

Employing High-Level Orthography Activities on the Development of Learners Reading Behavior and Writing Proficiency

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Abstract—This study examined the implementation of high-level orthography activities and their relationship to the reading behavior and writing proficiency of selected Grade 12 Senior High School learners. Specifically, it determined the extent to which spelling journals, dictation activities, story creation, and peer review were integrated into English instruction. It also identified the level of learners' reading behavior and determined the significant relationship between orthography activities and reading behavior, as well as the significant effect in learners' writing proficiency. A quantitative descriptive-evaluative and correlational research design was employed in the study. The respondents consisted of forty (40) Grade 12 learners selected through purposive sampling technique. Researcher-developed Likert-scale questionnaires were utilized to gather data regarding the implementation of orthography activities and learners' reading behavior, while performance-based tasks were used to assess writing proficiency. The instruments underwent expert validation and reliability testing through Cronbach's Alpha. Mean, standard deviation, Pearson Product-Moment Correlation Coefficient, and One-Way ANOVA were used as statistical treatments. The findings revealed that high-level orthography activities were implemented to a high extent. Learners' reading behavior in terms of cognitive, emotional, contextual, and social dimensions was interpreted as very high. The results also showed that learners exposed to orthography activities demonstrated outstanding writing proficiency. Furthermore, the study found a significant relationship between orthography activities and learners' reading behavior. Thus, there were no significant effect found in employing high-level orthography activities to the learners' writing proficiency. Significant relationship between orthography activities and reading behavior was found thus, the first hypothesis is rejected. However, it was found that there is no significant effect in employing high-level Orthography Activities to the learners Writing Proficiency therefore the second hypothesis is accepted. Based on the findings, the study recommends the consistent integration of structured orthography activities in English instruction to strengthen learners' literacy development. Future researchers may conduct related studies involving larger groups of respondents and other language learning variables.

Keywords— Orthography Activities, Reading Behavior, Writing Proficiency, Literacy Development, Grade 12 Learners.

I. INTRODUCTION

In today's increasingly complex and interconnected world, strong literacy skills are essential for academic achievement and effective communication. Among these skills, reading comprehension and writing proficiency serve as fundamental components of students' educational development. However,

many senior high school students continue to experience difficulties in these areas, particularly in writing. One critical aspect of writing proficiency is orthography. According to Proofed's Writing (2023), the term orthography originates from the Greek words *orthos* (meaning "correct" or "true") and *graphien* (meaning "to write"), referring to the correct or standard way of writing words. Orthography encompasses not only spelling but also the conventions that govern written language, including punctuation, capitalization, word breaks, hyphenation, and emphasis. These conventions provide structure and consistency in writing, enabling the effective transformation of spoken language into clear and organized written communication. Reading and writing are essential literacy skills that form the basis of lifelong learning and academic achievement for students. In English language education, particularly in English as a Foreign Language (EFL) context, the development of reading and writing proficiency remains a persistent challenge. One crucial yet often underemphasized component of literacy development is orthography, which refers to the conventional system of written language governing correct spelling and word formation (Proofed's Writing, 2023). Orthographic knowledge enables learners to understand letter-sound correspondences, recognize spelling patterns, and accurately encode and decode written words. Without a solid foundation in orthography, learners may struggle with reading fluency, comprehension, and written expression.

Extensive research highlights the significant role of orthographic knowledge in literacy development. The National Reading Panel (2020) identified phonemic awareness, phonics, fluency, vocabulary, and comprehension as the five essential pillars of reading, emphasizing that effective instruction in these components increases learners' chances of academic success. Orthographic processing directly supports these components, particularly phonics and fluency, by strengthening word recognition and spelling accuracy. Furthermore, studies have demonstrated a reciprocal relationship between spelling and reading development, showing that improved spelling skills enhance reading automaticity and comprehension (Ouellette & Sénéchal, 2017). These findings suggest that structured orthographic instruction may positively influence both reading behavior and writing proficiency. In the Philippine educational context, literacy development remains a national concern. Results from

large-scale assessments such as the Programmed for International Student Assessment revealed that Filipino learners continue to perform below international proficiency standards in reading. Local studies have likewise emphasized the need for strengthened literacy interventions, particularly in foundational reading and writing skills (Guindanao & Amada, 2025). Moreover, research conducted in Philippine classrooms has shown that contextualized and strategy-based instruction can significantly improve learners' reading comprehension and writing performance. However, limited local research has specifically examined the impact of high-level orthography activities on learners' reading behavior and writing proficiency, creating a gap that this study seeks to address.

High-level orthography activities involve advanced and structured tasks such as morphemic analysis, word pattern recognition, dictation exercises, and strategic spelling instruction. These activities require learners to engage in higher-order cognitive processing, promoting deeper understanding of word structure and language conventions. The assumption underpinning this framework is that systematic exposure to advanced orthographic tasks enhances learners' decoding efficiency, reading engagement, and written accuracy.

Therefore, this study titled *Employing High-Level Orthography Activities on the Development of Learners' Reading Behavior and Writing Proficiency* aims to determine the extent to which structured orthographic instruction contributes to measurable improvements in learners' literacy outcomes. By providing empirical evidence within the Philippine context, this research intends to support instructional strategies that integrate orthographic development as a central component of literacy instruction. Ultimately, the findings may contribute to improved pedagogical practices that foster stronger reading behaviors and higher levels of writing proficiency among learners.

Comprehending the importance of orthography is not only beneficial for improving reading comprehension but also plays a crucial role in developing writing proficiency, as accurate spelling, punctuation, and word structure are essential for clear and effective written communication.

Writing is one of the very first things taught to do in school. Writing gives the chance to collect and arrange our feelings, ideas, information in one location. It also enables to express ourselves by organizing them logically and sharing them with others. An individual may reach considerably more people this way than they could by word-of-mouth, reach loved ones and those who might be far away, and accurately record our memories and important events for future generations. In the modern world, having strong writing and communication skills is crucial.

Implementing orthography activities is essential for fostering literacy development, as they help learners internalize the rules of spelling, punctuation, and word structure in a practical and engaging way. By offering systematic practice that strengthens the relationship between spoken and written language, enhancing both reading and writing proficiency. Teachers can solve frequent spelling difficulties, enhance word recognition, and develop

automaticity in writing by implementing orthographic exercises, which will ultimately boost students' capacity to communicate precisely and effectively. These kinds of exercises also foster critical thinking and attention to detail, skills that are applicable to all subject areas.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aimed at the effect of *Employing High-Level Orthography Activities on the Development of Learners' Reading Behavior and Writing Proficiency*.

Specifically, it sought to answer the following research questions.

1. What is the status of employing high-level Orthography activities among the selected SHS Grade 12 learners in terms of:
 - 1.1. Spelling Journal;
 - 1.2. Dictation Activity;
 - 1.3. Story Creation; and
 - 1.4. Peer Review?
2. What is the level of Reading Behavior among the selected SHS Grade 12 learners in terms of:
 - 2.1. Cognitive;
 - 2.2. Emotional;
 - 2.3. Contextual; and
 - 2.4. Social?
3. What is the level of Learners' Writing Proficiency among the selected SHS Grade 12 learners in terms of:
 - 3.1. Writing Task?
4. Is there a significant relationship on employing high-level Orthography Activities on the Reading Behavior of selected SHS G12 learners?
5. Is there a significant effect in employing high-level Orthography Activities to the learners Writing Proficiency?

II. METHODOLOGY

A quantitative descriptive-evaluative and correlational research design was employed in the study. The respondents consisted of forty (40) Grade 12 learners selected through purposive sampling technique. Researcher-developed Likert-scale questionnaires were utilized to gather data regarding the implementation of orthography activities and learners' reading behavior, while performance-based tasks were used to assess writing proficiency. The instruments underwent expert validation and reliability testing through Cronbach's Alpha. Mean, standard deviation, Pearson Product-Moment Correlation Coefficient, and One-Way ANOVA were used as statistical treatments.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis and interpretation of data gathered to answer the sub-problem related to the primary objective of this study. It discusses the findings based on the key issues explored in the study, specifically the relationship between the employment of high-level orthography activities and their impact on learners' reading behavior and writing proficiency.

Status of Employing High-level Orthography Activities among the selected SHS Grade 12 Learners

In this study, employing high-level orthography activities among the selected SHS Grade 12 learners refers to the extent to which Spelling Journal, Dictation Activity, Story Creation, and Peer Review are implemented and practiced in the learning process. These activities were examined to determine how frequently they are used and how they support learners' spelling accuracy, reading engagement, and writing development. In addition, the study considers how these activities encourage active participation, critical thinking, and collaboration among learners during language tasks. It also looks into how consistent exposure to these orthography practices contributes to the development of learners' orthographic awareness and overall literacy skills. The succeeding tables present the learners' responses to each indicator, including the corresponding mean scores, standard deviations, remarks, and verbal interpretations. These statistical measures provide a quantitative basis for describing the level of implementation of each activity. The results are analyzed from the perspectives of the respondents to provide a clear and systematic description of the level of employment of each orthography activity. Furthermore, the presentation of data allows for easier comparison across indicators, helping identify which activities are more frequently practiced and which may require further enhancement in instruction.

Table 1. Status of Employing high-level Orthography Activities among the selected SHS Grade 12 Learners in terms of Spelling Journal

Statements	Mean	SD	Remarks	Rank
I regularly write new and unfamiliar words in my spelling journal.	3.73	0.80	Often	5
I review my spelling journal to strengthen my spelling accuracy.	4.13	0.95	Often	1
I use the words in my spelling journal into my writing tasks.	4.09	0.87	Often	3
I keep a spelling journal to help me remember correct word forms.	3.95	0.92	Often	4
I feel more confident in avoiding spelling mistakes because of the continuous use of spelling journal.	4.10	0.80	Often	2
Weighted Mean	4.00			
SD	0.88			
Verbal Interpretation	High			

Table 1 shows the status of employing high-level Orthography activities among the selected SHS Grade 12 learners. Also displays the statements, mean, standard deviation and remarks. The findings in Table 1 reveal that the learners consistently use the spelling journal as a tool for enhancing their orthographic skills. The statement with the highest mean score of 4.13, rank 1, indicates that learners often review their spelling journal to strengthen their spelling accuracy, suggesting they recognize the value of this reflective practice in reinforcing correct spelling. Following closely, the second-ranked statement with a mean score of 4.10 highlights that learners feel more confident in avoiding spelling mistakes because of the continuous use of their spelling journals, indicating a strong sense of self-assurance in spelling accuracy. The third-ranked statement, with a mean of 4.09, shows that learners frequently use the words from their

spelling journal in writing tasks, demonstrating a practical application of learned spelling patterns. The fourth-ranked statement, with a mean of 3.95, reveals that learners also keep their spelling journal to help remember correct word forms, which reflects an effort to internalize spelling rules. Lastly, the statement with the lowest mean score of 3.73, rank 5, shows that learners regularly write new and unfamiliar words in their spelling journal, though this activity is done with slightly less frequency than the others, but still considered "often." The overall interpretation of the data shows that the learners engage highly with the spelling journal activity, with a weighted mean score of 4.00 and a standard deviation of 0.88, which is classified as high. This indicates that the high school learners frequently utilize their spelling journals to improve their orthographic skills, particularly spelling accuracy, confidence in writing, and application of learned words in writing tasks. The learners show significant consistency in using the spelling journal to reinforce their spelling knowledge and apply it in real-life contexts, which is crucial for enhancing writing proficiency.

In summary, the results suggest that spelling journals are a highly effective tool for improving spelling accuracy, increasing learners' confidence, and enhancing their writing skills. These findings align with existing research that supports the use of structured orthography activities, such as spelling journals, as valuable resources for developing orthographic knowledge. When learners consistently engage in these activities, they internalize spelling patterns and become more proficient in both reading and writing tasks. This further underscores the importance of high-level orthography activities, such as those examined in this study, in fostering better literacy outcomes, particularly in the context of senior high school learners who are transitioning to more advanced academic expectations.

Table 2. Status of Employing High-level Orthography activities among the Selected SHS Grade 12 Learners in terms of Dictation Activity

Statements	Mean	SD	Remarks	Rank
I actively participate in dictation exercises during English class.	4.18	0.86	Often	5
I find that dictation exercises helped me in recognizing correct spelling and punctuation.	4.45	0.69	Always	2
I find dictation exercises useful in improving my listening and writing accuracy.	4.50	0.71	Always	1
I can easily spot my spelling mistakes after a dictation exercises.	4.20	0.89	Often	4
I find that dictation exercises help me write more accurately, even under time pressure.	4.40	0.80	Always	3
Weighted Mean	4.35			
SD	0.80			
Verbal Interpretation	Very High			

Table 2 shows that the status of employing high-level orthography activities in terms of Dictation Activity among the selected SHS Grade 12 learners is very high, as indicated by a weighted mean of 4.35 and a standard deviation of 0.80.

The highest-rated indicators reveal that learners consistently perceive dictation exercises as helpful in improving listening skills, spelling accuracy, punctuation, and writing accuracy. Although active participation in dictation activities obtained the lowest mean, it was still interpreted as often, indicating regular engagement. Overall, the findings suggest that dictation activities are highly practiced and effectively support learners' orthographic accuracy and writing performance.

The results presented in Table 2 reflect the status of employing high-level orthography activities in the form of dictation exercises among selected Grade 12 Senior High School learners. The highest-ranked statement with a mean score of 4.50 (Rank 1) reveals that learners find dictation exercises particularly useful in improving both their listening and writing accuracy, highlighting the effectiveness of this activity in fostering general orthographic competence. Closely following this, the statement regarding the usefulness of dictation exercises in recognizing correct spelling and punctuation (mean = 4.45, Rank 2) also received strong endorsement, showing that learners perceive dictation as a key activity in enhancing their ability to spot spelling errors and use punctuation correctly. The next-ranked statement with a mean score of 4.40 (Rank 3) indicates that learners find dictation exercises help them write more accurately even under time pressure, suggesting that the activity contributes to improving writing fluency under test or exam conditions. The statement regarding learners' ability to easily spot spelling mistakes after dictation exercises (mean = 4.20, Rank 4) also shows high engagement, though slightly lower than the other indicators. The statement with the lowest mean of 4.18 (Rank 5) shows that while learners actively participate in dictation exercises, they do so with a slightly lower frequency compared to the other activities.

Overall, the data reveals that dictation exercises are highly regarded by learners, with a weighted mean score of 4.35 and a standard deviation of 0.80, which is classified as very high. This suggests that learners consistently participate in dictation exercises and believe they play a significant role in enhancing spelling accuracy, punctuation, listening skills, and writing proficiency. The learners' confidence in their ability to identify spelling errors after dictation and their perception of dictation as a tool for improving accuracy under pressure further highlight its utility as a high-level orthography activity.

Table 3. Status of Employing High-level Orthography Activities among the selected SHS Grade 12 Learners in terms of Story Creation

Statements	Mean	SD	Remarks	Rank
I can identify and correct my own spelling or grammar mistakes after writing a story.	4.13	0.72	Often	2
I practice my spelling and sentence construction through story creation.	4.09	1.00	Often	3
I enjoy writing my own stories during English writing activities	3.93	0.92	Often	5
I can express my thoughts clearly through story writing.	4.02	0.92	Often	4
I enhance my vocabulary and creativity by creating stories.	4.22	0.97	Always	1
Weighted Mean	4.08			
SD	0.92			
Verbal Interpretation	High			

Table 3 indicates that the status of employing high-level orthography activities in terms of Story Creation among the selected SHS Grade 12 learners is high, as shown by a weighted mean of 4.08 and a standard deviation of 0.92. The highest-rated indicator reveals that learners consistently enhance their vocabulary and creativity through story creation, while the other indicators were interpreted as often, suggesting regular practice of spelling, sentence construction, idea expression, and self-correction during story writing. Overall, the results suggest that story creation is frequently employed and effectively supports learners' orthographic awareness and writing development.

The findings show that story creation activities are highly employed and contribute to learners' ability to practice spelling, sentence construction, vocabulary development, and idea organization. Learners indicated that writing stories enhances their creativity and helps them express ideas clearly, demonstrating the integration of orthographic accuracy with meaningful writing.

Table 4. Status of Employing High-level Orthography Activities among the Selected SHS Grade 12 Learners in terms of Peer Review

Statements	Mean	SD	Remarks	Rank
I learn new writing techniques by reviewing others' works.	4.45	0.76	Always	1
I find peer review activities helpful in improving my overall writing proficiency.	4.42	0.80	Always	2
I participate in reviewing my classmates' written works.	3.97	1.03	Often	4
I learn to identify my writing errors by participating in peer review.	4.14	0.94	Often	3
I give constructive feedback to my classmates during peer reviews.	3.89	0.95	Often	5
Weighted Mean	4.18			
SD	0.93			
Verbal Interpretation	High			

Table 4 shows that the status of employing high-level orthography activities in terms of Peer Review among the selected SHS Grade 12 learners is high, as indicated by a weighted mean of 4.18 and a standard deviation of 0.93. The highest-rated indicators reveal that learners consistently learn new writing techniques and improve their overall writing proficiency through reviewing others' work. Although participation in reviewing classmates' outputs and giving constructive feedback obtained relatively lower means, these were still interpreted as often, indicating regular involvement. Overall, the findings suggest that peer review is frequently practiced and contributes positively to learners' awareness of writing techniques and error identification.

Table 5. Composite of High-level Orthography Activities among the Selected SHS Grade 12 Learners

Indicators	Weighted Mean	SD	Verbal Interpretation	Rank
Spelling Journal	4.00	0.88	High	4
Dictation Activity	4.35	0.80	Very High	1
Story Creation	4.08	0.92	High	3
Peer Review	4.18	0.93	High	2
Grand Mean	4.15			
SD	0.88			
Verbal Interpretation	High			

The status of employing high-level Orthography activities among the selected SHS Grade 12 learners in terms of Spelling Journal, Dictation Activity, Story Creation, and Peer Review arrived at a grand mean score of 4.15 and a standard deviation of 0.88 and was verbally interpreted as high among the respondents. This means that the high-level Orthography activities among the selected SHS Grade 12 learners consistently implemented and regularly practiced in the learning process, providing learners with varied opportunities to develop spelling accuracy, reading engagement, and writing skills. These activities promote learners' orthographic awareness and the efficient incorporation of reading and writing chores in the classroom, as shown by the high overall level. Level of Reading Behavior among the selected SHS Grade 12 Learners In this study, the level of Reading Behavior among the selected SHS Grade 12 learners refers to Cognitive, Emotional, Contextual, and Social.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6. Level of Reading Behavior among the selected SHS Grade 12 Learners in terms of Cognitive

Statements	Mean	SD	Remarks
I can identify unfamiliar words and determine their meanings.	4.17	0.80	Often
I can understand the main ideas of a text I read.	4.43	0.69	Always
I use different reading strategies (like predicting or summarizing) to understand texts.	4.26	0.80	Always
I can analyze the ideas presented in a text.	4.32	0.80	Always
I can evaluate the ideas presented in a text.	4.30	0.80	Always
Weighted Mean	4.30		
SD	0.78		
Verbal Interpretation	Very High		

Table 6 reveals that the level of cognitive reading behavior among the selected SHS Grade 12 learners is very high, as reflected by a weighted mean of 4.30 and a standard deviation of 0.78. Most indicators were rated as always, indicating that learners consistently understand main ideas, apply appropriate reading strategies, and analyze and evaluate textual information. Although identifying unfamiliar words obtained a relatively lower mean, it was still interpreted as often, showing frequent use of vocabulary-related strategies. Overall, the results suggest that learners demonstrate strong cognitive engagement in reading, which supports comprehension and higher-order thinking skills necessary for effective writing performance.

Table 7. Level of Reading Behavior among the selected SHS Grade 12 Learners in terms of Emotional

Statements	Mean	SD	Remarks
I enjoy reading different types of texts in English.	4.29	0.79	Always
I feel motivated to read when the topic interests me.	4.73	0.55	Always
I feel confident when reading aloud in front of others.	4.01	0.91	Often
I find that reading helps me relax and enjoy learning.	4.11	0.87	Often
I find reading an enjoyable and rewarding habit.	4.13	0.97	Often
Weighted Mean	4.25		
SD	0.87		
Verbal Interpretation	Very High		

Table 7 shows that the level of emotional reading behavior among the selected SHS Grade 12 learners is very high, as indicated by a weighted mean of 4.25 and a standard deviation of 0.87. Learners consistently enjoy reading different types of texts and feel highly motivated when topics interest them, as reflected in the highest mean ratings. While confidence in reading aloud and viewing reading as a relaxing activity were rated slightly lower, these were still interpreted as often, indicating positive emotional engagement. Overall, the findings suggest that learners possess a strong emotional connection to reading, which supports sustained motivation and interest in literacy activities.

Table 8. Level of Reading Behavior among the selected SHS Grade 12 Learners in terms of Contextual

Statements	Mean	SD	Remarks
I recognize the importance of reading in my future career.	4.64	0.60	Always
I understand how reading helps me in other subjects.	4.77	0.55	Always
I can apply what I learn from reading in real-life experiences.	4.61	0.65	Always
I can relate the content of what I read to real-life situations.	4.57	0.72	Always
I use reading to expand my knowledge outside the classroom.	4.56	0.78	Always
Weighted Mean	4.63		
SD	0.67		
Verbal Interpretation	Very High		

Table 8 indicates that the level of contextual reading behavior among the selected SHS Grade 12 learners is very high, as shown by a weighted mean of 4.63 and a standard

deviation of 0.67. All indicators were rated as always, reflecting learners’ strong recognition of the importance of reading in their future careers, academic subjects, and real-life applications. The highest mean suggests that learners clearly understand how reading supports learning across contexts and extends knowledge beyond the classroom. Overall, the findings imply that learners consistently apply reading skills meaningfully in both academic and real-life situations.

Table 9. Level of Reading Behavior among the selected SHS Grade 12 Learners in terms of Social

Statements	Mean	SD	Remarks
I listen to others’ interpretations during reading discussions.	4.46	0.79	Always
I find that reading helps me improve my communication and collaboration with others.	4.61	0.69	Always
I participate in group reading activities.	4.13	0.94	Often
I discuss reading materials with my peers.	3.94	0.97	Often
I enjoy sharing ideas from what I read with my classmates.	4.24	0.88	Always
Weighted Mean	4.28		
SD	0.89		
Verbal Interpretation			Very High

Table 9 presents the level of social reading behavior among the selected SHS Grade 12 learners, which is very high, as reflected by a weighted mean of 4.28 and a standard deviation of 0.89. The results indicate that learners consistently engage in social aspects of reading, particularly in listening to others’ interpretations during discussions and recognizing the role of reading in improving communication and collaboration, both of which were rated as always.

Although participation in group reading activities and discussing reading materials with peers obtained slightly lower mean scores, these indicators were still interpreted as often, suggesting regular involvement in collaborative reading tasks. Moreover, learners’ enjoyment in sharing ideas from what they read further highlights positive social interaction and engagement in reading activities. Overall, the findings imply that reading functions not only as an individual cognitive activity but also as a social process that promotes communication, cooperation, and shared understanding among learners.

Table 10. Composite of Reading Behavior among the selected SHS Grade 12 Learners

Indicators	Weighted Mean	SD	Verbal Interpretation
Cognitive	4.30	0.78	Very High
Emotional	4.25	0.87	Very High
Contextual	4.63	0.67	Very High
Social	4.28	0.89	Very High
Grand Mean	4.37		
SD	0.80		
Verbal Interpretation			Very High

Table 10 presents the composite level of reading behavior among the selected SHS Grade 12 learners in terms of cognitive, emotional, contextual, and social aspects. The results reveal an overall very high level of reading behavior, as evidenced by a grand mean of 4.37 and a standard deviation of 0.80. Among the indicators, contextual reading behavior obtained the highest weighted mean (4.63), indicating that

learners strongly recognize the relevance of reading to their academic subjects, future careers, and real-life situations.

The cognitive, emotional, and social aspects also yielded very high mean scores, reflecting learners’ consistent use of reading strategies, positive emotional engagement with reading, and active participation in collaborative reading activities. These findings suggest that learners demonstrate well-developed reading behaviors across multiple dimensions. Overall, the very high composite result implies that reading is not only a skill but a meaningful, engaging, and socially supported activity among the respondents, which may contribute positively to their writing proficiency and overall academic performance.

Level of Learners’ Writing Proficiency among the selected SHS Grade 12 Learners

In this study, the level of Learners’ Writing Proficiency among the selected SHS Grade 12 learners refers to Writing Task.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11. Level of Learners’ Writing Proficiency among the selected SHS Grade 12 Learners in terms of Writing Task

Score	Writing Task		Descriptive Equivalent
	f	%	
90 - 100	144	94.74	Outstanding
85 - 89	7	4.60	Very Satisfactory
80 - 84	1	0.66	Satisfactory
75 - 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectation
Total	152	100	
Weighted Mean	97.05		
SD	2.91		
Verbal Interpretation			Outstanding

Table 11 shows the level of Learners’ Writing Proficiency among the selected SHS Grade 12 learners in terms of Writing Task, with a total population of one hundred and fifty-two respondents, the score “90 - 100” receive the highest frequency of one hundred and forty-four (144) or 94.74% of the total population having a descriptive equivalent of Outstanding. And the score “85 - 89” with a frequency of seven (7) or 4.60% of the total population have the descriptive equivalent of Very Satisfactory. While the score “80 - 84” receive the lowest frequency of one (1) or 0.66% of the total population having a descriptive equivalent of Satisfactory.

With a total (Weighted Mean = 97.05, SD = 2.91) and (highest score = 84, lowest score = 100) showing the level of Learners’ Writing Proficiency among the selected SHS Grade 12 learners in terms of Writing Task with a descriptive equivalent of Outstanding.

In summary, the learners demonstrated an outstanding level of writing proficiency, as evidenced by their performance in outlining, summarizing, and note-taking tasks. The high mean score indicates strong abilities in organizing ideas, extracting key information, and producing coherent written outputs.

Test of association between the high-level Orthography Activities and the Reading Behavior of selected SHS G12 Learners

To determine the significant association between the extent of implementation of high-level orthography activities and the reading behavior of selected Senior High School Grade 12 learners in terms of cognitive, emotional, contextual, and social dimensions, the data gathered were subjected to statistical analysis using the Spearman Rank Correlation Coefficient through the Real Statistics Data Analysis Tool. The Spearman Rank Correlation Coefficient was employed to ascertain the strength and direction of the relationship between the variables, particularly since the data were treated as ordinal in nature and did not assume normal distribution.

Table 12. Significant Relationship between the High-level Orthography Activities and the Reading Behavior of selected SHS G12 Learners

High-level Orthography Activities		Cognitive	Emotional	Contextual	Social
Spelling Journal	Pearson Correlation	.174**	.27*	.139**	.253**
	Sig. (2-tailed)	.000	.021	.000	.000
	N	151	151	151	151
Dictation Activity	Pearson Correlation	.706	.38*	.615**	.457
	Sig. (2-tailed)	.099	.045	.000	.088
	N	151	151	151	151
Story Creation	Pearson Correlation	.517**	.488**	.453**	.479**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	151	151	151	151
Peer Review	Pearson Correlation	.495**	.385	.393**	.465*
	Sig. (2-tailed)	.008	.081	.000	.026
	N	151	151	151	151

A significant positive correlation was observed between high-level Orthography Activities and the Reading Behavior indicating that Students who have a high level in Spelling Journal ($r(151) = .174, .27, .139, .253 p < .05, N=152$), have a high level in Story Creation ($r(151) = .517, .488, .453, .479 p < .01, N=152$), and have a high level in Peer Review ($r(151) = .495, .393, .465, .76 p < .05, N=152$) are tended to achieve greater Reading Behavior. This suggests that increased in Orthography Activities is associated with better Reading Behavior.

No statistically significant correlation was found between the Dictation Activity ($r(151), p > .05$), and Reading Behavior. This indicates that, within this group, the Dictation Activity did not significantly predict Reading Behavior, contrary to some anecdotal expectations.

Test of comparison between the means of the groups High-level Orthography Activities and the Learners Writing Proficiency

To test the significant effect between the high-level Orthography Activities and the learners Writing Proficiency in terms of Writing Task they were treated statistically using Real Statistics Data Analysis Tools using the Analysis of Variance.

The current study investigated the effect of high-level Orthography Activities on learners Writing Proficiency. The analysis of variance indicated no significant difference in Writing Task between the Orthography Activities, $F(4, 147) =$

$0.611, p = .655, \text{partial } \eta^2 = .016$. This suggests that Orthography Activities does not have an impact on Writing Proficiency. The ANOVA results revealed no significant difference in learners' writing proficiency when grouped according to levels of high-level orthography activities. This suggests that while orthography activities are associated with strong writing performance, they do not significantly differentiate writing proficiency levels among learners who already demonstrate high writing competence.

Table 13. Descriptive Statistics and One-Way Analysis of Variance (ANOVA) for the Effect of High-Level Orthography Activities on Learners' Writing Proficiency

Source	df	SS	MS	F	p	M	SD
Writing Task	4	20.87	5.216	0.611	.655	70.58	4.36
Residual	147	1254	8.531			4.15	.88
Total	151	1275					

Note: M = Mean; SD = Standard Deviation, $p < .05$

IV. CONCLUSION AND RECOMMENDATIONS

As a result, the null hypothesis stating that there is no significant relationship between orthography activities and reading behavior is rejected. This indicates that orthography activities have a significant relationship with the reading behavior of the selected Grade 12 learners.

On the other hand, the null hypothesis stating that there is no significant effect of orthography activities on writing proficiency is accepted. This implies that orthography activities do not significantly affect the writing proficiency of the selected Grade 12 learners. Overall, the findings revealed that employing high-level orthography activities have a significant relationship with learners' reading behavior but do not significantly affect their writing proficiency.

In light of the findings and conclusions of the study, the following recommendations are offered:

English teachers may design and implement structured classroom programs that regularly integrate spelling journals, dictation exercises, story creation, and peer review to further enhance learners' reading behavior and writing proficiency.

School administrators may support professional development programs and workshops that train teachers in the effective use of high-level orthography activities and learner-centered writing strategies.

Curriculum planners may incorporate high-level orthography activities into English learning modules and instructional guides to ensure consistent and systematic implementation across grade levels.

Students may maintain personal spelling journals, participate actively in peer review sessions, and engage in creative writing tasks to strengthen their reading and writing skills.

Future researchers may conduct experimental or longitudinal studies involving larger samples and different grade levels to further validate the effects of high-level orthography activities on reading behavior and writing proficiency.

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