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(Master's Thesis, Philippine Normal University)

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Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers

A Thesis Paper Presented to the
Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University

In Partial Fulfilment of the Requirements for the Degree
Master of Arts in Education
with specialization in English Language Teaching

KRISSEL JOY SABADO

January 2023

APPROVAL SHEET

This thesis entitled **“Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers”** prepared and submitted by **Krissel Joy A. Sabado** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in English Language Teaching**, is hereby recommended for approval and acceptance.



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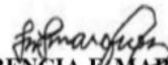
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ACKNOWLEDGMENTS

I would like to express my sincerest gratitude to the people who helped me thrive in the entire research process despite the challenges brought about by the pandemic.

To my thesis adviser, **Dr. Ma. Jhona Acuña**, your expertise in English language teaching equipped me with the necessary knowledge and skills I need to apply in the entire research process. Thank you for your endless patience in answering my queries and guiding me in the right direction as a researcher and as a person in general.

To my panel members, **Dr. Arceli Amarles**, **Dr. Florencia Marquez**, and **Dr. Adonis David**, your different perspectives allowed me to see my research paper and the whole research process in a new light. Thank you for your generosity in sharing your valuable insights and recommendations to improve this study. Your guidance deepened my understanding of the important role of research and innovation in the teaching of the English language.

To the Graduate Research Office, headed by **Dr. Arlyne Marasigan**, your expert opinion regarding my thesis paper served as a seed of wisdom which allowed me to flourish as a researcher. Thank you for your insights and guidance in improving my paper to what it is now. Thank you also, Mr. Nathan Dalida, for your patience in answering my queries and informing me about the procedures I need to follow and the documents I need to

accomplish. The entire research process during the pandemic has become lighter because
of your help.

To the research participants and the school administrators where I conducted this study,
your generosity in sharing your time and resources served as my inspiration in making
this research possible despite the pandemic and the sudden shift to online learning
modality. Thank you for being instruments of change and innovation.

To my friends in the academe, your pieces of advice and resources related to research and
research writing have greatly contributed to the production of this paper. Thank you for
encouraging me to continue the journey and reach this far.

To my family, **Carlo, Rafael Lucas**, and **Gabriel Simon**, your love and support fuelled
my spirit with courage and perseverance to overcome all the hurdles along the way. The
journey was not easy, but your gift of person allowed me to keep going and reach my
dream as an educator. Thank you for believing in me.

To my ultimate Teacher and Mentor, our Lord Jesus Christ, thank you for all the gifts you
have continuously bestowed upon me. Your abounding grace through the presence of my
family and friends shaped me to the kind of educator I am now. To Jesus through Mary, I
give thanks.

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ABSTRACT

Name: Krissel Joy Sabado

Title: Teaching Writing Online: A Case Study of Selected Grade 9
ESL Teachers

Key Concepts: English Teaching Practices, ESL Writing, Online Distance
Learning, Process Approach to Writing, Teaching Principles

Degree: Master of Arts in Education with Specialization in English
Language Teaching

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The outbreak of coronavirus disease 2019 (COVID-19) necessitated an abrupt transition from on campus, face-to-face sessions to Online Distance Learning (ODL). Alongside this sudden shift, educators were challenged to further explore new strategies or make pedagogical changes especially in teaching writing. Even before the pandemic, teaching writing has become challenging due to the massive use of technology and social media platforms, insufficient number of learning opportunities provided in the classroom, growing writing anxiety of Filipino learners, and many others. Teaching writing became even more challenging with the full implementation of ODL. In order to aid in the enhancement of teaching ESL writing online in the Philippines, this study aims to explore new and existing

teaching practices implemented in online writing classes and determine the teaching principles that guide the teachers in implementing such practices. An exploratory-descriptive case study was conducted to three Grade 9 ESL

teachers from two different private schools in Metro Manila. The researcher conducted semi-structured interviews, structured synchronous and asynchronous class observations, and a document review. The research findings show that three principles ground the writing instructor's teaching practices in the online writing class: The value of providing structure to writing, the importance of implementing guided instruction, and the significance of giving timely and purposeful feedback. To provide structure to writing, the teacher-respondents were able to implement online lectures, lecture-type discussions, and demonstrations. Modeling and practice writing exercises were provided to guide the students as they harness their writing skills. The participants also employed oral and written feedbacking techniques during the prewriting and the composing stage of the process approach to writing. However, it was observed that ESL teachers implemented more teaching practices during the prewriting stage of the process approach to writing, and students were expected to compose, proofread, and revise their written output mostly on their own.

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

This chapter discusses teaching English writing in the context of Online Distance Learning (ODL) in the Philippines. It explores various articles and research studies in relation to the principles, competencies, and practices in teaching writing in the online environment. This chapter also explains the research problem as well as the study's conceptual framework.

Background of the Study

Education in the Philippines has undergone significant changes over the years. With the full implementation of K to 12 curriculum in the Philippines, school administrators, teachers and students were challenged to adapt to the new educational standards, skills and competencies as well as new policies and procedures set by the Department of Education (DepEd).

There is also a significant change in today's educational setup in the country. Due to the changes brought about by the Covid-19 pandemic, the Department of Education (DepEd) began to streamline the K to 12 Curriculum into the Most Essential Learning Competencies (MELC). Varied learning modalities have been offered as part of the learning continuity plan: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. Most educational institutions in the country implemented Online Distance Learning (ODL) as the teaching modality. According to Belgica et al. (2020), this mode of instruction has brought many challenges to both teachers

and students. Some of the many challenges in ODL are “poor internet connection, poor comprehension and retention, lack of concentration, motivation, interaction and support”. Moreover, Devilla and Manalo (2020) identified the major challenges in online teaching in relation to assessment, instruction, and educational resources. Fulgencio et. al. (2021) also identified other barriers to learning in terms of workload and health-related problems .

Though distance learning has been in place for many years, ODL is a relatively new modality for most secondary schools in the Philippines. The teachers and students heavily rely on the internet and gadgets as a tool for education. Teacher-student interaction happens virtually, and it is supplemented by the creation of modules and asynchronous tasks. Varied learning tools are being utilized to address the challenges of ODL such as the implementation of virtual face-to-face classes, use of Learning Management System, and providing alternative modality for lectures and lessons (Ignacio, 2021).

The current educational setup has compelled the educators to discover and learn effective teaching strategies as well as design engaging activities for online learning. To address the demands of the K to 12 program and the shift to online learning, English language teachers are challenged to demonstrate high levels of communication competence, technological skills, and innovation in the classroom in order to produce competent and lifelong learners. As online instructors, teachers should also manifest important skills to make the teaching-learning process possible in an online classroom setup. According to Bigatel et al. (2012), online teachers should be able to provide activities that promote active learning, exhibit good classroom management skills, show

responsiveness through immediate and purposeful feedbacking, and manifest basic multimedia and technological skills.

However, teaching English as a Second language (ESL) in the online classroom has become a more challenging task for teachers in today's generation of learners. With the new education system in the Philippines, the demands of 21st century learning, and the sudden shift to online learning, ESL teachers are challenged to innovate English language teaching strategies and develop more diverse and effective teaching practices that can equip the 21st century learners with the necessary knowledge and skills in using the English language meaningfully and purposefully.

One of the macro skills that ESL teachers need to enhance among the students is writing. Gepila (2018) concluded that “the [Grade 7 students'] compositions still need substantiation, well-defined introduction and conclusion, and zero error in mechanics and grammar” (p. 360). This means that there is still a need for 21st century learners to develop their writing skills in order for them to produce a good written composition.

Unfortunately, today's massive use of technology and social media platforms has negatively affected student writing. According to research conducted by Awal (2016), “the frequent usage of internet lingo influences students to use bad grammar, poor punctuation and improper abbreviations in their academic writing” (p. 129). Similarly, Strauss (2017) observed that students nowadays are seemingly unequipped with important writing skills even when they graduate or finish a degree.

The growing concern on student writing is not only caused by the strong influence of technology and social media, but it can also be a product of the teachers' inefficiency. Senobio (2015) observed that Filipino students' ability to write in English has worsened due to the insufficient number of activities and writing opportunities provided by the teacher in the classroom. Aside from teachers' inefficiency, the teachers' lack of skills and communicative competence can be a contributory factor that leads to poor student writing. Batang (2010) explored the extent of how each of the learner variables was related to the communicative competence of prospective teachers of English, third and fourth year BSED English majors from three major cluster campuses of Isabella State University system. The results of the study show that "prospective teachers of English are fair users of English" (p. 182). Moreover, Lupdag-Padama (2014) also found out that the respondents from three Teacher Education Institutions in the U-Belt, Manila are not proficient in using the English language. This shows that prospective teachers were not able to gain mastery in learning as well as teaching ESL. This may also imply that pre-service training of prospective teachers does not guarantee mastery of communicative skills. Consequently, this can negatively affect student performance.

Topacio (2018) states that teaching and assessing writing have become less effective in online learning and that "lack of autonomous learning habits can be a hindrance to online-based instruction". However, studies have shown that various affordances of technology and 21st century teaching pedagogy have been utilized to make the writing class thrive in the online environment. In addition, teaching writing online can increase student participation, promote a more flexible learning environment, and make learning

more accessible if the online course is designed and implemented effectively (Clark-Ibañez & Scott, 2008). Similarly, Rosas (2010) emphasized that there are differences between the traditional and digital modes of instruction in terms of student interactions, level of dependence on the teacher, and the writing process in the composition of the written output.

Though various research studies have been conducted regarding the approaches and techniques that can be utilized in teaching ESL writing in the K to 12 classroom, there is a need to explore the strategies and techniques implemented in the writing classes conducted online in the secondary level and contextualize these online teaching practices in the current Philippine Educational System. In addition, the implementation of Online Distance Learning as the teaching modality during this pandemic is still in the early phase. The two-year experience of the ESL writing teachers in conducting online writing classes provided limited opportunities for research study. This study aims to determine the current teaching practices of Grade 9 ESL teachers in teaching English writing skills in the online writing class as well as identify the teaching principles that guide them in the implementation of these teaching practices. The findings of this study can aid in the enhancement of the teaching of English writing through the Online Distance Learning modality. The data collected from the research participants can also guide the ESL teachers in the implementation of varied teaching practices amidst the limitations of online teaching and learning.

Literature Review

Teaching English as a Second language in the 21st Century

Teaching English as a Second Language has significantly evolved through the years. In this age where learners are expected to adapt to the demands of 21st century education, second language teachers are challenged to utilize their innovative and creative skills in the classroom to provide the learners with confidence to use the English language. Varied approaches and methods in second language teaching have emerged to meet the demands of 21st century language learners.

One innovative way of teaching language in the 21st century is Communicative Language Teaching (CLT). In CLT, Celce-Murcia (2001) emphasized that learners are considered as “active participants in the negotiation of meaning” (p. 14). According to Finocchiaro and Brumfit (as cited in Richards and Rodgers, 2001), teachers as well as students play a vital role in the language learning process. Thus, a language teacher is expected to act as a guide and as a motivator in the ESL classroom to allow the students to “work with the language” (p. 157). In CLT, Richards and Rodgers (2001) suggested that second language teachers are not merely resource persons in the classroom but act as facilitators of language learning. According to Celce-Murcia (2001), CLT equips the language learners with communicative competence wherein they are not only knowledgeable on what the language rules are but also skilful as to when and how the language is used.

In relation to teaching writing online, teachers are expected to provide the students with various opportunities to use language in authentic tasks in order to make the learning

process more meaningful and purposeful despite the distance between the teacher and the students in the online environment.

On the other hand, 21st century learners must be able to learn not only by themselves but also with their co-learners. Thus, creating a collaborative learning environment is essential in learning a language. Cooperative Language Learning is the use of Cooperative Learning approach in language teaching and learning. Richards and Rodgers (2001) states that cooperative Learning is the “maximum use of cooperative activities involving pairs and small groups of learners in the classroom” (p. 172). In CLL, varied paired and group tasks are utilized in order to make the second language learning possible. Zhang (2010) found that Cooperative Language Learning (CLL) “provides students with the necessary academic and social skills” that are crucial in learning a second language. According to Richards and Rodgers (2001) it is an ESL teacher’s role to “create a highly structured and well-organized learning environment in the classroom” (p. 199). This means that, in order to teach second language effectively, the teacher should be able to carefully plan the cooperative learning activities in the ESL classroom. This ensures that the second language teacher will be able to create a student-centered classroom rather than a teacher-centered learning instruction.

In ODL writing class, teachers should provide varied opportunities for the students to learn and use the English language with peers and with their teacher to establish a more student-centered learning experience amidst the limitations of online teaching modality.

Another way of teaching the English language is the Content-Based Instruction (CBI). Krahne (2001) defines Content-Based Instruction as the “teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught”. Davies (2003) also defines it as “a teaching method that emphasizes learning about something rather than learning about language”. In this approach, Richards and Rodgers (2001) emphasized that an ESL teacher should be able to empower the students to discover and process the concepts needed to learn the English language (p. 206).

With the limited teacher presence and teacher-student interaction in an online writing class setup, an ESL teacher should skillfully integrate language concepts in discussing the rudiments and process of writing to make the classroom interaction more purposeful and productive.

Teaching English language can also be done through the Task-Based Language Teaching (TBLT). Richards and Rodgers (2001) define Task-Based Language Teaching as the “use of tasks as the core unit of planning and instruction in language teaching” (p. 223). TBLT is a student-centered approach that utilizes authentic and meaningful tasks which motivate the learners to engage in a meaningful communication (Bilash, 2009). In TBLT, the teacher serves as the creator and organizer of activities in the ESL classroom. Moreover, he or she utilizes “form-focusing techniques, including attention-focusing pretask activities, text exploration, guided exposure to parallel tasks, and of highlighted material” (p. 226).

With this in mind, ODL writing class requires teachers to provide purposeful and varied writing activities to ensure that students are able to understand the writing process in a limited amount of time and are able to accomplish writing tasks on their own.

Teaching Competencies in ESL Writing

Teacher competence is an important factor in student learning. A student's ability to learn new concepts and acquire academic skills is greatly influenced by a teacher's methods of teaching and ability to execute such methods. In the same way, teaching the English language requires competence, expertise, and professionalism in language teaching. In the article *Exploring teacher competence in language teaching*, Richards (2011) identified important competencies of an exemplary language teacher:

The first one is *Language Proficiency*. An ESL teacher should show proficiency in using and teaching the English language. Language proficiency includes “the ability to provide good language models, to maintain use of the target language in the classroom, to give correct feedback on learner language, and to provide input at an appropriate level of difficulty” (p. 3). The effective use of the English language in classroom instruction and assessment plays a significant role in learning ESL, thus, making language proficiency an important competency of an ESL teacher.

Having identified the importance of language proficiency in teaching writing, online ESL writing teachers should be able to exemplify effective use of the English language given the limited instructional time and the physical distance they have with their students. The online writing teachers' ability to demonstrate how English language should

be utilized in written form provides the students with ideal models of effective writing despite the limited guidance provided in the online classroom.

The second competency is *Content Knowledge*. To teach language effectively, an ESL teacher should gain mastery of the subject or topic. This means that “teachers need to know about what they teach” (p. 3). Teaching English as a second language requires both *disciplinary* and *pedagogical* knowledge. Disciplinary knowledge pertains to concepts, theories, and history relevant to the English language. On the other hand, pedagogical knowledge involves the art of teaching the language.

The ESL teachers' mastery of the English writing concepts and processes is vital in the teaching-learning process in the online classroom. The ESL teachers' content knowledge enables him/her to design meaningful and organized writing content that is suitable both for synchronous and asynchronous modes of instruction in ODL.

Also, to be an effective language teacher, one should possess *Teaching Skills* which involves “basic classroom skills needed to present and navigate [his/her] lessons” (p. 4). These classroom skills include motivational activities, discussion of concepts and tasks, student assessments, feedbacking techniques, and synthesis activities.

ESL teachers' pedagogic principles and teaching strategies in the online classroom are detrimental to the students' writing success. The online ESL teachers' skills in conducting or implementing a writing instruction should address the varied learning needs, styles, and interests of the online learners. With the physical distance between the teacher and the students, ESL writing instruction should be altered or designed accordingly to meet

the needs of different types of online learners: Independent, Dependent, Competitive, Collaborative, Avoidant, and Participant learners (Diaz & Cartnal, 1999).

Teaching Competencies in the ESL Online Writing Class

Johnson (2013) found out that the students with previous experiences in online learning have a more positive attitude towards blended and online courses than students without prior experience. Because the students differ in terms of learning experiences, Stella and Corry (2013) identified three (3) aspects to consider to be an effective online educator: engagement, interaction, and strategic intervention.

Teachers who challenge and engage the learners provide varied opportunities for students to inquire about and evaluate the knowledge and/or skills they acquire in the writing class. Online writing teachers' feedback motivates the student to higher achievement. Moreover, Tanis (2020) states that online teachers should exhibit effective "faculty–student communication, student–student communication and content engagement in online classes".

Affirming student effort is another quality of an effective online teacher. The teacher affirms the students by acknowledging their learning successes, big or small, and their learning capabilities. A good online teacher also "watches for and addresses difficulties students may have in processing material. In addition, Stella and Corry (2013) explains that affirmation behaviour increases the student's self-efficacy, locus of control, and ability to self-affirm. The teacher may also show affirmation by setting a climate of respect in the classroom".

Finally, Stella and Corry (2013) states that “exemplary [online] teachers are persons of influence” (p. 3). They show concern about the students’ academic progress as well as their emotional and mental state. To respond to this vital role, Nigh (2021) suggested that, although there are many available conceptual and practical tools to teach writing, not all can be successfully utilized in the online classroom. The findings of the study emphasized that the teachers’ understanding of technology and writing plays an important role in student learning in the online environment.

Principles in Teaching ESL Writing

The National Council of Teachers of English (2018) enumerates a set of principles that guides educators on teaching written language to students and English writing in general.

The first is the role of feedback in student writing. Feedback is an essential part of the writing process. A strong collaboration between a teacher and a student or a student and another student provides an opportunity for them to discuss the choices they make in the writing process and the challenges they experience along the way. This communication process can be a learning experience for both students and teachers. To grow as a writer, students should be given purposeful and meaningful feedback, and this feedback should “fuel revision”. Nunan (2003) emphasized that there is a need for feedback to be helpful in the writing process. This means that teachers are tasked to observe appropriate language and understandable vocabulary or symbols in giving their written and oral feedback. Moreover, teachers are called to empower the students to look for errors in their written

output and correct these errors on their own. In addition, Weinroth (2018) revealed that “when students received metalinguistic feedback they were more likely to examine how they might improve their writing versus simply correcting notated errors. Additionally, the integration of technology such as the use of Google Drive and screencasting video recording were noted as promising practices” (p. 200).

Another principle in teaching ESL writing is the role of choice in the writing process. Writing is produced by and for people. Every writer must take into consideration their purpose, audience, and context. Similarly, Nunan (2003) stated that clear writing goals should be given to the students so that the writing task will make sense to them. NCTE (2018) states that “writing takes into account the values, ideologies, interests, needs, and commitments of the people, the audiences, for whom it is intended”. Moreover, Smith (2017) emphasised that teaching writing requires providing students with the opportunity to make authorial choices for them to produce an effective and purposeful written text. This means that the teacher should “create a developmentally appropriate series of tasks by which students can master a particular set of skills, then step back to allow students to take the lead”. The teacher should also offer models and strategies that will guide the students on how to write effectively. Wilson (2012) found out that students are “aware of their own rhetorical choices through the enactment of particular writing genres online and how their writing was shaped by computer mediated communication”. This means that the online classroom has the potential to be a good venue for students to make choices and involve themselves in the teaching-learning process.

The role of transparency and contextualization in writing is another principle that guides the teachers in teaching ESL writing. Task Writing is produced by and for people. Every writer should take into consideration their purpose, audience, and context. Nunan (2003) found that clear writing goals are essential in the writing class so that the writing task will make sense to them. NCTE (2018) states that “writing takes into account the values, ideologies, interests, needs, and commitments of the people, the audiences, for whom it is intended”. Moreover, teachers should clearly explain to the students the standards and expectations of the writing task. In this way, they know the qualities of good writing, and this will guide them as they take risks and make decisions, thus, allowing them to grow into an effective and purposeful writer.

The role of writing experiences in student writing development is also considered to be a guidepost in teaching ESL writing. For students to grow as writers, they should be given multiple opportunities to practice their writing skills. Harvie (2021) stated that, though teacher presence is essential in the classroom, it is not the only factor to be considered to promote student engagement. Thus, the kind of learning opportunities that we provide in the classroom is of paramount importance. NCTE (2018) also reiterates that a wide range of writing experiences provides students with opportunities to “make choices, to self-assess, and to reflect on the wisdom of those choices they make as they write for those different purposes, audiences, and contexts”. According to Nunan (2003), when practice writing sessions are integrated regularly in the writing class, “students will become more comfortable with the act of writing” (p. 93).

In order to successfully do this, teachers need to know the interests and needs of their students. This will help them in identifying the appropriate writing tasks and activities that meet the students' level of competency as well as their passion or motivation. Moreover, Smith (2017) states that "a principled teacher also recognizes that distinct tasks require distinct learning experiences". This means that students should be given varied writing experiences that are relevant to the major writing task that they have to accomplish at the end of the unit or course. Smith (2018) adds that writers should put more premium on the process rather than the product. This means that teachers need to provide a great amount of effort and instructional time to guide students in the planning, writing, and revising their work.

Principles in Teaching ESL Writing to K to 12 Learners

Hochman and Wexler (2017) also discussed the various principles in teaching writing systematically to K to 12 students.

The first one is explicit instruction. Writing instructors need to teach the conventions of writing, so the students will be able to differentiate the language, elements, and structure of a written text from a spoken output. Moreover, teaching students how to write with coherence is vital in their accomplishment of any written task. Brimi (2007) states that writing techniques, formats, and strategies should be explicitly discussed to the students to strongly support student writing. Providing the basic rudiments of any written text is a foundation that a writer needs to succeed in the writing process.

Also, teachers should provide writing tasks that go beyond personal narratives or arguments but should cover interdisciplinary topics. All teachers should consider themselves as writing teachers no matter how simple or complex a written output is. Teaching in the writing class should utilise the curriculum content as a driver of writing rigour. Lardner (2008) further emphasised that promoting writing across curriculum programs can increase the students' engagement in the writing process as well as contribute to their academic success.

In addition, the implementation of the *Process Approach to Writing*. Providing the students an opportunity to plan for and revise their written output is essential in teaching writing. This approach can help them figure out the best way to structure their composition, thus, making them more confident writers. The process approach to writing gives importance to the process of writing rather than the product. Established by Flower and Hayes (1981), this planning-writing-reviewing is recurring and simultaneously done throughout the writing process. The composition can be reviewed, evaluated, and revised before the production of text. Alves (2008) found that the process approach to writing “may be a more effective teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing” (p. 5). Moreover, Peregoy and Boyle (2017) emphasized that, through the process approach to writing, “students learn to concentrate on various aspects of writing at different times in the process” (p. 295).

Moore, et al. (2011) identified three phases in the Process approach to writing: before, during and after writing. Strategies in the During writing stage focus on the

“production of text” (p. 172). This is the stage when students create their first draft. In drafting, a rough draft of the paper is produced; this stage allows the ESL learners to produce a first draft that reflects the writer’s purpose and target audience (Peregoy and Boyle, 2017). However, Lunsford and Bridges (2003) believes that in writing a draft, students “should not be concerned with such matters as finding exactly the right word, restructuring sentences or paragraphs, or correcting errors in spelling or punctuation” (p. 4).

According to a study conducted by Bayat (2014), the process approach to writing contributed significantly to the success of L2 writing. This can be attributed to the following factors:

As the process writing approach focuses on the process of text construction, many dimensions underlying writing (Grabe & Kaplan, 1996) have been closely examined in the studies where this approach was employed. The studies also found that the likelihood of unsuccessful text production at the end of the writing process decreased considerably. Another reason for the success of the approach is that written texts are evaluated several times in the studies in which this approach is implemented. (p. 1138)

Principles in Teaching Writing Online

The sudden shift to online teaching due to the Covid-19 pandemic has brought significant changes in the teaching of writing. This teaching modality has caused a paradigm shift in the teachers’ understanding and implementation of the writing process.

The Conference on College Composition and Communication Committee (CCCC) enumerated the following principles in Online Writing Instruction (OWI).

First, online writing instruction should be universally inclusive and accessible. Teaching writing online should be designed in such a way that it is accessible to the varying needs of learners with physical and learning disabilities, cultural backgrounds, socio-economic status, and learning capabilities. Hewett (2015) emphasized the need to implement diverse approaches to teaching writing in the online environment to “ensure pedagogical as well as physical access; using multiple teaching and learning formats; welcoming students with disabilities in course syllabi; and including disability issues or perspectives in course content and faculty development workshops” (p. 44). This means that teachers should consider learner differences in designing writing instruction. For instance, Revilla (2021) introduced the usefulness of giving Expressive Narrative Writing to students who have limited internet access. This activity can be used for enhancing the writing skills because it encourages involvement of the students in formulation of the topic as well as in providing a space for students to share their experiences.

Second, an online writing course should focus on writing and not on technology orientation alone. Rendhal (2010) stated that the students’ individual characteristics and cognitive choices are as important as the medium or technology used in the classroom. Teachers should be able to make use of technology as an aid for instruction rather than making it the center of instruction. In teaching and learning online, teachers must remember that writing students need not to be experts in the use of technology; they have to be experts in utilizing their knowledge and skills in writing in their real-life experiences. Purcell, et

al. (2013) further reiterates that the effective utilization of technology is more significant than the tool itself. Thus, technology should support the instruction in the writing class and not the other way around.

Third, appropriate composition teaching/learning strategies should be developed for the unique features of the online instructional environment. Strategies and approaches in teaching writing should be modified or adjusted to fit with the distinct features of online teaching modality. Stewart (2014) found out that students overly depend on instructor direction when making decisions and following guidelines in the online writing class. Teachers can implement various ways of disseminating, sharing, reviewing, and responding to students' written outputs. Aside from developing and redeveloping teaching strategies and techniques implemented in the online classroom, providing feedback to students' outputs is also essential in making online student writing a success. Because of the physical and psychological distance between the writing teacher and the students, providing high-quality feedback to improve the students' learning and motivation plays an important role in an online writing class (Nicol & Macfarlane-Dick, 2006, as cited by Cavalcanti, 2021). According to Vadia and Ciptaningrum (2020), giving online feedback enhances students' linguistic competence as well as their interest and confidence in writing, thus, improving their writing skills. The teachers are challenged to use the unique features of the online instruction environment to their advantage by designing synchronous/asynchronous activities and exploring different feedbacking techniques that meet the needs of online learners.

Teaching Practices in ESL Writing through Online Distance Learning

Smith (2014) revealed that, in teaching students with inadequate writing skills, the teachers' own English skills and writing knowledge influence how they teach writing online. With this, the teacher is expected to apply their pedagogical skills in teaching writing especially in the online set up. Teaching writing online requires the effective utilization of varied strategies and techniques in order to ensure the students' growth and development as English writers. For learning to continue despite the pandemic, varied practices in teaching writing are being implemented in the online writing class. New ways of teaching writing in the online class should be further explored in order to use online writing class to the teachers' advantage.

One teaching practice is doing online lectures. Teaching writing online takes a lot of effort. It requires a different way of teaching and learning. The teacher needs to discuss the important concepts and enhance the important skills related to the writing task at the same time despite the limited amount of time. In the online setup, the writing teacher may provide a brief lecture by showing slide presentations and visual representations to discuss important ideas in relation to the purpose and structure of a writing task. According to Stella and Corry (2013), the online writing teacher can also engage the students during the discussion by doing simple check-ins on the students such as using poll questions to get the mood of the class and allowing students to synthesize the salient points of the lecture. Engaging the students in a lecture-type of discussion is vital especially in the online writing class. Archambault et al. (2010) emphasizes that the writing teacher's skill in engaging the students during the online writing class promotes student success as well as knowledge and

skills retention especially the struggling ones. Castner (2000) also suggested that “teachers should seed online discussions with open-ended questions; they should highlight important issues while the discussion is taking place, and they should make students comfortable enough to participate freely” (p. 4).

Guided practice writing is another approach to teach writing in the online set-up. Carolan and Kyppö (2015) discusses an online writing instruction framework using the process writing approach. First, the students learn the rudiments of writing on the paragraph level focusing on the topic sentence and structure. After working on different types of paragraphs, the students then draft a five-paragraph sample essay about their chosen topic. Once their created sample essays are completed, the teacher provides feedback in pairs or small groups. Students are expected to reflect on the feedback and implement the recommended changes. After practicing their writing skills, the students write their essay related to their field of study. This stage includes choosing the topic, writing the thesis statement, outlining the evidence, and writing the first draft. Finally, after writing the first draft, the students revise and edit their work. Dorsey (2014) found out that students show more confidence in the online writing class when they are provided with varied and purposeful developmental writing activities. In addition, the students’ one-on-one interaction with the writing teacher helped them improve their writing skills.

Also, synchronous learning is an online teaching modality where students attend a live session with the instructor. This modality used on teaching writing involves various instructional tools:

...media relative to meeting concurrently through text and voice (i.e., live chat), live document sharing, live audio or video conferencing (both one-to-one and one-to-group), meetings in virtual worlds, and white board sharing. Some synchronous work can occur through the institution's LMS depending on its built-in capabilities, but sometimes outside software are brought to the classroom for this work. (Hewitt & Depew, 2015, p. 150)

In contrast with synchronous learning, asynchronous learning is an online teaching modality where students participate in tasks and communicate with the instructor in their own preferred time and, if the task permits, their chosen platform. In teaching writing online asynchronously, the teacher can use varied online tools:

Asynchronous pedagogy includes asking students to read the syllabus, assignments, and content...in their own timeframe and at their own speed. Students also are asked to write their thoughts out in whole-class and peer-group discussions that teachers will read and, hopefully, to which teachers also will respond. Teacher-to-student conferences about the course or in response to written papers tend to happen asynchronously, requiring teachers to construct readable and cogent text and requiring students to read with care to understand the messages. (Hewitt & Depew, 2015, p. 149)

Included in the asynchronous learning is the giving of daily or weekly writing assignments. In addition, Jayaratne and Moore (2017) found out that “[s]tudents perceived instructional videos, PowerPoint with recorded narrative, quizzes, video recordings of the live classes, instructional audios, case studies, reading materials, and hands-on projects as

the eight most helpful and preferred instructional activities" (p. 307) which can be accessed during their asynchronous periods online. Similarly, the CCCC states that providing short and informal writing tasks will allow the students to practice their writing skills. These writing assignments should, in turn, be given in "manageable chunks". Scaffolding writing assignments allows students to exhibit stronger writing skills because they are given opportunities to accomplish drafts and prepare themselves for the accomplishment of their final composition. Lastly, Wilkins' (2015) analysis revealed that there are positive effects of Asynchronous Online Discussion (AOD) on the students' writing assessment scores as well as on their levels of intrinsic motivation for writing" (p. 10).

The use of digital portfolio is another strategy in teaching writing online. Portfolio assessment allows the students to assess and reflect on the knowledge and skills they gained from the writing class, thus, enabling them to identify their strengths and areas for improvement in terms of writing and composition. This is an effective way to educate students. Student portfolios can also be used to identify learning gaps in relation to writing skills. Once the learning gap is determined, the online writing teacher can modify his/her teaching methods and (re)design more meaningful assessments (Ellsworth, 2002). In addition, Warni (2016) found out that digital portfolios enabled the students' to further enhance their "metacognitive knowledge, metacognitive strategies, social strategies, and critical thinking. The use of a blog as the online portfolio platform and the online portfolio elements comprising self-revising, feedback activities and reflection enhanced students' motivation to learn how to write".

Vocabulary drills or exercises conducted online is another teaching practice implemented in the online writing classroom. Online teachers utilize various instructional tools that can widen the students' vocabulary which is an important writing skill. Using vocabulary tools online can help the students identify appropriate words and expressions as they write their written outputs, thus, making sure of the effectiveness in the tone and language utilized in their academic paper (Gilliland, 2020).

Another teaching practice is implementing self-directed and peer revisions. In this strategy, the teachers can provide self-assessment tools before the students write their own paper so that they will be able to gauge their writing skills and, later on, find some ways to acquire or improve their weaknesses as writers. According to Aguiar and Pearsall (2020) peer revision, on the other hand, is a strategy where students can proofread their partner's work and receive credit for the written task. Hunt-Barron (2011) highlighted the importance of post-writing activities that improve student revision and quality of student writing. The activities involve the "teacher's commitment to writing and reflective practice, positive student attitudes and strong bonds between students, explicit time and structures for writing and revision in the classroom, and the visibility and sense of playfulness brought to the peer revision process by technology" (p. ii).

Aside from doing individual tasks in the online writing class, the teachers can also provide small group conferences where the students collaborate with one another to provide feedback about each other's written work. In this strategy, the students as well as the teacher are empowered to be an active participant in the writing process (Gillard, 2020).

Employing exemplars is another teaching practice in the online writing class. To help the students to produce well-written tasks, Aguiar and Pearsall (2020) suggested that teachers can “provide examples of the desired completed writing assignment, especially examples of past graded work...These exemplars make expectations clear, so they can be a great basis for helping all students meet expectations” (par. 4).

Teachers can also enrich the students’ writing skills by providing teacher-made videos that will show how a written task should be written, proofread, or edited. Using screen recording application, the teacher can demonstrate important writing and proofreading skills even outside class time (Aguiar & Pearsall 2020).

Moreover, the teachers can conduct writing workshops in their online classes. In this strategy, the instructor can utilize the written outputs of the students as a basis for in-depth discussion or instruction. Implementing writing workshops motivates students to show their genuine and active participation in the writing process (Loewenstein et al., 2021).

To make the ESL writing class more collaborative despite the physical distance, teachers implement the collaborative writing approach. Palombo (2011) found out that collaborative writing can establish audience awareness and can be instrumental in developing writing ideas. In a collaborative writing approach, the students are divided into groups, and each group is given a writing task. The members of the group brainstorm about the topic, create the outline of their paper, write the draft, and proofread and revise their work. One of the collaborative writing tools that the students can use Google Docs. In the study conducted by Suwantarathip and Wichdee (2014), it was concluded that “[s]tudents

in the Google Docs group gained higher mean scores than those working in groups in a face-to face classroom. In addition, students reported that they had positive attitudes toward collaborative writing activity and high collaboration in their groups using Google Docs, while nearly all of them perceived that this learning tool is easy to use” (par. 1). In contrast, Wilkins (2015) found that, while participants considered collaboration to be useful, the students become more confident writers when they collaborate with their teacher in the online writing class and not with their peers.

Research Problems

The purpose of this study is to determine the current teaching practices of Grade 9 ESL teachers in an online writing class as well as to identify the teaching principles that guide them in the implementation of these teaching practices. Specifically, the present research study aims to answer the following research questions:

1. What teaching practices do Grade 9 ESL teachers implement in the online writing class?
2. What are the teaching principles of Grade 9 ESL teachers that ground their teaching practices in the online writing class?
3. What lesson exemplar can be developed that employs the identified teaching principles?

Conceptual Framework

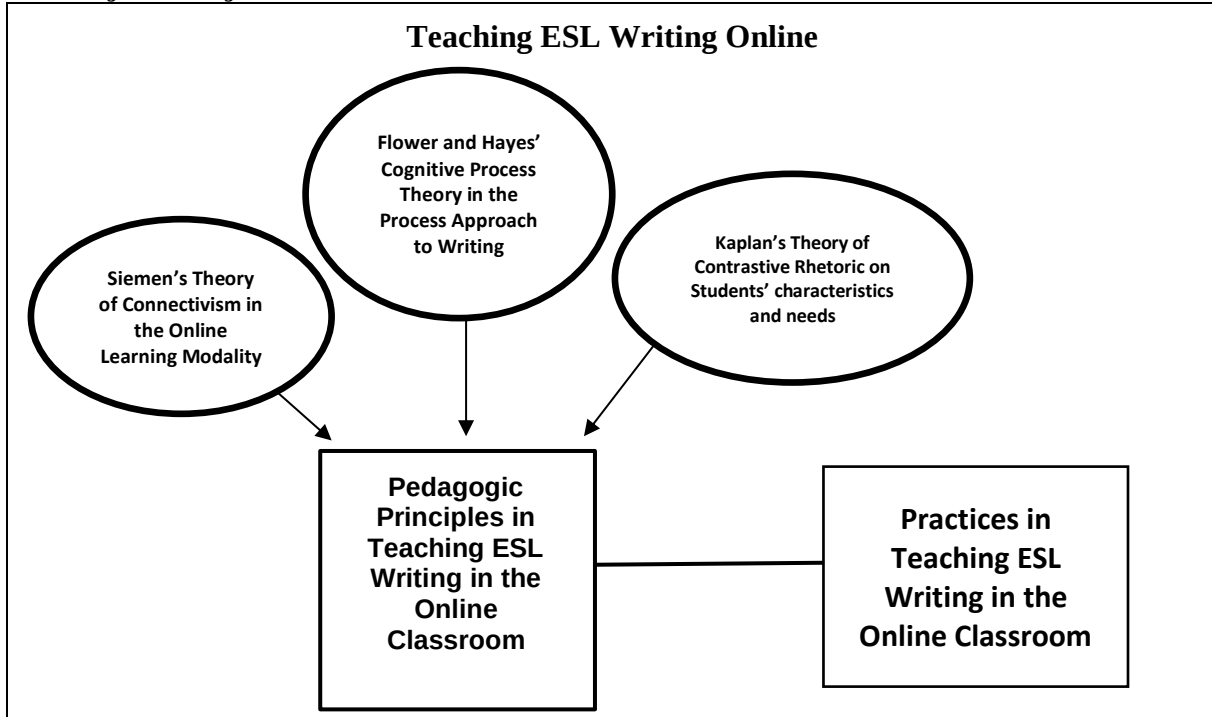
The teaching and learning process of English as a Second Language has undergone significant changes over the years. ESL teachers continue to find varied, possible ways to innovate and come up with effective practices teaching writing to English learners. But these innovations in the classroom are made possible by several influences.

Teaching methodology, techniques or strategies implemented in the classroom are first shaped by teacher's pedagogic principles as well as students' characteristics and needs. However, teacher's pedagogy or art of teaching is not formed instantly. According to Oliver, Milton and Breen (1998), a teacher's pedagogic principles are influenced by "their direct experiences as learners, the theories of learning to which they may have access during their own education as teachers, and the particular situation as they define it in which they are teaching". The context of this study focuses on the ODL teaching-learning modality. In ODL, the instruction becomes 'closer' to the students for it combines e-learning, computer-based learning, and web-based learning.

This study focuses on two major constructs: The ESL online writing teacher's pedagogic principles, which includes the factors that shape a teacher's teaching principles, and the ESL teacher's practices in teaching writing online. Figure 1 illustrates a visual representation of the relationship between teaching principles and teaching practices in the ESL online class:

Figure 1.

Teaching ESL Writing Online



Pedagogical Principles in Teaching Writing Online

Under the first major construct, an ESL online writing teacher's pedagogic principle is shaped by three factors: the online teaching modality, the process approach to writing, and the students' characteristics and needs.

The online learning modality's nature, system, and processes greatly shapes the pedagogic principles of ESL writing teachers of today. Siemens' (2004) theory of Connectivism highlights the significant shifts in the way knowledge circulates and evolves due to the emergence of internet technology. He describes Connectivism Theory as a

combination of prior knowledge with new knowledge to create new meanings and experiences. With this, effective teaching of ESL writing involves acquiring relevant knowledge and skills in navigating the online classroom environment. It also requires a deeper understanding of the online teaching procedures in which teachers and students are separated geographically, teaching-learning process happens in the virtual classroom, and a limited classroom interaction is provided. This teaching modality forms the ESL writing teacher's judgement on the kind of learning materials that will aid the instruction, the kind of activities to be implemented in the online classroom, the manner of delivering the lesson, and the nature of assessment that will gauge students' learning and development. With the shift to online learning, a careful review and construction of pedagogical approaches should be done in order to provide students with a quality learning experience despite the physical and psychological distance between the teacher and the learners (Gallien & Oomen-Early 2008; Moore 1997 as cited in Tanis, 2020).

An ESL writing teacher's pedagogical principles are also shaped by the approaches in teaching ESL writing. Hyland (2003) states that knowledge about writing and how to teach writing allows an ESL teacher to reflect on his or her beliefs and to evaluate methodologies "with an informed and critical eye". Over the years, various approaches in teaching writing have been implemented, and the widely used approach is the process approach to writing. Flower and Hayes' (1981) Cognitive Process Theory emphasized the three important stages of the cognitive process in writing and composition: planning, translating, and reviewing. This theory considers writing as "stages of completion which reflect the growth of a product, and these stages are organized in a linear sequence or

structure”. The Cognitive Process Theory rests on four key points: Writing as a set of distinctive processes, as a hierarchical and highly embedded organization, as a goal-directed thinking process, and as an act of developing a sense of purpose. With this, the approach in teaching writing greatly influences the teacher’s actions and decisions in the writing class. Oliver et al. (1998) points out that “what they [teachers] actually do in the classroom and the on-going decisions they make will test out and, in turn, further refine their principles” (p. 4).

Aside from teaching modality and teachers’ professional knowledge, pedagogic principles are also formed by the learners’ characteristics and needs. The Theory of Contrastive Rhetoric states that “one’s language and culture strongly influence one’s patterns of thought and that, consequently, these thought patterns affect one’s writing” (Kaplan, 1988, as cited in Silva, 2000). Hyland (2003) also reiterates that the ESL learners’ characteristics that may influence L2 writing are individual differences, language and strategy differences, and cultural differences; L2 writers naturally bring to the class “different writing experiences, different aptitudes and levels of motivation” (p. 32). They also bring with them their experiences with and knowledge of the first language they have already acquired. In terms of language and strategy differences, Hyland (2003) states that “L2 writers are unique because of their bilingual, bicultural, and biliterate experiences, and these can facilitate or impede writing in various ways” (p. 34). Also, cultural differences create a big impact on the students’ writing style, responses to classroom contexts, and writing performance. With this, the teachers are challenged to integrate these three

characteristics with their actions and decisions in the online classroom: selection of learning materials, delivery of instruction, and assessment tools.

Once teaching principles are in place, these principles will, then, influence the teaching practices implemented in the classroom. This means that an ESL teacher's principles are embedded in the teaching methodology, techniques or strategies implemented in the classroom. Because the online writing instruction is different from the traditional or face-to-face instruction, there is a need for an online ESL writing teacher to align the learning objectives with instruction and assessments. There is also a need to carefully select and design instructional activities and techniques that will support the learning goals and address the needs of the online students.

Practices in Teaching Writing Online

The second major construct in this study is the teaching practices that the ESL teachers in the online writing class implement in the virtual classroom. These are the activities, strategies, and techniques implemented in the classroom. With the shift in the teaching modality in the time of pandemic, the new knowledge and skills that the teachers gained about ODL, and the varying needs and characteristics of online learners, the ESL online writing teacher's principles in teaching writing have also changed, thus, forming new or modified teaching practices in the virtual classroom.

In the same way that teaching principles influence the teaching practices implemented in the online classroom, the teaching practices implemented in the classroom can also further shape the teacher's pedagogic principles. Oliver et al. (1998) states that the

“relationship between practices and principles is very likely to be interactive; each will influence the other as the teacher works from day to day” (p. 4). The Social Constructivism Theory emphasizes how the “social worlds develop out of individuals’ interactions with their culture and society. Knowledge evolves through the process of social negotiation and evaluation of the viability of individual understanding” (Lynch, 2016). This theory puts a premium on the teacher and student’s role in the teaching-learning process where the experiences of social interaction and language use are shared. In the same way, the impact of the instructional design conducted in the online classroom and participated in by the students enables the teacher to identify pedagogic principles that should be changed or transformed to meet the needs of the online learners and the demands of the curriculum.

With the online teaching modality in place, this study aims to identify varied instruction practices that teachers implement in their online writing classes. Slavin, et al. (2011) emphasized that teaching practices are considered as important tools in language learning because language teaching should put premium on the teaching-learning process rather than the language used in the instruction.

Scope and Limitations

A primary concern of this research is to identify and examine teaching practices of Grade 9 ESL teachers in online writing class. The teachers in this level are expected to teach a more advanced level of writing and provide more independent writing tasks for students. Moreover, current practices on teaching writing online were participated in by

three (3) Grade 9 ESL teachers from two (2) private schools in Metro Manila. School A caters to students whose first language is English while School B caters to ESL learners. Data will be gathered through individual interviews, classroom observations and document analysis.

Definition of Terms

The following terms were defined based on the concepts, factors, and measurements used in the study as well as their context in the research paper:

Asynchronous learning: Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentations. This material is accessible anytime anywhere via Learning Management System (LMS) or other channels of the sort (Perveen, 2016).

Edited Transcription: This type of transcription allows the researcher to edit and formalize the audio or digital recording to ensure its readability, conciseness, and clarity. It also corrects grammatical mistakes, slang, and incomplete sentences.

English as a Second Language (ESL): It is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment; it also refers to specialized approaches to language teaching designed for those whose primary language is not English (Nordquist, 2018).

Learning Management System (LMS): This is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

Online Distance Learning: Features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication (DepEd, 2020).

Process Writing Approach: It involves the three stages of writing – prewriting, drafting, and revising.

Pedagogic Principles: These are principles or theories adopted by teachers that shape their actions, judgments, and other teaching strategies in the classroom.

Synchronous learning: Synchronous e-learning, on the other hand, refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity of teacher-student and student-student interaction (Perveen, 2016).

Teaching Practices: It is an actual application of teaching methodology, techniques or strategies that enhances teaching and learning in the classroom.

Chapter 2

METHODOLOGY

This chapter discusses the research methodology, research site, and research participants as well as the data collection procedures and methods of validation. It also explains the roles of the researcher in the conduct of this study.

Research Design and Methods

To gain an understanding of the current teaching practices of Grade 9 ESL teachers in the online writing class, the researcher used qualitative methods. The study is qualitative in nature and uses an interpretative paradigm to explore and record the current teaching practices of Grade 9 ESL teachers in the online writing class.

The researcher used the case study design which involved the “study of an issue explored through one or more cases within a bounded system” (Creswell, 2006, p. 73). This study tried to “explore and investigate contemporary real-life experiences through detailed contextual analysis of a limited number of events or conditions, and their relationships” (Zainal, 2007, p. 2). The case study is exploratory-descriptive in nature wherein the researcher explored the current practices of Grade 9 ESL teachers in teaching the process approach to writing in the online class.

In data gathering, the researcher conducted individual interviews and classroom observations to three (3) Grade 9 ESL teachers from two different schools. The interview questions and observation checklist were validated through a three-step validation process:

Review of Related Literature, Self-reflection and Self-Interview, and Conducting a Pilot Interview with an Experienced teacher as adapted from the study of Prescott (2011).

After observing the synchronous and asynchronous online activities, the learning design or lesson plan of each observed teacher was examined through a document review. These qualitative research methods ensured the validity of the data collected during the research process. This design allowed the possibility of triangulation where teaching practices can be identified through different vantage points.

To ensure validity, the individual interview responses were recorded through written notes while the classroom observations, both synchronous and asynchronous periods, were recorded through a written journal. The recorded notes of the interview were checked by the interviewees to ensure the validity of what was written on their behalf. The observations recorded through a written journal were given to the participant and the teacher's Supervisor for validation. After each observation, a copy of the checked lesson plan was asked from each participant, and the researcher performed a document review for triangulation. This document review can "corroborate, elucidate, or expand on findings across other data sources" used in this study (Frey, 2018).

With the participants consent (See Appendix L), they participated in individual interviews and online class observation. To increase the credibility and validity of research findings, the teachers submitted a copy of their lesson plan for validation. The personal information and identity of the research participants as well as the research locale were treated with strict confidentiality during the entire data gathering process.

Research Site

Due to the rigid implementation of ODL among private schools brought about by the pandemic, the research study was conducted in two (2) private schools (A and B) only within Metro Manila. The researcher decided to use pseudonyms to protect the schools and teachers' privacy and maintain confidentiality. The researcher will choose two different private schools in Metro Manila to ensure an in-depth understanding of the research problem. School A caters to learners whose first language is English while school B caters to ESL learners.

The two (2) private schools follow the DepEd English curriculum which puts premium on language learning process, effective language use, making meaning through language, and holistic assessment. Moreover, the students from the two (2) institutions are knowledgeable about the Process Approach to Writing and are adept at using the English Language in school.

The Grade 9 ESL classes from these two (2) schools are conducted two to three times a week. Students are expected to produce academic essays. Students are required to write one academic essay per quarter. All Grade 9 ESL writing classes from these institutions consistently use and implement the process approach to writing.

Selection Criteria and Participants

The researcher utilized purposive sampling where the research participants were chosen based on the qualities or qualifications that he/she possesses in relation to the nature of the study (Tongco, 2007). The researcher selected the respondents based on their basic

credentials, employment status in the institution, and their performance rating. The selected teacher-participants should be licensed teachers to ensure that they have gained sufficient theoretical and practical knowledge in teaching ESL writing. In addition, their permanent employment status ensures that they are familiar with the policies, procedures, and culture of the school. Their familiarity of the school will greatly contribute to their confidence in conducting online writing instruction. Lastly, the teacher-respondents' highly satisfactory performance rating ensures that they implement teaching practices that are at par with the curriculum standards and students' academic needs despite the newness of the ODL teaching modality. Because ESL writing is reinforced in Grade 9 and varied writing techniques are utilized in the level, the researcher chose to focus on Grade 9 English classes. Due to the decrease in enrollment and decrease in the number of sections in the ODL year, School B opted to assign only one ESL teacher per level. Consequently, the participants in the research are three (3) experienced Grade 9 ESL teachers. The teacher-participants have been given permanent employment status in the institution where they teach, they are all licensed teachers, and they were given outstanding performance rating in their respective schools. Also, the selected research participants have implemented the Process Writing Approach and have experienced teaching English Writing online for two consecutive years.

Data Collection

The researcher sought the approval of the school head of each institution before conducting the research (See Appendix K). Once approved, the researcher set an

appointment with each participant to orient her about the nature of the study as well as the data gathering procedure that will be used. The researcher gathered data from each participant by conducting a semi-structured interview, a structured synchronous and asynchronous classroom observations, and a document review of his or her lesson plan used during the observation.

Procedure for the conduct of the Individual Interview

The discussion was facilitated by the researcher, and the discussion was participated in by each key informant and was observed in class during the First Quarter of School Year 2021-2022. The interview responses were recorded by the researcher by taking down written notes. The interview session consisted of two parts: the pre-session preparation and the interview facilitation.

In pre-session preparation, the researcher explained to each key informant the goal and the importance of the study, the main purpose of the interview, and the record duration of the meeting. The researcher ensured that consent, confidentiality, and ground rules were discussed with the key informants. After the pre-session preparation, each key informant was asked to share her number of years as an ESL teacher. Also, the suitability of the research site/locale and the safety and protection of the key informants and researchers were ensured.

Then, the researcher asked the key informants to identify and describe the teaching practice/s they were implementing in the synchronous and asynchronous periods. The key informants were also asked to give the teaching principles behind each teaching practice. As the session takes place, the researcher asked some probing questions for completion

and follow-up on the theme of the discussion (See Appendix A). To conclude the session, the researcher summarized the salient points raised in the discussion, asked the key informant to validate the interview responses, and thanked the participant for her participation. The data gathered from the interview session were noted by taking written notes, and the researcher edited and formalised the audio or digital recording to ensure its readability, conciseness, and clarity. The data were stored through the researcher's device, and the researcher ensured digital data security by making sure that the device is password protected. Table 1 shows the duration of each interview conducted:

Table 1.

Length of Interview of Research Participants in Minutes

Teacher-Participants	Unit
A	60
B	65
C	60

Procedure for the conduct of classroom observations

The researcher conducted the online observations during the Second Quarter of School Year 2021-2022. With the consent of the research participant, the researcher scheduled a forty-minute online class observation (synchronous session) where the process approach to writing was to be implemented. Before the classroom observation, the researcher explained to the teacher-participant the purpose and the duration of the observation as well as the instrument that was used during the observation. She also assured

the participant the anonymity of his or her identity. Also, the suitability of the research site/locale and the safety and protection of the participants and researchers were ensured.

During the observation, the researcher was accompanied by the English area supervisor/coordinator. In each class, the researcher recorded her observations during the forty-minute synchronous class through journal writing (See Appendix D). According to Borg (2001), journal writing “can provide other researchers with illuminating insight into the research process”. The researcher will use the altered point of view journaling technique wherein the researcher takes note of the relevant facts, actions, and behaviours in the given activity based on the research participant’s perspective (Janesick, 1998). The researcher was able to observe nine (9) synchronous class sessions and five (5) asynchronous periods for teacher-participants in School A while two (2) synchronous sessions and one (1) asynchronous periods for the teacher-participant in School B (See Appendix B). After the online classroom observations, the researcher asked the participant a copy of the asynchronous task that she posted on the Learning Management System (LMS). The LMS used by the participants is Google Classroom. The researcher took note of the objectives, task description/guidelines, and expectations based on the asynchronous task posting (See Appendix E).

After the classroom observation, the researcher reiterated the purpose and importance of the observation. She asked the teacher-participant to check the written journal to validate the teaching practices implemented in the observed synchronous class and asynchronous session. To conclude the session, the researcher summarized the teaching practices observed and thanked the participant for her participation. The written

journal was stored in the researcher's device, and the researcher ensured digital data security by making sure that the device is password protected. Table 2 shows the number of synchronous and asynchronous periods observed by the researcher:

Table 2.

Number of Synchronous and Asynchronous Classes Observed

Teacher-Participants	Synchronous	Asynchronous
A	5	3
B	4	2
C	2	1

Procedure for the Document Analysis

With the permission of the teacher-participant and the English supervisor/coordinator, the researcher secured a copy of the lesson plan used in the observed class. Each lesson plan was checked and validated by the supervisor/coordinator before its implementation. To ensure the confidentiality of the document, the research participant was asked to remove the face sheets containing identifiers (e.g., name of the teacher and name of school).

The researcher analysed the document by focusing on the teaching practices implemented during the synchronous class and asynchronous task posting. Then, the researcher summarized the information and asked the teacher-participant to validate the review. The lesson plan was stored in the researcher's device, and the researcher ensured

digital data security by making sure that the device is password protected. Table 3 shows the number of learning plans reviewed by the researcher:

Table 3.

Number of learning plans analysed

Teacher-Participants	Learning Plans
A	8
B	6
C	3

Role of Researcher

The researcher asked questions, listened to the responses and asked probing questions to deepen the conversations as she conducted the individual interview. In classroom observation, the researcher served as an “objective viewer” (Simon, 2005). The researcher observed and recorded the teaching practices implemented in the synchronous class and asynchronous period. She also consulted the teachers and their respective Supervisors to validate the data gathered from the classroom observations. She also served as an interpreter as she reviewed and examined the lesson plan provided by the teacher-participant.

Methods of Validation

To ensure the validity of the results, the researcher employed different procedures in data collection: individual interviews, synchronous and asynchronous class observations, and document analysis. The researcher implemented the guidelines and procedures in an ethical manner. To gather all the data given by the participants during the interview, the researcher recorded the discussions by taking written notes, and the researcher edited and formalised the audio or digital recording to ensure its readability, conciseness, and clarity. Then, the edited transcriptions were checked by the teacher-participant for validation.

The teaching practices implemented during the synchronous and asynchronous observations were recorded through a written journal. To validate and corroborate data obtained during the observation, the researcher compared her notes with the teacher-participants and their respective Supervisor. To triangulate the data collected from the observations, a document analysis was done by examining the lesson plan used by the teacher-participant during the class observation. All information gathered in the entire research process was treated with strict confidentiality.

Ethical Considerations Concerning Research Participants

In the process of collecting information, the research participant might show hesitations in giving significant information to the researcher and in allotting his or her time and effort to participate in the research process. The researcher's request for

information might also create anxiety or put pressure on the respondent. To avoid this issue, the researcher first obtained the participant's informed consent. The relevance and usefulness of the research in the educational field was explained to the participants to convince her to participate in the study. The participants gave their informed consent except in the audio recording of the interview session.

In terms of seeking informed consent (See Appendix C), the research participant might refuse to give his or her informed consent to participate in the research process. To avoid this issue, the researcher ensured that the participants are made aware of the type of information expected from them, why the information is being sought, what purpose it will be put to, how they are expected to participate in the study, and how it will directly or indirectly affect them. The researcher also assured the participants that the consent is voluntary and without pressure of any kind. The participants gave their informed consent except in the audio recording of the interview session.

Moreover, there is a possibility of causing harm to the participants during the process of data gathering. The research participants might perceive the research process as a form of harassment or invasion of privacy. To minimize the risk, the researcher made sure that the research participant is aware of the data collection procedures. For the individual interview, the researcher asked the permission of the participant to record the interview session. Also, the researcher asked questions relevant to the study and avoided personal or leading questions.

In collecting data through the synchronous and asynchronous class observations, the researcher made sure that the purpose and focus of the observation was discussed with

the participant. During the synchronous class observation, the researcher showed a positive disposition by showing pleasant facial expressions and gestures to make her feel comfortable in class. Also, the observations were recorded through a written journal which was discussed with the participant as well.

Lastly, the research participant might feel anxious to participate in the study because his or her information might be shared with others for purposes other than research. To gain the participant's trust, the researcher assured the participant that all personal information provided is to be kept anonymous.

Ethical Considerations Concerning the Researcher

The researcher might deliberately alter, interpret differently, or hide the results found in the study. To avoid bias, the researcher recorded the interview session by taking down written notes. The notes were read and validated by the participant. To avoid any bias during the classroom observation, the observation checklist was created based on existing theoretical and practical knowledge, and the written journal was also checked and validated by the participant.

Chapter 3

RESULTS AND DISCUSSIONS

This chapter contains detailed findings and discussion of data analysis and results of this study. The findings are presented under the following major headings: Teaching Principles in the Online Writing Class, Online Teaching Practices in the English Writing Class, and Implementation of Teaching Practices in the Online Writing Class.

The data gathered from the individual interviews were recorded through edited transcription. Then, the researcher read the edited transcription of the responses and looked out for themes emerging from the text. The themes were categorized accordingly based on the responses of each interviewee. To preserve the anonymity of the interview participants, they were assigned with pseudonyms Teacher-Participant 1 (TP1), Teacher-Participant 2 (TP2), and Teacher-Participant 3 (TP3) respectively.

For the classroom observations, the researcher used the unstructured method of data analysis wherein the researcher focused only on “whatever seems of most importance and relevance” (Wallace, 1998) in relation to the research question. To preserve the anonymity of the participants, they were assigned with pseudonyms Classroom Teacher 1 (CT1), Classroom Teacher 2 (CT2), and Classroom Teacher 3 (CT3) respectively (See Appendix F).

The data gathered from the Document Analysis were examined, interpreted, and organized to validate the teaching practices implemented during the classroom observation.

To preserve the anonymity of the participants, the plans were assigned with pseudonyms Lesson Plan 1 (LP1), Lesson Plan 2 (LP2), and Lesson Plan 3 (LP3) respectively.

Online Teaching Practices in the English Writing Class

Based on the teaching principles shared by the teacher-respondents during the individual interviews and classroom observations, Table 4 shows the teaching practices that they implement in the online writing class:

Table 4.

List of Teaching Practices in the Online English Writing Class

Process Approach	Synchronous	Asynchronous
Prewriting Stage	Point-by-point lecture Lecture-demonstration	Modelling
Composing Stage	Vocabulary Development Visual Prompting Collaborative writing Lecture-demonstration	Reverse Outlining Practice Writing Task
Post-writing Stage	Writing Workshop	Collaborative Writing Self-directed Revision

Providing structure in writing

The research participants put emphasis on the importance of providing the students with the structure or framework of the written composition. Teaching the students, the ability to determine a well-written composition will help them apply these characteristics as they write their own written output. This teaching principle is manifested by implementing a point-by-point lecture and lecture-demonstration during synchronous classes as well as modelling technique provided in the asynchronous tasks. In a point-by-point lecture, the teachers discussed the elements, parts, and purpose of the writing task. After discussing these concepts, the teachers presented a lecture-demonstration by discussing the steps and helpful tips in accomplishing the writing task (Major, et al., 2015). Moreover, ESL online teachers implemented modelling techniques in their asynchronous task by providing sample essays showcasing the features, elements, and structure of the writing task. These teaching practices allowed the students to explore the nature of writing as well as understand the writing process, thus, preparing them for the major writing task.

These teaching practices, point-by-point lecture, lecture demonstration, and modelling, prepare the students before accomplishing their major written task. Lectures provide them with the necessary concepts to help them gain a better understanding of the purpose and nature of the writing task as well as compose their essays successfully. Providing model essays also equips the students with the necessary knowledge on the rudiments of writing the type of essay in focus. However, implementing lecture-heavy online instruction can also impede learning. Like Baum and McPherson (2019), merely imparting writing skills or know-how through lectures can be challenging for the students

because “[s]imply displaying or describing an expert performance of a skill is a poor substitute for working with a student to help develop the skill”. Stella and Corry (2013) also concur that the teacher should conduct brief lectures and provide simple check-ins in-between to ensure that the students manifest engagement in the online class and show understanding of the writing concepts during the discussion. Providing lengthy lectures, especially during the synchronous session, limits teacher-student interaction, thus, opportunities to show signs of learning will be reduced. This is also supported by Wang and Gearhart (2006) stating that minimal amount of knowledge is retained from a lecture-type of discussion while more retention takes place when teachers provide audio-visual presentations, demonstrations, hands-on activities, and collaborative activities.

Guided practice in teaching writing

The research participants give importance to guided instruction. A combination of synchronous and asynchronous developmental activities provides the students with learning opportunities to enhance their writing skills despite the limitations of ODL. This teaching principle is exemplified through the different guided writing activities implemented in the classroom. To guide the students in accomplishing the writing task, the ESL teachers implemented vocabulary exercises which helped the students identify appropriate words and expressions as they write their compositions. Writing demonstrations provided during the synchronous class discussions also directed the students on how to write the essays successfully, specifically in writing thesis statements and outline. Additionally, the research participants presented visual prompts in the synchronous class such as videos, pictures, and diagrams as a way of motivating the

students in accomplishing the writing task. To utilize the unique features of the online instructional environment, the teachers also used Google docs in monitoring the students' writing progress and collaborating with the students during the writing process. To ensure that the students were able to apply the concepts and skills asynchronously, the ESL teachers provided practice writing activities and reverse outlining exercises which were posted on the students' LMS. All these teaching practices allowed the students to prepare themselves for the writing task and enabled them to accomplish the writing task on their own despite the limited number of teacher-student interaction. This concurs with NCTE (2018), emphasizing the importance of broadening the students' writing experiences by providing them with multiple opportunities to practice writing. This will be made successful by ensuring that the teacher acts as a guide or facilitator in the whole writing process. Like Smith (2017), allowing the students to undergo a series of relevant writing with the teacher as a guide equips the students with the writing skills as they find their own way towards mastery.

The guided practice writing exercises enabled the students to experience the process approach to writing successfully, specifically the pre-writing stage and the composing stage. In the pre-writing stage, the students were able to learn the structure of the type of essay in focus by looking into the parts and style of the sample texts provided in class. The teacher is there to deepen their understanding and correct their misconceptions about writing the writing task and writing in general. Writing workshops were also implemented to guide the students in developing effective thesis statements and outlines. The students were also given opportunities to prepare themselves for the major task through the general

and specific comments and feedback given by the teacher regarding their work. Clark-Ibañez and Scott (2008) states that the use of Learning Management System and proper utilization of its features is one of the effective ways to make the teacher's presence felt in the online classroom. By giving real-time feedback on the students' submitted work, the teacher can guide the learners in the writing process even during asynchronous periods. However, the students were not able to receive and respond to feedback regarding their first draft due to the limited instruction time in the online classroom. The students proofread and revised their essays on their own, thus, making the process approach to writing incomplete.

Giving real-time feedback on student writing

Teachers also put a premium on feedback and consider this as one of their teaching practices in the online writing class. The importance of immediate and purposeful feedback was also emphasized during the online writing instruction. The ESL teachers provided verbal feedback during the writing workshops implemented during the synchronous classes. Moreover, written comments were provided after the students accomplished their written output asynchronously. The teacher also provided a checklist which the students can utilize as they do self-directed revision. These teaching practices helped the students identify their strengths and areas for improvement as writers based on their composition and writing progress.

Overall, the teachers provided pre-writing activities that prepared the students for the major writing task. Also, the students were able to compose some parts of their essay synchronously. On the other hand, asynchronous tasks were designed to guide the students

while they are writing their first and final drafts independently. Digital handouts, model essays, and rubrics were also provided in the asynchronous posting on the LMS (See Appendix G).

The implementation of writing workshops, collaborative writing, and self-directed revisions enables the students to accomplish the major writing tasks on their own. The writing workshops on thesis statement writing and outlining, which were done asynchronously, allowed the students to show active participation in the writing process. Also, giving the students an opportunity to practice their writing skills in their own time and pace equipped them with the confidence to compose their essays asynchronously. However, the use of students' output to deepen their understanding of the rudiments of writing was not implemented due to the limited amount of synchronous class time. In addition, the collaborative writing activity only happened between the student and the teacher through Google Docs. There was limited interaction and collaboration in the online writing class, thus, making the writing process more individualized. Lastly, the unstructured self-directed revision task provided in the asynchronous task did not guarantee the students' writing success. Though the students were able to write their final draft, the teacher was not able to monitor if the students underwent proofreading, editing, and revision.

The following teaching practices were generated from the class observations conducted in the online writing classes of selected Grade 9 English teachers:

1. Practice on providing structure to writing through point-by-point lecture and lecture-demonstration

2. Practice on discussing rudiments of writing through modelling approach
3. Practice on equipping the students with the necessary writing tools through vocabulary development exercises and visual prompts
4. Practice on providing guided writing practice through collaborative writing activities and reverse outlining approach
5. Practice on implementing developmental practice writing tasks and workshops
6. Practice on giving self-directed revision task as a post-writing activity

Teaching Principles in the Online Writing Class

Responses from the Online Individual Interview indicated three specific themes regarding the teaching principles of the ESL teachers in the online writing class: the importance of providing structure to writing, the role of guided practice in the online writing class, and the value of feedback in the writing process (See Appendix H).

Importance of providing structure in teaching writing online

During the interview, one major theme was identified among the responses of the teacher-participants. They highlighted the importance of providing the structure and rudiments of writing in the online writing class. Tapping the students' schema about the writing process as well as discussing the distinct features of the essay that they are going to write allows them to take part in the learning process despite the limited time in the online classroom. The following responses indicate these views:

In the edited transcription of TP1, the respondent emphasized the importance of discussing first the structure of the written output to prepare them in accomplishing the major writing task:

In the online classroom, there is a big advantage in discussing the nature and structure of the expected written output beforehand as this will serve as a ‘skeleton’ of their composition, and through this, they will know the output expected from them at the end of the writing process or unit.

This shows that the teacher prioritizes structure in teaching writing to online students. To successfully teach the necessary writing skills in the online ESL writing class, the teacher-participant believes that significant attention should be given in the discussion of the definition, nature, purpose, framework, and procedures of the expected written output.

TP2 supports this idea by stating the significance of providing the students with the rudiments and quality of good writing:

Direct instruction in the online writing class is very helpful in establishing the standards and guidelines for writing. By providing a review on the nature and process of writing as well as the major parts of a composition, the students will be able to know and apply what good writing is.

This shows that the online teacher believes that any writing process should begin with acquiring sufficient knowledge about the writing task. The students can successfully accomplish the written output if they are able to familiarize themselves with the parts and characteristics of a good composition.

In addition, TP3 shows the importance of providing the step-by-step procedure in composing a well-written composition:

...when I teach writing I elicit first their prior knowledge on the topic. I elicit their prior knowledge by providing real-life situations where the writing skills can be applied. After eliciting their prior knowledge, I introduce the writing topic. I discuss with the learners the structure of the written output, the skills needed in accomplishing such, and the step-by-step procedure in writing the task...This is very useful especially now that the time allotted for online classes is very limited and disadvantageous.

Knowing that the online teaching modality provides limited classroom instruction, the teacher-participant believes that discussing with the students a detailed and clear framework on how to write a paper should be provided in any writing class.

The research participants put emphasis on the importance of providing the students with the structure or framework of the written composition. Teaching students the ability to determine a well-written composition will help them apply these characteristics as they write their own written output. Similar to Hochman and Wexler (2017) and Brimi (2007),

the participants believe that teaching the students the rudiments of writing - parts, structure, and elements as well as the nature of the writing task - is vital in the online writing instruction. Teachers should not only teach how to write but also put emphasis on what to write, thus equipping the students with the knowledge and skills in following the conventions of any written text. Because the students of the teacher-respondents are skilled in using gadgets and online tools, the teacher-participants were able to focus on harnessing the students' knowledge and skills in writing rather than their technological skills as emphasized by Hewett (2015).

However, focusing the writing instruction on structure and conventions can impede the students' development as writers. Knowledge on what good writing is does not suffice in ensuring the writing progress of the students. This concurs with NCTE (2016) stating that though it is essential to teach the students what correct writing or what good writing is, teachers also need to teach the students how to generate and shape their ideas into meaningful written discourse. It was reiterated that "too much emphasis on correctness can actually inhibit a writer's development". This means that allocating too much time in discussing the nature and structure of a written output can compromise the students' need to develop and enrich their written expressions. The teacher should be knowledgeable enough to strike a balance between content and skill in the online writing classroom.

The role of guided practice in the online writing class

With the limitations brought about by Online Distance Learning, writing in the classroom has become more challenging than usual. To ensure that the students are prepared for the accomplishment of their essays in the English writing class, the

participants find guided practice as the most effective way of teaching writing to students. This involves giving opportunities for students to brainstorm about the writing task; modelling exemplary writing by providing sample outlines and essays; providing synchronous sessions for pre-writing and composing stages of the process approach to writing; and closely monitoring the students' progress. The following responses indicate these views:

Based on the response of TP2, teaching writing online successfully entails close monitoring and guidance from the teacher in the early stages of the writing process:

I find writing as something challenging. Not everyone can be an effective writer. To ensure the development of the students' writing skills in this online modality, I should closely monitor and guide the students during the synchronous classes in the early stages of the writing process. The guided practice will prepare the students before they write their essays independently.

The guided practices provided in the online classroom give the students the opportunity to apply their knowledge and skills in writing, thus, allowing them to discover their strengths and weaknesses as English writers.

Aside from guided practices, TP1 emphasized the importance of providing exemplars or models in the synchronous classes or asynchronous tasks:

I believe in the importance of providing models or samples so students will be guided as to what is expected from them. They will be guided as they write their essays.

Guiding the students in the writing process also entails the provision of sample essays that exhibit the qualities of an effectively written essay. In this way, even with the decreased teacher's presence in the online classroom, the students will be able to apply the principles of good writing on their own.

Teaching writing to online students also requires a teacher's presence even in the asynchronous periods. TP3 believes that guiding the learners in the writing process should not end during synchronous sessions:

I monitor their [writing] progress by making myself available for consultations asynchronously. Because they must accomplish the major writing task on their own, I make myself available during asynchronous periods to guide them in drafting their essay's introduction part. From there, the students accomplish the rest of the paper on their own.

Providing the students an opportunity to consult with the teacher even outside of synchronous class is another way of guiding the students in the writing process. This allows the students to develop more confidence in their writing skills.

Based on the teacher-participants' responses, it can be inferred that they give importance to guided instruction. A combination of synchronous and asynchronous

developmental activities provides the students with learning opportunities to enhance their writing skills despite the limitations of ODL. However, students are different from one another. The guidance and support needed by each learner also varies. ESL online writing teachers need to create a balance between providing teacher-initiated writing activities and allowing the students to accomplish self-initiated writing exercises. Similar to NCTE (2016), students should be given opportunities to perform “actual writing for real audiences, not merely listening to lectures about writing, doing grammar drills, or discussing readings. The more [students] write, the more familiar it becomes and the more they are motivated to do it”.

The value of immediate feedback in the online writing class

The physical distance between the teacher and the students created a big impact on the students’ performance in the writing class. Because the teacher is not physically present as the students accomplish their written tasks and the time allotted for synchronous sessions is much shorter than asynchronous periods, it becomes challenging for both the students and the teacher to monitor the writing progress. To address this limitation, there is a need to provide the students with immediate feedback during the pre-writing and composing stage of the writing process. In this way, the students will be able to write their essays on their own as well as proofread and revise their work after. TP1 emphasized the importance of feedbacking in teaching writing online:

It is very important to give purposeful and timely feedback as they write the outline of their essay so that the students will be able to complete their essays on their own based on the comments provided by the teacher. Immediate feedback will make the students more confident in writing their essays independently.

The research participants believe that teacher's meaningful and timely feedback increases the student's writer's confidence. Teaching writing online entails the teacher's presence in a form of comments, suggestions, or recommendations that he or she gives to the students whether verbally or in writing. This is supported by TP2 in the response:

Providing immediate feedback while students are writing their drafts and essays synchronously and asynchronously allows the students to “feel” the teacher's presence as they accomplish the writing task. Even if the teacher is miles away, the students are informed about their strengths and weaknesses as writers.

Providing the students with an opportunity to discover their strengths and weaknesses as writers in a form of verbal and written feedback compensates the physical distance between the teacher and the students.

Aside from establishing teacher's presence in the ESL online writing classroom, TP3 also believes that providing “immediate and specific feedback ensures quality writing”. The feedback provided by the ESL online writing teacher can guide the students in producing well-written output.

The teacher-participants highlighted the value of providing feedback on the students' writing process given during synchronous classes as well as the feedback on students' written output provided during asynchronous periods. Online writing teachers provide feedback with the hope of improving the students' writing skills even on their own. Giving feedback to learners also increases their writing independence. This is similar to Vadia and Ciptaningrum (2020) when they emphasized the importance of providing timely, purposeful, and meaningful feedback in the online writing class whether it is given synchronously or asynchronously. Giving online feedback not only improves the students' writing skills but also increases their motivation and interests in the online writing process and product.

Based on the responses of the teacher-respondents as well as the observed practices in the writing class online, the following principles direct the teacher's pedagogy in the online classroom:

1. Discussing the structure and conventions of writing is important in teaching writing online.
2. The provision of developmental writing activities and writing workshops during synchronous and asynchronous periods is vital in teaching writing successfully in the online classroom.
3. In the online learning modality, immediate, specific, and purposeful feedback given synchronously and asynchronously contribute to the improvement of student writing despite the physical distance between the teacher and the students.

Implementation of Teaching Practices in the Online Writing Class

The researcher conducted a series of Classroom Observations (CO) to three Grade 9 English classes. Each synchronous session is 40 minutes long focusing on a specific writing topic. Five (5) synchronous class observations and three (3) asynchronous observations were conducted in the class A; four (4) synchronous classes and two (2) asynchronous observations were conducted in class B, and; two (2) synchronous sessions and one (1) asynchronous observation were conducted in class C.

Table 5.

Implementation of Teaching Practices in the Online English Writing Class

	Pre-writing stage	Composing stage	Post-writing stage
CO1	A video about <i>Literary Analysis</i> was presented through Edpuzzle. Discussion about the surface and deeper meaning of the message presented in the video followed. The purpose and structure of a Literary Analysis paper was discussed.	Students composed the introductory part of their Literary Analysis paper synchronously. Teacher gave a general comment on the students' work. Students were tasked to continue writing their essay during their asynchronous period.	Through an asynchronous posting on the Google Classroom, the teacher reminded the students to proofread their work based on the rubric. A reflective thinking activity was provided in relation to the writing topic.

Table 5 Continued

Pre-writing Stage	Composing Stage	Post-writing Stage
A demonstration on how to write a good thesis statement was provided using Zoom annotation.	Students were reminded to finish their essay during their asynchronous period.	
Samples of effective and ineffective thesis statements were analyzed.		
The steps in writing an effective literary analysis paper were presented.		
An asynchronous task on creating a reverse outline was assigned to the students.		
The reverse outline of a sample Literary Analysis essay was discussed in class.		
The parts and structure of a sentence outline was discussed.		
Students drafted their thesis statement and outline for their Literary Analysis paper.		
The rubric was discussed.		
The teacher gave comments on each student's thesis statement and outline during the asynchronous period		

Table 5 Continued

CO2	The teacher facilitated a short review on the purpose of the Persuasive essay.	The students composed their Persuasive essay during their asynchronous period.	The students proofread their work based on the rubric during their asynchronous period.
	The definition, characteristics, structure, and elements of a Persuasive essay were discussed.	Handouts on sample thesis statements, sample Persuasive essay outline, and the rubric to be used for grading were posted on the class' Google Classroom.	
	Techniques in writing the different parts of a Persuasive essay were demonstrated to the students.		
	Sample well-written thesis statements, introduction, body, and conclusion were presented in class.		
	Pre-writing Stage	Composing Stage	Post-writing Stage
CO3	Motivational activity was provided to hook the students.	The students were instructed to write their essays during their asynchronous period.	The students were reminded to proofread their essay based on the rubric during their asynchronous period.
	The nature and purpose of Persuasive essays were discussed.	The teacher commented on the introductory part of each student's essay during their asynchronous period.	
	The steps in writing a good Persuasive essay and parts of a Persuasive essay were discussed.	Students composed the rest of the essay on their own.	
	A Mind Map activity was provided for students to brainstorm about the given topic.		

Table 5 Continued

Pre-writing Stage	Composing Stage	Post-writing Stage
Teacher presented a sample outline.		
Students were encouraged to ask questions.		
Students were instructed to continue writing their outline during their asynchronous period.		

Online Writing Class 1 (CO1)

The first class observed focused on writing a Literary Analysis Paper. In the first session, the teacher presented first the Performance Task to the students. After which, she introduced the definition, purpose, and nature of a Literary Analysis Paper through an Edpuzzle video. This interactive video was played in relation to the Literary Analysis Paper, and the students were tasked to watch the video silently and answer some open-ended questions embedded in the video. The questions focused on the purpose of writing a literary analysis paper as well as the skills needed to compose one. Then, the teacher discussed in detail the purpose of a literary analysis in understanding and appreciating a literary text as well as the skills needed in writing a literary analysis paper. After which, the teacher discussed the structure of a Literary Analysis Paper while showing a model essay that exemplifies the parts, structure, and content of a well-written literary analysis paper. Before the first session ended, the teacher introduced the literary texts that the

students needed to analyze. Then, to give the students an opportunity to practice their outlining skills, she asked the students to create an outline based on the sample Literary Analysis Paper, and this was done during their asynchronous period.

During the second session, the teacher continued the discussion on the structure of a Literary Analysis Paper. The students were tasked asynchronously to identify the parts of the outline of a literary analysis essay. They were asked to share their answers to the class through oral recitation. This is the *reverse outlining approach*. Based on the given essay, the teacher facilitated a discussion on the specific parts of the introduction, body, and conclusion as well as the function of each part. The students participated in the discussion orally by answering some guide questions for each part. After discussing each part of the paper, the teacher presented the steps in writing a Literary Analysis Paper. One of the steps in writing a literary analysis paper is writing a thesis statement. The teacher led the discussion of the definition and structure of an effective thesis statement. She also gave some samples of well-written and poorly written thesis statements. Then, the students were given a chance to critique each thesis statement sample and revise poorly written thesis statements using the Zoom annotation feature.

In the third session, the qualities and structure of a good outline were discussed. To discuss the topic in detail, the teacher facilitated a textual analysis activity where the students analyzed a model Literary Analysis essay by answering some guide questions for each part of the essay. The questions focused on the structure of the essay and the style of the writer as reflected on the Literary Analysis Paper. Based on the students' answers to the questions, they synthesized the discussion points by identifying the purpose of each

part of the outline and its contribution to the effectiveness of the essay. After analyzing the text, the teacher presented the important steps in writing an effective outline for a literary analysis essay.

The fourth session was also allotted for the pre-writing stage of the process approach to writing. After reading the texts for analysis during their asynchronous period, the students began writing their thesis statement and outline of their individual essay in class through the use of Google Docs. While the students were writing their essays, the teacher flashed the rubrics for grading on the screen. In addition, as the students were composing their thesis statement and outline, the teacher gave real-time feedback about their work on the Google Docs of each student.

In the last session, the teacher gave general feedback on the students' thesis statement and outline based on their output in the last synchronous session as well as the asynchronous period afterwards. Then, the students were instructed to write their first draft. While the students were writing their essays, the teacher gave real-time feedback on their work through Google Docs. Before the session ended, the teacher asked the students to reflect on the knowledge and skills they gained from a Literary Analysis Paper. Then, they were asked to share a part of the writing process which made sense to them the most. Lastly, the students were instructed to continue doing their draft during their asynchronous period and reminded them to proofread their work before submitting it. The writing instructions, rubric for grading, and deadline of submission were posted on the Google Classroom.

Online Writing Class 2 (CO2)

During the first writing session, the teacher facilitated a short review on persuasion as a skill and the purpose of a Persuasive essay. The teacher discussed the definition, characteristics, structure, and elements of a Persuasive essay. The teacher also demonstrated some techniques in writing the different parts of a Persuasive essay. Sample well-written thesis statements, introduction, body, and conclusion of a Persuasive essay were presented to class. The students were asked to justify what makes each part effective. Then, a formative assessment on writing an effective thesis statement for a given Persuasive essay topic was assigned to the students. The students accomplished this asynchronously via Google Docs, and the teacher gave her written feedback on the students' outputs asynchronously as well.

In the second session, a review on the different parts of an outline was facilitated by the teacher. After which, a sample Persuasive essay was discussed and analyzed in class. The teacher provided a short writing workshop in relation to thesis statement writing. In this activity, the students were tasked to identify the common errors that they see in each thesis statement example. Then, the students were tasked to accomplish a Mind Map worksheet where students were asked to brainstorm about possible topics for their Persuasive essay. The teacher checked each student's Mind Map worksheet to approve feasible and interesting Persuasive essay topics.

The students were tasked to compose their Persuasive essay during their asynchronous periods via Google Docs. The teacher monitored the writing progress of the students asynchronously from time to time. To guide the students in the accomplishment of the written task, they were given handouts, a sample persuasive essay, and rubric for

grading. The students were also reminded to proofread their work asynchronously before submitting their paper on the set deadline.

The students wrote their first draft during their asynchronous period. The teacher monitors their work regularly via Google Docs to check each student's writing progress. However, there were some students who began their written outputs on the date of the deadline, so the teacher was not able to give her feedback. For the post-writing stage, the students were instructed to proofread their work based on the rubric. They were also instructed to revise their work according to the given standards. There was no guarantee that the students performed any post-writing technique or strategy.

Online Writing Class 3 (CO3)

The session began with a motivational activity where students were asked to analyze the purpose and characteristics of the sample print advertisements flashed on the screen. They were instructed to look for the similarities among the given picture prompts and identify the common goal of these materials. Then, the connection between the goal of advertisements and the purpose of Persuasive essays was established. Afterwards, the teacher discussed the definition, goals, and qualities of a Persuasive essay.

The next part of the synchronous session focused on the steps in writing an effective persuasive essay followed by the guidelines to remember in drafting one. Then, the teacher provided a brainstorming activity where students answered some guide questions as they thought of a possible topic for their persuasive essay. Once the students got some ideas on what to write about, the teacher presented a sample outline and facilitated a brief discussion on the purpose, structure, and content of a good persuasive essay outline. Lastly, the

students were instructed to check their Google Classroom for their asynchronous task in Persuasive essay writing. They were instructed to write their outline and essay on Google Docs so that the teacher can give immediate feedback on their work.

After the session, the teacher guided the students in writing the introductory part of their essay asynchronously. The rubric for grading and the writing instructions were posted on the Google Classroom as well as the deadline of submission.

Due to the limited amount of time, the teacher was able to provide activities synchronously for the pre-writing stage of the process approach to writing. Because the teacher conducted a lecture-type of discussion, there was no opportunity for the students to show signs of understanding during the synchronous session. The writing of the essay was done asynchronously, but feedback was only given in the students' written introduction. The rest of the composition was written by the students on their own. The teacher was not able to give any post-writing activity or instructions via Google Classroom.

The teaching practices implemented in the three observed classes were also reflected on each teacher-participant's lesson plan (See Appendix I). Based on the document analysis conducted by the researcher, implemented more pre-writing activities in the synchronous classes, composing or drafting activities in both synchronous and asynchronous periods, and minimal post-writing activities asynchronously. The following table shows the summarized activities shown in the lesson plan:

Table 6.*Lesson Plan Activities*

	Pre-writing	Composing	Post-writing
Teacher A	Session 1 (sync): Word Association Discussion of Literary Analysis Paper EdPuzzle activity on Literary Analysis Session 2 (sync): Response Reflection activity Discussion of the Structure and Elements of a Literary Analysis Paper Formulating Thesis Statement Session 3 (async): Reading text for analysis Formulating Thesis Statement Session 4 (sync): Discussion on the Criteria for Good Writing Practice Writing on Thesis Statement and Outline	Session 7 (sync): Writing the first draft Reflective Writing Activity	Session 8 (Async) Proofreading Literary Analysis Paper Self-revision activity

Table 6 Continued

	Pre-writing	Composing	Post-writing
Teacher B	Session 1 (sync): Picture Prompt Discussion of the Characteristics, Purpose, and Elements of a Persuasive Essay Session 2 (async): Formulating Thesis Statement for their Persuasive Essay Session 3 (sync): Parts of an Outline Analysis of a Sample Persuasive Essay Writing Workshop Session 1 (sync): Discussion of the Definition, Parts, and Structure of a Persuasive Essay	Session 5 (async): Writing of the first draft	Session 5 (async): Proofreading their first draft Revising their first draft
Teacher C	Discussion of the steps in Writing a Persuasive Essay	Session 2 (sync): Writing the Introduction Session 3 (async): Writing the First Draft	

The three ESL online writing classes observed focused more on the pre-writing and composing stage of the process approach to writing (See Appendix J). Limited instructions

and activities were provided for the post-writing stage. Due to limited contact time in the online setup, the teachers tend to pay more attention to the early stage of the writing process and less attention to editing and revision. Since ODL follows a tight timeline as compared to face-to-face teaching modality, asking the students to revise their written work requires extra time and effort from them. Consequently, this affects the quality of student writing. According to Kinloch and Imig (2010), not being able to provide the students with opportunities to edit and revise their work can be detrimental to their development as writers because they tend to demonstrate “mediocrity rather than mastery”. With the failure to implement the post-writing stage successfully, the students fail to see their strengths and weaknesses as writers. In addition, they become less involved in the whole writing process, thus, making them more focused on accomplishing the written work rather than experiencing the writing journey.

In terms of providing feedback on student writing either in the pre-writing or composing stage of the process approach to writing, the modality used in the observed classes were both in oral and written form. Due to the physical distance between the teacher and the students, the variation in modality used in giving feedback plays a vital role in developing the students’ writing skills in the online environment. However, there is a need to further understand the “cognitive, social, and affective influences teacher responses exert on students as they write” to ensure that they use technology to their own advantage (Kim, 2004).

Lesson Exemplar

The following lesson plan exemplifies the generated teaching principles and practices in teaching writing in the online classroom:

Writing a Persuasive essay

Learning Objectives:

Knowledge

Learners will know the:

- 1.basic steps in writing. (explanation)
- 2.qualities of good writing. (explanation)
- 3.ways in expanding the thesis statement. (explanation)
- 4.techniques in writing an effective persuasive text. (explanation)

Skills

Learners will:

- 1.write effective thesis statements. (application)
- 2.construct a persuasive essay. (application)
3. use appropriate words, phrases, and clauses to link the major sections of the text. (application)
- 4.cite sources and references properly. (application)

Synchronous Sessions

FIRST SESSION (40minutes)

1. Motivation: Picture Prompt (5 minutes)

The teacher presents a famous online advertisement and asks selected students to identify the purpose and message of the ad.

Guide Questions:

- What is the advertisement all about?
- How does this ad make you feel?
- What techniques or strategies did the creator use to convey his/her message?

2. Lesson Proper (10 minutes)

The students share the following to the class:

- words/phrases they already know about persuasive writing
- new words/phrases they learned about persuasive writing
- words/phrases that they do not understand about persuasive writing

Guide questions:

- Why does one need to write an effective persuasive essay?
- How do we make our persuasive essays effective?

3. Guided Writing Activity

(20 minutes)

- The students are given a sample persuasive essay.
- Through the Reverse Outlining approach, the students identify the important parts of an effective Persuasive essay and identify what makes each part effective.
- Then, the students participate in thesis statement writing demonstration

4. Synthesis: Exit Pass (5 mins)

Selected students answer the question orally: “Why do we need to strengthen our persuasion skills?”

SECOND SESSION (40minutes)

1. Motivation: What’s the Order? (5 mins)

Students arrange the parts of a Persuasive essay outline. After the activity, students answer the following question in the chat box: Why is it important to have an outline or plan before writing?

2. Guided Writing Activity (15 mins)

Teacher presents a sample persuasive essay Thesis Statement. Then, the students provide the following:

- Hook
- Thesis Statement
- Supporting evidence #1
- Supporting evidence #2
- Supporting Evidence #3
- Implication or recommendation

Processing questions:

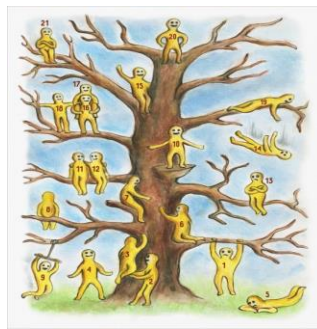
- What happens when one part of the essay is not related to another part?
- How does each part and their interplay contribute to the effectiveness of a persuasive essay?

3. Writing the Persuasive essay Thesis Statement and Outline (15 mins)

- The students choose one from the three Persuasive Topics they proposed in the asynchronous task. The teacher provides parameters or standards to help the students in making their choice (Relevance, Timeliness, Feasibility, Accessibility).
- The students create a topic outline of their Persuasive Essay.

4. Synthesis: Feelings Finder (5 mins)

Students are presented with the Blob Tree chart. Then, students pick the number of the figure that best mirrors how they feel about writing a persuasive essay and their submitted thesis statements. Volunteer students expound their answer orally.



THIRD SESSION (40 MINUTES)

1. Review (5 minutes)

The teacher gives general feedback on the students' output on Thesis Statement and Outline. The teacher reminds the class to check the individual feedback given to them asynchronously.

2. Writing Task (30 minutes)

The students write their persuasive essay following the outline they have created and taking into consideration the feedback that the teacher provided asynchronously.

3. Synthesis

The students are presented with the rubric of the Persuasive Essay task, and they choose which among the criteria can they confidently meet and which among the standards they might find to achieve. The teacher provides writing tips.

Asynchronous Tasks

Reading Assignment (20 mins)

Students read the Handout on the characteristics, purpose, and elements of a persuasive writing. The students highlight significant words/phrases from the text using the following color coding:

BLUE - words/phrases they already know about persuasive writing

RED - new words/phrases they learned about persuasive writing

YELLOW - words/phrases that they do not understand about persuasive writing

BRAINSTORMING ASSIGNMENT

(30 minutes)

The students are given the Performance Task description via G.R.A.S.P.S. (Goal, Role, Audience, Situation, Product, Standards).

The students are tasked to think of three possible topics that they want to write about. They write down the possible topics and their possible sources on the Semantic Web Digital Graphic Organizer provided by the teacher.

SELF-REVISION ACTIVITY

The students are instructed to set aside their first draft for a day so that they will be able to look at their essays with “new eyes”. For the meantime, the students read the digital handout on Revising Persuasive essays. They are given with a Revision Checklist:

Ideas

- Does my essay deal with a relevant and debatable topic?
- Is my opinion clearly developed with strong reasons?
- Do details (facts, examples, explanation) explain the reasons?

Organization

- Will my beginning paragraph get readers interested?
- Does the beginning paragraph state my opinion clearly?
- Do the middle paragraphs follow order of importance?

Voice

- Do I sound sincere and interested in the topic?
- Do I answer objections in a fair and polite manner?

Word Choice

- Have I used specific nouns and active verbs?

Sentence Fluency

- Do my sentences flow smoothly from one to another?
- Do I use transitions to connect ideas?

After the self-revision activity, the students are tasked to revise their essay and submit it on the set deadline.

The lesson exemplar exhibits three important considerations in teaching writing online: the implementation of the complete stages of the Process Approach to writing, the provision of guided writing activities during synchronous classes, and the intensification of the post-writing stage or the self-revision activity.

The three stages of the Process Approach to writing are given equal importance. The discussion of the structure, purpose, and elements of a Persuasive essay is given as part of the asynchronous task. The students are expected to activate their prior knowledge as they read the given handout as well as take note of the new concepts or clarifying questions regarding the topic. In this way, the students are equipped with the conceptual knowledge of Persuasive essay before the synchronous class. In addition, more time is allotted for the drafting or composing stage of the process approach to writing. In this way, the teacher will be able to guide the students as they write their first draft by providing immediate feedback and monitoring their writing progress. Though the self-revision activity was given asynchronously, the teacher provided a more detailed step-by-step procedure in revising and editing their first draft before the submission of the final paper.

As for the guided writing approach, the planned sessions give the students more opportunities to participate in developmental writing activities during the synchronous sessions. In this way, the teacher will be able to demonstrate what good writing is and provide tips on how to produce an effective essay through the creation of Thesis Statement, Outline, and Paragraph Development. Moreover, allowing the students to write their thesis statements and outline during the synchronous session ensures originality in the students'

written work, thus, making the students' writing process and development more authentic and valid.

The intensification of the post-writing stage of the process approach to writing is also present in the lesson exemplar. Because providing the rubric alone does not suffice in teaching the students how to revise their work, a more detailed step-by-step instruction is provided to guide the students in improving their first draft even without the teacher's direct instruction. The provision of various ways of revising a Persuasive essay as well as the Revision Checklist ensures that students know how to proofread their drafts asynchronously and revise their written output on their own.

Chapter 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter includes the summary of the study and findings, the limitations of the study, and the documentation of conclusions and recommendations to further enhance the online teaching of writing using the process approach to writing.

Summary of the Study

This study aims to determine the current teaching practices of Grade 9 ESL teachers in teaching writing through the Online Distance Learning modality as well as identify the teaching principles that guide them in the implementation of these teaching practices. The research method used in this study is the qualitative method specifically exploratory-descriptive case study design. The case study was participated in by three (3) Grade 9 teachers from two (2) private schools in Metro Manila. To gather the necessary data that answer the research questions, the researcher conducted individual interviews, online classroom observations, and document review. The data collected from the individual interviews were analysed using the thematic approach. The teaching practices implemented during the online writing class were noted and analysed using the unstructured method of data analysis. These data were triangulated with the reviewed lesson plans provided by the teachers observed. The identity of the research participants was treated with utmost confidentiality.

Summary of Results

The primary objective of this study was to identify the teaching practices that ESL teachers implement in a purely online writing class as well as the teaching principles that influence such practices. The following are the salient findings of this research study:

Practices in teaching ESL writing online

Influenced by the principles in teaching writing online, the teacher-respondents were able to implement various teaching strategies, activities, and approaches in their respective online writing classes. The research participants implemented varied pre-writing activities to prepare the students for the major writing task. The teachers conducted online lectures, lecture-type discussions, and demonstrations in order to provide structure to student writing. In addition, modelling and practice writing exercises were provided to guide the students as they harness their writing skills in preparation for the major writing task. These online classroom activities provided the students with an opportunity to familiarize themselves with the nature and purpose of the written task as well as plan for their originally written composition. The teacher also employed oral and written feedbacking techniques during the pre-writing and the composing stage of the process approach to writing. Using Google Classroom, most of the composing stage of the process approach to writing was done asynchronously while the post-writing stage - proofreading, editing, and revisions - was self-directed.

Principles in teaching ESL writing online

In this study, the research participants identified three teaching principles that ground their teaching practices in the online writing class: Providing structure to writing, implementing guided instruction, and giving timely and purposeful feedback.

The importance of providing structure to writing

The teacher-respondents value the importance of providing structure to writing in the online writing class. They firmly believe that, due to the nature of Online Distance Learning modality, teachers should be able to extensively provide the nature, purpose, elements, parts, and form of the written output so that they will have a clear grasp of what the writing task is all about and understand the criteria for good writing despite the limited teacher-student interaction in the online instruction. Providing them with the framework of the written output also enables the students to apply the rudiments of writing even when they are doing the writing task independently. In giving the students the structure to writing, the teachers are able to ensure that the students are able to apply the writing format and techniques as they write their own written output.

The value of guided practice in teaching writing online

The research participants consider guided instruction in teaching writing in the online class. Because of the physical distance between the teacher and the students, there is a limited amount of student engagement in online writing class. In order to engage the students in the writing process, the teachers should be able to provide developmentally appropriate writing activities that will provide the students with multiple opportunities to practice their writing skills. Guided instruction in the online writing class allows the

students to make decisions, take action, and reflect on their choices as writers as they are exposed to varied modelling techniques, developmental activities, and enrichment exercises in the online writing class.

The vital role of feedback in teaching writing online

The teachers recognize the value of giving immediate and purposeful feedback in teaching writing online. This means that the students' success in the writing process greatly depends on the timeliness and quality of feedback that they receive from the teacher. Whether done synchronously or asynchronously, students should be given timely, meaningful and purposeful feedback on how to improve their writing skills, thus, aiding them in the accomplishment of their written output. Providing online feedback enhances students' linguistic competence as well as their interest and confidence in writing, thus, improving their writing skills. The teachers are challenged to use the unique features of the online instruction environment to their advantage by designing synchronous/asynchronous activities and exploring different feedbacking techniques that meet the needs of online learners.

Implementation of teaching practices in the online writing class

The teaching practices were implemented both in synchronous classes and asynchronous periods. The discussion of the nature, purpose, and structure of the text type in focus were discussed through a lecture-type of discussion. Sample essays were also provided synchronously and asynchronously that served as models of well-written texts. Practice writing exercises were done synchronously and asynchronously. During the

synchronous sessions, the students were given opportunities to revise thesis statements and write their outlines. Students were also given asynchronous tasks where they were instructed to write effective thesis statements and outline in preparation for their major writing task. The composition of their essays was done asynchronously. The discussion and modelling of sample texts were taught during the synchronous session, but the application of writing concepts and skills were done during the asynchronous periods. In order to guide the students in the accomplishment of their written task, the teachers provided feedback by commenting on the online document of each student through Google Docs and by providing the rubric for grading. This way, they are able to assist the students even outside of class.

Limitations

Due to the sudden shift to Online Distance Learning in the Philippines and the adverse effects of the pandemic on the educational setup, limitations of this study were identified.

First, due to the research sites' strict compliance to the Data Privacy Agreement, it was challenging for the researcher to obtain more reliable data to answer the research questions. For the individual interviews, the research participants did not agree with the audio-recording of the session. The schools also did not allow recording the synchronous classes during the online class observations. These limitations have impacted the accuracy of the research data collected.

Second, with lesser interaction between the teacher and the students as well as the limited resources used for online teaching, the researcher was unable to conduct more online classroom observations. When DepEd identified the Most Essential Learning Competencies (MELCS) to be followed by the Philippine schools, the teachers were also compelled to teach the most significant topics and implement only the significant activities to ensure complete coverage of content and skills.

Conclusions

Based on the findings of the study, three concluding points were drawn.

First, the teaching principles of today's online writing teachers are influenced by the needs and characteristics of today's online learners as well as the distinct nature of Online Distance Learning. The teachers take into account the readiness of the students in accomplishing the written output independently, so they put more effort in preparing the students on how to accomplish the written task. But, amidst the changes in the teaching of writing through the ODL modality, the teachers chose to integrate the principles of teaching writing which they have learned and practiced even before the pandemic.

Second, the teaching practices implemented in the online writing class are bounded by the limited number of synchronous classes and limited time for teacher-student interaction. Because of this, the teachers opted to provide short and simple motivational activities and a few practice writing opportunities during synchronous classes. They use the asynchronous periods for the students to compose their written output independently. To guide the students in the writing process, teachers give written feedback on the students'

written work. Because of the limited teacher-student interaction in the online teaching modality, the classroom becomes more teacher-centered rather than student-centered. As online teachers, they choose to ensure that the important concepts, guidelines, and framework are given during the synchronous sessions so that the students will be able to do the written task asynchronously even on their own. In addition, using online collaborative tools aids in the success of teaching writing online. Collaborative writing tools such as Google Docs and Google classroom enable the teachers to monitor the students' writing progress and to give timely and purposeful feedback even during the composing stage of the writing process. Unfortunately, the students were not given a chance to proofread and revise their work under the teacher's supervision. Thus, self-management skills are really vital in the successful completion of the writing task.

Lastly, teachers implemented more teaching practices during the pre-writing stage of the process approach to writing. Providing immediate and purposeful feedback during the pre-writing and composing stage play a significant role in teaching writing in the online classroom. Comments and suggestions on how to improve student writing should be given during synchronous sessions to direct the students in the accomplishment of the written tasks. Providing feedback on the students' drafts asynchronously is also vital in guiding the students during the writing process due to limited teacher-student interaction and teacher-initiated practice writing activities. Consequently, students are expected to compose, proofread, and revise their written output mostly on their own.

Recommendations

Based on the findings and conclusions presented, three recommendations are suggested.

First, exploration on other teaching principles that ground the teachers' practices in the online writing class can be done by widening the scope of the study to more institutions, both private and public.

Second, a research study on the effectiveness of the teaching practices on the students' writing development and success can be conducted in order to further improve the teaching and learning process in the online writing class.

Lastly, teachers should intensify the process approach to writing even in the online classroom. They need to utilize both synchronous and asynchronous periods in implementing the pre-writing, composing, and post-writing stage.

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Appendix A

Individual Interview Questions

The following questions underwent a three-step validation process (Review of Related Literature, Self-reflection and Self-interview, and Semi-Structured Interview with a Highly Experienced Teacher):

1. How many years have you been teaching English as a Second Language?
2. What are your guiding principles in teaching writing in your English Writing class?
Direct Instruction (discussion of concepts and essay's features), Modelling, Process, Guided Practice
3. What teaching practices do you implement in both synchronous and asynchronous classes as you teach the process approach to writing? revisions, modelling, structure, process
4. Why do you implement such teaching practices? What factors do you consider in implementing these teaching practices in the online class?
5. What are the expected learning outcomes for this English writing lesson?
6. What teaching practices will be offered to the students during the synchronous and asynchronous online sessions?
7. What can the observer expect the instructor to be doing synchronously and asynchronously?
8. What are the indicators that the students have met the goals?

APPENDIX B

Observation checklist

The following classroom observation checklist underwent a three-step validation process (Review of Related Literature, Self-reflection and Self-interview, and Semi-Structured Interview with a Highly Experienced Teacher):

1. What are the learning goals of the lesson or topic?
2. What online teaching practices did the teacher implement during the Prewriting stage of the process approach to writing?
3. What online teaching practices did the teacher implement during the Writing stage of the process approach to writing?
4. What online teaching practices did the teacher implement during the post-writing stage of the process approach to writing?
5. What are the expected learning outcomes in both the synchronous and asynchronous English writing classes?
6. How did the teacher-participant implement the process approach to writing through the online teaching modality?
7. How are the teacher-participant's pedagogic principles reflected on the synchronous and asynchronous English writing classes?

APPENDIX C

CONSENT TO BE PART OF A RESEARCH STUDY

1. KEY INFORMATION ABOUT THE RESEARCHERS AND THIS STUDY

Study title: *Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers*

Principal Investigator: Krissel Joy A. Sabado, Ma. Ed. in English Language Teaching

Faculty Advisor: Dr. Ma. Jhona B. Acuña, Dean of the Faculty of Arts and Languages

I am **Krissel Joy A. Sabado**, a graduate student of the Philippine Normal University. I am doing research on the *Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers*. I would like to invite you to be a participant of this research study. To help you decide whether you are going to participate or not, I am going to give you the significant information about the study.

1.1 Key Information

Things you should know about the research study:

- The purpose of the study is to determine the current teaching practices or methodologies of Grade 9 ESL teachers in teaching writing online as well as identify the teaching principles that guide them in the implementation of these teaching practices.

- If you choose to participate, you will be asked to participate in an individual interview during the First Quarter of School Year 2021-2022 at your preferred video conference tool and most available time. Then, you will be observed by the researcher in your synchronous writing class and your asynchronous writing tasks. Data gathering process will take approximately five to six months.
- Your participation in the study will greatly contribute to the continuous development in the teaching of ESL writing in the classroom, thus increasing teacher effectiveness in conducting online writing class and improving the learners' writing skills amidst the shift in the teaching modality.

Taking part in this research project is voluntary. You can stop at any time. Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

2. PURPOSE OF THE STUDY

The purpose of the study is to determine the current teaching practices of Grade 9 English teachers in teaching writing online and developing the writing skills of Grade 9 students through the process approach to writing, and how these teaching practices are implemented in the online teaching modality. Moreover, this study aims to identify the teaching principles that influence them in applying these teaching practices in the synchronous and asynchronous activities.

3. WHO CAN PARTICIPATE IN THE STUDY

3.1 Who can take part in this study?

The research participants should have been ESL teachers for at least three years in their current academic institution. The participants are all licensed teachers and are given outstanding performance rating in their respective schools.

3.2 How many people are expected to take part in this study?

There are four (4) Grade 9 ESL teachers who will participate in this research study. These four (4) participants will come from three (3) different schools within Metro Manila: two teachers are from a school that caters to EFL (English as a First Language) learners, and the other two are from schools that cater to ESL (English as a Second Language) learners.

4. INFORMATION ABOUT STUDY PARTICIPATION

4.1. What will happen to the research participant in this study?

- You will participate in a 40-minute to one-hour interview with the researcher at your preferred video conference tool and most available time. The researcher will ask open-ended questions, and your answers will be recorded through an audio recorder. Your personal information shall be kept anonymous.

- You will be observed by the researcher during your chosen synchronous and asynchronous writing classes. The synchronous and asynchronous observations shall be recorded through a written journal.
- The researcher will ask for a hardcopy of the lesson plan you used in the synchronous and asynchronous class observation. All identifiers that provide the information about the school and the participant shall be removed from the learning plan.

4.2 How much of my time will be needed to take part in this study?

The individual interview shall be conducted during the first quarter of School Year 2021-2022. Then, the synchronous and asynchronous observations shall take place during the second or third quarter of the same school year.

5. How could I benefit if I take part in this study? How could others benefit?

You may not receive any personal benefits from being in this study. However, others may benefit from the knowledge gained from this study. Your participation in the study will greatly contribute to the continuous development in the teaching of ESL writing through the online teaching modality, thus, increasing teacher effectiveness and student achievement in this new normal. Moreover, the results of the study will be shared to the participants and to the community where the research was conducted.

6. PROTECTING AND SHARING RESEARCH INFORMATION

ANY INFORMATION ABOUT THE RESEARCH PARTICIPANT WILL NOT BE DISCLOSED.

6.1 How will the researchers protect my information?

In the individual interview, the researcher shall not ask from the research participant any information or data that can be linked to individual identity. No information shall be recorded that will determine the identity of the research participant.

During synchronous and asynchronous class observations, any information that can be linked to the research participant shall not be included nor recorded in the written journal.

After the online observations, the researcher shall secure a copy of the lesson plan used by the research participant. Any information that can be linked to the identity of the research participant and the school shall not be indicated nor recorded in the learning plan used during the synchronous and asynchronous class observations.

6.2 What will happen to the information collected in this study?

We will not keep your name or other information that can identify you and the school directly.

The results of this study could be published in an article or presentation, but will not include any information that would let others know who you are.

The data gathered from the research shall be kept in a digitally secured device and shall be stored until the presentation of the final research paper.

7. CONTACT INFORMATION

Who can I contact about this study?

Please contact the researchers listed below to:

- Obtain more information about the study
- Ask a question about the study procedures
- Report an illness, injury, or other problem (you may also need to tell your regular doctors)
- Leave the study before it is finished
- Express a concern about the study

Principal Investigator: Krissel Joy A. Sabado

Email: krisseljoy07@gmail.com

Phone: 09173055056 / 09285214102

Faculty Advisor: Dr. Ma. Jhona B. Acuña

Email: acuna.mjb@pnu.edu.ph

Phone: 09175094307

8. YOUR CONSENT

Consent/Assent to Participate in the Research Study

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. I will give you a copy of this document for your records. If you have any questions about the study after you sign this document, you can contact the researcher using the information in Section 7.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

Print Legal Name: _____

Signature: _____

Date of Signature (mm/dd/yy): _____

9. OTHER CONSENT

9.1. Consent to use audio recording for purposes of this research.

This study involves audio recording. If you do not agree to be audio recorded, you can still take part in the study.

_____ Yes, I agree to be audio recorded.

_____ No, I do not agree to be audio recorded.

Print Legal Name: _____

Signature: _____

Date of Signature (mm/dd/yy): _____

9.2. Consent to use lesson plan used during the classroom observation for document analysis

I give permission to use my lesson plan I created for the classroom observation as part of the research to be used in publications, presentations or for educational purposes.

_____ Yes

_____ No

Print Legal Name: _____

Signature: _____

Date of Signature (mm/dd/yy): _____

Appendix D

CLASSROOM OBSERVATION DATA AND NOTES

CHECKLIST	ODL CLASS 1	ODL CLASS 2	ODL CLASS 3
Learning Goals	- Identify the nature and purpose of a Literary Analysis Essay - Formulate an effective thesis statement - Draft an effective outline - Compose a well-written Literary Analysis	- Identify the nature and purpose of a Persuasive essay - Formulate an effective thesis statement - Draft an effective outline - Compose an originally written persuasive essay - Reflective thinking activity	- Identify the nature and purpose of a Persuasive essay - Identify the structure of a persuasive essay - Compose an originally written persuasive essay

	Essay		
Teaching Practices for the Prewriting Stage	• Video Analysis • Lecture • Modeling of Thesis Statement and Outline writing • Reverse Outlining • Collaborative writing	• Lecture • Modeling of effective and ineffective thesis statements • Practice writing • Brainstorming activity	• Lecture • Brainstorming activity
Teaching Practices for the Composing Stage	• Collaborative writing (asynchronous) • Asynchronous feedbacking	None	• Collaborative writing (asynchronous)

Teaching Practices for the Post Writing Stage	• Reflective thinking strategy	None	None
Teaching Principles evident in the classroom instruction	Guided practice Process approach Importance of feedback	Guided practice Process approach Importance of feedback	Guided writing Importance of feedback

9-PETV

obj: Literary Analysis paper

1. MOTIVATION:

- 2-3 ~~words~~ ^{phrases} = word association
picture prompt

thru: 6 slides

- Highlight developing idea thru
Brainstorming & Listing of ideas

2. PRESENTATION OF PETA

3. GIVING OF INSTRUCTIONS for WRITING TASK

4. PRESENTATION OF DEFINITION, PURPOSE OF LIT ANALYSIS PAPER

thru-VIDEO PROMPT & Ed puzzle

5. Processing video

surface level
deeper meaning

6. Presentation of Structure of Lit Analysis modelling

MOTIVATION

- word association about the pic
thru-Zoom annotation- of Disney
movie

OBJECTIVES

- Presentation of Lit Analysis
thru Ed puzzle
- parse of video and answer
~~write~~ questions

• Presentation of PETA

• modeling of thesis statements

• showing of rubrics

• presentation of structure

Intro
Body
Conclusion } also modelling

6,976.05 /

1877 /

2000 /

- asking questions
about the task
- synthesis

~~How to~~ writing a literary Analysis Paper

9 Parts

- Review of definition & purpose of Lit Analysis
 - Oral recitation
- Presenting Structure of Lit Analysis paper thru modelling & lecture (HOOK, OVERVIEW, THESIS STATEMENT)
- Demonstrating how to write thesis statement thru modelling and ~~lecture~~
- ~~Demonstrating~~ ~~How to write~~ ~~Body~~
 - Body
 - topic sentence
 - textual evidence
 - concluding statement

- Measure the definition & purpose of thesis statement
- Five types of ineffective thesis statement
 - thru-modelling ~~lecture~~
 - scientific questioning
- Analysis of sample thesis statements if effective or ineffective

~~Demonstrating how to~~

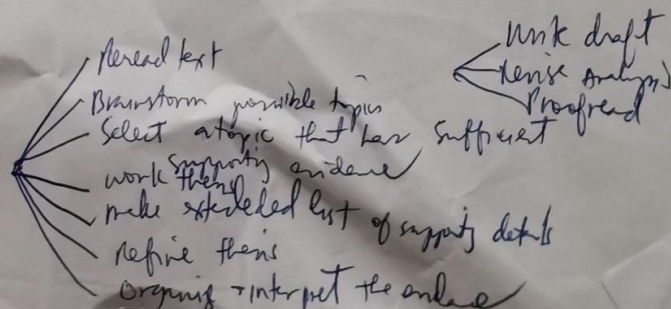
- ~~show~~ Explaining the structure of conclusion

- Nested thesis

- Recap

- Clincher

- Steps in writing the literary Analysis paper



Appendix E

Asynchronous Tasks

 **FA 1.4.1 Thesis Statement Proposal** 

Jessica Anne Reyes • Aug 27 (Edited Aug 27)

5 points Due Sep 1, 3:00 PM

Good afternoon!

Attached below are the instructions and answer sheet for FA 1.4.1 Thesis Statement Proposal. Make sure to turn in your work on or before September 1, 2021.
Remember: The thesis statement is a prerequisite for the outline.

Should have questions, please feel free to send it to me during the designated hours on school days. Thank you and take care!

 **FA 1.4.1 Thesis Statement**
Google Docs

 **FA 1.4.2 Outline** 

Jessica Anne Reyes • Sep 6 (Edited Sep 8)

15 points Due Sep 9, 3:00 PM

Good day!

Please accomplish FA 1.4.2 Outline using the template below. Make sure to delete the descriptors (the one within the brackets) once you are done with filling out the GDoc. Should you have questions, feel free to ask me via chat box (during the sync session) or via email.

Thank you!

 **FA 1.4.2 Outline**
Google Docs



SA 1.3 Literary Analysis



Jessica Anne Reyes • Sep 16

25 points

Due Sep 30, 4:00 PM

Good afternoon!

This is where you will turn in your SA 1.4 Literary Analysis Paper. Moreover, you will find the following materials in this post:

- SA 1.4 Literary Analysis Template
- SA 1.4 Updated instructions

Take note of the following considerations as you accomplish this assessment:

1. Review the document [SA 1.4 Updated instructions](#). Pay attention to the reminders especially the rubric.
2. Using the GDoc titled [SA 1.4 Literary Analysis Template](#), write your draft of the essay. Then, rename your copy of the file. Follow this format: CN Last Name, First Name (Ex. 35 Reyes, Jessica Anne)
3. Once you are done writing your full-length essay, evaluate it based on the [Self-Evaluation Sheet](#). Assess your work honestly. Then, revise your essay based on your evaluation. Here is the GForm: <https://forms.gle/6RefSMY238KCNJudA>
4. Click "Turn in" to submit your work.

Should you have questions, please feel free to send it to me via email. You may also schedule a study hall session with me if you deem it necessary. Thank you very much!



Rubric: 7 criteria • 25 pts

SA 1.3 Literary Analysis Tem...

SA 1.3 Literary Analysis Tem...
Google Docs



SA 1.3 Updated Instructions....
PDF

Directions:

Try your hand at writing a persuasive letter. You are the SK Chairman in your community and you will be writing a letter to your fellow youth about the importance of staying at home and observing the minimum health protocols. Make use of the markers for persuasion.

no pressure



APPENDIX F

Sample Synchronous Presentations



BEFORE WRITING PERSUASIVE ESSAY

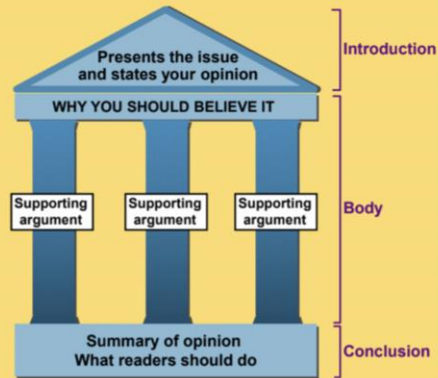
1. Choose a topic.

- Wearing of face shield
- Wearing of Face mask
- The banning of underage students in using Tiktok
- Resuming face to face class
- "Breakfast is the most important meal of the day"

2. Plan and organize. Create an outline.

Basics in a Box

Persuasive Essay at a Glance



RUBRIC

A successful persuasive essay should

- clearly state the issue and the write's position on it in the introduction.
- consider the audience.
- support the position with facts, statistics, and reasons
- show clear reasoning
- conclude with a summary of your position or a call to action

Identify the correct sequence
of these parts of an outline.

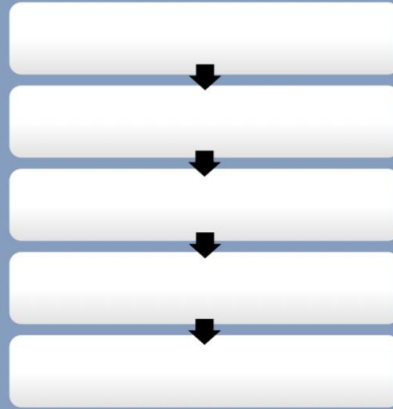
a. introduction

b. clincher

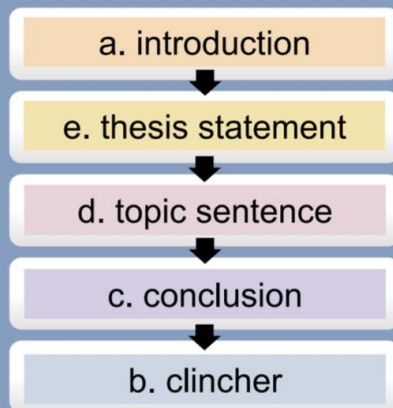
c. conclusion

d. topic sentence

e. thesis statement



Answer:
AEDCB



APPENDIX G

SAMPLE ASYNCHRONOUS TASK MATERIALS

CN:
Name:

Section:

Thesis Statement Proposals - Persuasive Essay

Directions:

Construct two thesis statement proposals for your SA 2.1 Persuasive Essay. In making your thesis statement, make sure to construct it with the following:

- **subject** (issue: gendered toys, stereotypes in ads, or beauty pageants)
- **controlling idea** (your stand on the issue), and
- **two supporting arguments** (reasons why you support or refute the issue).

Remember, a thesis statement should be stated in **one sentence only**.

Sample thesis statement:

Fast food is harmful because it rapidly increases weight and causes high blood pressure.

TS PROPOSAL 1:

TS PROPOSAL 2:

CN:	Name:	Section:
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Directions: Complete this mind map of your persuasive essay by typing your answers on the corresponding boxes.

Title (2 points):

Topic Sentence 1 (2 points):

At least three (3) supporting details facts, statistics, direct quotes from credible sources, etc.; at least 3 entries (2 points):

-
-
-

Topic Sentence 2 (2 points):

At least three (3) supporting details facts, statistics, direct quotes from credible sources, etc.; at least 3 entries (2 points):

-
-
-

Asynchronous Task – Media and Writing

In preparation for SA 2.1 Persuasive Essay, accomplish the following tasks:

1. Choose one of the three articles below. Read your chosen article.
 2. Evaluate your stand on the issue (stereotype in ads, gendered toys, beauty pageants) by gathering information about it and reflecting on the corresponding guide questions.
-

Issues/Topics and articles:

Issue 1: Presence of stereotypes in ads

Article: *'Harmful' gender stereotypes in adverts banned*
<https://www.bbc.com/news/business-48628678>

Guide questions:

- Do the stereotypes in ads/commercials promote gender sensitivity? Why or why not?
- Cite two arguments to support your answer.

Issue 2: Gendered Toys

Article: *This grade 1 student is untroubled by gender stereotypes on children's toys*
<https://www.rappler.com/moveph/grade-1-student-gender-stereotypes-children-toys-learning-module>

Guide questions:

- Do gendered toys promote gender sensitivity? Why or why not?
- Cite two arguments to support your answer.

APPENDIX H

Interview Edited Transcription

TRANSCRIPTION	CODES
Interviewee 1: Revision is an important stage in the writing process. The students have to experience applying corrections and listening to feedback and rewriting their paper based on the feedback. I believe in the importance of providing models or samples so students will be guided as to what is expected from them. They will be guided as they write their essays. The importance of providing structure in their writing as this will serve as a skeleton of their composition, and they will know the expected output. Writing involves a process. Students should be able to go back and forth to the stages in writing in order for them to produce a better version of their output. Due to time constraints, the students were not able to revise their work. But if ever time will allow, I would like to intensify the post-writing stage in the online writing class. In asynchronous, the students are able to revise their thesis and outline based on our feedback. Then the students draft their essay based on the feedback given to the thesis and outline. But students no longer	Feedback Guide Model Structure Process

receive feedback in their final essay. For modeling, the students are provided with sample essays, both for synchronous and asynchronous. The sample essay is discussed in detail during their synchronous session. For structure, we will be providing a reverse outlining activity where students are given a sample essay, and then they create an outline out of the text asynchronously. They have to identify the thesis statement, main points and supporting details based on the given text. During the synchronous feedbacking session, the correct outline is discussed, misconceptions are corrected, and questions are elicited from the students. For process approach, we give the students an opportunity to share their thoughts about the given general topic, and this is done synchronously. Then, they write their thesis statement (formative assessment 1) and outline (FA2) asynchronously. After which, feedback is given to the thesis and outline (sync and async). Once feedback is given, students write their essay asynchronously. Lastly, we evaluate the essay based on the rubric. Aside from my principles as a teacher, time is another factor that we	
---	--

consider in implementing the teaching practices in the online classroom. We also take into consideration the writing skills of the students. There is still room for improvement in terms of familiarization of writing terms (thesis statement, hook, etc.) as well as the writing style. We also consider the students' level of maturity. Grade 9 students have to be given more prompts to guide them in choosing their topic and writing their essay.	
Interviewee 2: The first thing that came to my mind is direct instruction. This means that we provide a detailed structure of the writing task, review of the writing process, a model or sample essay showing what good writing is, and a guided practice on how to write their essay. This guided practice includes the formulation of thesis statements and the creation of their outline. The teacher gives feedback on these outputs before the students draft their essays. Students are strongly reminded that they cannot proceed to the writing of their draft unless their thesis statement and outline are approved. However, due to time constraints, we were not able to provide an opportunity for students to revise their essays. I find writing as something challenging. Not everyone can be an effective	Structure Guide Feedback Model

writer. With this, I should closely monitor and guide the students during the writing process. The guided practice will prepare the students in writing their essays independently. For the Direct Instruction, I first ask the students to review the stages of the process approach to writing. I also discuss the features and nature of the writing tasks. I also provide the students an opportunity to do brainstorming through motivational activities and visual prompts. During the asynchronous period, I make sure that I am also online and I collaborate with them through Google Docs. I give immediate feedback on their thesis statement and outline. For modeling, we provide the students with sample outlines and essays to guide them in the writing of their output. We also try to discuss these samples during synchronous class to correct misconceptions or errors. However, we are not able to give handouts of sample essays asynchronously. For the process approach to writing, I guide them in the brainstorming of possible topics for their essay. I also ensure that students are provided with synchronous and asynchronous periods where they can write their thesis and	
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outline. Rubrics are also discussed to ensure that students know the standards or expected output. While they are writing asynchronously, I visit their Google Docs. Then, during the synchronous session, I give the class general comments and feedback about their essays. However, due to time constraints, they were not able to have an opportunity to proofread and revise their work synchronously and asynchronously. Though the students are reminded to proofread their work before submitting, they do revisions in their own time. Undergoing the process can also help in the accomplishment of an effectively written essay. Other factors considered in teaching writing are time (focus on the essential), standards set by the school, students' level of competency.	
I honestly am not aware of the principles I am using in teaching neither I am sure if I have one, but when I teach writing I elicit first their prior knowledge on the topic. I elicit their prior knowledge by providing real-life situations where the writing skills can be applied. After eliciting their prior knowledge, I introduce the writing topic. I discuss with the learners the structure of the written output, the skills needed in accomplishing such, and the step-by-step procedure in writing the task. After the discussion, I give them time to ask questions about the lesson. After the synchronous session,	structure guide

I give them the instructions for their asynchronous task and let them do what they are supposed to do. I monitor their progress by making myself available for consultations asynchronously. Because they have to accomplish the major writing task on their own, I make myself available during asynchronous periods to guide them in drafting their essay's introduction part. From there, the students accomplish the rest of the paper on their own. I observe these teaching practices because I believe that as a writing teacher I have to ensure that students submit written works that are of quality. In order to ensure their quality of work, my students should be provided with all the concepts that they need to understand the writing task and the writing skills it requires. But it should not stop there. As a writing teacher, my students should be well guided and monitored both in synchronous and asynchronous periods, so that they will produce written works that are of quality. Doing the same practice in an online class is quite challenging, but one of the factors I consider now would probably be the distance between my students and I. In a face to face class, it's easier to correct their work immediately, but now, I have to patiently wait and consider those who are late in submitting their works.	
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APPENDIX I

Lesson Plans

ICA DAY2.jpg	
I. Objectives:	
At the end of the lesson, the learners are expected to:	
a. be familiar with a persuasive essay	
b. how to write a persuasive essay	
c. make an outline	
d. compose their own persuasive essay	
II. Content (Subject Matter)	
• Writing a Persuasive Essay	
III. Learning Resources	
• Ribo, L.M., et al (2016). <i>Language in Literature: Afro-Asian Literature</i> . Quezon City, Vibal Group, Inc.	
• Vsmart	
IV. MOTIVATION/REVIEW/ PRE-ASSESSMENT TASK:	
• Picture Analysis	
- The teacher shows different pictures with one thing in common: The pictures all use the act of persuasion	
V. LESSON PROPER/DISCUSSION:	
• Pre-writing:	
A. Discussion of the following:	
Definition of Persuasive Essay	
Parts of a Persuasive Essay	
How to Write a Persuasive Essay	
B. Planning the Persuasive Essay:	
brainstorming and choosing the topic	
making an outline	

- **Writing:**

- types of appeal to be used
 - use of Emphasis Markers for persuasion

- **Post-Writing:**

- Peer Evaluation

VI. VALUES INTEGRATION:

- Journal Writing: In persuading others, one convinces the other to believe that his opinion is the best, but what if there is an opposite position? How does one reject the other's stand respectfully? How should the other accept the rejection?

**VII. SYNTHESIS/
GENERALIZATION:**

Activity: 1-2-3 Pass

- Students think of a word that will best describe their understanding of the lesson. They will then exchange answers with one or two classmates, the owner will then form a sentence using the words on his paper.

**VIII. EVALUATION:
(Formative or Summative)**

- Performance Task: Persuasive Essay

Topic Title	Learning Objectives	Synchronous Activities	Asynchronous Activities	Resources
Date/s: August 31 - September 8, 2021 Topic/s: Academic Honesty, Note-taking Skill: Citing Sources	Knowledge Learners will know the: 1. process approach to writing. (explanation) 3. qualities of good writing (explanation). 4. ways in writing an outline. (explanation) 5. guidelines to observe in order to write a comprehensive thesis statement. (explanation) 6. importance of citing sources. (explanation) 7. correct way to cite sources. (explanation) 8. features and guidelines in writing a literary analysis paper. (explanation) Skills Learners will: 1. organize ideas logically. (application) 2. compose an effective thesis statement. (application) 3. make a comprehensive outline. (application)	DAY 3: INTRODUCTION TO LITERARY ANALYSIS WRITING 1. Opening Prayer (1 min) c/o the Prayer Leader 2. Motivation: Write About (8 minutes) Through Google Slides, the learners are tasked to list 2-3 words or phrases they know about the picture presented to them. CONCEPT 1: Cinderella 1. She has a stepmother and stepsisters. 2. She danced with a charming stranger at the Royal Ball. 3. It is written by William Shakespeare. CONCEPT 2: Snow White 4. She is a Disney princess. 5. She formed a friendship with seven dwarfs. 6. The Evil Queen gave her a poisonous apple to eat. • The teacher processes and asks the questions: - How did you come up with the ideas about the concept? - What is the importance of developing and organizing ideas in the process of writing?	DAY 3: FA 1.4.1 - Thesis Statement 40 mins via Google Docs The learners construct a thesis statement for their literary analysis paper.	1. Google Forms 2. Padlet 3. Google Docs 4. EdPuzzle

	4. use in-text citations. (application) 5.support citations by preparing a reference list. (application) 6. cite sources correctly. (application) Values Learners will manifest: 1. perseverance in aiming to write effectively. (self-knowledge) 2. patience in writing their drafts. (self-knowledge) 3. determination in finishing their written output. (self-knowledge) 4. show respect for intellectual property rights by acknowledging citations. (empathy) 5. self- reflection and awareness on the literary features as they write an analysis paper. (self-knowledge)	4. Presentation of Content (25 mins) The following topics are covered in the discussion: • Discussion of SA 1.3: Literary Analysis Paper • Literary Analysis Paper - What is Literary Analysis? - What is the purpose of constructing a literary analysis paper? - What is the structure in constructing a literary analysis paper? - How is the writing process relevant in constructing a literary analysis paper? - What are the fundamental differences between a “thoughtful” and a “thoughtless” critique? 5. Activity Through EdPuzzle, the learners watch a video presentation about literary analysis and within the video, the learners are then tasked to answer the questions provided. LINK: https://edpuzzle.com/media/60d09d575928214166bc431d 6. Synthesis: Share A Thought Through Wakelet, the learners answer the questions: - How will you describe your writing process? - How can writing a literary analysis help you in your future writing?	
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		[E1, R] 7. Closing Prayer (1 min) DAY 4: LITERARY ANALYSIS WRITING - THESIS STATEMENT 1. Opening Prayer (1 min) c/o the Prayer Leader 2. Motivation: Reflect and Respond (5 mins) The teacher presents a Response Reflection Card and the learners think of their favorite story (<i>it could be from a book, series, or film</i>), they are then tasked to answer and complete 3 phrases from the cards. SAMPLE PHRASES: 1. If I could change one thing about the story, I would change... 2. I can relate to the story because... 3. The most surprising part of the story was... The teacher processes and asks the leading questions: - Is reflection necessary for good and effective writing? 4. Presentation of Content (30 mins) The following topics are covered in the discussion: • Literary Analysis Paper - How to construct a literary analysis paper?		
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		- What elements of literature are necessary in literary analysis writing? - How to determine if someone is summarizing or analyzing? • Thesis Statement - What is a thesis statement? - What are the characteristics of a good thesis statement? - How do you construct a literary thesis statement? - Why is it necessary to include a thesis statement in a literary analysis paper? 5. Synthesis: What's Your Strongest Point? (5 mins) Through Mentimeter, the learners choose a value under any TEd JEEPGY Pillar and they are then tasked to construct a statement on the chosen value. • The teacher processes and ask the question: - How can your chosen value be seen in your writing process? [E1] 7. Closing Prayer		
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Topic Title	Learning Objectives	Synchronous Activities	Asynchronous Activities	Resources
Cycle: 1 Date/s: November 22-December 2 Topic/s: Cyberbullying, Persuasive Writing	<u>Knowledge</u> Learners will know the: 1. key concepts of media. 2. that the media portrays different sectors of society (explanation). 3. effects of media to society. (explanation) 4. impact of cyberbullying to individuals. (explanation) 5. basic steps in writing. (explanation) 6. qualities of good writing. (explanation) 7. ways in expanding the thesis statement. (explanation) 8. techniques in writing an effective persuasive text. (explanation) <u>Skills</u> Learners will: 1. discuss the different media portrayals of various groups in the society. (application) 2. write effective thesis statements. (application) 3. construct a persuasive essay. (application)	Meeting 3 (40minutes) Persuasive Essay Discussion 1 Via Zoom 1. Motivation: Picture Prompt (10 mins) The teacher presents print and online advertisements and asks selected students to identify the purpose and message of the ads. Guide Questions: • What is the advertisement all about? • How does this ad make you feel? • What is the tone of this ad? • How did the advertisement capture your attention? • If you were the owner of the product, how would you persuade the people to buy it? 2. Discussion (25 mins) Teacher discusses the following in relation to persuasive essay: • characteristics • purpose • elements Guide questions: • Why does one need to write an effective persuasive essay? • How do we make our persuasive essays effective? 3. Synthesis: Exit Pass (5 mins) Selected students answer the question orally:	Meeting 2: FA 2.1.1 Thesis Statement (20 mins) Students submit FA 2.1.1 Thesis Statement. The students are given three days to accomplish this task.	1. 5 Core Concepts of Media http://www.medialit.org/sites/default/files/14B_CCKQPoSter+5essays.pdf 2. Async Task: Read gender-related articles: https://drive.google.com/file/d/1E_57A77iymO4eFhhxdqkPuOGXe1hwPd/_view?usp=sharing 3. Rabiya Mateo's Final Walk: https://www.youtube.com/watch?v=tzhSwgV7Y8E 4. Cyberbullying: https://www.unicef.org/end-violence/how-to-stop-cyberbullying 5. Feelings Finder-Blob Tree: https://themindsjournal.com/wp-content/uploads/sites/2/2017/12/blob.jpg 6. Sample ad: Coca-Cola https://wordstream-files-prod.s3.amazonaws.com/s3fs-public/images/media/images/persuasive-ads-coca-cola.jpg 7. Sample ad: Chegg pillow https://i.ytimg.com/vi/80Dy3-5Hp6I/maxresdefault.jpg 8. Digital Citizenship:

	4. use appropriate words, phrases, and clauses to link the major sections of the text. (application) 5. cite sources and references properly. (application) Values Learners will manifest: 1. perseverance in accomplishing all the tasks and activities. (empathy) 2. open-mindedness in absorbing new information. (self-knowledge) 3. responsibility as they realize the impact of media to society (self-knowledge) 4. sensitivity to possible cases of cyberbullying and/or discrimination. (empathy) 5. sympathy and compassion to victims of cyberbullying. (empathy) 6. sensitivity for gender issues as they write essays related to Gender Equality (empathy)	"How can persuasive writing aid or be applied in real-life contexts?" (Modified EQ3) [E1] Meeting 4 (40minutes) Persuasive Essay Discussion 2 Via Zoom 1. Motivation: What's the Order? (5 mins) Students arrange the parts of an outline After the activity, students answer the following questions in the chat box: <i>Why is it important to have an outline or plan before writing?</i> 2. Analysis of a Sample Persuasive Essay (15 mins) Teacher presents a sample persuasive essay. Then, a short recall of its parts, tone, and purpose will be done. Guide questions: • How did the writer persuade the readers to believe his/her opinion? • What key elements of a persuasive essay do you see in this sample? 3. Persuasive Essay Workshop (15 mins) The teacher discusses the common errors when writing thesis statements. Afterwards, learners may ask questions and clarifications regarding their submitted thesis statements. 4. Synthesis: Feelings Finder (5 mins)	https://online.maryville.edu/online-bachelors-degrees/liberal-studies/digital-citizenship-and-netiquette-a-teachers-guide/ 9. Infographic-Cyberbullying: https://www.adl.org/media/4684/download
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		Students are presented with the Blob Tree chart. Then, students pick the number of the figure that best mirrors how they feel about writing a persuasive essay and their submitted thesis statements. Volunteer students expound their answer orally.  https://themindsjournal.com/wp-content/uploads/sites/2/2017/12/blob.jpg		
Cycle: 2 (Meeting 1 only) Date/s: December 2-9 Topic/s: Persuasive Writing	<u>Knowledge</u> Learners will know the: 1. key concepts of media. 2. that the media portrays different sectors of society (explanation). 3. effects of media to society. 4. (explanation) 5. impact of cyberbullying to individuals. (explanation) 6. basic steps in writing. (explanation) 7. qualities of good writing. (explanation) 8. ways in expanding the thesis statement. (explanation)	Meeting 1 (40minutes) Persuasive Essay Workshop Via Zoom 1. Motivation: Virtual Clapping Game Students answer questions about persuasive essay writing. Virtual clap buttons must be used to be recognized. Sample questions: • What part of an essay gives the readers a bird's eye view of the writer's opinion and supporting arguments? -Thesis statement • What essay defends an opinion or takes a	SA 2.1 Persuasive Essay Writing Students work on their persuasive essay due on the first meeting of Cycle 9 (deadline is December 15; instructions were given around November 22-Dec 2).	1. 2.

	9. techniques in writing an effective persuasive text.(explanation) <u>Skills</u> Learners will: 1. discuss the different media portrayals of various groups in the society. 2. (application) 3. write effective thesis statements. (application) 4. construct a persuasive essay. (application) 5. use appropriate words, phrases, and clauses to link the major sections of the text. (application) 6. cite sources and references properly. 7. (application) <u>Values</u> Learners will manifest: 1. perseverance in accomplishing all the tasks and activities. (empathy) 2. open-mindedness in absorbing new information. (self-knowledge) 3. responsibility as they realize the impact of media to society (self-knowledge) 4. sensitivity to possible cases of cyberbullying	stand on an issue in order to convince others? • Persuasive essay • What is the best way to avoid academic dishonesty? - Cite your sources • What point of view is suggested when writing academic papers to set an objective yet convincing tone? - Third person 2. Preparing the Outline/Mind Map Teacher posts the template for FA 2.1.2 Mind Map on Google Classroom. Then, students plan their paper using the said document. 3. Synthesis: Think-Share Students answer the question "In what areas of your academic or professional life can you use academic writing?" [E1]		
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APPENDIX J

SAMPLE DOCUMENT REVIEW

Learning Plan - Persuasive Essay Writing

Pre-writing
(Free writing)

Topic Title	Learning Objectives	Synchronous Activities	Asynchronous Activities	Resources
Cycle: 1 Date/s: November 22-December 2 Topic/s: Cyberbullying, Persuasive Writing	<u>Knowledge</u> Learners will know the: 1. key concepts of media. 2. that the media portrays different sectors of society (explanation). 3. effects of media to society. (explanation) 4. impact of cyberbullying to individuals. (explanation) 5. basic steps in writing. (explanation) 6. qualities of good writing. (explanation) 7. ways in expanding the thesis statement. (explanation) 8. techniques in writing an effective persuasive text. (explanation) <u>Skills</u> Learners will: 1. discuss the different media portrayals of various groups in the society. (application) 2. write effective thesis statements. (application) 3. construct a persuasive essay. (application)	Meeting 3 (40minutes) Persuasive Essay Discussion 1 Via Zoom 1. Motivation: Picture Prompt (10 mins) The teacher presents print and online advertisements and asks selected students to identify the purpose and message of the ads. Guide Questions: • What is the advertisement all about? • How does this ad make you feel? • What is the tone of this ad? • How did the advertisement capture your attention? • If you were the owner of the product, how would you persuade the people to buy it? 2. Discussion (25 mins) Teacher discusses the following in relation to persuasive essay: • characteristics • purpose • elements Guide questions: • Why does one need to write an effective persuasive essay? • How do we make our persuasive essays effective? 3. Synthesis: Exit Pass (5 mins) Selected students answer the question orally:	Meeting 2: FA 2.1.1 Thesis Statement (20 mins) Students submit FA 2.1.1 Thesis Statement. The students are given three days to accomplish this task. Pre-writing (hook) Pre-writing (lecture)	1. 5 Core Concepts of Media http://www.medialit.org/sites/default/files/14B_CCKOPoster+5essays.pdf 2. Async Task: Read gender-related articles: https://drive.google.com/file/d/1E_5ZA77iymQ4eFbhxdgkPuQGxe1hwPd/vi?usp=sharing 3. Rabiya Mateo's Final Walk: https://www.youtube.com/watch?v=tzhSwgV7Y8E 4. Cyberbullying: https://www.unicef.org/end-violence/how-to-stop-cyberbullying 5. Feelings FINDER-Blob Tree: https://themindsjournal.com/wp-content/uploads/sites/2/2017/12/blob.jpg 6. Sample ad: Coca-Cola https://wordstream-files-prod.s3.amazonaws.com/s3fs-public/images/media/images/persuasive-ads-coca-cola.jpg 7. Sample ad: Chegg pillow https://i.ytimg.com/vi/80Dy3-5Hp6I/maxresdefault.jpg 8. Digital Citizenship:

	4. use appropriate words, phrases, and clauses to link the major sections of the text. (application) 5. cite sources and references properly. (application) <u>Values</u> Learners will manifest: 1. perseverance in accomplishing all the tasks and activities. (empathy) 2. open-mindedness in absorbing new information. (self-knowledge) 3. responsibility as they realize the impact of media to society (self-knowledge) 4. sensitivity to possible cases of cyberbullying and/or discrimination. (empathy) 5. sympathy and compassion to victims of cyberbullying. (empathy) 6. sensitivity for gender issues as they write essays related to Gender Equality (empathy)	"How can persuasive writing aid or be applied in real-life contexts?" (Modified EQ3) [E1] Meeting 4 (40minutes) Persuasive Essay Discussion 2 Via Zoom 1. Motivation: What's the Order? (5 mins) Students arrange the parts of an outline After the activity, students answer the following questions in the chat box: <i>Why is it important to have an outline or plan before writing?</i> 2. Analysis of a Sample Persuasive Essay (15 mins) Teacher presents a sample persuasive essay. Then, a short recall of its parts, tone, and purpose will be done. <u>Guide questions:</u> • How did the writer persuade the readers to believe his/her opinion? • What key elements of a persuasive essay do you see in this sample? 3. Persuasive Essay Workshop (15 mins) The teacher discusses the common errors when writing thesis statements. Afterwards, learners may ask questions and clarifications regarding their submitted thesis statements. 4. Synthesis: Feelings Finder (5 mins)	Pre-writing (modelling) Pre-writing (modelling) Pre-writing (Lecture) Pre-writing (Modelling) Pre-writing (Feedback)	https://online.maryville.edu/online-bachelors-degrees/liberal-studies/digital-citizenship-and-netiquette-a-teachers-guide/ 9. Infographic-Cyberbullying: https://www.adl.org/media/4684/download
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		Students are presented with the Blob Tree chart. Then, students pick the number of the figure that best mirrors how they feel about writing a persuasive essay and their submitted thesis statements. Volunteer students expound their answer orally.  https://themindsjournal.com/wp-content/uploads/sites/2/2017/12/blob.jpg [E1, R]	pre-writing (reflection)	
Cycle: 2 (Meeting 1 only) Date/s: December 2-9 Topic/s: Persuasive Writing	<u>Knowledge</u> Learners will know the: 1. key concepts of media. 2. that the media portrays different sectors of society (explanation). 3. effects of media to society. 4. (explanation) 5. impact of cyberbullying to individuals. (explanation) 6. basic steps in writing. (explanation) 7. qualities of good writing. (explanation) 8. ways in expanding the thesis statement. (explanation)	Meeting 1 (40minutes) Persuasive Essay Workshop Via Zoom 1. Motivation: Virtual Clapping Game Students answer questions about persuasive essay writing. Virtual clap buttons must be used to be recognized. Sample questions: • What part of an essay gives the readers a bird's eye view of the writer's opinion and supporting arguments? -Thesis statement • What essay defends an opinion or takes a	SA 2.1 Persuasive Essay Writing Students work on their persuasive essay due on the first meeting of Cycle 9 (deadline is December 15; instructions were given around November 22-Dec 2).	1. 2. composing stage

	9. techniques in writing an effective persuasive text.(explanation) <u>Skills</u> Learners will: 1. discuss the different media portrayals of various groups in the society. 2. (application) write effective thesis statements. 3. (application) construct a persuasive essay. 4. (application) use appropriate words, phrases, and clauses to link the major sections of the text. 5. (application) cite sources and references properly. 6. (application) 7. (application) <u>Values</u> Learners will manifest: 1. perseverance in accomplishing all the tasks and activities. (empathy) 2. open-mindedness in absorbing new information. (self-knowledge) 3. responsibility as they realize the impact of media to society (self-knowledge) 4. sensitivity to possible cases of cyberbullying	stand on an issue in order to convince others? - Persuasive essay • What is the best way to avoid academic dishonesty? - Cite your sources • What point of view is suggested when writing academic papers to set an objective yet convincing tone? - Third person 2. Preparing the Outline/Mind Map Teacher posts the template for FA 2.1.2 Mind Map on Google Classroom. Then, students plan their paper using the said document. 3. Synthesis: Think-Share Students answer the question "In what areas of your academic or professional life can you use academic writing?" [E1]		pre writing (brainstorming)
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	and/or discrimination. (empathy) 5. sympathy and compassion to victims of cyberbullying. (empathy) 6. sensitivity for gender issues as they write essays related to Gender Equality (empathy)			
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Appendix K

PERMISSION LETTERS

May 11, 2021

(Name of Principal)

Principal

Dear _____:

Greetings!

I am Krissel Joy A. Sabado, currently taking Master of Arts in Education major in English Language Teaching at the Philippine Normal University. I am in the process of writing my Thesis Paper entitled **Teaching ESL Writing Online: A Case Study of Selected Grade 9 ESL Teachers**.

My research study aims to determine the current teaching practices of Grade 9 ESL teachers in teaching English writing skills to Junior High School students through online learning as well as identify the teaching principles that guide them in the implementation of these teaching practices. This study will greatly contribute to the continuous development in the teaching of English writing through the online teaching modality, thus, increasing teacher effectiveness and student achievement.

As a former teacher of this institution, I have witnessed the school's continuous effort to innovate curriculum instruction and develop new learning pedagogies that will cater to the needs and

interests of the students of today. My experiences as a classroom teacher in this beloved institution has formed me into the kind of educator I am now.

With this, I would like to build a partnership with you by allowing me to conduct an online interview and class observation in your school specifically with the licensed Grade 9 English teacher/s who has been given a permanent employment status and has received an outstanding performance rating by their supervisor. The interview will be conducted in the First Quarter of School Year 2021-2022 whereas the class observations will be conducted in the Second Quarter of the same school year.

In the online interview session, the participant will identify and describe the online teaching practice/s they implement in both synchronous and asynchronous English writing classes. The participant will also be asked to give the teaching principles behind such practices. The session will be recorded by the researcher through a video conference tool.

For the class observation, I will be observing both the synchronous and asynchronous English writing classes handled by the Grade 9 teacher/s. During the synchronous class observation, I will be accompanied by the teacher-participant's English area supervisor/coordinator. I will record my observations through a written journal. After which, I will take note of the asynchronous tasks that the teacher-participant will give to his/her students.

To validate the online teaching practices noted and observed during the synchronous and asynchronous classes, I will be asking for a copy of the lesson plan used by the teacher-participant

in the observed classes. To ensure the confidentiality of the document, the teacher-participant will be asked to remove the face sheets containing identifiers (e.g., name of the teacher and all information about the school).

Rest assured that the name and location of the school, identity of the teacher, and other information about the research participant will remain anonymous and will not appear on the research paper. Also, I will ensure that the data gathered from the research procedures mentioned above shall be treated with strict confidentiality and utmost respect.

Attached herewith are the interview questions and observation checklist that I will utilize as I gather the necessary data for my research study.

To establish a strong partnership with you, I am very much willing to share with you the results of this study after the finalization of my Thesis Paper. I am hoping for your approval regarding this matter. I am looking forward to having a strong partnership with you in this academic endeavour.

Thank you for your time! God bless you!

Sincerely Yours,

A handwritten signature in black ink, appearing to read 'Krissel Joy A. Sabado', with a stylized, cursive script.

Krissel Joy A. Sabado

Researcher

Appendix L

SIGNED CONSENT FORMS

CONSENT TO BE PART OF A RESEARCH STUDY

1. KEY INFORMATION ABOUT THE RESEARCHERS AND THIS STUDY

Study title: *Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers*

Principal Investigator: Krissel Joy A. Sabado, Ma. Ed. in English Language Teaching

Faculty Advisor: Dr. Ma. Jhona B. Acuña, Dean of the Faculty of Arts and Languages

I am **Krissel Joy A. Sabado**, a graduate student of the Philippine Normal University. I am doing research on the *Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers*. I would like to invite you to be a participant of this research study. To help you decide whether you are going to participate or not, I am going to give you the significant information about the study.

1.1 Key Information

Things you should know about the research study:

- The purpose of the study is to determine the current teaching practices or methodologies of Grade 9 ESL teachers in teaching writing online as well as

identify the teaching principles that guide them in the implementation of these teaching practices.

- If you choose to participate, you will be asked to participate in an individual interview during the First Quarter of School Year 2021-2022 at your preferred video conference tool and most available time. Then, you will be observed by the researcher in your synchronous writing class and your asynchronous writing tasks. Data gathering process will take approximately five to six months.
- Your participation in the study will greatly contribute to the continuous development in the teaching of ESL writing in the classroom, thus increasing teacher effectiveness in conducting online writing class and improving the learners' writing skills amidst the shift in the teaching modality.

Taking part in this research project is voluntary. You can stop at any time. Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

2. PURPOSE OF THE STUDY

The purpose of the study is to determine the current teaching practices of Grade 9 English teachers in teaching writing online and developing the writing skills of Grade 9 students through the process approach to writing, and how these teaching practices are implemented in the online teaching modality. Moreover, this study aims to identify the teaching

principles that influence them in applying these teaching practices in the synchronous and asynchronous activities.

3. WHO CAN PARTICIPATE IN THE STUDY

3.1 Who can take part in this study?

The research participants should have been ESL teachers for at least three years in their current academic institution. The participants are all licensed teachers and are given outstanding performance rating in their respective schools.

3.2 How many people are expected to take part in this study?

There are four (4) Grade 9 ESL teachers who will participate in this research study. These four (4) participants will come from three (3) different schools within Metro Manila: two teachers are from a school that caters to EFL (English as a First Language) learners, and the other two are from schools that cater to ESL (English as a Second Language) learners.

4. INFORMATION ABOUT STUDY PARTICIPATION

4.1. What will happen to the research participant in this study?

- You will participate in a 40-minute to one-hour interview with the researcher at your preferred video conference tool and most available time. The researcher will ask open-ended questions, and your answers will be recorded through an audio recorder. Your personal information shall be kept anonymous.
- You will be observed by the researcher during your chosen synchronous and asynchronous writing classes. The synchronous and asynchronous observations shall be recorded through a written journal.
- The researcher will ask for a hardcopy of the lesson plan you used in the synchronous and asynchronous class observation. All identifiers that provide the information about the school and the participant shall be removed from the learning plan.

4.2 How much of my time will be needed to take part in this study?

The individual interview shall be conducted during the first quarter of School Year 2021-2022. Then, the synchronous and asynchronous observations shall take place during the second or third quarter of the same school year.

5. How could I benefit if I take part in this study? How could others benefit?

You may not receive any personal benefits from being in this study. However, others may benefit from the knowledge gained from this study. Your participation in the study will greatly contribute to the continuous development in the teaching of ESL writing through

the online teaching modality, thus, increasing teacher effectiveness and student achievement in this new normal. Moreover, the results of the study will be shared to the participants and to the community where the research was conducted.

6. PROTECTING AND SHARING RESEARCH INFORMATION

ANY INFORMATION ABOUT THE RESEARCH PARTICIPANT WILL NOT BE DISCLOSED.

6.1 How will the researchers protect my information?

In the individual interview, the researcher shall not ask from the research participant any information or data that can be linked to individual identity. No information shall be recorded that will determine the identity of the research participant.

During synchronous and asynchronous class observations, any information that can be linked to the research participant shall not be included nor recorded in the written journal.

After the online observations, the researcher shall secure a copy of the lesson plan used by the research participant. Any information that can be linked to the identity of the research participant and the school shall not be indicated nor recorded in the learning plan used during the synchronous and asynchronous class observations.

6.2 What will happen to the information collected in this study?

We will not keep your name or other information that can identify you and the school directly.

The results of this study could be published in an article or presentation, but will not include any information that would let others know who you are.

The data gathered from the research shall be kept in digitally secured device and shall be stored until the presentation of final research paper.

7. CONTACT INFORMATION

Who can I contact about this study?

Please contact the researchers listed below to:

- Obtain more information about the study
- Ask a question about the study procedures
- Report an illness, injury, or other problem (you may also need to tell your regular doctors)
- Leave the study before it is finished
- Express a concern about the study

Principal Investigator: Krissel Joy A. Sabado

Email: krisseljoy07@gmail.com

Phone: 09173055056 / 09285214102

Faculty Advisor: Dr. Ma. Jhona B. Acuña

Email: acuna.mjb@pnu.edu.ph

Phone: 09175094307

8. YOUR CONSENT

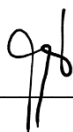
Consent/Assent to Participate in the Research Study

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. I will give you a copy of this document for your records. If you have any questions about the study after you sign this document, you can contact the researcher using the information in Section 7.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

Print Legal Name:

Signature:

A handwritten signature in black ink, consisting of a stylized 'J' followed by a vertical line and a small flourish.

Date of Signature (mm/dd/yy): _____ July 13,
2021 _____

9. OTHER CONSENT

9.1. Consent to use audio recording for purposes of this research.

This study involves audio recording. If you do not agree to be audio recorded, you can still take part in the study.

_____ Yes, I agree to be audio recorded.

☒ No, I do not agree to be audio recorded.

Print Legal Name: _____ Jessica Anne Carandang

Reyes _____

Signature:  _____

Date of Signature (mm/dd/yy): _____ July 13,
2021 _____

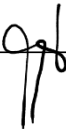
9.2. Consent to use lesson plan used during the classroom observation for document review

I give permission to use my lesson plan I created for the classroom observation as part of the research to be used in publications, presentations or for educational purposes.

☒ Yes

☐ No

Print Legal Name: _____

Signature: _____


Date of Signature (mm/dd/yy): _____ July 13,
2021

CONSENT TO BE PART OF A RESEARCH STUDY

1. KEY INFORMATION ABOUT THE RESEARCHERS AND THIS STUDY

Study title: *Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers*

Principal Investigator: Krissel Joy A. Sabado, Ma. Ed. in English Language Teaching

Faculty Advisor: Dr. Ma. Jhona B. Acuña, Dean of the Faculty of Arts and Languages

I am **Krissel Joy A. Sabado**, a graduate student of the Philippine Normal University. I am doing research on the *Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers*. I would like to invite you to be a participant of this research study. To help you decide whether you are going to participate or not, I am going to give you the significant information about the study.

1.1 Key Information

Things you should know about the research study:

- The purpose of the study is to determine the current teaching practices or methodologies of Grade 9 ESL teachers in teaching writing online as well as identify the teaching principles that guide them in the implementation of these teaching practices.

- If you choose to participate, you will be asked to participate in an individual interview during the First Quarter of School Year 2021-2022 at your preferred video conference tool and most available time. Then, you will be observed by the researcher in your synchronous writing class and your asynchronous writing tasks. Data gathering process will take approximately five to six months.
- Your participation in the study will greatly contribute to the continuous development in the teaching of ESL writing in the classroom, thus increasing teacher effectiveness in conducting online writing class and improving the learners' writing skills amidst the shift in the teaching modality.

Taking part in this research project is voluntary. You can stop at any time. Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

2. PURPOSE OF THE STUDY

The purpose of the study is to determine the current teaching practices of Grade 9 English teachers in teaching writing online and developing the writing skills of Grade 9 students through the process approach to writing, and how these teaching practices are implemented in the online teaching modality. Moreover, this study aims to identify the teaching principles that influence them in applying these teaching practices in the synchronous and asynchronous activities.

3. WHO CAN PARTICIPATE IN THE STUDY

3.1 Who can take part in this study?

The research participants should have been ESL teachers for at least three years in their current academic institution. The participants are all licensed teachers and are given outstanding performance rating in their respective schools.

3.2 How many people are expected to take part in this study?

There are four (4) Grade 9 ESL teachers who will participate in this research study. These four (4) participants will come from three (3) different schools within Metro Manila: two teachers are from a school that caters to EFL (English as a First Language) learners, and the other two are from schools that cater to ESL (English as a Second Language) learners.

4. INFORMATION ABOUT STUDY PARTICIPATION

4.1. What will happen to the research participant in this study?

- You will participate in a 40-minute to one-hour interview with the researcher at your preferred video conference tool and most available time. The researcher will ask open-ended questions, and your answers will be recorded through an audio recorder. Your personal information shall be kept anonymous.

- You will be observed by the researcher during your chosen synchronous and asynchronous writing classes. The synchronous and asynchronous observations shall be recorded through a written journal.
- The researcher will ask for a hardcopy of the lesson plan you used in the synchronous and asynchronous class observation. All identifiers that provide the information about the school and the participant shall be removed from the learning plan.

4.2 How much of my time will be needed to take part in this study?

The individual interview shall be conducted during the first quarter of School Year 2021-2022. Then, the synchronous and asynchronous observations shall take place during the second or third quarter of the same school year.

5. How could I benefit if I take part in this study? How could others benefit?

You may not receive any personal benefits from being in this study. However, others may benefit from the knowledge gained from this study. Your participation in the study will greatly contribute to the continuous development in the teaching of ESL writing through the online teaching modality, thus, increasing teacher effectiveness and student achievement in this new normal. Moreover, the results of the study will be shared to the participants and to the community where the research was conducted.

6. PROTECTING AND SHARING RESEARCH INFORMATION

ANY INFORMATION ABOUT THE RESEARCH PARTICIPANT WILL NOT BE DISCLOSED.

6.1 How will the researchers protect my information?

In the individual interview, the researcher shall not ask from the research participant any information or data that can be linked to individual identity. No information shall be recorded that will determine the identity of the research participant.

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Principal Investigator: Krissel Joy A. Sabado

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Email: acuna.mjb@pnu.edu.ph

Phone: 09175094307

8. YOUR CONSENT

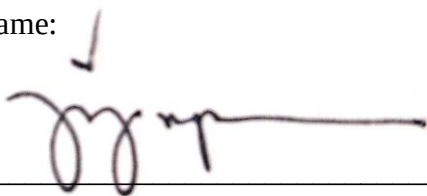
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I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

Print Legal Name:

Signature: _____

A handwritten signature in blue ink, consisting of a stylized 'M' followed by a horizontal line.

Date of Signature (mm/dd/yy): JULY 13, 2021

9. OTHER CONSENT

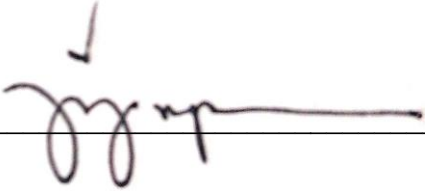
9.1. Consent to use audio recording for purposes of this research.

This study involves audio recording. If you do not agree to be audio recorded, you can still take part in the study.

_____ Yes, I agree to be audio recorded.

___/___ No, I do not agree to be audio recorded.

Print Legal Name:

Signature: _____


Date of Signature (mm/dd/yy): JULY 13, 2021

9.2. Consent to use lesson plan used during the classroom observation for document analysis

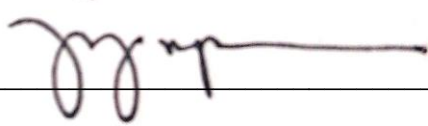
I give permission to use my lesson plan I created for the classroom observation as part of the research to be used in publications, presentations or for educational purposes.

___/___ Yes

_____ No

Print Legal Name:

Signature: _____

✓


Date of Signature (mm/dd/yy): JULY 13, 2021

CONSENT TO BE PART OF A RESEARCH STUDY

1. KEY INFORMATION ABOUT THE RESEARCHERS AND THIS STUDY

Study title: *Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers*

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Things you should know about the research study:

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4.2 How much of my time will be needed to take part in this study?

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Email: krisseljoy07@gmail.com

Phone: 09173055056 / 09285214102

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Phone: 09175094307

8. YOUR CONSENT

Consent/Assent to Participate in the Research Study

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. I will give you a copy of this document for your records. If you have any questions about the study after you sign this document, you can contact the researcher using the information in Section 7.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

Print Legal Name:

Signature:

A handwritten signature in black ink, appearing to be 'C. Acuna'.

Date of Signature (mm/dd/yy): 01/27/22

9. OTHER CONSENT

9.1. Consent to use audio recording for purposes of this research.

This study involves audio recording. If you do not agree to be audio recorded, you can still take part in the study.

_____ Yes, I agree to be audio recorded.

/ No, I do not agree to be audio recorded.

Print Legal Name:

Signature:

A handwritten signature in black ink, appearing to be 'J. H. H.' or similar, written over a faint horizontal line.

Date of Signature (mm/dd/yy): 01/27/22

9.2. Consent to use lesson plan used during the classroom observation for document analysis

I give permission to use my lesson plan I created for the classroom observation as part of the research to be used in publications, presentations or for educational purposes.

/ Yes

_____ No

Print Legal Name:

Signature:

A handwritten signature in black ink, appearing to be 'J. Smith' or similar, written in a cursive style.

Date of Signature (mm/dd/yy): 01/27/22

APPENDIX M

Communication Letters

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 epdc@pnu.edu.ph www.pnu.edu.ph		Index No.	PNU-MN-2016-EPR-FM-019
		Issue No.	01
		Rev. No.	01
		Date:	09-24-2018
		Page	1 of 2
EPR	RESEARCH REPORT REVIEW RESULTS	QAC No.	CC-09242018-026

BASIC INFORMATION

Reference Number: ¹	
REC Code: ²	
Title:	Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers
Researcher's Name/Project Leader and Designation/ Affiliation:	Krissel Joy A. Sabado
Research Team Members: (If Team Research)	

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 epfdc@pnu.edu.ph www.pnu.edu.ph		Index No.	PNU-MN-2016-EPR-FM-019
		Issue No.	01
		Rev. No.	01
		Date:	09-24-2018
		Page	2 of 2
EPR	RESEARCH REPORT REVIEW RESULTS	QAC No.	CC-09242018-026

INSTRUCTIONS:

To the Researcher/Research Team:

Please be informed of the summary of the results of the ethics review process done on your research report by the REC.

Aspects of the Proposal for Revision/s	Page/Paragraph	Specific Comments/ Recommendations
1. All data collected in the study are openly stated together with the specific details and sources (e.g. proper referencing and citations) to guarantee replicability of the research in the future.	pp. 80-83 Appendix C to E pp. 88-81 Appendix F	Include sample raw data, transcript of interviews, sample of data analysis, important letters/communication in the appendices.
2. Disclosure of any or other substantive conflict of interest that might be construed to influence the results or interpretation of the report (e.g. employment, consultancies, honoraria, paid expert testimony, patent application or registration, and grants and other funding).		
Aspects of the Proposal for Revision/s	Page/Paragraph	Specific Comments/ Recommendations
3. Protection of privacy and confidentiality of participants' information are shown.	pp. 94-95 Appendix G Protecting and Sharing Information	How about in the informed consent, is it included? The orientation process of gathering data
4. Informed consent process was observed. (i.e. application of the principle of respect, who may solicit consent, how and when it will be done, who may give consent especially in case of special population like minors, or indigenous people which require additional clearances).	pp. 92-110 Appendix G Signed Consent Forms	Attach a signed Informed Consent Form by a participant as proof.
5. If the study involved vulnerable population (e.g. children, the elderly, ethnic and racial minority groups, the homeless, prisoners, people with incurable diseases) a discussion which addressed ethical issue/s with the vulnerable population is shown.		

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 epfdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-019
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	2 of 2
EPR	RESEARCH REPORT REVIEW RESULTS	QAC No. CC-09242018-026

6. If the study involved the participation of children, the procedure of obtaining assent is provided.		•
7. Authorship was limited to those who have significantly contributed to the conception, design execution, or interpretation of the reported study. Individuals who have made significant contribution should be listed as co-authors. Others who have participated in certain substantive aspects of the project were acknowledged or listed as contributors.		•
8. Information about the impact of the research on the community where the research occurs and/or to whom findings can be linked is presented.		•

<u>Dr. TERESITA T. RUNGDUIN (SGD)</u> Signature over Printed Name Secretary, REC	<u>January 27, 2022</u> Date
_____ Signature over Printed Name REC Chair/Vice Chair/Regular Member	_____ Date

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 epdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPR	CLEARANCE TO PROCEED	QAC No.	CC-09242018-023

BASIC INFORMATION

REC Code:	05072021-122
Research Proposal Title:	Teaching ESL Writing Online: A Case Study of Selected Grade 9 ESL Teachers
Researcher / Project Leader and Designation/Affiliation:	Krissel Joy A. Sabado

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **May 7, 2021**


Dr. TERESITA T. RUNGDUIN
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 ▲ eprdc@pnu.edu.ph ▲ www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CERTIFICATE OF COMPLIANCE	QAC No. CC-09242018-027

BASIC INFORMATION

REC Code:	01282022-010
Title of the Research Project/Thesis/Dissertation:	Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers
Researcher/Project Leader and Designation/Affiliation:	Krissel Joy A. Sabado

The following items [✓] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☒ Thesis
- ☐ Dissertation
- ☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **January 28, 2022**


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



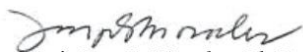
AUTHENTICITY RESULT

Date of Release: January 28, 2022
Result Code: 2022-0834
Submission ID: 1749870693
Title of Output: Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers
Author (s): Krissel Joy Sabado

Authenticity Report:

Similarity Report: 10%

- Interpretation: A similarity of 10% means that 10% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (19%), publications (9%), and student papers (16%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).


Marie Paz E. Morales, Ph.D.
Director



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	Issue No.	00
	Rev. No.	02
	Date:	10/08/18
	Page	1/3
	D.C. No.	CC10082018-322
GResO	Revision Oral Defense Summary Of Comments	

Student: Krissel Joy A. Sabado

Program: Ma. Ed. ELT

Date of Oral Defense: July 14, 2022

Comments/Suggestions/Recommendations	Action Taken	Page no. reflecting the changes done	Panelist who suggested
Provide theoretical perspectives in the Conceptual Paradigm	The researcher added three theoretical perspectives in the Conceptual Paradigm: Siemen's Theory of Connectivism (for online learning), Cognitive Process Theory (for process approach to writing), and Theory of Contrastive Rhetoric (for learner's characteristics and needs).	pp. 35 - 38	Dr. Marquez and Dr. David
Provide more research literature from previous studies in the Literature Review	The researcher added research studies that support the concepts included in the Literature Review.	p. 10 (Study of Rosas, 2010) p. 16 (Study of Johnson, 2013) p. 17 (Study of Nigh, 2021) p. 18 (Study of Nunan, 2003 and Weinroth, 2018) p. 19 (Study of Wilson, 2012) p. 20 (Study of Harvie, 2021) p. 24 (Study of Revilla, 2021 and Rhendal, 2010) p. 25 (Study of Stewart, 2014 and Smith, 2014)	Dr. Amarles

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

		p. 26 (Study of Castner, 2000) p. 27 (Study of Dorsey (2014) p. 28 (Study of Jayaratne & Moore, 2017) p. 29 (Study of Wilkins, 2015 and Warni, 2016) p. 30 (Study of Hunt-Barron, 2011) p. 32 (Study of Palombo, 2011 and Wilkins, 2015)	
Ensure alignment between conceptual paradigm with teaching writing online	The conceptual paradigm was revised. From having three major constructs to two major constructs, the researcher focused on the relationship between the pedagogic principles in teaching writing online and the practices in teaching ESL writing. The three factors that shape the pedagogic principles were also contextualized in the online teaching-learning modality.	p. 34	Dr. Amarles and Dr. Marquez`
Revise the order of the Research Questions and revise the third Research Question.	The Research Question focusing on the Teaching Practices was placed in number 1 and the Research Question focusing on the Teaching Principles was placed in number 2. The third Research Question was revised from "How do the Grade 9 ESL teachers implement the teaching practices in the online writing class?" to "What lesson exemplar can be developed that employs the identified teaching principles?"	p. 33	Dr. Amarles
Contextualize the identified teaching principles in the Online Distance Learning modality	The researcher emphasized how each teaching principle is exhibited in the online writing classroom.	pp. 59-67	Dr. Amarles

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Remove the limited number of respondents as Case study allows only a few participants.	The limited number of participants was removed from the Limitations	p. 95	Dr. Amarles
Explicitly discuss the research gap	A synthesis of the RRL was created to identify the research gap.	p. 10	Dr. Amarles
Show the existing theories where the concepts in the conceptual framework were anchored	The theories were included in the conceptual framework.	p. 31	Dr. Marquez
Change Conceptual Paradigm to Conceptual Framework	Conceptual Paradigm was changed to Conceptual Framework	p. 31	Dr. Marquez
Enumerate the teaching practices and principles; Cull it from the discussion	The teaching practices and teaching principles were enumerated from the discussion	p. 56-57 p. 65	Dr. Marquez

Prepared by:



Krissel Joy A. Sabado

Signature of the Student

Certified correct by:



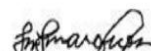
Dr. Ma. Jhona Acuña

Adviser



ARCELI M. AMARLES, Ph.D.

Member



FLORENCIA R. MARQUEZ, Ph.D.

Member



ADONIS DAVID, Ph.D.

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ARLYNE C. MARASIGAN, Ph.D.

Director

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	Issue No.	00
	Rev. No.	02
	Date:	10/08/18
	Page	1/3
GResO	Summary Of Comments from Dr. Balagtas	D.C. No. CC10082018-322

Student: Krissel Joy A. Sabado
Program: Ma. Ed. ELT

Comments/Suggestions/Recommendations	Action Taken	Page no. reflecting the changes done
change month when the dean's signature is sought	Change to January 2023	i
indicate specialization	Added "with Specialization in English Language Teaching"	ii
remove comma after <i>Dean</i>	comma removed	ii
Add <i>s</i> to <i>Acknowledgement</i> as you are acknowledging many	Change Acknowledgement to Acknowledgements	iii
Make sure to indicate in the text as to when the readers will refer to the appendices	Added "See Appendix" in the following parts: - Data Collection - Procedure for Individual Interview - Procedure for the conduct of classroom observations - Research Design and Methods - Findings and Discussions - Giving real-time feedback - Teaching Principles in the Online Writing Class	34 35 36 32 42, 64, & 66 47 48
Alphabetize the list of Key Concepts	Key concepts were arranged alphabetically	x
Introduce the meaning of acronyms only upon its first use	The words "Online Distance Learning" was removed.	x
Capitalize all the headings of the Chapters	headings of all chapters were capitalized	1, 31, 42, 74
Follow APA 7th Edition in text citations carefully	In text citations were reviewed to ensure that APA 7th edition is followed	1, 2, 5, 6, 7, 10, 13, 15, 18, 21, 22
Be mindful in using ampersand in listing the authors in in-text citations	"and" was used in separating the names of the authors in the in-text citation	5, 13, 20
Italicize all subheadings	Italicized all subheadings	5, 8, 10, 11, 13, 15, 17

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Include page number when citing directly from the source	Page numbers were inserted in all direct quotations without page number	10, 11, 13, 14, 15, 16, 20, 21, 26
Alphabetize definition of terms	The words under the definition of terms were alphabetized.	30
Introduce the tables in the narrative form	The tables were introduced following the APA format.	35, 37, 38
Follow the APA 7th edition consistently in the bibliography	The list of references and their format were carefully reviewed; errors were corrected.	82

Prepared by:

Krissel Joy A. Sabado

Signature of the Student

Certified correct by:



Dr. Ma. Jhona Acuña

Adviser

APPENDIX N

Time Table and Budget Plan

Research Task	Task in detail	Completion Task
Data Gathering	Submission of letters for approval to school administration	May 11 - 15, 2021
	Orientation of research participants	May 25 – June 26, 2021
	Interview and Classroom observations in School A	August 6 - 10, 2021
	Interview and Classroom observations in School A	August 20 – 24, 2021
	Interview and Classroom observations in School B	September 2 - 7, 2021
	Interview and Classroom observations in School B	September 17 - 21, 2021
	Collation of responses from observation checklist	October 7 - 11, 2021

Data Analysis	Transcription of Interviews	October 14 - 18, 2021
	Identification of themes emerging from the transcription	October 21 - 25, 2021
Thesis Writing	Chapter 1	November 5 - 9, 2021
	Chapter 2	November 12 - 16, 2021
	Chapter 3	November 19 - 23, 2021
	Chapter 4	November 26 – January 23, 2022
Submission of requirements for Oral Defense		February to May 2022
Oral Defense		July 2022
Final Revisions		August 2022
Submission of Thesis		November 2022

Ms. KRISSEL JOY ANGELES SABADO

338 Ampio St. Balut Tondo Manila

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PERSONAL PARTICULARS

Date of Birth:	April 07, 1985
Nationality:	Filipino
Gender:	Female
Civil Status:	Married

SUMMARY

- 10 years of progressive teaching experience
- Earned 39 units in Ma. Ed. English Language Teaching; Passed the Comprehensive Exam
- Currently writing thesis on the *Teaching Writing Online: A Case Study of Selected Grade 9 ESL Teachers*
- Appointed as the Strand Leader of the Humanities and Social Sciences (HUMSS) strand for School Year 2017 – 2018 and 2018-2019; Planned and executed various activities for HUMSS students

- Skilled in constructing and implementing Understanding by Design Unit Plans that address the needs and competencies of the 21st century learners
- Attended various seminars and workshops on Understanding by Design framework, seminar on K to 12 Curriculum, Online Distance Learning, Supervisory Management, and other professional development conferences
- Skilled in creating and using different instructional materials for teaching English
- Trained in using audio-visual aids/computer-aided instruction for teaching English
- Capable of organizing competitions and events/programs that maximize the students' skills and talents
- Cum Laude graduate with Bachelor of Secondary Education Major in English and a consistent scholar for four (4) years
- Proficient communication and ICT skills

EDUCATION

Studying Ma. Ed. English Language Teaching (On-going Thesis Writing)

Philippine Normal University - Taft Ave. Manila

Bachelor of Secondary Education Major in English; April 2006

University of Santo Tomas - College of Education, España, Manila

Graduated Cum Laude with a GWA of 1.64

Secondary

UST Education High School

March 2002

Primary (1st Honorable Mention)

San Rafael Parochial School

March 1998

WORK EXPERIENCE

Senior High School Teacher, S.Y. 2015 – present

Immaculate Conception Academy

High School Teacher, S.Y. 2014 - 2015

Lourdes School Quezon City

High School Teacher, S.Y. 2008 - 2014

St. Theresa's College, Quezon City

Grade School Teacher, S.Y. 2006 - 2008

Immaculate Concepcion Academy of Manila

ACHIEVEMENTS

- Co-author of "Understanding by Design Learning Guide" sponsored by Phoenix Publishing House
- Cum Laude, Bachelor of Secondary Education Major in English
- Consistent scholar of the UST Alumni of Wisconsin, 2002 - 2006
- Consistent Dean's Lister of UST College of Education from 1st year to 4th year
- LET Passer
- Appointed as Strand leader of HUMSS for School Year 2017 – 2019
- Currently the Senior High School English Supervisor, School Year 2019 to present