini middle school Branis- Biskra.

### **Significance of the Study**

The present study can help in investigating if spelling bee strategy is an effective method in English teaching and writing or not, and ways to achieve writing accuracy. This study may be beneficial and significant in tow aspects, which are: pupils and teachers of English language as it focuses on an important and practical of bee strategy in teaching, and its role in reducing EFL spelling mistakes.

Through this study, we will attempt to present spelling bee competition as a beneficial strategy, more organized, motivational, and faster to transfer knowledge for students in a short period of time easily and effectively. Moreover, we will attempt to raises pupils' and teachers' awareness of the use of spelling competitions, to shed the light on it as a teaching activity.

For pupils, the use of spelling bee as an activity can be an effective strategy to reduce written spelling mistakes of middle school pupils. This strategy can be applied in the classroom in an interactive and fun way, to make learners participate in the educational process. Spelling bees' competitive atmosphere can encourage pupils to focus more on spelling specifics, which improves their writing correctness by stimulating it among pupils, while spelling words in front of an audience. The significance of this study for pupils is that it helps them with spelling, linking alphabet words with their sounds, increasing their English vocabulary.

Pupils who use spelling bee are frequently exposed to a broad variety of vocabulary terms, which helps them, grow their word banks to utilize a wider variety of correctly spelled words in their writing and improve their use of language while writing. The bee spelling is not limited to memorization and spelling, but rather enhances pupils' self-confidence, improving their pronunciation, and expanding their understanding of vocabulary and meanings of words. Therefore, pupils may get a chance to hone their spelling abilities, which can lead to minimum spelling mistakes in their writing.

For teachers, middle school teachers can use the spelling bee technique as a useful tool to help pupils with their writing mistakes. This study may help teachers realize the effectiveness of applying spelling bee to develop learners' levels of writing, and to achieve the purposes of teaching and learning process.

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Teachers may encourage pupils to participate in spelling bee activities which can aid in helping them absorb proper spelling and use it consistently in their work. Additionally, teachers can use spelling bee to pinpoint students' prevalent spelling mistakes and then modify their lessons to target these particular areas of need. For example, in order to create a collaborative learning environment where students can assist one another in improving their spelling and writing skills, teachers can encourage peer collaboration and group work among pupils to get ready for spelling bee. Also, motivate them to approach writing assignments with more surety and precision.

Spelling bee activity may become an interesting and involved aspect of the learning process when teachers incorporate spelling bee activities into their language arts curricula, because it fosters a pleasant learning environment in which pupils are eager to succeed, proud of their language proficiency, and actively working to become more proficient spellers and writers. Teachers can apply creative strategies in the learning process, thus making students more interested in learning. Therefore, we believe that this study is worth to be carried out. In addition, the findings can offer solutions for learner's spelling mistakes.

### **Operational Definition of Terms**

Spelling mistakes in this study refers to the spelling mistakes that pupils make while writing where pupils incorrectly spell or write words due to forgetfulness in applying spelling rules, lack of language production skills, or confusion between similar words. Spelling mistakes may indicate gaps in pupils' background knowledge and in understanding of correct spellings, which can happen when they fail to identify all sounds in a word accurately. Addressing these spelling mistakes is crucial for teachers to help pupils improve their spelling and writing skills. (Kusnadi, 2018). In the current study, spelling mistakes is concern with thirds grade Ahmed Remidini middle school pupils' spelling mistakes in writing.

Spelling bee competition is a type of contests in which participants race to spell words out loud and properly. It is one of many different activities that could be used to teach correct English language in middle school that can help create a positive mood for pupils. Therefore, teachers may use this

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motivational exercise or competition as a teaching method inside classroom. When using this method, teachers may begin with simple terms that pupils are familiar with, pronounce them slowly and correctly to help them understand and recognize words, letters, and sounds, then ask them to repeat the words if needed, and give them plenty of time to consider it. (Payra & Cardona, 2016). In the current study, spelling bee competition is used in the middle school of Ahmed Remidini in Biskra- Algeria.

## Review of Related Literature

Several studies have been conducted regarding the use of spelling bee competition to reduce spelling mistakes in middle school.

Rohmawati (2015) conducted a study entitled “Spelling Bee in Teaching Vocabulary” in Indonesia. The study investigated the effectiveness of spelling bee game in vocabulary teaching. It explored learners' perceptions using a per-experimental design and analyzed the impact of spelling bee on students' vocabulary learning using a post-test and a questionnaire Twenty six (26) seventh-graders in Cimahi School represented the sample. Spelling Bee was held in four meetings, where students were asked to read a descriptive text then engaged in the game using words from the text book. The study found that the bee spelling is an effective method to learn English words, as it helps learners correctly spell words. The study also shows students' satisfaction and acceptance of bee spelling in English vocabulary learning, suggesting its potential to enhance the learning process and motivation.

The research on SMPN 4 Cimahi's seventh-grade students lacks details on selection criteria, descriptive texts used in Spelling Bee sessions, limitations, challenges, follow-up assessments, demographic characteristics, and methods used to improve learning and vocabulary retention. It also lacks generalization and specific approaches for improving student learning.

Ariyani (2018) conducted a study entitled: “Increasing the Students’ Writing Ability by Using English Spelling Bee Game among the Eighth Grade at SMP N 6 Metro in Indonesia. The objectives of this study were to investigate the impact of the spelling bee game on students' writing ability in learning English.

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Determine and assess the extent to which the spelling bee game use improved students' writing skills and abilities while they were participating in the process of learning. The research aimed to explore the relationship between students' writing ability and spelling bee game, and to evaluate the effectiveness of it in improving writing creativity. The researcher utilized Classroom action research approach (CAR) as a method in her investigation, which is carried out in two cycles. In each cycle she used acting, observing, planning, and reflecting as steps of the study. Also, the researcher employed a three-phase technique using the spelling bee game to create an innovative, active, effective, creative, , and fun learning atmosphere. The study involving 31 English students from SMPN 6 Metro found that 69% of students enrolled in classes during the first cycle and 90% during the second cycle, indicating that teaching English through a spelling bee game can improve writing skills, particularly for eighth graders.

The sources do not identify a specific research gap, but a potential gap is the absence of information on the specific research methodology used, and further details on research design, data gathering strategies, and analysis methodologies would be beneficial.

Hamarsha (2022) conducted a study entitled: “The Impact of The Bee Spelling Strategy on the 7<sup>th</sup> Graders Achievement in The Writing Skills at Jenin Districte An-Najah National University, Faculty of Graduate Studies in Palestine. The purpose of this study was to investigate the use of spelling bee technique and how it affected the writing achievement of seventh grade students in the Jenin district. In addition, the study noted the impact of English teaching experience, academic background, and gender on the writing ability of seventh-graders. The study used a mixed-method approach, including open-ended questionnaires for students and semi-structured interviews for teachers. It found that seventh-grade English teachers, regardless of gender, had positive opinions on the Bee Spelling Strategy's impact on seventh-grade students' writing proficiency. The study recommends teachers adopting the strategy and calls for further research on new instructional methods.

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The study on English language teachers' qualifications and potential research topics is limited, and it's unclear if it considers factors like socioeconomic background or prior English language competency, which could impact learners' writing abilities.

Padidi( 2022)conducted a study entitled: “The use of spelling bee games in improving English vocabulary students at SMP Negeri 8 Makassar”, in Indonesia. The purpose of the study was to determine whether or not the use of spelling bee game increases the vocabulary of seventh-grade students in English. The study used a pre-experimental design, pre-test, post-test, and data analysis. The population was SMP Negeri 8 Makassar students in the 2021–2022 academic year and thirty-six (36) seventh-graders made up the study's sample. The paired sample T-test in SPSS was used to analyze the study's results which concluded that Spelling Bee games can improve students' vocabulary skills in English learning at SMP Negeri 8 Makassar. The study on long-term language retention through the Spelling Bee Game lacks detailed discussion on targeted vocabulary and themes, and does not mention the duration and frequency of sessions. It also lacks feedback from teachers and pupils that could help determine the efficacy of the study.

The studies above share the same purpose which is investigating the use of spelling bee in teaching and learning English. However, three studies were conducted in the same country “Indonesia” but in different academic years which are; Rahmawati (2015), Ariyani(2018), andPadidi (2022), but the study of Hamarsha(2022) was in “Palestine”. Concerning the target level was seventh grade pupils in three studies; Rahmawati, Hamarsha, and Padidi; on the other hand, Ariyani dealt with eighth graders in her study. Regarding the methodology used, two of the studies used the same design which is the pre-experimental design in Rohmawati and Padidi studies, but both researchers used different tools to collect the data, like post-test and questionnaire in Rahmawati research and pre-test/ post-test in Padidi's. Meanwhile, Hamarsha used a mixed method approach, open-ended questionnaire, and semi-structured interview as tools. Ariyani used classroom action research approach and acting, observing, planning, and reflecting as tools.



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In addition, Ariyani and Hamarshaboth studies aim to investigate the effect of spelling bee use on students' writing abilities, on the other hand Rohmawati and Padidi aimed to see the rule of spelling bee in enhancing pupils' vocabulary.

The current study aims to investigate the use of spelling bee to reduce third graders' spelling mistakes, investigate the effectiveness of spelling bee in promoting written accuracy and spelling proficiency, explore how spelling bee competitions can be integrated into the classroom to, raise pupils' and teachers' awareness towards the use of spelling bee competitions, and examine the potential effects of spelling bee on pupils' confidence when using spelling in writing. We will use pre-test, post-test, and an interview with teachers as tools to collect the data needed.

## Research Methodology

According to Rajasekar, Philominathan, and Chinnathamb (2013), research methodology is the scientific way of how a research is conducted; essentially, the procedures of describing, explaining and predicting phenomena about the study. To accomplish this quasi-experimental study, a mixed method will be adopted which is the appropriate methodology or suitable one for our current study. It includes a pre-test, treatment, a post-test, and an interview with English teachers.

- **Population and Sample**

Third grade EFL learners at Ahmed Remidini Middle School of Biskra which consist of one hundred and thirteen (113) pupils will be the population of our present study. Class two (02) consists of thirty eight (38) pupils will be conveniently selected plus three English teachers to represent the study's sample.

- **Data collection Tools**

The nature of this research (quasi-experimental research); identifies the research method; a mixed method will be adopted to verify the previous hypotheses. Quantitative data will be conducted using a pre-test, treatment, and a post-test designed for third graders. Qualitative data will be gathered using a semi- structured interview with three English teachers at Ahmed Remidini middle school, of Biskra to answer questions related to the main research objectives.

### **Structure of the dissertation**

The present study contains a general introduction to the topic presided with two major parts, theoretical part and field work. The theoretical part also is divided into two chapters; each chapter is dedicated to one of the variables in the stud. This means that the first chapter is about the dependent variable “spelling mistakes”; we will present some elements related to the variable like: Introduction, definition of writing ability, process of writing, the importance of English writing, and challenges in writing. Also, elements related to “spelling mistakes” such as: definition of spelling mistakes, the difference between a mistake and an error in writing, types of spelling mistakes, vowel and consonant mistakes, addressing vowel and consonant mistakes, and a conclusion.

Second chapter is about the independent variable “spelling bee competition” which contains elements related to the variable, such as: history and origins of spelling bee, definition of spelling bee, elements that contribute in spelling complexity, spelling bee in classroom, the importance of spelling bee in education, strategies and levels of spelling bee, advantages and disadvantages of spelling bee, and a conclusion.

The field work is the second part of the study where we will carry a treatment in middle school. Starting with an introduction, followed by a detailed explanation of the methodology used (mixed method), The scores of third year pupils on the pre-test, explanation of the treatment, the scores of the

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post-test, , results, the interviews answers, and a conclusion. We will write some suggestions for further research, list of references and appendices.

**Chapter One**  
**Spelling Mistakes**

## Introduction

Developing strong writing ability in English is important for learners to express effectively their ideas, opinions, and knowledge in academic contexts as well as in a variety of real-life situations. Also, writing abilities improve learners' self-expression, critical thinking abilities, and effective communication in different contexts. Spelling mistakes and writing abilities are closely related as correct spelling is necessary for effective writing. Spelling mistakes may affect a writing readability and clarity, which can have an impact on how readers view the text. It's crucial to remember, though, that writing proficiency involves more than just spelling.

According to Sultani and Himat (2001), spelling mistakes may lead readers to believe that the writer has low writing ability or even low cognitive abilities. Additionally, spelling mistakes can distract readers and influence their judgments of the writing's quality and proficiency. They discovered that spelling mistakes can have a negative effect on how adults and children view the author's writing.

It is crucial to remember, though, that writing proficiency involves more than just spelling. Therefore, learners can enhance their writing by using punctuation marks appropriately, the correct spelling of words, and understanding how to apply the rules of grammar such as sentence structure, to produce clear and coherent writing, as well as knowing the right choice of words to convey meaning and communicate ideas accurately to improved readability and clarity.

Sultani and Himat distinguished between two types of spelling mistakes: typographical and phonological. Phonological errors are those in which a word is spelled in a way that is typical of a child or non-native English speaker, but it is still pronounceable. Typographical errors, which can be anticipated as the result of rapid typing or inadequate motor control, make a word unpronounceable as an English term. These errors were viewed as indicators of poor writing abilities.

Writing ability refers to a person's proficiency in expressing themselves through written language, it includes grammar, vocabulary, sentence structure, organization, coherence, and effective idea conveying,

with spelling being a crucial aspect. Although, spelling mistakes may indicate weaker writing abilities, but learning disabilities or lack of formal education can also lead to difficulties in grammar, sentence structure, and communication. However, Spelling skills are essential but not the only factor in writing ability, as it encompasses a wide range of skills, such as constructing coherent arguments, organizing thoughts, or using appropriate language for the intended audience. Accurate spelling is crucial in professional and academic writing to convey professionalism, attention to detail, and credibility. Mistakes can distract readers and undermine the work's effectiveness. Writing ability encompasses more than just spelling.

## **1. Writing Ability**

This chapter contains the explanations of two concepts, writing Ability and spelling mistakes. It includes the theories which support the research and further details about each sub-topic as follows:

### **1.1. Definition of Writing Ability**

Ceylan (2019) claimed that, learners need to master the four skills in order to acquire English language which are, speaking, writing, listening, and reading. Writing is the most challenging ability to learn out of the four. It is difficult for second language learners to acquire writing where the challenge lies not only in formulating and arranging concepts, but also in turning them into legible written language. Writing has been defined by scholars in different definitions which often represent a similar idea.

According to Bloomfield (1983), writing is not language, but merely a way of recording language by means of visible marks. Nevertheless, in order to study language, it is indispensable to know something about writing.

Bloomfield pointed out that writing is a means of graphically portraying language through written symbols rather than language itself, which means writing is merely a secondary representation of language, whereas language itself is the system of vocal communication that people use to express meaning. The main argument put out by Bloomfield is that knowledge of writing systems is necessary in order to completely comprehend and study language. So, language and writing are strongly related,

despite their differences, because writing offers a glimpse into the underlying language's structure, phonology, and other characteristics.

Therefore, even if writing and language are not the same thing, Bloomfield contends that studying and interpreting writing in its entirety requires a comprehension of writing. The two phenomena are different from one another, but they are intricately linked.

However, Hyland (2019) claimed that writing is a means of communicating one's own meanings and that writing programs highlight the ability of the individual to form one's own opinions on a subject. He viewed writing as a tool for people to actively express their own unique meanings and perspectives, in addition to being a means of recording language. The main idea is that in writing we should place more emphasis on a writer's capacity to develop and articulate their own distinct viewpoints on a subject than only the mechanics of writing. According to this perspective, writing is a tool that enables the writer to express their own thoughts, opinions, and viewpoints rather than merely serving as a neutral representation of language. Also, focusing only on teaching technical writing abilities, good writing instruction should foster this ability for personal expression.

Therefore, Hyland considered writing as a vehicle for the writer's own meaning-making and opinion development, whereas Bloomfield considered it as a derivative of language. This emphasizes how each writer participates actively and communicates during the writing process.

According to Rusreena, Harwati, and Melor (2019), speaking, listening, writing, and reading have always been included in the English curriculum. Writing is the most challenging skill in language learning, but it can be used for different purposes, from serving as a simple backup for grammar instruction to serving as a significant curriculum strand on its own, where learning how to write well is regarded as a crucial goal for students. It means that writing is the ability of a person to create written messages from words, build sentences and coherent texts that successfully convey meaning to readers is the definition of student writing ability.

Pawliczak (2015) defined writing as the mental process of creating ideas, thinking through how to express them, and organizing those ideas into phrases and paragraphs that the reader would find easier to read. It

is possible to write a communication sign or symbol. Writing is a more sophisticated cognitive process that involves conceptualization, expression, and organization than just the physical act of putting pen to paper or typing. He added that in addition to words and sentences, one may also "write" a sign or symbol for communication. This shows that writing can include additional visual representations of meaning, such as pictographs, ideograms, or other symbolic marks, in addition to alphabetic text.

The important thing to remember is that writing is more than just standard language production; according to Pawliczak, writing is a complex process of communicating ideas and meanings through a variety of written forms. It incorporates the writer's cerebral labor as well as the visual depiction of communication.

Writing ability is the ability to effectively communicate with the target reader, enabling self-expression and exchanging ideas beyond spoken language. Learning English can be easier for learners if they follow the English Language System.

## **1.2. The Process of Writing**

Critical stages that are usually involved in the writing process are; prewriting, writing; and revising.

### **1.2.1. Prewriting**

Faraj (2015) stated that, prewriting is the initial stage of the writing process. During prewriting, the writer generates ideas, gathers information, and organizes his/her thoughts. Activities in this stage may include: brainstorming, researching, and outlining.

- Brainstorming is the process of brainstorming is used to produce and investigate a variety of ideas. It entails writing down or listing any associations, ideas, or thoughts that occur to you on the spur of the moment, without restriction or judgment. By using a brainstorming process, writers can unleash their imagination and find interesting subjects or perspectives to investigate further.



- Researching or Investigating is the process of conducting research includes obtaining data and supporting documentation for the author's theories and assertions. This could entail looking for and examining pertinent materials, including books, papers, websites, and interviews. By conducting research, a writer can learn more about the subject, locate trustworthy sources, and compile facts for their work.
- Outlining is the process of arranging a writer's thoughts and arranging the writing's content. It entails developing a hierarchical structure or plan that denotes the primary concepts, corroborating evidence, and the composition's general structure and flow. An outline guarantees a logical and cohesive flow of ideas and aids the writer in visualizing the composition structure.

Prewriting helps the writer prepare and plan for the actual writing. He can prepare the way for an effective writing process, in order to increase the effectiveness, and efficiency of the writing stage itself. Prewriting sets the basis for the writer to produce a well-developed, coherent, and persuasive piece of writing.

### **1.2.2. Writing/Drafting**

According to Maolida, and Mustika (2018), writers create the first draft of their writing at this point. They develop the content and organization of their work by turning their thoughts and plans into phrases and paragraphs. The writers' main goal at this point is to get their ideas down on paper (or the computer) as quickly as possible, without thinking too much about accuracy.

During the writing or drafting stage, writers take the ideas, outlines, and plans developed in the prewriting phase and begin translating them into the actual text of their piece. This is where the content and structure of the work really takes shape. However, the primary objective for writers at this stage is to get their thoughts and arguments down on the page quickly, without getting bogged down by concerns about perfection.

Additionally, writers know that the first draft is rarely their best work - the goal is simply to establish a solid foundation that can be refined and improved later. So, they focus on expressing their core ideas, fleshing out important points, and organizing their thoughts in a logical flow. They may jump around between sections, write out of order, or produce somewhat rough and disjointed text. The emphasis is on productivity and forward momentum rather than polished prose.

Also, this drafting process allows writers to explore their topic in depth, experiment with different approaches, and discover unexpected angles or insights as they write. It's a generative stage where writers are giving shape to their vision, not worrying about making it flawless. With the initial draft completed, writers can then move on to the critical revision and editing phases to elevate their work.

To conclude, the flexibility and freedom of the drafting stage is crucial, as it enables writers to get their core ideas down without the burden of self-critique and perfectionism. This lays the groundwork for the iterative refinement that occurs in the later stages of the writing process.

### **1.2.3. Editing/revising**

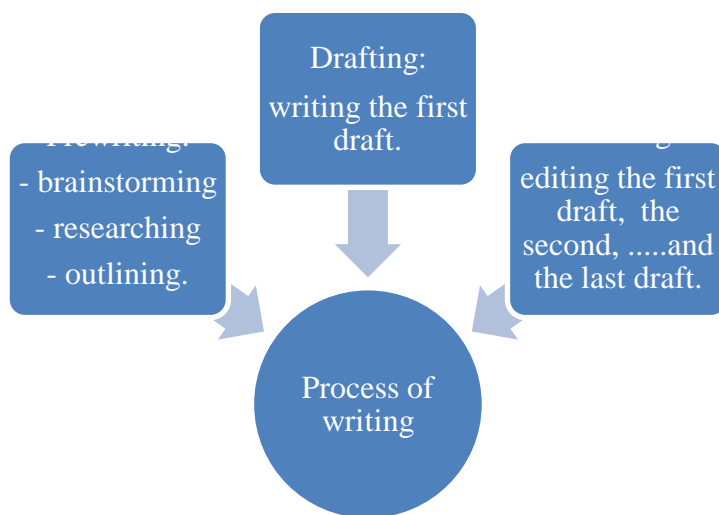
The written work must be reviewed and improved at this point. The author looks over their copy critically, assesses its efficacy, and makes the required adjustments to enhance the clarity, organization, and substance. In addition to enhancing the writing's language, tone, and style, editing may entail adding, moving, or deleting content.

McKensie and Tomkins (1984) claimed that, editing or revising is a pivotal stage in the writing process where the author critically examines their initial draft with the aim of improving and polishing the written piece. This step is essential, as it enables the writer to objectively assess the clarity, coherence, and persuasiveness of their writing. In addition, the writer meticulously reviews the draft, evaluating whether the content, structure, and language effectively convey their intended message. They consider whether the piece logically flows, fully develops ideas, and captivates the reader. The author may identify areas that require expanded explanations, tighter organization, or a more refined stylistic approach.

However, editing can involve making adjustments at the macro level, such as rearranging sections, adding or removing content, or restructuring the overall argument. It can also entail micro-level edits to

enhance word choice, tone, sentence structure, and grammar. The ultimate goal is to ensure the writing is as clear, engaging, and impactful as possible. Through this iterative process of critically evaluating and enhancing the draft, the author progressively refines and strengthens their work. For example, editing allows them to address any shortcomings, fill in gaps, and elevate the quality of their writing. It is a crucial step that transforms the initial draft into a more cohesive, compelling, and well-crafted final product.

In the end, these three stages - prewriting, writing, and revising - are commonly recognized as the core components of the writing process which offers an adaptable yet methodical way to turn rough drafts into smooth, interesting written works. Prewriting, writing, and revision all work together to support writers in overcoming challenges, developing their argument, and producing writing that is significant, coherent, and clear. However, each stage serves a specific purpose and contributes to the development of a well-crafted and effective piece of writing in a systematic, multi-phase process that makes writing so powerful. Through these different stages, writers can access their creativity, produce coherent texts, and frequently improve the level of their work.



**Figure 1: Stages of Writing Process (Faraj, 2015)**

### **1.3. The importance of Writing**

Writing is an important skill for EFL learners as it allows them to develop their critical thinking and encourage their creativity. Due to its multidisciplinary nature, it is very important for English language learners as it enables them to improve their communication. They can use it to create paragraphs, answer questions, produce research papers, and do other writing-related tasks. Writing is a means of converting language from spoken form to a written one, and therefore read. It takes system invention and exact implementation to represent spoken language in a written script. Therefore, it is important that both native English speakers and L2 learners to follow the English writing system. (Zahida, Farrah, &Zaru, 2016).

Ilyosovna (2020) stated that, the key to reach for many nations and continents is English which the language of the modern era. It is the most extensively spoken language in the world. English is also used to convey the various scientific and technological topics around the world. In certain nations it is the first or second language. Also, it makes intercultural conversation easier, it is crucial for the development of learners' personality and for enhancing knowledge and comprehension of the subject matter of books and content of different magazines.

Ilyosovna also considered writing as the least common and most challenging ability that learners may learn in order to master a foreign language, yet it is nonetheless crucial to improving the language. Writing is crucial for promoting communication, developing creative thinking, and facilitating rational discussions. It is also important for higher education in preparing research papers and proposals, as well forming jobs' applications or creating resumes.

Rao (2019) stated that, writing in English is crucial for learners as it aids in effective communication, comprehension, and participation in class discussions. It also helps learners evaluate themselves, develop critical thinking, and improves their writing abilities. Additionally, writing aids in memorization of vocabulary, grammar rules, and language structures, promoting language learning and practice.

Additionally, writing is a crucial skill that enhances communication skills, aiding in organizing and refining ideas. In the global economy, writing in English is a critical tool for career growth, facilitating confident conversation, information sharing, and efficient communication, thus improving employment chances.

Therefore, mastering English writing skills is crucial for learners as it promotes academic success, personal growth, career advancement, and overall language proficiency. It enhances communication, critical thinking, and effective self-expression in both academic and professional settings, making it a valuable asset.

#### **1.4. Challenges in Writing**

Bassetti and Cook (2005) stated that writing skills go beyond just knowing how to write letter, spell words, and use capital and lowercase characters in the English language, or even record sounds on paper. Understanding the somewhat complex writing system entails understanding the rules governing written language, the structure of written symbols, form of their arrangement on a page, the punctuation mark, and other typographical conventions system, the spelling system in sound-based written languages, a collection of unique idiosyncratic word forms, and a host of other related topics.

Al-Zuoud and Kablian( 2013) stated that learners face many difficulties when they write, especially in spelling. They cannot express their ideas, because they cannot spell words correctly. Most of EFL learners face difficulties when they try to create a piece of writing, especially in spelling. They do not know the correct pronunciation of words, due to many reasons, such as, the difference between Arabic and English. Therefore, they are not able to express their ideas. The challenges that learners face when acquiring writing ability, encompass a range of difficulties that can hinder their progress in developing effective writing such as, lack of vocabulary, grammar and language proficiency, organization and structure, confidence and motivation, and time Management.

### **1.4.1. Lack of vocabulary**

Vocabulary has a very important role when learning a new language, especially if learners want to speak that language fluently. EFL Learners may have problems expressing their thoughts in writing and face many challenges that affect the clarity and quality of their academic writing due to a lack of vocabulary (Qomariyah, &Nafisah, 2020).

According to Ilham and Humaira(2020), most of EFL learners lack vocabulary because they were only taught how to translate words or sentences from texts without having the opportunity to understand the original word. Limited word choice can cause basic or repetitive language leading to boring or undeveloped writing, lack of depth and complexity, and difficulty to write about intricate subjects to convey emotions or nuanced ideas. In addition, insufficient vocabulary can hinder learners' creativity, limit their exploration of various themes, and hinder clear communication, potentially leading to misunderstandings or loss of reader interest, thereby limiting the originality and impact of their work. Also, lack of vocabulary can hinder learners' ability to analyze, argue, and persuade, limiting their writing skills and impacting their academic performance. Clear and concise use of words is crucial for understanding texts, persuasive arguments, and participation in academic discussions.

Addressing lack of vocabulary is crucial for to improve learners' writing skills, articulate complex thoughts effectively, and produce high-quality, engaging, and coherent work across different genres and subjects.

### **1.4.2. Grammar and Language Proficiency**

Yarahmadzahi, Ghalaee, and Sani (2015) stated that, an error occurs when a word, speech act, or grammatical item unit such as a part of speech is used in a way that seems incorrect and indicative of insufficient learning. Poor knowledge of grammar can lead to a number of mistakes that affect credibility and clarity of any written text. Such as, sentence build mistakes, miss use of pronouns, subject-verb

agreement problems, and incorrect verb tenses. These mistakes can make the writing hard to read and understand, the writing's flow fails, and the primary message becomes unclear making the reader frequently stop searching out the meaning behind mistakes. Also, poor punctuation can cause misunderstandings and confusion in writing, leading to choppy and incoherent writing. Proper punctuation is crucial for guiding the reader and ensuring the intended message is understood. Language skills weaknesses, such as bad word choice and complex language, can hinder the writing's impact and quality, causing uncertainty and ineligibility.

Writing effectively, credible, and easy to read requires proper grammar, language rules, and punctuation. This skill development enables writers to focus on structure and substance, avoiding errors and attracting readers' attention.

### **1.4.3. Organization and Structure**

According to Aldabbus and Almansouri (2022), Learners often struggle with clear structure in their writing, leading to disconnected ideas and unclear messages. They struggle to organize ideas cohesively, resulting in confusing and poorly structured writing. They also struggle with creating coherent paragraphs, often presenting multiple ideas or lacking sufficient examples and supporting information to develop their claims. As a result, the writing will be disorganized and difficult to read. The writer's main point of view may not be understood. Regardless of the quality of the individual ideas, this may significantly undermine the written work's efficacy. Learners need to develop writing skills, strong organized framework, and paragraph-level skills to communicate clearly and persuasively, with practice and feedback improving idea structure.

### **1.4.4. Confidence and Motivation**

According to Dich and Pedersen (2013), spelling ability can be influenced by four elements: motivation, intelligence, social environment, and biological factors. Lack of confidence in learners' writing abilities can hinder them from expressing themselves effectively on paper, impacting their writing

proficiency. There are several causes for low confidence and motivation such as: self-doubt, fear of judgment, writer's block, limited risk-taking, reduced revision efforts.

- First, students often face self-doubt when writing, which can hinder their ability to speak freely and effectively, leading to hesitation and fear of making mistakes.
- Second, fear of judgment occurs when writers complete their work, affecting their ability to express ideas and potential. This fear can be fatal, preventing others from expressing their ideas and achieving their full potential.
- Third, writer's block is a mental block that prevents students from starting or finishing a piece of writing. Lack of confidence can lead to difficulty in generating thoughts or words, causing feelings of inadequacy and making it harder to create engaging and comprehensible content.
- Fourth, limited risk-taking in learners' writing can hinder their growth as authors. Confidence and risk-taking are closely linked, and those lacking confidence often avoid trying new styles or strategies, limiting their ability to discover their unique writing style.
- Finally, the study suggests that learners' confidence in their writing abilities can significantly impact their revision efforts, as those with confidence are more likely to seek feedback, make necessary changes, and revise their work, thereby promoting the development of effective writing skills.

In general, lack of confidence in writing hinders effective expression, necessitating a supportive environment, specific strategies, and encouragement to overcome this psychological barrier and enhance writing skills.

#### **1.4.5. Time Management**

Nasrullah and Khan (2015) stated that, time management is crucial for success in writing, but learners often face challenges such as balancing multiple academic tasks, complex writing processes, procrastination, overlapping deadlines, research, information gathering, revision, and perfectionism. Adopting effective time-management strategies can help overcome these challenges and improve their



writing skills. The writing process involves brainstorming, researching, outlining, drafting, editing, and revising, each requiring significant time and effort. Learners struggling with time management may struggle to complete or rush their work.

According to Savino (2016), procrastination (stalling) can be a common problem among learners; procrastination may greatly hinder effective time management. When given a writing assignment, learners may delay it for many reasons, such as lack of motivation, fear of failure, or difficulty getting started. This delay may result in a time pressure later on, which could stress them out and affect the quality of writing.

To conclude, compared to other language skills, writing skills develop more slowly and apprehensively, which can cause negative feelings and writing stress. These challenges can lead individuals to lose their mental flexibility, struggling to generate ideas, and find difficulties with the writing process. In general, institutional constraints fear of writing, learners with specific educational issues, and a lack of enthusiasm and motivation are the challenges that hinder writing abilities.

## **2. Spelling mistakes**

### **2.1. Definition of spelling mistakes**

Aneesha, Samina, and Shahbaz (2023), stated that, more than half of the misspelled keywords in student writing belong to a small group of words. These terms are commonly misspelled in the elementary, middle, and high school grades, indicating a need for specialized training and intervention. Many scholars have studied spelling mistakes made in middle school, focusing on the terms that are misspelled most frequently in different grade levels. This means that a spelling mistake in writing generally refers to a word that is spelled incorrectly, deviating from the standard, accepted spelling of that word. It often indicates a lack of mastery or familiarity with the correct spelling of a particular word which means that the writer has not fully learned or committed the proper spelling to memory.

However; spelling mistakes can be distracting to the reader, drawing attention away from the intended meaning and content of the writing. In addition, they can make the text appear less polished,

unprofessional, and may lead to confusion or misunderstanding. Addressing and minimizing spelling mistakes is important, as it helps maintain clarity, professionalism, and credibility in written communication, especially in academic, professional, or formal contexts.

## **2.2. The Difference between a Mistake and an Error in Writing**

Ellis (1997) believed that, it is critical to distinguish between mistakes and errors when talking about spelling problems. Spelling errors occur when a learner repeatedly misspells words because they are unsure of the correct spelling. Contrarily, spelling mistake occur when a student only infrequently misspells a word that they normally spell correctly. Spelling errors are consistent misspellings due to uncertainty about correct spelling, often indicating a lack of knowledge about spelling rules. They require intensive instruction, practice, and encouragement.

Spelling mistakes occur when a learner unconsciously misspells a word they normally spell correctly, often due to distraction, haste, or inattention, and are more likely to be incidental and require less targeted instruction or correction.

Spelling mistakes can be corrected using self-correction techniques, reminders, or focusing on details. Teachers can adapt instruction strategies to meet learners' specific needs, improving fundamental abilities, reinforcing rules, and providing practice and feedback opportunities to address systematic spelling issues.

Teachers can enhance students' written communication skills by identifying and addressing spelling mistakes, promoting self-correction, improving attention to detail, and encouraging conscious writing, ultimately enhancing their overall spelling abilities.

## **2.3. Types of spelling mistakes**

Al-Zuoud and Kablian (2013) stated that, spelling mistake is one of the most challenging problems in learning English writing skills. For example; Cook investigated the most common types of spelling errors in the learners' written work in English and the four major types of spelling errors those learners of English commonly make are Typographic errors. They were categorized into: omission (leaving letters

out), substitution(replacing letters with incorrect ones), insertion /addition (including extra letters), and transposition (reversing the position of letters).

### **2.3.1. Omission**

Kusnadi (2018) stated that, omission is the deletion of certain letters in writing, often leading to spelling errors. This error can occur due to factors like rapid typing, lack of attention to details, or unfamiliarity with the correct spelling of a word. Learners often make these errors when they are uncertain about the word. For example, “friend” is spelled incorrectly as “frend” because the letter “i” is omitted in this case, leading to an incorrect spelling of the word. Another example, if the spelling of “restaurant” is “resturant”, in this case, the letter “a” is omitted; therefore the word is spelled incorrectly. Also, the word “Dinner” is spelled incorrectly as “diner” because the second “r” is missing in this example.

Words might have one or more letter omissions at various positions. Although they create identifiable words, these mistakes are still considered incorrect. One way to avoid omission in writing is to identify and correct these mistakes using tools and resources.

### **2.3.2. Substitution**

Kusnadi stated that, substitution is replacing one letter with another letter. He added that, substitution of vowels is more frequent than consonant. So, substitution can be identified as another type of spelling mistakes, it happens when the intended letters are substituted with incorrect ones, leading to misspelling. It occurs when a writer replaces one or more letters with other letters that might sound or seem similar. For example, “sing” spelled as “cing” is incorrect, because the letter “s” is substituted with “c”. Also, the word “dishes” spelled as “deshes”. In this case, the letter “i” is substituted with letter “e” leading to incorrect spelling of the word.

Substitution errors may occur due many reasons, such as confusion between similar-looking letters or sounds, a lack of familiarity with the correct spelling of a word, and typographical errors. It's important to be aware of substitution mistakes and proofread written text carefully to ensure proper spelling.

### **2.3.3. Insertion/ addition**

Othman (2018) stated that, one group sound-based addition includes of incorrect letter correspondences that incautiously added to a word, where learners add extra letters because they lack of knowledge or vocabulary. This means, insertion or addition is a spelling mistake that occurs when extra letters are added to words that should not be. These mistakes can happen due to typing too quickly, adding extra characters by accident, or confusing one word for another. For example, “jump” spelled as “jumpe” is wrong. There is an addition at the end of the word which is the letter “e” after “p”. Another example, “helpless” spelled as “helpless” in this case; the second “l” is added to the word by mistake.

Insertion mistakes, where a single or multiple letters are added to a word, can create words with different meanings. Correcting these errors is crucial for accurate spelling. To minimize errors, proofread carefully, type slowly, and double-check unfamiliar words.

### **2.3.4. Transposition**

Othman added that, transposition is one type of spelling mistakes where letters in a word are switched or reversed, producing a misspelled term. Transposition mistakes may happen when the writer unintentionally changes the word order, or when he get confused about words that appear similar. Such as, the word “friend” spelled as “freind” , the letter “e” is written before “i” which is wrong spelling. Also, the word “people” spelled as “peopel”. In this example, the letter “e” is written before “l” leading to a misspelling of the word.

Transposition mistakes occur in words of varying lengths and positions, creating valid English words but requiring correct spelling correction. To minimize transposition errors, proofread carefully, pay attention to letter order, type slowly, and double-check unfamiliar words.

In conclusion, common spelling mistakes made by English language learners are classified to help teachers modify lessons and help them become proficient writers. However, there are other types of spelling mistakes and more challenging categories or subcategories in English language learning.

### **2.3.5. Vowel and Consonant Mistakes**

According to Martin (2017), spelling mistakes made by middle school pupils can be broadly divided into two distinct categories which are vowels and consonants. Vowel sounds in English can be tricky to spell correctly due to different ways they can be represented by letters. Common vowel spelling mistakes include:

- Conflating homophones such as too, two, and to.
- Spelling vowel digraphs and diphthongs incorrectly, like ea in bread.
- Eliminating silent characters such as the e in have.
- Mixing of short and long vowel sounds, as in the spelling meet as meat.

While vowels can be the main source of spelling difficulties, consonant mistakes may also be common in middle school writing. These include:

- Doubling consonants inconsistently, such as writing” stoping” instead of “stopping”.
- Omitting or adding unnecessary consonant letters, like spelling nite for night
- Mixing up similar consonant sounds, for instance writing “sed” for “said”.
- Incorrectly using consonant digraphs like “ch” and “th”.

The English spelling system is complex, with many exceptions to the rules. As learners encounter more advanced vocabulary in middle school, they are likely to make both vowel and consonant mistakes until the correct spellings become automatic through practice and exposure. Targeted instruction in common spelling patterns and rules can help reduce these types of mistakes (Napitupulu, Anwar, &Lubis, 2023).

Teachers can adapt their teaching to meet the individual spelling difficulties that each student faces by having a thorough understanding of these particular mistake types within the vowels and consonants category. Middle school students can increase their spelling accuracy and strengthen their command of written language by receiving focused practice, mnemonic devices, and reinforcement of spelling standards (Daffern, & Critten, 2019).

### **2.3.6. Addressing Vowel and Consonant Mistakes**

According to Ahmad, and Muhiburrahman (2013), teachers can address each learner's unique spelling challenges if they possess a thorough understanding of the particular faults fall into the more general categories of vowel and consonant mistakes. They can adjust their education to target the particular obstacles that each learner has by understanding the subtleties within each category. For instance, focused practice telling apart similar vowel sounds would be helpful for a learner who has trouble with substitution mistakes, such writing "cot" instead of "ca"t. However, a student who regularly misspells consonants, such as when they spell "no" for "know," could require more detailed teaching on the significance of using all required letters in a word.

Learners can have a better understanding of the English spelling system by receiving clear teaching on the many kinds of spelling mistakes as well as lots of practice opportunities. Instructors can include exercises that concentrate on typical mistake patterns, like:

- Locating incorrect words in a text and fixing them.
- Classifying words according to their patterns of vowels or consonants.
- Making memory aids or mnemonic devices for difficult words.
- Identifying and correcting spelling mistakes using peer editing exercises.

Teachers can assist middle school pupils overcome their personal spelling issues and develop into more confident and proficient writers by customizing their teaching approaches to meet the needs of each individual pupil (Templeton, 1991).

## **Conclusion**

This chapter was dedicated to explain and illustrate aspects related to the first variable which is spelling mistakes which pupils commit in their writing. Hence, a definition of writing ability was needed and an explanation to the process of writing followed by showing the importance of writing for students and other people in a variety of domains, and mentioning challenges that pupils can face in their written production .In Addition, a definition of spelling mistakes was provided along with difference between mistakes and errors. Also, this chapter contains types of spelling mistakes and how to differentiate between them and determine their nature.

## **Chapter Two**

# **Spelling Bee Competition**



## Introduction

For over a century, the spelling bee has been a beloved and esteemed tradition in American education, challenging students to demonstrate their mastery of the English language. This annual competition, typically held in the spring, brings together talented young minds from across the nation to compete in a battle of wits, showcasing their exceptional spelling skills and linguistic prowess. With its rich history and cultural significance, the spelling bee has become an iconic event in American education, fostering a sense of community and academic excellence among students, teachers, and families alike. (Whitsitt, 2010).

The spelling bee contest in Algeria is an annual event that aims to promote the learning of the English language. The contest is organized by the United States Embassy in Algeria and the Berlitz School, and it brings together participants from several wilayas. Participants are required to spell words in English, and the winners win prizes such as laptops and tablets. The National English Spelling Competition is part of the United States Embassy's American Spaces programme, which also includes American cultural centers in Algeria. The competition is part of the U.S. Embassy's American Spaces program and involves regional competitions held in various cities in Algeria, including Algiers, Oran, Constantine, Ouargla, and Bechar. The winners of these regional competitions then compete in the national finals. The Spelling bee competition highlights the importance of the English language and that it is a priority to promote the learning of English. (Algiers, 2022)

The competition is also linked to English language promotion programmes, such as the Access Programme, which offers English language courses to students from low-income families, and the Link Program, which provides professional English courses for Algerian government officials. The spelling bee contest in Algeria is therefore an important event to promote the learning of the English language and encourage young people to develop their language skills.

In summary, the spelling bee competition in Algeria is a key event in promoting English language learning and skills development among young people and government officials, ultimately contributing to their personal and professional growth.

### **1. History and Origins of Spelling Bee**

Since at least the 1700s, the term "bee" has been used to describe a gathering of individuals who cooperate to further one of their group's goals joining forces in a "husking bee," for example. The definition has spread to encompass a variety of intentional events, such as the Scripps National Spelling Bee, an annual event when bright kids get together to impress adults with their language skills. It has been disputed by lexicographers whether the original meaning had anything to do with the common perception of bees buzzing around their hive. Spelling bee is recognized around the world especially in America.

American spelling bees have existed since the 1700s, when they were an essential part of colonial education and competitors showed their mastery of orthography by out spelling their opponents. The origins of the Spelling Bee may be traced back to the early 19th century in the United States. Although the idea of spelling contests precedes this period, the phrase "Spelling Bee" only began popularly used from 1850. In this context, the word "bee" most likely evolved from dialectal "been" or "bean," which meant "neighbor assistance. (Hartman, 2022).

Although an earlier moniker, "spelling match," has been traced back to 1808, the phrase "spelling bee" first appears in print around 1850. The "spelling books" written by Noah Webster, which were an important part of American primary school curricula for five generations, had an influence on the idea of spelling bees. At first, these spelling bees were hosted in specific towns and schools; they were not coordinated nationally. Nine newspapers from throughout the nation hosted the National Spelling Bee, which was first held in 1925 and was organized by The Courier-Journal in Louisville, Kentucky. Since then, the competition has expanded greatly due to news coverage and the participation of participants from around the world (Whitsitt, 2010).

As quilting bees, husking bees, or apple picking, the word "spelling bee" often with the idea of a gathering where neighbors and friends band together to assist a single person or family with a particular task. The name of the spelling bee, which highlights the collaborative nature and social part of the occasion, is said to have been inspired by this community aspect of the term "bee". For example, Cleveland, Ohio hosted the first national bee on June 29, 1908, and the first "National Spelling Bee" took place there in 1925. Also, in 1941, the National Spelling Bee was sponsored by the Scripps Howard Newspaper Alliance. They implemented a number of policies and guidelines that helped to mold the competition into what it is today. Nowadays, the bee attracted a great deal of media attention and popularity. Thanks to films like "Spellbound" in 2002 and "Bee Season" in 2005, which emphasized the passion and drama of competitive spelling, spelling bees became even more well-known in popular culture. (Payra, & Cardona, 2016).

With time, the competition has evolved to include a wider range of terms of varying degrees of difficulty and the primary sources of reference are dictionaries. The Scripps National Spelling Bee in particular has grown in popularity with a prize and national recognition for the winner. The spelling bee has evolved into an event that is both distinctively "American" and demands an understanding of the many aspects of the English language as well as the lengthy history of the words that make it up. Spelling bees are still widely recognized events that encourage academic genius, linguistic comprehension, and cultural variety in addition to testing participants' spelling skills.

## **2. Definition of Spelling Bee**

According to McArthur (2011) spelling bee is a competition in which the winner is person or group that successfully forms the highest number of the words they have been asked to form. It means, spelling bee is a competition in which participants are required to correctly spell a wide range of words, usually with varying degrees of difficulty where participants are eliminated for misspelling words during the spelling.

In another word, spelling bee is a competitive event where participants are tested on their ability to spell words correctly, with the winner being the last contestant remaining after all others have been eliminated for misspelling a word.

Ariani (2018) stated that spelling bee game tests students' language proficiency in vocabulary, grammar, pronunciation, and spelling. These skills must be taught in tandem with language proficiency. The Spelling Bee was a competition in which the individual or team that could correctly spell a given word emerged victorious, while those who could not spell a word correctly were eliminated. The goal of the spelling bee game is to assist kids in learning concepts, expanding their vocabulary, improving their spelling, developing proper English usage, and strengthening their writing skills.

Spelling bee is a contest in which players are required to spell words according to orthographic conventions. A spelling bee is a competition in which contestant try to spell words correctly. Anyone who makes a mistake is out and the competition continues until only one person is left.

According to Rohmawati (2015), Spelling bee is a complicated process of thinking. It involves more than just learning and memorizing how to spell the letters of a word. In addition, participants in spelling bee events must prove their ability to spell words correctly, usually in front of an audience.

### **3. Elements that Contribute to Spelling Complexity**

According to Fenk, Fenk-Oczlon, and Fenk (2006) memorizing the spelling of individual letters is a crucial step in the process but there are other elements that contribute to the spelling complexity such as:

- Phonetics which is the study of sounds in spoken language.
- Word origins and etymology, or understanding the origins and etymology of words, particularly those derived from Latin or Greek, can aid in correct spelling and helps contestants decipher unfamiliar words.

- Word structures and rules where spelling bee participants must understand English language structural elements, rules, prefixes, suffixes, root words, and spelling rules to break down complex words and apply correct spelling.
- Contextual awareness also by understanding word context, meaning, usage, and speech part, and differentiate between similar but different spellings of words with different meanings.
- Mental processing and recall is the final element in which spelling bees require quick thinking, memory recall, mental agility, concentration, and accurate information retrieval under pressure to accurately spell words.

Overall, spelling bee competitions involve more than just learning letter sequences. They require a deep understanding of etymology, context, word structures, phonetics, and linguistic principles. Competent participants use these skills along with quick thinking and word recall to spell words correctly in a controlled environment.

#### **4. Spelling Bee in Classroom**

Before playing any game with learners, especially in the classroom, it is important to practice so that learners can understand the procedure clearly. The game can then be demonstrated in front of the class so that everyone understands how to play. In addition, establishing rules to play the games and letting the learners realize the rules is important. Accordingly, to make Spelling Bee works fluently in the classroom teachers need to make the procedure clear by explain it to the learners.(Hadiyansah, Hidayatullah, & Wahid,2023).

According to Choriana, (2016), spelling bees are a fantastic way to engage pupils and improve their spelling and vocabulary skills. Teachers could follow steps to organize a spelling bee in their classroom. For example;

- Choosing a date for the classroom spelling bee and let pupils know about it in advance; then give them a word list related to their lessons' content as first step.

- Second step in which pupils have the option to study the lists on their own or, if preferred, they can study word lists during class time. After that inform pupils of the spelling order they will be spelling in on the day of the bee, also pupils can learn to spell words in alphabetical order.
- Third step, teachers can use the practice round words to conduct a practice round. Even if a pupil misspells a word during the practice round, they do not get eliminated, they need to be encouraged to put these strategies into practice: speak, spell, and utter the word. For instance, "Cat, C-A-T, Cat" then, pupils and their teacher can check the answers together, or request that the pronouncer to repeat the word. Pupils may request further details such as a definition, example sentence, and part of speech.
- Finally, if at all possible, award modest rewards to the class winners at the end of each session can have a positive impact on their confidence and motivation.

Recognizing and rewarding pupils' achievements boost their confidence, extending beyond specific tasks. Rewards also serve as motivation and goal setting, encouraging students to strive for excellence and set achievable goals. This tangible benefit of academic success can enhance self-assurance and motivation in their academic pursuits.

### **5. The Importance of Spelling Bee in Education**

According to Payra and Cardona (2016) spelling bees are popular tradition in schools around the world, they are competitive events where learners compete to spell difficult words. These events are considered an essential part of the educational experience, improving spelling skills, building confidence, and fostering healthy competition. They offer a unique and engaging way for learners to develop essential language arts abilities, which will serve them well in their academic careers and beyond. The top reasons why spelling bees are so important in education are:

- Improving spelling skills: Participating in spelling bees allows pupils to actively work on their spelling. The quick response and repetition support correct spelling.

- **Increasing vocabulary:** Adding new terms to spelling bees is a fun approach to help pupils learn more words. Spelling terms that are unique to a given topic might help with reading comprehension and subject understanding.
- **Reinforcing word analysis skills,** spelling bees enable pupils to use their knowledge of prefixes, suffixes, roots, pronunciation, patterns, and word origins, which strengthens their word analytic skills. This cultivates transferable abilities in word deconstruction and spelling rule application.
- **Confidence-building:** Spelling bees, when conducted in a positive atmosphere, can assist pupils in developing a sense of confidence in their spelling skills. Learners experience a sense of success as their skills advance.
- **Fostering healthy competition:** Spelling bees give pupils a chance to participate, give a performance, and learn important life lessons. Pupils gain knowledge of public speaking, sportsmanship, and how to win and lose gracefully.
- **Developing self-discipline and study skills:** Students must master advanced vocabulary and develop their self-discipline and study skills necessary to finish a difficult task in order to prepare for a spelling bee.

In conclusion, spelling bees provide pupils with a compelling motivation to consistently improve their vocabulary, spelling, and language abilities. Beyond only improving spelling, the competition helps pupils develop important life abilities.

## **6. Strategies and Levels of Spelling Bee**

Shankar (2016) claimed that spelling bees are a challenge that learners need to be engaged in through competitive spelling events, give it their dedication, discipline, and love of language, from classrooms to national stages. learners in spelling bee competitions may use various strategies to succeed, including learning fundamental rules, phonetic analysis, studying root, prefix, and suffixes, using mnemonic devices, practicing writing and speaking, and exposing themselves to challenging vocabulary through reading.

Moreover, Jei (n.d.) stated that spelling bee competitions are structured at various levels, starting in classrooms and culminating in the Scripps National Spelling Bee. As learners advance, they face increasingly challenging word lists like the "School Spelling Bee Study List." In addition, spelling bee competition offers learners personal growth and development, including confidence, public speaking skills, and a lifelong love of language.

Some strategies and levels of competition that explore how these academic challenges shape learners' minds are:

### **6.1. Strategies of Spelling Bee**

Shankar (2016) stated that spelling bee strategies can include the following:

- Teach basic rules by utilizing grammatical rules like "i" before "e" except after "c" as guidelines for spelling and break down words phonetically by teaching the association of letters with sounds.
- Teach etymology to understand common root words to decipher spellings and use words in different ways. For example, say, spell, write, and use words in sentences, then utilize devices to employ memory aids like "Wed-nes-day" for "Wednesday".
- Use analog study tools like textbooks, workbooks, and flashcards for concrete learning. Also, digital games and apps to engage with word games like "Words With Friends", "Words capes", and "Spellers" can help in interactive learning.
- Reading to explore learner's books and novels recommended by the Scripps National Spelling Bee to enhance vocabulary. Furthermore, practice dictation to learn spelling words after listening to their pronunciation to simulate the competition environment.

Participants can improve their spelling abilities and raise their chances of winning spelling bees by combining these strategies and modifying them for the various competition levels.



## **6.2. Levels of Spelling Bee**

According to Jei (n.d.) spelling bee has three levels based on the participants' education levels as follow:

### **6.2.1. One Bee**

This level is designed for pupils in the first, second, and third grades of primary school. At this level, participants are exposed to age-appropriate vocabulary and basic spelling concepts.

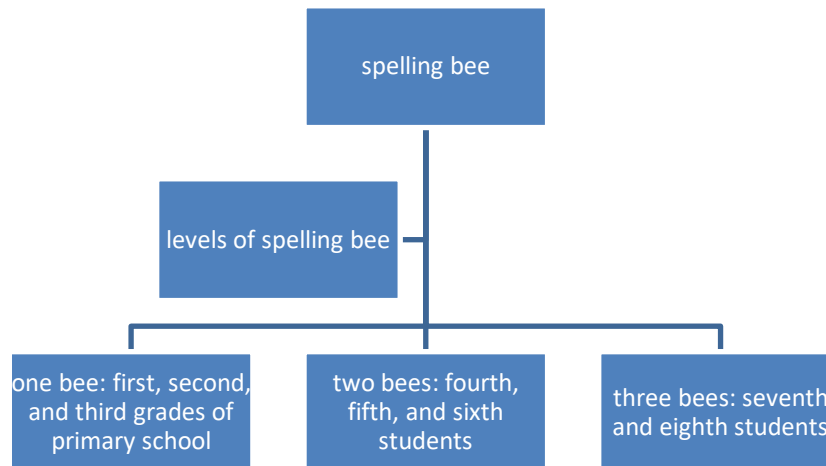
### **6.2.2. Two Bee**

Appropriate for fourth, fifth, and sixth students, this level is geared for more experienced players. At this level, spelling words become more complicated, necessitating a greater comprehension of terminology and linguistic patterns.

### **6.2.3. Three Bee**

Typically consisting of seventh and eighth students, the Three Bee level is the hardest in the tournament and is intended for spellers with more experience. At this level, participants come across difficult terms that require a thorough understanding of advanced vocabulary, etymology, and spelling norms.

Each level of the spelling bee competition progressively increases in difficulty, offering participants the opportunity to enhance their spelling skills and compete at a level commensurate with their expertise and knowledge.



**Figure 2: Levels of Spelling Bee (Shankar, 2016)**

## **7. Advantages and Disadvantages of Spelling Bee in Classroom**

Spelling bee activities offer a dynamic approach to improve pupils' language proficiency, particularly in spelling and vocabulary development. Although there are many advantages associated with these activities, like increased student involvement, enhanced spelling ability, and expanded vocabulary, there are also several disadvantages that teachers must successfully overcome. Spelling bee activities can be negatively impacted by factors such as classroom noise, time constraints, and difficulties in transferring oral spelling skills to written competency. Enhancing spelling bees' potential as interesting and instructive language development tools involves finding a balance between their advantages and disadvantages.

(Afiase, Nugroho, Karjono, Prastanti, &Christanti 2023).

### **7.1. Advantages of Spelling Bee**

According to Afiase, Nugroho, Karjono, Prastanti, and Christanti (2023) spelling bees are a unique and engaging method for improving learners' spelling skills, expanding their vocabulary, and fostering language love. Incorporating these activities in the classroom fosters active participation, competition, and confidence building, ultimately enhancing language proficiency and academic performance. Other benefits of spelling bee are as follow:

- Pupils can improve their spelling skills in a low-pressure environment by participating in spelling bees, which offer active practice opportunities, repetition, and instant feedback.
- Expanded Vocabularies: By using theme-based word lists that relate to current academic subjects, spelling bees can help pupils' vocabularies grow and improve their reading comprehension and subject understanding.
- Differentiated Learning: Spelling bees facilitate differentiated learning by assigning pupils to groups based on their skill levels and offering word lists that are suitably difficult.
- Creating connections across subjects where pupils can demonstrate the connections between spelling and other academic learning by tying spelling bees into a variety of school areas. This approach demonstrates how spelling is related to vocabulary, writing, and reading.
- Enhanced interest and engagement by playing spelling bee games which can help pupils become more engaged and motivated in learning new words and improves their focus and comprehension of the subject matter.
- Encouragement of Healthy competition that has potential to encourage healthy competition, but they also encourage teamwork, differentiated instruction, and healthy competition, which helps to make learning enjoyable and interesting for pupils.

## **7.2. Disadvantages of Spelling Bee**

According to Wahidah, (2018) Spelling bees in the classroom offer numerous benefits but also present challenges like classroom management issues, time constraints, and difficulty translating oral spelling skills to written proficiency. Addressing these issues is crucial for ensuring the effectiveness of these engaging language development activities. Some of these disadvantages are as follow:

- Noise and lack of control is a disadvantage of spelling bee because pupils can become overly active which makes it difficult for teachers to maintain classroom discipline.

- Time constraints is when pupils participate in spelling bee games which can limit the time available for teaching new vocabulary and presenting new subject, that could impede thorough learning.
- Ineffectiveness for spelling improvement which happen when conventional spelling quickly eliminate weaker spellers, concentrating more on natural spellers, and testing terms that pupils may not use frequently. As a result, they may not be the best tool for spelling skill improvement.
- Oral verses written spelling where spelling often is an oral examinations, which may not sufficiently develop the abilities required for written spelling thatentails more than merely repeating a word's spelling.

In conclusion, spelling bee activities have several advantages, including better engagement, enhanced spelling abilities, and expanded vocabulary. However, they also have disadvantages, such as classroom noise, time constraints, and limitations on how well they can improve spelling, particularly in written form. (Malau, Sinaga,,&Hutahaean. 2024).

## **Conclusion**

This chapter was dedicated to the second variable in the present study. It covered the history and origins of spelling bee, provided definition of the strategy, explained use of spelling bee in classroom. In addition, this chapter contained information about the Importance of spelling bee in education, strategies and levels, and finally advantages and disadvantages of spelling bee. Using spelling bee as an activity may help pupils in their learning process and skill development.

# **Chapter Three**

## **Analysis and Discussion of the Results**

## **Introduction**

The present study delves into the utilization of spelling bee competitions as a classroom intervention to diminish spelling errors among middle school students, with a specific emphasis on fieldwork. The research encompasses a detailed account of the instruments employed, the methodology adopted, sampling strategies utilized, and the approach to data analysis. Furthermore, the chapter culminates in presenting conclusions and interpretations drawn from the study findings.

### **1. Research Design**

The current study is a quasi-experimental mixed method research. Therefore, the researcher chose a mixed-method design to conduct this research. Qualitative and quantitative research methods were applied in order to gather reliable data for this study.

### **2. Population and Sample**

The population in this study consists of one hundred and thirteen (113) third year pupils at Ahmed Remidini middle school of Biskra and class two (02) containing thirty eight (38) pupils is the convenient sample of the study. The reasons for choosing this specific population is because third year pupils have difficulties in spelling, low writing performance, and they lack of vocabulary which causes spelling mistakes and lead to low marks in their exams. Also, three English teachers in the middle school are the interviewees in this study.

### **3. Data Collection Tools**

In this study, two data collection tools were used to gather the data which are; a pre-test, treatment, post-test, and an interview. The pre-test was applied to test pupils' spelling and examine their writing ability, an oral spelling treatment was held as a necessity to teach pupils how to spell and memorize

words before the post test in which pupils' were tested to see if there is an improvement in their writing or not. In addition, an interview with three English teachers in the middle schools was used.

#### **4. Validity of the Instruments**

Preceding the actual administration of the pre-test, post-test, and the interview; the instruments were sent to the supervisor and some teachers at the English department for validation and suggestions concerning the design of the activities in both tests and the questions included within the interview. Eventually, the teachers proposed some important remarks which were taken into consideration to make some modifications. The interview was also validated by a number of teachers at university Mohammed Khider, English department. We received feedbacks and comments about the questions and based on these comments we made modifications.

Consequently, the suggestions and comments of the teachers were taken into consideration in the final version of the tests and the interview.

#### **5. Description of the Instruments**

##### **5.1. Description of the Pre-test**

In order to design the pre-test and the content of the activities to be answered by third year pupils at Ahmed Remidini middle school- Biskra. The researcher opted for a sample that contained thirty eight (38) pupils among one-hundred and thirteen (113) pupils which represent the population. A number of factors needed to be taken into consideration, such as the level of pupils, the type of learners, and the time dedicated to answering the test. Therefore, three short activities have been designed (see appendix B).

First activity contains two parts; part "A", was "dictation" of fifteen (15) words from the list; and part "B" was "words in context" where we asked pupils to write three sentences using words from part "A". Second activity was about "fill in the blanks" by choosing the correct spelling of the word to complete the sentences. Six sentences were given in this activity. The last task was about "I think I write" where pupils were asked to write a short paragraph to describe their personal features.

In the end of the session, we provided pupils with the list of words to prepare themselves for the treatment by learning and memorizing the words at home.

### **5.2. Description of the Treatment**

Spelling bee is a competition in which participants are required to correctly spell a wide range of words from a list, usually with varying degrees of difficulty where participants are eliminated for misspelling words during the spelling.

Therefore, a specific list had been prepared by the researcher to be used in the treatment where forty (40) words were chosen from the English text-books of third grade pupils. The researcher tried to select vocabulary from each section of the text-book regarding what pupils studied in class. Although, the choice of words was very confusing but the researcher managed to vary her choices between nouns, verbs, and adjectives. After that, the list had been distributed to pupils in order to learn how to spell at home. They were given sufficient time to learn the pronunciation and freedom to translate, look for meaning of words because the treatment will be done orally.

### **5.3. Description of the Post-test**

In order to have reliable data and clear results in the post-test to be compared with in the pre-test, the researcher tried to design the content of the activities based on the ones in the pre-test to gain balance in the data gathering. Therefore, the post-test (see appendix C) also contained three activities with similar questions but with different words from the list. The researcher deliberately took the same form of tasks to avoid causing confusion to pupils while answering the test. In addition, any improvement in pupils' writing will be detected easily.

### **5.4. Description of the Interview**

A semi-structured interview (see appendix D) was prepared by the researcher to examine the perspective of three English teachers at middle school. Hence, in order to get in-depth insights about the



subject matter. The interview consists of ten semi-structured questions related to the present study. The main goal of this interview is to answer the research questions.

## **6. Data Analysis**

### **6.1. Pre-test Results**

#### **6.1.1. Administration of the Pre-test**

In order to test pupils' background knowledge and test their writing skills, a pre-test was held in the 13<sup>th</sup> March 2024, for third year pupils, class tow (02), at Ahmed Remidini middle school which presents our research sample. The time given to pupils to answer the test was half an hour during their official session from 10:30 PM to 11:00 PM. With the collaboration of their teacher, the test was successfully conducted. The researcher corrected the spelling mistakes along with the nature of the mistakes; vowels or consonant mistakes; in the pre-test.

#### **6.1.2. Analysis of the Pre-test Results**

As shown in tables 1 and 2 bellow the pre-test results before the application of the treatment, there are four types of spelling mistakes made by pupils' in their writing while answering the activities (omission, addition, substitution, and transposition) in table1. In addition table 2 reflected the nature of these mistakes whether they were vowels or consonants mistakes. All the participants in our sample which are thirty eight (38) pupils answered the test with a number of mistakes in each type. The tables above also contain the number of spelling mistakes in each type and the total number of mistakes separately for each participant and the total number of each type for all the participants. Eventually, we had the total number of all the spelling mistakes made by all the participants.

Pupils' number	Type of mistakes				Total
	Omission "O"	Addition "A"	Substitution "S"	Transposition "T"	
N°1	09	10	09	00	28
N°2	23	10	17	02	52
N°3	12	08	09	01	30
N°4	14	06	06	02	28
N°5	07	05	11	03	26
N°6	12	05	11	02	30
N°7	23	10	13	02	48
N°8	15	07	08	00	30
N°9	17	07	30	02	56
N°10	20	07	19	02	48
N°11	17	10	17	01	45
N°12	23	14	19	01	57
N°13	11	11	12	01	35
N°14	18	07	17	02	44
N°15	09	02	04	03	18
N°16	06	06	08	01	21
N°17	10	10	10	00	30
N°18	09	07	06	02	24
N°19	08	06	09	02	25
N°20	24	14	30	01	69
N°21	23	09	17	01	50
N°22	15	11	19	02	47
N°23	14	06	12	02	34
N°24	09	07	10	04	30
N°25	07	08	09	01	25
N°26	10	06	10	01	27
N°27	15	04	09	00	28
N°28	19	03	06	01	29
N°29	12	01	06	02	21
N°30	14	01	07	01	23
N°31	14	04	10	01	29
N°32	14	03	10	00	27
N°33	03	00	01	00	04
N°34	15	03	08	00	26
N°35	14	00	09	00	23
N°36	13	04	14	01	32
N°37	15	02	09	00	26
N°38	13	05	13	02	33
<b>Total</b>	<b>526</b>	<b>239</b>	<b>444</b>	<b>49</b>	<b>1258</b>
<b>Percentage</b>	<b>41.82%</b>	<b>19%</b>	<b>35.30%</b>	<b>3.90%</b>	<b>100%</b>

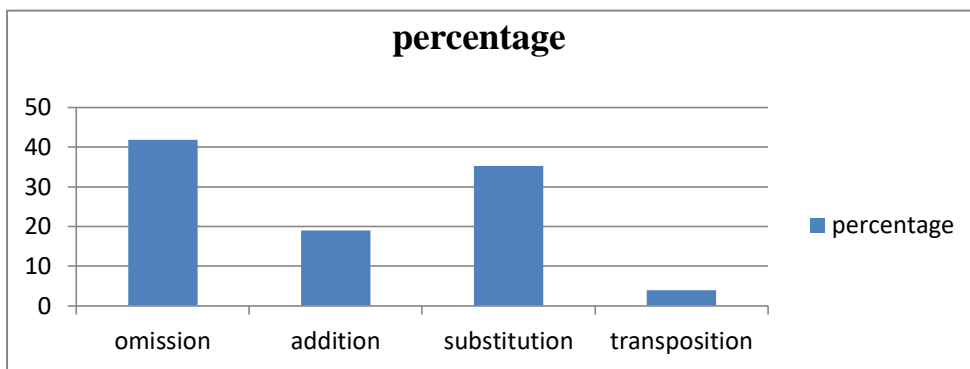
Table 1: Pre-test Results

Pupils' number	Nature of mistake		Total
	Vowel	Consonant	
N°1	20	08	28
N°2	33	19	52
N°3	13	17	30
N°4	21	07	28
N°5	16	10	26
N°6	15	15	30
N°7	36	12	48
N°8	12	18	30
N°9	26	30	56
N°10	30	18	48
N°11	25	20	45
N°12	36	21	57
N°13	23	12	35
N°14	29	15	44
N°15	12	06	18
N°16	13	08	21
N°17	18	12	30
N°18	11	13	24
N°19	14	11	25
N°20	38	31	69
N°21	37	13	50
N°22	28	19	47
N°23	19	15	34
N°24	18	12	30
N°25	15	10	25
N°26	15	12	27
N°27	15	13	28
N°28	16	13	29
N°29	10	11	21
N°30	14	09	23
N°31	15	14	29
N°32	14	13	27
N°33	03	01	04
N°34	14	12	26
N°35	10	13	23
N°36	14	18	32
N°37	14	12	26
N°38	20	13	33
<b>Total</b>	<b>732</b>	<b>526</b>	<b>1258</b>
<b>percentage</b>	<b>58.19%</b>	<b>41.82%</b>	<b>100%</b>

Table 2: Vowels and Consonants Results (pre-test)

Type of mistakes	Percentage
omission	41,82%
addition	19%
substitution	35,3%
transposition	3,9%

**Table 3: type of mistakes pre-test percentages**



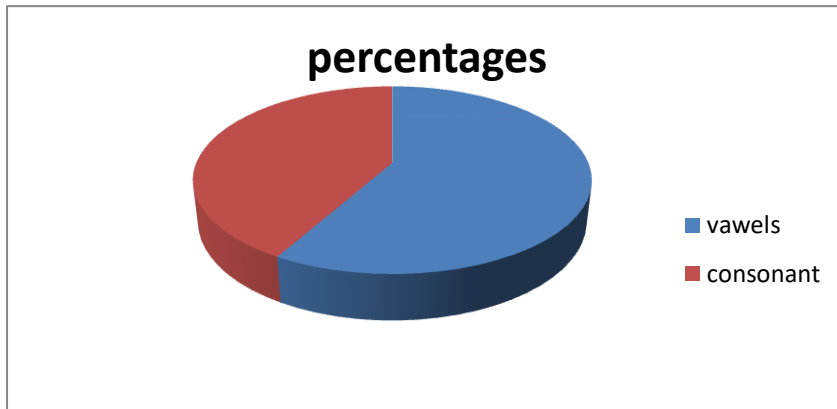
**Figure3: pre-test percentages**

A glance at the table 3 revealed the percentages of the four types of mistakes before applying spelling bee competition in the treatment. First type was omission of letters; we have recorded 41.82% which was the highest percentage comparing to the other mistakes. Hence, omission spelling mistakes are the most frequent in pupils’ writing. For example, in the word “inteligent” the second “l” was omitted when the word should be written as “intelligent”. Also, the word “wite” is a wrong spelling for “white” where the letter “h” was omitted. Additionally, omission of two letters in the same word like the letters “l” and “g” in the word “dwelin” when it should be spelled as “dwelling”. Substitution of letters mistake was in the second place with 35.3% where pupils replace a letter in a word with another. Third is addition mistakes with 19%, and fourth transposition with 3.9% which is the lowest percentage. For more illustration, check figure3 above.

Nature of Mistakes	Percentages
vawels	58,19%
consonant	41,82%

**Table 4: Table 4: vowel and consonant pre-test percentages**

According to table 4, we noted that pupils make more vowel mistakes in writing with 58.19% in comparison with consonant mistakes 41.82%. This means that pupils do not differentiate between vowels and easily misuse them in a word. Additionally, consonant mistakes can be the result of pronunciation similarities or other reasons. Figure 4 shows the visualization of the table results.



**Figure 4: pre-test percentages (v/c)**

Analysis of pre-test results; which was conducted to assess pupils back knowledge and writing skills before the administration of spelling bee strategy; shows that omission of letters is the most common type of mistake in pupils' writing 41.82%, followed by substitution of letters (35.3%), addition mistakes (19%), and transposition (3.9%), with omission spelling mistakes being the most frequent. Also, pupils make 58.19% more vowel mistakes in writing than 41.82% consonant mistakes, indicating difficulty distinguishing between vowels and easy misuse of consonants due to pronunciation similarities.

Vowels and omission spelling mistakes are the most common mistakes in third year pupils' writing production.

## **6.2. Treatment**

### **6.2.1. Administration of the Treatment**

In this study, we devoted three weeks to apply the treatment with thirty eight (38) third grade pupils at Ahmad Remidini middle School which represent the sample for our study. Every week, we had two sessions, at each session we applied the treatment in a period of time between thirty (30) to twenty (20) minutes of the official time. In all, six sessions we organized small spelling bee competitions between pupils. Also, pupils were provided with the list of words after the pre-test and they had enough time to learn and memorize the correct spelling in fifteen (15) days during the second semester break.

In order to organize an effective oral treatment, we needed to create an interactive atmosphere for pupils to motivate and encourage them to participate in the spelling bee completion. Therefore, we divided the pupils into three teams, team one and two consisted of twelve participants (12) and team three consisted of fourteen participants (14). The rules were simple, when the team failed to spell the chosen word correctly, the other teams got the chance to answer. In the end of the treatment the team with higher participation was the winner of the “Cup” and named “The Champion of Spelling Bee Competition’. Also, the entire participant in this completion got a motivating price.

### **6.2.2. Analysis of the Treatment**

- **Week one**

- First session 17<sup>th</sup> March 2024.[10:42 /11:00]

An introduction to spelling bee competition was given to third grade pupils; class two; by explaining the terms; “Spelling” which refers to the articulation of words letter by letter, “Bee” as the name of the insect where the sounds made by pupils when they spell words were compared to the sounds of working bees in the bee hive, and “Competition” means a contest between the participants to spell the words. Pupils were divided into three teams to compete in the first oral spelling of randomly chosen words from the list. The treatment started by asking team one to spell a word where they choose a member of the group to pronounce the word without looking to the list using only his/her cognitive ability to

remember the correct spelling. If team one made a spelling mistake; the other teams will have the chance to answer. Since it was the pupils first time using spelling bee, we noticed some excitement and courage to participate in the competition by some pupils, however, others were hesitated to try.

- Second session 20<sup>th</sup> March 2024. [10:45/11:00]

The second competition took place after two days, pupils were a little bit prepared for it, and they were familiar with the rules and had time to practice. As a result the participation was better.

- **Week two**

- Third session 14<sup>th</sup> April 2024. [10:40/11:00]

Pupils 'second term exams took place before the third competition, after the holidays pupils got the chance to compete in the spelling with high level of motivation and confidence because they had sufficient time to practice during the holidays.

- Forth session 17<sup>th</sup> April 2024. [10:41/11:00]

In this session, the spelling bee competition was intense and exiting for pupils were they become very competitive due to the desire to win the cup and be named "The Champion of Spelling Bee". Each time pupils spelled all the words in the list they start over.

- **Week three**

- Fifth session 21<sup>st</sup> April 2024. [10:40/11:00]

On the last week of the treatment, the competition became more organized and easier to conduct because the participants paid more attention to the correct spelling of words and focused on wining by spelling words as much as they can. They have created an atmosphere of a competition full with motivation and confidence.

- Sixth session 24<sup>th</sup> April 2024. [10:40/11:00]

The last session in the treatment was more like a repetition of spelling the same words on the list, which helped pupils learn and memorize them quickly and effectively. At the end

of the session; team two participated the most; was the winner of the spelling bee competition; and by so; won the “Cup” and named “Champion of the Classroom Bee Spelling”. In Addition, all the participants (38) were rewarded with motivational prizes for their effort.

The specific aims of the present study were to investigate the effectiveness of spelling bee in promoting written accuracy and spelling proficiency among middle school pupils, explore how spelling bee competitions can be integrated into the classroom to writing skills development, raise pupils’ and teachers’ awareness of the use of spelling bee competitions, to shed the light on its role as a teaching activity, and to examine the potential effects of spelling bee on pupils’ confidence and attitudes towards spelling and writing. These aims were reached after using spelling bee competition in class which means that spelling bee can be an effective way to reduce pupils’ spelling mistakes.

### **6.3. Post-test Results**

#### **6.3.1. Administration of the Post-test**

In order to see the improvement made by pupils in their writing skills, a post-test was held on the 25<sup>th</sup> April 2024, for our research sample; 38 third year pupils, class two (02) after they were exposed to a treatment using spelling bee in class. The time given to pupils to answer the test was the same as in the pre-test which was half an hour during their official session from 10:30 PM to 11:00 PM. The test was successfully done. We corrected the spelling mistakes and determined the nature of the mistakes wither they were vowels or consonant mistakes in the post-test.

#### **6.3.2. Analysis of the Post-test Results**

Tables 5 and 6 bellow revealed the results of the post-test after the application of the treatment. Table 5 shows the numbers and percentages of the four types of spelling mistakes made by 38 pupils during a post-test which are somehow less than the results in the pre-test. Table 6 shows the nature of these mistakes, their number, and the total number of each type for each participant.



Pupils' number	Type of mistakes				Total
	Omission "O"	Addition "A"	Substitution "S"	Transposition "T"	
N°1	06	14	05	02	27
N°2	03	03	07	02	15
N°3	07	02	07	02	18
N°4	08	07	10	02	27
N°5	05	12	06	00	23
N°6	08	03	09	01	21
N°7	13	02	06	03	24
N°8	11	05	08	00	24
N°9	05	10	09	03	27
N°10	12	07	06	01	26
N°11	03	13	15	00	31
N°12	11	09	17	00	37
N°13	05	03	10	03	21
N°14	05	08	08	02	23
N°15	03	03	07	03	16
N°16	05	14	04	02	25
N°17	13	06	05	02	26
N°18	06	04	08	02	20
N°19	12	07	07	01	27
N°20	03	03	09	00	15
N°21	07	06	09	04	26
N°22	08	03	11	02	24
N°23	05	06	11	02	24
N°24	08	10	07	00	25
N°25	02	02	08	00	12
N°26	14	00	14	00	28
N°27	04	02	07	00	13
N°28	07	00	02	00	09
N°29	06	03	08	01	18
N°30	07	02	02	00	11
N°31	03	00	05	02	10
N°32	06	03	00	00	09
N°33	01	01	01	00	03
N°34	03	03	01	02	09
N°35	04	04	03	00	11
N°36	08	00	03	00	11
N°37	07	02	06	00	15
N°38	10	02	02	01	15
<b>Total</b>	<b>254</b>	<b>184</b>	<b>263</b>	<b>45</b>	<b>746</b>
<b>Percentage</b>	<b>34.05%</b>	<b>24.67%</b>	<b>35.26%</b>	<b>6.04%</b>	<b>100%</b>

Table 5: Post-test Results

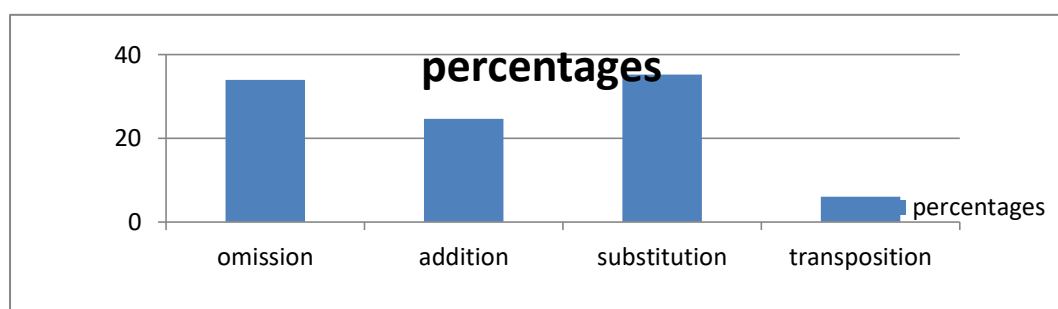
Pupils' number	Nature of mistake		Total
	Vowel	Consonant	
N°1	15	12	27
N°2	8	7	15
N°3	11	7	18
N°4	13	14	27
N°5	8	15	23
N°6	16	5	21
N°7	13	12	25
N°8	10	14	24
N°9	7	20	27
N°10	13	13	26
N°11	16	15	31
N°12	20	17	37
N°13	13	8	21
N°14	12	11	23
N°15	9	7	16
N°16	10	15	25
N°17	14	12	26
N°18	11	9	20
N°19	13	14	27
N°20	10	5	15
N°21	15	11	26
N°22	14	10	24
N°23	12	12	24
N°24	10	15	25
N°25	5	7	12
N°26	14	14	28
N°27	08	05	13
N°28	08	01	09
N°29	09	09	18
N°30	07	04	11
N°31	06	04	10
N°32	06	03	09
N°33	03	00	03
N°34	07	02	09
N°35	08	03	11
N°36	04	07	11
N°37	08	07	15
N°38	09	05	14
<b>Total</b>	<b>395</b>	<b>351</b>	<b>746</b>
<b>percentage</b>	<b>52.95%</b>	<b>47.06%</b>	<b>100%</b>

Table 6: vowels and consonant (post-test) Results.

Type of mistakes	Percentages
Omission	34,05%
Addition	24,67%
Substitution	35,26%
Transposition	6,04%

**Table 7: Type of mistakes post-test percentages**

Results of the post-test in table7 shows that substitution spelling mistakes were the most common in pupils' writing with 35.26%. In the correction of the post-test, we noticed that the majority of pupils made a substitution spelling mistakes with almost the same words. For example, "qurious" is an incorrect spelling for "curious" were the letter "c" was substituted with the letter "q" as there is confusion between the articulations of the tow letters. Also, in the word "jamp" were the letter "u" was replaced with the letter "a", in the word "enabiliti" the letter "i" was replaced with "e" and "y" with "i" when the correct spelling is "inability" due to the same pronunciation of the tow letters .In the second place, omission mistakes with 34.05%, third was addition mistakes 24.67%, and last transposition with 6.04%. See figure 5 bellow shows the percentages in the post-test.

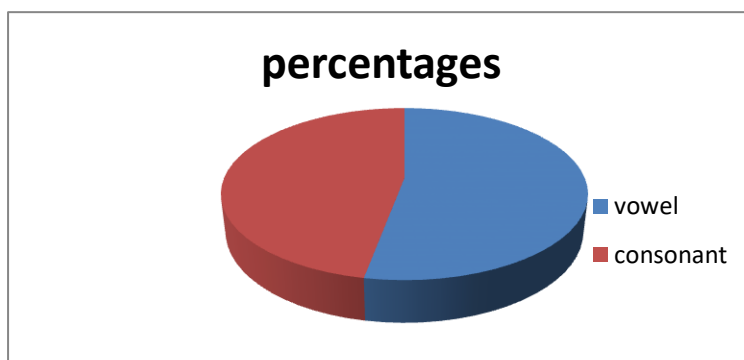


**Figure 5: post-test percentages**

Type of mistakes	percentages
vowel	52,95%
consonant	47,06%

**Table 8: vowel and consonant post-test percentages**

According to table 8, vowel mistakes are more common in pupils' writing with 52.95%. On the other hand, consonant mistakes were at 47.06%. Pupils' Figure 5 bellow chows the percentages of each type.

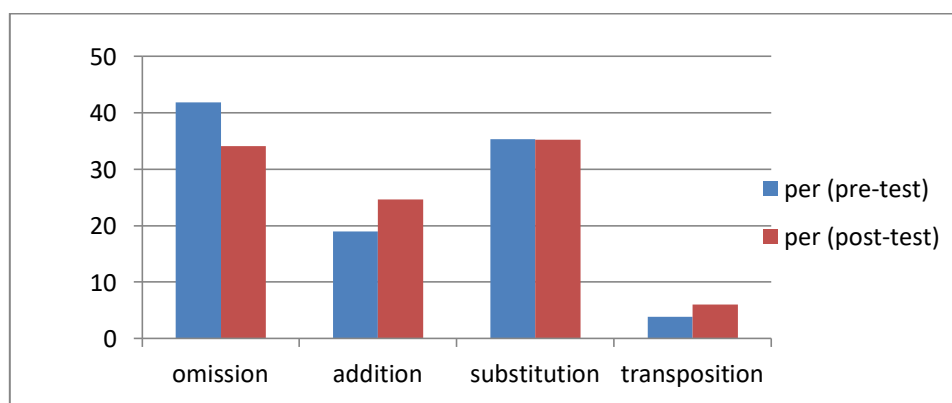


**Figure 6: post-test percentages (v/c)**

### 6.3.3. Comparison of the Results

Type of mistakes	Perc- (pre-test)	Perc- (post-test)
omission	41,82%	34,05%
addition	19%	24,67%
substitution	35,3%	35,26%
transposition	3,9%	6,04%

**Table 9: type of mistakes percentages (pre-test/post-test)**



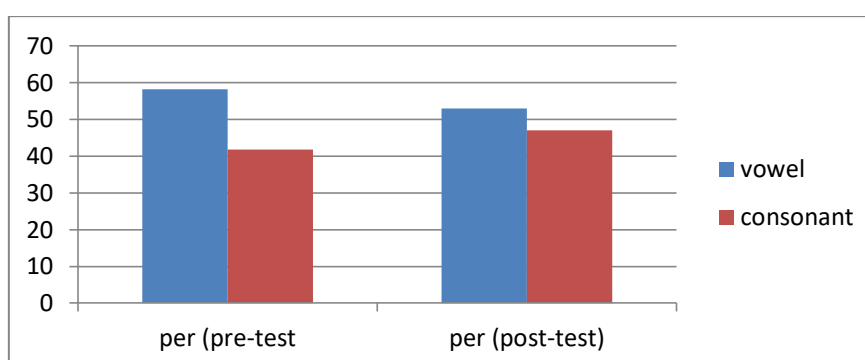
**Figure 7: pre-test/post-test percentages**

In order to reveal any development in pupils' writing after using spelling bee competition in class, a comparison between the results in the pre-test and post-test needed to be done. The data presented on the table and figure above (Table 9, Figure 7), illustrates the numbers and percentages of each type of mistakes in the tests. Omission spelling mistakes dropped significantly from 41.82% in the pre-test, to

34.05% in the post-test due to the use of spelling bee to teach pupils the correct spelling. Also, the improvement in substitution mistakes was slightly different in the second test from 35.3% in the pre-test to 35.26% in the post test. Although, pupils made more addition and transposition mistakes in the post-test, the improvement in the other types was considered as a positive change in pupils' writing test.

type	per (pre-test)	per (post-test)
vowel	58,19	52,95
consonant	41,82	47,06

**Table 10: vowel and consonant (pre-test/post-test) percentages**

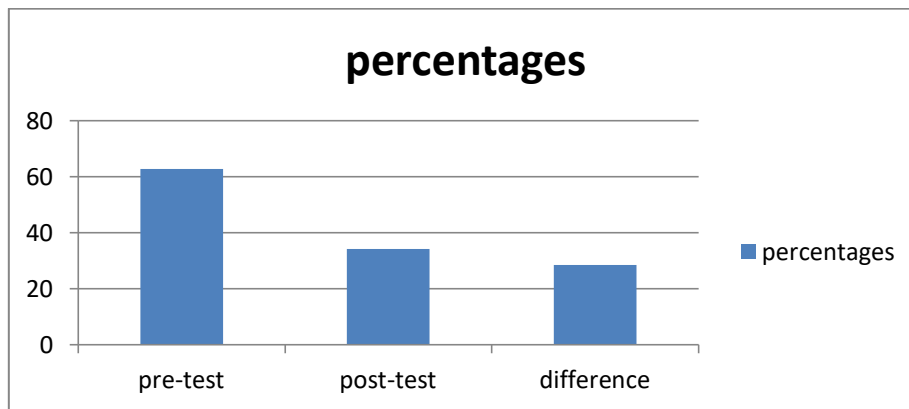


**Figure 8: pre-test/post-test percentages (v/c)**

A look at the table and figure above (Table 10, Figure 8) reveals that pupils made more vowels mistakes than consonants in both tests. As shown in the figure, vowels spelling mistakes become less in the post-test (52.95%) than pre-test (58.19%), which means that pupils learned how to differentiate between vowels and use them properly. In the other hand, consonant mistakes' number was higher in the post test (47.06%) than pre-test (41.82%).

type	total	Percentage
pre-test	1258	62,78%
post-test	746	34,23%
difference	512	28.55%

**Table 11: difference between pre-test and post-tests' Total percentages**



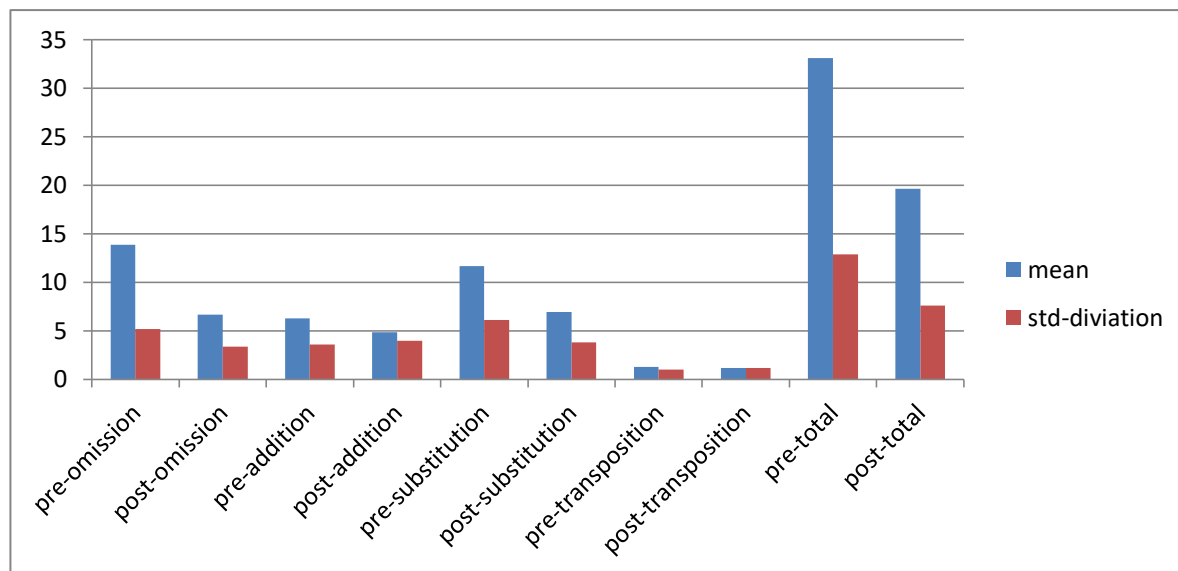
**Figure 9: percentage of the difference**

As shown in the table and figure above (Table 11, Figure 9), the total number of mistakes and percentages in the pre-test and post-test are presented. Before exposing pupils (n=38) to spelling bee strategy in which they learn how to spell giving words from a list; they were tested to know their level in writing. The results of the pre-test showed that pupils have low writing abilities and weak spelling performance which led them to make 1258 spelling mistakes. After the administration of the treatment using spelling bee competition in class, spelling mistakes clearly got minimized in the post-test to 746 mistakes, that means 512 less mistakes than the pre-test. The percentages to these mistakes are; 62.78% in the pre-test to 34.23 % in the post-test with the difference of 28.55% which is an improvement in pupils' writing spelling skills.

	Descriptive Statistics			Inferential statistics (Wilcoxon Signed Rank Test)
	N	Mean	Std. Deviation	P
pre.omission	38	13.84	5.191	.000**
post.omission	38	6.68	3.354	
pre.addition	38	6.29	3.579	.047*
post.addition	38	4.84	3.963	
pre.substitution	38	11.68	6.116	.000**
post.substitution	38	6.92	3.809	
pre.transposition	38	1.29	.984	.789
post.transposition	38	1.18	1.182	
pre.total	38	33.11	12.842	.000**
post.total	38	19.63	7.603	

Note. Results are significant at  $p < .05$

**Table 12: mean and standard deviation results (pre-test/post-test).**



**Figure 10: Mean and Standard Deviation (pre-test/post-test).**

According to the results presented in the table and figure above (Table 12, Figure 10), inferential statistics were used to analyze the data. First, using SPSS we determined that non-normal distribution of the data which means that we did not meet the parametric tests' conditions, therefore a non-parametric test was chosen as the alternative test; which is the Wilcoxon Signed Rank Test; to calculate the mean and standard deviation of the total number of mistakes using SPSS. The results show the value of the mean=

33.11 in the pre-test and mean= 19.63 in the post-test. Also, the standard deviation Std.D=12.842 in the pre-test, and Std.D=7.603 in the post-test. Additionally, the “P” value is less than 0.05 ( $P < .05$ ); which means that the results are significant.

To conclude, the comparison reveals the significance of the results at  $P < .05$  that means we reject the null hypothesis and accept the alternative hypothesis; which stated that, there are statistical differences in learners’ scores on the writing tests, after using spelling bee competition to reduce written spelling mistakes made by third year pupils at Ahmed Remidini middle school Branis- Biskra. Therefore, we answered the first research question (Are there statistically significant differences in the writing test between the pupils’ scores in the pre-test and post-test due to the use of spelling bee competition?), and reach the general aim of the study.

#### **6.4. Teachers’ Interview**

To investigate the research problem from the viewpoint of the teachers, a semi-structured interview was used with three English teachers at middle school (see to appendix D). Thus, the goal of this interview was to describe the teacher’s perspectives concerning the use of spelling bee competition as a classroom activity to improve pupils writing skills. This interview contains ten (10) questions with variety of content. Hence, some of the questions are related to teachers’ experiences in teaching English and how they address spelling mistakes. Other questions are related to spelling bee use in teaching ...etc. Last questions were related raising awareness and future possible usage of spelling bee as a teaching method in middle school.

In the beginning of the interview, we asked teachers how long they have been teaching English and which level they are teaching this academic year. Furthermore, teachers were asked about the way they address spelling mistakes made by pupils in their writing and the factors that led to committing these mistakes. The purpose of asking these questions is to know how teachers deal with spelling mistakes in pupils writing production, and what kind of classroom activities or strategies they use to correct them.



In addition, the researcher asked teachers about their thoughts on spelling bee and the possibility of using it as a classroom activity to improve writing. Also, the impact that spelling bee may have on pupils' confidence and motivation towards using spelling to learn English. Additionally, they were asked about the best way to integrate spelling bee in the syllabus and lesson plane. The questions aim is to check teachers' familiarity with spelling bee and whether they thought it was suitable for teaching English.

In the end of the interview, we asked teachers about the difficulties that may face pupils to participate in spelling bee competitions, how they can raise awareness toward spelling bee and writing, and if they are willing to use spelling bee as a tool for teaching English in the future. The reasons behind asking this questions is to highlight the challenges that pupils can face when spelling words and advices to pupils and other teachers about using spelling bee competitions to reduce spelling mistakes and enhance writing. Also, the researcher wanted to know the possibility of adopting this strategy in teaching English by teachers.

#### **6.4.1. Administration of the Interview**

The interview was conducted on April, 23<sup>rd</sup> and it was directed at English teachers at Ahmed Remidini middle school Branis – Biskra who had previous experience in teaching English. In fact, this study's focus was restricted to the use of spelling bee competition to reduce spelling mistakes made by third year pupils. The majority of the issues we wanted to cover were covered in the 20 to 30 minutes that each interview lasted. Teacher "A" and teacher "B" were interviewed in the same day at different times [teacher "A" from 9:30 to 10:00/ teacher "B" from 10:30 to 11:30]. Also, the interview with teacher "C" was done on line by sending it via e email on April 17<sup>th</sup> and we received the response on May 3<sup>rd</sup> at 8:36.

#### **6.4.2. Analysis of the Interview**

The questions and answers in the present interview were separately and carefully examined. Because of time limitations and the intervention on the lessons' progress of third graders, we were only able to

interview three teachers. Nevertheless, two of the respondents were teachers in the field for more than seven years, which ensured in-depth insights into the problem from different perspectives.

**Question 01:** How long have you been teaching English at middle school and which levels you are teaching this academic year?

**Teacher A:** *“I have been a teacher seven (7) years, now this year, I am teaching second (2<sup>nd</sup>) and fourth (4<sup>th</sup>) M.S.”*

**Teacher B:** *“this is my first year of teaching English at middle school. I am teaching first (1<sup>st</sup>) and third (3<sup>rd</sup>) M.S.”*

**Teacher C:** *“I have been an English teacher for twelve (12) years. This academic year I am teaching fourth grade pupils.”*

The purpose of this question is to point out the teachers’ positions in the field of teaching and more significantly the levels they teach in middle school.

According to the teachers’ responses above, we noticed that all three teachers teach at middle school; teacher “A” teaches levels 2 and 4, teacher “B” teaches levels 1 and 3; and teacher “C” did not mention the levels. Nevertheless, the teachers’ responses are due to good experiences in teaching.

**Question 02:** Based on your experience, how often do third year pupils make spelling mistakes in their writing concerning these types of mistakes (omission, addition, substitution, vowels and consonants)?

The answer to this question can highlight the teacher's experiences with this specific subject.

**Teacher A:** *“Third M.S pupils often make mistakes when writing.”*

**Teacher B:** *“Third year pupils often make spelling mistakes when writing.”*

**Teacher C:** *“they usually do, they make all type of spelling mistakes especially omission and substitution mistakes.”*

The aim of this question is to know types of spelling mistakes that pupils make in their writing according to teachers’ experiences in correcting them. From the answers above, both teachers “A” and

“B” said that third year pupils often make mistakes without mentioning the types, which can be only assumed that their pupils often commit all types of spelling mistakes. However, teacher “C” has mentioned two types of mistakes that her pupils frequently make in their writing production which are omission and substitution mistakes.

**Question 03:** How do you currently address spelling mistakes in your classroom?

**Teacher A:** *“I use drilling and loud reading, this often helps pupils remember spelling and correct their previous mistakes.”*

**Teacher B:** *“I try to read loudly sometimes, I try to spell some words in dictation at tutorial sessions to help learners correct their own mistakes.”*

**Teacher C:** *“correction of mistakes together with pupils, spell difficult words when I dictate text, and more reading tasks.”*

The question aimed to illustrate the strategies and techniques used by teachers to correct spelling mistakes and how they can help pupils to avoid them in their future writing tasks. Based on the responses above, all three teachers agreed that reading loudly, spelling difficult words, and correction of mistakes are effective ways to address spelling mistakes. Also, teacher “A” added drilling as a strategy which is the use of repetition of short tasks like spelling in class that may help pupils remember how to write words.

**Question 04:** Can you explain the factors that contribute to the prevalence of spelling mistakes in pupils’ writing?

**Teacher A:** *“the lack of reading and interest in leg, no instantaneous correction of spelling mistakes, and no proofreading (learners do not re-read their production).”*

**Teacher B:** *“The main factor is that learners do not read outside the classroom. They have no desire to learn or to read English lge. Learners do not correct their mistakes in spelling and use them to improve themselves. The correction for them is useless.”*

**Teacher C:** *“education system (not emphasize spelling rules and techniques), mother tongue, lack of vocabulary, reading habits (poor reading), and wrong use of vowels and pronunciation.”*

The purpose of this question was to know the causes of spelling mistakes according to teachers' perception and they had mentioned the same reasons, for example; lack of vocabulary and reading habits, pupils have no interests to learn English , and ineffective correction of mistakes. However, teacher “C” added that mother tongue can influence pupils' spelling. Additionally, education system could emphasize on spelling rules thus the implementation of spelling bee in teaching.

**Question 05:** What are your thoughts on incorporating spelling bees as a tool to improve pupils' writing skill?

**Teacher A:** *“I think it is a great idea to be done in classrooms, or tutorial sessions especially with beginners (1<sup>st</sup> and 2<sup>nd</sup> M.S). It helps LLs improve their writing skill and have a correct pronunciation. (as a worm up or a post-reading).”*

**Teacher B:** *“for me, it is a helpful method to improve learners' writing skill; for example it can be done in post-reading to correct their pronunciation, and even do dictation as much as possible to help them spell correctly.”*

**Teacher C:** *“as far as I am concerned, using English spelling bees can have a positive effect on students' writing ability. They will improve spelling accuracy; enhance students' interest and motivation.”*

The objective of this question was to see what teachers think about using spelling bee competition in classrooms as a tool to teach English. The teachers agreed that spelling bee can have a positive

effect on pupils writing ability, since it may help them with pronunciation and enhance their interests in learning the language.

**Question 06:** What impact do you think spelling bees could have on pupils' confidence and motivation to improve their writing?

**Teacher A:** *"it can enhance their vocabulary and spelling abilities. Ensure that LLs receive clear and accurate pronunciation for each word, and encourages LLs and helps reducing anxiety and stress."*

**Teacher B:** *"spelling bee can be considered as a method of teaching vocabulary mastery for learners. Learners not only memorize the words but also spell and pronounce them correctly which can give them confidence and motivate them to learn more."*

**Teacher C:** *"it can bolster the confidence of pupils; it can also increase their motivation in learning English."*

The reason we asked this question was to see if spelling bee competitions could have an impact on pupils' self-confidence and motivation. From the answers above, teachers think that spelling bee as a strategy of teaching can enhance vocabulary, ensure accurate pronunciation, and bolster pupils' confidence and motivation towards learning English.

**Question 07:** What strategies do you think would be effective in integrating spelling bee into the syllabus to reduce spelling mistakes?

**Teacher A:** *"I think spelling bee can be effective when using multi-media resources, such as videos, interactive spelling games to reinforce spelling skills and make the learning process more interactive. (auditory, visual), (think, pair, share)."*

**Teacher B:** *“spelling bee can be effective when we integrate it in the syllabus by using some spelling games, some videos in sessions, and even dictation in tutorial sessions to create an interaction between learners and teacher.”*

**Teacher C:** *“start by the easy words with students that they are familiar with, pronounce the words correctly and slowly to help the students understand them and recognize the different sounds and different letters, and repeat the words to give students plenty of time to think about it.”*

The aim of this question was to give teachers a chance to suggest some strategies to integrate spelling bee into the syllabus. Teachers have mentioned some ways to teach English using spelling bee such as, multi-media, use of videos, and spelling games suggested by teachers “A” and teacher “B”. On the same premise, teacher “C” mentioned slow and repeated pronunciation of words to help pupils recognize sounds and therefore spell the words correctly.

**Question 08:** What are the challenges and difficulties pupils may face when using spelling bee to improve their writing?

**Teacher A:** *“spelling of letters, new words (vocabulary limitations), pronunciation ambiguities (when a word does not align with its phonetic representation), and emotional impact (not winning).”*

**Teacher B:** *“pupils may face difficulties when they spell letters, pronunciation difficulties; they often pronounce wrong words, and when they face new words and new vocabulary.”*

**Teacher C:** *“when pupils use spelling bee to improve their writing, they may have difficulties in remembering the correct spelling of the word or choosing the correct letters to spell, they may have low confidence in themselves to participate in the spelling, and spelling long and difficult words can be very challenging to do.”*

The question was asked in order to know the challenges and difficulties that can prevent pupils from participating in a spelling competition or lead them to wrong spelling of words according to teachers. From the previous answers, the main challenge facing pupils is long and new vocabulary

with the difficulty of remembering the letters when they spell these words. In addition, teacher “A” mentioned pronunciation ambiguities due to the similarity of some words in the spoken and written form.

**Question 09:** How can you raise learners’ and teachers’ awareness about the use of Spelling Bee Competition by shedding the light on its role as a teaching activity?

**Teacher A:** *“I can advise other teachers to use it as a teaching activity during their sessions by highlighting the educational benefits, and how it can enhance LLs writing skills, vocabulary, and improve reading. Also, as a memory recall activity in meeting specific objectives of lessons (word study, vocabulary building, and spelling practice).”*

**Teacher B:** *“I can suggest an idea or it may be considered as an advice for all teachers to use this effective method in teaching process, and I can highlight its importance in enhancing learners’ writing skills and vocabulary.”*

**Teacher C:** *“creating awareness among people who are unaware of spelling bee concept, commenting on the benefits of spelling bee, preparing for spelling bee competitions with quality materials will help students to boost their academic skills in higher classes”.*

This question was put forward to draw further suggestions that teachers believe could raise pupils’ and teachers’ awareness towards spelling bee and written production. Based on the answers above, teacher “A” advised other teachers to use spelling bee as a teaching activity due its educational benefits in the improvement of writing, she draw their attention to spelling bee as a memory recall activity. On the other hand, teacher “B” referred to spelling bee as an effective method in teaching and she also advised teachers to use it in class. Furthermore, teacher “C” shed the light on the benefits of spelling bee by giving comments and preparing foe it using quality materials to ensure better academic skills.

**Question 10:** Would you consider incorporating Spelling Bee into your lesson plans?

**Teacher A:** *“yes, I would.”*

**Teacher B:** *“yes of course, it is a pleasure for me, especially for beginners.”*

**Teacher C:** *“yes, because it is a great way to motivate learners to learn words and their spelling and add fun to the process. It is a creative opportunity to plan a fun and interactive spelling lesson to get all learners exited and engaged in their spelling revision.”*

The purpose of this question is to confirm whether teachers will consider including spelling bee competitions in their lessons’ plan or not. According to the responses above, all three teachers agreed to incorporate spelling bee in their program as it provides an opportunity to create a fun and engaging atmosphere for teaching and learning.

## **7. Synthesis and Discussion of the Findings**

This part of the study summarizes the main findings of the pre-test, post-test, and teachers’ interview. As a result, the null hypothesis; which stated that there are no statistical differences in learners’ scores on the writing tests, after using spelling bee competition to reduce written spelling mistakes made by third year pupils at Ahmed Remidini middle school Biskra; was rejected and the alternative hypothesis was confirmed.

### **7.1. Pre-test and post-test**

The main purpose of this part was to summarize the findings in the pre-test, treatment, and post-test after the administration of these tools to third grade pupils at Ahmed Rmidini Middle School, Biskra.

First, since writing is one of the four skills that pupils should acquire and the most challenging one, several issues arise when pupils attempt to produce a written text. Moreover, focusing on the correction spelling mistakes only can lead to limitation of their creativity and abilities to develop writing skills as future writers.



Second, the use of spelling bee competitions in classrooms as a teaching activity has a significant impact on pupils' written production; as it helps pupils learn the correct spelling of words. For instance, spelling bee creates a fun and engaging atmosphere for pupils to participate and compete in the spelling. Furthermore, spelling bee competitions can enhance pupils' willing to learn English words, store them in the brain and retrieve them when they are needed.

Third, the findings showed pupils' positive improvement in their writing skill, better attitude towards spelling bee, and high confidence when using this tool, which means that pupils became aware about the concept of spelling bee completion.

## **7.2. Teachers' Interview**

In order to summarize the interview s' findings, we had the opportunity to examine the responses of our interviewees. Three English teachers were asked questions related to the subject matter and we noticed three common points. First point was about the use of spelling bee in classrooms which seems to be a suitable way to reduce pupils 'spelling mistakes according to the teachers 'perspectives. Second point referred to the benefits and positive effect of spelling bee on pupils' confidence and motivation towards learning that teachers pointed out in their answers. Moreover, third point is concerned with the unanimous agreement about the implication of spelling bee competition in classrooms as a teaching tool which means that teachers are aware about the rule of spelling bee in reducing pupils' spelling mistakes.

Eventually, the interviewees believed that spelling bee can reduce pupils' spelling mistakes and enhance their writing accuracy and promote spelling proficiency.

## **Conclusion**

In conclusion the main goal of the present chapter was to, present, analyze, and discuss the data gathered through the pre-test, treatment post-test, and the teachers' interviews. To remind, the tests and treatment were administrated to Third grade pupils, class two, at Ahmed Remidini Middle School. The aim of the tests and the interview was to know the background and pupils' skills in spelling and writing.

Wile, the treatment's purpose was to introduce spelling bee in class as a way to teach correct spelling of English words. Moreover, the aim of the teachers' interview was to elicit teachers' perspectives towards spelling bee competition as a classroom activity, gain deep insights about teaching writing using spelling bee, and the future possibilities to integrate it in the syllabus.

## **General Conclusion**

## General Conclusion

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### General Conclusion

The current study aimed to investigate spelling bee as a classroom activity to reduce pupils' spelling mistakes in middle school. It attempted to explain different types of spellings mistakes and the reasons behind them and the challenges that both pupils and teachers face in language learning especially writing. Also, clarify the role of spelling bee competition in enhancing pupils' writing abilities. The current study aimed to investigate the spelling bee competition use as a classroom activity to reduce third year pupils' spelling mistakes at Ahmed Remidini middle School, Branis-Biskra, investigate the effectiveness of spelling bee in promoting written accuracy and spelling proficiency among middle school pupils, explore how spelling bee competitions can be integrated into the classroom to writing skills development, raise pupils' and teachers' awareness toward the use of spelling bee competitions, to shed the light on its role as a teaching activity, and to examine the potential effects of spelling bee on pupils' confidence and attitudes towards spelling and writing.

The present study comprised of two parts; theoretical and practical part; the theoretical part consisted of two chapters in which we introduced the theoretical background of two variables; the practical part was devoted to the fieldwork where the gathered data were presented, analyzed, and discussed. The first chapter laid the aspects of spelling mistakes made by pupils in their writing; more specifically, the chapter deals with the definition of writing, process of writing, importance and challenges in writing, definition of spelling mistakes, and types of mistakes. Moreover, the second chapter revealed the concept of spelling bee which was the second variable of this study; it presented spelling bee's historical background and its origin, definition of spelling bee, spelling bee in classroom, the use of spelling bee, and highlighted the advantages and disadvantages of spelling bee. Finally, the third chapter covered the fieldwork of the study; it explained the research design, population, sample, data collection tools. Additionally, it reported and discussed the findings of pupils' scours in the pre-test and post-test and the feedbacks of teachers' interviews.

## General Conclusion

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Overall, the investigation's results showed that, in the context of EFL, that spelling bee competition can be a helpful way to achieve the inside class methodological objectives. It meets the needs of today's pupils, minimizes the amount of spelling mistakes in pupils' writing that takes place in class, and encourages and motivates both teachers and pupils to use this strategy as activity in teaching and learning English.

The current study and the previous ones of Rahmawati (2015), Ariyani (2018), Hamarsha (2022), and Padidi( 2022) differ in the setting the sampeln, but our study and Rahmawati's share the same conclusion concerning the rule of spelling bee in enhancing both teachers' and students' motivation, satisfaction, and acceptance towards spelling bee. In addition, in our study and Hamarsha's ; teachers agreed to adopted the strategy in teaching English.On the other hand, the present study and the previous studies have similar findings in which all concluded that spelling bee is an effective method to learn English words,to improve writing skillsand learners' vocabulary skills in English learning. Therefore reduce spelling mistakes which is the main aim and contribution of our study.

### **Limitations of the Study**

Although the study's predefined goals were achieved, there are still some limitations to this investigation, which include:

- Population and sample limitations; the present study consisted of third grade pupils at middle school.
- Time limitation; the study was carried out in the second semester of 2023-2024, and the time dedicated to treatment in was less than half an hour at each session.
- Topical limitation; it was limited to the spelling bee strategy with one of the English language skills which is the writing skills.
- To administer the instruments of this study successfully, pupils' lesson progression and tests' and exams' planning were taken into consideration.

## General Conclusion

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### **Pedagogical Implications and Recommendations**

This study aimed to investigate the spelling bee use as a classroom activity to reduce spelling mistakes in middle school. The findings of the current study can contribute in the betterment of teaching English and the improvement of writing abilities.

- In the process of teaching and learning, the focus should be on the correct spelling of words to familiarize both pupils and teachers with the instruments and the benefits of spelling bee competition.
- Primary schools, middle schools, and even high schools should provide sufficient infrastructure to integrate spelling bee competition activities to teach writing.
- Since spelling bees can enhance vocabulary, writing proficiency and language skills, teachers should provide dynamic and engaging learning experiences for pupils to make learning more fun and effective.
- Teachers can organize theme-based and peer-to-peer spelling bees focused on specific topics or subject areas to deepen pupils' understanding of vocabulary related to their curriculum.
- Integrating language skills by using spelling bees with other skills such as reading comprehension and speaking activities to create a comprehensive language learning experience for pupils.

### **Further Research**

- Further experimental studies can be conducted based on the findings of the current one in different settings.
- Further studies can investigate the use of spelling bee competition to enhance other skills in English language learning like reading and speaking.
- In future studies, spelling bee competition can be investigated as an activity to reduce other type of mistakes such as grammatical mistakes.

## General Conclusion

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# **Appendices**

# General Conclusion

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## Appendix A

**MOHAMMED KHIDER UNIVERSITY – BISKRA**  
**FACULTY OF LETTERS AND FOREIGN LANGUAGE**  
**ENGLISH DIVISION**

### List of Words

- |                |                  |
|----------------|------------------|
| 1) Country     | 21) Books        |
| 2) Height      | 22) Places       |
| 3) Weight      | 23) Dream        |
| 4) Like        | 24) Grandparents |
| 5) Dislike     | 25) Clothes      |
| 6) Sing        | 26) Dwelling     |
| 7) Sociable    | 27) Food         |
| 8) Friendly    | 28) Game         |
| 9) Intelligent | 29) Shirt        |
| 10) Curious    | 30) Dress        |
| 11) Helpless   | 31) Long ago     |
| 12) Impolite   | 32) Black        |
| 13) Animals    | 33) White        |
| 14) Ability    | 34) Jumper       |
| 15) Inability  | 35) Coat         |
| 16) Interests  | 36) Farmhouse    |
| 17) Hobby      | 37) Healthy      |
| 18) Can        | 38) Dish         |
| 19) Jump       | 39) Famous       |
| 20) Live       | 40) scholar      |

**Appendix B**

**MOHAMMED KHIDER UNIVERSITY – BISKRA**  
**FACULTY OF LETTERS AND FOREIGN LANGUAGE**  
**ENGLISH DIVISION**

**PRE-TEST**

**Activity one (01)**

This activity contains two parts.

**-Part one (01)**

**Dictation:**

Write the dictated words in the provided space.

....., ..... , ..... , ..... , ..... , ..... , .....

....., ..... , ..... , ..... , ..... , ..... , .....

....., ..... , ..... , ..... , ..... , ..... , .....

....., .....

**-Part two (02):**

**Words in Context:**

Write three sentences using words from the dictated words in part one.

1) .....

.....

2) .....

.....

3) .....

.....

**Activity two (02)**

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### Fill in the Blanks:

Choose the correct written form of the words to complete the following sentences.

- a) My friend Sara is (.....). / **sochible/ sociable/ sociabl/**.
- b) The boy was wearing a (.....) shirt. / **black/ blak/ blaque/**
- c) I (.....) to play outside. / **like/licke/ lik/**.
- d) In the past, people made traditional (.....). /**diches/ dishes/ deshes/**.
- e) Professor BelgacemHabba is a (.....) inventor. / **famose/ famous/ famous/**.
- f) My grandparents live in an old (.....) / **farmhoos/ farmehoce/farmhouse/**.

### Activity three (03)

#### -I think and write:

Write a short paragraph in which you talk about yourself. Describe your personal features and your personality, what you like and dislike, what can you do and can not do.

.....

.....

.....

.....

.....

.....

.....

### GOOD LUCK

**Note:** the dictated words are; dislike, sing, intelligent, impolite, animals, hobby, can, live, books, dwelling, food, game, shirt, dress, white.





## General Conclusion

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3).....  
.....

### Activity two (02)

#### Fill in the Blanks:

Choose the correct written form of the words to complete the following sentences.

- 1) Last week I visited my (.....). / **grandparents/ grendparents/**
- 2) We should eat (.....) food. /**halthy/helthy/healthy/**
- 3) Hammed is very (.....). / **friendly/frendly/frandli/**
- 4) Grandma has a black (.....). /**coot/qoat/coat/**
- 5) She went to the store to buy (.....). / **cloothes/clouthes/ clothes/**
- 6) Algeria is a large (.....). /**country/country/ contri/**

### Activity three (03)

#### -I think and write:

Write a short paragraph in which you talk about life in the past or in the present. Describe the hose, food, clothes, and games ....etc. (5 lines).

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

### GOOD LUKE

**Note:**the dictated words are;height, weight, curious, helpless, ability, inability, interests, jump, places, long ago, jumper, scholar.

## General Conclusion

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### Appendix D

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
MOHAMMED KHIDER UNIVERSITY – BISKRA  
FACULTY OF LETTERS AND FOREIGN LANGUAGE  
ENGLISH DIVISION

**Investigate Spelling Bee Competition use as a Classroom Activity to Reduce Spelling Mistakes: The Case of Third-Grade Pupils at Ahmed Remidini Middle School - Biskra.**

### Teachers' Interview

Dear teachers,

You are kindly requested to answer the following interview questions. We are conducting a study entitled: "Investigating Spelling bee competition use as a classroom activity to reduce spelling mistakes in middle school. The main objectives of this interview is to know your perceptions considering the use of spelling bee to reduce pupils' spelling mistakes and improve their writing, and the possibilities of integrating this kind of activities into middle school syllabus.

Your participation in this interview can be a valuable way to gather insights and information for our research. You will provide us with valuable feedback on how teachers can address spelling mistakes using spelling bee competition in class. Please know that your responses will be kept confidential and the data collected will only be used for research purposes will be maintained throughout the research process

Thank you for your consideration to participate in this interview. We are looking forward to receive your answers.

### Questions

- 1) How long have you been teaching English at middle school and which levels you are teaching this academic year?

## General Conclusion

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- .....
- .....
- .....
- .....
- 2) Based on your experience, how often do third year pupils make spelling mistakes in their writing concerning these types of mistakes (omission, addition, substitution, vowels and consonants)?

- .....
- .....
- .....
- .....
- 3) How do you currently address spelling mistakes in your classroom?

- .....
- .....
- .....
- .....
- 4) Can you explain the factors that contribute to the prevalence of spelling mistakes in pupils' writing?

- .....
- .....
- .....
- .....
- 5) What are your thoughts on incorporating spelling bees as a tool to improve pupils' writing skill?

- .....
- .....
- .....
- .....
- 6) What impact do you think spelling bees could have on pupils' confidence and motivation to improve their writing?

## General Conclusion

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7) What strategies do you think would be affective in integrating spelling bee into the syllabus to reduce spelling mistakes?

.....  
.....  
.....  
.....

8) What are the challenges and difficulties pupils may face when using spelling bee to improve theirwriting?

.....  
.....  
.....  
.....

9) How can you raise learners' and teachers' awareness about the use of Spelling Bee Competition by shedding the light on its role as a teaching activity?

.....  
.....  
.....  
.....  
.....

10) Would you consider incorporating Spelling Bee into your lesson plans?

.....  
.....  
.....  
.....

Thankyou

## المخلص

تبحث هذه الدراسة استخدام مسابقة التهجئة كنشاط صفي للحد من أخطاء الإملائية في المدارس المتوسطة، وندرس حالة تلاميذ الصف الثالث في المدرسة المتوسطة أحمد رميضي في بسكرة. وهذه الدراسة تحقق في دور التهجئة المستخدم في الفصول لتعليم التلاميذ التهجئة الصحيحة للكلمات من أجل الحد من أخطاء الإملائية المكتوبة. وتهدف هذه الدراسة إلى تقديم لمحة عامة عن مفهوم منافسة التهجئة وتوضيح فوائدها في تدريس اللغة الإنكليزية وتعزيز مهارات التلاميذ في الكتابة. افترضنا أن هناك اختلافات إحصائية في درجات التلاميذ في اختبارات الكتابة، بعد استخدام منافسة التهجئة للحد من أخطاء الإملائية. ولتحقيق الأهداف المخططة لهذه الدراسة، اعتمدنا نهجاً منهجياً مختلطاً يتألف من أداتين لجمع البيانات: اختبار تمهيدي، ومعالجة، واختبار نهائي لتلاميذ الصف الثالث الثاني (ن=38) الذين تم اختيارهم عشوائياً. . وبالإضافة إلى ذلك، أجريت مقابلة شبه منظمة مع ثلاثة مدرسين للغة الإنكليزية في المدارس المتوسطة، وبعد استخدام SPSS لتحليل البيانات التي تم جمعها أظهرت النتائج المتحصل عليها بأنها ذات أهمية ب : 0.05 < P قلنا لأخطاء الإملائية بنسبة 28.55. الذي يشير إلى أن منافسة التهجئة هي نشاط فعال يقلل من أخطاء الإملائية .

الكلمات الرئيسية: الأخطاء الإملائية، مسابقة التهجئة، المدرسة المتوسطة أحمد رميضي.

## Résumé

Cette étude de recherche à utiliser la compétition de l'explosion comme une activité pure pour réduire les erreurs d'apprentissage dans les écoles secondaires, et analyse le cas des élèves de troisième année à l'école secondaire Ahmed Remidini à Beskra. Cette étude examine le rôle de l'accident utilisé dans les classes pour enseigner aux élèves la bonne accumulation des mots afin de réduire les erreurs d'écriture complémentaire. Cette étude vise à fournir une vue d'ensemble du concept de compétition explosive et à expliquer ses avantages dans l'enseignement de l'anglais et à améliorer les compétences d'écriture des élèves. Nous avons supposé qu'il y avait des différences statistiques dans les notes des étudiants dans les tests d'écriture, après avoir utilisé la compétition d'échecs pour réduire les erreurs de calcul. Pour atteindre les objectifs prévus de cette étude, nous avons adopté une approche méthodologique mixte composée de deux indicateurs pour la collecte des données : un test d'inspiration, un test de traitement et un test final pour les élèves de troisième année (n=38) choisis au hasard. En outre, une entrevue semi-organisée a été menée avec trois enseignants d'anglais dans les écoles secondaires, et après avoir utilisé SPSS pour analyser les données collectées, les résultats obtenus ont montré qu'ils étaient importants à  $P < 0,05$  : les erreurs ont été réduites de 28,55%, ce qui indique que la compétition d'abeilles d'orthographe est une activité de classe efficace qui réduit les erreurs d'orthographe.

Mots clés: erreurs d'écriture, compétition accidentelle, l'école secondaire Ahmed Remidini.