Language Awareness and English Spelling Difficulties of Saudi EFL Students

Syed Sarwar Hussain

Department of English Language and Translation, College of Languages and Translation, King Saud University, Riyadh, Saudi Arabia

Email address:

sayedshussain@yahoo.com

Abstract: Spelling errors constitute the biggest challenge for Arab students during the process of their acquisition of the four English language skills, especially during their learning of the writing skill. The aim of the study was to assess language awareness and English spelling difficulties faced by Saudi EFL students. Major emphasis was given to the mistakes commonly committed by English learners. It also aimed to explore the opinions of students on English as a foreign language, establishing the different causes of spelling errors, and assessing the interference that exists between English and Arabic Saudi EFL students. The study used a quantitative research approach based on the descriptive research design. An online questionnaire was used to collect data from a sample of 150 male and female Saudi university students who were in the first year of their English language program at King Saud University. The study revealed that a variety of factors contribute to students' spelling mistakes, cutting across the educational system and university curriculum, students' learning attitudes, and English-Arabic linguistic interference. The study participants imparted their observations and experiences, and their responses assisted the researcher in categorizing their errors and in discovering reasons and solutions for their mistakes and errors. This helped a great deal in learning the plausible reasons for the spelling errors and in suggesting successful corrective strategies. The outcomes of this study are supposed to aid policymakers in taking the required steps to improve the learning experiences of Arab English learners and help teachers to aid and empower the language earners in avoiding common errors in spelling. This study advocates for a change in the way English is taught in Saudi schools, emphasizing the importance of spelling as a basis for English fluency. The study also proposes a few pedagogical strategies for the rectification of the spelling errors.

Keywords: English Spelling Difficulties, Language Instinct, Orthographic Principles, Saudi EFL Students

1. Introduction

Learning a foreign language may be difficult for students since their original language has specific sets of norms for how to clearly pronounce or properly spell words [16]. A second language encompasses patterns that are distinct from the learner's original language, which causes issues since the patterns of their native language become part of their language instinct, which they try to apply to the second language. Studies indicate that to learn another language, the learner's linguistic instinct must be well structured to fit the second language's knowledge, which requires several developmental phases and contacts with the English language [2]. During the learning process, the speaker hears sounds that are different from those she or he is familiar with and must build hypotheses about how they are used. Learners of a second language may possess some implicit knowledge of the target language's orthographic structure in a manner that they may be able to clearly spell or write a word in their second language without necessarily knowing the specific rule they are using [1].

Spelling is seen as a necessary part of written communication [9]. Alenezi [4] held the view that different spelling errors in the English language might distort the general meaning of written information, which in the long run may make such a writing incomprehensible. Tribushinina & Karman [17] claimed that grammatical and phonological abilities have a substantial role in spelling performance in this situation. As a result, it can be argued that spellings play a critical function as a basic and necessary ability for pupils. According to Alenezi [4], among the many issues experienced by Arab English

learners, the most prevalent inaccuracy pertains to the spelling of terms in documents. Students, because of their poor learning skills, continue to make the same spelling mistakes even after they have graduated from a university or even as they begin working, which might obstruct their growth and development. As a result, spelling mistakes may hinder pupils in a variety of ways. Spelling out loud exercise, according to Russak & Kahn-Horwitz [14], accelerates the acquisition of new word pronunciation. As stated by different studies, having a solid command of spellings helps a person to convey his or her views more clearly and honestly in writing [2, 9, 17]. Poor spelling not only provides a negative first impression, but it also makes communication difficult since the reader must decipher the writer's content. This study, therefore, seeks to assess and concentrate on the causes and patterns that lie behind the problems faced by Saudi EFL learners regarding language awareness and English spelling, and the multiple factors that impede their acquisition of English pronunciation, and closes by recommending measures to help Saudi EFL learners overcome these distinctive challenges and move forward in their goal toward a successful awareness of these two significant English skills.

1.1. Objectives

The major aim of the study is to assess, analyze and explain the language awareness and English Spelling difficulties of Saudi EFL students. The study was also based on different specific objectives that include:

1. To explore opinions of students on English as a foreign language among Saudi EFL students.
2. To establish the different causes of spelling errors among Saudi EFL students.
3. To assess the interference between English and Arabic Saudi EFL students.

1.2. Research Questions

The different research questions of the study include the following:

1. What are the different opinions of students on English as a foreign language?
2. What are the different causes of spelling errors among Saudi EFL students?
3. What is the interference between English and Arabic Saudi EFL learners?

1.3. Significance of the Study

The findings of the current study are important and considerably crucial in the field of language teaching and learning as they provide empirical evidence of the practical hurdles and problems faced by Saudi L2 leaners relating to their spelling problems in English and their basic language awareness. The study findings can further act as a point of reference for future research in the area of language awareness and English spelling challenges faced by Saudi EFL students.

2. Literature Review

2.1. General Overview

Al-Sobhi et al. [8], indicated that over the years, numerous scholars have defined the idea of spelling in different ways. Spelling can be defined as the act of reproducing spoken language in a writing by consistently and frequently using a sequence of different letters to produce words in the most recognized mode of usage [11]. On the other hand, Al-Seghayer [7] described spelling as a set of abilities that includes the different forms of phonological, and morphological knowledge, as well as the capacity to build words from visual memory and apply orthographic principles. Furthermore, Al-Sobhi et al. [8] defined spelling as the process of writing words in their proper and accepted forms. Hence, it is the act of putting together the letters of a language in the right order based on the official orthographical standards of that language.

Furthermore, Alenazi [3] regarded spelling as a phonemic orthography-related linguistic approach. To put it in another way, spelling according to him, is the act of reproducing a spoken language using standard, approved individual letters, and following the norms of that language. Spelling is also the process of identifying by the corresponding proper sequence of letters using different alphabetical abilities and knowledge [13, 16].

2.2. Good Spelling in English Language

Researchers and educators are worried about students' faults and errors when learning a second or foreign language [1, 9]. One of the needs for students, particularly at the higher education levels, is the ability to communicate, to convey oneself in writing or in speech. To prevent any misunderstandings that might arise because of incorrect spelling, it is pertinent that students grasp the right spelling, since appropriate spelling awareness is one of the most reasonable and mandatory requirements that most learners should fulfil throughout their language learning years.

Russak & Kahn-Horwitz [14] advanced the view that it is essential for EFL learners to use people appropriate spelling to put their ideas into clear and unambiguous written statements. There is veritably a genuine reason for learning how to spell a word that the conventional teacher never sought to explain. It must be necessarily stressed that structured exercises prepared to deal with various degrees of spelling awareness are beneficial for an EFL learner. Clearly, if the acquisition of proper spelling was considered of no consequence, then language experts and researchers would have never given any thought, much less any relevance to the teaching of English spellings in EFL classrooms.

Some of the different reasons for teaching and studying spelling are listed by Alenazi [2]. Those many reasons invariably include ease and clarity of communication and a certain degree of respect and care for others' language. Communication may be hampered by poor and sloppy spelling. The reader may be continually slowed by the need

to figure out what a term means, or he may be misled. As a result, the level of accuracy required in spelling has an impact on the ease and fluency of communication. The second point to consider is the problem of civility. Discourtesy manifests itself in the failure to talk eloquently, write legibly, and spell correctly.

Finally, there's the matter of habit building. Correct spelling is a talent that requires precision; being correct is one of the important traits that educated people must develop. Precision is critical for communication, particularly for the one receiving the information, but it is also critical for the person who intends to create the communication [2, 3]. Precision in spelling may be measured in two ways: accuracy and consistency. The accurate spelling of a word or a person's efforts to spell a word is referred to as spelling accuracy. They may spell a word correctly (always correct), incorrectly (always incorrect), or inconsistently (sometimes correct). Inconsistent spelling may be linked to a phase of transition when the learner is working on gaining the right spelling, but it is not yet stable [3]. Based on this assumption, the learning process might involve the transfer of training, with the transferred skill being a skill like spelling [2]. The transfer, on the other hand, is not a strategy in this case, but rather the foundation for the development of a caring habit. Learners who desire to master a language should pay close attention to all of these factors [8]. However, good spellers, must have some of the best orthographic knowledge that is developed on a word-by-word basis.

Jahara & Abdelradi [12] specified that one of the most compelling arguments for excellent spelling is that it helps students build their self-confidence. It enables students to speak clearly and acceptably in writing while also earning good marks for their spelling correctness. The other reason to learn to spell is because practically all spelling systems have been standardized by linguists throughout the years. The spelling systems are successfully absorbed by language speakers, and changing or reforming them is difficult, because the system is absolutely ossified, and people will fight any effort to modify it.

The educational benefit associated with learning to spell, which is connected to the freedom to write, is the other reason for learning to spell, according to Tribushinina & Karman [17]. People must improve their spelling abilities so that they may write freely, but without making mistakes in their spelling. The freedom to write, also known as creative writing, does not indicate that individuals are allowed to invent new spellings, but it does entail that they must improve their spelling abilities so that they can write freely and without committing orthographical mistakes. When humans acquire machine-like flawless writing that is automatic, predictable, and perfect, we can claim that they are free to write with confidence, without glancing back to see whether a word appears accurate.

2.3. Causes of Poor English Spelling

In numerous studies, many reasons are cited and analyzed behind the occurrence of English spelling mistakes. The four most prevalent types of spelling mistakes and faults in written work by English students are described in this section. In general, spelling mistakes are caused by omission, or the misplacement of a letter while writing a word [13].

Albesher [2] indicated that when a student fails to finish a word or leaves anything out, this is known as a mistake of omission. When a learner does not apply a fundamental rule for spelling a word, such as 'snobish' for 'snobbish', they make a derivation mistake. At the time of adding the inflection, students create inflection mistakes when they overlook or do not make the essential adjustments. When adding "ing" to certain nouns, students, for example, fail to delete or remove the "e," resulting in "timeing" for "timing" or "reduceing" for "reducing". When students fail to drop letters in a certain context, such as "bite" where the past form "bit" is needed, this is known as a residue mistake [7, 13].

2.3.1. Errors of Omission

Tribushinina & Karman [17] specified that when the inflectional or derivational morpheme in English words is left out, such as "bill" as an error attempt of "billed", it is referred to as omission. The omission of one of the double letters from an English word is known as an omission mistake; for example, "happy" (happy). In other words, this kind of mistake happens when a speller omits one or two letters from a word's normal spelling. Furthermore, inconsistencies in the English language sounds and letter systems may generate this kind of spelling mistake [15, 16].

2.3.2. Errors in Substitution

Substitution is the second kind of mistake, which happens when a speller replaces one of the letters in a word's normal spelling with another. Silent letters are the most common source of substitution and omission mistakes in English spelling. El-dakhs & Mitchell [11] stressed that there are ample proofs and indications that when children make replacement mistakes, they employ their past orthographic context knowledge. This might possibly be because the pronunciation of several English letters varies depending on the general context. The letter sound /f/, for example, may be represented by the letters *f, ff,* or *gh,* as in *life, different,* or *laugh.* In addition, irregular pronunciation of English vowels causes another kind of substitution mistake in English spelling, such as "hangry" (hungry). Vowels are considered as a very essential reason why most Arabic students fail to write proper English [7, 8].

2.3.3. Errors in Insertion

Insertion mistakes, in which spellers add an extra letter while creating a word, are another prevalent kind of English spelling errors made by students. According to Tavárez & Costa [16], insertion mistakes in spelling are highly widespread among Saudi EFL students, which might be due to distinct sound systems. Individuals may have various examples of insertion mistakes. For example, a speller could misspell phrases like "famous" (famous) [8].

2.4. Errors With a Wide Range of Consequences

These are inter-lingual or developmental mistakes that, for most part, imitate the statements of very young native language learners while replicating the learner's mother tongue structure [4, 9]. Because these categories do not account for why a student could make many types of spelling mistakes in a single word (for example, "discribtion" = description), classifying errors may be of little benefit in comprehending spelling problems. According to Al-Sobhi et al. [8], Arabic students make mistakes when using phonemes that do not exist in their native language, such as (/p/and/v/), so they substitute phonemes that do exist in Arabic.

3. Methodology

3.1. Research Design

The study used a quantitative research approach based on the descriptive research design. The descriptive research design is basically an inquiry in which quantitative data is gathered and evaluated to characterize a particular phenomenon in terms of current trends, current occurrences, and current connections between various variables. The descriptive research design has enabled the researcher to effectively generalize the different findings of the study to a larger population of preparatory year language learners from the academic institutions in Saudi Arabia which provided data about the topic of study.

3.2. Target Population

The study targeted the different accessible preparatory year language learners in Saudi Arabia. The population was based on basic language learners from a cross section of sophomores to establish the most appropriate sample for the study.

3.3. Sample Size

The study utilized a sample of 150 study participants who were all active preparatory year language learners in Saudi Arabia.

3.4. Sampling Technique

The study used stratified and simple random sample techniques, both of which come within the category of probability sampling methods. In this case, stratified sampling was utilized to arrive at the target sample, and the final sample was extracted from the strata using a simple random sampling approach. Simple random sampling has the advantage of obtaining highly representative samples of the population. It may, however, be time-consuming and tedious, especially when dealing with big samples.

3.5. Data Collection

The study utilized an online questionnaire to collect data from the selected preparatory year language learners. A survey questionnaire is one of the easiest and often used data gathering techniques. This is largely because the method of questionnaires is less costly since it covers a huge number of respondents in a short period of time, and it enables respondents to freely answer sensitive topics without fear of the researcher's judgment or rejection. An online survey questionnaire was utilized to gain insight into language awareness and errors in English spelling among EFL learners in Saudi Arabia.

3.6. Data Analysis

The quantitative data collected from the selected students, was coded, and then transferred to SPSS to be analyzed. Tables were used to display the findings, and frequencies and percentages were used to interpret them.

3.7. Ethical Considerations

The researcher ensured that informed consent was obtained to confirm the willingness of teachers to participate in the study. This was in addition to maintaining a high degree of secrecy and privacy while working with respondents' data. Finally, the respondents were given the freedom to answer questions based on their interpretation of the different opinion questions. This helped in obtaining broad answers to certain questions.

4. Results

This section presents the interpretation of the different results obtained after analyzing data collected from the selected students in Saudi Arabia.

4.1. Demographic Characteristics

Results about the demographic characteristics of the selected students in Saudi Arabia that participated in the study are presented in Table 1:

Table 1. Participants' demographic information.

Characteristic	Frequency	Percentage (%)
Gender		
Male	93	62
Female	57	38
Age bracket		
Below 15 years	37	24.7
16-20 years	53	35.3
20 -25 years	51	34.0
Above 25 years	9	6.0
Years spent in school		
0-4	9	6.0
5-8	52	34.7
9-12	68	45.3
Above 12	21	14.0
Total	150	100

Source: Survey (2022).

Majority of the selected study participants (62%) were male, and only 37% were female. Most of the students (35.3%) were 16 -20 years old, and only 6% were above 25 years. Many of the students (45.3%) had spent 9-12 years in school, and only 6% had spent less than 4 years in school. This indicates that the participants had a long experience in school and had sufficient knowledge about the factors that influence students' attitudes towards learning the English language.

4.2. Descriptive Analysis

4.2.1. Opinions of Students on English Language

The study sought to establish the opinions of students on English as a foreign language and the findings on this variable are presented in Table 2 below.

Table 2. Results on opinions of students on English language.

	SD	D	U	A	SA
	%	%	%	%	%
I think English is a very easy to learn subject	7.0	11.3	2.6	23.7	55.4
I like to learn and speak English because I wish to travel abroad	3.0	2.7	5.8	62.8	25.6
I normally use English language in speaking to people	11.8	60.2	4.4	13.9	1.6
I am interested in English language because I want to have a career in this language	10.3	4.7	11.5	28.2	45.3
I like to learn English since it one way to acquire a good employment	11.6	5.4	9.6	48.1	25.3
I am interested in learning English because I want to pass exams	7.9	4.1	11.5	52.4	18.7

Source: Primary data (2022).

The results in Table 2 indicate that 55.4% of respondents strongly agreed that English is a very easy to learn subject, and only 7% strongly disagreed. 62.8% of respondents also agreed that they like to learn and speak English because they wish to travel abroad, and only 2.7% disagreed. 60.2% of respondents disagreed that they normally use English language in speaking to people, and only 13.9% agreed. In addition, 45.3% of the respondents strongly agreed that they are interested in English language because they want to have a career in this language.

Furthermore, 48.1% of the students agreed that they like to learn English since it is one way to acquire good employment. Finally, 52.4% agreed that they are interested in learning English because they want to pass exams.

4.2.2. The Causes of the Spelling Errors

The study also sought to assess the causes of spelling errors among Saudi EFL students, and the results are presented in Table 3.

Table 3. Results on causes of spelling errors among Saudi EFL students.

	SD	D	U	A	SA
	%	%	%	%	%
Saudi Arabia's educational system is to blame for spelling errors	36.8	26.5	24.8	9.4	2.6
Large concentration on Arabic makes it harder to become proficient in English	7.9	8.5	9.4	61.5	12.6
Lack of enthusiasm among students in mastering basic English language skills	5.9	7.7	23.2	40.2	23.1
Administrative limitations are a source of spelling mistakes among EFL students	3.8	4.3	20.2	47.9	23.9

Source: Primary data (2022).

The results in Table 3 reveal that 36.8% of respondents strongly disagreed that Saudi Arabia's educational system is to blame for spelling errors, and only 2.6% strongly agreed. 61.5% of respondents agreed that large concentration on Arabic makes it harder to become proficient in English. 40.2% of respondents agreed that Lack of enthusiasm among students hinder mastering basic English language skills. In addition, 47.9% of the respondents agreed that administrative limitations are a source of spelling mistakes among EFL students.

The study also sought to assess the interference that exists between the English language and Arabic; and the results are presented in Table 4 below.

Table 4. Interference that Exists between the English Language and Arabic.

	SD	D	N	A	SA
	%	%	%	%	%
Saudi EFL students commit spelling mistakes owing to intra-lingual faults	10.1	3.4	6.8	23.3	56.4
Students' English spelling errors are due to their native Arabic transfer, which leads to inter-lingual problems	2.6	6.8	17.1	47.0	26.5
Intra-lingual errors are caused by a lack of understanding of the second language	4.0	6.0	7.7	30.8	51.5
English is a complex language that is very tough to comprehend and learn	55.6	31.6	6.3	4.7	1.9

Source: Primary data (2022).

The results in Table 4 indicate that 56.4% of respondents strongly agreed that they, Saudi EFL students, commit spelling mistakes owing to intra-lingual faults. 47.0% of respondents agreed that Students' English spelling errors are due to their native Arabic transfer, which leads to inter-lingual problems, 30.8% agreed that Intra-lingual errors are caused by a lack of understanding of the second language, and 55.6% strongly disagreed that English is a complex

language that is very tough to comprehend and learn.

5. Discussion

The study focused on assessing language awareness and English spelling difficulties of Saudi EFL students. Because of the variations in sound and orthography, learning English may be especially difficult for native Arabic speakers. Previous research has shown that interference from the native language in regions where it varies from the second or foreign language is a common source of spelling mistakes [10]. This research verifies the results of previous studies while also introducing a new factor: the type of classroom teaching and teacher education. In addition to the nature and effect of the learners' mother language, students' lack of awareness of spelling rules and practices, as well as administrative limitations, may be regarded as perceived reasons of spelling mistakes [1, 2].

Learning something completely new or substantially different from what you already know is frequently more challenging. Because the English writing system is so unlike that of Arabic, this might explain why Arabic speakers have such difficulty with English spelling [7]. Most of the pupils committed spelling mistakes relating to prefixes, apostrophe use, reduplication of letters, removal of letters, and addition of letters, according to the study participants. The participants believed that the errors were caused by influences from their mother language, which confirms the findings of Al-Sobhi et al., [8] as well as abnormalities in the English spelling system, which agrees with Al-Khairy's [6] findings. Although the participants in studies by Tribushinina & Karman [17] are not identical to those in this research, they all agreed that their mother language has a role in the spelling mistakes they make. This indicates that mother-tongue interference has a significant impact on Arab students' English acquisition.

It is difficult to contest the intrusion of the mother-tongue effect. Arab learners, or those of other nations, would never be able to easily forsake their native language since they grew up speaking it. As a result, the issue for Saudi Arabian policymakers is to discover strategies to mitigate the impacts of mother-tongue intervention. One option is to teach English as early as feasible, which may be accomplished by making English a fundamental topic in early childhood education [5].

The current article agrees with Russak & Kahn-Horwitz [14] regarding the absence of administrative support for instructors. According to the data derived and reflected in the paper, EFL lecturers claimed they had not received any training that would help them enhance their classroom performance. This shows that new lecturers are given insufficient materials, making it difficult for them to come up with meaningful activities for spelling or listening exercises. Consequently, they often teach straight from the textbooks that have been handed to them. These textbooks, on the other hand, do not provide writing exercises that educate pupils about English spelling standards. As a result, Saudi EFL programs typically overlook this crucial subject [7, 15, 16].

The substantial language disparities between English and Arabic, which impair their reading, writing, and listening skills, are often cited as reasons of Saudi EFL student spelling problems. To decrease spelling mistakes, learning a language should be regarded as a multi-sensory process that should involve visual, aural, morphemic, and etymological tactics [11, 17].

6. Conclusions

The research found that a variety of variables impact Saudi EFL students' views about studying English and their ability to avoid spelling errors as they write in the English language. The study revealed that errors in the English language are to a greater extent influenced by interference that exists between English and Arabic languages. The Language teaching syllabus needs to be designed in such a way that learners get motivated, and it should be based on their language needs. Besides, students should be taught fundamental English spelling rules. They should be encouraged to read as much as they can. Some other factors that influence spelling errors in the English are the techniques used by teachers of English, the different institutional constraints that come in the way learning English, and students' learning attitudes.

6.1. Recommendations

The findings reveal that some teachers do not use practical ways or illustrations in teaching the English language. It is therefore pertinent and crucial to focus on recruiting teachers who are well-skilled and are excellently capable of using from a host of existing effective techniques for teaching L2 spellings in the most positive and effectual way.

Academic institutions in Saudi Arabia need to invest more in seminars and conferences for English teachers and students as a strategy to create positive mindsets in students towards the English language and improve the skills of teachers.

Students should also be encouraged to join different English language-based clubs and other influential peer groups where they can learn how to fluently speak English.

Teachers too should explain to the EFL learners the technique or approach such as a pattern of letters, ideas, or associations which would assist the learners in remembering the words and their spellings.

6.2. Areas for Future Research

Additional research is needed to establish the possible measures to improve the attitudes of students towards learning English and to explore the most effective strategies to enhance the performance of students in the English language.

References

[1] Al-Bereiki, S. & Al-Mekhlafi, A. (2015). Spelling Errors of Omani EFL Students. *Journal of Educational and Psychological Studies*, *9*, (4), 660-676. DOI: 10.24200/jeps.vol9iss4pp660- 676.

[2] Albesher, K. B. (2018). Saudi EFL Adult Learners' Spelling Errors: Reasons and Remedial Strategies to Raise Their Writing Proficiency Level. *International Journal of Applied Linguistics & English Literature*, *7* (7), 131–141. https://doi.org/10.7575/aiac.ijalel.v.7n.7p.131.

[3] Alenazi, O. S. (2018). Spelling Difficulties Faced by Arab Learners of English as a Foreign Language. *Arab World English Journal* (*AWEJ*), *9* (2), 118–126. DOI: https://dx.doi.org/10.24093/awej/vol9no2.8.

[4] Alenezi, S. (2021). Investigating Saudi EFL Students' Knowledge and Beliefs Related to English Reading Comprehension. *Arab World English Journal* (*AWEJ*), *12* (1), 339–356. DOI: https://dx.doi.org/10.24093/awej/vol12no1.23.

[5] Alipour, M., Salehuddin, K., & Stapa, S. H. (2020). Linguistic Awareness and English Spelling Difficulties of Iranian EFL Students in Malaysia. *3L: The Southeast Asian Journal of English Language Studies, 26* (4), 157–174. http://doi.org/10.17576/3L-2020-2604-12.

[6] Al-Khairy, M. A., (2013). Saudi English-major undergraduates' academic writing problems: A Taif university perspective. *English Language Teaching 6* (6), 1–12. https://doi.org/10.5539/elt.v6n6p1.

[7] Al-Seghayer, K. (2019). Unique challenges Saudi EFL Learners Face. *Studies in English Language Teaching, 7* (4), 490–515. https://doi.org/10.22158/selt.v7n4p490.

[8] Al-Sobhi, B. M. S., Rashid, S., Abdullah, A. N., & Darmi, R. (2017). Arab ESL Secondary School Students' Spelling Errors. *International Journal of Education & Literacy Studies, 5* (3), 16- 23. DOI: 10.7575/aiac.ijels.v.5n.3p.16.

[9] Altamimi, D., & Rashid, R. A. (2019). Spelling Problems and Causes among Saudi English Language Undergraduates. Arab World English Journal (AWEJ), 10 (3), 178–191. DOI: https://dx.doi.org/10.24093/awej/vol10no3.12.

[10] Astuti, W., Basri, H., Syafar, A., and Suriaman, A. (2021). Error Analysis of Silent Letters and Its Relevance to The Teaching of English. *Advances in Social Science, Education and Humanities Research, Series Vol. 534*. Atlantis Press. 153-158. DOI: 10.2991/assehr.k.210226.061.

[11] El-Dakhs, D., & Mitchell, A. (2011). Spelling errors among EFL high school graduates. In 4th Annual KSAALT Conference, Al Khobar, Prince Mohammed Bin Fahad University. Proceedings of the Conference in, *KSAALT Quarterly*, *4*, 1-19.

[12] Jahara, S. F. and Abdelrady, H. A. (2021). Pronunciation Problems Encountered by EFL Learners: An Empirical Study. *Arab World English Journal (AWEJ), 12* (4), 194–212. DOI: https://dx.doi.org/10.24093/awej/vol12no4.14.

[13] Rajab, H. (2013). Developing Speaking and Writing Skills of L1 Arabic EFL Learners through Teaching of IPA Phonetic Codes. *Theory and Practice in Language Studies, 3* (4), 653-659, https://doi.org/10.4304/tpls.3.4.653-659.

[14] Russak, S., & Kahn-Horwitz, J. (2013). English as a foreign language spelling: comparisons between good and poor spellers. *Journal of Research in Reading 00* (00), 1–24. https://doi.org/10.1111/jrir.12009.

[15] Shoeib, A. F. (2017). Morphological Awareness and its Association with Reading Comprehension of EFL Saudi University students. *European Journal of English Language Teaching, 3* (2), 52–77. https://doi.org/10.5281/zenodo.1117415.

[16] Tavárez, P., & Costa, D. (2021). A case Study on the Use of Spelling as a Determining Factor in Teaching English Grammar in Dominican Schools. Retrieved from: https://www.researchgate.net/publication/349702946_i_A_cas e_Study_on_the_Use_of_S pelling_as_a_Determining_Factor_in_Teaching_English_Gra mmar_in_Dominican_Scho ols.

[17] Tribushinina, E., & Karman, S. (2021). Facilitating positive L1 transfer through explicit spelling instruction for EFL learners with dyslexia: an intervention study. *Language Awareness, 0 (*0), 1–20. DOI: 10.1080/09658416.2021.1949332.