



Spelling During the Netspeak Era: An Attitudinal Investigation toward English Spelling and Writing among Teacher Education Students

Reenchiel R. Macario¹  and Ericson O. Alieto² 

¹ College of Teacher Education, Western Mindanao State University

² BSED Department, College of Teacher Education, Western Mindanao State University

¹ reenchielmacario1@gmail.com; ² ericson.alieto@wmsu.edu.ph

Abstract. When social media and technology develop, language forms develop as well. For as long as a message is conveyed, adherence to aspects of spelling and writing in its profundity tends to not be observed and practiced. This creates mishaps and doubts about the ability of individuals to equate to their outputs. Especially for education students who are trained to become English language instructors, it is timely and imperative to determine the status quo of their attitudes in English spelling and writing. Thus, this study seeks to determine students' attitudes toward English spelling and writing, whether a significant relationship exists between students' attitudes toward spelling and writing, and whether a significant difference exists in students' attitudes toward spelling and writing across courses. This investigation gathered data from 102 college students in a bachelor of secondary education (BSED) in English, and a bachelor of elementary education (BEED) course, with the utilization of a questionnaire adapted from Al-Sobhi et al. (2018). The results of the present study showed that students have positive attitudes toward English spelling and writing. A significant positive relationship also existed between the attitudes of the students toward spelling and writing. Moreover, for English spelling, no significant difference was found between the attitudes of the students in the BSED and BEED. However, in English writing, there is a significant difference between students' attitudes. Such findings could provide essential information for fostering prospective activities to further hone students' skills in English writing for different purposes and in spelling.

Keywords: *Spelling, Writing, Attitude, English*

1 Introduction

Learning a language and coping with the path to good communication requires several stimuli and skills, which are limited not only to cognitive variables, verbal constructs, and gestures but also to spelling, writing, and affective factors. For instance, as elaborated in the study of Gardner and MacIntyre (1993), in second language learning, affective variables are considered to be crucial [1]. Moreover, it was also propounded by Triandis [2] as discussed by Khalid [3] that attitudes can be further elaborated and consist of cognitive, affective, and conative attitudes in the sense that they involve thinking,

© The Author(s) 2024

V. P. H. Pham and A. Lian (eds.), *Proceedings of the 20th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2023)*, Atlantis Highlights in Social Sciences, Education and Humanities 21, <https://doi.org/10.2991/978-94-6463-396-2>
https://doi.org/10.2991/978-94-6463-396-2_11

as well as feelings and exhibiting some kind of behavior toward something. Acquiring language, in its process along with its outcomes, tends to be influenced by the learners' attitudes toward the language they are learning along with its speakers [4].

There are a variety of definitions in regard to defining the aspect of and what attitude is [5], and attitude has been defined and characterized in a variety of concepts. It has been elucidated that the term "attitude" is a construct built by psychologists to describe circumstances that are within interest and in relation to interesting phenomena [6]. Erwin [7], as cited in Alieto et al. [8] refers to attitude as a determinative factor in the disposition of actions and behavior. With all the meanings taken into account, in regard to learning a language, attitude is one of the variables considered. For instance, Chamber [9] as discussed in Getie [10], when a positive attitude is exhibited by a student or an individual toward learning along with the language, then the process of learning is not too complicated. On the other hand, Ellis [11], as noted by Gömleksiz [12], negative attitudes can hinder or make it difficult to learn a language. In this study, such definitions mention that it involves the interest, feelings, actions, thoughts and behavior of an individual toward a certain phenomenon or thing are also the concepts taken and considered.

Moreover, spelling for Hornby [13], as cited by Nahari and Alfadda [14], refers to the process of generating words from individual letters correctly while simultaneously considering accuracy. Spelling is one of the essential contributors, as perceived by students, to meeting goals in adulthood [15]. Any misspelled word may change the intended meaning of any message and the perception of the reader with regard to who wrote it. If spelling lacks accuracy, what is compromised are both the individual's language competence and communication itself [16]. Hence, the aspect of spelling, along with individuals' or learners' attitudes toward it, are crucial variables determining individuals' mastery of the use of language. In relation to that, writing also involves an individual reflecting on their affective and motivational aspects as a factor. Additionally, in the acquisition of language, motivation plays an indispensable part [17]. It is also both emotional and cognitive [18]. As part of motivation, the more the learner possesses and sustains his or her interest in writing compositions, the more likely he or she is to invest in improving his or her ability [19]. Individuals who possess positive attitudes are also linked to having better chances and writing success than those with negative attitudes [20]. Skills related to the ability to express, comprehend, and communicate through text or written forms are significant for social and civic reasons, especially for lifelong learners [21]. One of the highly valued skills in different contexts may be for social, professional, learning, or academic and private purposes, is the ability to compose texts as a means of expression [22]. In brief, spelling and writing also play fundamental roles in determining the extent of an individual's mastery and language use.

In addition, different varieties of terms, words and language forms have arisen as media for communication, and the internet and related technology have further accelerated and become widely used. For example, the prevalent use of "textism" and "netspeak". For example, Monderin and Go [23] presented data gathered about the use and presence of features of netspeak on social media in their study about netspeak features that are emerging on social media among Filipinos, specifically on English and Filipino netspeak. In connection with this, the Philippines is also deemed to be the "texting capital of the world", considering the amount of text messages sent by Filipinos,

which is approximately 142 billion annually and 400 million every day according to a survey [24]. In relation to this, with the widespread use of cellphones, people may exhibit and use some features and aspects that are used in making SMS or using netspeak, to which the recognized and accepted norms of written language may no longer be followed and practiced [25]. On the other hand, it is also important to note that despite exposure to such forms, as today's era calls for it, and as individuals conform to it, the awareness, consideration, and importance of the norms in writing and spelling should still not be eased, especially in regard to the context where the purpose of writing is due, as different types of purposes in writing also have their own considerations to reflect on.

Affective dispositions are contributors in terms of how the author's feelings are elicited in regard to writing [26]. One of the variables that influences writing is L2 learners' attitudes toward English writing [20]. With regard to attitudes being examined and associated with spelling and writing, prior studies have been conducted with regard to exploring attitudes in English spelling and writing among secondary school students, such as those of Al-Sobhi et al. [27] and Aliyu and Danladi [28]. However, there is a dearth of studies related to and examining attitudes toward both English spelling and writing in one account, especially in regard to the Philippine context. As discussed by Alieto [29], as well as in language teaching, attitude can also be considered a factor that is "enabling or disabling". Thus, considering equipping students with the necessities for their mastery and competence in language use, especially for students who take an education course in which the profession involves teaching English as a subject and medium for instruction, it is important to know their attitude toward spelling, and writing about different purposes, namely, school, official, social use, and creativity. Considering all the premises considered and taking these into account, the attitudes of students, specifically, those of bachelor of secondary education major in English language and a bachelor of elementary education students' attitude in spelling and writing, will be investigated and determined.

2 Research Questions

In this study, specifically about attitudes toward spelling and writing in English, the study poses and seeks to answer the following questions:

1. What is the attitude of the students toward the aspect of English spelling?
2. What is the attitude of the students toward writing in English?
3. Does a significant relationship exist between the attitude of students toward English spelling and that toward English writing?
4. Does a significant difference exist between the attitudes of students in English spelling and writing across courses?

3 Methodology

3.1 Research Design and Respondents

A descriptive quantitative design was used in this study. Creswell [30] as cited by Koliqi and Zabeli [31] a quantitative design is utilized when identifying factors, characteristics and outcomes that are measured by surveying and providing a numerical description of a sample population's "trends, attitudes, or opinions". In addition, data involving or thought to be more likely close-ended, such as attitudinal scale instruments, are considered quantitative data [32].

Moreover, purposive sampling was utilized. For the inclusion criteria of participants in the study, the respondents include students who will eventually become elementary and high school teachers teaching English as a subject and as a medium for instruction. Moreover, the respondents were officially enrolled at Western Mindanao State University taking a Bachelor of Secondary Education (BSED) major in English and a Bachelor of Elementary Education (BEED) course and were able to take and have a copy of their College Entrance Test (CET) result. In relation to the students' familiarity and competence with the English language, the respondents were asked to specifically input their percentile rank ratings based on their respective CET English proficiency component results. The percentile result of the respondents is between 99.89 garnered as the highest acquired from the respondents and 61.00 as the lowest acquired from the respondents. A total of 102 students participated in the study; of these, fifty-one (or 50%) respondents were from BSED-English and fifty-one (or 50%) respondents were from BEED.

3.2 Instrument, Data Collection and Analysis

A survey questionnaire consisting of 52 items was utilized in this study. The instrument was adapted from the study of Al-Sobhi et al. [27]. To identify the degree to which the students could associate themselves with the questions, a four-point Likert scale of-Strongly Disagree, Disagree, Agree, and Strongly Agree- was used. The survey-questionnaire utilized had two scales, with eighteen items for the attitudes of the students toward English spelling, and thirty-four overall items for writing- these items were divided into four subscales of purpose: school use with ten items, social use with eight items, official use with eight items, and creativity with eight items.

Modifications were made to the instrument used to better align it with the context of the study. Specifically, item 13 in the questionnaire on the attitude toward the spelling component, "To me, English spelling is more difficult than Arabic spelling", was changed to "To me, English spelling is more difficult than Filipino spelling". Moreover, negative statement items were identified and considered in this study, with items 3, 4, 5, 6, 7, 12, and 13 on the attitude toward English spelling and on the attitude toward writing, with item number 10 in the school subscale, items 6 and 8 in the official subscale, and item number 4 in creativity, and the rest of the items unmentioned were considered positive item statements.

Moreover, the whole questionnaire underwent pilot testing before the final data were gathered. The pilot test was administered to 91 students from the External Studies Unit

(ESU) of Western Mindanao State University-Pagadian. The overall questionnaire was also assessed again through Cronbach's alpha, yielding a reliability of $\alpha = 0.913$. Its components were also assessed for internal consistency, with Cronbach's alpha values of $\alpha = 0.638$ for the items for attitude toward spelling and for the overall items for attitude toward writing with $\alpha = 0.925$ and in its four writing subscales, namely, the items for school use with $\alpha = 0.820$ and the items for social use with $\alpha = 0.838$, official use with $\alpha = 0.678$, and creativity with $\alpha = 0.807$. Regarding the garnered Cronbach's alpha values of the pilot test, values of 0.6 - 0.7 were considered to indicate acceptable reliability, as a generally accepted rule, and alpha values of 0.8 and above were considered to indicate a very good acceptable reliability level [33].

Furthermore, the responses, along with the variables and demographic profiles of the respondents, were also coded. Specifically, the course of the students was 1 for BSED-English and 2 for BEED. For the items in the questionnaire, the response scale was coded with "Strongly Disagree" for 1, "Disagree" for 2, "Agree" for 3, and "Strongly Agree" for 4, and with regard to the considered negative statements, reverse coding was applied. On the other hand, for the interpretation and analysis of the overall attitude toward spelling as well as in writing in English, the computed scale ranged from "1.00" to "1.74" ("Very Negative Attitude" [VNA]), "1.75" to "2.49" ("Negative Attitude" [NA]), "2.50" to "3.24" ("Positive Attitude" [PA]), and "3.25" to "4.00" ("Very Positive Attitude" [VPA]) were used. In analyzing the results garnered from the questionnaire along with the coding procedure and in determining the reliability of the questionnaire, the aid of the "*Statistical Package for the Social Sciences*" or SPSS version 25 was used, and the analysis included determining the mean (M) and standard deviation (Std. Dev.) especially in determining the attitudes of the students toward spelling and writing. Moreover, the Pearson correlation coefficient was used to determine whether there exists a relationship that is significant between the students' attitudes in both aspects. Independent sample t test was also employed to determine whether there was a significant difference in the attitudes of students toward spelling and writing across courses.

The data were collected through the use of a digitized form of questionnaire made in Google Forms for the efficient gathering of data. A link to the digitized questionnaire was shared with the contacted respondents. The survey itself can be answered within 15 minutes. Along with the digitized questionnaire is the informed consent and information about the anonymity and privacy of the data, and a consent for participation were obtained from the respondents who had the option to continue or not answer the digitized survey questionnaire.

4 Results and Discussion

The goals of the investigation included identifying the attitudes of the students toward spelling and writing in English. It also aimed to examine and identify whether there was a relationship that was significant between students' attitudes toward spelling and their attitudes toward writing, and whether there was a significant difference between their attitudes in these aspects across courses.

4.1 Attitudes toward Spelling and Writing in English

Table 1. Overall Attitude of Students toward Spelling and Writing in English

Aspect	Std. Dev.	Mean	Interpretation
Spelling	0.312	3.066	PA
Writing	0.397	2.822	PA
School Use	0.439	2.809	PA
Social Use	0.576	2.703	PA
Official Use	0.462	2.788	PA
Creativity	0.519	2.991	PA

Scale of “1.00” to “1.74” for “Very Negative Attitude” (VNA), “1.75” to “2.49” for “Negative Attitude” (NA), “2.50” to “3.24” for “Positive Attitude” (PA), and “3.25” to “4.00” for “Very Positive Attitude” (VPA).

Table 1 presents the results and interpretation of the students’ overall attitudes toward spelling and writing in English with regard to addressing research questions 1 and 2. The results show that students possess attitudes that are positive toward spelling and writing in English as well as about the different purposes in writing. In addition, for the four different writing subscale scores, creativity had the highest mean value, followed by writing for school purposes, writing for official use, and writing for social purposes.

An overall positive attitude toward both spelling and writing was revealed by the students, which is consistent with the findings of prior studies such as that of Al-Sobhi et al. [27] and Aliyu and Danladi [28], who also revealed that their respondents had a positive attitude toward both aspects of spelling and writing. However, the mean results differ and vary regarding which purposes in writing stood out the most and least. According to the findings of Al-Sobhi et al. [27], social use was the highest and creativity was the lowest; moreover, according to the findings of Aliyu and Danladi [28], school use was the highest while creativity was the lowest.

Moreover, for the findings of the current study, it is promising that creativity stood out as having the highest mean. This could suggest that students might have a positive self-concept in perceiving themselves as creative writers, expressing themselves and exhibiting creativity in writing, and perceiving creativity to be significant in writing essays. However, writing for social purposes was the least common.

4.2 Students’ Attitudes toward Spelling in English

This section shows the descriptive item analysis to determine students’ attitudes toward spelling. The questionnaire for the spelling component is related to a variety of aspects regarding spelling, such as self-concept and efficacy, confidence, and perceptions of spelling abilities; their actual performance on spelling-related tests; their utilization of applications and strategies to aid them in checking spelling errors; and the struggles that students experience in the process of spelling words.

Table 2. *Descriptive Item Analysis of Respondents' Attitudes toward Spelling in English*

#	Statements	Std. Dev.	M	Desc.
Positive				
1	"Spelling is important".	0.74	3.75	SA
2	"I am a good speller".	0.56	2.86	A
8	"Spelling is my favorite subject".	0.73	2.49	D
9	"Knowing the spelling rules helps me to spell many words".	0.63	3.40	SA
10	"The more I write, the more my spelling improves".	0.65	3.61	SA
11	"I always do well on spelling tests".	0.69	2.84	A
14	"I always use a spell checker on my computer to check my spelling".	0.78	2.79	A
15	"When I write, I always can tell if a word does not look right".	0.60	3.27	SA
16	"When I write, I always choose words I know I can spell".	0.68	3.21	A
17	"I always use a dictionary to check the spelling of unfamiliar words".	0.79	3.23	A
18	"After writing a sentence, I always check my spelling errors".	0.57	3.54	SA
Negative				
3	"I am a weak speller because I don't like to write".	0.84	3.08	D
4	"I don't like other people to see what I have written because of my spelling errors".	0.88	2.86	D
5	"Getting 100% on a spelling test is luck, not ability".	0.85	3.28	SD
6	"I have always struggled with spelling".	0.78	2.80	D
7	"Words that have silent letters are difficult to spell".	0.78	2.33	A
12	"There is no need to learn how to spell because there are computer programs which correct my spelling".	0.71	3.47	SD
13	"To me, English spelling is more difficult than Filipino spelling".	0.88	2.36	A

Descriptive Analysis of Respondents' Attitudes toward Spelling in English for Each item

Scale range for positive items: "1.00 to 1.74" for "Strongly Disagree", "1.75 to 2.49" for "Disagree", "2.50 to 3.24" for "Agree", "3.25 to 4.00" for "Strongly Agree". Negative items: "1.00 to 1.74" for "Strongly Agree", "1.75 to 2.49" for "Agree", "2.50 to 3.24" for "Disagree", "3.25 to 4.00" for "Strongly Disagree".

Table 2 shows all the items in the spelling component, and the items that can be distinguished within the four-uppermost means include item number 1, item number 10, item 18, and item 12. Based on the results for the identified items, the majority of the students perceived and deemed spelling to be crucial, as reflected in Item 1. Item 10 also suggested and supported the association that exists between writing and spelling and how the former aspect influences the latter. In addition, most of the students are aware of their responsibility and role, especially as writers, in checking for plausible spelling errors in their compositions or written works, as reflected in item 18. Completing the four-uppermost means is item number 12, an identified negative statement from which most of the students strongly disagreed. Based on the results for item 12, it can be deduced that a positive concept and approach were perceived and held by the students toward knowing the norms and rules of spelling. This pinpoints that they are not dependent only on using applications to help them; rather, the students give significance to what rules and techniques are to be adhered to in this aspect. The items mentioned are a few of the items with which the students manifested and exhibited a positive attitude. Most of the positive items were strongly agreed and agreed to, except for item 8, which means that most of the students do not consider spelling to be their favorite subject. Moreover, the majority of the negative statement items were strongly disagreed and disagreed to by the students, except for item 13 which entails that the students deem spelling in the English language more difficult than that in the Filipino language, and item 7 which means they find it a struggle to spell words with silent letters from which students seem to face difficulties.

4.3 Students' Attitudes toward Writing in English

Moreover, the following section shows the descriptive analysis for each of the 34 items in the writing component of the questionnaire, specifically for school use with ten items, and eight items each for the purpose of social use, official purpose, and creativity. For the school purpose subscale in Table 3, the four uppermost means include item 10 garnering the highest mean score. It is a negative statement item for which many of the students strongly disagreed, which means that the students perceived that their knowledge of the norms and rules related to grammar and vocabulary influenced and helped them write better. Item 1 had the second highest mean score, as reflected in its result, which indicates that most of the students are fond of their writing classes in the English language. This is followed by item 9, which also indicates that students believe that they can improve their skills in writing by reading written compositions written by different authors. Moreover, it can also be inferred from the results that the students enjoy doing their written assignment, activities and reports as reflected in item 5 completing the set of four-uppermost means.

Table 3. *Descriptive Item Analysis of the Attitudes of Respondents toward Writing in English for School Purpose*

#	Statements	Std. Dev.	M	Desc.
Positive				
1	"I like English writing classes".	0.68	3.22	A
2	"I write summaries of what I learn in my classes".	0.77	2.64	A
3	"I enjoy taking part in writing activities and competitions".	0.83	2.61	A
4	"I volunteer writing answers on the board if the teacher asks".	0.86	2.33	D
5	"I enjoy doing my written assignments and reports".	0.62	2.85	A
6	"I discuss what I write with my classmates".	0.70	2.71	A
7	"I feel confident when I sit for a writing exam".	0.72	2.69	A
8	"I believe I can get a high score in my writing exams".	0.64	2.66	A
9	"I read writings from various authors to improve my writing".	0.76	2.89	A
Negative				
10	"My knowledge of English grammar and vocabulary does not help me to write well".	0.63	3.50	SD

Scale range for positive items: "1.00 to 1.74" for "Strongly Disagree", "1.75 to 2.49" for "Disagree", "2.50 to 3.24" for "Agree", "3.25 to 4.00" for "Strongly Agree". Negative items: "1.00 to 1.74" for "Strongly Agree", "1.75 to 2.49" for "Agree", "2.50 to 3.24" for "Disagree", "3.25 to 4.00" for "Strongly Disagree".

Most of the students also elicited a positive self-concept toward their abilities, as they believed and felt confident in taking and obtaining a high score on their exams related to writing (on items 7 and 8). It can also be inferred that the students were fond of writing summaries of what they had learned (on item 2), along with participating in competitions related to writing (on item 3). Moreover, based on the findings, most of the students agreed with most of the positive items; however, except for item 4, which pinpoints their will to self-voluntarily write responses or answers when their teachers ask, most of the students disagreed, which entails not preferring to do.

Table 3.1. *Descriptive Item Analysis on the Attitudes of Respondents toward Writing in English for Social Purpose*

#	Statements	Std. Dev.	M	Desc.
Positive				
1	"I enjoy writing letters to my family members and friends".	0.89	2.80	A
2	"I send written cards to invite my friends to social events".	0.87	2.31	D
3	"I enjoy texting my family members and friends".	0.76	3.21	A
4	"I keep in touch with others by texting and writing notes/letters".	0.73	3.20	A
5	"I feel comfortable sharing what I write with my family and friends".	0.97	2.54	A
6	"I communicate through e-mail often with my friends".	0.78	2.28	D
7	"I enjoy sending thank-you letters to my family members and friends".	0.89	2.74	A
8	"I write my personal opinion about things via social networking sites".	0.87	2.55	A

Scale range for positive items: "1.00 to 1.74" for "Strongly Disagree", "1.75 to 2.49" for "Disagree", "2.50 to 3.24" for "Agree", "3.25 to 4.00" for "Strongly Agree".

On the subscale for social use in Table 3.1, the items that made it into the four-uppermost mean scores include item 3, from which it can be inferred that most of the students are fond of and enjoy sending text messages to their acquaintances. This was followed by item 4, to which most of the students agreed, entailing that they do texting and writing letters to stay in touch with others. With item 1, most of the students enjoyed writing letters to their acquaintances and completing the four-uppermost mean with item 7, from which most of the students agreed to writing and sharing letters of gratitude. On the other hand, there were two items from the positive statements to which the students responded differently: writing invitation cards for social gatherings (on item 2) and conversing through e-mail as a medium to their friends (on item 6); most of the students disagreed with these items.

Table 3.2. *Descriptive Analysis of Respondents' Attitudes on the Aspect of Writing for Official Purpose*

#	Statements	Std. Dev.	M	Desc.
Positive				
1	"I can write an official letter to (the school principal, teachers, etc.)"	0.74	2.81	A
2	"I can write a letter or an e-mail to express my opinion about a topic".	0.67	3.06	A

3	<i>"I can write a report about what I have heard or read".</i>	0.61	3.14	A
4	<i>"I feel confident when I write to my teacher".</i>	0.74	2.59	A
5	<i>"I wish I would write a weekly article in a newspaper or magazine".</i>	0.95	2.41	D
7	<i>"Reading official texts helps me write a good application letter for university".</i>	0.60	3.21	A
Negative				
6	<i>"I do not feel comfortable when I write an official letter, e- mail, or report".</i>	0.79	2.59	D
8	<i>"Because of everyday informal English, I find writing using formal English difficult"</i>	0.74	2.50	D

Scale range for positive items: "1.00 to 1.74" for "Strongly Disagree", "1.75 to 2.49" for "Disagree", "2.50 to 3.24" for "Agree", "3.25 to 4.00" for "Strongly Agree". Negative items: "1.00 to 1.74" for "Strongly Agree", "1.75 to 2.49" for "Agree", "2.50 to 3.24" for "Disagree", "3.25 to 4.00" for "Strongly Disagree".

For the subscale of writing for official use in Table 3.2, item 7 received the highest mean score, indicating that most of the students believed that reading serves as an aid for them in writing letters of application for university purposes. This was followed by item 3, from which the students agreed that they could report something that they had read and heard through writing. Item 2 came next, from which the majority of the students agreed in writing through e-mail to express their thoughts on certain topics. Additionally, with item 1, most of the students agreed that they could write letters, reports, and official texts for official use to be sent to the school or university faculty and staff.

In addition, most of the students disagreed with the negative statements (items 6 and 8). These findings also reveal that the majority of the students were comfortable enough to write and compose for official use and find writing with the English language as something that is not complex or difficult despite the use of informal language in English on a daily basis. However, most of the students disagreed with a positive statement (item 5) about writing and giving input in a magazine or newspaper.

Table 3.3. *Descriptive Analysis of Respondents' Attitudes in the Aspect of Writing in English for Creativity*

#	Statements	Std. Dev.	M	Desc.
Positive				
1	<i>"I am a creative writer".</i>	0.79	2.60	A
2	<i>"I can make up short stories or a poem".</i>	0.78	3.01	A
3	<i>"When I write I can support my topic with a lot of ideas".</i>	0.69	2.91	A
5	<i>"When I write, I use similes, descriptive phrases, and idioms".</i>	0.69	3.06	A
6	<i>"I read stories, poems, and plays to develop my writing ability".</i>	0.71	3.21	A

7	"I can express my thoughts and feelings in an imaginative way".	0.74	3.18	A
8	"I can attract the readers (my friends and family members) to my writings".	0.79	2.68	A
Negative				
4	"Creativity is not necessary for writing an essay".	0.77	3.29	SD

Scale range for positive items: "1.00 to 1.74" for "Strongly Disagree", "1.75 to 2.49" for "Disagree", "2.50 to 3.24" for "Agree", "3.25 to 4.00" for "Strongly Agree". Negative items: "1.00 to 1.74" for "Strongly Agree", "1.75 to 2.49" for "Agree", "2.50 to 3.24" for "Disagree", "3.25 to 4.00" for "Strongly Disagree".

With respect to writing purpose for creativity, as shown in Table 3.3, a negative statement item 4 came first; this was strongly disagreed by majority of the students and the result for this item indicated that the students deemed creativity to be a crucial characteristic and aspect of writing. This was followed by item 6, in which most of the students believed that reading creative work helps them with their ability to write. The next is item 7, which concludes that the students are creative and are imaginative enough to express themselves, their feelings, and their thoughts. Completing the four uppermost means is item 5 which was agreed by the majority of the students entailing that they write their compositions creatively by using figures of speech and supporting their written works with other additional details and ideas.

The majority of the students agreed with all of the positive statement items in this subscale. The findings also indicate that students can exhibit their creativity and can be creative in expressing themselves by writing short stories and poems. Moreover, most of the students also deem themselves creative writers, which indicates a good self-concept, along with the belief of being able to captivate their intended readers.

4.4 Relationship between Attitude in Spelling and Writing in English

Table 4. Relationship between Attitudes toward Spelling and Writing in English

Variables		p value	r-value	Interpretation
Attitude toward Spelling	Attitude toward Writing	.000	.514	Significant

Correlation is significant at the 0.01 level (2-tailed).

Table 4 presents the p value, which shows that a significant relationship exists in the attitude of the students between the aspect of spelling and writing in English. Furthermore, the coefficient values indicated in Table 4 indicate that the correlation is moderate and positive, based on the interpretation of coefficient values for correlation by Guilford [34], as cited by Sabti et al. [35]. The results shown might suggest that students who have positive attitudes toward spelling in English also tend to have or possess positive attitudes toward writing in English. Moreover, the result of having a positive correlation found is consistent with the findings of prior studies by Al-Sobhi et al. [27]

and Aliyu and Danladi [28], which also revealed a significant positive relationship between their respondents’ attitudes toward spelling and writing.

4.5 Differences between Students’ Attitudes toward Spelling and Writing in English Across Courses

Table 5. Differences between the Attitudes of Students in Spelling and Writing Across Courses

Variables		Mean	Std. Dev.	p value	Interpretation
Attitude toward Spelling	BSED	3.120	0.328	.084	Not significant
	BEED	3.013	0.288		
Attitude toward Writing	BSED	2.920	0.416	.012	Significant
	BEED	2.724	0.355		

Course: BSED- Bachelor of Secondary Education Major in English, BEED- Bachelor of Elementary Education

Table 5 presents the results for identifying the difference between the attitude of the students in English spelling and writing across courses. It appears that with a p value of .084 in spelling that is greater than a significant alpha of 0.05, therefore, a difference does not significantly exist in the students’ attitude in spelling from the BSED English major course compared to the attitude of the students from the BEED course. On the other hand, with a p value of .012 less than a significant alpha of 0.05, there is a significant difference between the attitude of the students in English writing.

5 Conclusion

Language is evolving, and along came technology and digital communication mediums that contributed to the formation of words and varieties that rose across aspects, including spelling and writing.

The findings of the present study showed that a positive attitude was held by the students toward spelling and writing in English. This suggests that, in the context of new language form development, students still recognize the importance of spelling and writing and consider and practice writing for different purposes. Moreover, among the purposes of writing, it is promising that creativity is the highest component from which students hold positive attitudes, whereas writing for social use or purpose is the least common purpose. In relation to that, the variations among the mean results garnered for the different purposes of writing imply that different activities should be developed and considered to encourage students to participate in a variety of more writing-related activities, especially for social purposes, which have the lowest mean score among the writing subscales. To elevate their interest in this aspect, as well as in spelling, to maintain and further boost positive attitudes in both aspects of spelling and writing.

The findings also showed that there was a significant positive relationship between students' attitudes toward spelling and writing. Moreover, regarding the attitudes of the students toward spelling and writing in English across courses, it was found that differences did not significantly exist between the attitudes of students toward spelling. However, a significant difference was also found between the students' attitudes toward writing.

Moreover, several factors need to be regarded in regard to spelling and writing, as spelling and writing are not only limited to cognitive abilities but also include affective components. This could also suggest that individuals who embody and possess a positive attitude are more likely to have positive outcomes in their performance and may have better determination to improve and hone their skills. Meanwhile, a negative attitude might develop otherwise.

The ability and proficiency toward spelling and writing are crucial skills that individuals must also possess to thrive in society. It could also be correlated with other language units and could support overall learning. Hence, attitudes toward such aspects also matter greatly, as they may affect how we approach and successfully complete tasks that involve utilizing our spelling and writing abilities. With these findings, information on how attitude plays an imperative role in terms of language learning specifically in writing with regard to different purposes and spelling, which are the aspects examined in this study, could provide better insights and alignment into how strategies can be used and how a variety of writing activities can be integrated. It can be further suggested that for the students to be well-equipped in their writing skills, exposure to different writing activities, as well as spelling, can be beneficial. In addition, other variables or aspects may be considered, especially for future studies interested in exploring the aspects that the study has explored, that is, spelling and writing, in particular. This includes considering having respondents from courses and specializations other than and beyond English language-related teaching courses, as well as integrating other variables to be associated with and examined with regard to spelling and writing.

References

- [1] R. Gardner and P. MacIntyre, "On the measurement of affective variables in second language learning," *Language Learning*, vol. 43, no. 2, pp. 157-194, 1993, <https://doi.org/10.1111/j.1467-1770.1992.tb00714.x>.
- [2] H. C. Triandis, *Attitude and attitude change*, New York: NY: John Wiley, 1971.
- [3] A. Khalid, "A study of the attitudes and motivational orientations of Pakistani learners toward the learning of English as a second language," *SAGE Open*, vol. 6, no. 3, pp. 1-19, 2016, <https://doi.org/10.1177/2158244016665887>.
- [4] E. Tódor and Z. Dégi, "Language attitudes, language learning experiences and individual strategies what does school offer and what does it lack?," *Acta Universitatis Sapientiae, Philologica*, vol. 8, no. 2, pp. 123-137, 2016, <https://doi.org/10.1515/ausp-2016-0022>.

- [5] R. Somblino and E. Alieto , "English Language Attitude among Filipino Prospective Language Teachers: An Analysis through the Mentalist Theoretica Lens," *The Asian ESP Journal*, vol. 15, no. 2, pp. 23-41, 2019.
- [6] N. Schwarz, "Attitude Construction: Evaluation in Context," *Social Cognition*, vol. 25, no. 5, pp. 638-656, 2007, <https://doi.org/10.1521/soco.2007.25.5.638>.
- [7] P. Erwin, *Attitudes and Persuasion*, London: Psychology Press, 2001.
- [8] E. Alieto, B. Abequibel, and C. Ricohermoso , "An investigation on Digital and Print Reading Attitudes: Samples from Filipino preservice teachers from a non-metropolitan-based Univeristy," *Asian EFL Journal*, vol. 27, no. 4.3, pp. 278-311, 2020.
- [9] G. Chamber, *Motivating language learners*, Multilingual Matters , 1999.
- [10] A. Getie, "Factors affecting the attitudes of students towards learning English as a foreign language," *Cogent Education*, vol. 7, no. 1, pp. 1-37, 2020, <https://doi.org/10.1080/2331186X.2020.1738184>.
- [11] R. Ellis, *The Study of Second Language Acquisition*, Oxford: Oxford University Press, 1994.
- [12] M. Gömleksiz, "An evaluation of students' attitudes toward English language," *Procedia Social and Behavioral Sciences*, vol. 9, pp. 913-918, 2010, <https://doi.org/10.1016/j.sbspro.2010.12.258>.
- [13] A. Hornby, *Oxford Advanced Students' Dictionary of Current English* (6th ed.), Oxford: Oxford University Press, 2000.
- [14] A. Nahari and H. Alfadda, "From Memorising to Visualising: The Effect of Using Visualisation Strategies to Improve Students' Spelling Skills," *English Language Teaching*, vol. 9, no. 6, pp. 1-18, 2016, <https://doi.org/10.5539/elt.v9n6p1>.
- [15] J. Rankin, R. Bruning, and V. Timme, "The development of beliefs about spelling and their relationship to spelling performance," *Applied Cognitive Psychology*, vol. 8, no. 3, pp. 213-232, 1994, <https://doi.org/10.1002/acp.2350080303>.
- [16] S. Graham, K. Harris, and B. Chorzempa, "Contribution of spelling instruction to the spelling, writing, and reading of poor spellers," *Journal of Educational Psychology*, vol. 94 , no. 4, pp. 669-686, 2002, <https://doi.org/10.1037/0022-0663.94.4.669>.
- [17] P.M. Flores, R. Rillo, J. Juanito, M. Delos Santos, C. Toribio, and E. Alieto, "Dichotomy in English Language Learning Motivation: An Empirical Investigation Among Non-English Language Major Students," in *Proceedings of the 19th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2022)*, Atlantis Press, 2023, pp. 185-196.
- [18] S. Lam and Y. Law, "The Roles of Instructional Practices and Motivation in Writing Performance," *The Journal of Experimental Education*, vol. 75, no. 2, pp. 145-164, 2007, <https://doi.org/10.3200/JEXE.75.2.145-164>.

- [19] R. Strickland, "Utilizing Spelling Research," *Childhood Education*, vol. 32 , no. 2, pp. 69-76, 1955, <http://dx.doi.org/10.1080/00094056.1955.10726672>.
- [20] M. Hashemian and A. Heidari, "The relationship between L2 learners' motivation/attitude and success in L2 writing," *Procedia - Social and Behavioral Sciences*, vol. 70, no. 25, pp. 476-489, 2013, <https://doi.org/10.1016/j.sbspro.2013.01.085>.
- [21] Y. Kim, S. Otaiba, C. Puranik, J. Folsom, L. Greulich, and R. Wagner, "Componential skills of beginning writing: An exploratory study," *Learning and Individual Differences*, vol. 21 , no. 5, pp. 517-525, 2011, <https://doi.org/10.1016/j.lindif.2011.06.004>.
- [22] F. De Smedt, E. Merchie, M. Barendse, Y. Rosseel, J. De Naeghel, and H. Van Keer, "Cognitive and Motivational Challenges in Writing: Studying the Relation With Writing Performance Across Students' Gender and Achievement Level," *Reading Research Quarterly*, vol. 53, no. 2, pp. 249-272, 2017, <https://doi.org/10.1002/rq.193>.
- [23] C. Monderin and M. Go, "Emerging netspeak word choices in social media on Filipino pop culture," *International Journal of Linguistics, Literature and Translation*, vol. 4, no. 6, pp. 49-61, 2021, <https://doi.org/10.32996/ijllt.2021.4.6.7>.
- [24] A. Ignacio and F. De Jesus, "Texting and Chatting Styles of Grade 11 Students : A Case in the Philippines," *International Journal of English Literature and Social Sciences*, vol. 6, no. 4, pp. 96-109, 2021, <https://dx.doi.org/10.22161/ijels.64.16>.
- [25] K. Winzker, F. Southwood, and K. Huddlestone, "Investigating the Impact of SMS Speak on the Written Work of English First Language and English Second Language High School Learners," *Per Linguam*, vol. 25, no. 2, pp. 1-16, 2009, <http://dx.doi.org/10.5785/25-2-31>.
- [26] S. Graham, V. Berninger, and W. Fan, "The structural relationship between writing attitude and writing achievement in first and third grade students," *Contemporary Educational Psychology*, vol. 32, no. 3, pp. 516-536, 2007, <https://doi.org/10.1016/j.cedpsych.2007.01.002>.
- [27] B. Al-Sobhi, S. Rashid, and A. Abdullah, "Arab ESL Secondary School Students' Attitude Toward English Spelling and Writing," *SAGE Open*, vol. 8, no. 1, pp. 1-11, 2018, <https://doi.org/10.1177/2158244018763477>.
- [28] M. Aliyu, and G. Danladi, "Attitude of Hausa ESL secondary school students towards spelling and writing in English," *International Journal of Language teaching and Education*, vol. 2, no. 3, pp. 184-194 , 2018, <https://doi.org/10.22437/ijolte.v2i3.5908>.
- [29] E. Alieto, "Language Shift from English to Mother Tongue: Exploring Language Attitude and Willingness to Teach among Pre-service Teachers," *TESOL International Journal*, vol. 13, no. 3, pp. 134-146, 2018.

[30] J. Creswell, Research design: Qualitative & Quantitative Approaches, Sage Publications, 1994.

[31] D. Koliqi and N. Zabeli, "Variables affecting the attitudes of teachers' towards inclusive education in Kosovo," *Cogent Education*, vol. 9, no. 1, pp. 1-18 , 2022, <https://doi.org/10.1080/2331186X.2022.2143629>.

[32] J. Cresswell and A. Garrett, "The "movement" of mixed methods research and the role of educators," *South African Journal of Education*, vol. 28, no. 3, pp. 321-333, 2008, <https://doi.org/10.15700/saje.v28n3a176>.

[33] G. Ursachi, I. Horodnic, and A. Zait, "How reliable are measurement scales? External factors with indirect," *Procedia Economics and Finance*, vol. 20, pp. 679-686, 2015, [https://doi.org/10.1016/S2212-5671\(15\)00123-9](https://doi.org/10.1016/S2212-5671(15)00123-9).

[34] J. Guilford, Fundamental statistics in psychology and education, New York: McGraw-Hill, 1973.

[35] A. Sabti, S. Rashid, and A. Hummadi, "Interrelationships between writing anxiety dimensions and, writing goal orientation among Iraqi EFL Undergraduates," *International Journal of Instruction*, vol. 12, no. 4, pp. 529-544, 2019, <https://doi.org/10.29333/iji.2019.12434a>.

Sample Heading (Third Level). Only two levels of headings should be numbered. Lower level headings remain unnumbered; they are formatted as run-in headings.

Sample Heading (Forth Level). The contribution should contain no more than four levels of headings. The following Table 2 gives a summary of all heading levels.

Table 2. Table captions should be placed above the tables.

Heading level	Example	Font size and style
Title (centered)	Lecture Notes	14 point, bold
1 st -level heading	1 Introduction	12 point, bold
2 nd -level heading	2.1 Printing Area	10 point, bold
3 rd -level heading	Run-in Heading in Bold. Text follows	10 point, bold
4 th -level heading	<i>Lowest Level Heading.</i> Text follows	10 point, italic

Displayed equations are centered and set on a separate line.

$$x + y = z \tag{1}$$

Please try to avoid rasterized images for line-art diagrams and schemas. Whenever possible, use vector graphics instead (see Fig. 1).

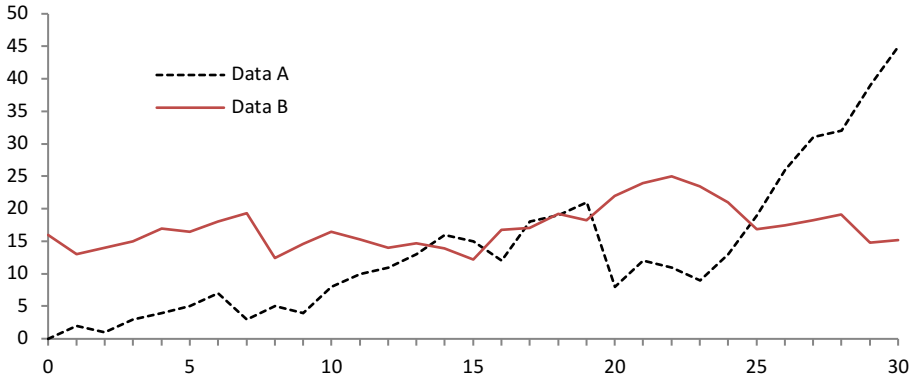


Fig. 1. A figure caption is always placed below the illustration. Short captions are centered, while long ones are justified. The macro button chooses the correct format automatically.

For citations of references, we prefer the use of square brackets and consecutive numbers. Citations using labels or the author/year convention are also acceptable. The following bibliography provides a sample reference list with entries for journal articles [1], an LNCS chapter [2], a book [3], proceedings without editors [4], as well as a URL [5].

References

1. Author, F.: Article title. *Journal* 2(5), 99–110 (2016).
2. Author, F., Author, S.: Title of a proceedings paper. In: Editor, F., Editor, S. (eds.) *CONFERENCE 2016, LNCS*, vol. 9999, pp. 1–13. Springer, Heidelberg (2016).
3. Author, F., Author, S., Author, T.: Book title. 2nd edn. Publisher, Location (1999).
4. Author, F.: Contribution title. In: *9th International Proceedings on Proceedings*, pp. 1–2. Publisher, Location (2010).
5. LNCS Homepage, <http://www.springer.com/lncs>, last accessed 2016/11/21.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

