

MEET THE HERO WHO VISITS A LIBRARY CORNER TO ENHANCE SPELLING COMPETENCE: RURAL CONTEXT IMPERATIVES

Bulelwa Makena¹, Viwe Lungisani Feni²

¹Faculty of Education, Walter Sisulu University,
Komani Campus, South Africa

²Reikaeletse Secondary School, Xhariep District, South Africa
E-mail: bmakena@wsu.ac.za

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Abstract

Library learning resources have the potential to transform language competencies. This paper aims to investigate whether daily reading activities can substantially influence spelling competence. A qualitative research approach was administered for its efficiency in gaining insights into people's experiences within their social contexts. Encompassed in this qualitative approach was a research design-action research, with its characteristics of being able to address explicit challenges encountered within the context of rural education in some educational settings. Semi-structured interviews, with their open-ended nature, nurtured the gathering of rich data from the purposefully nominated five language teacher participants. Findings revealed that (i) one-on-one tutoring improves spelling, and (ii) collaborative learning spaces have a positive impact on language development. These findings denote proficient spelling as one of the critical skills, and when functionally portrayed, they have a characteristic to facilitate communication abilities, fluent writing, and academic performance. This study concludes that a shift in language teaching-learning approaches is not only necessary but also promising, with daily reading activities being a potential core practice.

Keywords: *Learning and teaching, spelling, competence, text comprehension, language learning.*

1. Introduction

When learners are efficient in the spelling aspect as one of the crucial language dynamics, comprehending texts then becomes an essential aspect of language development. Although language learning is dynamic, one becomes an affluent scholar if aspects like spelling, reading, and writing are mastered through extensive reading (Fakazli, 2021). For improved academic attainment, one needs to display competence in spelling as aided by reading resources accessible from the library (Vuzo, 2022). This fundamental language learning juncture is clear when learners are expected to engage in written texts. Glaring grammatical and spelling errors drive the content to lose its meaning, thereby depriving affected learners at achieving the intended learning outcome. Additionally, all subjects underpinning the prescribed curriculum have texts to be comprehended. This, therefore, becomes a wake-up call that assisting learners in this regard should not be solely regarded as

the task for teachers offering languages. Instead, all teachers need to ensure they prioritize maintaining subject content by ensuring that learners capture well the correct spelling in whatever text is comprehended (Elturki & Harmon, 2020).

Subsequently, it is argued by Mahwasane (2017) states that libraries as resource centers play an essential role in advancing spelling competence during the process of learning and teaching. As libraries are providers of wealthy resources, digital media, educational programs, and books, spelling, reading, and writing skills become enhanced. As phonemic awareness becomes grounded when these skills have been attained, learners perform better, not only in language-related subjects only but across the entire curriculum, considering that all the underpinning subjects offered have texts to be comprehended (Otuma et al., 2022). Therefore, as one of the strategies to curb the situation, the World Bank (2008) proposes that schools need to have access to a varying range of reading material. Libraries are therefore indebted to provide access to diverse reading materials. These may include newspapers, books, magazines, as well as online reading material, as noted by Madonsela (2015). It is observed that reading extensively as learners encounter words in context and get exposure to new and unfamiliar words, such a strategy is equated to enhanced spelling skills. If libraries sustain the provision of a wide range of programs and resources intended towards supporting practice and spelling instruction, spelling competence can advance. As opined by Mogha and Mubofu (2020), strong spelling skills throughout learner academic endeavours can be maintained if libraries could go beyond offering access to varying practices like collaborative learning spaces, multilingual resources, and spell-checking tools.

On noting that the main aim of this paper is to explore whether enforcing the administration of consistency for reading activities has any substantial influence on spelling competence, Wijaya, (2021) is of a similar opinion as they contend that well-equipped language learning abilities are underpinned by spelling competence. About the above-stated challenges in language learning, this inquiry, therefore, had a research question to be answered: To what substantial extent does imposing learners on daily reading activities influence spelling competence?

2. Literature Review

This is the section where a review of literature for purposes of achieving, segmenting, and critically analyzing arguments outlined by other scholars is done, per the studied problem. Concurrently, underpinning one's research with reviewing literature has an added advantage for the provision of grounded information for the problem inquired, as attested by Work (2022).

2.1 Conceptual Review

2.1.1 Digital Spell-Checking Tools

Digital spell-checking tools are computer-based applications designed to assist users in identifying and correcting spelling, grammatical, and punctuation errors in written texts. These tools have become increasingly important in educational settings, particularly in higher education, where students are expected to demonstrate a high level of accuracy and proficiency in academic writing. By providing immediate feedback on language errors, spell-checking tools support learners in improving both the correctness and clarity of their written communication.

Advancements in educational technology have led to the widespread use of digital writing-support applications such as Microsoft Word, Grammarly, Ginger, and Hemingway Editor. Although these platforms differ in their features and operational mechanisms, they share a common objective: facilitating the detection and correction of language-related errors while promoting more effective writing practices (Francisco, 2020). As a result, they have become valuable resources for students seeking to enhance their language competence and overall writing quality.

The pedagogical value of digital spell-checking tools extends beyond simple error correction. These applications provide learners with opportunities to engage in self-directed learning by highlighting misspelled words, offering alternative word choices, and explaining grammatical inaccuracies. Such feedback encourages learners to reflect on their language use, develop greater awareness of linguistic conventions, and gradually internalize correct spelling patterns. Consequently, the use of spell-checking tools can contribute to vocabulary development, language accuracy, and writing confidence (Halim, 2020).

In contexts where educational resources may be limited, university libraries and computer laboratories often serve as important access points for digital learning technologies. Students who regularly utilize these facilities are able to benefit from software applications that support writing development and language learning (Pandey et al., 2018). Through consistent exposure to digital feedback and corrective mechanisms, learners can strengthen their spelling competence and improve their performance in language-related academic tasks.

Given the central role of written communication in higher education, digital spell-checking tools represent a significant technological resource for fostering spelling accuracy and academic literacy. Their capacity to provide immediate, individualized, and accessible feedback makes them particularly valuable for students seeking to develop effective writing skills and achieve greater success in academic and professional communication.

2.1.2 Spelling Competence

Spelling competence refers to an individual's ability to accurately produce and recognize the conventional written forms of words within a language. It is a fundamental component of literacy that contributes significantly to effective written communication and overall language proficiency. As a linguistic skill, spelling competence involves knowledge of orthographic patterns, phonological structures, morphological rules, and lexical representations that enable writers to encode words correctly in written texts (Treiman & Kessler, 2014).

Scholars have long recognized spelling as an essential element of writing development. According to Graham and Santangelo (2014), spelling proficiency supports the writing process by reducing the cognitive effort required to generate correct word forms, thereby allowing learners to focus more effectively on higher-order writing skills such as organization, coherence, and idea development. Students with strong spelling competence tend to produce written texts that are more accurate, comprehensible, and academically acceptable than those with persistent spelling difficulties.

Spelling competence is closely associated with orthographic knowledge, which refers to an individual's understanding of the conventions governing written language. Ehri (2014) argues that proficient spellers develop mental representations of words through repeated exposure to print, enabling them to recognize and reproduce correct spellings automatically. This automaticity facilitates fluent writing and contributes to the development of reading

and vocabulary skills. Consequently, spelling competence should not be viewed merely as the ability to memorize word forms but as a complex cognitive process involving the integration of phonological, morphological, and orthographic knowledge.

In second and foreign language learning contexts, spelling competence presents unique challenges. Learners often encounter difficulties arising from differences between the phonological and orthographic systems of their first language and the target language. English, for example, is characterized by a deep orthography in which the relationship between sounds and letters is often inconsistent. Such irregularities frequently result in spelling errors among learners of English as a second or foreign language (Cook, 2016). Therefore, developing spelling competence requires systematic exposure to written language, explicit instruction, and opportunities for continuous practice and feedback.

Recent developments in educational technology have provided additional support for the enhancement of spelling competence. Digital spell-checking tools, automated feedback systems, and computer-assisted language learning applications enable learners to identify spelling errors and receive immediate corrective feedback. Research suggests that such technologies can contribute positively to spelling development by promoting learner autonomy, increasing awareness of language conventions, and encouraging self-correction practices (Li & Hegelheimer, 2013). However, these tools are most effective when used as complementary learning resources rather than substitutes for explicit language instruction. Given its role in supporting writing accuracy, reading development, vocabulary acquisition, and academic communication, spelling competence remains a critical skill for students in higher education. The development of spelling competence not only enhances the quality of written work but also contributes to learners' confidence and effectiveness in academic and professional contexts. Therefore, understanding the factors that influence spelling competence, including the use of digital spell-checking tools, is essential for improving language learning outcomes and fostering academic literacy.

2.1.3 Interactive Spelling Games

It is important to note that communicative games have a significant impact on teaching and learning (Sheokarah & Pillay, 2021). Communicative games like spelling games create a fun collaborative learning environment while improving learners' confidence levels and motivation. Communicative games can reduce learning stress and improve enthusiasm in studying the so-called unfamiliar and foreign English language, hence its prescription of being declared as the learning medium language. This can be a fun way to learn and improve learner writing skills and pronunciation. As learners are permitted opportunities to interrogate some spelling online games, listening and simulation skills are enhanced because when words perceived are typed correctly, there are great chances to eliminate incorrect spelling (Dewi et al., 2017). In this type of game, learners type words under pressure, but at the same instance, they are permitted chances to press the "clue" button. Soon thereafter some related words are beamed on the screen. Although this might be regarded as a daunting and challenging activity. Pretorius and Spaul (2016) argue that most learners have benefitted from this exercise, and language development prospects were seen as eminent. Through excitements brought about by these language development games, FTENS could be observed strolling to the library most often to advance their spelling competence, interrogating the online learning gadgets even in the absence of their respective language teachers.

Additionally, with these free spelling websites acting as one-on-one tutoring for online computer programs, learners are advised to compile their spelling lists. This helps them to be creative, thus designing word games using the self-compile word cohort. With this learning strategy, spelling competence advances to its greatest heights as there is an emphasis on syllables and consonants (Abidin et al, 2017). This vocabulary growth resulting from the newly emergent English words with refined pronunciation is greatly adored and motivational, especially for English First Additional (FAL) learners with diverse home language constituencies. Engaging in learning activities like these is reported to be fun vocabulary games yet stimulating collaborative learning spaces not only for FTENS enrolled in English language-related modules but this cuts across all stages of learning and development (Maksum et al, 2021).

2.1.4 Collaborative Learning and Teaching Spaces

Support for teachers

Amalgamating resources and assorted strategies are essential as a support stance for teachers towards the production of learners identified to have advanced in their spelling competence. This means sustaining language teachers in this venture through the differentiation of strategies, professional development workshops, and configuration of the curriculum (Clemens & Kegel, 2021) is fundamental. Application of these strategies can be beneficial to counteract learner diversity with added support for those with difficulties in learning, such as struggling spellers. As teachers attend workshops on professional development strategies for effectively and efficiently conducting spelling lessons would then be a prerequisite. Following curriculum standards and the intended learning outcomes, workshops can also consider addressing factors such as spelling rules and phonics instruction for the literacy curriculum to be considered viable collaborative learning spaces (Aliyu & Danladi, 2018).

Henceforth, another valuable factor for consideration is the integration of technology into language learning. Educational apps focusing on spelling exercises should be considered fundamental to encourage technology integration as a supporting agent for spelling instruction (Barr, 2016). This goes without saying that there is a dire need for provision to access high-quality spelling resources and digital tools. In line with the previous alleged statement, Zariyah (2020) proposes that it is a crucial juncture that parents should be subsidized with resources and strategies that would help equip them to advance spelling competence within the youth as life-long learners. This study already has assumptions that when teachers are provided with the necessary support, spelling competence would be among learners, thereby having positive impacts on the overall literacy outcomes and excelled throughput rates in academic attainment (Sukmayadi & Yahya, 2020)

Theoretical framework

Underpinning this investigation is the Information Literacy Model (American Library Association (ALA), 1990). As this theory reinforces the use of libraries, embedded in it is the propagation of the internet and digital information, hence the digital era. ALA is renowned for its characteristic of endorsing yet developing literacy education. In line with this model, various guidelines interrelated to information literacy have been developed as means to improve spelling skills during the process of learning and teaching (Framework for Information Literacy for Higher Education, 2015; Information Literacy Framework for K-12

Education, 2018). The Information Literacy Model is embraced by essential components like identifying, assessing, evaluating, and using information.

Educational Implications of this model include and are not limited to functional dispatching of information literacy skills by language teachers to all cohorts of learners, irrespective of the phase or level they are enrolled for. Inclusively, the Information Literacy Model proposes a framework that helps to highlight how vital information literacy skills are in learning (Wahyudi & Suheri, 2021). When learners have become fully acquainted with these skills, they are likely to be enhanced across various language aspects like spelling competence, text comprehension, and vocabulary and ultimately become profound learners, not only in language learning but across all subjects that underpin the prescribed curriculum. Henceforth, acquiring information literacy skills is in line with promoting lifelong learning coupled with thinking in a manner that fosters critical analysis of whatever text is to be comprehended. Libraries, as resource centres, can assist the youth in becoming effective lifelong learners with enhanced language competencies.

3. Research Method

3.1 Approach

Jackson, Mazzei, Denzin, and Lincoln (2018) refer to research methodology as orderly and systemic approaches and methods that are carried out when conducting research with the intention of gathering credible information about the subject. The study adopted a qualitative research approach, which aided in attaining insight and a comprehensive understanding of participants as English language teachers faced challenges in augmenting learner-spelling competencies. Embedded in this qualitative inquiry is a research design termed Action Research. As opined by Clark et al (2020), action research is a process of improving educational practice, and the underlying methods involve action and evaluation to gather information and effect change in practice. Researchers opted for action research because it is based on problem-solving intended to benefit both the communities and researchers. One of the key advantages explored when we used this research design is that participants were empowered to an extent of directly involving them throughout the interview process. As participants vigorously engaged to identify causes and issues that led to lowered learner-spelling competencies, their responses also helped to generate solutions by suggesting intervention strategies to be implemented as means to address the problem faced by language teachers; by so doing, suggesting interventions and strategies feasible to address community needs.

3.2 Instrumentation

Contained in the interview schedule, authors portrayed semi-structured interview questions as data collection instruments to acquire insights from participants on their day-to-day experiences about the studied subject. Interview questions were open-ended to allow in-depth discussions between authors and participants (Hardani et al, 2020). For the discussions to have reached a level of robustness, there was a need to pose some follow-up questions to gather as much information as possible from participants about the subject. Primarily, these follow-up questions were not contained in the interview schedule. All questions that led to such heightened debates were centred around the spelling competence dynamics coupled with language development imperatives.

3.3 Sampling

Crossman (2020) defines purposeful sampling as a non-probability sampling that involves the selection of individuals or groups that are most appropriate for the research question. Another beauty of this sampling procedure is that the nominated participants acquired specific characteristics that were considered relevant to the aim of the study. Upon this notion, we then recruited individuals whom we felt were liable to provide rich and in-depth perceptions of the studied phenomenon, as opined by Andrade (2021). Five participants from a rural community-based institution were purposefully sampled for interviews. Scholars have identified some advantages of employing smaller samples for qualitative studies, which in turn have been noted to bring about depth and richness within the collected data. Smaller samples lead to the identification of themes and codes across various inquiries, which can lead to substantial insights, as argued by Young and Casey (2018). Additionally, the research design's flexibility and emergence of new questions, as insight by the trail of discussions, is often eminent when dealing with few participants as the identified study sample. For this adaptability, research considers findings as relevant and grounded. In accordance with these prerogatives, Begun et al. (2022) confirm that although the generalizability of the findings at times is limited by small sample sizes, valuable insights are attainable during the data-gathering processes. This cohort was considered relevant to make the study obtain rich data as they offered the English language at FTENS in a rurally located institution of higher learning. Participants were selected from a population of English teachers given their experience in language teaching intertwined with consistently submitted complaints of declining language competence with a special focus on spelling as this is one of the crucial factors towards refined and well-rounded academic writing expected from university students as aspiring future professionals.

3.4 Data Collection Procedures

During the interview process recordings were done using audio. We ensured that we obtained consent from participants before engaging in the actual recording act. All participants willingly gave consent that they felt comfortable with being recorded for as long as the information they supplied would not have any adverse effect towards jeopardizing their jobs (Sugiyono, 2018). The time scheduled to administer the interview schedule could not materialize due to varying logistical factors; nevertheless, after we were ultimately done interviewing all participants, we started to transcribe all recorded data verbatim (Moore & Lompart, 2017). These are direct words from each interviewed participant with an equal combination of verbal and nonverbal communication. Thereafter, through thematic analysis, transcripts were analyzed, and this helped in the identification of themes as responses with similar patterns were gathered. During the entire process we remained neutral to avoid any biases likely to influence the processes of research. In addition to that, we ensured the use of pseudonyms to identify participant responses.

3.5 Ethical considerations

Bhandari (2023) outlines that in research, these are guiding principles and practices that researchers are expected to abide by as a code of conduct when engaging with participants to collect data. The primary aim for these regulations to be adhered to is consideration for scientific integrity and human dignity. When properly followed, such principles are put in place to ensure voluntary and informed participation. Adhering to ethical standards of conducting research, informed consent was received from participants.

They were constantly reminded of their right to withdraw anytime without any disadvantage and were also assured that their identities would be kept private. Considering these critical issues helped in attaining effective yet ethical interviews that resulted in obtaining rich data for the topic researched.

4. Results and Discussion

4.1 One-on-one Tutoring

One-on-one tutoring can provide numerous benefits and substantial advantages for learners requiring extra help with spelling.

This finding is denoted by Participant S1 when arguing:

During language learning periods, as I tailor my instruction in line with the diverse needs and learning styles, I am opportune to assess their spelling abilities. Upon noting and identifying problematic areas that cause a lack of spelling enhancement, I provide the necessary feedback for my learners.

In line with this proposition, Participant S3 highlights:

To attend to learners with spelling difficulties, thus jeopardizing the grammatical context, I try my level best to implement strategies that are customized in a manner that includes a wide variety of techniques. To count a few, I can mention spelling games and word analysis. These prompt devices have indeed helped towards improved spelling aptitudes, thus catering to individual learner needs.

The same sentiments are captured from Participant S5 when mentioning that:

What I have vowed to do as a way of assisting and uplifting the declining spelling proficiencies in our learners is to focus solely on spelling activities. As I try not to disrupt the normal proceedings of the class environment, learners have drastically improved their spelling skills. Through the exchange and abrupt feedback, I allow my learners to correct spelling errors by offering the necessary guidance. This helps to motivate learners, leading to improved spelling exactness and fluency.

Extracting from perceptions by participants, one can denote that when one-on-one tutoring logistics are put in place, they are functional to the extent of creating platforms for individualized attention. This creates a positive ground for language teachers to modify their instruction to suit specific learner needs, concurrently allowing differing learning styles to be juxtaposed (Elturki & Harmon, 2020). As classroom activities have the endpoint of either formative or summative assessments, one-on-one consultations give leeway for teachers to have better opportunities to also assess learners' spelling abilities followed by application of the necessary feedback.

Additionally, as teachers are faced with the huge task of re-building phonemic awareness in this cohort of learners to close the identified gaps, learners get exposed to foundational strategies for enhanced spelling by manipulating individual sounds in words. This goes to say teachers are then expected to apply diverse learning and teaching activities intended towards developing phonemic awareness skills. When the learning environment is motivating, encouraging, and supportive, learner confidence is boosted, not only in language learning but across all subjects, buttressing the prescribed school curriculum (Tabroni et al,

2022). This is equated to academic excellence due to improved spelling skills and proficiencies. With regards to motivating schooling environments, long-term benefits attained are portrayed by confident lifelong learners with upgraded literacy skills that can help the growing youth to have the guts towards global competence as their academic goals would have been achieved through the attainment of essential language skills.

In line with the essence of engaging in the one-on-one strategies to assist in curbing the decline in learner-spelling proficiencies, below is what was shared by one of the participants when marking an essay assigned to FTENS as one of the continuous assessment tasks. This was an argumentative essay where learners were expected to share their lived experiences as FTENS at the university as an institution of higher learning. Glaring grammatical and spelling errors were alarming, let alone the use of informal language in an academic text. This was perceived by the participants as a lack of motivated and collaborative learning supposedly between learners themselves because this learner collaborated with a peer or pre-submission to the teacher, advice to self-edit and proofread would have been a prerequisite to eliminate the obvious linguistic errors.

Henceforth, in an educational setting, collaborative spaces where spelling competence is rated are of significant enrichment. In this manner learners get exposure to fostered interactions and engagements. As they share learning experiences within themselves, the outcome is enhanced literacy skills. Working together with learners leads to both intrinsic and extrinsic motivation, and this is considered as invested in learning. With improved and refined language learning aptitudes, willingness to practice collaboratively leads to improved spelling skills as opined by Eden (2024).

4.2 Collaborative learning spaces

Collaborative learning spaces can have a positive impact on language and spelling development.

In accordance with this finding, when engagements were conducted through semi-structured interviews, Participant S5 argued:

In cases where collaborative learning spaces are promoted, there is functionality of cooperative learning as learners are seen to be working together either as pairs or groups with intentions of achieving common goals as tabled in the list of the intended learning outcomes for each specific subject offered. This strategy of permitting collaborative work has proved to work well for me because even those learners who initially displayed spelling difficulties are no longer the same as they were before. Learners in my class know that it is one of the top norms that learning from each other is fundamental for improved language proficiencies.

In support of the views above, Participant S2 echoed similar sentiments:

To break tensions and attitudes that are normally displayed by learners in my class, segregating those who emanate from dissimilar backgrounds, I allow prospects for individual exercises that are peer edited. I apply this strategy for sharing responsibilities among diverse learners, yet looking forward to support that is mutual and intended to enhance the declining language proficiency caused by grammatical spelling errors. This amazing strategy has not only brought learner diversity and contradictory language

abilities to the fore but has positively brought about togetherness among learners with varying dialects, linguistic constituencies, and spelling conventions. As learners are made aware of language diversity within themselves, they also become aware of their distinct linguistic and cultural backgrounds.

For collaborative learning spaces to inspire peer interaction, this paper already believes that prospects are engaging in meaningful conversations with core debates in language and spelling imperatives toward academic achievement. During this process learners get to know each other better through exchanging ideas, aimed towards a better understanding of the underlying spelling concepts with promoted language development. Another crucial aspect of collaborative learning spaces is fostered social learning experiences (Sutiani, 2021). Learners collaborate and imitate each other thus being influential by their improved spelling dynamics. When one gets to interact with the so-called proficient spellers and proficient language users, new and emergent vocabulary and spelling patterns are learned, leading to fluent learners who can effectively compile language structures and sentence construction, as speaking and writing are two inseparable critical aspects of language proficiency.

Henceforth, schooling environments that are supportive, inspiring, and non-judgmental have been reported by research to boost self-esteem among learners (Tohara, 2021). When learners have developed that sense of confidence in their schoolwork, they become future-ready scholars ready and willing to take risks in spelling competitions thus showcasing their level of expertise in language-related proficiency levels. These collaborative learning spaces not only foster that sense of belonging within learners but the uppermost that learners pride themselves with is that they consider themselves as valued, worthwhile human beings as supported by human rights in Chapter Two of the South African Constitution (Constitution of the Republic of South Africa, 1996). If language teachers can efficiently harness collaborative learning benefits, there would be the creation of enhanced language proficiency and holistic literacy development.

The study findings are in line with the underpinning Information Literacy Model (American Library Association (1990) which stipulates reinforcement in the use of libraries as resource centres towards developing literacy education through the propagation of online learning resources. For learners to get exposure to digital information gadgets for language advancement is equated to global competence as required by the digital era. Therefore, institutions of higher education are concretized by this study to enroll in premium programs like Grammarly, which is accessible to all users, thereby leading to enhanced reading and writing skills. Fluent and efficient scholars are those who speak, read, and write fluently in diverse fields of specialisation.

5. Conclusion

This study highlights the significant role of libraries as resource centers in supporting students' language development, particularly in enhancing spelling competence and overall literacy skills. The findings suggest that regular access to educational resources, including digital spell-checking tools and other language-support technologies, contributes positively to learners' ability to improve spelling accuracy and written communication.

The study further emphasizes the importance of inclusive instructional practices in fostering equitable learning opportunities. Language teachers play a critical role in creating

supportive learning environments through the implementation of collaborative learning strategies, differentiated instruction, and effective use of educational technologies. Such approaches can help ensure that all learners, regardless of their backgrounds or learning circumstances, have access to meaningful language-learning experiences.

Moreover, the findings underscore the value of positive collaboration among learners, teachers, educational institutions, and policymakers in promoting successful literacy outcomes. When these stakeholders work collectively to provide supportive and resource-rich learning environments, students are better positioned to develop strong spelling and language competencies that are essential for academic success.

Future research may explore the effectiveness of digital literacy interventions and spelling-support technologies across different educational contexts and learner populations. Comparative studies involving urban and rural institutions, as well as learners from diverse linguistic backgrounds, may provide deeper insights into the factors that influence spelling development and language proficiency. Such investigations could contribute to the design of more effective educational strategies aimed at improving literacy and academic achievement.

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