

Vowel Instruction for Spelling Enhancement of Arabic-speaking Learners of English

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Abstract

Word spellings are often a common linguistic issue among Arabic-speaking learners of English, and English vowels are one of the most difficult to resolve. Therefore, the study presented vowel instruction as an intervention to address this issue by determining its effect on the spelling performance on monosyllables and bi-syllables. Vowel instruction sessions were then offered to 15 university freshman students for two months. Instructional strategies consisted of teaching vowel pronunciation, vowel letter-to-sound relationships, vowel spelling patterns, word-breaking, and providing various spelling opportunities. To measure overall spelling performance, pre-test and post-test on vowel spellings were conducted which revealed a significant increase in the mean scores. This suggests that vowel instruction was facilitative in the improved spelling performance on monosyllabic and bi-syllabic words, with more misspellings in the latter than in the former. The strategies used were generally perceived as beneficial, and it is recommended that including them in language lessons could improve vowel spelling skill and minimize English vowel confusions. Moreover, constant exposure of learners to many English words and more spelling activities are still necessary for better English vowel recognition and whole word spelling.

Keywords: Arab learners, English vowels, spelling performance, strategies

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Introduction

Arabic-speaking learners of English often suffer from poor spelling of English words. This undoubtedly matters to any language teachers and Arab students because spelling mistakes can affect their overall communication skills. Spelling is oftentimes overlooked in the syllabi of many language instructors probably because it is not a glamorous classroom activity and has less communicative value (Pushpa, 2005; Randall & Groom, 2009). However, the spelling difficulties of Arab learners are so prevalent that they should be taken seriously in the classroom.

Literatures suggest that the frequent spelling problems of Arab learners are attributed to their perplexity with English vowels described by Ryan and Meara (1996) as *vowel blindness* and by Pushpa (2005) as *vowel confusion* or *vowel substitution*. This vowel issue is believed to be common to this group. It occurs because of the influence of their first language. Long vowels in Arabic are written in text while short vowels are only marked with diacritics above or below the consonants. Arabic-speaking learners tend to disregard the presence of vowels when storing vocabulary and tend to choose the wrong vowels in their communication skills such as reading, writing, listening, and speaking (Al-Busaidi & Al-Saqqaf, 2015; Bowen, 2011; Pushpa, 2005).

English and Arabic languages are obviously different in script and sound (Bowen, 2011; Pushpa, 2005; Smith, 2001). Arabic-speaking learners cannot relate their written and spoken languages that they tend to do the same habit when learning English (Bowen, 2011). Therefore, Arabic-speaking learners try to guess the vowels that they hear. As a result, they write the spellings of words strangely and incorrectly in which more errors are committed in the vowels than in the consonants leaving the former to be mostly unresolved (Al-Badawi & Salim, 2014; Al-Busaidi & Al-Saqqaf, 2015; Bowen, 2011; Pushpa, 2005; Ryan and Meara, 1991; Saigh & Schmitt, 2012).

The researcher proposed vowel instruction as an intervention to improve the vowel spelling problems of Arabic-speaking learners of English. It used the suggestions of various studies conducted on the spelling issues of this group of learners. It refers to the employment of teaching vowel sounds, presenting vowel letter-sound relationships, showing vowel spelling patterns, word-breaking, and providing spelling opportunities. It used the approaches of cognitive, behaviorist, and communicative language teaching in the given activities because learning spelling of words takes cognitive effort, constant practice, and practical opportunities (Bowen, 2011; Cook, 2008; Harmer, 2007; Nasr, 1993 as cited in Mahmoud, 2015; Nunan, 1999). Learning a foreign and second language is not easy, but it should not also be boring or repetitive particularly if this is related to spelling. Therefore, vowel instruction attempted to combine the idea of function and form in the language sessions as these are both needed by the Arabic-speaking learners of English.

The spellings of monosyllabic words (one-vowel sound) and bi-syllabic words (two-vowel sounds) were the emphasis of the study. It was deemed necessary to teach these first before leveling up to complicated and multisyllabic words. Words in both groups included frequent and infrequent spellings.

The purpose of the study was to determine the effect of vowel instruction on the spelling performance of Arabic-speaking learners of English on monosyllabic and bi-syllabic words. It specifically aimed to answer the following questions:

- 1) What is the spelling performance of Arabic-speaking learners on monosyllabic and bi-syllabic words before and after the vowel instruction?
- 2) What are the strategies of vowel instruction that can be used to enhance the vowel spelling on monosyllabic and bi-syllabic words?

Methods

Participants

The participants of the study were 15 Arabic-speaking students (5 females and 10 males, mostly from Saudi Arabia) enrolled at a university in the Philippines. All the students had very low scores in the spelling section and the overall results of the university-administered English Proficiency Test (EPT). The researcher used the Vowel Sensitivity Test of Ryan and Meara (1996) to determine whether participants have issues with the English vowels. All students received scores below 10 with a mean score of 2.81 indicating that they had problems with the English vowels.

Procedure

The English language enhancement sessions were voluntarily offered for two months to each participant three times a week for about an hour. A vowel spelling test (pre-test and post-test, see appendix A for student's copy) constructed by the researcher was given to the participants. The test consisted of 60 items and was divided into two parts: monosyllabic (30) and bi-syllabic words (30). The words consist of 14 English vowel sounds that were taught within two months. Common and rare vowel spellings for each sound were also presented. The test was highly reliable (0.93 using Split-half Reliability Test and 0.96 using Spearman Brown for the whole test). Mean, standard deviation, frequency counts of misspelled words, and paired-sample test analysis were used to describe the spelling performance on monosyllabic and bi-syllabic words. Spelling performance generally refers to the attained scores on these words before and after the conduct of vowel instruction.

The Vowel Spelling Test was carefully dictated in simple sentences with three chances of hearing the target word on each item. Familiar words with common and uncommon spellings were included in the test. Fourteen English vowels ([ɪ], [i], [eɪ], [ɛ], [æ], [a], [u], [ʊ], [ʌ], [oʊ], [aʊ], [aɪ], [ɔɪ], and [ɔ]) were taught and discussed during the two-month session. The pronunciation book of Dale and Poms (2005) was used as the main reference in the sessions to illustrate articulation and production of sounds. The participants listened and filled out the missing vowel letters (regular vowels *a, e, i, o, u* and semi-vowels *w* and *y*) in the test. The US-based English spelling was used all throughout the sessions but the UK-based English (*neighbour, centre, and flavour*) was also presented during sessions to avoid confusions.

A teacher-guided evaluation sheet was provided to the participants by the end of the sessions to determine whether vowel instruction was beneficial in improving their spelling performance.

Vowel Instruction

All English vowel sounds were introduced from the start of the session. In each lesson, students were asked to identify and match pictures, repeat and read words displayed on the board. Then, they were asked to listen and identify the common vowel sound they hear from these words. Next, participants were taught pronunciation by producing the sound and by distinguishing it (e.g. through minimal pair drills). Afterward, they were instructed to group printed words (in flash cards) with similar vowel spellings using a chart (see appendix B). As an extra challenge, students had to hear, write down dictated words, and group them. Spelling patterns and rules were also illustrated and discussed. Later, they were tasked to underline vowel letters, count, and divide syllables in the words. Finally, students were provided review of vocabulary exercises (picture identification or matching type), writing activities (short sentences or paragraphs), short reading (short articles or rhymes), and spelling drills (gap-fill and whole word).

Spelling Performance on Monosyllabic and Bi-syllabic Words Before and After

Results revealed that there is a significant increase (at 0.05) in the spelling performance of Arabic-speaking participants before and after the vowel instruction. The mean scores increased from 30.67 to 43.07 with standard deviations of 8.61 and 9.61, respectively. The mean scores also increased in monosyllabic (from 18.33 to 23.4) and bi-syllabic words (from 12.33 to 19.67). The difference in the mean scores indicate that participants improved more in bi-syllables than in monosyllables. Table 1 reveals the summary of the vowel spelling test before and after vowel instruction

Results and Discussion

Table 1

Spelling Performance on Monosyllabic and Bi-syllabic Words Before and After

Student (n=15)	Pre-test (60)	Post-test (60)	Part A: Monosyllable (30)		Part B: Bi-syllable (30)	
			Pre-test	Post-Test	Post-Test	Post-test
Total	460	646	275	351	185	295
Mean	30.67	43.07	18.33	23.4	12.33	19.67

Monosyllabic words. The findings of the study show that several monosyllable words were still difficult to spell, and some words were spelled correctly.

The following results were the highlights of this study:

- The most misspelled monosyllabic word was *caught* [ɔ] followed by *build* [I].
- Other high frequency misspelled words included *style* [aI], *head* [ε], *blue* [u], *join* [ɔI], *boat* [OU], *soup* [u], and *train* [eI] – all contain vowel spelling patterns that were still confusing for the participants.

- *Back* [æ], *catch* [æ], and *good* [ʊ] received correct spellings despite the absence of these sounds in Arabic, though, the sounds [æ] and [a] in English are two spoken sounds (allophones) of the Arabic phoneme /a:/ and the Arabic [u] and [ʊ] are two allophones of *Damma* /u/ (Al-Busaidi & Al-Saqqaf, 2015).
- The word *push* [ʊ] mostly spelled '*posh*' and *full* [ʊ] mostly spelled '*fell*' or '*foll*' were still problematic which may have been influenced by the change in the duration of the short vowel sound [ʊ].
- The words *gym* [ɪ] and *build* [ɪ] had the most noticeable decrease in misspelled monosyllabic words.
- Words with silent 'e' like *style* [aɪ] and *bike* [aɪ] were spoken well but frequently misspelled, and that 'i' and 'y' that ends with silent 'e' seems unfamiliar for the vowel sound [aɪ].
- The word *boat* [oʊ] with vowel spelling 'oa' was still difficult to master as it remained unchanged in frequency, but this vowel sound was not difficult to pronounce to all the participants.
- The words *caught* [ɔ] often pronounced as /kaot/ and *bought* [ɔ] as /bout/ were the most misspelled monosyllabic words in which all the participants struggled to pronounce the sound and spell their vowel letters.

Bi-syllabic words. Bi-syllabic words were still harder to spell and had more misspellings in the tests. The following results were the highlights of the study:

- The word '*awful*' [ɔ] was the most misspelled bi-syllabic word in the pre-test since all the participants got this incorrectly followed by words '*neighbor*' [eɪ], '*author*' [ɔ], and '*heavy*' [ε].
- Least misspelled bi-syllabic words included *father* [a], *wallet* [a], *tonight* [aɪ], *island* [aɪ], and *many* [ε].
- Bi-syllabic words *afraid* [eɪ] did not change at all which was almost identical to the case of monosyllabic *train* [eɪ]. The word *afraid* which was associated with similar-sounding words *great* and *veil* was still spelled as '*afreid*,' '*afread*,' '*afried*,' and '*afraed*.'
- The confusion of the English vowel [ε] with vowel [i] was still obvious in the bi-syllable word '*letter*' as indicated by the few decrease in the frequency of misspellings.
- The confusion of the English vowel [ε] with vowel [i] also transpired in the second syllable of the word *foolish* in which many participants wrote '*foolesh*,' '*foulesh*,' or '*fuolesh*'.
- Words that end with the vowel sound [i] like *many*, *lucky*, and *heavy* were written as '*mane*,' '*lucke*,' or '*heave*' in which letter 'e' was used instead of 'y' suggesting the vowel-letter confusion for vowel [i].
- The words *heavy* [ε] and *head* [ε] contains vowel spelling 'ea' that seemed unfamiliar to the participants and had several mistakes in the pre-test while *many* (a rare vowel spelling for this vowel sound) got few incorrect spellings.

- The word *minute* (with rare vowel spelling for [ɪ]) also received several mistakes which was still misspelled as ‘*menita*,’ ‘*minuta*,’ ‘*munite*,’ ‘*menute*,’ or ‘*minate*.’
- The word *eyebrow* [aʊ] with equivalent Arabic sound received few spelling mistakes in the post-test along with the words *around*, *house*, and *town*.

Monosyllabic words were easier to spell than the bi-syllabic words which could be linked to the number of vowel sounds that needed to be analyzed and spelled by learners. The English vowel [ɔ] in the words *bought*, *caught*, *awful* and *author* appeared to be the most difficult to spell and pronounce, which remains to be one of the most confusing English vowels for Arab learners (Smith, 2001). Hence, the need to work on this vowel more.

Words like *gym*, *back*, and *good* received few frequencies of incorrect spellings. The amount of exposure and usage of these words (*good*, *gym*) to the extent of overuse were helpful in perfectly spelling them. For instance, all students encountered the word *gym* during their Physical Education classes and often passed by this area on the way to the tutorial classes. They also used the word *good* every day to greet foreign friends, classmates, and professors or to describe something nice and pleasant (from food to feelings) that the word became too familiar and were used without hesitations, thus, confirming that greater participation, exposure, experiences, and language use do lead to improvements in language proficiency and automaticity (Cook, 2008; Harmer, 2007; Logan, 1997; Lim, 1992 as cited in Nunan, 1999). However, this overuse may result in overgeneralization which also undermines ability to spell well because the participants tend to do the same habit in other words as in the case of *afraid* and *train*. The vowel sound [eɪ] seemed to be generalized as having the spellings of vowel letters ‘*ea*’ or ‘*ei*’ only. It appears that most of the participants were unfamiliar that the vowel sound [eɪ] can be spelled as ‘*ai*’. At other times, guessing the letters within the words as in *caught* or *bought* without any conscious thought or effort (perhaps for the sake of finishing the task) could be linked to failure of spelling words.

Arabic speakers tend to perceive all the English vowels differently from other groups of learners especially the vowels [u], [ʊ], [i], [ɪ], [ɛ], [æ], [oʊ], and [ɔ] and rely on their phonetic spelling strategy to write English vowel letters. However, this leads to spelling errors linked to difficulties on perceiving vowels (Alshangiti & Evans, 2015; Post, Swank, Hiscock, & Fowler, 1999; Smith, 2001). Second language learners have difficulty learning a foreign language because they perceive vowel sounds differently from the native speakers of English (Al-Badawi & Salim, 2014). Moreover, this could also be linked to the lack of knowledge on vowel letter-and-sound relationships (Al-Jarf, 1998; Bowen, 2011; Mahmoud, 2015). Therefore, explicit teaching of the vowel spelling/letter-and-sound correspondence and vowel sound awareness would really benefit the Arabic-speaking learners.

In general, the incorrect spellings of monosyllable and bi-syllable words may be attributed to first language interference, overgeneralization and guessing of words, reliance on their phonetic spelling strategy, unfamiliarity with spellings of many English words or insufficient knowledge on letter-and-sound correspondence, and difficulty in perceiving vowel sounds (Al-Badawi &

Salim, 2014; Al-Jarf, 1998; Bowen, 2011; Haynes, 1984; Mahmoud, 2015; Pushpa, 2005; Smith, 2001).

Table 2 reveals the summary of the frequency of misspelled monosyllabic and bi-syllabic words before and after vowel instruction.

Table 2

Frequency of Misspellings on Monosyllabic and Bi-syllabic Words Before and After

Monosyllabic words	IPA symbol	f Pre (15)	f Post (15)	Bi-syllabic words	IPA symbol	f Pre (15)	f Post (15)
g <u>y</u> m	[ɪ]	8	0	min <u>u</u> te	[ɪ]	10	8
bu <u>i</u> ld	[ɪ]	12	5	w <u>i</u> nter	[ɪ]	11	4
me <u>a</u> n	[i]	4	1	bel <u>i</u> eve	[i]	12	5
ne <u>e</u> d	[i]	3	0	pe <u>e</u> ple	[i]	5	3
tr <u>a</u> in	[eɪ]	8	6	ne <u>i</u> ghbor	[eɪ]	14	8
e <u>i</u> ght	[eɪ]	6	2	af <u>r</u> aid	[eɪ]	11	11
he <u>a</u> d	[ɛ]	9	4	ma <u>n</u> y	[ɛ]	4	4
fr <u>i</u> end	[ɛ]	7	1	he <u>a</u> vy	[ɛ]	13	6
we <u>s</u> t	[ɛ]	7	2	l <u>e</u> tt <u>e</u> r	[ɛ]	11	8
ca <u>t</u> ch	[æ]	1	2	la <u>u</u> ghter	[æ]	14	6
cl <u>a</u> p	[æ]	5	2	a <u>f</u> ter	[æ]	1	0
ba <u>ck</u>	[æ]	0	1	w <u>a</u> llet	[a]	4	2
da <u>r</u> k	[a]	2	1	fa <u>t</u> her	[a]	2	0
st <u>o</u> p	[a]	2	1	T <u>u</u> esday	[u]	11	4
bl <u>u</u> e	[u]	9	6	fo <u>o</u> lish	[u]	14	10
so <u>u</u> p	[u]	8	2	bu <u>l</u> let	[ʊ]	10	8
pu <u>s</u> h	[ʊ]	6	2	w <u>o</u> man	[ʊ]	7	6
g <u>o</u> od	[ʊ]	0	0	lu <u>ck</u> y	[ʌ]	9	6
do <u>e</u> s	[ʌ]	5	2	co <u>u</u> sin	[ʌ]	8	7
cu <u>t</u>	[ʌ]	1	2	w <u>i</u> ndow	[oʊ]	10	3
sn <u>o</u> w	[oʊ]	4	3	al <u>o</u> ne	[oʊ]	8	0
bo <u>a</u> t	[oʊ]	9	9	eyeb <u>r</u> ow	[aʊ]	10	4
ho <u>u</u> se	[aʊ]	6	1	ar <u>o</u> und	[aʊ]	7	2
to <u>w</u> n	[aʊ]	5	3	ton <u>i</u> ght	[aɪ]	4	0
st <u>y</u> le	[aɪ]	11	4	g <u>o</u> odby <u>e</u>	[aɪ]	12	8
ti <u>m</u> e	[aɪ]	3	0	is <u>l</u> and	[aɪ]	4	3
bo <u>y</u>	[ɔɪ]	2	0	en <u>j</u> oy	[ɔɪ]	8	2
jo <u>i</u> n	[ɔɪ]	9	5	av <u>o</u> id	[ɔɪ]	10	6
ca <u>u</u> ght	[ɔ]	14	10	au <u>t</u> hor	[ɔ]	14	13
bo <u>u</u> ght	[ɔ]	6	7	aw <u>f</u> ul	[ɔ]	15	7

Vowel Instruction Strategies

Presentation of vowel-letter-sound relationships was one of the favorite activities during the sessions as 13 students considered it useful, effective, and interesting. Spelling opportunities like reading were perceived similarly by 13 students, writing by 12, and spelling drills by nine. Eleven participants had the same opinion on vowel pronunciation, nine on vowel patterns, and 11 on word-breaking.

Vowel pronunciation. Although 11 students perceived teaching vowel pronunciation as beneficial, majority of them appeared to respond and spell better when seeing the words first rather than hearing the sounds. This suggests that learning by sight was a less confusing method than learning by sound in learning spelling (Pushpa, 2005), and that teaching vowel pronunciation needs both presentation of the spoken and visual forms (Mahmoud, 2015). Teaching pronunciation somehow helped in increasing the awareness of the different English vowels sounds as expressed by 12 participants. Though it may take time to teach this, more vowel production trainings should be provided as this could help the Arabic-speakers improve their production and perception of the English vowels which also depends on their motivation and environment (Alshangiti & Evans, 2015).

Vowel letter-and-sound relationship. Presenting the vowel letter-and-sound correspondences through groupings of words with similar vowels spellings may have influenced the improved spelling performance of the participants. This was facilitated with the use of spelling chart and mnemonic sentences. Word groupings with the aid of spellings charts may have reinforced skills such as looking for keywords and word association. Looking for a hidden *keyword* within the word was helpful in remembering the spelling of vowel letters as accounted by three students who tried to remember the word *eat* in spelling ‘*meat*’ or the word *eight* in spelling ‘*neighbor*’ and ‘*weight*.’ Word grouping through spelling chart, as expressed by two participants, also strengthened association of words (e.g. *build* with *guitar* and *guilty*). Many mistakes on the spellings of monosyllabic and bi-syllabic words could be attributed to the unfamiliarity of English word spellings and the lack of knowledge on letter-sound correspondence. Thus, more focus and practice on these should be provided to all English vowels especially on the confusing ones like [u], [ʊ], [i], [ɪ], [ɛ], [æ], [oʊ], and [ɔ].

Vowel patterns. Learning vowel patterns through rules may not be as interesting and enjoyable for some participants, but it was still perceived as useful. Some past studies suggest that learning spelling rules can improve awareness of language patterns and that mastery of spelling rules can affect the spelling ability of language learners (Al-Jarf, 1998). This may be true for participants who were perceived to have wider vocabulary and better speaking skills because they were more attentive, interested, and responsive to this information. Students who seemed to have low vocabulary could not easily follow the spelling rules and new information instructed to them. Instead, they needed colorful illustrations and more examples to simply copy and write on their notebooks. Thus, teaching vowel patterns through rules may need to consider the linguistic level of the learners.

Spelling rules that were illustrated and discussed to show the patterns of vowel letters include:

- writing of letter ‘i’ after ‘e’ in letters with ‘c’ (e.g. ceiling, receive);
- writing words with silent ‘e’;
- changing of ‘y’ into ‘i’, then add *-es* or *-ed* for words with consonant-consonant-vowel letter pattern;
- writing letter ‘y’ when the last vowel sound of the words is [i] as in *lucky*, *heavy*, *many*; and
- using and writing suffixes *-ous*, *-er* to change the form of words.

Word-breaking. In the study, word breaking focused on counting the number of syllables in spoken words and allowing learners to understand that one syllable equals one vowel sound. All the participants could count the vowel sounds for each given word indicating that they could somehow distinguish the different vowel sounds in a word. Six students expressed that segmenting syllables made them realize its importance in pronouncing, reading, and spelling words. However, more syllabication practice (particularly on confusing vowel sounds) is still needed because it is considered as a necessary skill in improving the sound awareness and spelling abilities of learners. It was used as spelling strategy by good spellers and even learners with disabilities (Baleghizadeh & Dargahi, 2011; Taylor, 1997). Segmenting syllables on multi-syllabic words would be another way to determine the ability of learners to identify the number of vowel sounds within a word.

Spelling opportunities. Spelling exercises involved vocabulary activities for review (picture identification, matching type), spelling drills (gap-fill and whole word), sentence and paragraph writing, and reading exercises (short articles, rhymes) – all were done at the end of each session. Sentence and paragraph writing allowed the students to construct and use the target words in their own sentence. Short reading activities were also perceived as helpful particularly rhymes. Five participants expressed that they could remember spellings of words like *town* and *eyebrow* because it was rhymed with *owl*, *cow*, and *how*. Thus, all these spelling opportunities that expose learners to use English words may have contributed to their improved spelling scores.

Limitations of the Study

Despite the positive results, the study was not without limitations which may affect the generalizability of the findings. The limitations relate to: a) the sample size, b) time, scope, and resources, and c) application and delivery that should be considered when conducting similar studies in the future.

Conclusion and Recommendations

The results generally suggest that teaching English vowels could help improve the vowel spelling ability of this group of learners. Vowel instruction can be concluded as beneficial and facilitative in the spelling enhancement of monosyllabic and bi-syllabic words among the Arabic-speaking learners of English. Including this in the language syllabus or lesson plans of teachers would eventually benefit the learners. Bi-syllabic words which received higher frequency of

misspellings than monosyllabic words require more exposure and practice because Arab learners tend to be more confused with the spellings of vowels in longer words. Words with unfamiliar spellings also need more training, exercises, and spelling opportunities to recognize the English vowels and spell the whole words better. While the participants showed improvement in their scores, they still require constant exposure to many English words to have better spelling skills. Majority of the participants considered the strategies as interesting, effective, and useful. Careful consideration, preparation, and application of these strategies in the English as a Second Language/English as a Foreign Language classrooms would be advantageous in minimizing the vowel confusion and vowel spelling issues of the Arabic learners. In the end, it would contribute to a better spelling of whole words.

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Appendix A. Vowel Spelling Test (*Student's Copy*)

Name: _____ Major/Course: _____ L1: _____ Date: _____	
<p>A. One-syllable words. Listen and spell the words correctly by filling out the missing regular vowels (a, e, i, o, u) and semi-vowels (y, w). You will hear the word in each item three times.</p>	<p>B. Two-syllable words. Listen and spell the words correctly by filling out the missing regular vowels (a, e, i, o, u) and semi-vowels (y, w). You will hear the word in each item three times.</p>
<p>1. m _ _ _ n 16. s _ _ _ p 2. n _ _ _ d 17. p _ s h 3. g _ _ m 18. g _ _ _ d 4. b _ _ _ l d 19. d _ _ _ s 5. t r _ _ _ n 20. c _ _ t 6. _ _ _ g h t 21. s n _ _ _ 7. h _ _ _ d 22. b _ _ _ t 8. f r _ _ _ n d 23. h _ _ _ s _ _ 9. w _ _ s t 24. t _ _ _ n 10. c _ _ t c h 25. s t _ _ l _ _ 11. c l _ _ p 26. t _ _ m _ _ 12. b _ _ c k 27. b _ _ _ _ 13. d _ _ r k 28. j _ _ _ n 14. s t _ _ p 29. c _ _ _ g h t 15. b l _ _ _ 30. b _ _ _ g h t</p>	<p>31. b _ l _ _ _ v _ _ 46. b _ l l _ _ t 32. p _ _ _ p l _ _ 47. w _ _ m _ n 33. m _ _ n _ _ t _ _ 48. l _ _ c k _ _ 34. w _ _ n t _ _ r 49. c _ _ _ s _ _ n 35. n _ _ _ g h b _ _ r 50. w _ _ n d _ _ _ 36. _ _ f r _ _ _ d 51. _ _ l _ _ n _ _ 37. m _ _ n _ _ 52. _ _ _ _ b r _ _ _ 38. h _ _ _ v _ _ 53. _ _ r _ _ _ n d 39. l _ _ t t _ _ r 54. t _ _ n _ _ g h t 40. l _ _ _ g h t _ _ r 55. g _ _ _ d b _ _ _ 41. _ _ f t _ _ r 56. _ _ s l _ _ n d 42. w _ _ l l _ _ t 57. _ _ n j _ _ _ 43. f _ _ t h _ _ r 58. _ _ v _ _ _ d 44. T _ _ _ s d _ _ _ 59. _ _ _ t h _ _ r 45. f _ _ _ l _ _ s h 60. _ _ _ f _ _ l</p>

Appendix B. Vowel Spelling Chart

Vowel letter spellings: oo, ou, u-e, ui, ew, oe, o, u

Vowel Sound [u]

Mnemonic Sentence: It is truly cool for you to use your blue suit with your new shoes.

Activity: Group the words (*written in colored cards*) with similar vowel spellings and place them in the chart. Afterward, copy and write the words on your workbook/notebook.

<i>noon</i>	<i>avenue</i>	<i>glue</i>	<i>clue</i>	<i>news</i>	<i>knew</i>	<i>who</i>	<i>do</i>	<i>shoe</i>
<i>fool</i>	<i>Tuesday</i>	<i>soup</i>	<i>duty</i>	<i>group</i>	<i>fruit</i>	<i>tuna</i>	<i>tune</i>	<i>rule</i>