



TEACHING WRITING: TEACHERS' CURRENT PRACTICES AND LEARNER-ENCOUNTERED CHALLENGES AS BASES FOR IN-SERVICE TRAINING

ONNIE C. TINAMBUNAN

Teacher III

Binaliuan National High School

onnietinambunan001@deped.gov.ph

ABSTRACT

This qualitative-phenomenological study was conducted to find out the current practices and learner-encountered challenges in the teaching of writing. The instrument used was a researcher-made in-depth interview guide to ascertain the teachers' current practices in teaching writing and the challenges encountered by learners as bases for in-service training. The findings of the study revealed that the teachers' current practices in teaching writing are as follows; shared writing, meaningful writing activities, outlined writing, and collaborative writing. Findings further revealed that learners encountered challenges in the way their teacher taught writing and these were the following: learners' limited vocabulary and grammar, limited time provided to accomplish a writing task, writing topics are difficult, and teachers lack motivation. Teachers managed the challenges encountered by the learners in the way their teacher taught writing by utilizing the following strategies: group learners according to their academic performance, identify difficulties for intervention, teach the basic parts of writing, and establish goals in writing.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Keywords: *Current Practices, Teaching Writing, Learner-Encountered Challenges, In-service Training*

INTRODUCTION

In language learning, there are four macro-skills that one needs to develop and master: listening, speaking, reading, and writing. As much as teachers want to deliver their craft in their most desired and practiced strategies, these four integral parts of outputs in language learning are not collectively realized.

The researcher found that among the four macro-skills that a learner desire to develop, writing is often the most challenging and sometimes the most neglected. That challenge among language teachers is highlighted in terms of an ideal result in teaching the language.

There are several reasons why this predicament has become a problem. It can be either be a teacher factor, a time factor or learner factor. Whether as teacher or learner factor, English is an international language that everyone should master and that the four facets of learning the language must equally be developed. Therefore, mastery of the English language is a must in reading, writing, listening, and speaking. Above all, the world's most widely spoken language is English (Moses & Mohamad, 2019).

In language learning, writing is as essential as the rest of the other macro-skills. Yet in the past, writing was only done on pencil and paper but because the recent development of learning, writing becomes a skill done on screen and keyboards on laptops or mobile

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



phones. This has opened the gateway to digital writing. However, by embracing the novelty brought about by change, does not mean that teachers will neglect the importance of teaching the basic of writing to the learners since this will only back their dependence on the use of technology in learning. This made the job of teachers more challenging since outputs presented by learners are irreproachable since it is a product of computer generation.

This sudden change in the writing process has paved the way to the emergence of AI-generated written outputs and it is one of the reasons why writing skill is less developed. Likewise, it has become a great challenge since teachers can no longer extract appropriate writing outputs from learners because of their dependence on technology.

The role of a teacher speaks so much in responding to this global issue. As facilitators of learning, teachers should master the art of writing to reach the endpoint of producing job-ready learners. Each area should be given careful consideration in order to achieve the greater purpose of developing a language-equipped learner a learner who can listen, speak, read, and write at any given situation.

As a secondary English teacher for twelve years, the researcher has observed that the four macro-skills in learning English are equally given importance in the list of Most Essential Learning Competencies (MELCs) but it is right to mention that writing is delivered and evaluated less of the other three. This is the reason why the researcher was eager to ascertain some of the factors affecting the less learning outcomes on writing. After knowing such factors, an In-service Training program should be proposed to enhance teachers' knowledge on the delivery of learning, especially on the writing activity.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants in the study, research instrument, data-gathering procedures, and data analyses employed in this study.

Research Method

The research method used in this study was descriptive research method using a researcher-made In-depth Interview Guide for data gathering on the current practices of English teachers in teaching writing.

Qualitative research investigates and delivers greater insights into real world challenges. It collects people's experiences, perceptions and behaviors (Tenny, 2022). In this study, researcher gathered respondents' perspective and experiences on teaching writing to learners. These focused on the responses of English teachers of Binaliuan National High School, Tigbauan, Iloilo, as they teach writing to learners; therefore, this study is suited for qualitative research.

Research Design

This study utilized qualitative research design using phenomenological research approach in determining the emerging themes.

Phenomenological research is a qualitative research method that aims to comprehend and characterize the universal essence of a phenomenon. The technique analyzes the everyday experiences of humans while suspending the researchers' previous notions about the phenomenon (H, 2023). And as further mentioned by Tassone (2017), phenomenology is

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



a comprehensive and systematic approach to studying the structures of first-person lived experiences.

With the use of an In-depth Interview guide, the researcher explained the nature of teaching writing as experienced by English teachers in the field and the learners' challenges encountered in the way their teacher teaches writing. This was done through face-to-face interview so that the participants would be allowed to answer freely and interviewer would see reactions based on their emotions as they relate their difficulties in their experience in the way they teach and learn writing.

Participants of the Study

The participants were the five (5) English teachers and twenty-five (25) learners of Binaluan National High School, Tigbauan, Iloilo.

The selection of the participants was based on the strategy called purposeful selection. This is a selective approach in which a specific place, people, or activities are deliberately selected in order to offer knowledge that cannot be obtained through any other means (Burns, 2009).

Sampling Design

This sampling procedure is crucial because it strengthens the representativeness of the sample and generalizability of research findings. One of the probability sampling methods is convenience sampling where participants are chosen from the target demographic based on ease of access (Golzar, et al. 2022)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The sampling was done through consideration of the available population. Since the researcher is connected to all the English teachers and learners of Binaliuan National High School where she is currently working, this type of sampling is convenient. The five (5) teachers were chosen by the researcher using the criteria set at the beginning of the study which were: should be English Teacher and learners of Binaliuan National High School.

Research Instrument

The research instrument was a researcher-made In-depth Interview guide that focused on the specific questions and objectives of the study.

The responses of the participants were the teachers' current practices and how they managed the challenges encountered by learners in writing and the learners' challenges encountered in the way their teacher teaches writing.

Validity of the Research Instrument

For the validity of the instrument, it was checked and revised and validated by the adviser. Then it underwent validation by a panel of experts in English and research. This was printed first for checking of the content and face value. Revisions were done and once approved and validated, it was printed and distributed to the respondents during the face-to-face interview.

Data Gathering Procedures

On the onset of the conduct of the study, communication letters were sent to all the concern. First, a letter was sent to the Schools Division Superintendent, then to the Public

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Schools District Supervisor of the Schools District of Tigbauan, and to the school head of Binaliuan National High School. This was a formal request for permission to conduct the study.

The interview guide questions had two parts. Part I was getting a short profile of the participants. Part II contained the major questions related to the study, focusing on the teachers' current practices in teaching writing and on how they managed the challenges encountered by learners in the way they teach writing, and the learners' challenges encountered in the way their teacher teach writing.

Data Analyses

The data gathered was analyzed using thematic approach. Thematic analysis is described as "a qualitative analytic method for identifying, analyzing, and reporting patterns (themes) within the data (Braun, et al., n.d.).

Thematic analysis is the process of detecting patterns and themes in qualitative data. According to Braun and Clarke (2006), it is the first qualitative method to be learned (Naeem, et. al., 2023).

RESULTS AND DISCUSSIONS

This study aimed at determining teachers' current practices in teaching writing and challenges encountered by learners as bases for In-service Training to be proposed as a result of this study.

This qualitative research involved five English Teachers and 25 learners of Binaliuan National High School both from Junior High School and Senior High School.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The instrument used was a researcher-made In-depth Interview guide to ascertain the teachers' current practices in teaching writing and the challenges encountered by learners as bases for In-service Training program. This instrument underwent validation from qualified experts.

Furthermore, to analyze the responses of the participants, the researcher used thematic analysis. Data were organized and relevant themes were selected and coded.

The findings of the study revealed that the teachers' current practices in teaching writing were as follows shared writing, meaningful writing activities, outlined writing, and collaborative writing.

Findings further revealed that learners encountered challenges in the way their teacher teaches writing and these are the following: learners' limited vocabulary and grammar, limited time provided to accomplish a writing task, writing topics are difficult, and teachers lack motivation.

Teachers managed the challenges encountered by learners in the way their teacher teaches writing by utilizing the following strategies: group learners according to their academic performance, identify difficulties for intervention, teach the basic parts of writing, and establish goals in writing.

In-service Training program was proposed as a result of the study.

Based on the findings, the following insights were drawn:

Findings showed that teacher's current practices included shared writing, meaningful writing activities, outlined writing, and collaborative writing. The learners' challenges were:

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



limited vocabulary, limited time provided to accomplish writing tasks, writing topics are difficult, and teachers lack motivation. The teachers manage the challenges by doing the following: group learners according to academic performance, identify difficulties for intervention, teach the basic part of writing, and establish goals for writing.

However, because of the various needs of learners, the strategies that teachers are currently using are not all the time effective. This generation of learners has needs that only a teacher who is equipped with teaching writing strategies could handle. With this variety of challenges encountered by teachers and learners as found in this study, an In-service Training Program was formulated to enhance and equip teachers' skill in teaching writing to learners.

It was pointed out that teachers become a factor on the learning and unlearning of learners.

In this study, due to teachers lack of motivation given to learners before writing, learners are at the same time unmotivated to write.

In addition, the responses of the learners in this study bluntly convey how serious learning gaps could actually disrupt the successful delivery of learning competencies in the teaching and learning process.

Therefore, equipping stage 3 learners with grammar and vocabulary skills is a must because this will affect their confidence in developing the most of the learning competencies prescribed by the Department.

One unswerving reality that a learner's need must be identified for proper intervention is unfeasible. Classroom set-up and crowding of the list of competencies to be learned do not

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



allow this. MELCs are too many for the learners to achieve, thus compromising the quality of learning due to the limited time allotted to accomplish the needed tasks.

Since one size-fits-all belief is impossible, teachers might be “beating around the bush” in the delivery of teaching especially in carrying out a competency in writing. This means that while efforts in teaching are exerted, yet they are wasted.

CONCLUSION

In light of the findings and insights in the study, the following recommendations are forwarded:

Learners must take extra effort in improving their grammar and vocabulary for them to cope with the needs for a competent writer.

Teachers must innovate in the implementation of their teaching strategies in order to address the totality of the learners’ needs. This might be challenging on their part due to time constraint, but as facilitators of learning, they should consider that every child is a learner and no one should be left behind in the teaching and learning process. Therefore, strategies should be varied and differentiated that would target every need of the child.

School heads must revisit the training matrix to include innovation of teaching strategies in the accomplishment of the competencies in writing. This must be partnered by the Department of Education’s Curriculum Implementors by designing trainings fitted to the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



needs of the teachers for them to deliver quality, equitable and complete basic education to the learners.

Appropriate training programs must be provided to address the needs of the teachers in carrying out writing task in the classroom. This training program must be instigated for teachers' benefits.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

APA PsycNet. (n.d.). <https://psycnet.apa.org/record/1987-08643-001> Writing: A Thinking Process on JSTOR. (n.d.). www.jstor.org. <https://www.jstor.org/stable/3585751>

Braun, V., Clarke, V., Department of Psychology Faculty of Applied Sciences, The University of Auckland, & The University of the West of England. (n.d.). Using thematic analysis in psychology. https://uwe-repository.worktribe.com/preview/1043068/thematic_analysis_revised_-_final.pdf

Burns, R. W. (2009, August 26). Maxwell Qualitative Research Design Methods — Rebecca West Burns. Rebecca West Burns. <https://www.rebeccawestburns.com/my-blog-3/notes/maxwell-qualitative-research-design-methods>

BusyTeacher.org. (n.d.). Busy Teacher.

<https://m.busyteacher.org/20229-teachingthe-art-of-outlining-in-composition.html>

Duschen, K. (2008, August 1). Homogeneous versus Heterogeneous Grouping and Differentiation. <https://soar.suny.edu/handle/20.500.12648/5446>

eSchool News. (2021, March 19). Are writing skills being left behind during the pandemic? <https://www.eschoolnews.com/classroom-innovations/2021/04/02/are-writing-skills-being-left-behind-during-the-pandemic/>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Fleming, W. (n.d.). 5.1 Collaborative writing. Pressbooks.

<https://openoregon.pressbooks.pub/lbcctechwriting/chapter/5-1-collaborative-writing/>

Golzar, J., Noor, S., Tajik, O., & Herat University. (2022). Convenience Sampling: Definition, Benefits, and Drawbacks. In International Journal of Education & Language Studies (Vol. 1, Issue 2, pp. 72–74).

https://www.ijels.net/article_162981_06fc448b8914d42316b8d44829c88188.pdf

Gujjar, A. A., & Choudhry, B. N. (n.d.). Role of teacher as classroom manager.

<https://eric.ed.gov/?id=EJ1097655>

H, L. (2023, August 30). What is Phenomenological Research Design? — Delve. Delve.

<https://delvetool.com/blog/phenomenology#:~:text=Phenomenological%20research%20is%20a%20qualitative,preconceived%20assumptions%20about%20the%20phenomenon.enomenological%20Approach%3A%20Qualitative%20Research,->

[What%20is%20phenomenological&text=The%20researcher%20conducts%20in%20depth%20interviews%20with%20the%20individuals%20to,not%20interfere%20with%20the%20research.](https://delvetool.com/blog/phenomenology#:~:text=The%20researcher%20conducts%20in%20depth%20interviews%20with%20the%20individuals%20to,not%20interfere%20with%20the%20research.)

Haque, Md. A., Mr. (2017). English language diaspora and the hit-and-miss experimentation with English curriculum in Bangladesh. in International Journal of language education (Vols. 1–1, pp. 1–61). <https://core.ac.uk/download/pdf/232129958.pdf#page=15>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Нетесова, М. & Национальный исследовательский Томский политехнический университет. (2021). MOTIVATION AND ITS IMPORTANCE IN LEARNING ENGLISH. In National Research Tomsk Polytechnic University [Journal-article]. https://earchive.tpu.ru/bitstream/11683/19465/1/conference_tpu-2015-C104-024.pdf

Hillocks, G. (2005). AT LAST: The Focus on Form vs. Content in Teaching Writing. Research in the Teaching of English, 40(2), 238–248. <https://doi.org/10.58680/rte20054496>
<https://www.linkedin.com/pulse/most-ignored-macro-skill-rosella-jane-vargas>

Jagtap, P. (2016). TEACHERS ROLE AS FACILITATOR IN LEARNING. SRJIS/BIMONTHLY, 3(17), 3903–3905. https://d1wqtxts1xzle7.cloudfront.net/49615969/5_PRAKASH_JAGTAP-libre.pdf?1476528280=&response-content-disposition=inline%3B+filename%3DTEACHERS_ROLE_AS_FACILITATOR_IN_LEARNING.pdf&Expires=1717038360&Signature=bCHm0jYqv3H5OMcIkARJR-IbFFoF3OjSK41Lv5SJq20i3o6LghpWBWjhn55C5cT2zrIXfaoGSO212rhWKIEmDFIAxrTMGZnOKU6YFr1EnXyxAjFiQWk0IzztyNzFU0x5dsgOQF7WkK8Kcf3SCwUHAtbSTFOCQuAQfT41eyTMIDfe~UVsf0mHjnIc3CMzII15sXAx8-a39BIWktOqTeV~DUC-v0Tz85SI3sPi5aa36dw~IDFNLjNZRTaN5-0Nd5veeIkhMq6YBUsemfugcCyhX8~88QGKluzgTo2PYuCtft8bhkK3bp-i7rs6wMb43TP~MeufHShxc5Jgwb6~wIA__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Jpiersol. (2024, April 15). Facilitator vs Teacher: Promoting Learning through Engagement.

School of Education Online.

Koblyakov, P. (2024, August 28). How to engage students in learning? ≡ Ways to make education more engaging. Raccoon Gang.

Lai, Y. C., & Ng, E. M. (2011). Using wikis to develop student teachers' learning, teaching, and assessment capabilities. *The Internet and Higher Education*, 14(1), 15–26.
<https://doi.org/10.1016/j.iheduc.2010.06.001>

Laughlin, M. S. (2024). Developing a Strong Outline. In Routledge eBooks (pp. 13–22).
<https://doi.org/10.4324/9781003526001-2>

Mead, S. (n.d.). Differentiated Learning: Why “One size fits all” doesn’t work in education.
<https://www.whitbyschool.org/passionforlearning/differentiated-learning-why-one-size-fits-all-doesnt-work-in-education>

Moses, R. N., & Mohamad, M. (2019b). Challenges faced by students and teachers on writing skills in ESL contexts: A literature review. *Creative Education*, 10(13), 3385–3391.
<https://doi.org/10.4236/ce.2019.1013260>

Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods*, 22. <https://doi.org/10.1177/16094069231205789>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Pelletier, L. G., & Rocchi, M. (2016). Teachers' motivation in the classroom. In Springer eBooks (pp. 107–127). https://doi.org/10.1007/978-981-287-630-0_6

Percipio GLocal Ltd. (2023, September 19). The 7 stages of the writing process. Bradford Research School. <https://researchschool.org.uk/bradford/news/the-7-stages-of-the-writing-process#:~:text=The%20writing%20process%2C%20according%20to,%2CRevising%2C%20Editing%20and%20Publishing.>

S. (2022, September 18). Qualitative study. StatPearls – NCBI

S, G. (2020, November 10). Best Writing Strategies for High School Students | UnifyHighSchool. Unify High School. <https://unifyhighschool.org/writing-strategies/>

Saavedra, A. D., & Barredo, C. (2020). Factors that Contribute to the Poor Writing Skills in Filipino and English of the Elementary Pupils. ResearchGate. <https://www.researchgate.net/publication/364921581FactorsthatContributeTothePoorWritingSkillsinFilipinoandEnglishoftheElementaryPupils>
https://www.researchgate.net/publication/364921581_Factors_that_Contribute_to_the_Poor_Writing_Skills_in_Filipino_and_English_of_the_Elementary_Pupils

Sarmiento, C. (n.d.-b). Introduction - Macro skills. Scribd. <https://www.scribd.com/doc/65781360/Introduction-Macro-Skills#:~:text=It%20is%20commonly%20referred%20to,skills%20are%20essential%20for%20communicating>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Saunders, L., & Wong, M. A. (2020, August 1). Establishing learning goals and outcomes.

Pressbooks.

<https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/chapter/establishing-learning-goals-and-outcomes/>

Seow, A. (2002). The writing process and process writing. In Cambridge University Press eBooks (pp. 315–320). <https://doi.org/10.1017/cbo9780511667190.044>

Serlazzo, L. (2021, June 19). Four Strategies for Effective Writing instruction (Opinion). Education Week. <https://www.edweek.org/teaching-learning/opinion-four-strategies-for-effective-writing-instruction/2021/06>

Shared writing. (n.d.). Education. <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/English/literacy/writing/Pages/teachingpracshared.aspx> 3380. <https://doi.org/10.1016/j.sbspro.2013.12.390>

Smetanová, E. (2013). Writing as part of foreign language acquisition. *Procedia - Social and Behavioral Sciences*, 106, 3375–3380. <https://doi.org/10.1016/j.sbspro.2013.12.390>

Palincsar, A. S., & Herrenkohl, L. R. (2002). Designing Collaborative Learning Contexts. *Theory Into Practice*, 41(1), 26–32. https://doi.org/10.1207/s15430421tip4101_5

Spratt, M., Pulverness, A., & Williams, M. (2011). Selection and use of supplementary materials and activities. In Cambridge University Press eBooks (pp. 161–165). <https://doi.org/10.1017/cbo9781139062398.027>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Staff, B. (2016, October 23). Writing from Experience: Creating Something Meaningful | BookMachine. BookMachine. <https://bookmachine.org/2015/06/04/writing-from-experience-creating-something-meaningful/>

students and teachers on writing skills in ESL contexts: Aliterature review. Creative Education, 10(13),

Tassone, B. G. (2017). The relevance of Husserl’s phenomenological exploration of interiority to contemporary epistemology. Palgrave Communications, 3(1). <https://doi.org/10.1057/palcomms.2017.66>

Teaching Writing: The Challenges. (2023, April 28). Leon Furze. <https://leonfurze.com/2023/04/29/teaching-writing-the-challenges/>

Tenny, S. (2022, September 18). Qualitative study. StatPearls - NCBI Bookshelf. <https://www.ncbi.nlm.nih.gov/books/NBK470395/#:~:text=Qualitative%20research%20is%20a%20type,well%20as%20further%20investigate%20and>

The importance of writing skills: Why it matters to the student. (2022, March 17). <https://in.pearson.com/blog/2022/03/the-importance-of-writing-skills--why-it-matters-to-the-student.html>

Udu, T. T. (2017). Difficult Topics and Achievement n English Language: The Perception of Senior Secondary School Students and Teachers in Makurdi Township, Benue State, Nigeria. I-manager’s Journal on English Language Teaching. <https://doi.org/10.46827/ejel.v0i0.659>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Warschauer, M. (2007). Technology and writing. In Springer eBooks (pp. 907–917).

https://doi.org/10.1007/978-0-387-46301-8_60

Whitaker, C., Ph. D. & Steven Zemelman, Harvey Daniels, and Arthur Hyde. (1998). Best Practices in Teaching Writing [Book]. Heinemann. <https://www.learner.org/wp-content/uploads/2019/06/write-middle-interactive-best-practices-teaching-writing-1.pdf>

Zhou, A. A. (2009). What adult ESL learners say about improving grammar and vocabulary in their writing for academic purposes. *Language Awareness*, 18(1), 31–46. <https://doi.org/10.1080/09658410802307923>

Ziolkowska, R. (2007, June 22). Early intervention for students with reading and writing difficulties. Document - Gale Academic OneFile. <https://go.gale.com/ps/i.do?id=GALE%7CA166933965&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=00340510&p=AONE&sw=w&userGroupName=anon%7E97e75826&aty=open-web-entry>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
