

Improving Spelling Proficiency in Filipino through Word-Paragraph Discrimination Strategy

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Abstract

One common dilemma in the Filipino language is the poor spelling skills among students. This is reflected in their written outputs and even posts in social media. Good spelling of words in a language is a manifestation of linguistic familiarization and even mastering its vocabularies. This action research study explored the spelling gaps among high school students. A primary goal is to find out the spelling proficiency problem as evidence of claimed poor spelling skill and an intervention is applied. A quasi-experimental method was used in this study. Pre-test and post-test were all administered to two groups of respondents. A word-paragraph discrimination strategy (WPDS) was used as an intervention for the experimental group. The basis for the standard spelling and rules was anchored from the Orthography of Filipino released by the Komisyon sa Wikang Filipino (KWF). The results revealed that in the pre-test, both groups gained poor results which support the observed poor spelling proficiency of the students. Meanwhile, the result in the post-test revealed a big difference for both groups. The control group did not meet significant progress while the experimental group had gained excellent results which signifies great improvement. The intervention used is proven effective and can help in improving the spelling proficiency of the students in Filipino. Strategy such as WPDS promotes a metalinguistic awareness of maintaining the standard of a language, consonantly, acclimating students in the conventions of spelling and vocabularies.

Keywords: Filipino, spelling, proficiency, word-paragraph discrimination strategy, vocabulary

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INTRODUCTION

Spelling is a good indicator and practice of assessing students' skills in reading and writing. Spelling is a predictor of both grammar and punctuation conventions (Daffern et al., 2017). It may prove some level of learners' ability to recognize sounds and letters. Slowness in these areas can lead to incompetence and poor learning habits (Graham and Santangelo, 2014; mentioned in Ehri, 2014). This greatly affects their learning as bases for literacy. Therefore, spelling proficiency among learners should be reinforced.

According to Jones (2009), in the language instruction, spelling is an integrative part to support the writing ability of learners. It is a weapon for them especially in

reinforcing reading (and writing). Instead pouring all in teaching reading comprehension, teaching them spelling in the writing prompts enable them to be familiarized with the sound and symbol used in a text. Through this, they master which subsequently results in the mastery of linguistic properties of the target language.

Spelling is a way of showing the ability of a person in characterizing himself as proficient in his language. Sounds and symbols are vital elements of spelling because they are functions in reading and writing respectively. Joshi et al. (2009) described this link that the correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. Consequently, it is a literacy skill necessary in the educational development of a person, especially the cognitive processes in reading and spelling of words (Vander Stappen & Van Reybroeck, 2018). On the other hand, recognizing the correct spelling of words depends on the task and involves lexico-semantic processes. Orthographic decision task of words is necessary (Larionova et al., 2023). With that, this study applies an intervention to give high school learners to correct themselves in writing and reading.

However, for recent decades, spelling books are no longer regarded as essential by educators and have abandoned the traditional way of teaching spelling in the classroom. Measures of spelling do not appear in standardized tests in some countries and states. Some scholars believed that due to technological innovations phased out the spelling (Pan et al., 2021). Teachers dismissed the traditional way of teaching spelling due to the presence of the softwares or technological applications that learners may engage with. This is generally experienced by the actual teachers who pay attention to the reading and writing and that students may no longer be reinforced in learning spelling. Thus, one avenue for them to practice spelling is their engagement in the applications available in their gadgets. Formulation of new spelling words can be in the form of initialism, the acronym, spelling distortion, compounding, fancy formation, clipping and many other morphological processes. Moreover, though social media helps the new generation to communicate with their peers and gain confidence, the barrier between learners and teachers with the writing and reading have been seen negatively by the former (Jeresano & Carretero, 2022).

In a context where Filipino language teachers were interviewed regarding the spelling and the cause of misspelled words committed by learners, they believed that learners committed spelling errors. because it is primarily not monitored in the formal class. Even one of them said that the language in media, particularly social media allows them freely to abbreviate or create new spelling of words different from its original and correct form. Hence, spelling is a timely issue to investigate learners' reading and writing.

Related Literature and Studies

In the current repository of studies, spelling is studied in different languages. However, this study found out that there are very few numbers of research on Filipino spelling. Relevant studies were mentioned to highlight needs related to spelling improvement. It was discussed in the report on reading achievement in the Philippines that part of the literacy acquisition is influenced by orthography of the language which refers to spelling (Brunette et al., 2019). Two components that contribute to the orthographic knowledge and these are word-specific and general

orthographic knowledge (Zaric et al., 2021; Ehri, 2014). The spelling of words comes with association of phoneme and symbol which are definite strong predictors of reading achievement (Moats & Tolman, 2009). In improving the basic writing skills of the learners in Filipino, conducting writing exercises in and out of the classroom increases the writing competencies of the students and to continue this, parent-teacher monitoring is ideally advisable to reinforce the competencies (Cabigao, 2021). Explicit teaching of spelling, referring to the traditional ways, still valid in the present times (Pan et al., 2021).

Correlating the spelling and reading speed, it is found out that the quality of orthographic representations is directly connected to reading speed which supports the relevance of spelling in literacy acquisition (Martin-Chang, 2014). In the spelling error recognition, the study claimed that orthographic decision tasks conditioned the spelling-specific processes in detecting the error in the memory (Larionova et al., 2023). A study to enhance spelling through computerized spelling games should be based on the appropriate literacy digital games. The learners best learn the word when they listen while visually seeing the characters. The efficacy rate is high even without the support of the adult (Elimelech & Aram, 2019).

METHOD

The method used is quasi-experimental and this was conducted in a public high school wherein the participants were Grade 9 students, a heterogeneous class. The level was chosen because it is expected that the learners at this stage can show proficiency in language. It is also the stage where career assessment takes place then the learners are expectedly able to read and write proficiently. Moreover, it is the exact stage where they can be assessed what they reaped during their first two years in high school and oversee the transition point of progress from their elementary to secondary. The command of structure of words (syntax) and good usage of grammar are also anticipated.

The intervention used is the word-paragraph discrimination strategy (WPDS). The WPDS basically adheres to the traditional convention of teaching spelling. This exercise is conducted as a preliminary activity before the start of the proper lesson in class. It is a short activity to allow the learners to find the misspelled words or intentionally erred words in the paragraph and provide the correct one.

Ten words are intended to be misspelled. All used words are based on the Filipino Orthography rules of Komisyon sa Wikang Filipino (Commission on National Language). The conduct of the intervention took a quarter-long or approximated 3-month long. A pre-test and post-test was conducted after the exposure of the WPDS.

In order to ensure that the control group was not aware, they were reminded to write the correct spelling in the writing activities in class. While the other class was reminded to write a correct spelling word, the experimental group was treated with the WPDS but not reminded with the importance of spelling. The data was collected before the pandemic thereby this does not cover the learning gap that happened in the learn from home set-up. The following framework was employed.

Meanwhile, to support the findings, semi-structured questions were made to interview teachers teaching in high school. Five questions were raised. Statistical treatment used here are the mean, standard deviation (SD) and T-test.

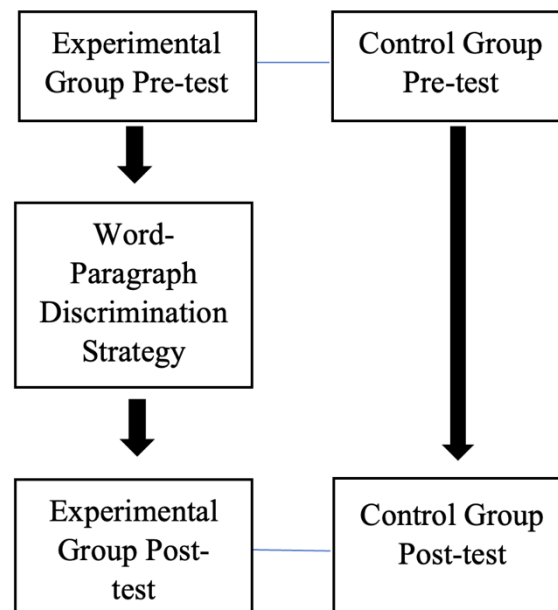


Figure 1. Schematic Diagram

To test the spelling ability of the students and the efficacy of the intervention, these are the questions formulated, (1) What are the pre-test scores of the groups? (2) What are the post-test scores of both groups?, and, (3) Is there a significant difference between pre-test and post-test results? For the teachers, the semi-structured and open-ended questions were (1) Based on your observation as a classroom teacher, is there a big problem on spelling proficiency among learners in the Filipino language?, (2) What are the books or references that include preliminary activities for aiding spelling?, (3) In your own opinion, the way how the learners' spelling in Filipino follows the standard orthography set by KWF?, (4), In your own opinion, is it necessary for a teacher to create an intervention on the spelling prompts?, and, (5) If you will create an intervention, what are the primary references that you will use to facilitate the creation of an instrument that accommodates spelling gaps especially in the areas related to humanities, science, technology, and mathematics?

RESULTS AND DISCUSSION

Spelling errors are investigated to connect the effect of interventions to spelling performance of the learners (Vander Stappen & Van Reybroeck, 2018). This allows drawing a big picture of what WPDS can do as an intervention for spelling errors.

Pre-test

In Table 1, it presents the mean score of both groups and its SD. The mean scores are 16.27 with SD 3.81 for the control group while a mean score of 15.50 with SD of 4.33 in the experimental group. This result simply implies that based on the pre-test conducted to 30 students with 30 items, both groups mean scores are in the middle or half of the total items. This means that the result indicates poor spelling among students. With this, identifying the error in the sentence or the misspelled words shows less proficiency among these learners. Also, it could be that they are not engaged much in the essence of spelling in the text and how it affects meaning per se.

In one way or another, correct spelling of words among the two groups seemed to be problematic in spelling recognition.

Table 1. Pre-test results of two groups

Pre-test	Mean	SD
Control	16.27	3.81
Experimental	15.50	4.33

*n:30, test items:30

In the study of Daffern and Fleet (2021), in the pre-intervention of spelling skills of the learners, it was found out that there is a must of intervention to improve the learners spelling proficiency. They added that in order to do an intervention, the data must show the low performance of the learners and consider the data as part of the instructional planning.

Difficulty among learners to be able to identify errors in the text they read is predicated in the poor ability of the students. Severe spelling errors can make learners devalue the text they are reading which consequently results in incompetence in writing text (Galuschka et al. 2020).

Spelling as part of the writing skills has been found low among Filipino secondary learners compared to speaking skills (Lasala, 2014, cited by Hajan et al., 2019).

The finding in the other studies stating poor ability in spelling among Filipinos is a premise to reconsider the inclusion of spelling as vital in the writing activities. An intervention to enhance the learners spelling ability and to increase the proficiency that is enough or requisite in the grade they are in is highly sought. Applying the proposed WPDS intervention is a response to the problem raised.

Post-test

In the post-test, three months after, it can be gleaned that the mean score of the experiment improves a lot compared with the control group. The experimental group has a mean score of 17.13 with 2.65 SD while the experimental group's mean score is 27.17 with an SD of 2.87. There is a considerably low result from the control group and this little increase from the post-test might be coming from reminding this group of the importance of spelling, however, deprived from a strategy they need to increase their linguistic awareness and retain the rules of a functional Filipino orthography. Though assumed in the study that along with the aid of explicit teaching of the reading materials without pinning the spelling rules, there is no improvement at all.

Table 2. Post-test results of two groups

Post-test	Mean	SD
Control	17.13	2.65
Experimental	27.17	2.87

*n:30, test items:30

Meanwhile, based on the experimental group post-test result, it indicates that the WPDS has impacted the learners' critical analysis and troubleshooting of the erred words in the paragraph. There is a mile step of improvement to that group that intervened with WPDS in their learning. The intervention was a success by showing

a great height on the part of the experimental group. Implementing a writing intervention such as writing prompts and identifying spelling errors can improve spelling skill (under the writing skill) (Cabigao, 2021). Effective spelling approaches are given comprehensive and updated spelling interventions (Galuschka et al. 2020).

When the strategy to enhance spelling proficiency was made, it aimed to at least reach a remarkable increase on the part of the learners and then realized how writing or typing the correct spelling of words can help them in accordance with the writing composition standard. Retention was an important factor that must be sustained. For instance, learners were adept to look for the errors. Moreover, easily finding it in the given text. Visualizing exactly where and how the erred words extracted from the passage have a meaningful effect on them. Hence, spelling activities heavily rely on visualization. (Pan et al., 2021).

Furthermore, it is also essential in the notion of adaptive techniques is the contribution of sound to support the visual text. Spelling and sound connections retained in the memory which helps in easy retrieval of the right visual text of words (Ehri, 2014; Zaric et al., 2021). Though the combination of sound and the text are usually the direct practice of the elementary teachers, this can also be applicable in secondary schools where learners who are having difficulty and having hard time to catch up with the majority, especially with the class composed of heterogeneous groups, have the chance to scaffold with basic retention strategy.

Pre-test and Post-test Comparison

In Table 3, it is comparably determined that the control group has no significant difference in the pre-test and post-test whereas the group has t -value=1.1216 and p -value of 0.2712. Opposingly, there is a significant difference in the pre-test and post-test scores of the learners in the experimental group whereas it has t -value=12.4119 and p -value=0.0001.

Table 3. Significant difference in pre-test and post-test of the group

Control group	Mean	SD	SEM	t-value	df	p-value	Remark
Pre-test	16.27	3.81	0.70	1.1216	29	0.2712	Not significant
Post-test	17.13	2.65	0.48				
Experimental							
Pre-test	15.50	4.33	0.79	12.4119	29	0.0001	Significant
Post-test	27.17	2.87	0.52				

It is evident that when there is no intervention to a particular group of learners where they need to improve in a specific area of language, there can be no development or progress on the learning. The WPDS showed relevance and efficacy in the experimental group as they have a high mean score. Significantly, the learners improved within a quarter of conduct of the intervention while it did not affect the learning time of the main lesson in the Filipino subject. What is more interesting in the study is that learners seem to be receptive to the test task as they gain knowledge and confidence that they can give the right answer.

The level of difficulty of the test was considered when the test was constructed. This refers to the unfamiliar terms of how words related to Science and Mathematics were used to test their orthographic competence (spelling). Fortunately, the

intervention is enough and effective to be able to make meaning sensible and the structure and rules in the orthographic examples in the KWF manual are applied. The explanations after identifying errors in the text also helps in the retention of correct spelling of words because when it is verbally uttered the words, the learners receive two sensory impulses (visual and auditory).

Ehri (2014) theorized that words with their phonemic pronunciations retained in the memory and she suggested that people must be influenced on how to perceive and process the sounds in words.

With regards to error analysis as part of the discrimination of words in the text, Daffern and Fleet (2021) sought to point out the impact of intervention such as error analysis. Accordingly, error analysis is an explicit approach to the combined pedagogy on phonological, orthographic, and morphological dimensions on spelling. It involves metalinguistic skills to accurately model strategies. Additionally, in the part of the teachers, they stressed that teachers cannot teach what they do not know the explicit teaching of spelling. Inadequacy of language knowledge of teachers would probably be the cause of the non-effective or appearance of such an approach in teaching right spelling. Engagement of the learners to arm with basics of language must be valued wherefore the spelling instruction should be prioritized.

Graham and Santangelo (2014), cited by Ehri, argued that the increase of time in the explicit teaching (of spelling) brings a positive change in the spelling outcomes. Feedback in relation to the misspelled words hinder the re-occurrence of errors. Hence, poor spelling subsequently changes over time.

Other studies proved that with the presence of intervention, it can facilitate the difficulties of the learners in spelling. Some of the interventions used by scholars are the cover, copy, compare (CCC) strategy (Jaspers et al., 2012) and writing strategies (Viel-Ruma et al., 2007) which was mentioned by Alshahrani (2019) to improve spelling. Whether the intervention made is traditional or new trend conventions, the purpose of employing an intervention in the language learning improvement has been the target of doing such. Therefore, a practice or drill is deemed appropriate in enhancing the learners' language skill.

Observation from the Filipino language teachers

Teachers who are the frontline in the field of teaching observe difficulties among students in their learning. For Filipino language teachers, spelling has been lacking to their clientele. Teacher A believed that most learners write the wrong spelling words in Filipino because they are used to the system of chatting in social media. They abbreviate or shorten the terms or phrases.

In the case of auto-correct of the misspelled words, the responsibility of a person to clearly understand what exact word they will be using must rely on their knowledge. With the case of auto-correct spell checkers, it is misguided and can be exacerbated (Pan et al., 2021). The application is not totally negative, however, learners might be dependent on it whenever they write or type their message. In the case of Filipino, the autocorrect has just emerged recently in different gadgets through the sophisticated advancement of technology nowadays.

Teacher B stressed that as an educator who checked the written outputs of the students, it cannot be denied that learners commit wrong spelling in Filipino while rare in English. He guessed that learners are not used to the spelling in Filipino.

Herein, the teacher would emphasize that because there is a difference between the languages mentioned, they are more aware with the spelling rules in English. In addition, English teachers do create spelling prompts as part of the lesson. As the teacher added, English is usually used in class.

In consonance with the previous statement, Teacher C also thinks that one of the reasons why learners are poor in spelling in Filipino is due to being adept in English and paying less attention to Filipino. This is also caused by the sociolect where they need to be included in the particular community and how this group communicates within which can be a factor why spelling ability in Filipino Language of a person is affected.

An example of common mistakes given by Teacher D is the interchange usage of “u” and “o” , “e” and “i” or vice versa. It seems that learners decipher these sounds as the same.

While Teacher E explained that the root causes of continuous typing of misspelled words can be attributed to ignoring the concept of discussing the problem and addressing it through a lecture. Moreover, other teachers also have difficulties in giving the right meaning. What she meant in the later, teachers have the responsibility to master vocabularies for whenever the learners will ask about the etymology of the word then they can answer it.

Book contents in Filipino for spelling enrichment

Course materials are also significant in the implementation of spelling. Books are commonly the source of activities. Basically, in an archipelago like the Philippines, remote areas greatly rely on books sent by the Department of Education. Other teachers bought books from their own pocket to get a copy of the latest books that can be used in the class. However, the query about the books used by the teachers if there are pre-activities that enrich spelling. For Teacher A, she found that most of the books focus on the key words for reading passage by giving its meaning.

Teacher B is expressly affirmed that the books used in high school do not give a pre-activity referring to spelling. The common content of the materials they used are focused on the function of language and some local culture. This is also acceded to the statement by Teacher C and Teacher D. They added that they didn’t see an activity that really focuses on spelling. Usually, the activities in books about vocabulary are more with the definition of a term.

Teacher E believed that it is obvious that the materials they used both from the government and from the private publishing houses disregard spelling enhancement for learners.

Alshahrani (2019) explained in her study that teachers taught spelling as direct instruction and gave a few minutes to do the spelling test. Other writers used word mastery measurement to ensure that the target words are learned. Therefore, even without spelling activities in the books, teachers can insert a few minutes to discuss spelling to aid the gap. For instance, using intervention for vocabulary enrichment at the same time spelling proficiency like reading short story, cover, copy, and compare (CCC) and direct instruction can help.

Spelling activity is no longer the focus in the curriculum at a higher level. This topic is intended for the younger learners who are in the lower grades. However, given that there is a serious problem with the low proficiency of learners in spelling,

teachers are encouraged to contextualize and adjust the designed curriculum to ensure continuity. Meanwhile, publishing houses of different books follows the learning objectives therein the curriculum. This is somehow a clear reason why books do not focus on spelling or even put tasks for testing the critical awareness on spelling.

In the paper of Pan et al. (2021), they provided insights from the different studies of the connection of spelling to reading and writing. Misspellings can complicate the texts for reading which causes misinterpretation. As for writing, to produce a quality output especially in the highly rhetoric and artistic area in literature is necessary to provide a good spelling ability. Furthermore, learners with poor spelling ability may be impaired in producing a broader writing output.

The spelling based on Filipino orthography

Orthography is the guiding principle where one language is based on its basic structure such as spelling. When teachers asked about the way how learners spell words, does it follow at least the minimum standard in the Filipino language orthography? For Teacher A, she obviously rejects the idea that learners are following the minimum standard.

To teacher B, language is alive and can be adaptable to changes. However, it does not mean that mishaps in spelling must be tolerated nor the rule system is based on how the learners want it to be. Because there is the presence of orthography in language, it is absolutely necessary to establish the required spelling.

It is indeed that learners do not follow the standard spelling as Teacher C highlighted. Most of the words that learners spell are informal and words that are basically a language found in the street and spoken by bystanders. This is colloquial and slang.

Meanwhile, Teacher D connects the importance of saying the word properly and spelling the word correctly. She agrees on the big impact it has in the semantical construction of the text. She added, this is most important in the writing of literary pieces. Words as the basic unit in the sentence creates the meaning and idea that the writer tries to convey. An orderly manner of writing with correct words and its spelling clarifies the intention and creates unity in the composition.

Teacher E directly states the fact of her observation among learners' incorrect terms and misspelled words in their writing. It is not established based on the current orthography of the Filipino language. She thinks causes such as teaching grammar could also inflict spelling. Some teachers do not see the importance of Filipino as a language and it is a minor area subject which leads to the idea that it is acceptable to commit erred words.

Obviously, some teachers in the field do not adhere to or even read the orthography of Filipino. Daffern and Fleet (2021) pointed to the linguistic knowledge of the teachers because it can also be a factor in identifying what the learners also need from the teacher and not merely on the reference books. Teachers also are the source of learning and so, this is why misconceptions have been passed to generations of learners. Mangahis et al. (2016), in the book of Santos and Concepcion, stated that the reality of needing Filipinos to loan words in different languages to attain and be receptive to the new concepts particularly in modernization and technology contributes to the challenge among learners. Filipinos tend to code-switch and freely borrow words in any variety of languages just to suffice their need in communication.

Hence, to properly borrow words and spell it according to the process of loaning it is what the orthography teaches.

Intervention is important as part of teaching language

Intervention is made to improve the quality of language learning in the classroom (Tsiriotakis et al., 2020). The teachers interviewed were asked if necessary to have an intervention in their class given the existing dilemma they encounter as language teachers. Teacher A is definitely positive to create an intervention in her class. The conditions of the students in writing a correct spelling is alarming to the side of the teacher.

For Teacher B, the simple action he can do is to use the Filipino language itself as a sample in giving the right words and spelling them. He is referring to explicit teaching of words when the teacher is speaking or writing examples, he must not commit misspelled words to avoid transmission of false ideas. He added that teachers must discuss the new terms they encounter and emphasize its spelling. An expository strategy will do. Lastly, teachers in basic education must spare time for the spelling activity.

Teacher C affirms that the teacher must give time in teaching the concepts of spelling. Most especially, language changes and the need to follow the current orthography of language is necessary. It would probably be that the spelling of a certain word which was accepted before might be wrong to this day. Also, it is a job of the teacher to update the learners on the new trend of orthography.

The opinion of Teacher D on the importance of intervention is to give tests on spelling. It can sharpen the learners' language skills particular to the matter.

Teacher E gives a condition that if the class has extra time from the main lecture, she must teach a spelling activity as well as the vocabulary enrichment. Learners do not only struggle in spelling but also in the utterances of words. Every time he finished his discussion, he ensured additional information. Not all the time but frequently.

While it is understood that spelling is taught in elementary level and not in the secondary, there has been a decline in the teaching of spelling in elementary (Pan et al., 2021). Given this, it might be that spelling is no longer as important as it seems, especially the Filipino language is not as complicated as other languages such as English when it comes to irregularities.

Possible sources for the intervention instrument

Reference books for creating the intervention is essential at the same time crucial because it seeks to teach the accurate concepts of spelling. Teacher A mentioned the reference books that tackle the spelling rules and the needs of the students. Therefore, she will create an intervention after an assessment is conducted.

Teacher B recommends the published orthography from the Komisyon sa Wikang Filipino written by the former commissioner of the agency, Virgilio S. Almario. What makes this reference material worthy to follow aside from it is an authorized reference, it is the process of how the concept of loaning words is applied. He also added that it is the updated version of all types and everyone will follow one rule in spelling. Therefore, a standardized language has a set of rules or orthography to anchor on.

Probably what Teacher B is stressing is that there are other spelling rules in Filipino most particularly on the aspect of technical, scientific, and mathematical terms. In the University of the Philippines, they (in language departments) use the 2001 version which allows the usage of additional letters in Filipino as to how spelling is patterned with the utterance of words.

Likewise, Teacher C has an opinion when creating an intervention basis. She thought of using a dictionary and lexicography of the new Filipino language. This includes the local languages in the Philippines to enrich vocabulary. In the present orthography, cultivating and standardizing local languages has seen effectual to the development of national language. Therefore, the orthography also consists of the rules in adopting terms in local language aside from Tagalog as basis. This is clearly stipulated in the Article 14, Section 6 of 1987 Constitution.

One of the recommended activities is the word of the day, as Teacher D answered. Teacher will choose words that she will post on the board. The words will be part of the daily lesson so they are required to study. At the end of the weekdays, a weekly quiz on the vocabularies posted is held. The terms are not only coming from the common conversation but also the words from different learning areas necessary to learn. It is to allow them to learn dozens of vocabulary in Filipino and get used to the equivalent terms. This, in fact, avoids learners asking teachers the words in Filipino that they do not know. Moreover, it encourages the use of a dictionary and becomes independent.

As it is right to make an intervention, Teacher E expressed her sentiments by saying that the very first step is to use the Filipino terms in the words that learners do not know the equivalent in Filipino. It is a matter of getting exposed to terms that they do not commonly use. Second, the revision on the contents of the books. Third, to escalate seminars or training which orient educators on the pragmatics of spelling.

With the findings herein of how an intervention can change the poor performance of the learners and not only that, the ability to enhance their critical analysis by identifying errors in the passage would make sure that the written outputs will be comprehensible and their interpretation of text will be deepened. Intervention, wherefore, implicates positive change to a stagnant state of spelling mishaps. It is also an opportunity for teachers to make their own strategy that they may think works.

The Filipino language just like any other languages in the world requires an established spelling rules through orthography or dictionary as basis to facilitate the continuous standardization of lexical registers. It is highly advised that promulgation and insertion of spelling activities is a contribution to shaping one's own language. Indeed, spelling is vital and still important in the 21st Century (Pan et al., 2021).

CONCLUSION

The results from the pre-test and post-test give a clear answer to the questions raised in this study. The dilemma in the poor spelling skills among high school students can be treated by an effective intervention. The word-paragraph discrimination strategy (WPDS) is useful in addressing the concern in the spelling mishaps of the students which has relevance to the language macro skills such as reading and writing. Moreover, spelling plays a significant role in language learning and understanding. Practicing the correct spelling of words enhances the spelling

habit and awareness. Provided that the benefits can be gained by the learners, spelling is a unit in the language proficiency of a person that matters to other areas. This strategy is a key activity to the spelling mishaps on languages the same with the Filipino language that uses the Roman Alphabet can also employ this strategy to help the language learners the correct spelling at the same time practice what is written in the language orthography. It is recognized the limitation of the study particularly on the wide testing of the strategy in different context or geographical locations, the number of respondents, and the equal percentages of the rules in particular language orthography.

RECOMMENDATION

Replication of conducting similar activity is highly encouraged to test further its efficacy on language learning. Moreover, this is also a good strategy to employ in the local languages or the indigenous languages in a particular country to enhance the spelling skills of the learners in their own language. For the languages without an official or standardized orthography, WPDS can also be used to survey the speakers how they decipher their language in text form and to consolidate it into a proposed orthographic sketch.

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