



# THE EFFECT OF TWO SPELLING COURSE TEACHING METHODS ON THE COGNITIVE ACHIEVEMENT OF THIRD PRIMARY GRADE PUBLIC EDUCATION STUDENTS IN THE KINGDOM OF SAUDI ARABIA: A QUASI-EXPERIMENTAL STUDY ON THE EDUCATION DEPARTMENT IN BISHA GOVERNORATE

Abdullah Shamlan Shebreen<sup>1\*</sup>

## Abstract

This study aims at identifying the effect of two *spelling* course-teaching methods on the cognitive achievement of third primary grade public education students in the kingdom of Saudi Arabia. The importance of the study lies in the fact that it helps Arabic language teachers to avoid clear deficiencies that prevent students from improving their spelling performance. Added to that, this study can also pave the way to other studies to devise and invent different ways to improve students' spelling performance. As well, this study tries to shed light on an important aspect of the educational process, which is to figure out the effect of two *spelling* course-teaching methods on the cognitive achievement of third primary grade public education students in the kingdom of Saudi Arabia. The study used the quasi-experimental method and its sample consisted of 25 students representing the target study sample. The study concluded that the three experiments (experimental *spelling* course, the new ministerial approach applied for this year (1440/1441 AH), the regular method of developing the written component) have a meaningful effect on *spelling* course students. Furthermore, there are no significant differences between the effects of these three methods on *spelling* course students' achievement.

Based on the above results, the educational operators are highly recommended to pay more attention to teaching the students of *My Language* course book according to the new curriculum. Hence, the educational curricula should include activities and procedures of the main basic *spelling* skills needed by the primary third grader. In addition, non-specialist teachers should be trained to apply the main basic *spelling* skills needed by the primary third grader.

**Keywords:** - Spelling course - Primary stage - Ministry of Education - Third grade primary - quasi-experimental curriculum

<sup>1\*</sup>Ministry of Education - Kingdom of Saudi Arabia E-Mail: assq.bisha@gmail.com

**\*Corresponding Author:** - Abdullah Shamlan Shebreen  
Ministry of Education - Kingdom of Saudi Arabia E-Mail: assq.bisha@gmail.com

DOI: 10.31838/ecb/2023.12.1.461

## 1- Introduction:

The Arabic language is a unit based on the complementarity and interdependence between its skills: Listening, Speaking, Reading, and Writing. It works as an integrated, interconnected and interactive whole that involves all of them in a precise homogeneous system which components cannot be separated from one another in the performance of its functions. In fact, it is more like a living organism that comprises various inter-related, inter-dependent, and interactive aspects. Thus, there cannot be speaking without listening, nor writing without reading, nor reading without listening, nor speaking without writing.

They are all interconnected skills within a homogeneous self-compatible and self-interacting system.

In other words, *spelling* ranks high among all language branches since it is an important basis for any written expression as it is a means to measure its visual writing correctness. Hence, a spelling error distorts writing, may hinder the understanding of the sentence, and calls for the writer's contempt no matter of his/her literary ability. Furthermore, *spelling* is an accurate measure of the learner's achievement at the level of the writing skill and the drawing of correct letters, which enables him not only to record the

different phases of his ideas and feelings, but also to read accurately through all his other academic subjects. It reinforces his general cultural achievement as well (Radi, 1421, 91). Last and not least, it helps the learner to enrich his language and his cognitive maturity.

The researcher believes that the learner needs to know the basic *spelling* rules, especially at this crucial stage of his learning life, so as we would end up with a learner who writes in a sound manner free of spelling errors and able to read correctly. Therefore, the *spelling* course that is intended to be taught in the coming years of the primary stage will solve the problem of learners' poor achievements in spelling. In addition, if employed more accurately within the tasks of the course book of *My language*, it will be a great support for them.

He also thinks that the teaching of *spelling* in the Kingdom of Saudi Arabia passes through its teaching within the branches of the Arabic language combined together gradually within the frame of the course book of *my beautiful language*. The first important stage of this course process is learning how to spell (Writing learning). It starts by teaching the students the letters spelling and the way they are drawn in the beginning, middle, and end of the word. The students are trained to write the targeted letters with their various forms and spellings both as single words and in context taking into consideration the separation between the written words by copying them from any medium. The following important stages are *spelling after observation, hiding and dictating*, and eventually *dictating without observing* through multiple-choice tasks.

Indeed, The Arabic Language Curriculum Development Project, represented by the Curriculum of *My Beautiful Language* in the primary Stage, is clear and well integrated involving the four Arabic language skills: Speaking, Listening, Reading and Writing. Nevertheless, there is an emphasis on a skill at the expense of another. In addition, the skill of *spelling* through the targeted competency "phonological aspects" in the curriculum of *my beautiful language* at the first three primary grades is not explained explicitly to the students. The only explanation is made through some training tasks in the target competency "linguistic structures". Moreover, all what is found in the primary grades is just by assiduous efforts of some specialized teachers who are familiar with the basic skills these primary classes need and should learn and apply in their writings. As for

the non-specialists who teach these classes, they only use what they find in *my beautiful language* course book, which just contains applications without detailing or explaining, even briefly, each targeted skill in these first three grades.

This is an obvious problematic issue and a cause of weakening students' *spelling* achievement in the future. At this level, it is necessary to apply some additions and modifications to *my language* curriculum to reinforce the needed skills. This reinforcement should be done by dividing the material through two semesters for each grade from the first grade to the third grade of the primary stage hand in hand with providing full clarifications, explanations, examples and practice. The personality of the Arabic language specialized teacher should stand out to explain these skills in detail. This calls for not separating the *spelling* course from *my beautiful language* curriculum in the primary stage as planned in the future not only because this estimated separation would be ineffective but also because, as I modestly think, we can solve this problem within the new curriculum of *my beautiful language* just by applying the above amendments.

## 2- The study issue:

As a teacher of the third grade in the Dhahaair Qanee primary School in Bisha Governorate, the researcher observed the weakness of the students who come from the second grade. He found that there are students who cannot write correctly what is dictated to them according to the rules of the spelling course. The latter has become incorporated into one course that includes all the correct writing (spelling) skills that students at this age need to study.

The problem is not in teaching it separately, but rather in employing it in *my language* course. This is consistent with what the ministry seeks to experiment as the spelling course was applied separately from *my language* course during the second semester of the school year 1439/1440 AH. It is also consistent with the results of some previous studies about this issue, such as the studies of Juju (2004); Asiri (1426); Barakat (2008); Qajah (2009); Al-Asmari (1430); Awwad (2012); Awatef and Al-Awfi (2015), Afashi (2018).

This is reinforced by the results of the exploratory sample carried out by the researcher on a random sample of (25) third-graders in the Dhahaair Qanee School in Bisha Governorate, where the results indicated a clear deficiency that prevents students from achieving the goals of the desired

spelling material at this stage. Table (1) shows the results of the exploratory sample.

**Table No. (1)** Scores, percentages, and General Grade in the results of the exploratory sample

Sample No	Grade/10	Percentage	General Grade
1	7	70 %	Good
2	9	90 %	Excellent
3	7	70 %	Good
4	8.7	87 %	Superior
5	9	90 %	Superior
6	7	70 %	Good
7	8.7	87 %	Superior
8	6	60 %	Pass
9	8	80%	Very Good
10	7	70 %	Good
11	6.5	65 %	High Pass
12	8	80 %	Very Good
13	5	50 %	Very Good
14	8	80 %	Very Good
15	5	50%	Low
16	4.5	45 %	Low
17	7	70 %	Good
18	5	50 %	Low
19	5	60 %	Low
20	4	40 %	Low
21	9	90 %	Excellent
22	5.5	55 %	Low
23	8	80 %	Very Good
24	7.6	76 %	Above Average
25	9	90 %	Excellent

It is clear from Table (1) that the ratio of (Excellent) degree reached 12%, (Superior) reached 12%, (Very Good) reached 20%, (Above Average) reached 4%, (Good) reached 20%, (High Pass) reached 4%, (Pass) reached 4%, below that (Low) reached 24%, and no score was recorded for (Exceptional) and therefore there is no percentage.

In light of the above, the current study issue is to identify the effectiveness of teaching the experimental *spelling* course in developing the written performance of the third primary grade students in the school of Dhahaair Qanee in Bisha Governorate. Therefore, and taking into consideration the results of previous studies indicating a clear deficiency that prevents the improvement of student *spelling* achievement, the present study seeks to identify the effect of two teaching methods of the *spelling* course on the cognitive achievement of the primary school third grade public education students in the Kingdom of Saudi Arabia.

Thus, the current study tries to tackle the following question:

What is the effect of two teaching methods of the *spelling* course on the cognitive achievement of the primary school third grade public education students in the Kingdom of Saudi Arabia? The study aims at identifying the effect of two teaching methods of the *spelling* course on the cognitive achievement of the primary school third grade public education students in the Kingdom of Saudi Arabia. The importance of the study lies in the fact that it helps Arabic language teachers to avoid clear deficiencies that prevent students from improving their *spelling*. This study can also pave the way to other studies to devise different ways to improve students' *spelling* performance. In addition, this study tries to shed light on an important aspect of the educational process, which is the identification of the effect of two teaching methods of the *spelling* course on the cognitive achievement of the primary school third grade public education students in the Kingdom of Saudi Arabia.

### 3-Previous studies:

Obviously, the *spelling* skill among young adults, especially primary school students, is very important. Therefore, and since some students are proficient and others perform low, which is not a shortcoming and there are ways to improve it, it is necessary to review some of the previous studies that try to shed light on the skill of *spelling* from different points of view. The main studies are:

- The Jujo study (2004) which aimed at identifying the effect of a proposed program on developing *spelling* performance skills of fifth-grade primary students in North Gaza Governorate. The researcher used the experimental constructivist approach. The study sample consisted of (73) students, distributed into two groups: one is experimental (36) students and the other is control (37) students. The researcher set the independent variables, and then applied the pre-*spelling* test to both groups. The experiment lasted eight weeks with an average of two sessions per week. Then, the two groups were subject to the post-*spelling* test. The researcher used a test (T) for two independent samples to identify the differences between the achievement averages of the two groups, and the results were: There were statistically significant differences in favor of the experimental group that used the proposed program in developing spelling performance skills.
- Asiri (1426) , within the rising demands to teach the spelling skill, conducted a study that aimed at building a proposed conception of *spelling* teaching for students of the last three grades of the primary stage. The researcher used the descriptive approach. The study sample consisted of ten randomly selected teachers who are practicing *spelling* teaching. In addition to Content analysis, i.e. books for spelling, school bulletins for teaching spelling, the study sample also included task analysis (performance). To achieve the goal of the study the researcher prepared the study device in the form of a questionnaire about spelling skills for each class. The study conclusions included namely a proposed scenario for teaching *spelling* to students in the last three grades of the primary stage. It identifies the appropriate skills, methods, procedures, and language activities for each grade to learn *spelling* skills.
- Barakat (2008) undertook an analytical study reviewing the common *spelling* mistakes among students from grades one to five in Tulkarm, Palestine. It aimed at identifying the *spelling* mistakes of students in the classes mentioned above according to the variables of gender, grade, and achievement. For this purpose, a sample of public schools students was chosen from these classes in the city of Tulkarm. The study sample has reached (292) male and female students, including (148) boys and (144) girls. This study has shown several results, most notably: The most common spelling mistakes for students from grades one to five are essentially the writing of *Hamza* letter in its various forms, the confusion between *open T* and *tied T*, while the less common spelling mistakes are letters flipping, and dropping a part of the letters (X, y, u, z).
- Abu Faida study (1429 AH) which aimed at identifying the effectiveness of a proposed program based on linguistic activities in treating spelling errors among middle school third-graders. To achieve the goal of the study, the researcher used the quasi-experimental approach, where the researcher prepared a diagnostic test for common spelling mistakes among middle school third-graders applied to (498) students. He developed, implemented and measured the effectiveness of a remedial program based on classroom and non-classroom linguistic activities. The researcher also prepared a pre-test and applied it to a study sample consisting of (31) students from the intermediate school third grade. Then he implemented the proposed remedial program to treat common spelling errors. Following that, the test was applied again to the study sample. The main study results were that the students' level in spelling is clearly low since most of the spelling samples were within the common error cycle determined in the current study (25%). Moreover, and despite the variation in percentages, except for letter *AL* types, soft *A* letter, and *Maad* letters which did not reach the degree of the specified commonness, the program has been adequately effective in treating common spelling mistakes for middle school third graders.
- The Qajah study (2009) aimed at explaining the effect of support lessons on academic achievement in spelling over a sample of second-year primary school students. The researcher adopted the experimental approach.

The study sample consisted of (30) students, distributed into two groups: one is Experimental (15) students and the other is Control (15) students. The data collection tools included two achievement tests in spelling, support lessons, and a verbal adapted version of the intelligence test for children prepared by the student Ijlal Muhammad Sari. The study concluded that the support lessons affect positively the primary school second-year students' academic achievement in spelling. There was also an effect of the intelligence variable and an absence of the effect of the sex variable.

- Al-Asmari (2010) conducted a study aimed at identifying the effectiveness of using concept maps in teaching sixth grade students the spelling skills included in the continuous evaluation. The researcher used the quasi-experimental approach. The sample of the study consisted of (60) students from King Abdulaziz Primary School. The sample was chosen intentionally by means of a clustered randomized method, whereby the experimental group consisted of (30) students and the control group of (30) students. To achieve the goal of the study, the researcher prepared the study tool and its research materials, and a pre and post achievement test after making sure of its sincerity and consistency. The researcher used the test (T), the SMA, the standard deviation, and the accompanying variance analysis. The study found that there is statistical significance for the experimental group in the post achievement test to learn spelling skills when using concept maps in spelling teaching.
- Mufdi (1431) also conducted a study aimed at identifying the effectiveness of a proposed program in treating Arabic spelling mistakes that are common in the writings of basic fifth-graders in southern Alkhalil schools. To achieve the study goals, the researcher used the experimental approach with a study sample consisting of primary school fifth-grade students in the South Alkhalil Governorate. The sample consisted of (79) male and female students from the fifth basic grade Male primary school of Khalat Al Maya and female secondary school of Khalat Al Maya. They were divided into two groups: one is experimental comprising (40) male and female students, and the other is control comprising (39) male and female students. The study used a proposed program for treating some common Arabic spelling mistakes in the writings of

primary school fifth-graders and in the spelling test. The researcher applied the pre-test to the experimental and control groups. The proposed program was applied during seven weeks with an average of two sessions per week. The two groups were subject to the post-spelling test. The results were as follows:

- 1- The presence of statistically significant differences at the level ( $\alpha \geq 0.05$ ) in the averages of common spelling mistakes in the writings of primary school fifth-grade students. This was attributed to the method (control and experimental).
  - 2- The absence of statistically significant differences at the level ( $\alpha \geq 0.05$ ) in the average spelling errors common in the writings of the primary school fifth class students due to the gender variable.
  - 3- The presence of an interaction between Sex variable and the study method.
- Awad (2012) conducted a study that aimed at identifying the causes of spelling errors and the methods of their treatment. The researcher used the descriptive approach. To achieve the goal of the study, the researcher prepared the following study devices: a diagnostic test, a teaching method questionnaire, a self-reading questionnaire. The research sample consisted of (130) male and female students from the middle school second grade. The study found that there are unrecoverable errors in writing and spelling among the sample students. This is because the spelling lesson is
    - marginalized in our schools on the basis that the student has completed learning how to write in the primary stage. Therefore, there is no interest on the part of the teachers of the other subjects to correct students' spelling errors.
    - Khasawneh (2012) conducted a study that defines the impact of the *Raafat* strategy on developing some spelling concepts for fourth-grade students in the city of Taif and investigates their effectiveness on the average achievement of female students in Arabic language spelling. The researcher used the quasi-experimental approach. The study sample consisted of intentionally chosen (33) female fourth-grade students at *Shafi* Primary School. To achieve the goal of the study, the researcher prepared the study device and its research materials hand in hand with a thorough pre and post achievement test. The most prominent study result was the

- effectiveness of *Raafat* strategy on the spelling achievement of primary school students.
- Awatif and Al-Awfi (2015) study aimed at identifying the effectiveness of using the role-playing strategy in treating common spelling mistakes among sixth-grade primary school students and defining the foundations for building a role-playing strategy. To achieve this goal, both descriptive and quasi-experimental approaches were used. The study sample consisted of female sixth-grade students in the primary stage in Al-Madinah Al-Munawwarah region and female Arabic language teachers to show their point of view in identifying the most common mistakes among students and identify their causes. The study devices were a Common spelling errors questionnaire, a diagnostic spelling test, and a teacher's guide that helps her teach spelling material according to the role-playing strategy. The study has reached the following results: Existence of common spelling mistakes for sixth-grade primary school students from the point of view of sixth-grade female Arabic language teachers. The most common spelling mistakes for sixth-grade primary school students were from the point of view of the teachers the dropping of the whole (*AL SHAMSIA*) when entering conjunctions or prepositions. The least common spelling errors were the needless addition of (*ALIF TANWEEN*). The most common causes of these spelling errors for sixth-grade primary school students from the point of view of the teachers were the large number of female students in classes. While the least causes of spelling errors were the inability to understand the spelling rules in the early stages of education.
  - Afashi (2018) presented a study aimed at analyzing the relationship between visual thinking, including mental processes, and teaching spelling as one of the language branches, on the basis that language is a set of skills that require mental performance processes. The researcher used the descriptive analytical method, and to achieve the goals of the study, its subject was presented and addressed by discussion and analysis through answering the questions of the study. By doing so, the nature of the cognitive structure of visual thinking and its relationship to spelling teaching has been revealed. Thus, spelling teaching can develop the mental processes that visual thinking depends on.
  - Al-Ruqi study (2018) aimed at identifying the effectiveness of using the mental visualization strategy in correcting spelling errors for primary fourth-grade students. The researcher used the quasi-experimental approach. To achieve the goal of the study, the researcher prepared a list of appropriate spelling skills for primary fourth-grade students and a spelling skills test. The sample of the study consisted of (60) students from the fourth primary class. The experimental group consisted of (30) students and the control group consisted of (30) students. The study concluded that there were statistical differences at the level of significance (0.05) between the average scores of the experimental group and the control group in the post application of the spelling skills test in favor of the experimental group. Besides, there are statistical differences at the level of significance (0.05) between the average scores of the pre and post tests of the experimental group in the Spelling skills test (skills and total score) in favor of the experimental group.

#### 4 –The study methodology:

Due to the nature of the current study, the use of the quasi-experimental approach is very suitable to know the effect of two teaching methods of the *spelling* course on the cognitive achievement of the primary school third grade public education students in the Kingdom of Saudi Arabia. The current study sample consisted of all third-grade students in the city of Bisha, who numbered (1322) students in the second semester 1440-1441 AH. Dhahair Qana'a primary School was chosen randomly to be the environment of the research application. The study intentionally chosen sample was made up of three groups: The first and the second were experimental and the third was control sample. The first group (25 students) studied the *Experimental Spelling Course*. The second group (25 students) studied the *New Ministerial Course* applied this year (1440/1441 AH). The third (Control) group (25 students) was taught using the *Regular Method* in developing the written component. In this way, the total of the study sample was (75) students. The sample of the study included (25) students from the Dhahair Qana'a Primary School, as a prospective sample, to ensure the validity and consistency of the study device. The study included the achievement test (pre / post). The researcher has verified the sincerity of the achievement test through several methods. In fact, he presented the self-prepared achievement test to (5) of the reviewers to

ascertain its sincerity and validity. The researcher modified the test according to the directions of some of the reviewers, and the researcher used only the words - to be dictated - Which obtained (85%) of the reviewers ' approval.

### 5. Statistical results:

To achieve the goal of the study, which aims at identifying the effect of two teaching methods of the *spelling* course on the cognitive achievement of the primary school third grade public education students in the Kingdom of Saudi Arabia, the following hypotheses have been formulated:

1- There are statistical differences at the level of significance 0.05 between the pre and post tests of

the two experimental groups, who used the experimental spelling course and the new ministerial approach applied for this year (1440/1441) and the control group.

2- - There are statistically significant differences at the level of significance between the three methods (experimental spelling decision, the new ministerial approach applied for this year (1440/1441), and the regular method of developing the written component).

For the first hypothesis test, a T-test was conducted for the associated samples and the results were as follows:

**A table showing the value of the T-test between the pre and post tests of the three groups**

Experiment	Test type	SMA	Standard Deviation	Standard Error	T Value	SIG
Experimental Spelling Course	Pre	10.8800	4.20634	.84127	6.216	0.00
	Post	14.1600	3.31260	.66252		
New Ministerial Course	Pre	11.3600	4.67155	.93431	6.107	0.00
	Post	14.1200	4.16653	.83331		
regular method of developing the written component	Pre	9.6800	4.24971	.84994	10.265	0.00
	Post	13.2400	3.82187	.76437		

It is clear from the above table that the null hypothesis, which states that there are no statistical differences at the level of significance 0.05 between the pre and post tests of the experimental and control groups, was rejected. Therefore, the alternative hypothesis stating that there are statistical differences at the level of significance 0.05 between the pre and post tests of

the experimental and control groups was accepted. This means that the three methods influence the students' level of spelling.

For the second hypothesis test, ANCOVA test was used to test the presence of statistically significant differences between the three experimental and control groups as follows:

**The table represents the ANCOVA test for intergroup testing**

Partial Eta Squared	Sig.	F	Mean Square	df	Type III Sum of Squares	Source
.742	.000	67.927	258.101	3	774.304a	Corrected Model
.579	.000	97.650	371.036	1	371.036	Intercept
.738	.000	200.224	760.784	1	760.784	Pre
.009	.730	.317	1.203	2	2.406	Group
			3.800	71	269.776	Error
				75	15410.000	Total
				74	1044.080	Corrected Total

It is clear from the above table that the null hypothesis stating that there are statistically significant differences at the level of significance between the three methods (experimental spelling course, the new ministerial approach applied for this year (1440/1441), the regular method of developing the written component). This indicates that the three methods have a similar effect on students.

### 6. Findings and recommendations:

Through statistical analysis, the researcher reached the following conclusions:

The three experiments (experimental spelling course, the new ministerial approach applied for this year (1440/1440 AH), the regular method of developing the written component) have meaningful effectiveness on students in the spelling subject.

As well, there are no significant differences between the three methods on students' achievement in the spelling subject. Therefore, we can provide the following recommendations:

- The educational operators should pay more interest and awareness to teaching students the course of *my language* according to the new curriculum.

- The educational curricula should include activities and procedures for the most basic spelling skills needed by the third grader.
- Non-specialist teachers should get a suitable training to apply the most basic spelling skills that a third grader needs.

### **7- Research proposals:**

In light of the results of the current research, the researcher suggests conducting the following studies to complement the current research:

- 1-** The effect of using a strategy to develop the spelling skills in the Arabic language achievement for primary school students.
- 2-** The effect of using a strategy to develop spelling skills enhanced by a computer-based program in improving the spelling of primary school students.
- 3-** Obstacles in applying a strategy to develop spelling skills for non-specialized primary school teachers.
- 4-** The effect of a training program based on the use of cooperative learning strategy in developing the spelling skills of primary school students.

### **References:**

1. **Abu Faida, Hassan Ayed. (1429).** The effectiveness of a proposed program based on linguistic activities in treating spelling mistakes among middle school students.
2. **Gojo, Olfat Muhammad. (2004).** The effect of a proposed program on developing spelling skills for fifth-grade primary school students in North Gaza Governorate. Unpublished Master Thesis, College of Education, Islamic University of Gaza.
3. **Asmari, holds Ali. (2010).** The effectiveness of using concept maps in acquiring sixth-grade students in the spelling skills included in the continuous evaluation. Unpublished Master Thesis, College of Education, Umm Al-Qura University.
4. **Al-Rouqi, Rashid Muhammad. (2018).** The effectiveness of using the mental visualization strategy to correct spelling mistakes among fourth-grade primary students. Scientific Journal of the Faculty of Education - Assiut University, 34 (2), 491-529.
5. **Barakat, Ziad Amin. (2008).** Common spelling mistakes for primary 1-5 students in Tulkarm, Palestine.
6. **Radi, Hussein. (1421).** Methods of teaching Arabic language from a modern educational perspective. Al-habti Cultural Library, Bisha.
7. **Khasawneh, Najwa Ahmed. (2012).** The effect of Raafat strategy on developing some spelling concepts among primary school students in the city of Taif. International Journal of Specialized Education. 1 (6), 288-306.
8. **Asiri, Hanan Merhi. (1426).** A proposed concept for teaching the spelling of students in the last three grades of the primary stage in light of the demands of teaching it. Published Master Thesis, Imam Al-Dawa House, 1st floor, Riyadh.
9. **Afashi, Ibtisam Abbas. (2018).** Analysis of the relationship between visual thinking with its mental processes, and teaching spelling as one of the linguistic branches, on the basis that language is a set of skills that require performing mental processes.
10. **Awwad, Firdaws Ismail. (2012).** Spelling mistakes, their causes and methods of treatment. Journal of Educational Studies, 17, 217-250.
11. **Awatef, and Al-Awfi. (2015).** The effectiveness of using the role-playing strategy in treating common spelling mistakes for primary school students. Journal of Educational Sciences, 2, 86-106.
12. **Qaga, Kalthoum. (2009).** The effect of support lessons on academic achievement in the spelling subject for a sample of second year primary school students in Ouargla. Unpublished Master Thesis, College of Arts and Humanities, Kasadi University, Mirbah, Ouargla.
13. **Mufdi, Muhammad. (1431).** The effectiveness of a proposed program in treating common Arabic spelling mistakes in the writings of fifth-grade primary students in schools in southern Alkhalil.