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WRITER'S WORKSHOP REMEDIAL INSTRUCTION FOR SENIOR HIGH SCHOOL ESL LEARNERS

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**WRITER'S WORKSHOP REMEDIAL INSTRUCTION
FOR SENIOR HIGH SCHOOL ESL LEARNERS**

**A Thesis
Presented to the Faculty of
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft, Manila**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in English Language Teaching**

By

**IRENE M. DELMONTE
MAY 2020**

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ABSTRACT

Name : Irene M. Delmonte

Title : Writer's Workshop Remedial Instruction for Senior High
School ESL Learners

Key Concepts : Writer's Workshop, Remedial Instruction, Process Approach

Degree : Master of Arts in Education

Specialization : English Language Teaching

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The purpose of this study was to determine the effect of the Writer's Workshop Remedial Instruction on the English writing skills of the senior high school low achievers. The researcher used the Mixed Method Approach. The remedial instruction adapted the Writer's Workshop Framework and this framework consisted of Mini-Lessons, Frequent Writing Time, Conferences, and Sharing. The data of the study for the written outputs were analyzed using the Six-Trait Writing Rubric adapted from Spandel, Content Analysis, and Paired T-test was also used to measure the statistical mean difference before and after the remediation. Frequency and mean were also used to compute the respondents' impressions on the remedial instruction. The study indicated that there were statistically significant differences in the writing scores of the respondents from the pre-test to the post-test. The researcher concluded that low achiever learners can improve their writing abilities if a remediation is conducted over an extended amount of time. Moreover, the summary of the learners' impressions on the Writers' Workshop Remediation Instruction confirms that the remediation has a positive impact on the learner's motivation and interest to learn and improve their writing skills.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

BACKGROUND OF THE STUDY

Writing is considered to be one of the most important tools for learning and the best gauge to show what someone has learned (Harris & Graham, 2013). It requires the skill to plan, produce text, revise, and self-motivate (Santangelo, 2014) which can be a difficult academic skill for many students. It is even more difficult for students who are considered to be underachievers or students with learning difficulties. Most of the time, these students who have learning difficulties have executive functioning deficits and that affects how they “receive, store, process, retrieve, express, or manipulate information” (Cortelle & Horowitz, 2014, p. 3). This executive functioning helps people to manage time, pay attention, switch focus, plan and organize, remember details, and do things based upon personal experiences (Bhandari, 2015). Therefore, having poor executive functioning skills make it difficult to plan how much time should be dedicated to the writing process, plan ideas during prewriting, organize topics within the paper, and use memory to relate text-to-self ideas. To overcome these deficits and become more successful writers, these underperformer students must be taught with a more focused instructions of the writing process.

Grabe and Kaplan (1996) wrote that approximately fifty percent of the world’s people no longer have the skills to write competently and effectively, making writing as one of the most difficult macro skills. Even Nunan (1989) agreed to Grabe and Kaplan, that it’s far less difficult to learn how to talk than to express oneself in writing regardless if it is a first or second language. Writing is not always a totally easy undertaking to attain. It requires diligence, prolonged steps, enough time, and more practice. Moreover, there is a common agreement that writing is the most demanding and stimulating ability that requires lots of drills. Like all learning difficulties,

complexity in producing a good piece of writing can be upsetting to the learners' education, self-confidence, and motivation to write according to Yaakob (2015). Most scholars accept it as true that writing is the most complex and difficult ability to gain (Harmer, 2007 et. al). Therefore, writing is even much more difficult to underachiever students. These students tend to rely on generating ideas rather than planning, organizing, or reviewing what they are writing.

Most of the time underachiever students write shorter compositions and they do not master the features of academic writing. They do not master the essay format, its vocabulary use, its language use, its mechanics and mainly its content development and organization. Second, when the underachiever students write their essays, they do not pay much interest in the purpose of academic tasks or activities. Being unaware of the purpose and the audience of their academic essays, their production often result in writing personal essays instead of academic ones. Lastly, students do not practice process writing. For writing assignments, students often write directly without writing their first draft and submit them to the teachers without editing or revising. As a result, they produce essays with irrelevant content, loose organization, less academic vocabulary, and poor sentence constructions.

To overcome these problems and become more successful writers, they must be taught specific steps of the writing process. That is why, the researcher conducted this study to determine the writing level of the senior high school underachiever students' and help them improve their writing skills level through conducting remedial instruction using the Process Writing Approach, specifically the Writer's Workshop Approach.

LITERATURE REVIEW

The Need for Teaching Writing

According to Freedman et, al (1987), written expression lets one recognize and realize his attribute, to record one's past and beliefs, to find out altogether the discipline. Therefore, the ability to write should be assumed as a basic skill and foundation, as a group activity, and as part one's social life in interacting and communicating with the people in the community, school, and workplace.

Brindley and Schneider (2002) said, writing is defined as dynamic, sophisticated, and textual symbol process arising from and in combination with speaking, drawing, playing and experiment. Thus, Freedman et. al. (1987) pointed out that educators and researchers should help learners to understand and apply the writing strength of the learners to use, to perform a variety of writing functions in the society. Good writing abilities are essential from early education to future employment at all stages of life. In the business world and society as a whole, learners must be able to carry ideas and information in a clear, straightforward way with understanding. Writing abilities may succeed across the curriculum and in future places of work, competent writing skills allow learners to express thoughts, examine data, and inspire learners too (National Writing & Nagin, 2006).

The language arts as well as the art of speaking, are developed through consistent performances and output as detail by the National Council of English Teachers (NCTE, 2008). Additionally, drafting promotes writing from the beginning of learning. Writing encourages reading and using multiple languages as an expression to improve language and speaking ability. While on the other hand, Tierney and McGinley (1987) clarified that the skills of reading and writing are practices that sustain independent connection

where the result is better in combination impact. Practicing writing at school offers the opportunity to support the efforts of learners in speaking, producing and drawing the way into more refined written language output within the society.

Moreover, Archibald (2004) noted that "while writing abilities are relatively associated with general language competencies, improvements in general language proficiency do not necessarily affect a student's proficiency in writing in their L2. Writing instructions can be at best results in enriching skills in many ways. The present strategies to give instruction and recognized the weak areas must be addressed, writing ought to be considered as traditionally and socially as situated. Therefore, the writing tasks given by the teachers should be relevant to the learners' environment and experiences. In the present study, the researcher made use of topic and writing prompts significant to the learners' personal experiences.

Similarly, Cumming (2002) warned the teachers to be aware of drills that try to break writing down into portion skills such as exercises which often disregard portions of the task that are evident to the individual and social meaning of writing.

The learners' necessities vary at different learning stages so teachers need to develop different kinds of activities to deal with. A thorough discussion on teaching methodologies for beginner, intermediate, and advanced skill level teachers must be provided. Short writing activities can help build self-esteem at the beginner's levels and promote a suitable and relevant use of new terminologies. A variety and length of assignments may be applied to intermediate-level learners. Creating more complicated themes and creating a set of successful writing techniques may be done by the teachers. Learners at an advanced level need to have more comprehensive expertise and provided more activities of genres and the types of writing, particularly discourse. Learners need to improve the styles in writing and speaking the second language and create own voice too.

Furthermore, Monaghan (2007) noted that teaching writing would include writing techniques, described as methods for conveying the knowledge of written discourse conventions and the foundation of grammar and syntax through numerous pedagogical methods and techniques. In the end, teaching writing would mean leading-learners to have the strongest ability to communicate in textual words.

Developing learner's writing from easy forms to standard forms can be succeeded through having adequate time for writing, the opportunities to write during school days, and positive instruction building upon the expertise of the author. Ray (2004) mentioned that writing has become the main medium of instruction in which learners display awareness and the fundamental means of the teachers to assess learners' success as a key component of literacy assessment. Evidence indicates that learners with written speech issues are at serious matter to consider in writing (Clippard, 1998).

Major Factors Affecting the Acquisition of Writing Skills

It is exceptionally important for writing learners to be inspired to fulfill the writing tasks and to reach an acceptable level of writing in English competency. Hence, teachers must be aware of the major issues surrounding teaching writing and also must accept the ability as the most complicated and challenging part.

A. Conventional Issues

Recognition of the compositional nature of writing has altered the impressions on writing classes. Traditional teachers were mainly concerned with writing the final written output. Emphasis to flawless compositions that learners would imitate and the final product of learners was evaluated through a listing of criteria that include content, structure, use of vocabulary, grammar, and technical attentions such as correct spelling and proper punctuation. As identified

by Harmer (2001 & 2007), these are the traditional art of questioning related to writing skills in English. Such problems relate to the use of word objects, punctuation, text size, syntax, and spellings but having a lot of practice time can help learners to solve problems in writing.

Learners are frustrated when trying to compose an essay because of worries in spelling, punctuation, and handwriting. Teachers may have to prepare with those 'technical' features of writing to solve difficulties. Research says, for example, that dictation may get rid of some of the writing complications such as poor spelling, resulting in a much better-fineness written outputs (De La Paz & Graham, 1997), while learners have to ultimately learn to write independently.

Several scholars including Barham, Bateman and Zidonis, Lamb, and Wyllie have focused on the sentence structure in teaching English writing skills as cited in Manuel (2011). More so, the conclusion that learners lose interest in writing and classes become boring, useless, and repetitive in English classes where language rules are taught. Hillocks (as quoted in Yano, 2011) suggest that the use and technicalities such as technologies in ICT improve the writing skills and should be handled carefully with planning.

On the other hand, in the present study, the researcher focused on the input-process-output of writing more than the final draft. The process of generating and organizing ideas was given more emphasis than the final written output. As suggested by Hillocks, the use of ICT in planning how to teach writing is also very important in today's generation. Integration of ICT in writing lessons and activities can make the learners more interested and motivated. Similarly, the parameters such as content, organization, grammar and writing conventions were also used by the researcher to assess the outputs of the learners before and after the remedial instructions.

B. Influence of First Language on Second Language Learning

The influence of first language on 2nd language learning is another major factor to consider. Research into second-language writing in the year 1970s was expounded earlier research into local language writings. Silva (1993) counselled that the second language is typical, strategic, rhetorical and linguistic which are different from the first language. Additionally, she pointed out the second-language learners' written assignments have syntax errors and semantic problems. Paragraphs usually have no coherence because of the differences in second-language from first-language. The mention differences affect the learner's thinking skills. Some of the academic implications are vital to come up with suitable processes for writing practice for second-language writers in contexts. Writing instructors must be equipped to deal correctly with the socio-cultural and linguistic differences of second-language learners and the evaluation of L2 writing take into the essential differences than that of the L1 writing.

The influence of first language on 2nd language learning has long been a problem of second language learners for they really have difficulty their translating ideas. Besides the vocabulary problem, the sentence structure or pattern in the first and second language are different. That is why, they have difficulty learning the writing skill.

C. Effects of Multicultural, Multilingual and Psychological Factors

According to Anees and Raazia (2007), the factors that have an effect on the social and psychological factors also affect the writing competencies in L2. These societal aspects include social status; background of the family, and these psychological factors include motivational level, age, and more so. Likewise, Lave and Wenger (1991) give importance to the whole teaching and learning process as consistent with social and cultural context as cognition. Hyland (2003)

described teaching as productive in a stress-free environment to the learners. Dr. Robert Sylwester (1995) also states that when the environment is safe and free from anxiety, the mind works at best.

Similarly, according to Molder Rex (as quoted in Luminarias, 2010), several factors are influencing the acquisition of the English language skill: the main factor is the age of the learners since teaching in the beginner's grade level is different from teaching teenagers. The teacher may need more variability of materials for different groups of age to keep learners and adults interested. The second factor the English level of the learners to choose the right topics needed. To determine the level, ESL teachers assess first all learners on a simple English evaluation. Defined standards primarily pick the proper level of materials. The size of the classes is one common problem among public high school teachers. Individualize materials in large classes are teacher concerns as well. The last factor will be a specific purpose. Learners need to be aware of the purpose of writing. The writing goals specific purpose would help to develop an attentiveness in the lessons.

Writing can also be the most laborious teaching activity. Taking twenty-five (25) learners in a writing class to compose four (4) pages academic papers means never-ending work to correct, provide criticism, hold individual lectures, and so on. Nonetheless, this is a difficulty for teachers in government high schools where one classroom has about sixty (60) or more learners. Teachers must make sure to be available during the recursive writing process, from choosing the subject to writing the final output or draft.

In addition, the intricacy of writing skill has led most of the learners to battle in writing paragraphs and essays. Most learners face paragraph problems and essay writing. There are remarkable ideas that educators have to remember in teaching high school, according to Whitaker (1998). Creating an encouraging mood for writing and an atmosphere of mutual respect, positive consideration and security are necessary for learners. A flexible teacher in supporting the learners

and achieving educational goals is needed. Finally, the teachers must plan the methodology to pursue learners to write well-written sentences. Learners have to answer writing assessment and become responsive throughout a writing cycle.

Similarly, in the present study, the researcher has also observed these factors that have negative effects on the students learning of writing skill specially the class size in public school. If low achiever students are joined with average or above-average students in one class, these low achievers will surely be left behind.

In the present study, the researcher agrees that the class size is another factor to consider in teaching writing. In the remedial instruction given to the students, the number of student-respondents were only 30 that is why the researcher was able to give more time and focus to the students who had some concerns during the “Conferencing stage” of the remedial class.

D. Learning Difficulties

These learning difficulties are also factors to consider why students are having trouble acquiring the writing skills. The population of students with learning disabilities (LD) has changed over the years as public schools have responded to societal and policy changes in ways that have affected both general and special education.

Kirk (1962), defined learning disability as a retardation, disorder or delayed development in one or more of the processes of speech, language, reading, spelling, writing or arithmetic resulting from a possible cerebral dysfunction and/or emotional or behavioural disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors.

While, the U.S. National Joint Committee on Learning Disabilities (NJCLD, 1988) defined learning disabilities as follows: Learning disabilities is a general term that refers to a heterogeneous

group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.

The Nature and Symptoms of Learning Disabilities

Psychological and educational evaluations designed to assess learning disabilities and possible learning disabilities use a cybernetics model. Learning disabilities are defined based on the input-integration-memory-output model (Silver, 1991, 1996). The first task in learning is to receive the information and record it in the brain (input). Once recorded, this information must be handled in such a way that it can be understood (integration). The third process is storage and retrieval (memory). Finally, information must be communicated from the brain (output).

The Input Disabilities concern the central brain process which is called perception; a person might have a visual perception disability or an auditory perception disability. Visual perception disabilities might be in distinguishing subtle differences in shapes. For example: misperceiving d and b, or p, and q or 6 and 9. Some children have trouble with visual depth perception; they may fall off chairs or bump into things. Auditory perception disabilities might be in the area of distinguishing subtle differences in sounds, leading to misunderstanding of what is being said. That is why when the teacher gives specific activity or task to the learners who have input and auditory disabilities, the output that they produce is very different from what is expected from them.

While Integration Disabilities have at least three steps needed to understand what is recorded in the brain. The individual stimuli must be sequenced correctly and then understood in the context used (abstraction) and then organized with all other stimuli into a concept. One can have an integrative disability in each of the areas of sequencing, abstraction or organization.

Then, there is Memory Disabilities where children with learning disabilities usually have excellent long-term memory. They can retain information once stored. They might have difficulty, however, in short-term memory, the ability to concentrate on information and store it. They might learn information well by attending to it (spelling list, math concept etc.) yet they will not retain this information once they stop attending to it. These students need many more repetitions to process information into long-term memory than the average. They can learn, but they must work on the process over time.

Lastly, is the Output Disabilities One may have difficulty getting information out of the brain through oral communication i.e., a language disability or through the use of muscles i.e., a motor disability. There may be a disability in one or both of these areas. Most children have little difficulty with spontaneous language, which refers to self-initiated talking. There is the opportunity to organize thoughts and find words before speaking. Children might have difficulty with demand language, which refers to situations where the child must respond without preplanning. To produce language they must organize their thoughts and find the right words as they speak.

Some if not all of these disabilities were observed from the respondents of this study, that is maybe the reason why they were producing poor written outputs. But, if only the teachers, especially language teachers are aware of these disabilities, they could have addressed this problem earlier and could have already started remedying these difficulties of the students.

The Learning Disability Profile

Each child or adolescent with a learning disability will have his or her own profile of learning abilities and learning disabilities. Each will have one or more of the above described disabilities. There is no stereotyped individual, each must be assessed and understood individually (Silver, 1991). Below are just some of the characteristics of learning disabled children.

According to Pennington (1991), learning-disabled children encounter difficulties in the process of learning. They exhibit a significant educational discrepancy between their learning potential and actual educational achievement. In addition, learning difficulties are manifested in the acquisition and use of language, i.e., listening, speaking, reading, writing; and reasoning or mathematical ability. Perceptual and cognitive deficits like reversal and poor discrimination of letters, failure to group and categorize similar items and poor problem solving skills are also commonly observed. There may be verbal thought disruption such as failure to comprehend concrete and/or abstract words, failure to recognize the connection between successive words in sentences and sentences in paragraphs. Memory deficits especially in short-term memory can be found in many children. They may show social immaturity and deficits in other social skills. These children have a history of repeated failures, low self-concept and problems with peer relationships.

Identification of Students with Specific Learning Difficulties

Identification is an important process that enables detection of children with specific learning difficulties, with the ultimate goal to provide appropriate treatment and support needed for successful functioning in and out of school.

For a long time discrepancy was used as the primary criterion for identification of students with specific learning difficulties are used (Kavale, 2002). Typically, discrepancy is defined as the difference between the abilities of the students and their achievements.

But recently the use of discrepancy as a criterion for identification of students with specific learning disabilities is under question. Primarily, discrepancy has been criticized for not providing reliable and valid information (Kavale, 2002). According to other authors, the primary problem of discrepancy is not a psychometrical one, but a much bigger problem is the lack of rigor in its application. Thus, when students meet the discrepancy criterion, what is confirmed is lower achievement, which is not equal to specific learning difficulties.

Besides cognitive and behavioural assessments a range of tests can be administered to determine the strengths and deficits of the child in academic skills. These tests include reading, writing, spelling, comprehension (Rozario, 2003); A battery of tests called Nimhans Index of Specific Learning Disabilities (SLD; Kapur et al., 1991) has been developed at NIMHANS, Bangalore. The SLD battery has been developed separately for younger students Level I (5 to 7 years) and older students Level II (8 to 12 years). The index comprises of the following tests: (a) Attention Test (Number cancellation).

Besides the tests given to the students, teachers' observations and nominations can be considered in determining these students with learning difficulties. Teachers who take time to know the learning progress of every student could really tell if a certain student needs more study time or more focused instruction. That is why teachers should really monitor each student's writing performance.

E. Writing Disabilities

As students advance in school, the writing skills required of them become more complex and challenging, thus writing can be even more challenging for children with learning disabilities. Those who have difficulties with reading and language, spelling, memory, attention,

organization, sequencing, and fine motor coordination often struggle with both handwriting and written expression.

Similarly, Learning Disabilities as mentioned in the previous literature, are diagnosed when the individual's achievement on individually administered, standardized tests in reading, mathematics, or written expression is substantially below that expected for age, schooling, and level of intelligence. Problems with learning significantly affect the academic level achieved or daily activities that require math skills, writing skills and reading skills.

As Hooper et al. (2011) note, there are many brain systems and neuropsychological factors that influence written expression competency. While some of these are related to literacy can lead to both writing and reading learning disability (LD) when impaired, other causes of writing LD, such as visual-motor integration skills and executive functions (Fenwick et al., 2015), require additional attention during assessment and instruction.

Written expression includes the basic skills of handwriting and spelling, but other important skills – related to executive (brain boss) functions, play a critical role as well. As a result, it is important to note that children with literacy problems often have problems with handwriting (e.g., comorbidity of “aphasia” and “apraxia”; Hale & Fiorello, 2004) and other children with executive function problems (e.g., ADHD, depression, anxiety) are likely to struggle with written expression (Mayes & Calhoun, 2006).

Moreover, the physical act of handwriting may cause some students difficulty. Students with graphomotor (i.e. paper and pencil) difficulties often have signs of *constructional apraxia*, which can be caused by visual, tactile, and/or motor aspects of handwriting. If they have this problem, they may write less, regardless of whether they have good ideas or not. That is why an

evaluation of the visual-tactile-motor functions, and the coordination of these processes, can help guide an intervention for a child (Feder & Majnemer, 2007).

Spelling is an important part of writing that many students struggle with, but there are many causes of spelling problems. There is a strong link between a student's reading and spelling, because sound (phoneme)-symbol (grapheme) connections are needed for both (Nag & Snowling, 2013).

Although sound-symbol connections needed for spelling and reading are more related to perceiving and mapping these relationships, some students have difficulty with the motor memory of spelling (Planton, Jucla, Roux, & Démonet, 2013). Some students can read words well, but because they have difficulty with representing the orthography (visual representation) in motor memory. The practice of handwriting spelling words improves sound-symbol connections when spelling and reading (Berninger et al. 2008).

According to Bernstein (2013), approximately 4-6% of students have a written language learning disability. Learning disabilities are a brain disorder. Most children have LD from birth or they may have family members with LD. A child with LD has problems with reading, spelling, and writing. In addition, students with writing problems often write simple sentences that lack syntactic maturity (Robinson & Howell, 2008).

Moreover, a person with this specific learning disability may have problems including illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

According to Pennington (1991), writing treatment for writing disabilities includes handwriting practice, direct practice in spellings and sentence writing as well as a review of grammatical rules. Spelling problems frequently involve deficits in phonemic awareness and word

recognition, therefore interventions focus on mostly spelling errors. Spelling skills can be promoted by teaching the child spelling rules e.g., i before e except after spelling of word roots as well as prefixes and suffixes and mnemonic strategies for remembering the spelling of specific irregular words. Strategies to make spelling game like for example, spelling bee, finding the hidden word; and to promote repetition learning are used for children with spelling deficits. When there is a deficit in written expression such as communicating ideas in writing, strategies such as sentence combining, maintaining a diary, letter writing, writing invitations or gift lists and other naturalistic writing exercises are often used.

Learning to write an outline before writing a story is used to promote logical, sequential, comprehensive flow in writing. For children with good verbal expression and poor written expression a verbal-to-writing intervention can be used. First the child dictates to an adult who writes what the child says. Next the child dictates to a tape recorder and later transposes own words into writing. Next, the child dictates only a few sentences into the tape recorder and writes the sentences before dictating a few more and so on. After this step is mastered the tape recorder is removed and the child says the words out loud, pausing to write them periodically. Finally the child gradually says the words more and more silently until the child is writing while thinking (but not saying the words). The multifaceted nature of learning disabilities, the large number of children involved and limited school resources makes it imperative that trained teachers, special educators, psychologists and social workers collaborate together in the education of these children. Remedial education is the basis for management (Rozario, 2003).

Smith (1982) further identified the process of writing as a conflict between two positions of the writer: the author and the secretary. The author reflects roughly the message, the way thoughts are prepared, and the medium wherein to convey one's ideas. On the other hand,

the concern of the secretary has to do with technical issues: punctuation marks, margins, spelling, and handwriting. The tension between the ‘author and the secretary’ occurs in the entire process of writing, from preparing through to editing and drafting the final output.

Learners who have learning problems are considered in two positions of the author and the secretary. In the position of the author, they are less likely to understand the intended purpose and genre, think about the needs of the reader, or organize their thoughts. For the secretary role, finding more spelling, capitalization, and punctuation mistakes are its main focus. The two positions are revealed. Issues with the ‘secretary parts’ of writing actually obstruct the performance of the author. One possible solution of poor writers is to give focus to the role of the author while writing the initial draft and to suddenly change to the role of the secretary for the final draft.

The teachers must make sure to share with the learners the skills that the ‘author and the secretary’ must possess. Several years of practice and activities for the learners to learn the skills of spelling, punctuation, and handwriting. Meanwhile, learners acquired these abilities may see the complete skill as a barrier to achieve better writing. Teachers may also see these as positive skills to teach authoring skills to learners. Through assistance, the writing can be at best during the writing of the first draft in a way that allows learners to focus on generating learners' thoughts.

Children with learning disabilities are often misunderstood. They are sometimes accused of being lazy, retarded, or not trying. They may be subjected to humiliation and inadequate teaching methods. They, their parents, and their teachers frequently do not really understand their learning problems, and thus these difficulties need to be clarified and explained by a professional in a non-judgmental manner. Emphasize that these problems are not the fault of the child, parent, or teacher.

According to Pennington (1991), writing treatment for writing disabilities includes handwriting practice, direct practice in spellings and sentence writing as well as a review of grammatical rules. Spelling problems frequently involve deficits in phonemic awareness and word recognition, therefore interventions focus on mostly spelling errors. Spelling skills can be promoted by teaching the child spelling rules e.g., i before e except after spelling of word roots as well as prefixes and suffixes and mnemonic strategies for remembering the spelling of specific irregular words. Strategies to make spelling game like for example, spelling bee, finding the hidden word; and to promote repetition learning are used for children with spelling deficits. When there is a deficit in written expression such as communicating ideas in writing, strategies such as sentence combining, maintaining a diary, letter writing, writing invitations or gift lists and other naturalistic writing exercises are often used.

Learning to write an outline before writing a story is used to promote logical, sequential, comprehensive flow in writing. For children with good verbal expression and poor written expression a verbal-to-writing intervention can be used. First the child dictates to an adult who writes what the child says. Next the child dictates to a tape recorder and later transposes own words into writing. Next, the child dictates only a few sentences into the tape recorder and writes the sentences before dictating a few more and so on. After this step is mastered the tape recorder is removed and the child says the words out loud, pausing to write them periodically. Finally the child gradually says the words more and more silently until the child is writing while thinking (but not saying the words). The multifaceted nature of learning disabilities, the large number of children involved and limited school resources makes it imperative that trained teachers, special educators, psychologists and social workers collaborate together in the education of these children. Remedial education is the basis for management (Rozario, 2003).

The acquisition of writing skills is negatively affected by a number of factors amongst which include writing learning problems like difficulties in spelling, punctuation, and handwriting (Dela Paz and Graham, as cited by Manuel (2011). The development of a successful piece of writing can be settling to the learning, self-confidence, and motivation of learners; and the generation, organization, and translation of ideas into readable text (Harmer, 2007). Conventional problems in the final draft are evaluated against a number of criteria like content, structure, use of terminology, grammar, and technical considerations such as spelling and punctuation (Harmer, 2007). The researcher also encountered these difficulties in the present study, such as spelling, punctuation, material, structure, vocabulary usage, grammar use, and mechanical use, in which the intervention program has tried to address these difficulties and create solutions.

Therefore, it is very important that teachers be aware of these learning problems to be able to come up with appropriate strategies or interventions to help them address their learning difficulties.

Low Achievement of Learners

Another relevant literature of this study is knowing who these low achievers are since one of the reasons why they are low-achieving because they have learning disability. It is very important for the teachers to identify the learning levels of their students for them to give the most appropriate approaches that will be effective for their level. Thus, the literature that follows will discuss the characteristics of these low achiever learners.

Many educators have observed the hardship to give a general definition of under-achiever, although there is a substantive number of literature and background studies. Over the years, the same question on a unified description of underachiever has persisted.

Klinge et al. (1997) argued in a tough job for psychologists and educators to define the characteristics of the learners labeled as an underachiever for a significant time.

Likewise, Barbara (2005) pointed out regardless of the evaluation tools available to the teachers/ facilitators and the many prevailing kinds of research, there is still a direct characterization of high-achiever learners. Agreements of judgments among critics about what constitutes conduct give the impression as one of the main reasons for convergence and the same scholars may use diverse ways to define who is a high-achiever learner.

Gallagher, as quoted in Yaakob (2015), included the threat of using aptitude tests for some skilled learners, due to poor academic performance, are labeled underachievers. The reason can be the intellectual functioning is less identified.

According to Siegel and Ryan, as cited in Manzanares (2013), sufficient consideration assured to reading and writing when the issue of underachievement arises, particularly in countries where English is considered to be the second language. The researcher found many learners who have trouble learning. Based on the aforementioned review of literature, the common obstacles faced by second language learners are poor handwriting/writing illegibly, poor spelling skills, trouble copying or completing work on a printed page, difficulty taking notes from oral presentations, having grammar, syntax and organizational problems, and writing skills inconsistent with verbal abilities.

Reis and McCoach, as quoted in Luminarias (2010), suggested the impression of culture on academic performance should determine in schools, especially for foreigners, when considering underachievement. The learners faced particular obstacles to achievement, such as language issues. In addition, individuals within specific subcultures can describe achievement in many ways from that of the most popular to the least.

In research conducted with underperforming learners in China, a mark incorrect details between output and input of performance was found to involve underachieving students (Kit-Ling Lau & Chan, 2001). Nonetheless, positive concepts had greatly contributed in giving solutions to the problem. For example, Dowdall, Whitmore (1980), and Colangelo (1982) agreed the difference between capacity (ability) and output (realization) underscore the gap to define underachievement. In other words, in the definitions, the inability to maximize potentials was a common denominator. While the point may suggest an overall definition of underachievement, the changes of skill and performance can be considered too. These skills and performance are not stagnant incidents but are in dynamics. Learner performance varies over time and may get better reliant on the degree of testing before exams. Yet the same learner, may not perform well with the same amount of preparation. The failure to perform to the optimum could be attributed to factors external to the student's intellectual and cognitive ability. Such factors could include emotional disturbances or behavioral/maturational issues versus intelligence (as cited in Ogbonnia 2009, DeHirsch et al.).

According to Delisle and Berger, as quoted in Lasala (2014), underachievement is unique to content and circumstance. The successful learners at school often succeed in outdoor activities such as sports, music or after-school jobs. In addition, the labeling of learners as an underachiever ignores the positive outcome in the areas where the learners succeed. Learners may be underperforming in mathematics or science but achiever in dancing. The undertaking is tied to the concept of self- fulfilling prophecy. The learners consider failures and yet setting limitations on what is possible. Good grades are ignored as mistakes or misfortune for learners in a group but poor grades help to strengthen an undesirable self-concept.

Obviously, based on the literature, a universally acceptable definition of underachievement was impossible. Most of the researchers agree to the divergences between ability and real

performance, behavioral disruption, and cognitive factors that may possibly have information to explain low performance (Bleuer 1987; Delisle & Berger 1990; Sousa 2002).

In answer to the question about underachievers at school, it can be deduced that underachievers include those students: who do not perform according to expectations in a particular subject area; who as a result of behaviour do not show interest/do well in their studies; who do not perform well in a specific subject area; who do have the necessary intellectual ability but still underachieve; who are limited by culture, language and gender from doing well academically at school.

Marcus (2007) has a slightly different typology of underachievers than that of Mandel and Marcus (1988). The underachiever forms of Marcus include the concerned and anxious; misbehaving and manipulating; oppositional; easy-going; indifferent and sluggish; and introspective learners. A considerable number of descriptions and literature have identified the definition of underachievement which is a current particular issue for educationalists.

Likewise, Weiss et. al (as mentioned in Tormis, 2008), all posed that varied in gender and culture have an influence on underachievement. Based on the study made by Weiss (as cited in Tormis, 2008), about 25% percent of females are above-average in academic performance may be considered underachiever compared with 50% percent of males above-average. A more recent study by Silverman (as cited in Lasala, 2014) found that female learners are more at risk of avoiding the talents given as they strive to keep up a sense of balance between academic performance and interpersonal relationships than male learners.

Butler-Por (as quoted in Laron (2008) claimed that more consideration is set to women than to male learners when it comes to giving them aid to achieve their mental potential due to the struggle between intellectual function and physical look. The reality that physical look and

worldwide self-esteem attributes lessen more in female learners than male after 12 years old because of the influence on career choices and ambitions.

Sousa (as quoted in Aquino, 2016) claimed a combination of factors, both family and school, contribute to underachievement. Two significant factors for undertaking learners in the academic field can be identified on the basis of existing research into reading comprehension and perceptive development. First, the inadequate understanding of how learning strategies be chosen, adapted and monitored. Second, their insufficient motivation to apply actively the understanding they have.

Siegel and Ryan (as stated in Alejo, 2011), stressed that reading plays an important role in achievement. The research indicated a person has four different varieties of intellectual abilities accessible for use in achieving reading or writing goals: basic skills, knowledge acquired, techniques and metacognition.

Additionally, authors noticed that 75% percent of underage pupils in primary schools had obscurity in reading, whereas only 25% percent of the other pupils had the same issue in reading. The former group was underperforming in all the subject areas.

Considerable attention ought to be given to when underachievement in reading and writing arises, particularly in places where English is regarded as a second language. When students learn less and cannot perform in reading in school early on, later stage problems may come out and maybe the reason for them to stop from learning rather than risking and become subjected to embarrassment.

Fernette and Brock (as cited in Alejo, 2011), found out that visual memory issues are sadly under-recognized as a reason for many undergraduates from schools. The research has explained that photographic memory activities must be included by the teachers in the daily lesson. The lack

of motivation among primary, secondary, and higher education learners are the grounds of undergraduate learning (Gallagher, 1991, Reis & McCoach, 2000, Sousa 2002). The authors argued that lack of inspiration from the teachers or parents may have a destructive influence on the performance of the learners. Similarly, Whitmore and Rand (as quoted in Ogbonnia, 2009) indicated that talented underdoing learners require the teachers' support in learning styles that are inconsistent with the conventional teaching methods.

Mroczek and Little (as cited in Cabansag, 2012) discovered in the research on personality studies that self-concept is learned from the home and school environment of the learners. Undesirable self-concepts may be a reason for underachievement if parents will not recognize or fail to support the learner's abilities. The responses and feedback are given to the learners by a teacher who also have the capacity to shape own perceptions.

Therefore, it can be deduced that the following influences can cause underachievement in learners: not enough motivation, parental / home influence, failure to nurture intellectual potential, value conflict, disability / poor health condition, life experiences of specific groups of learners. In the present study, the researcher considered English as a second language and reading problem as causes of underachievement in writing.

Early Intervention and Prevention in students with Learning Difficulties

Early intervention suggests that schools should not wait difficulties in students to reinforce, but they should try to find students "at risk" as early as possible. The main goal of special education is to enable students with learning disabilities to be educated and to have benefits from it. This means that these students will be provided with free and appropriate regular education, just as it is given to their peers (Vaughn & Linan-Thompson, 2003).

The primary mode of treatment for children with learning disabilities is special educational planning and other educational services. These include regular education, regular education with modifications, collaborative consultation with special education, co-teaching resource room (part time special education), self-contained special education, special day school, or residential school (Hallahan, Kauffman, & Lloyd, 1996). Focus has been placed on the importance of early intervention in recent years (Kirk, Gallagher, & Anastasiow, 1997). Early intervention can be used not only to intervene with learning disabilities sooner, but also to possibly prevent disabilities in young children at risk for developing them. Teaching approaches that have a significant impact on the achievement of students with learning difficulties are well defined, clear, and carefully designed in relation to the area in which instruction is required (e.g., reading, writing, mathematics)(Pesova, et.al (2014).

A. Teaching in Small Groups.

One of the key variables in the models of early prevention / intervention in students with learning disabilities is the proportion of teacher-student (i.e. the size of the group) which is included in teaching. Smaller groups allow for greater interaction between teachers and students, individualization of teaching, focus on task, monitoring by the teacher and feedback (Slavin, 1996).

Elbaum & co., as cited in Yaakob (2015) examined the outcomes of teaching groups of children who have difficulties in reading. The results of this study show that the effects among students who were taught in small groups and in pairs were significantly greater than the effects on the students who were taught within the whole class (according to Vaughn & Linan-Thompson, 2003).

B. Individual Instruction.

For some students even teaching in small groups may not be sufficient to provide the required level of focus, intensity and specificity of teaching, so individual teaching becomes a necessity. Several studies support the effectiveness of such instruction for students identified as “at risk” or with learning difficulties. More recent research shows that additional individual instruction to "at risk " students allows the results achieved by these students to surpass the results of the control group by an average of 0,41 SD. Teaching mentored by trained volunteers or students were highly effective (Elbaum & co., 2000 apud Vaughn & Linan-Thompson, 2003)

Intervention Models

To optimize learning opportunities for students teaching at any level (primary, secondary and tertiary) is more intense and explicit, and the size of the group when teaching is reduced. Across the three levels of instruction monitoring is used of the progress in order to ensure that students have mastered the content and that their pace of development is appropriate. With this model mastering of the content and pace of development are observed that are used to make certain decisions about teaching and about the level of students’ knowledge. Although this model focuses on the additional instruction, it comes from working on alternative models for the identification of students with disabilities, including the RTI.

A. The Whole Class

All students receive high quality curriculum and evidence based strategies and programs in the regular education classroom with consistency across year levels. The teacher assists all learners and monitors their progress at regular intervals.

B. Small Group Interventions

The school provides small group interventions to children who need more support than they are receiving from the general curriculum. It is expected that children who receive the additional group support at this level will ‘catch up’ with their peers. It is essential that students receive targeted intervention that is both more intensive (i.e. small groups) and more explicit (step-by-step instruction targeted at specific area of need) if the aim is to reduce the gap between them and their peers. Otherwise they will continue to fall further behind. Children should continue to be included in whole-class instruction, receiving small group intervention in addition to this.

C. Intensive Interventions

Students are given individualised support and instruction. This wave is for children who are underachieving despite the provision of targeted small-group intervention. An Individualised Education Plan (IEP) or Individualised Learning Plan (ILP) may need to be developed, incorporating regular assessments and monitoring of progress.

Among this models of intervention, the researcher adapted the second model which is an intervention for small group. The students attended an additional time outside their regular class hours and receive additional instructions for skills or difficulties diagnosed during the pre-test.

The following are several related studies to the impact of intervention to the improvement of students’ writing skills.

Graham, McKeown, Kiuvara, and Harris (2012) analyzed 115 quasi- experimental studies involving elementary students, grades one to six. The analyses consistently found grammar instruction to have a negative effect on text quality with effect sizes ranging from -.29 both found

sentence combining (combining simple sentences into more complex ones), with an ES of .35 and .46 respectively; the study of models (study and imitation of model pieces of writing).

Schumaker, and Deshler (2006) characterize their intervention as a strategic writing program, in which they also apply the process approach to writing. As the emphasis of this intervention is on teaching students strategies for writing, it was decided to place this study in the strategy instruction category.

Remedial Instruction

Definitions of remedial instructions were given to give light to the need of learners who are considered to be low achievers. The remedial training is essentially a kind of clinical teaching. A "spiral evaluation— instruction— re-evaluation process" (Tseng, 2008, p.9). The focus targeted are low achiever learners or underachievers. When the teacher has diagnosed learning problems of the learners, a remedial matrix will be conceived according to the needs of the learners. And then the teacher takes interest in delivering the training, and an assessment to assess the actual efficacy of the course will be performed during and after the remedial instruction is introduced. Minor adjustments would be made to guarantee that learners are able to catch up during regular classes, based on the evaluation results.

Grubb et al (1999) described remediation as an activity or course designed to address the necessities of learners at first did not have the essential skills, involvement or introduction to perform at a level acknowledged by the teachers as 'normal' learners. Institutions recognize these learners either by conducting basic skills placement tests or by finding shortcomings in the completion of the course or marks from their school records. It is very important that placement tests be given to the learners to identify which among the learners have severe deficiencies in particular skills to be able to identify the remediation needed by the learners.

In the present study, the working definition of remedial instruction considered by the researcher is it is an additional class course envisioned to address the needs of learners that are considered to be low achievers and have deficiencies in writing.

A. The Need for Remedial Instruction

A review of literature has revealed significant differences in the value of carrying out remedial instructions, particularly for learners with low achievement. Remedial teaching is intended to aid learners who academically fall behind to attain the desired level. In countries like the United States, Canada or Japan, remediation has become a central element of higher education (Zhang, Shou, and Ishino, 2008). Since universities are more open to graduates of high school, the need for basic academic skills of the learners has been decreased in admission. Some learners experience great troubles in following lectures after joining the universities; they lack the academic competence required to be able to succeed at a university-level of work (Atwell, et. al 2006). Consequently, remedial courses are given according to Weissman et al (as cited in Dichoso, 2015) to help the learners compensate for the unsatisfactory learning skills necessary to successfully finish college courses and academic programs.

As revealed by Allington and Bennett quoted in Dichoso (2015), remedial programs are usually offered during normal school hours; however, after-school and summer-school programs are increasingly being offered. Claimed that interventions introduced after normal school schedule or in the summer vacation are more effective as learners need not have to skip the usual classroom training when completing the remedial course

Based on the curriculum design and instruction, remedial courses must include the following categories: compensatory, supplementary, tutorial, adaptation, a program of basic skills and training schemes. The compensatory plan provides the indispensable resources for students

at-risk with poor backgrounds who need assistance addressing learning and academic problems. It is required for the school staff and parents to participate in this program (Chang, 2001). The supplementary program aimed at helping students to master academic materials, enhance their study skills or strategies in test-taking made for classes with definite necessities.

In addition, the teachers can offer the under-achieving students extra explanations and practices and, meanwhile, reduce the workload of teachers. The teacher can use substitute instructional methods and tools in the integrated curriculum to fulfill individual learners learning needs to successfully gain mastery in basic skills in academics (Wang, 1980). The educators could select different instructional materials or even a compilation of materials that are appropriate to the levels and interests of learners. Additionally, alternative methods of assessment could be used to assess the success of learners rather than conventional paper and pencil assessments. The instruction is focused on teaching learners in the basic skills program to obtain the basic skills required for them to be academically prepared in college. As for the training program of learning strategies, this may help learners when it comes to learning and self-management abilities.

In the present study, the remedial instruction will be conducted to provide necessary help to low achievers to help them overcome their learning problems and improve their writing skills.

B. Choosing Remedial Instructions

In choosing remedial instructions, the appropriate style is chosen to fit the learners' interest and the design of the program should also include important elements. The agreement among educators regarding remediation, so-called drill-and-skill methods fall out of favor. However, while there is no comprehensive national survey of teaching methods in community colleges for remedial courses, casual observation at many sites indicates that drill and skill strategies are still prevalent (Grubb et al, 1999).

Such courses are based on presenting concepts, operations, or classification schemes and repetitive practice to master, and often combined with laboratories of learning. There are many drawbacks to the style of pedagogy, including the remedial learners who have serious problems to learning. If the same learning strategies were exposed to learners in high school, this may have contributed to these difficulties.

Based on the aforementioned research on remediation, Levin and Koski (2007) establish the following elements as keys to the design of programs for under-prepared learners:

1. Motivation: draw on learners ' interests and goals, and provide academic credit for degrees or certificates.
2. Substance: developing skills in a real-world or concrete sense, as opposed to a more abstract approach.
3. Inquiry: developing the inquiry and research skills of the learners to help and learn about the topics and curious areas.
4. Independence: encouraging learners to do autonomous meandering within the framework of the course in order to create their own concepts, applications, and understandings.
5. Various Approaches: Use cooperation and teamwork, technology, tutoring, and independent study as relevant to the needs of learners.
6. High standards: setting high standards and expectations that all learners must meet and make sufficient efforts and have adequate resources to support learning;
7. Problem-solving: to look at learning less as an encyclopedic endeavor and more as a way to determine what needs to be learned and how, and then to implement "how to".
8. Connectivity: emphasizing the links between different subjects and experiences and how teachers can contribute to learning, rather than seeing each subject as an isolated and independent learning experience.
9. Supportive Context: To recognize that learning is a social activity that thrives on healthy social interaction, encouragement, and support to a large extent.

The aforementioned elements in designing an intervention and remediation will be of great help in achieving success. Keeping the learners motivated in finishing a writing task would help

to produce a more meaningful output. Likewise, independence in doing a written task is also an important element that would help learners improve their writing skills. Another important element is the multiple approaches. Using collaboration, teamwork, and tutoring would keep the learners interest in finishing a writing task. Moreover, supportive context is also another important element for the learners to feel that learning is fun and easy, can feel support and encouragement from the teacher and learners too.

Studies Related to Remedial Instruction

This second section discusses preceding studies related to teaching remedial instruction on writing skills. Huang (2010) studied the effects of English remedial instruction on learners with low achievement with the use of his self-developed textbook in English and teaching assistants' involvement. The 30 participants with low English proficiency attended a rigorous English remedial class for five weeks. Grammar and vocabulary evaluation and a questionnaire were the data collected. A paired t-test method was conducted to analyze the pre-and post-tests, and the survey data collected. The results of this study indicate that this English remedial training is successful and advantageous to low English learners as they made significant improvement in grammar and vocabulary and reported self-advancement generally in English skills. The self-made textbook has met the needs of the learners and the teaching assistants ' intervention was effective in helping their diction and fluency. In the end, the learning motivation of the students has been moderately improved. Teachers of EFL can deliver lessons with good results by designing materials suitable for learners and incorporating teaching assistants, and applying some other technologies. This study is relevant to the present study because low achieving learners were also used as respondents. Likewise, the present study also had 30 participants and rigorous English remedial instruction in writing for ten weeks. Moreover, the present study also had pre-and post-

test to determine the writing level of the learners. Grammar and vocabulary were also parts of the respondents' assessment.

In the study of Shu-Li Chen et.al (as cited in Adegboye, A. O. et.al, 2013), the purpose of this study was to evaluate the efficacy of a remedy program for aboriginal undergraduates in Taiwan in the second and third grades for 11 weeks. The study involved 78 low-achieving Indigenous learners from Taitung City. They were split into two groups, 47 in the group of experiments and 31 in the group of controls. The researchers arranged for a total of 11 weeks of 75, 40-minute sessions. The program had been carried out in small groups. The four principal findings are as follows: 1. The readability of the experimental group participants expressively improved completely; the second graders have improved the recognition of low-level characters, while the third graders improved the comprehension of high-level dictation skills and the reading. 2. In terms of scores of all reading skills, the experimental group outperformed the control group; but, when pre-tests were used as co-variants, the former only outperformed the latter slightly with respect to high-level writing skills in composition. Three hundred eleven (311) or (23.4 %) out of 47 experimental community learners exceeded the reading level of peers of the same age after the remedial program. In addition, learners with disabilities were excluded from the experimental group, 40% percent of this group reached the same-age group reading level. 4. An analysis of cost good results found that the pre-referral remedial reading program is viable compared with the cost of referral to special education for the learners and has to be introduced as soon as possible to provide the needed help to the learners. This study is relevant to the present study and also had dictation activities where participants would develop the listening skills, punctuation, and spelling skills, the present study did not have a control group.

In addition, Zhai and Skerl's research (as quoted in Astodello & Carbonel, 2013) explored the effect of remedial English courses on the success and consistency of the learners' college-level coursework. The research was conducted at West Chester University from fall 1992 until spring 2000, with 4,060 learners taking ENG 020. The outcomes showed that the remedial activity successfully equipped learners for regular English classes and promoted the whole success in the academics of the learners as measured by retention and graduation rates. The study is connected to the present study for the remedial instruction that was done outside the regular English classes. Moreover, the present study also aims to help in the overall academic success of learners specifically in English class.

Additionally, Leake and Lesik's research (as quoted in Cabansag, 2012) used the discontinuity method of regression to investigate the outcome of English remedial services on college first-year performance. The programs focused on the composition of sentences and paragraphs, and the creation of a well-articulated essay. Participants were full-time learners at 197 universities. The result showed English remedial program might increase GPA for the first year. Learners assigned to the remedial class got a higher GPA than comparable learners who did not participate in the program. This research is relevant to the present study for remedial instruction was based on teaching sentence and paragraph formation since the participants of the study are low achieving students.

Similarly, Sheu, Hsu, and Wang's research (as cited in Smithson, 2008) explored the impact of an English remedial course on first-year learners with low proficiency. The eight-week program concentrated on basic grammar, pronunciation, and analysis of sentence structure. Results showed the in the final examination, the experimental group performed significantly better than the control group. The increase in the basic English language skills had very positive attitudes towards the

path of remedy for the experimental group. They've also improved their drive and trust. This study is found significant to the present study for it also had low achieving learners as the respondents. Basic grammar and analysis of sentence structure were also be included in the remedial program. However, the present study only had an experimental group and no control group.

Similarly, Huang's research (2010) explored the possibility of introducing task-based approaches for enforcing English remedial instruction in ordinary class hours. The instructional materials for remedial include grammar, vocabulary, and eight self-study read articles. At a Technology University, the participants were four pairs of freshmen. Results showed that those who took part in the remedial course received higher scores on the GEPT elementary level of listening and reading sections and the learning enthusiasm was encouraged. This study is found to be significant to the present study for also made use of task-based instructions in conducting mini-lessons before the participants are asked to write meaningful written outputs.

Rusrus (2007) investigated the feasibility of a new system to fix usual errors in solving mathematical problems for Gaza's eleventh graders of literature. The study used both descriptive and experimental methods. The study sample consisted of 303 learners, both male and female. The purposive sample was used. The sample that had 165 students was distributed into four groups; two experimental and two control groups. This study used pre and post-test and the results were analyzed using the T-test, Mann Whitney (u) and Black Profit Range to guarantee the effectiveness of the proposed program. The study results showed the effectiveness of the suggested program to lessen common mistakes in mathematical problem-solving. The study showed significant differences in favor of the experimental group were observed between the male and female of the experimental group and the control group.

This study is relevant to the present study for eleventh graders as participants. The participants of this level would be more cooperative in achieving the success of the remedial instruction. Moreover, just like this study, the present study also had pre-test and post-test and made use of T-test to see improvements in the learners' writing performance.

Fiquaawi (2009) sought to assess the feasibility of a proposed learning difficulties treatment program Dictation for seventh-grade learners. The research sample consisted of 136 seventh-grade male and female learners from Khan Yuonis Town, Gaza Strip. The sample used was divided into four groups; two male 75 learners and two females 61 learners. The proposed treatment program was applied to the experimental group list the control group was using the traditional method. The researcher employed a pre-test and post-test. Using T-test, One Way ANOVA and others, and the results were analyzed. The results of the study mean that there were statistically significant differences between the male and female of the experimental and the control group due to the implementation of the proposed treatment program in favor of the experimental groups. This study is relevant for the present study and also attempted to use dictation to remedy the learning difficulties. Many learners have trouble writing down notes or information when dictated. They also have problems with spelling and punctuation marks in addition to the spelling.

Chiu-Ping Huang (2010), Shu-Li Chen et al (2010), Huang (2009), El Attar(2009), Fiquaawi (2009), Leake and Lesik (2007), Sheu, Hsu, and Wang (2007), Rusrus (2007), Aragon (2008), Zhai and Skerl (2011) gave emphasis on enhancing the achievement of low achievements in English, Arabic, and in math through the use of recommended remedial programs in different stages, and this also endorsed the value of the study of the researcher aimed at improving and remedying the writing skills of low achievements. Results from previous studies revealed that the

low achievement in the subjects concerned was significantly improved due to the use of the various suggested remedial activities.

The researcher has benefited a great deal from studying the related studies that helped in: selecting and designing the study tools and approach; selecting the appropriate statistical treatments for the study; in writing outlines of the theoretical framework; interpreting and justifying the results of the study. Such previous studies are considered a reference for the researcher as they helped the researcher in planning the procedures and steps of the analysis and, in particular, aid in the planning of the remedial program and its components.

Strategies to Teach Writing in High School

The needs of the learners vary at different stages of learning and to accommodate, teachers must establish assignments and strategies. A number of issues have arisen for the last few decades of research into teaching writing to the second language learners, some of which remain debatable despite abundance of second language writing data. The psycholinguistic Eric Lenneberg (as cited in Manzanares, (2013) once noted, in a discussion of “species-specific” human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviours. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society and usually if someone teaches us. There are some effective techniques that can be useful for English teacher when they are teaching writing skills, they are:

A. Imitative or Writing Down

Learners would basically "write down" English letters, words, and possibly sentences to learn the conventions of writing at the initial level of learning how to write. Many types of note-taking fall into this category, but dictation can also help to teach and evaluate complex processing.

Learners can see several activities related to these techniques: handwriting exercises, terms, and punctuation, copying, picture-cooked writing exercises, filling out forms and questionnaires, and spelling. So in this technique, the respondents only learn to copy words or sentences and they do not have the freedom yet to compose their own sentences to express their thoughts. Then, it will be followed by another technique:

B. Intensive or Controlled

Usually, intense writing occurs in guided, written grammar exercises. This type of writing on the part of the writer does not require much imagination. A collective aspect of controlled writing is to expose learners with a text to change a particular structure throughout. So, for example, all the present verbs may be asked to change past tense verbs; in such a case, learners may need to alter other time references in the paragraph. The following could be applied: dictating phrases and basic sentences, reconstruction of a story just learned, exercises of grammatical transformation, ordering tasks, defining images, and completion of sentences.

This writing technique was adopted by the researcher in the mini-lessons and activities during the intervention program. After this, another technique was also used wherein participants had more freedom to express their thoughts and feelings.

C. Self-Writing

A substantial percentage of classroom writing can be dedicated to self-writing, or writing as an audience, with only the self as the audience. The most popular example of this category in note-taking classrooms is, where learners write down notes during a lecture for later recall purposes. The diary or journal writing is accepted too. There is a dialog journal of a learner records opinions, emotions, and responses read and reacts to by a teacher, while two readers are primarily.

In the self-writing technique, the researcher made use of writing prompts for narration, exposition, and persuasion to aid the participants in finishing a self-writing task.

D. Display Writing

The writing is a way of life within the school curricular context. Short-answer tests, essay exams, and even research reports may require an aspect of the show for all language learners.

E. Real Writing

This type of writing technique is commonly used in real life such as diaries, postcards, journals, notes, personal messages, and other casual writing outputs, particularly in an interactive classroom setting. While some activities may be somewhat artificial, the true exchanging of information can nevertheless take place. Learners can receive feedback from teachers and classmates about the assignments, and important to enhance writing skills.

This technique was also utilized wherein the respondents were asked to make personal messages, notes, and letters to experience an authentic exchange of information. Thus, reading the outputs of classmates and giving the chance to give comments and suggestions.

F. Brainstorming

This is a valuable writing technique helping the learners to approach a subject with an open mind. The judgment may arise, you are free to come up with ideas. Brainstorming is one of the many ways to get the writing started. This was also applied since participants collaborated with one another especially on topics that are not that familiar to the learners, and was also mentioned earlier that writing should be considered as an important part of a social context included in the program. The strategies on how to teach writing is something that English teachers should carefully think of for the students to enjoy writing. It was agreed in previous literature that writing is the

most neglected among the macro skills in English, therefore it is just right to apply the best and effective strategies to teach writing.

Appropriate Approach to Teach Writing

Teaching writing was generally ignored in any way for many years. The emphasis was on what the learners output, not the process. Raimes (1994) emphasized the importance of writing and not teaching what to write. Raimes (1994) acknowledged that the question about writing should be taught in ESL classes has not yet been answered. This may be due to the fact that writing means exploring one's own thinking and learning and what these thoughts are from the act of writing. The various features of writing such as syntax, meaning, grammar, mechanics, organization, word selection, intent, audience and the process of writers-are all important and essential in writing across all subject areas. The main theory of learning at this generation is Structuralism, which means emphasizing the importance of teaching writing. Accordingly, as stated by Raimes (1994), these are the key approaches to writing instruction.

Process Approach

As we have seen before, writing is synonymous with consistency and conventional teaching, such as teachers ask learners to write for language development and compilation of grammar products, so the final product only serves to correct language aspects. Nevertheless, the latest methodologies to writing have emphasized that learning to write does not entail asking learners for something about a specific topic without consideration of intent and audience. Developing to write is a process that involves a series of steps that writers have to go through in order to reach the final output. In particular, the method approach originated as a response to the product- approach where Silva (cited in Smithson, 2008) states that this approach calls for a

supportive, motivating and collaborative laboratory atmosphere in which learners can work through the composition cycle with ample time and minimal intervention.

Therefore the task of teachers is to help learners develop viable strategies. Such techniques are "Find the subjects, create information and ideas, concentrate and plan structure and procedure" (Silva as cited in Smithson, 2008). The teachers should become facilitators of writing rather than evaluators; helping learners to develop the above-mentioned strategies. The drafting means writing plenty of drafts, revising means adding, removing, modifying and rearranging concepts, and editing means analyzing vocabulary, sentence structure, grammar, and mechanics.

Accordingly, the process approach is usually regarded as a positive innovation that allows teachers and learners to work together with a single goal of producing more meaningful written output. The importance of learners to be aware of thinking and producing ideas. It is essential to allow time for the process so the learners can realize new ideas, phrases, plan, and work through the initial drafts. It shows that the processes of writing is a way to create, discover, and extend meaning.

The process writing strategy also puts greater emphasis on writing skills such as planning, revising, and drafting more than linguistic knowledge like grammar, spelling, punctuation, and vocabulary (Badger & White, 2000). Accordingly, learners must be taught that writing through the process and stages as mentioned could help them write freely and there is a greater possibility of reaching a good quality product (Belinda, 2006). In addition, one of the valuable aspects of the method approach to writing is that teachers view a writer as an ' independent text author ' (Hyland, 2003, p. 10). Although the process approach to writing has a lot more positive benefits for the writer, but it is not particularly helpful to the readers who hope to learn any information from a text (Tribble, 2003).

Hayes and Flower's theory (1981) about the writing process indicates the procedure of producing writing. Whether the writing strategies are designed as the cognitive process of writing, it is one of the critical factors to measure the effectiveness of the writing strategies. In addition, this theory is also beneficial to explain the difficulties in the students' writing process and figure out the solutions. According to them, there are three areas related to the writer's writing process. The first area is the task environment which refers to everything beyond the writer that influences the writing task, then, the writer's long term memory which refers to the writer's knowledge and writing plans, and the last one is the writing process such as planning, translating, and reviewing.

Stages of Process Approach

The writing process involves three main processes, namely, prewriting, drafting or composing, and revising.

Prewriting

This technique according to Richard and Roland (1995) helps students assess the dimensions of a rhetorical problem and plan its solution. It triggers perceptual and conceptual processes; permitting writers to recall experiences, breakthrough stereotyped thinking, examine relationships between ideas, assess the expectations of their audience, find an implicit order in their subject matter and discover how they feel about the work. Pre-writing can be seen as any writing task that exposes students to self-assessment, observations and exploration of the world around the subject matter. The following are some of the writing tasks under pre-writing: observation, imagining, clustering, outlining, interviewing, and brainstorming. The focus here is developing and ordering of relevant facts. The next stage is composing.

Composing

The major task here is putting a draft version on paper. This may feature free-writing or collaborative work. The writer uses the data got through the pre-writing stage as a springboard. The emphasis is on content and organization here. Checking of grammar, tenses of verbs, choice of words are not the focus on this stage.

Revising

Revising and reviewing of the work is carried out by the writer and peers. Editing is systematically carried out at every stage of the work. Errors are expected in Process Approach. However, the recursive nature of editing at every stage makes the errors to terminate at the editing stage which comes up at the end of each basic stage.

Process approach according to Pica (1986) focuses on the writer's potential for self-correction as a means of achieving success in writing. It places on the students the task of revision at the expense of imitation of perfect work of experts. This is in harmony with the view of the proponents of Process Approach that, want teachers to give their students opportunities to plan, review, clarify and re-organize what they (students) have written on their own.

In the teaching and development of students to become competent writers, teachers of language often select and use writing tasks in language textbooks as the major teaching source. Kwah (1999) says textbook writers are influenced by theoretical developments in writing pedagogy when developing writing tasks. Anthony (2005) says process writing assumes production tasks that prompt self-expression to motivate students as the principal engine for developing second language proficiency in the language classroom. For him, the main activity in process writing is the multiple-draft open-ended writing task. This goes a long way in developing ability to generate ideas.

Kapler (1991) summarizes process writing as a vehicle for the discovery and communication of meaning. The writing is a process complex and involves a number of simultaneous operations. Operations or stages enable writers to more successful output. Tribble (1997) stated that learners who immediately proceed to composition writing are likely to produce poor writing products. Scholars describe different steps, summarized into smaller units sharing the same fundamentals. Thus, according to Harmer, (2007a); Hedge, (2000); Krashen (1984, as cited in Richards & Renandya, 2003, p.315); Richards (1992, as cited in Sadek,2007, p.200); Tribble, (1997); White and Arndt, (1991) all these stages are important. The aim is to examine the main difficulties that lead to poor writing of the final draft. Many authors and learners spend time contemplating and working through a sequence of operations while reading.

Usually, the end product is the outcome of several cautions of revising. Writing well takes patience, as well as ability. Therefore learners (writers) must use the process approach in writing to observe the different stages of this process.

Table 1

Summary of the Stages of Process Approach

Krashen (1984,as cited in Richards&Renandya,2003,	White and Arndt	Richards(1992,as citedinSadek,2007,	Tribble(1997,p.39)
1-Planning(prewriting)	1-Drafting	1-Rehearsing	1-Prewriting2-
2-Drafting (writing)	2-Structuring	(pre-writing)	Composing(Drafti
3-Revising(redrafting)	3-Reviewing	2-Drafting	ng)
4-Editing	4-Focusing	3-Revising	3-Revising
Hedge (2000, pp. 302-330)	Blanchard and	Root (2000)	Harmer (2007)

1-Composing	1-Prewriting	1-Planning
2-Communicating	2-Writing	2-Drafting
3-Improving	3-Revising and Editing	3-Editing

As shown in Table 1, it may be said that the process approach stages can be viewed from different perspectives. These steps or stages in the writing process range from three stages (Richards, 1992, as cited in Sadek, 2007), to six stages (White & Arndt, 1991). The point of view of Krashen (1984, as quoted in Richards & Renandya, 2003) indicates the writing cycle as a private activity may be widely viewed as comprising four main stages such as preparation, drafting, revising and editing. Process writing foundation principle is all learners can compose, with an emphasis more on the process. According to Jarvis (as cited by Tormis, 2008), the statement of the message comes out in process writing, and developing accurate efforts at spelling, handwriting, and grammar could be accepted, knowing that learners gain control over the sub-skills in the process of regular writing opportunities. The skills develop individual and small groups.

The process approach is a comprehensive intervention where students engage in cycles of planning, formulating, and revising, and in writing for real audiences with real purposes. Instruction is often at individual level, tailored to the student's needs through mini-lessons, writing conferences, and teachable moments. Further, self-reflection and evaluation is stressed, to stimulate student's ownership of their written products. Students collaborate when writing, in a supportive and nonthreatening writing environment (Graham & Sandmel, 2011).

Most studies of process approach used the Six (+1) Traits Writing Model, which was developed in the 1980's in the US (Northwest Regional Educational Library, 2013). The Six (+1)

Traits Writing Model asks students to assess their compositions on ideas, organization, voice, word choice, sentence fluency, conventions, and presentation by using reflective questions and rubrics. Goal setting involves assigning students goals for their writing before they begin: either a product goal (e.g. writing paragraphs), or a process goal (e.g. acquiring a learning strategy).

Text structure instruction is the explicit teaching of the structure of a text in a specific genre, such as the organizational structure of a persuasive essay, the story constituents and interrelations of narrative texts, or a compare/contrast essay. Peer assistance involves studies where students have to collaborate during different stages (planning, formulating, or revising) of the writing process, or where some form of tutoring is applied. Feedback involves studies in which students receive comments on (aspects of) their writing, either from the teacher or from a peer. Grammar instruction involves interventions that are aimed at the construction of correct sentences. Revision involves studies in which students receive instruction in improving draft versions of texts. Prewriting activities involve studies that focus on techniques for generating content and planning, such as brainstorming, or using graphic organizers.

The Writer's Workshop Model

The model of the Writer's workshop is based on the process approach to writing in the instructional program. The origin, components, principles, and research of the curriculum are providing a complete understanding of its educational value.

The Origin of Writer's Workshop

Several programs emerged based on the process approach writing became so popular, one of which is the Writer's Workshop. Grave et. al (2003) are major contributors to the wider curriculum. Published books detailing the qualitative research presented by Writer's Workshop by

concise explanations and perspectives on the teachings of writing. The books form the basis for an instructional approach to the Writer's workshop approach (Fisher, 1995).

The term "Writer's Workshop" means an atmosphere designed to foster written language. Writing and exposing one's own thoughts and ideas are risky undertakings, learners need to realize that the environment is predictable and a safe place to take possibilities. Environment and learners must also have control over such a simple decision while requesting help from a classmate (Bruce-Crim, 1991).

Writer's Workshop is grounded on the idea that all children can and should write. Learners should be permitted to make choices when participating in the whole process of writing (Boone et al., 1996). An approach to a Writer's workshop is authentic if it embraces the ordinary happenings and practices shown by expert authors. Research indicates that learners begin to develop the writer's habits when they write everyday (Atwell, 1987). Students begin to think of creating when they are not in class, thus their compositions will have many starting points. Writing habits and learners will come to be more capable creators (Newkirk and Atwell 1986). In addition, authentic writing allows learners to pursue their desires, just like genuine writers. The lives of students provide the content from which students compose and teachers teach. According to Bechtel (as stated in Leopando, 2010), learners who write on selected subjects increase the quality of work. Students with writing shortcomings require fewer demands for preparation and planning as well as increased interest and motivation. Authentic writing often means learners need social dialogue resources beforehand, throughout, and after the process. Writing Discourse helps learners to express ideas, to probe questions and to create concept categories (Goodman & Wilde, 1992).

The Writer's Workshop approach basically boosts learners to get extremely involved in the writing process, using subjects and writing for a reason. The methodology exposes learners to the writing process as alternative tasks that are dictated by the teacher.

The Components of Writer's Workshop

The Writer's Workshop, according to Atwell (1998), has four key elements: a mini-lesson, frequent writing time, conference, and self-evaluation. Both elements incorporate entire collective instruction, minor group instruction, and individual instruction. Atwell recommended allotting time at least one hour per day. The mini-lesson consists of five to ten minutes, 30 to 45 minutes offers time allotment for writing and 10 to 20 minutes includes time for sharing. During the writing time, multiple student conferences are held concurrently.

Component 1: Mini-Lessons.

The workshop begins with a mini-lesson led by teachers in a group. During the five-to ten-minute slot, the teachers present one idea or strategy on each particular day that seems relevant to that particular group. This daily meeting requires a close evaluation of the strong points and weaknesses shown by the learners in their day-to-day writing. The teachers raise a question during the mini-lesson, discuss a topic, model a technique or strengthen a method (Calkins, 1986). Some teachers would guide the learners during the mini-lesson and successive writing time to practice the skill. Mini-lesson subjects fall has four categories: processes, the writing process, good writing quality and editing skills (Fletcher and Portalupi, 2001).

Procedural topics of mini-lessons provide important information about how the workshop runs. These procedures include how to get and use materials, where and how conferences will be held, where to confer with peers, and how to gather into a meeting area in an orderly manner.

Another theme for the mini-lesson is the process of the writer, which focuses on the techniques that writers chose, explored, organized, or revised a subject. Teachers express thought-aloud techniques, analyze, read or model writing. Benischek et al. (2001) models used by the learners to swim, talk, read, or jump rope by imitating people by imitating real authors behaviors and strategies are important for teachers to spend time for writing and sharing written work with learners; and benefits learners to see and hear the teacher thinking out loud, reviewing and editing personal poetry, stories, letters, and reports. Teachers who write can provide learners with valuable insights by mentoring in processes and making writing processes more observable (National Council, 1998-2008).

Interactive writing happens when the teacher and learners work together to produce a piece of writing, delivers influential demonstrations that help learners make progress in writing. The students can take the "assisted" writing and bring in their individual writing into what they have learned (Behymer, 2003). Presenting good writing skills forms another topic for mini-lessons. The instruction emphasizes information to deepen student understanding of literary techniques such as the point of view, purpose, strong language, development of characters, catchy introductions, and powerful endings of the author.

A final Mini-Lesson topic stresses editing skills. The section includes information to establish competencies in grammar, spelling, and punctuation. Editing can also encompass information on how to auto-check a piece of writing. To apply language skills in substantive writing allows students to master editing successfully (National Council, 1998-2008).

The tradition of creating every writing workshop with a whole group gathering will bring process and unity, and help the young writers see the influence of some experts ' carefully selected tips. The mini-lesson is about simplicity, briefness, and frankness (Calkins, 1986).

Graves (1995) claimed it could help learners broaden their repertoire by offering mini-lessons that concentrate on one convention. Rosen (1987) reported during mini-lessons that learners can share problems, probe specific questions from their own writing and obtain assistance from the shared understanding of the whole class. Teaching skills through mini-lessons produces better writing than teaching individual competencies. Mini-lessons serve to improve the writing fluency and to teach the skills needed to help students gain confidence in their talents as authors (Benischek et al., 2001).

Component 2: Frequent Writing Time

After the mini-lesson, the learners work in a highly designed yet responsive environment in order to draft, revise, and edit the writing. Learners integrate the guidance which they obtained from the mini-lesson subject of their teacher (Calkins, 2005). Proponents of Writer's Workshop believe that the best way to improve writing is to write, write, and write. Teachers will frequently use peer cooperation to tell the students to view their peers as writing buddies. Hyland (2000) says students need to get the criticism of others about their writing, and she describes the Writing Workshop as "a really the best time to use one another". During the workshop teachers allow learners to read drafts and complete peer feedback pages as part of the writing time.

During the writing time, various stages of writing occur. Some learners may be drafting a new piece of writing, may be revising, and still, others may be in the process of editing during the Writing Workshop for publication. Drafting involves writing the actual piece of writing, while editing means reading over what is written. As the learners write, revision happens continuously. Editing involves working with an editor to prepare the article for print, whether he is an instructor or another student. Editing involves discussing the context of the piece and focusing on the standards of conventions and orthography (Fisher, 1995).

In re-reading of the writing, learners often use a checklist to search not only to see errors in punctuation, grammar, and capitalization but also for meanings and word excess. This self-editing time allows the writer to iron out language, arrange thoughts, and listen to the poetry of his / her sentences (Strech, 1994). Graves (as quoted in Smithson, 2008) notes that the students write and write well when teachers disclose the writing process to children by word and example and respond cleverly to what they have learned. We are revising as an internal command, not because it was provided by the instructor.

Component 3: Conferences.

The teacher holds lectures with a specified number of learners to compose writing. The conference aims to have the young writers focus on the teacher's feedback on writing. Donald Graves (1991) described the writing conference as an experience between the teacher and the learners during the clarifying session. The teacher communicates with the learners in such a way as to learn to engage with the draft creation. The learners acknowledge and honors what the student has done after the student shared about his writing. The teacher then propels the learners' understanding by offering just little amount of assistance as he or she attempts to achieve a new task. Eckholdt (2004) calls this sort of writing aid "scaffolding", borrowing the word from Vygotsky (1978) as a form of instruction. Vygotsky thought that thinking developed from interpersonal speech to dialog with oneself or intrapersonal speech. The teacher's instruction during conferences later becomes the learner's inner voice (Eckholdt as quoted in Smithson, 2008).

The instructor takes lecture notes during the writing session. The notes include the conference date, the title of the student's outputs, and a brief note about the content of the conference, and the strategy that the writer can use again, (Fletcher & Portalupi, 2001).

Williams (as quoted in Yaakob, 2015) believed that for the conference to be successful and the most effective tool in a Writer's Workshop, two critical factors should be highlighted: students have contributed the most in a conversation, and they have to focus on two or fewer ideas at a time. Barnes (as quoted in Alejo, 2011) said the use of an effective conference could make a mediocre story a masterpiece. Getting the teacher's undivided attention, the learners felt different, while the teacher was able to teach intensively what Vygotsky (1978) called the "area of proximal growth", concentrating on those places where the learners most needed assistance (Graves & Hansen, 1983). This "zone of proximal development" is the distance between what a child can do without assistance and what the child can do with the help of a more capable adult or peer (Eckholdt as cited in Yaakob, 2015).

Component 4: Sharing.

For the second teaching part, the writing time of the day ends with the entire group together again. This final component of the Time block of the Writer's Workshop is self-assessment and reflection. This is a continuation sharing time on the subject of the mini-lesson for the day (Calkins, 2005). A lot of teachers call this the "Author's Chair." Where the writers are provided with an audience that can give positive and constructive feedback through asking questions and comments about the student's writing outlines the objective of sharing time. This criticism provides ideas for the writers to revise their pieces. When the learners feel appreciated as the author, they gain confidence in their own writing and increase the degree of enjoyment about writing.

Every learner have an assigned day for the class to share. Sharing can also include their printed piece, hanging up a written piece for display, submitting a portfolio or showing a friend the written work (Strech, 1994). The shared time often chains the mini-lesson theme by remembering the students who have place the lessons into action.

The Effective Underlying Principles of Writer's Workshop

There are many underlying principles that make Writer's workshop work successfully in the classroom. Such components consist of writing for a real purpose, audience, and writing in all areas of the curriculum like learning grammar and putting words in the sense of actual writing, and learning the full writing process (Christopher as quoted in Yaakob, 2015).

First, learners are writing for a genuine and actual purpose. When learners write about interests and concerns, they feel that their ideas are important. It also makes them feel good and they enjoy that moment. They even develop trust and confidence as they write (Boone et al., 1996). Learners can thus see writing as an essential lifelong learning ability. If students learn to live like writers, then this will affect all that they see, think, feel, and remember throughout their lives (Calkins, 1986).

Second, the learners are writing to an actual audience. One of the major weaknesses in student writing stems from the tendency of the students to think of writing as accomplishing it to be judged rather than trying to communicate with the actual readers. Also contributing to tremendous gains inability is for learners to find out what the words actually meant to readers. Graham (as quoted in Manzanares, L. & González, 2013) confirms this by stating that writing is not meant to be the only method. Although writers have a sense of ownership of what they have written, there's a huge benefit in asking for help and support with others. Learners welcomed, helped, and assisted each other in the classroom, according to Hyland's analysis (as cited in Armana, 2011). Peer interaction helped the learners move on and developed confidence in their ability to express a message. In this way, the workshop becomes a likable and safe environment for learners to take risks in writing (Smithson, 20008).

Third, learners in all areas of the curriculum are taught to write. Graves and Murray (1980) state that, "creative writing "does not differ from other writing. All writing is a creative activity. Working in one genre helps in the other. Implications of writing across the curriculum are significant, treating all writing as process and development.

Another important idea lies in students learning grammar and conventions in real writing. As part of their writing process, the students use a self-editing checklist with the skills discussed. Writers check their written outputs for full sentences, and spelling, capitalization at the beginning of the sentence, and correct punctuation at the end (Fletcher & Portalupi as cited in Manzanares, L. & González, 2013).

Eventually, the students learn the whole process of writing. Students evolve as authors by having to understand the writing process and engaging in it. Students find great ideas in what they observe, notice, utter, remember, feel, and experience, as do poets, novelists, and journalists. Also, young writers agree on type and genre, and for consistency and intent, they compose and rewrite (Calkins, 1997).

Such underlying principles trigger good writing inside the classroom. Most often, students who are actively involved in their writing process and mentored by others who write and provided guidance usually become skillful writers because they applied these in practical writing circumstances.

Studies of Writer's Workshop

There are several important studies of Writer's Workshop that are relevant to the corpus of current literature. Secondly, current research illustrates a system of workshops as a leading approach to teaching writing. From the research of a highly effective school in the state of Missouri, one study found that the workshop model of a reader/writer was one of the most widely

used programs to help struggling students in Missouri schools (Hellebusch, Hodge-Logan, Straaztmann, and Wibberg, 2007).

A similar study on a meta-analysis of over 700 abstracts that used samples of writing as the outcome measures writing effectively. Such methods included the process of the laboratory, the teaching of investigation skills and the implementation of computer assistance. The pooled variances were analyzed by each type of instruction. Of the three strategies, the workshop approach was clearly the most effective strategy. The laboratory method had a weighted mean effect size of .519 in the analysis, with the teaching of inquiry skills having .425 and the applications for computer assistance having .318 (Atkinson as quoted in Yaakob, 2015).

One large set of data shows the effectiveness of certain aspects of process writing. For many years, the National Assessment of Educational Progress (NAEP) had given a writing test to large national student samples in grades four, eight, and twelve. The NAEP frequently updates feedback written on a certain page for pre-writing tasks and answers were tabulated to make a questionnaire for students about the instructional methods used in their writing classes along with the study of test results. The surveys asked the students how much weight the teachers put on several practices that matched the writing of processes. From this data, NAEP found that there were higher average scores among students who indicated better use of the process in writing activities. Additionally, those engaged in any pre-writing operation got scores that are significantly higher than those not engaged. The writing habits associated with the higher scores included writing preparation, drafting a summary, identifying intent and audience, using tools other than the textbook, and reviewing articles. The results suggest that students trained in process writing procedures that pass their writing skills and strategies to situations of this sort of demand (Unger & Fleischman as cited in Rodriguez, 2010).

Similarly, Price (as cited in Yaakob, 2015) concluded that the workshop approach has produced stronger writing and grammar skills as compared to the traditional approach. Price tested all methods over a three-week period with 29 fifth and sixth-grade boys and girls, including a pre-test and post-test comparison of 11 writing abilities with the control and experimental classes. The t-test review showed that the 11 grammar skills were adequately mastered by both groups of methods, but the workshop group made significant progress in applying those skills in writing, creating shorter, more complex compositions than the other group. Price said that students at the workshop has shown a positive attitude towards writing and applied practical grammar skills at a higher level than students who have learned through practice and drill.

The study is relevant to the present study for it will also ask participants to produce sentence-level writing exercises and will also use pre-test and post-test and will make use of the T-test for statistical analysis however the present study does not have a control group.

Comparatively, in Jordan's study (as cited by Smithson, 2008), it can be concluded from her study that Writer's Workshop was the most effective structure to teach writing, in particular. Jordan used a daily reflective journal of teachers, anecdotal notes and interviews of student attitudes to gather the data. During the research, she concentrated on seven main components which are: physical space, a sense of community, availability of materials, subject for writing, amount of time for writing, sharing work, and writing publishing. She found that writing time and the choice of topics proved to be very important for the writers. This study is found to be relevant to the present study because it will also use the writer's workshop as the framework of the intervention program. Likewise, almost all the components in conducting the writer's workshop will also be used.

Likewise, in Grothe's action research project (as quoted in Astodello & Carbonel, 2013), findings indicate that a big percentage of the students' capitalization, punctuation, pronunciation, and grammatical errors decreased to some degree due to the use of Writer's Workshop. Therefore, students increased their full use of sentences within written work with a marginal gain from pretesting to post-testing. This study employed students with special needs as subjects. The present study also aims to decrease errors in capitalization, punctuation, spelling, and grammar, thus, the researcher has designed activities and writing tasks that would address these deficiencies.

In addition, Tavern (as quoted in Lasala, 2014) found that writing skills improved on the basis of the "writing period" of a particular school. In this research, the "cycle of writing" approach measured the writing skill of the learners for the whole year by concentrating on three different writing skills from using the Six Trait Writing program that are speech, thoughts, organization, material,. Writer's Workshop has provided instruction for each trait and a writing prompt that addressed the skill. The assessment was carried out three times a year using rubrics from the program Six Traits Writing and a weighted Likert scale. This study is found to be relevant to the present for it will also use the Six Traits Writing rubrics in evaluating the learners' outputs.

Eventually, work shows that Writer's Workshop has a positive influence on students' writing attitude. Several studies have concluded that students taught with the methodology of Writer's Workshop had significantly increased their willingness to write, with greater independence, and improved attitudes to writing. They also exhibit the use of a wider selection of topics and the Bayer genre (as cited in Smithson, 2008) reported in her study that Writer's Workshop allowed the targeted first-grade students to become even more confident writers. The learners also gained more skill in making use of describing words in their writing. As her method of collecting data, Bayer used student writing samples assessed by teacher rubrics and student

checklists, teacher established rubrics and lecturer-learners conferences. The learners participated in Writer's Workshop on a weekly basis, and pre-tests and post-tests were performed to assess any change in attitudes to writing.

Synthesis of all the studies

Good writing skills prepare learners for academic success, job placement and development, and lifetime overall accomplishment. Writing advances the ability to read, think and communicate. Numerous studies up keep the importance of writing instruction as part of the curriculum of the elementary school.

There has been a shift in the teaching of writing from a traditional approach focused on teaching specific skills to a process approach based on planned development in writing. Writer's Workshop, a kind of a process approach to writing instruction, has become popular in many schools today. Students write for real reasons and real audiences in this regular study program that consists of mini-lectures, writing time, conferencing, and sharing time. Numerous Writer's Workshop studies show an increase in a positive attitude towards writing and an increase in academic achievement particularly in the mechanical and grammatical areas of writing skills.

CONCEPTUAL FRAMEWORK

The Conceptual Framework of the study is anchored on the Process Approach and Writer's Workshop where the proponents like Tribble(1997), Hayes and Flower's (1981), Atwell (1987), and Calkin's (2005) believe that writing involves a series of steps and put more emphasis on the process more than the product.

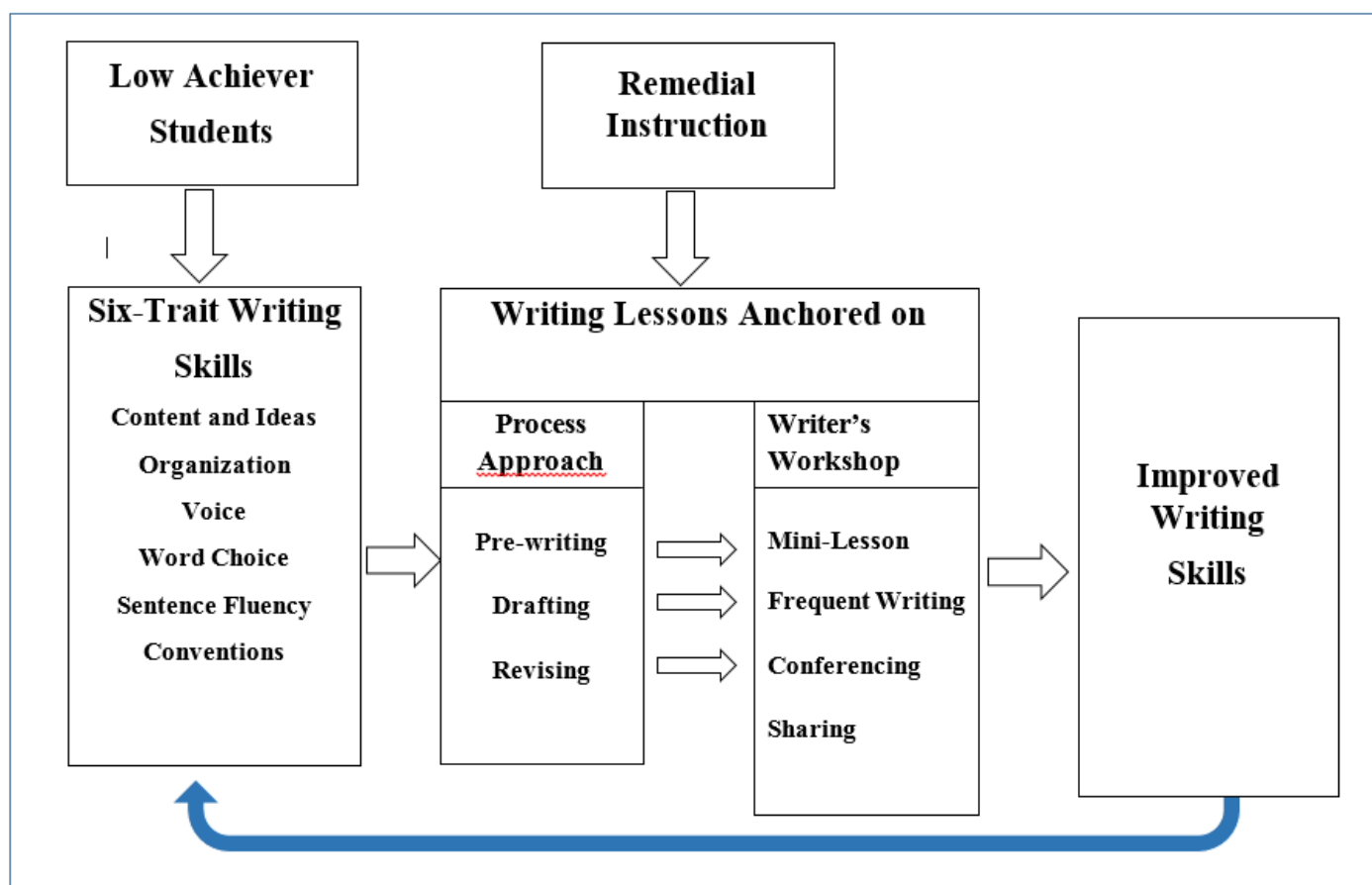


Figure 1. Conceptual Framework of the Study

One of the main problems among low achiever students is the fact that many of them cannot develop their writing skills, especially when they are making compositions in English language. Learning to write is a process that entails a series of steps that writers go through to be able to produce a well-written output. Furthermore, the social context in which learners engage in writing has a powerful impact on the type of writing they produce and this has become very difficult not

only for students especially to those learners who are considered to be low performing learners, underachievers, or students with learning difficulties.

It is for these reasons that the researcher sought to remedy writing difficulties by conducting a remedial instruction to the Grades 11 and 12 learners of Pres. Diosdado Macapagal High School. This study used the Input, Process, and Output Approach. Considered the inputs are the low achiever students' writing difficulties which include content and ideas, organization, voice, word choice, sentence fluency, and mechanics/conventions. These difficulties were determined through evaluating the students' pre-test writing outputs using the six-trait writing skills. Through the pre-test, the researcher was able to determine the writing level and difficulties of the respondents for each skill. The process of transferring these inputs into the desired output is through coming up with writing lessons anchored on the Process Approach, specifically the Writer's Workshop model. The Writer's Workshop model is a variant of Process Approach where the learners undergo through series of steps before finishing the final output. The dependent variable in the study is the low achiever students and the independent variables are the process approach and Writer's workshop. Three stages of the process approach were used in the procedures of the program. These were pre-writing, drafting, and revising. While the components of the Writer's workshop the Mini-Lessons, Frequent Writing time, Conferencing, and Sharing. Based on the literature given, it is concluded that students learn best when they have more practice time with the process of writing and when they have interactions with people like their teachers, friends, or colleagues. It is in this part where the teacher's role comes in. The teacher in the writer's workshop interacts with the students by giving instructions and facilitating the writing process, and that happens during the Mini-Lesson. Another component is Frequent Writing Time where students are given ample time to write their ideas freely. This is where they draft and write their

ideas. Then, there is also Conferencing. This component is where students interact with each other, or one on one conference with the teacher. The concept of peer support and collaboration makes the learners more comfortable in writing. Then, the last component is Sharing, where students share with the class what they have written. Learners learn the importance of drafting/revising and editing their pieces while having a choice of topic based on personal interest. After the Writer's Workshop remedial instructions, the researcher's expected output of the remedial instruction is the improved writing skills of the Senior High School learners in one of the public schools in Taguig City.

STATEMENT OF THE PROBLEM

This study aimed to determine the impact of Writer's Workshop Remedial Instruction on the writing performance of the senior high school ESL learners of one of the public schools in Taguig City for Academic Year 2019-2020. Specifically, this study sought answers to the following questions:

1. What are the learners' writing performances before and after the Writer's Workshop Remedial Instruction?
2. Is there a significant difference in the writing performance level of the learners before and after the remedial instruction?
3. How do learners view the Writer's Workshop Remedial Instruction?

SIGNIFICANCE OF THE STUDY

The study may benefit the learners for it will help them improve their writing levels and they will learn new strategies in organizing thoughts before writing. It also can help teachers in the English language to organize and implement successful remedial programs. They may also get

familiar with the basic principles of planning, choosing, and implementing remedial instructions for low achiever students to improve their English writing skills.

Moreover, the supervisors' interest may also be prompted in conducting training courses for the teachers in order to improve the implementation of remedial instructions. School administrators may also benefit of this study to transform, innovate, organize, and enrich the English Language with remedial activities. They may take advantage of this study to help learners get better in English Language writing.

DEFINITION OF TERMS

The fundamental use of the terms in this section remains as a valuable reference guide that should surely aid the readers of this study in understanding both the content and context of this research.

Brainstorming. Brainstorming is a group activity that produces several potential options for a specific issue and then points out the best choice available (Writing Page, 2008).

Drafting. This is Writer's second step in the Workshop. The author puts written ideas into form. In this step, the main focus is content, not grammar, mechanics or spelling. This stage is where the story is created (Writing Site, 2008)

Editing. The fourth phase in the workshop for Writer focuses on grammar, syntax, and spelling. Editing is done by self-editing, and sometimes by editing colleagues or teachers (Writing Page, 2008).

Executive Functioning. It is a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for “the neurologically based skills involving mental control and self-regulation” (Cooper-Kahn & Dietzel, 2009, p. 9).

Intervention. In this study, this refers to student-teacher conferences during the writing process. This can be done in various forms-direct intervention by the teacher, or peers(other students) reading and commenting on the text focusing on content, students themselves evaluating their own writing with the guidance of the teacher.

Intervention Program. Based on the study, this refers to a more comprehensive framework for teaching writing in terms of time and duration in producing a text. This allows work, which involves a whole class, group, or dyad to take place in order to produce a particular writing task.

Learning Disability. It is a neurological condition that interferes with an individual's ability to store, process, or produce information. Learning disabilities can affect one's ability to read, write, speak, spell, compute math, reason and also affect an individual's attention, memory, coordination, social skills and emotional maturity (Learning Disabilities Association of America, 2015).

Mini-lessons. Mini-lessons are very short forums and discussions in which the teacher presents one topic or idea to be used in the writing of the students (Writing Site, 2008).

Prewriting. Prewriting, the first step in Writer's Workshop, lets the author choose what to write, who the audience is, the intention to write and the type to be used. There are devices for prewriting they are: brainstorming, outlining, lists, and websites are often used as (Writing Site, 2008).

Process Writing Approach. Process writing is a way of producing written outputs that involve the students to prewriting, drafting, revising / editing, publishing, and presenting that constitutes the approach to process writing.

Publishing. Publishing is Writer's Workshop's fifth and final step in which the written piece is shared and often displayed for others.

Remedial. Remedial is an action intended help students who are experiencing learning difficulties

Remedial Instruction. Remedial instruction is designed to help students who fall behind academically to catch up to a desired level

Revising. A Writer's Workshop's third step, revising, clarifying the content, organization, and style (Writing Site, 2008).

Six Trait Writing Model. Six Trait Writing Model is a writing program that focuses evaluating on six basic writing skills, which consist of ideas and content, speech, expression fluency, editing and revising, structure, word choice and writing conventions (Writing Site, 2008)

Writer's Workshop. Writer's Workshop is a form of process writing in which there is entire group instruction by the writing teacher and it follows writing time and a standard response time concluded (Fletcher and Portalupi, 2001)

Writing Process. The means when a text is produced that includes the recursive steps of preparatory work a writer does before beginning writing, as well as the work that s/he does while writing, during revising, and editing.

Zone of proximal development. The proximal development zone, which originated with Vygotsky, is the distance between a student's performance of a task with assistance and the performance of a task by a student without assistance (North Central, 2008).

CHAPTER 2

METHODS

The purpose of the study was to examine the impact of a suggested remedial instruction on the English writing skills of the senior high school low achievers of one of the public schools in Taguig City. This chapter deals with the methodology, design and data gathering procedures, sampling and participants, the instrumentation and the data analysis procedures. Ethical considerations are also discussed to provide trustworthiness.

RESEARCH DESIGN

This study used the Mixed Method Research Design. A mixed method research design is a procedure used for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem.

For the quantitative approach, a Quasi-Experimental Design was used. An experimental design is the outline of the procedures that enable the researcher to test the hypothesis by arriving at a reasonable conclusion on the relationship between independent and dependent variables (Best & Khan, 1993). In this study, the researcher investigated how the Writer’s Workshop Remedial Instruction aided in the enhanced level of writing skills of the Senior High School learners.

For the qualitative approach, it is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner. In this study, the researcher identified the problems or difficulties and improvements of the learners in writing an essay through doing a content analysis on the pre-test and post-test writing outputs of the students.

RESEARCH LOCALE

The study was conducted at one of the public schools in Taguig City for where the researcher is assigned as a Senior High School teacher. The school is situated at Barangay Katuparan, GHQ Village, Taguig City, Philippines. The school offers Junior and Senior High School programs. The Senior High School program offers both Academic and Technical Vocational Tracks. Academic Track offers STEM, HUMSS, and GAS strands while the Technical Vocational Track offers Nursing Aid, Cookery, Information Communication Technology (ICT), and Electrical Installation, and Maintenance (EIM) strands respectively. The said school belongs to a medium-sized category with a population of roughly three thousand (3000) learners.

SAMPLING AND PARTICIPANTS

The study involved a total of 30 Grades 11 and 12 Senior High School learners composing of fourteen males and sixteen females, who were taking Writing Subjects at one of the public schools in Taguig City for Academic Year 2019-2020. The respondents were ranked at school as low achievers not only in writing subjects but also in other subjects. The respondents got low English grades in the Junior High School and often scored low in the written exercises given to the class. They were also nominated by their subject teachers because of poor performance in their classes. Moreover, the Grade 12 respondents of this study were those who failed in Writing subjects when they were in Grade 11.

Fraenkel and Wallen (1990) stated that the population is the interest group for the researcher, the group to whom the researcher wishes to generalize the study results. The sample population of this study are Grades 11 and 12 learners. According to Fraenkel, Wallen, and Hyun (2012), the category on which knowledge is gathered is one sample in a research study. In other words, Best and Kahn (1993) note that a sample represents a small proportion of the chosen population for

evaluation and study. The sample of this study were 30 senior high school learners who were found to be low achievers in the respected classes.

In this analysis, the purposive sampling method was used. According to Creswell (2012), purposeful sampling, also known as judgmental, selective, or subjective sampling, is a form of unlikely sampling in which researchers rely on judgment when selecting population members to participate in the study. The purposive sampling was applied since the researcher believed that these learners needed immediate attention to improve their writing skills.

RESEARCH INSTRUMENTS

The researcher utilized three tools in order to achieve the aims of the study. These are the six-trait writing rubric, content analysis, and the survey questionnaire after the remedial instruction.

Six-Trait Writing Rubric

The pre-test and post-test in the form of writing tasks were administered to the learners for two-hours. Two writing prompts were used, “My Most Unforgettable First Day in Grade School” for the narrative, and “Should Cellphones be Banned in Schools” for the persuasive composition. The writing outputs were evaluated using Spandel’s (2006) Six Plus One (6+1) Traits 6 point Writing Rubric. The six traits include ideas and content, organization, voice, word choice, sentence fluency, conventions, and presentation.

1. The ideas and content trait define the degree to which a guiding concept is developed by the writer and elaborates the main point with examples, facts, diagrams or descriptions.

2. The organization definition describes the degree to which the ideas of the writer are organized in a simple order, and the overall response structure remains consistent with the genre assigned.

3. The trait voice shows control of the language to engage the reader, while the trait
4. Word choice refers to the use of a rich, colorful and precise language that communicates not only in a functional manner but also in a way that moves and enlightens the reader;
5. While sentence fluency refers to the way individual words and phrases sound together within a sentence, and how groups of sentences sound when read one after the other,
6. The domain labeled conventions exhibits how the writer manages the creation, use, spelling, punctuation, capitalization, and structure of sentences (Georgia, 2008).

Scores in each domain range from one to six, with six being the highest score. Raters combined domain scores to obtain a total score of the learner. Since there were six traits to score, the highest score for each learner would be thirty-six (36) and six (6) would be the lowest. Then, the average of the ratings by the two individual scorers was considered as the final score. Then, the researcher converted the total raw score to a six-digit scale score. Scale scores ranging from approximately 6 to 36 being the highest. Then, the researcher assigned a level to each scale score. The writing levels and descriptors were adapted from the Six-Trait Writing Skills.

Table 2

Writing Skills Performance Levels

(Adapted from Six-Trait Writing Skill by Spandel)

Scale	Verbal	Descriptors
Interpretation		
31-36	Exemplary	Exceptionally clear, focused, engaging with relevant, strong supporting details
		Strong order and structure Inviting intro and satisfying closure

		• Appropriate to audience and purpose; • Precise, carefully chosen • Effective variation in sentence patterns; • Exceptionally strong control of conventions; errors are few and minor • Clear, focused, interesting ideas with appropriate detail
25-30	Strong Writer	• Inviting intro and satisfying closure • Appropriate to audience and purpose • Word choice energizes writing • Good variety in length and structure • Strong control of conventions; errors are few and minor • Evident main idea with some support which may be general or limited
19-24	Proficient Writer	• Organization is appropriate, but conventional • Inconsistent or dull personality • Descriptions maybe overdone at times • Lack variety in length and structure • Control of most writing conventions; occasional errors with high risks

13-18	Developing Writer	• Main idea may be cloudy because supporting detail is too general or even off-topic • Beginning and ending not developed • Voice may be inappropriate or non-existent • No attempt at deliberate choice • Some awkward constructions • Limited control of conventions; frequent errors do not interfere with understanding • Purpose and main idea may be unclear and cluttered by irrelevant detail
7-12	Emerging Writer	• Lack of structure; disorganized and hard to follow. • Little or no hint of writer behind words • Monotonous, often repetitious, sometimes inappropriate • Monotonous sentence patterns; Frequent run-on sentences • Frequent significant errors may impede readability • Lacks central idea; development is minimal or non-existent
1-6	Beginning Writer	• No identifiable introduction or conclusion

-
- Writing is lifeless
 - Some vocabulary misused and limited words
 - Disjointed, confusing, rambling
 - Makes the text difficult to read
-

Content Analysis

Content Analysis is any technique for making inferences by systematically and objectively identifying special characteristics of messages (Holsti, 1968). In this study, the six domains in the Six-trait writing skills were used by the researcher to examine the written outputs of the respondents before and after the remedial instructions. The result of the paired t-test of each domain is the quantitative basis of the impact of the remedial instruction conducted to the students. Sample written outputs before and after the remedial instructions were used by the researcher for content analysis.

Survey Questionnaire

The other tool used was a researcher-made survey questionnaire of the respondents' impressions on the remedial instruction. The survey questionnaire has 15 questions with a five-point Likert Scale, where five is the highest and one as the lowest, and with a verbal interpretation of Strongly Agree(5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1) respectively.

The questions in the survey questionnaire are divided into three parts, before, during, and after the remedial instruction. The first part includes the difficulties encountered by the respondents when given a writing task before the remedial instruction. These are found on questions one to three. Some of these include formulating ideas on a given topic and organizing

their thoughts. Then, the second part discusses the things that they have learned and applied during the remedial instruction. Some of these include doing the writing stages that they followed during the remedial instruction. These stages include planning, drafting, revising, and editing. The writing competencies also where there were big changes and improvement include the mechanics, spelling, and vocabulary, and these are found on questions four to thirteen. The last part of the survey questionnaire talks about how the remedial instruction helped them to improve their writing skill and how they learned to appreciate other people's written outputs because of the peer editing and sharing done during the remediation.

Writer's Workshop Remedial Instruction for Senior High School ESL Learners

I. Rationale

Nunan (1989) argued that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors vary from academic background and personal interest of the writer to various psychological, linguistic and cognitive phenomena (Dar & Khan, 2015; Haider, 2012)

This is true for individuals who are underachievers who often demonstrate difficulties when it comes to written expression because they have less knowledge about effective strategies for writing, less skill with language, and substantial difficulties with spelling and handwriting. Moreover, their compositions are shorter, less organized and coherent, more marked by errors in grammar, and lower in overall quality.

These writing difficulties were observed by the researcher from senior high school students, especially students considered to be underachievers. These observations urged the

researcher to conduct this study to identify the writing levels and difficulties of these students and help them improve their current writing skill using the Writer's Workshop Remedial Instruction.

II. Framework of Writer's Workshop Remedial Instruction

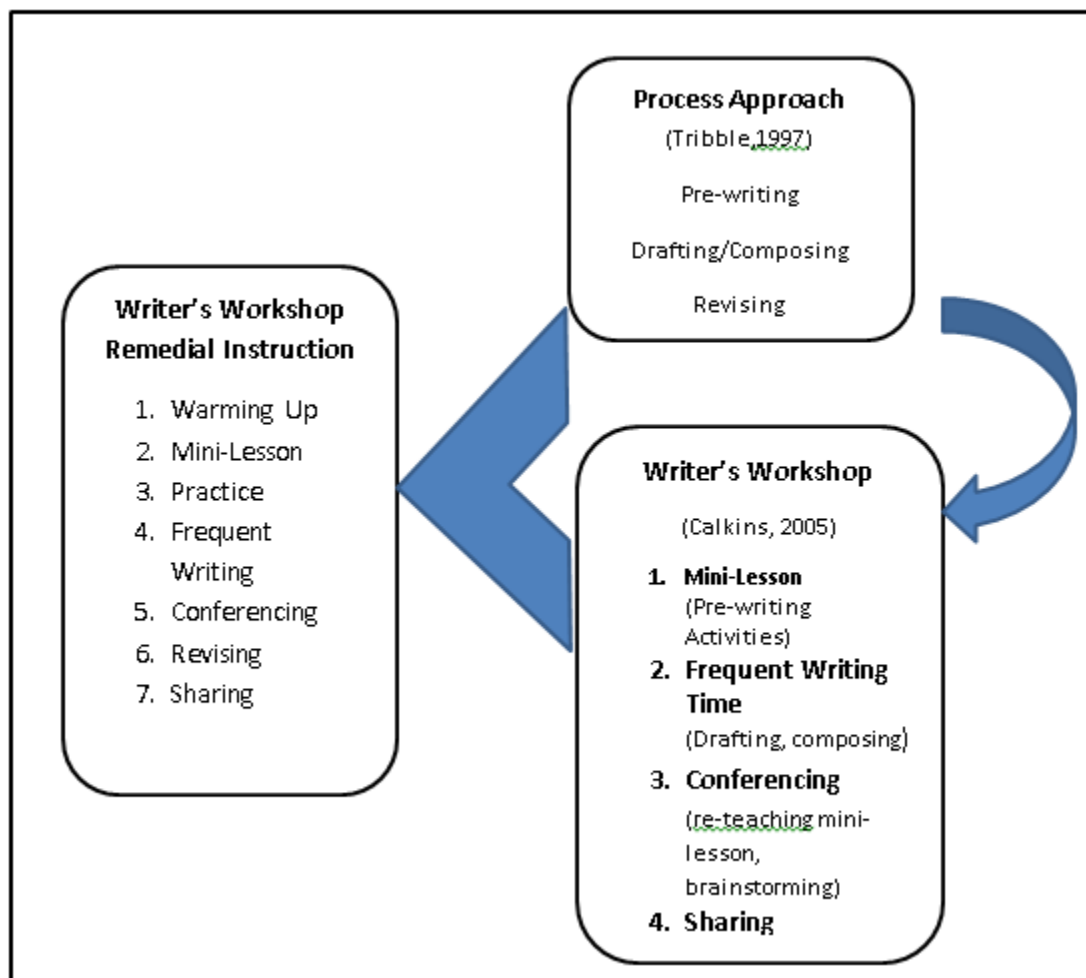


Figure 2. Framework of Writer's Workshop Remedial Instruction

The framework of the remedial instruction is anchored on the Process Approach to writing by Tribble (1997) and the Writer's Workshop by Calkins (2005). This Writer's Workshop model is a variant of Process Approach. This is considered as one of the most used and prominent approaches to writing especially to low-skilled writers for it gives more time on the process more than the final product. This process approach according to Tribble has only three steps to writing,

they are pre-writing, drafting/composing, and revising, whereas, the Writer's Workshop has four components. The stages in the Process Approach are already embedded in the different components of the Writer's Workshop Approach. But, both two approaches focus on the different stages of writing that learners go through in finishing a writing task.

The researcher adapted the Process Approach specifically the four components of Writer's Workshop in the remedial instructions intended for the low achiever students. The created lesson plans based on the result of the pre-test and anchored the components on the Writer's Workshop. These components are the Mini-Lessons, Frequent Writing time, Conferencing, and Sharing. Based on the literature given, it is concluded that students learn best when they have more practice time with the process of writing and when they have interactions with people like their teachers, friends, or colleagues. It is in this part where the teacher's role comes in. The teacher in the writer's workshop approach interacts with the students by giving instructions and facilitating the writing process, and that happens during the Mini-Lesson. It is in this stage where the learners do pre-writing activities.

Another component is Frequent Writing Time where students are given ample time to write their ideas freely. This is where they draft, write, and rewrite their ideas. This is where they draft, write, and rewrite their ideas. During the writing time, various stages of writing occur. Some learners may be drafting a new piece of writing, may be revising, and still, others may be in the process of editing during the Writing Workshop for publication. Drafting involves writing the actual piece of writing, while editing means reading over what is written. As the learners write, revision happens continuously.

Then, there is also Conferencing. This component is where students interact with each other, or one on one conference with the teacher. The concept of peer support and collaboration

makes the learners more comfortable in writing. It is in this stage where the learners, revise and edit their written outputs based on the comments and suggestions given by their peers and teacher.

Then, the last component is Sharing, where students share with the class what they have written. It is in this part where the learners appreciate other's written works because they get to read or listen to their classmates' outputs. Learners learn the importance of drafting/revising and editing their pieces while having a choice of topic based on personal interest. After the Writer's Workshop remedial instructions, the researcher's expected output of the remediation is the improved writing skills of the Senior High School learners at Pres. Diosdado Macapagal High School.

III. Goals and Objectives

A. Goals

- To aid writing difficulties of underachieving students
- To help them develop a positive attitude toward writing
- To improve their current writing skill level
- To produce a meaningful and well-written composition

B. Objectives

- To learn different pre-writing activities
- To be more familiar with the stages of writing
- To follow and apply the stages of writing
- To apply writing conventions correctly
- To improve the students vocabulary and spelling skills
- To use transitional devices correctly
- To write correct and meaningful sentences
- To develop organization and coherence in writing

IV. Participants and Setting

The participants were attended by Gr.11 and 12 senior high school students who were categorized as underachievers not only in writing subjects but also in other subjects. Their low performance in classes, not meeting writing standards of their levels, low grades in card during the

first quarter, and their teacher's nominations were the bases used by the researcher in choosing the respondents of the study.

The remedial instruction was conducted at the President Diosdado Macapagal High School for ten Fridays, for two hours or a total of 20 hours.

V. Remedial Phases and Stages

A. The remedial instruction followed the procedures in the lesson plans for ten days. As mentioned, these procedures were anchored on the components of writer's workshop and process approach. The bases of the lessons included in the lessons were from the results of the pre-test. These ten mini lessons included in the program were:

10 Mini Lessons of the Writer's Workshop Remedial Instruction

1. Spelling rules (ie vs. ei, double consonants, adding affixes)
2. Capitalization rules
3. Punctuation rules
4. Identifying topic sentence
5. Asking Wh- Questions Basic SVA rules
6. Adjectives
7. How to write introduction, body, and conclusion
8. Tenses of verbs (present, past, future)
9. Transitional Devices
10. Connectives use for persuasive essay

B. The seven parts of the lesson plans include the components of the writer's workshop and the process approach. These are the stages that were followed for a two-hour class for ten

Fridays. Originally, in the Writer's Workshop model of Calkins, the four components of Writer's Workshop should only occur 50 to 60 minutes daily; ten minutes for Mini-lesson, 35 minutes for Writing, ten minutes for conferring, and five minutes for sharing. However, in this remedial sessions, the researcher adjusted the time allotted for each component since each session was good for two hours. Below are the seven parts of the remedial instruction for low achiever students:

1. Warming Up/Introduction- This part of the program includes motivational activities related to the mini-lesson for the day or sometimes this is a review of the previous topic. Time allotment for this is ten minutes.

2. Mini-Lesson-15 minutes is allotted to discuss the lesson for the day. It is usually done through a lecture method where the inputs will be coming from the teacher.

3. Practice Time- this is done for ten minutes where the students answer short exercises related to the mini-lesson discussed or sometimes used for pre-writing activities.

4. Independent Writing- this part is given 40 minutes. This is where the students do the writing task. They draft, write, and rewrite. This is where the recursive steps in writing happens.

5. Conferencing- This is given 20 minutes where the students can talk to their peers/classmates to collaborate their ideas or ask questions. The teacher acts as facilitator but is also ready to answer questions and give feedback to the students' outputs.

6. Revising- After seeking help from their peers or teachers, it's now time for the students to revise what they have written. If there are things that they need to add, remove, or paraphrase, it is done during this stage.

7. Sharing- this part is where the students share to the class what they have written. The teacher has assigned students every meeting to read their final output in front of the class. It is in this part where the students get a chance to hear and learn from their classmates' outputs. They also learn to appreciate other people's ideas/outputs.

VII. Evaluation

Evaluation is intended by the researcher as a basis for improvement of the writing skill. . It indicates the positive or negative aspects of the remedial instruction .Simply, the process of evaluation is seen as indicators for teachers and students' success. The suggested remedial instruction includes two types of evaluation formative and summative. The researcher believed that these evaluations are essential to help find out how effective the remedial components are.

A. Formative Evaluation

Formative evaluation facilitates the teacher's duty and also helps in deciding whether the learning activities are appropriate or some modifications should be made. These kinds of evaluations were used to evaluate the students' progress in achieving the learning objectives throughout the session by immediate feedback. Some of these formative evaluations were the writing exercises or tasks given to the students after each mini lesson.

B. Summative Evaluation

Summative evaluation is designed to evaluate the effectiveness of a program or activity based on the original objectives or for a variety of other purposes. Summative evaluation is a method of judging the impact of the remedial instruction on the students' writing skills. The researcher conducted a post-test to the respondents after the ten-Friday remedial sessions to measure if the goals and objectives were achieved.

Table 3

***Overview of a Ten-Day Session of Writer's Workshop Remedial Instruction
for Senior High School ESL Learners***

Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number:____ Objectives:	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	•Whole-group instruction •Connection •Name the teaching point •Teaching •Active Engagement (guided practice) •Link to the work students will do	Listen, then actively engaged in applying new learning
	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	•One-on-one and small-group teaching •Circulate •Observe •Question •Listen •Coach •Demonstrate •Reinforce the mini-lesson	Listen attentively and answer the questions

3. Practice	10 minutes	Students find comfortable spots to write	• Provide short written exercises • Oral recitation/exercises	The students answer short exercises related to the mini-lesson discussed
4. Frequent Writing	40 minutes	Students find comfortable spots to write	• One-on-one and small-group teaching • Circulate • Observe • Question • Listen • Coach • Demonstrate • Reinforce the mini-lesson • Encourage	Students do independent writing about the writing task
5. Conferencing/ Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson or reminds students of ongoing habits	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	• Demonstrate • Reinforce the mini-lesson • Encourage	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for their attention	Sets students up to share and celebrate the	Sharing their learning with partners or

while they remain at their reading or writing spots.	work they did that day	the whole group
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Table 4

Ten-Day Lessons Using Writer's Workshop Remedial Instruction for Senior High School ESL Learners

Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 1 Objectives: • Spell out commonly misspelled words correctly • Use affixes to build new words • Use these words in sentences correctly	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	Ask the students which among the pairs of words have the correct spelling. Receive-recvie Deceive-decieve Forfeit-forfiet Species-speceis Believe-beleive	Listening, then actively engaged in the activity presented by the teacher
	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	*Teach 1. Spelling rules of words with ei and ie 2. Adding suffixes to words that end in Y 3. The silent e 4. Double consonants 5. Plural suffixes	Listen attentively and answer the questions
	3. Practice	10 minutes	Students find comfortable spots to write	Fill in the blanks with the correct letter/s to give the correct spelling of the given words 1.dec_ _tful	The students answer short exercises related to the mini-lesson discussed

			2. u_bel_vable 3. famil_s 4. ugl_est 5. troll_s • Oral recitation/exercises	
4. Frequent Writing	40 minutes	Students find comfortable spots to write	1. Ask students to write 3 examples for each rule. 2. Then, ask students to use the words in sentences 3. Let students exchange works	Students do independent writing about the writing task
5. Conferencing/ Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson or reminds students of ongoing habits	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for their attention while they remain at their writing spots	The teacher calls on students to read their answers in front of the class the work they did that day	Sharing their learning with partners or the whole group

Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 2 Objectives: • be familiar with the capitalization rules • apply these capitalization rules in making sentences • edit sentences applying capitalization rules	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	Flashes sentences on the screen and let the students read the sentences with proper emphasis on the capitalized words. I didn't say she stole the money. I DIDN'T say she stole the money. I didn't SAY she stole the money.	Listen, then actively engage in the activity presented by the teacher
	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	*Teach *Teach 1. Capitalization rules a. proper nouns b. first word of a sentence c. titles e. cities, countries, nationalities, and languages	Listen attentively and answer the questions
	3. Practice	10 minutes	Students find comfortable spots to write	The teacher dictates sentences and let students apply capitalization	The students answer short exercises related to the mini-

			rules in their answers. 1. Write the title of your favourite book. 2. Write your mother's name 3. Give at least three titles of your favourite movies 4. Name at least three holidays that you like the most. 5. Name five important historical events	lesson discussed
4. Frequent Writing	40 minutes	Students find comfortable spots to write	Asks students to write a 10 sentence narrative essay an incident when they made someone happy	Students do independent writing about the writing task Applying capitalization rules
5.Conferencing/ Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson or reminds students of ongoing habits	Students ask questions and listen attentively to the answers from peers or teacher

6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for their attention while they remain at their writing spots	The teacher calls on students to read their answers in front of the class the work they did that day	Sharing their learning with partners or the whole group works and final outputs are displayed on the walls of the classroom.

Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 3 Objectives:	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	Flashes the following sentences on the screen: Lets eat grandma Lets eat grandma The secretary said the boss is busy The secretary said the boss is busy.	Listen, then actively engage in the activity presented by the teacher
- be familiar with the punctuation rules - apply these punctuation rules in making sentences - edit sentences applying punctuation rules					

2. Mini-Lesson	15 minute s	Students find comfortabl e spots to write	*Teaches 1. Punctuation rules a. period f. question mark b. comma g. exclamation point c. colon h. quotation marks d. apostrophe e. semi- colon	Listen attentively and answer the questions
3. Practice	10 minute s	Students find comfortabl e spots to write	The teacher dictates sentences and let students apply punctuation rules in their answers. 1. Write the date today 2. Write your adviser's full name 3. If there's one question you would like to ask to your parents, what would that be? 4. What's your common	The students answer short exercises related to the mini- lesson discussed

			expression when you are surprised? 5. What are your hobbies?	
4. Frequent Writing	40 minutes	Students find comfortable spots to write	Asks students to write a 10 sentence narrative essay about doing something which they regret about	Students do independent writing about the writing task Applying capitalization rules
5. Conferencing / Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson or reminds students of ongoing habits	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for their attention while they remain at their	The teacher calls on students to read their answers in front of the class the work they did that day	Sharing their learning with partners or the whole group works and final outputs are displayed on the walls of the room.

writing spots					
Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 4	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	The teacher presents a video to the class. Ask the students to tell something about the video. *Connection	Listen, then actively engage in the activity presented by the teacher
Objectives:					
- know what a topic sentence is - identify the topic sentence of a given paragraph - write a topic sentence of the given pictures/sentences	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	1. Tell students how the video is related to the lesson for today *Teach 1. Discuss what a topic sentence is and the ways to easily identify it.	Listen attentively and answer the questions
	3. Practice	10 minutes	Students find comfortable spots to write	The teacher presents sample paragraphs to the students and let them identify the topic sentences.	The students answer short exercises related to the mini-lesson discussed

4. Frequent Writing	40 minutes	Students find comfortable spots to write	The teacher presents pictures to the class. Ask the students to write 4 sentences about each picture and let them identify the topic sentences.	Students do independent writing about the writing task Applying capitalization rules
5. Conferencing / Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson, demonstrates or gives examples	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for their attention while they remain at their writing spots	The teacher calls on students to read their answers in front of the class the work they did that day	Sharing their learning with partners or the whole group works and final outputs are displayed on the walls of the classroom.

Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 5 Objectives: - recall the different Wh-questions - categorize important vs. interesting questions - ask questions about a material read or listened to	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	Prompts learners to come up with different types of questions they ask in their everyday lives. *Connections	Listen, then actively engage in the activity presented by the teacher
	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	1. Tell students that asking questions correctly is also an important skill they have to learn. *Teach 1. Wh-Questions 2. Interesting vs. Important questions The teacher	Listen attentively and answer the questions
	3. Practice	10 minutes	Students find comfortable spots to write	posts 5 pictures on the board. Then, each student is given 3 post-it cards. Ask students to choose pictures	The students answer short exercises related to the mini-lesson discussed

			where they would make questions about. Then, let them post the cards below their chosen pictures. Read the questions to the class.	
4. Frequent Writing	40 minutes	Students find comfortable spots to write	Asks students to write 3 questions about the book before reading starts. Then, tell the students to listen carefully and write down their five questions as the teacher reads the story. After reading the story, ask the students again to write another 3 questions..	Students do independent writing about the writing task Applying capitalization rules
5. Conferencing / Feedback Time	20 minutes	Students' go to the teacher,	Extends the mini-lesson, demonstrates	Students ask questions and listen

			classmate, peer inside the room	or gives examples	attentively to the answers from peers or teacher
	6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
	7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for their attention while they remain at their writing spots	The teacher calls on students to read their answers in front of the class the work they did that day	Sharing their learning with partners or the whole group works and final outputs are displayed on the walls of the classroom.

Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 6 Objectives: • review on adjectives	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	The teacher presents pictures to the class. Asks the students to give out words that describe the pictures. Words given by the students will be written on the board.	Listen, then actively engage in the activity presented by the teacher

• apply capitalization and punctuation rules in writing a composition • write down dictated words/sentences correctly	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	*Connection 1. Review on capitalization and punctuation rules through a recitation *Active Involvement 1. Students will make 2 questions about the previous lesson call on students to answer them. Students will take turns in doing this until everyone is finished. Ask the students to go back to the pictures and words on the board. Ask students write down the story as the teacher reads it to the class. Remind students to be mindful of the spelling, capitalization, and punctuation rules. 2. Then, the teacher flashes the copy of the story on the screen and let students check their own	Listen attentively and answer the questions
	3. Practice	10 minutes	Students find comfortable spots to write	Ask the students to go back to the pictures and words on the board. Ask students write down the story as the teacher reads it to the class. Remind students to be mindful of the spelling, capitalization, and punctuation rules. 2. Then, the teacher flashes the copy of the story on the screen and let students check their own	The students answer short exercises related to the mini-lesson discussed

			works if they were able to write them down correctly.	
4. Frequent Writing	40 minutes	Students find comfortable spots to write	Ask students to write a 10 sentence descriptive essay about their most favorite place.	Students do independent writing about the writing task Applying capitalization rules
5. Conferencing/ Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson, demonstrates or gives examples	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for their attention while they remain at their writing spots	The teacher calls on students to read their answers in front of the class the work they did that day	Revised and edited copies of students' works will be displayed on the walls of the classroom together with the picture of their favorite place.

Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 7 Objectives: • know the three basic parts of an essay • identify what an informative essay is • recognize the introduction, body, and conclusion of an essay	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	The teacher presents a puzzle to the students and let them arrange the pictures correctly. *Connection 1. Tell the students that just like the puzzles, sentences should also be organized properly to communicate the ideas effectively.	Listen, then actively engage in the activity presented by the teacher Listen attentively and answer the questions
	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	*Teach 1. Discuss how to properly write the introduction, body, and conclusion.	
	3. Practice	10 minutes	Students find comfortable spots to write	Board work: The teacher hands in five strips of paper to selected students and let the students arrange the paragraphs accordingly. Call on students to identify the introduction, body, and conclusion.	The students answer short exercises related to the mini-lesson discussed

4. Frequent Writing	40 minutes	Students find comfortable spots to write	Ask students to choose a topic from the list and write a 4-paragraph informative essay about it. 1. What is Generation Z? 2. Advantages and Disadvantages of Social Media 3. Benefits of Drinking Coffee 4. Famous Online Games 5. What is Lupus? (Symptoms, Causes, and Treatments	Students do independent writing about the writing task Applying capitalization rules
5. Conferencing/ Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson, demonstrates or gives examples	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or	The teacher calls on students to read their answers in front of the	Students are called to deliver their essays in

			calls for their attention while they remain at their writing spots	class the work they did that day	front of the class.
Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 8 Objectives: - review on past tense of the verb - retell a story listened to - identify what a narrative essay is	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	Flash pictures on the screen. Tell the students that they are going to make a story using the series of pictures. Call on one student to tell something about the first picture and another students for the next pictures. *Connection	Listen, then actively engage in the activity presented by the teacher
	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	1. Tell students how the activity is related to the lesson for today *Teach 1. Review on the rules of writing the past form of regular and irregular verbs 2. Discuss what a narrative essay is	Listen attentively and answer the questions
	3. Practice	10 minutes	Students find comfortable	The teacher lets the students listen to a short	The students answer

		e spots to write	story. After which, call on students to retell the story they have listened to.	short exercises related to the mini-lesson discussed
4. Frequent Writing	40 minutes	Students find comfortable spots to write	The teacher asks the students to recall their experience when they were able to help someone in their own little way.	Students do independent writing about the writing task Applying capitalization rules
5. Conferencing/ Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson, demonstrates or gives examples	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for their attention while they remain at their writing spots	The teacher calls on students to read their answers in front of the class the work they did that day	Students are asked to post their works on different places of the classroom and let the students have a gallery

					walk and vote for the heartwarming experience.
Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 9 Objectives: - recall different connectives and transitional devices - arrange sentences correctly with proper connectives or transition markers	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	Present the following unfinished sentences and call on students to complete them. 1. I am happy when_____	Listen, then actively engage in the activity presented by the teacher

				2. I like _____because	
				e_____	

				3. I should study harder so that	

				4. I find her/him cute however	

				5. Since everyone is busy today, I	

	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	*Teach 1. the different types of connectives: adding, cause	Listen attentively and answer the questions

			and effect, emphasizing, comparing, contrasting, qualifying, and illustrating	
3. Practice	10 minutes	Students find comfortable spots to write	Complete the blanks with the appropriate connective from the list at the bottom: 1. I put a note beside his cereal bowl; _____, he would not notice it. 2. She married him _____ he was extremely rich. 3. You should study more, _____ you might fail your exams. 4. Sarah was not smiling. _____, Sarah was already lonely. 5. I will go for a walk if the weather is nice; _____, you can ride your bike. (since, because, furthermore, otherwise, likewise	The students answer short exercises related to the mini-lesson discussed Students do independent writing about the writing task Applying capitalization rules

4. Frequent Writing	40 minutes	Students find comfortable spots to write	Students are asked to write a 15-sentence informational essay or a procedure about their chosen topic. Students may choose from the topics below: A. How to create a facebook account B. Benefits of Vlogging C. How to open a bank account D. Effects of Social Media	
5. Conferencing/ Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson, demonstrates or gives examples	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers students in the meeting area or calls for	The teacher calls on students to read their answers in front of the class the work	Students are called to read their outputs in front of the class.

			their attention while they remain at their writing spots	they did that day	
Session Number and Objectives	Workshop Component	Time Frame	Logistics	Teacher	Students
Session: Number: 10	1. Warming Up	10 minutes	The teacher gathers students in the meeting area	Divide the class into boys and girls groups. Post the proposition on the board and let students give their opinions about it, "Men are better than women"	Listen, then actively engage in the activity presented by the teacher
Objectives:					
- recall what an argumentative essay is - know what claims and counterclaims are - use different connectives and transitional devices	2. Mini-Lesson	15 minutes	Students find comfortable spots to write	*Teach 1. claims and counterclaims 2. connectives use in argumentative essays (emphasizing, contrasting, and comparing	Listen attentively and answer the questions
	3. Practice	10 minutes	Students find comfortable spots to write	Divide the class into two groups and assign the groups into positive and negative sides. Let the groups debate on the topic, "Living in the city is way better than living in the country side".	The students answer short exercises related to the mini-lesson discussed

4. Frequent Writing	40 minutes	Students find comfortable spots to write	Students are asked to write a 4 paragraph argumentative essay about the given situation: According to some people, elderly drivers should be required to reapply for their driving licenses because with age comes diminished vision, hearing, and reaction time. How do you feel about this issue? Explain what you think should be done and why	Students do independent writing about the writing task applying connectives
5. Conferencing/ Feedback Time	20 minutes	Students' go to the teacher, classmate, peer inside the room	Extends the mini-lesson, demonstrates or gives examples	Students ask questions and listen attentively to the answers from peers or teacher
6. Revising	15 minutes	Students find comfortable spots to write	Peer editing Error Analysis Teacher's Feedback	Students revise and edit the written output
7. Sharing	10 minutes	The teacher gathers	The teacher calls on	Students are

	students in the meeting area or calls for their attention while they remain at their writing spots	students to read their answers in front of the class the work they did that day	divided into affirmativ e and negative sides and let them read their stand on the issue.
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Validation of Instruments

The instruments were subjected to validation before administering them to the respondents. According to Messick, (as cited in Luna, 2014), test validity is the extent to which a test accurately measures what it is supposed to measure. As to the content validity of the instruments, experts were consulted and asked to evaluate the instruments by giving their comments and suggestions. The experts were given sample copies of the prepared instrument for them to evaluate the items. Before finalizing the instruments, peer validation was also done for face validity.

The instruments were pilot-tested to 30 Senior High School learners in one of the public schools in Taguig City. These learners are not respondents of the study. After the pilot-testing, the instruments were revised again considering the suggestions and comments given by the experts.

DATA GATHERING PROCEDURE

The researcher followed the following procedures in accomplishing the research:

Prior to the administration of the pre-test, a permit to conduct the study was sought from the Superintendent of the Schools District Supervisor sometime in August 2019. Then the permit to proceed was given to the researcher after three weeks. Then, the Office of the Principal of the public high school was given a copy of the permit. (Please see attached permit)

Upon receiving the memo to proceed from the Schools Division Superintendent of Taguig-Pateros, the Parental Consent and Student's Assent Form were distributed to the respondents. These consent and assent forms were collected from the respondents and a short orientation on the schedule was conducted.

The Pre-test was administered to the respondents wherein they were given 60 minutes per writing prompt. Two writing prompts were given to the students on the same day, one narrative and one persuasive. They were given a 15-minute break before answering the next prompt. The titles of the writing prompts were: "My Most Unforgettable First Day in Grade School" and "Should Cellphones be Banned in Schools?"

After this, the two writing outputs of the respondents were collected and given to the evaluators. Each respondent was assigned a number to prevent any biases upon evaluating their outputs. When result of the pre-test from the evaluators were retrieved, the weaknesses and least mastered skills of the respondents were identified and these became the reference of the researcher in making the framework of the remedial instruction as well as the basis of the lessons to be included in the mini-lesson.

The researcher adapted the matrix or design of the remedial instruction from an intervention program in Georgia by Smithson (2008) and just added some of its procedures that are anchored on the Process approach and Writer's workshop components. There were ten lesson plans for ten Friday meetings that were used by the researcher in conducting the remedial instructions. Each session of the remedial instruction was good for two hours. The remedial instruction was conducted to the respondents for September 06 to November 08, 2019, or with a total of 20 hours. Below is the procedure of the remedial instructions. (Please see also appendix 1 for a copy of the program design and lesson plans)

After the 20-hour remedial instructions, the post-test was administered to the respondents. The same questions for the writing tasks were given to the respondents and they were also given one hour for each writing prompt similar to the instructions during the pre-test.

After the post-test, the written outputs were given again to the evaluators for their Post-test rating. Then, the mean difference between the pre-test and the post-test was computed.

Then, the researcher computed the weighted mean of each of the six writing traits/domains and did a content analysis of the pre-test and post-test for each domain.

After the post-test, a survey questionnaire with a 5 point Likert scale was also administered to the respondents to get the respondents' impressions on the remedial instructions. Then, the frequency of the respondents' answers was tallied and the weighted mean for each question was also computed. After this, the overall weighted mean was also computed to get the respondents' overall impression on the remedial instructions. The researcher used the scale below to get the respondents' impressions:

Table 5

Scale for Respondents' Impression on the Remedial Instruction

Rate	Verbal Interpretation	Range
5	Strongly Agree	4.20-5.00
4	Agree	3.40-4.19
3	Undecided	2.60-3.39
2	Disagree	1.80-2.59
1	Strongly Disagree	1.00-1.79

Steps in Constructing the Writer's Workshop Remedial Instructions

This part presents the basis and steps that were followed in constructing the suggested remedial instruction.

A. Diagnosis

Diagnosis means the initial evaluation or assessment of the teaching learning situations. In this stage, the researcher attempted to define the students' present state of knowledge, skills, competencies and their needs. The researcher conducted a needs analysis through giving them a narrative and persuasive writing tasks. The respondents' weaknesses and difficulties were revealed in the result of the pre-test.

B. Preparation

In this step, the researcher considered the needs and difficulties found out during the pre-test in constructing the suggested instruction. The researcher defined the aims of the remedial instructions, planned the setting and activities for the instruction.

C. Participants and Setting

The participants were Grades 11 and 12 senior high school students who were categorized as underachievers not only in writing subjects but also in other subjects. Their low performance in classes, not achieving writing standards of their levels, low grades in card during the first quarter, and their teachers' nominations were the bases used by the researcher in choosing the participants of the study.

The remedial instruction was conducted at the school for ten Fridays or a total of 20 hours only due to time constraints.

D. Aims of the Remedial Instructions

The major aim of the remedial instructions is to improve the students' writing skill through improving their revealed difficulties. The specific objectives were determined from the results of the pre-test conducted to the respondents.

At the end of the lessons students are expected:

- To learn different pre-writing activities
- To be more familiar with the stages of writing
- To follow and apply the stages of writing
- To revise and edit their own written outputs
- To apply writing conventions correctly
- To improve the students vocabulary and spelling skills
- To use transitional devices correctly
- To write correct and meaningful sentences
- To write an essay with introduction, body, and conclusion

E. Content of the Instruction

The contents of this suggested remedial instruction were selected with awareness to help in training the students to improve their writing skills through the presented practice. The contents of any educational program are the substance of teaching and they consist of facts, concepts, skills and attitudes. The Writer's Workshop remedial instructions has seven parts namely: Warming Up, Mini-Lesson, Practice/Frequent Writing, Independent Writing, Conferencing/Feedback, Revising, and Sharing.

DATA ANALYSIS

The following statistical tools were applied in the data collected:

1. Descriptive Statistics

- a. The mean of the scores from the two evaluators was computed in getting the students' writing performance level before and after the remediation.
- b. The mean of the scores of each writing trait/domain was also computed.
- c. Frequency and mean were used to compute the respondents' impressions on the remedial instruction.
- d. A five-point Likert scale was used and given weight as follows:

Rate	Verbal Interpretation	Range
5	Strongly Agree	4.20-5.00
4	Agree	3.40-4.19
3	Undecided	2.60-3.39
2	Disagree	1.80-2.59
1	Strongly Disagree	1.0-1.79

- e. The formula for the Weighted Mean is given below:

$$X = \frac{\sum WX}{N}$$

Where:

W = points (5, 4, 3, 2, 1)

X = number of respondents per weight

N = total number of respondents

2. Content Analysis

The researcher did a content analysis of the sample pre and post-tests for each domain of the six-trait writing skills.

3. Inferential Statistics

- a. Paired T-Test- was used to determine the significant difference in the mean of the pre-test and post-test performance of the respondents per writing domain/trait and for the over-all scores of pre-test and post-test as well.

Ethical Considerations

For ethical considerations related to the participants, the researcher obtained permission from the school principal, the respondents, and respondents' parents. For protection, the results of this research were coded in such a way that the respondents' identities were not attached to the final form of this study. Rest assured that all data remained confidential and concealed. For future referencing and citations, all the data gathered in this study are true and accurate based on the results of the Writer's Workshop Remedial Instruction. All the sources used and contributors to this study are properly cited in the references part.

In addition, the principal and academic heads reviewed the study findings and gave the consent to communicate the results to the entire teaching staff during a professional development meeting, specifically during the teachers' in-service training. The researcher presents the impact of the remedial instruction on the writing levels of the respondents. Moreover, the researcher introduces the Writer's Workshop Approach to teachers to help their students improve their writing skills. Having reflected the literature and the study results, the researcher concluded that the teachers are often the instrumental factors in the curriculum's success or failure. That is why teachers should continuously discover and learn new strategies or programs for the learners.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter contains the results of the pre-test and post- test, the paired t-test results, content analysis, and the results of the survey after the remedial instruction.

Table 6

Respondents' Pre-test and Post-test Results

	Pre-test		Post-test		Difference of Pre and Post Test Average
	Average/Numerical	Verbal Interpretation	Average/Numerical	Verbal Interpretation	
1	9.25	Emerging Writer	18	Proficient Writer	8.75
2	8	Emerging Writer	20	Proficient Writer	12
3	16.5	Developing Writer	22.5	Proficient Writer	6
4	9.75	Emerging Writer	22	Proficient Writer	12.25
5	11	Emerging Writer	19.5	Proficient Writer	8.5
6	11	Emerging Writer	20.5	Proficient Writer	9.5
7	13.75	Developing Writer	21.25	Proficient Writer	7.5
8	10.75	Emerging Writer	22.75	Proficient Writer	12
9	8	Emerging Writer	16.5	Developing Writer	8.5
10	8.75	Emerging Writer	18.25	Proficient Writer	9.5
11	11.5	Emerging Writer	22.75	Proficient Writer	11.25
12	8	Emerging Writer	17.5	Developing Writer	9.5
13	9.75	Emerging Writer	22	Proficient Writer	12.25
14	8.25	Emerging Writer	17.25	Developing Writer	9
15	8.5	Emerging Writer	15.75	Developing Writer	7.25
16	8.75	Emerging Writer	19	Proficient Writer	10.25
17	9	Emerging Writer	17.25	Developing Writer	8.25
18	6.75	Emerging Writer	17	Developing Writer	10.25
19	11.25	Emerging Writer	21.5	Proficient Writer	10.25
20	13	Developing Writer	19.25	Proficient Writer	6.25
21	11	Emerging Writer	20	Proficient Writer	9
22	9.5	Emerging Writer	17.75	Developing Writer	8.25
23	9.25	Emerging Writer	17.5	Developing Writer	8.25
24	10.75	Emerging Writer	20.25	Proficient Writer	9.5
25	8.25	Emerging Writer	17.25	Developing Writer	9
26	9.5	Emerging Writer	20.5	Proficient Writer	11
27	8.75	Emerging Writer	18	Proficient Writer	9.25
28	9.5	Emerging Writer	18.5	Proficient Writer	9
29	14	Developing Writer	21.5	Proficient Writer	7.5
30	15.5	Developing Writer	23.5	Proficient Writer	8
Mean	10.25	Emerging Writer	19.51	Proficient Writer	9.26

Table 6 shows the writing performance level of the respondents before and after the remedial instruction. The table shows the mean score of the respondents before the instruction was Emerging Writer level, with a numerical value of 10.25, and Proficient Writer with a value of

nineteen 19.51 after the remedial instruction. There is a mean difference of ten 9.26 before and after the intervention program. Meaning after the remedial instruction the writing level of the respondents has improved.

Table 7

Summary of the Respondents' Pre-test and Post-test Results

Performance Level	Number of Respondents Before the Intervention	Number of Respondents After the Intervention
Beginning Writer	0	0
Emerging Writer	25	0
Developing Writer	5	21
Proficient Writer	0	0
Strong Writer	0	0
Exemplary Writer	0	0
Total Number of Respondents	30	30

Table 7 shows that most of the respondents before the remedial instruction were *Emerging Writers*, and that made up of twenty-five respondents or 83.33% of the samples. The five respondents or 16.67% of the samples are *Developing Writers* in their writing performance level. Lastly, there was zero (0) respondent that fell under *Beginning, Proficient, Strong, and Exemplary Writer Level* before the remediation. The overall writing performance level of the respondents before the remediation was *Emerging Writers*, with a mean value of 10.25.

On the other hand, the writing performance level after the remedial instruction is also shown in the table. The table shows that most of the respondents are now *Proficient Writer* in their writing performance level after the instruction, which made up twenty-one respondents or 70% of the samples. Lastly, the nine respondents or 30 % of the respondents are now *Developing Writers* in their writing performance after the intervention. Lastly, there was zero (0) respondent that fell under *Beginning, Emerging, Strong, and Exemplary Writer level*. Overall, the writing performance of the respondents after the remediation is *Proficient Writers*, with a mean value of 19.26%

The results of the pre-test and post-test are clear that the Writer's Workshop remedial instruction conducted to the low achiever learners helped to improve their writing performance level. During the pre-test, there were twenty-five respondents that fell under the *Emerging Writer level*, which is described as writers who have limited awareness of the audience, uses simple words and sentence patterns, and has not developed organization, specifically the beginning and ending paragraphs. Similarly, based on the respondents' pre-test written outputs, there are other skills that have been observed as common difficulties of the *Emerging Writers*. These skills include poor handwriting/ writing illegibly, poor spelling skills, grammar, syntax, and organization.

The observations are similar to the results of the study conducted by Larios et al. (2008) as cited by Yaakob (2015). The respondents' common difficulties are poor handwriting, poor spelling skills, difficulty with copying or completing work on a printed page, difficulty taking notes from oral presentations, problems with grammar, syntax, and organization.

Also, consistent with what has been found in the study of Huang (2010) who looked at the impact of English remedial instruction on learners with low achievement. The results of this study showed that this English remedial instruction was good results and beneficial to low English achievements as learners made significant progress in grammar and vocabulary learning and improved the overall English skills.

In Jordan's research (2005), as quoted by Smithson (2008), it is inferred in the analysis that Writer's Workshop was the most powerful structure for teaching fiction, in particular. During the research, she concentrated on seven main components: a sense of community, physical space, materials available, choice of writing subject, amount of writing time, sharing work and writing publishing. The writing time and the choice of topics proved to be very critical for the authors.

Moreover, based on the table, it is clearly seen that after the intervention program, there were twenty-one respondents that fall under *Proficient Writer* level. The result highlights the need for remediation or an intervention program for low achiever learners, specifically with the use of the Writer's Workshop approach.

Table 8

Overall Paired T-Test Result

Pre-test Vs. Post-test	T-Value	P-Value	Interpretation	Conclusion	Decision
	-16.551	0	$0.000 < 0.05$	Reject H_0	Significant Difference

Table 8 shows the testing of a significant difference in the writing performance before and after the remedial instruction. Therefore, the p-value in this table is less than or equivalent to the α -level (0.05), then one or more means are significantly different. If the p-value is, however, greater than the α -level (0.05), the mean is not significantly different.

Since the p-value is 0.000, which is less than 0.05 level of significance, thus the researcher's decision is to reject the Null Hypothesis. Therefore, the researcher concluded that there is a significant difference in the writing performance level of the respondents before and after the remedial instruction.

The results confirm that there is a significant difference in the writing performance level of the respondents before and after the remedial instruction using the Writer's Workshop approach. The instruction concludes a good result way to help the learners improve their writing skills.

Additionally, as previously shown in Table 5, the individual respondent has significantly increased the writing performance level. The overall mean difference of 9.26 confirms the success of the remedial instruction in enhancing the learners' writing level using the Writer's Workshop.

In addition, a lot of research has confirmed that process writing remediation such as Writer's Workshop help learners become skilled writers. Hence, the use of Writer's Workshop as a writing framework should be adapted by the English teachers when asking learners to write essays or compositions.

Likewise, based on the result of the remedial instruction, when the low achiever learners are given more time to practice writing with the supervision and guidance of a teacher, more likely, low achiever learners would soon enhance the writing skill and critical thinking skills.

Furthermore, the positive result of this study is strengthened by the study conducted by Price as cited by Yaakob (2015). The workshop approach has enhanced the writing and grammar skills of the students. Price claimed learners at the workshop showed an affirmative attitude towards writing and those who have practiced through repetition and exercise has applied practical grammar skills at a higher level than students who have not undergone any practice.

Overall, multiple Writer's Workshop studies display a positive impact on the students attitude toward writing, and several studies reveal that there is an increase in academic achievement especially in the field of grammatical and mechanical writing skills. Therefore, the present study affirms the positive impact of the Writer's Workshop remedial instruction on learners writing level.

To further strengthen the positive impact of the remedial instruction on the writing performance of the respondents, the researcher got the mean difference of the pre-test and post-test of every domain/trait of the six-trait writing rubric and did a content analysis based on the results of their mean difference and paired t-test.

The next tables show the results of the paired samples for all the six domains of six-trait writing rubric and its t-test results to see if there is a significant difference before and after the remedial instruction.

Table 9

Paired Samples for Content and Ideas

Content & Ideas	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	2.1833	30	.46855	.08555
Post-test	3.7250	30	.40124	.07326
Mean Difference	1.55			

The table shows that there is a mean difference of 1.55 in the pre-test and post-tests under the content and ideas domain. It confirms that there is an improvement when it comes to expressing the respondent's ideas on the given topic. Below are the sample outputs analysed for content and ideas.



Should cellphone be banned in School

For me, cellphone should not be banned in school because if we have an emergency example. I forgot something project or food. It's easy to call my mother because have a cellphone, also have a calamity or disaster then. I'm here in school mother easy to contact me because I have a cellphone. But also if we have a cellphone, we still should know their limitations. Don't use cellphone during classes a teacher discuss. But not all this time if we have class not using cellphone sometimes using if we have an activity like searching the definition, searching if we have a reporting if teacher said allowed to use phone if don't, do not use it and keep it in your bag. Because you use cellphone during classes your attention in your cellphone not your teacher, your consequences either if teacher see you using cellphone going to guidance or your cellphone get confiscated in you did not see your cellphone anymore if you have no parents go to school and get it. Sometimes cellphone are bad influence if you did not used it in a good way. Also if you addicted in using cellphone because of our generation today teenagers like me addicted in using social media, posting, sharing or also playing online games like mobile legends and dota. That's why teenagers like me don't use cellphone and nonsense thing, used cellphone helping you to improved your knowledge, skills if you like make-up how to used make-up.

Should Cellphones be Banned in Schools?

(8)

In our generation now, especially young adults also children, we always use gadgets in our everyday life, because we ~~can't~~ ^{can't really} live now without this type of technology. Cellphones is very important because it's easy to use and it's easy to get information through social media, facebook, instagram and any kind of apps that get information through cellphones.

For me, cellphones should not be banned in schools especially secondary & college, because cellphone is very useful especially in academic performance & research. When our relatives and family are far away or in the other place it's easy to communicate with them, because we have cellphones. Easy to get information, easy to get idea to google, easy to plan because we get idea to the social media, it's easy to communicate our mother if we have a emergency in house for example, my grandmother sick then my mother call me and said buy medicine when I go to home, cellphones are very important in our everyday life.

Cellphones have advantages also disadvantages. ^{that is} that's why we know our limitation in using cellphones or gadgets, especially in schools don't use cellphones during classes we use cellphone in a good way not in a bad way because sometimes gadgets destroy your life especially health because gadgets or cellphones that cause you addicting we think always our time management in using cellphone in school especially our everyday life.

It is observed that the respondents' content and ideas of the pre-test were cluttered and there were irrelevant details that were included in the essay. For example, the respondent here mentioned about addiction to cell phones which could be considered as another topic for discussion. The many of the essays also lacks supporting details and evidences to convince more the readers. The respondent's first sentence, "For me, cell phones not be banned in schools because if we have an emergency example". This is an example of unfinished sentence. The respondent already put a period after the word example. Moreover, the respondent just answered the prompt question right away without having an introductory paragraph first and most of the respondents' outputs have no introductory paragraphs.

On the other hand, after the remedial instruction, it can be observed that the respondent was able to make an engaging introductory paragraph and was able to present the main ideas obviously and was already able to give relevant supporting sentences. Moreover, the respondent was able to reiterate his/her stand in the concluding paragraph. However, supporting documents or arguments need more elaboration to strongly defend his/her stand.

Table 10

Paired Samples for Organization

Organization	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	1.6167	30	.54430	.09938
Post-test	3.0750	30	.42115	.07689
Mean Difference	1.46			

The table shows a mean difference of 1.46 in the pre-test and post-tests under the organization domain. It shows that there is an increase in the organization skill of the respondents. The pictures below are samples used to analyse the pre-test and post-test of organization skill.

Pre-test

Sept. 06 2014

"Should cellphones be Banned in school?"

I think for me ⁽¹³⁾ cellphone is your everyday included in your life for communication for ^(you) making your assignment. ⁽¹³⁾ I think cellphone should not ^(be) banned in school because cellphone ^(it's) ^{helps} ^{make} your life easy. Cellphone ^(is) part of our generation. This is ^{part of} our new life style. They improve you that cellphone is to help our life not to distract our life. So why cellphone should be banned in our school even it is so useful in our life? Every student needs a cellphone because they can change ^{their} ^{lives} life because in cellphone you can find new friend, and you can ^{meet} ^(your) family ^(or) your siblings. I know ^(that) ~~(many)~~ many students ^(are) ^{and using cellphone most of the time} ~~they~~ ^{they} ~~priority~~ and they love so much to play online games in their cellphone but they still focus in their study or homework even ^(if) ~~(they)~~ ^{they} play online games every day so, cellphone ^(is) so easy helps ^(full) in our life.

Should Cellphone be Banned in Schools? (4)

Can you survive without your cellphone?
And can you live without your cellphone? Cellphone
is a part of our generation. Are you agree
if cellphone is banned in your school? For me
cellphone should be not banned in school.

For me cellphone for every student is
so useful. using ~~of~~ phone they can search their
assignment, they can search their projects. Because
cellphone is ^a thing that student needed. Phone helps
your life to be easy and comfortable. There
are so many learning's application in the app
stores for students at all levels in school. This
means that a student can get help from an
app ^{which} for the subject in which he/she is lacking
in some areas.

So why cellphone should be banned in
school even though it's so helpful in every student.
Cellphone is not a distraction for student it can
help you to survive and learn more because our
generation is needs a hightechnology like cellphone
to prove that our country is advance.

It is clearly observed in the pre-test that this sample output and other outputs as well lack coherence and have no identifiable introduction or conclusion. Most of the respondents just answered the question right away without establishing first their thesis. They lack structure in their essay and they are hard to follow and understand when you read them. Some of the points also were repetitive. Many of them failed to include their counter-arguments in the persuasive essay and transitions were not also evident. That is another obvious weakness that was present in many writing outputs. The essays need to be more clearly organized. So, in this sample essay, it is obvious that the respondent lacks knowledge in connectives or transitional devices. Lines like “Cell phone is part of our generation” and “It is our new life style” are not coherent. The respondent was not able to connect well the two sentences to better communicate what he really wanted to say here.

On the other hand, the post-test of the respondents have shown significant improvements on the organization skill. The respondents were able to create and engage readers in the introduction. The ideas were logically arranged as compared to the pre-test. Thesis was also well supported by argument and analysis however it could have been better if the respondents were able to provide more arguments and evidences, nevertheless, the post-writing outputs were still way better than the pre-test output. In the sample post-test output, it is evident that the respondent was already able to organize his/her thoughts by having introduction, body, and conclusion. He was also able to give his/her stand on the issue in the introductory paragraph. However, in the body of his/her essay, the respondent still had a problem connecting the sentences correctly. But, this is just normal and acceptable that the respondents still commit these errors especially in organization skill because according to the literature presented, organizing ideas is one of the most difficult to learn among the other writing skills.

Table 11***Paired Samples for Voice***

Voice	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	1.7583	30	.40728	.07436
Post-test	3.2750	30	.41704	.07614
Mean Difference	1.52			

A mean difference of 1.52 is evident in the Voice domain of the pre-test and post-test outputs. Obviously, there is an improvement. Below is the sample pre-test and analysis for the voice domain.

Pre-Test

XI-DIAMOND 7-6-19

"SHOULD CELLPHONES BE BANNED IN SCHOOL" - ^{when I} ~~the~~ ^{lower} ~~can~~

(13)

CELLPHONES ARE STILL IMPROVING THAT OTHER APPLICATIONS ARE ADDED FOR ITS SPECIAL FEATURES. THIS DEVICE IS VERY HELPFUL FOR PEOPLE THAT'S WHY CELLPHONES SHOULD NOT BE BANNED IN SCHOOLS BECAUSE IT CAN HELP THE STUDENTS IMPROVE THEIR KNOWLEDGE ABOUT THE TOPIC THEY ARE LEARNING IN A FAST AND EASY WAY, IN JUST A FEW TAPS ON THEIR CELLPHONES. THE THING (THAT ~~WAYS~~) THEY WANT TO KNOW ABOUT A SPECIFIC TOPIC THAT CAN BE AUGMENTED BY USING CELLPHONES. IT CAN ALSO HELP THE STUDENTS TIME MANAGING SKILLS BECAUSE USING CELLPHONES GIVE YOU LESS TIME TO DO SOMETHINGS LIKE DOING YOUR HOMEWORK AND OTHER SCHOOL PAPERS AND USE THEIR OTHER TIME IN DOING OTHER THINGS LIKE ~~COMMUNICATING~~ MAKING CREATIVE THINGS HELPING AT THEIR HOUSE AND OTHER ACTIVITY THAT HELPS THE STUDENTS LEARNING NEW THINGS.

Should Cellphones be Banned in Schools? (13)

Cellphones used in today's world allow users to send and receive text messages, emails, photos and video as well as access the internet and more. Cellphone is a must have things now a days that's why cellphones should not be banned in schools.

Students are having a hard time do their assignments, research papers, and ~~other~~ projects that you must search first before you can answer the questions given to you and before you can provide factual evidences for your projects. Today's generation of students don't have the time go to libraries and other institutec that may help them finish their works. Thru the use of cellphones student can do their work much easier becaure with the access of internet and searching tools on cellphones you can easily find the things you are finding and answer the questions given to you.

Cellphones should not be banned in schools because of its useful ~~unhapp~~ benefits and made the ^{learnings} ~~learning~~ of students much easier and not like a living hell.

It is observed from the pre-test that many of the respondents were only able to write a very short output for the one-hour writing time given to them. The respondents' purpose of the writing task was unclear especially in the persuasive writing. They were able to commit to the topic but was not able to give attention to the audience. The respondents' knowledge or experience with the topics were very limited since most of their pre-test writing outputs were very short. In the sample pre-test output, the level of formality of diction was observed. The respondent even use a contracted word "that's why".

While in the post-test, the improvement was very evident in terms of the length of their writing outputs. Evidently, the respondents were able to share their experiences about the given prompts. They were able to share ample details about their experiences and ideas. They were also very expressive of their ideas and the readers could engage in and feel the emotions in their post-writing outputs. The respondent in the sample post-test output was able to spontaneously give his/her personal points of view, ideas, and experience ideas about the topic. The choice of words and tone of the respondent are even more formal in the post-test as compared to the pre-test.

Table 12

Paired Samples for Word Choice

Word Choice	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	1.6417	30	.41358	.07551
Post-test	3.2750	30	.42218	.07708
Mean Difference	1.64			

There is obviously a positive impact in the word choice domain from pre-test to post-test. A mean difference of 1.64 is a clear evidence of improvement. Below is the sample pre-test and analysis for the word choice domain.

Pre-test

Sept 06, 2010

"My most unforgettable first day of school in"
Grade school.

My most unforgettable in my Grade school life
is when we won the 2nd runner up for dancing
I'm so great and thank full to god because after
~~all~~ ^{for} ~~hard~~ situation and ~~hard~~ ^{practising} ~~got~~ dance
~~is~~ ^{it was all} so worth it. I'm so happy because it's my 1st
time in my life to get a trophy and my mom and
dad ~~is~~ ^{were} so proud of me because I love to do
dancing I'm so happy when I ^{love} dancing so I don't stop
dancing because it's my ^{passion} ~~passion~~ like from the start
I didn't stop it because I like dancing.

11-Diamond.

(4)

"My Most Unforgettable Firstday of school in Grades School."

We all have this unforgettable moments in our first day of school and of course, those moments ^{here} are worth to treasure. We experienced something memorable and those memories can bring back that happiness that we felt on that day. Us those memories with our closest friend and also with our new classmates that can put smile on our face.

I remember my first day of school, I was so nervous ~~nervous~~ and I'm afraid to socialize to other students. Then suddenly, one of my boy classmate approach ^{me} and we become friends on that day. ^{we} were always together like a brother, ^{we} ate lunch and snacks together and because of that ^{time} starting to have strength to socialize to other just like how my friend taught me. Because I started to have lot of friends up until now. Yes, maybe they ^{are} few but I know that they ^{are} my real friends that I can count on whenever I need them. And that was the most unforgettable moment on the first day of school.

Because of that moment, I ^{learned} that having memories with the people around you are worth-keeping. Time fly past but those memories will not fade away, it's stay in our heart. And

It is noticeable that in the pre-test of the respondents they were only able to write very short writing outputs and there were some errors when it comes to the choice of words used. Sentences were not clear and not well worded which made the meaning obscure. There was no obvious variations on the types of words used as well. Many of the respondents also used repetitive words.

On the contrary, the post-test shows a well-improved outputs as compared to the pre-test. The essays were obviously longer and the respondents were able to use strong descriptive words which would make the reader finish reading the essay. There were also new words used that made the essay more interesting. The vocabularies used by the respondents were richer and more appropriate to fully express their ideas.

Table 13

Paired Samples for Sentence Fluency

Sentence Fluency	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	1.5917	30	.31815	.05809
Post-test	2.7583	30	.41773	.07627
Mean Difference	1.16			

It is also noticeable that there is an improvement in the sentence fluency domain because of the mean difference of 1.16. However, it could be said the six-trait domains, sentence fluency got the lowest mean difference. Below is the sample pre-test and analysis for the sentence fluency domain.

Pre-test

9-6-19

"MY MOST UNFORGETTABLE FIRST DAY OF SCHOOL
IN GRADE SCHOOL"

(13)

MY MOST UNFORGETTABLE FIRST DAY OF SCHOOL
IN GRADE SCHOOL ~~IS~~ IN GRADE 2. I CAME LATE IN OUR
SCHOOL THAT DAY BECAUSE I DONT KNOW THE EXACT TIME WHAT
TIME IS OUR CLASS. WHEN I CAME TO OUR ROOM THE STUDENTS
WERE STARRING AT ME AND THE TEACHER ASK ME "WHY YOU ARE
LATE?" I TOLD TOLD HER THE REASON WHY IM LATE AND THE
WHOLE CLASS LAUGHED BECAUSE THE REASON I SAID. THATS WHY IN
GRADE WHEN I CAME MADE MY REASON MORE REASONABLE AND
NOT JUST I DONT KNOW

Post-test

My Most Unforgettable Firstday of School in Grade School.

Grade school is the time where students develop their social interactions with other students. Having friends in grade school ^{makes} you more comfortable in school and feel more excited when you are in school because of the memories and happenings you made with your friends.

One the most ~~unforgettable~~ unforgettable firstday of school that I can still remember is when I came late on school that day. ~~The~~ ^{It's} Monday morning I woke up early that day because ~~it's~~ ^{it's} firstday of school, I'll try to fix myself more presentable. I came on school that day 6:45 in the morning because I thought that our class starts 7:00 in the morning. I'm nearly at the room and feel nervous about what's ~~is~~ happening because no students is outside of their classroom. I came on our room so nervous and I saw all of my classmates are listening to our adviser already. People stares me and our adviser ask me "why you are late?" and I answer her the whole truth that I thought the class starts at 7:00 am. and the students laugh. That day after our class I made some friends because of that epic moment.

First day school is one the most unforgatable because on that time you just simple student with a childish brain and no idea what you are really doing.

It can be observed from the pre-test outputs that there were many run-on, disjointed, or rambling sentences. The essays obviously lacked variety in length and in structure. Ideas were not smoothly communicated because of incomplete and run-on sentences. There were also confusing word orders which create the need to reread the essay. There were also misspelled/misused words which made some of the statements even more confusing. So, in the pre-test sample essay here, the respondent's output is very short. He/She was only able to write five to six sentences for an hour time allotment for the pre-test which means that the respondent was not able to spontaneously and fluently write down his/her ideas.

On the other hand, the post-test shows much better outputs. The respondents were able to have easy flow in communicating their ideas. There was also good and effective variations in the sentence patterns. Most of the respondents were also able to make good introductory and concluding paragraphs. However, the respondents just needs to make more improvements in grammar. As mentioned, among the six-trait skills, fluency has the least mean difference of the pre-test and post-test. Moreover, it is evident in the post-test output that the respondent was already able to use the past tense of the verb in sharing his/her experiences. The quotation marks were also properly used to share line/sentence that is direct.

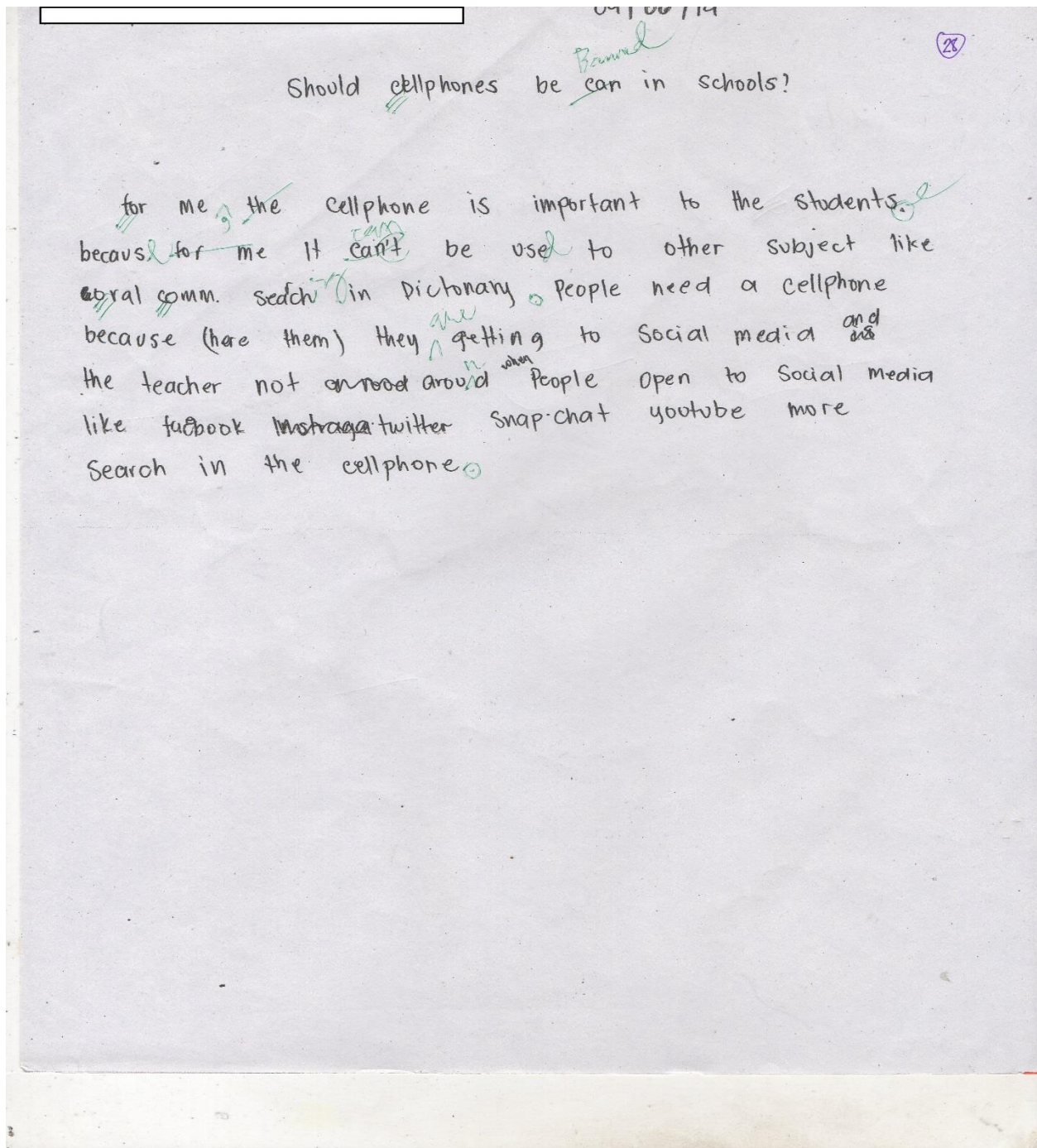
Table 14

Paired Samples for Conventions

Conventions	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	1.4583	30	.56509	.10317
Post-test	3.4000	30	.46238	.08442
Mean Difference	1.94			

The mean difference of 1.94 indicates a positive effect of remedial instruction on the Conventions domain. Among the six writing traits, conventions got the highest mean difference of pre-test and post-test.

Pre-test



(EMP) 28 28

Should Cellphones be Banned in School

What is the purpose of the cellphones to us?
 Would you like the cellphones banned in school? Do you agree that cellphones be banned in school?

For me the purpose of cellphones ^{are} is for research and to communicate to our friends and ofcourse to communicate to our family. so I should [?] because they can in case of emergency and other is the important because we get conformation to the happening of our country should be important to know it. Possibility effects in ~~our~~ our studies because they are focusing in cellphone and I know more focusing in cellphones possibility effects in poor studies because they are focusing in cellphones and I know more students was addicted.

Banning cellphones is the best way to us Parents and specially to our teachers then can have a much time to learn and do well in our need to do. Things ar Their responsibilities as a students and being part of the community because this is the way for students to focus in their studies and to concentrate what the teacher's discuss.

It is observed from the students' outputs that many of them were not so familiar with the conventions of writing. Many of them had a lot of errors in spelling of basic words like fucos (focus), there (their), they're (their), and many more. The respondents were obviously poor in capitalization and punctuation marks as well. In the sample pre-test output, it is very obvious that the respondent had a lot of errors in capitalization, spelling, and punctuation. Some of these errors include, "ban-Banned, use-used, for-For, and etc."

But, after the remediation, this domain got the highest mean difference among all other traits/domains of writing. It is very noticeable in the students' outputs that they improved a lot when it comes to spelling, capitalization, and punctuation marks. They were also able to make indentations in every new paragraph which many of them did not do during the pre-test.

To conclude, it is observed that for the ten Fridays that the students participated in the program, there is really a big difference now on how they do the writing tasks. They have learned to do pre-writing activities such as brainstorming, listing, and mind-mapping. They don't easily answer or do the writing tasks right away, they could now apply the stages of writing that they have learned from the workshop. Moreover, it is also evident that their pre-test and post-test writing outputs were very different. You could clearly see the improvement especially when it comes to the writing conventions since it got the highest improvement among the six traits of writing.

However, sentence fluency got the lowest mean of improvement. This means that the students need more time and practice to improve this skill.

The next table shows the results of the survey questionnaire on how the respondents view the remedial instruction.

Table 15***Respondents' Assessment of the Intervention Program***

The Students' Impression towards the Writer's Workshop Remedial Instructions	Strongly Agree(5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Verbal Interpretation
1. Before the remedial instruction, writing an essay was very difficult for me.	2	24	3	2	0	3.90	Agree
2. Before the remedial instruction, writing in class was a boring task for me.	5	23	1	1	0	4.07	Agree
3. Before the remedial instruction, it was difficult for me to get new ideas for my writing topic.	2	7	8	11	2	2.87	Undecided
4. Because of the remedial instruction, I learned to plan my topic by making an outline and writing down my ideas.	9	19	2	0	0	4.23	Strongly Agree
5. Because of the remedial instruction, I learned that writing isn't just about completing a composition, but planning, drafting, revising and editing.	9	18	3	0	0	4.20	Strongly Agree
6. Because of the remedial instruction, I learned many pre-writing strategies to help me organize my ideas.	7	22	0	1	0	4.17	Agree
7. I find it interesting to practice and learn writing skills because of the remedial instruction.	7	23	0	0	0	4.23	Strongly Agree
8. The remedial instruction helped me to improve my planning and drafting skills.	8	20	2	0	0	4.20	Strongly Agree
9. The remedial instruction helped improve my vocabulary.	5	18	7	0	0	3.93	Agree
10. The remedial instruction helped me to appreciate and like the writing tasks	5	24	1	0	0	4.13	Agree
11. Because of the remedial instruction, I learned to follow the stages of writing	7	22	1	0	0	4.20	Strongly Agree
12. Because of the remedial instruction, I got better in spelling, capitalization, and punctuations	15	13	2	0	0	4.43	Strongly Agree
13. Because of the remedial instruction, I learned to edit and revise my own work	5	23	2	0	0	4.10	Agree
14. Because of the remedial instruction, I learned to appreciate my classmates' outputs	5	18	5	2	0	3.87	Agree
15. I find the remedial instruction very helpful in developing my writing skill.	16	14	0	0	0	4.53	Strongly Agree
Overall Weighted Mean						4.07	Agree

Table 15 shows the respondents' assessment of the Writer's Workshop Remedial Instruction.

Among the 15 indicators cited, the highest (WM=4.53) perceived was indicator 15, "I find the remedial instruction very helpful in developing my writing skill" followed by indicator 11 "Because of the remedial instruction, I got better in spelling, capitalization, and punctuations" with a WM=4.43; Similarities in the extent of perceptions are seen in indicators 4 "Because of the intervention program, I learned to plan my topic by making an outline and writing down my ideas" and 7 "I find it interesting to practice and learn writing skills because of the remedial instruction." With a weighted mean of 4.23; And indicators 5 "Because of the remedial instruction, I learned that writing is not just about completing a composition, but planning, drafting, revising and editing.", indicator 8 "The remedial instruction helped me to improve my planning and drafting skills", and indicator 11 "Because of the remedial instruction, I learned to follow the stages of writing", the three have a weighted mean of 4.20, all of these seven indicators mentioned in this paragraph have a verbal interpretation of "STRONGLY AGREE".

While indicators 6 "Because of the remedial instruction, I learned many pre-writing strategies to help me organize my ideas." with a weighted mean 4.17, indicator 10 "The remedial instruction helped me to appreciate and like the writing tasks" (WM) 4.13, indicator 13 "Because of the remedial instruction, I learned to edit and revise my own work" (WM) 4.10, indicator 2 "Before the remedial instruction, writing in class was a boring task for me." (WM) 4.07, "Before the remedial instruction, writing an essay was very difficult for me." Indicator 1 "Before the remedial instruction, writing in class was a boring task for me" (WM) 3.9, and lastly indicator 14 "Because of the remedial instruction, I learned to appreciate my classmates' outputs", with a

weighted mean of 3.87 respectively. All the seven indicators mentioned in have a verbal interpretation of “AGREE”.

On the contrary, perceived least with a weighted mean of 2.87 is indicator 2 “Before the remedial instruction, writing in class was a boring task for me.” With a verbal interpretation of “UNDECIDED”.

In summary, the learners were impressed on the Writers’ Workshop Remedial Instruction at an average level as evidenced by the overall weighted mean of 4.07 and which falls within the range of descriptive rating, “AGREE”.

Based on the result of the survey, 7 out of fifteen (15) indicators were strongly agreed upon by the respondents. The remedial instruction very helpful in developing writing skills. The underlying components and principles of the Writer’s Workshop caused writing success among the respondents. Learners who are actively involved in the writing process and mentored by the teachers and peer write and apply instruction in meaningful writing situations may become skilled writers.

Likewise, the remedial instruction, the respondents got better in spelling, capitalization, and punctuations. According to the literature presented and as observed by the researcher, the writing conventions are among the problems of low achiever writers commit. During the intervention program, the conventions were given special attention, to address the problem.

In addition, the remedial instruction, learners learned to follow the stages of writing such as planning, drafting, revising, editing; that the Remedial Instruction helped to improve the planning and drafting skills. The Writer's Workshop approach essentially encourages learners to get deeply involved in the writing process, using the topics and writing for learner's reasons.

Moreover, the Remedial Instruction helped learners to appreciate and like the writing tasks. Since the intervention program used the Writer's Workshop approach, the learners got to appreciate the different components of the approach. In the remedial instruction, learners learned to appreciate peer classmates' outputs. During the *Sharing* stage of the program, respondents listen to classmate output and give positive and specific feedback through questions and comments about learners' writing. The feedback provided suggestions for the writers to update the pieces of writing. Additionally, the learners feel appreciated as writers, gaining confidence in writing and increasing the level of enjoyment that the learners feel about writing. The importance of peers, therefore, lies in supporting role rather than as critical readers and listeners of the texts of a peer. In this way, the classroom becomes a comfortable and safe place for learners to take chances through writing.

On the contrary, the respondents agree that before the Remedial Instruction, writing in class was a boring task and difficult to get new ideas for the writing topic since learners experience difficulty in writing because of English grammar. Writer's Workshop supporters claim that writing, writing, writing, and writing is the best way to improve the writing. Learners evolve as authors by having to understand the writing process and engaging in writing. Research indicates Writer's Workshop builds skills and writing skills as a process approach to writing.

Hence, the English teachers of President Diosdado Macapagal High school should start using the Writer's Workshop Approach, which is a variant of the Process Approach, in enhancing the learners' writing ability. The time of English classes must put into priority the improvement of the writing skills of the learners.

Pedagogical Implications

The current study shows a variety of pedagogical implications that English Language teachers in public schools should stick on when teaching the writing skills to the learners. Teachers should have special considerations in planning and preparing the exercises and texts for the intended teaching lessons when teaching the low achievers since they have special needs compared to the regular students. Writer's Workshop Approach should be used by the English teachers when asking the learners to write essays or compositions. However, the structure of the remedial instruction should be improved. Instead of selecting freely the writing topics, teachers should give various genres for the learners to write on.

Furthermore, teachers should be more considerate in the apprehensions with the errors of the learners and should track the learners' work diligently and the degree to engage with the exercises in order to find out any difficulty that may hinder learners' learning. This study also increases the teachers understanding of the needs of low achiever students, thus would continually think of ways to remedy the shortcomings and weaknesses found in them.

CHAPTER 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In light of educational literature reviewed throughout the study, this chapter aims at discussing and interpreting the results. The aim of this study was to examine the impact of the remedial instruction on English writing skills for the Senior High School low achievers at President Diosdado Macapagal High School.

Summary of the Study

The purpose of this study was to determine the effect of the Writer's Workshop Remedial Instruction on the English writing skills of the senior high school low achievers of Pres. Diosdado Macapagal High School.

To answer this question, the researcher used the Mixed Method Approach. For the quantitative data, a quasi-experimental approach was used and content analysis for the qualitative data. The sample of the study consisted of 30 senior high students who were considered to be low achievers. Narrative and Persuasive writing prompts were given to the respondents before and after the intervention program. The remediation adapted the Writer's Workshop Framework where the learners become deeply involved in the writing process. The framework consisted of Mini-Lessons, Frequent Writing Time, Conferences, and Sharing. A survey questionnaire to measure the impact of the intervention was given to the respondents after the program

The data of the study for the written outputs were analyzed using the Six-Trait Writing Rubric adapted from Spandel and Paired T-Test was also used to measure the statistical mean difference before and after the remedial instruction. Also, Frequency and mean were used to compute the respondents' impressions on the remedial instruction.

Summary of the Results

Based on the statistical results of this study the following findings were observed:

That the senior high school students who were considered as low achievers in their respective classes also performed low during the pre-test given to them. It was confirmed that these students' writing level before the remedial instruction was Emerging Writers, which were characterized with difficulties in spelling, punctuation marks, capitalization, and grammar. Then, based on the results of the paired t-tests of the six-trait writing skill, it was found out that among those domains/traits, the fluency domain got the least improvement which has 1.16 mean difference only, while the conventions domain got the highest mean difference which is 1.94. Moreover, based on the overall t-test result of the pre-test and post-test written outputs, it is confirmed that the post-test writing levels of the respondents has increased to Proficient Writers.

That there were statistically significant differences in the writing scores of the respondents from the pre-test to the post-test. Therefore, the results confirms that there is a significant difference in the writing performance of the respondents before and after the remediation. The respondents writing level was Emerging Writers before the program and it has improved to Proficient Writers after the remedial instruction

In summary of the learners' impressions on the Writers' Workshop Remedial Instruction, the overall weighted mean is 4.07 and with a descriptive rating, "AGREE". From this standpoint, it confirms that the students have a positive impression toward the Writer's Workshop remedial instruction; that they found the program helpful in improving their writing skill.

Limitations of the Study

This study aimed to improve the learners writing performance level before and after the Writer's Workshop Remedial Instruction. This also aimed to see the significant difference in

the writing performance of the respondents before and after the remediation. The respondents were composed of 16 females and 14 males, a total of thirty Senior High School learners from Grades 11 and 12 of the Academic and Vocational Tracks. The school year covered was the 1st Semester of Academic Year 2019-2020.

The research was restricted to just one form of a writing process approach, specifically the Writer's Workshop. The main focus of the study was to see the impact of Writer's Workshop Remedial Instruction to the English writing skills of low-achiever learners.

Conclusions

In light of the aforementioned summary of findings, the following conclusions are drawn:

That an appropriate teaching approach has really a significant impact on the students' learning; that the Process Approach, specifically Write's Workshop approach is an effective way to enhance the writing skill of these low achiever students. Moreover, the researcher also concludes that students' writing skill can really be improved given the opportunity to have more practice time or exposure to writing; that these writing difficulties can be addressed and improved with more focused instructions just like the given remedial instruction; that among the six-writing skills, sentence fluency is considered as the most difficult skill to master and writing conventions are the skills that can easily be learned or improved by these low achiever students.

That the remedial instruction for the low achiever students was found to be effective in improving the writing levels of these low achiever students since their writing levels have improved after the remedial instruction. Hence, the use of Writer's Workshop as a writing framework should be adapted by the English teachers when asking learners to write essays or compositions.

That the low achiever students found the Writer's Workshop Remedial Instruction helpful in improving their writing skill; that because of adequate time given for each stage of writing, they were able to develop motivation and interest in writing; that they easily learn the skill when the instructions are more focused. Moreover, if students are well guided by their English teachers during the writing process, they would not be hesitant to express their ideas, and they would surely apply these stages of writing every time they have a writing activity.

Recommendations:

In light of the results of the study and based on investigating the importance of writing skills, the researcher suggests some recommendations in improving learners' writing skills. The researcher recommends that:

The process approach, specifically writer's workshop be used by the English teachers when asking students to write an essay or composition; that adequate time should be allotted for these stages of writing for the students to generate more ideas about the writing task; moreover, teachers must provide frequent feedback to learners' outputs including constructive reinforcement, suggestions, and advice; that teachers must also use team learning, pair work, and other group work strategies to help learners improve their writing skill. Since it was found out that the sentence fluency is the most difficult skill to master, then teachers should focus more on the improvement of this skill;

The researcher also suggests that teachers, especially English teachers, be given more opportunities to engage in seminars and creative/technical writing courses too, so that they can have more strategies and methods to share to the students.

School administrators are recommended to organize school activities that would enrich the English Language abilities of the learners and provide a special schedule for low-level learners with different content and remedial materials; the supervisors are recommended to administer training courses to teachers to enhance the implementation of remedial or intervention classes for the learners. In addition, they must also conduct seminars/trainings on teaching methodologies especially for learners who are considered to have learning disabilities or these low achiever students.

Parents are recommended to monitor their child's learning progress in English language especially in writing. They must also provide fun writing activities or tasks for their kids when they are at home.

For further studies, the researcher recommends that future researchers carry out studies to other writing strategies particularly for low achiever students. It is also recommended that similar studies be conducted but with control and experimental group and with longer hours of the program since the current study had only the experimental group and had very limited time in conducting the remedial instruction.

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APPENDIX A

Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content <i>✎ main theme</i> <i>✎ supporting details</i>	Exceptionally clear, focused, engaging with relevant, strong supporting detail	Clear, focused, interesting ideas with appropriate detail	Evident main idea with some support which may be general or limited	Main idea may be cloudy because supporting detail is too general or even off-topic	Purpose and main idea may be unclear and cluttered by irrelevant detail	Lacks central idea; development is minimal or non-existent
Organization <i>✎ structure</i> <i>✎ introduction</i> <i>✎ conclusion</i>	- Effectively organized in logical and creative manner - Creative and engaging intro and conclusion	- Strong order and structure - Inviting intro and satisfying closure	- Organization is appropriate, but conventional - Attempt at introduction and conclusion	- Attempts at organization; may be a “list” of events - Beginning and ending not developed	- Lack of structure; disorganized and hard to follow - Missing or weak intro and conclusion	- Lack of coherence; confusing - No identifiable introduction or conclusion
Voice <i>✎ personality</i> <i>✎ sense of audience</i>	- Expressive, engaging, sincere - Strong sense of audience - Shows emotion: humour, honesty, suspense or life	- Appropriate to audience and purpose - Writer behind the words comes through	- Evident commitment to topic - Inconsistent or dull personality	- Voice may be inappropriate or non-existent - Writing may seem mechanical	- Writing tends to be flat or stiff - Little or no hint of writer behind words	- Writing is lifeless - No hint of the writer
Word Choice <i>✎ precision</i> <i>✎ effectiveness</i> <i>✎ imagery</i>	- Precise, carefully chosen - Strong, fresh, vivid images	- Descriptive, broad range of words - Word choice energizes writing	- Language is functional and appropriate - Descriptions may be overdone at times	- Words may be correct but mundane - No attempt at deliberate choice	Monotonous, often repetitious, sometimes inappropriate	- Limited range of words - Some vocabulary misused
Sentence Fluency <i>✎ rhythm, flow</i> <i>✎ variety</i>	- High degree of craftsmanship - Effective variation in sentence patterns	- Easy flow and rhythm - Good variety in length and structure	- Generally in control - Lack variety in length and structure	- Some awkward constructions - Many similar patterns and beginnings	- Often choppy - Monotonous sentence patterns - Frequent run-on sentences	- Difficult to follow or read aloud - Disjointed, confusing, rambling
Conventions <i>✎ age appropriate, spelling, caps, punctuation, grammar</i>	Exceptionally strong control of standard conventions of writing	Strong control of conventions; errors are few and minor	Control of most writing conventions; occasional errors with high risks	Limited control of conventions; frequent errors do not interfere with understanding	Frequent significant errors may impede readability	Numerous errors distract the reader and make the text difficult to read

Adapted for Regina Public Schools from Vicki Spandel, *Creating Writers*.
Regina, SK Canada

APPENDIX D

Name (optional): _____

Gr. And Sec: _____

Age: _____

Sex: _____

A survey questionnaire on the students' impressions toward the Writer's Workshop Remedial Instruction.

Direction: Read each statement carefully and check the column which indicates your honest feeling toward each sentence.

	Strongly Agree(5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
1. Before the remedial instruction, writing an essay was very difficult for me.					
2. Before the remedial instruction, writing in class was a boring task for me.					
3. Before the remedial instruction, it was difficult for me to get new ideas for my writing topic.					
4. Because of the remedial instruction, I learned to plan my topic by making an outline and writing down my ideas.					
5. Because of the remedial instruction, I learned that writing isn't just about completing a composition, but planning, drafting, revising and editing.					
6. Because of the remedial instruction, I learned many pre-writing strategies to help me organize my ideas.					
7. I find it interesting to practice and learn writing skills because of the remedial instruction.					
8. The remedial instruction helped me to improve my planning and drafting skills.					
9. The remedial instruction helped improve my vocabulary.					
10. The remedial instruction helped me to appreciate and like the writing tasks					
11. Because of the remedial instruction, I learned to follow the stages of writing					
12. Because of the remedial instruction, I got better in spelling, capitalization, and punctuations					
13. Because of the remedial instruction, I learned to edit and revise my own work					
14. Because of the remedial instruction, I learned to appreciate my classmates' outputs					
15. I find the remedial instruction very helpful in developing my writing skill.					

WRITER'S WORKSHOP INTERVENTION PROGRAM IN ENGLISH FOR SENIOR HIGH SCHOOL ESL STUDENTS

Informed Consent Form

PURPOSE OF THE STUDY

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve. Please read the following information carefully and feel free to ask the researcher if there is anything that is not clear or if you need more information.

The purpose of the study is to conduct a writing intervention program that will help the Senior High School students, especially those who have difficulties in writing, to improve their writing skills.

STUDY PROCEDURES

The study will use the Writer's Workshop model in implementing the program. It has four components: the Mini Lesson- where the researcher will discuss and give instructions; Frequent Writing Time- where students are given ample time to write their ideas freely; then, there is also Conferencing- this component is where students interact with each other, or one on one conferencing with the teacher, then, the last component is Sharing-, where students share to the class what they have written.

DURATION

The intervention program will be conducted for 8 weeks. It will be from 8:00-10:00 a.m. every Friday only.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you whether or not you decide to participate. If you decide to participate, you will be asked to sign this consent form. After you sign this consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher.

RISKS

The researcher does not perceive more than minimal risks from your involvement in this study.

BENEFITS

Potential benefits from participation in this study include: getting familiar with the writing mechanics, processes, and strategies in which will help you in writing meaningful compositions.

CONFIDENTIALITY

The results of this research will be coded in such a way that the respondent's identity will not be attached to the final form of this study. The researcher retains the right to use and publish non-identifiable data. While individual responses are confidential, aggregate data will be presented representing averages or generalizations about the responses as a whole. All data will be stored in a secure location accessible only to the researcher. Upon completion of the study, all information that matches up individual respondents with their answers will be destroyed.

CONSENT

I have read the provided information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I consent voluntarily to be a participant in this study.

Print Name of Participant _____

Signature of Participant: *[Signature]*

Date Day/month/year: August 30, 2019

Print Name of Researcher: LENE T. MERINO

Signature of Researcher: *[Signature]*

Date Day/month/year: 18-20-2019

Pres. Diosdado Macapagal High School
8th St. GHQ Village, Brgy. Katuparan, Taguig City

August 27, 2019

Dear Parents,

I am Irene Merino Delmonte, a member of the faculty of the Senior High School and I am teaching English subjects such as Oral Communication, Reading and Writing, and English for Academic and Professional Purposes. I would like to seek your permission to allow your child to attend the writing intervention program every Friday from 8:00-10:00 at Rm.312 of the SHS Building.

This intervention program is the implementation of my Master's Thesis entitled "Writer's Workshop Intervention Program for Senior High School ESL Learners". My study aims to help your child improve his/her writing skills and develop love for writing as well.

I promise you that the information obtained from this study will be treated in the strictest confidentiality possible, and it will be used for this research purposes only. Your names and the child's names will not be revealed instead pseudo names will be used.

The information obtained from this research will be made available to your child's school and can be used by the teacher to help your child improve more his writing skill.

In conclusion I would like to thank you most sincerely in your support for this research. Thank you very much and I am hoping for your favourable response on this matter.

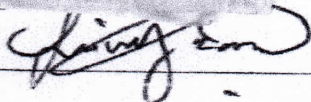
Respectfully yours,


IRENE M. DELMONTE
Researcher

☒ Yes, I allow my son/daughter.

☐ No, I don't allow my son/daughter.

Name of student: 

Parent's Name and Signature 



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF TAGUIG CITY AND PATEROS
Taguig City



1st Indorsement
September 02, 2019

DEPARTMENT OF EDUCATION DIVISION OF TAGUIG CITY AND PATEROS RECORDS UNIT	
RELEASED	
By: <i>4.</i>	Date: SEP 03 2019

Respectfully referred to Mr. Raul S.J. Cortez, Principal I, Pres. Diosdado Macapagal High School of this division, the enclosed letter of Ms. Irene Merino DelMonte, currently enrolled in Philippine Normal University - College of Education, Graduate School under the Master of Arts in Education Major in English Language Teaching regarding her request to conduct a study to target respondents in your school to answer the research questions in her study entitled: "Writer's Workshop Intervention Program for Senior High School ESL Learners", with the information that this office interposes no objection provided that ethical considerations related to her study shall be strictly observed by all persons involved as stipulated in DepEd Order No. 16, s. 2017 entitled Research Management Guidelines. It is understood, that the Schools Division Office will be given a copy of her findings for monitoring and evaluation purposes.

For:

ROMULO B. ROCENA, CESO VI

Officer-In-Charge

Office of the Schools Division Superintendent

By:

[Signature]
DR. ISIDRO C. AGUILAR
Chief Education Program Supervisor
Curriculum Implementation Division

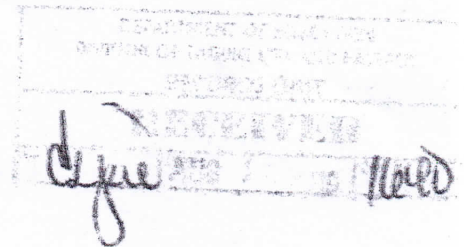
August 19, 2019

DR. ROMULO B. ROCENA, CESO VI
Officer-In-Charge, Office of the Schools Division Superintendent
Division of Taguig-Pateros

THRU:

RAUL SI CORTEZ
Principal
Pres. Diosdado Macapagal High School

Re: Permit to Conduct a Research Study



Dear Sir:

Good day!

I am Irene Merino Delmonte, a graduate student under the program of Master of Arts in Education Major in English Language Teaching at Philippine Normal University. I would like to seek permission from your good office to allow me to conduct research in the Senior High School Department of Pres. Diosdado Macapagal High School. The title of my study is, "Writer's Workshop Intervention Program for Senior High School ESL Learners".

The said school is chosen as my research setting for i am currently teaching there as an English teacher to the senior high school students.

If approval is granted, the intervention program will run for 8 weeks, starting on August 30, 2019 to October 25, 2019. The undersigned will conduct the said program for 2 hours every Friday only from 8:00-10:00 a.m. at room 312 of SHS Building.

I hope that the administration will allow me to conduct the intervention program to help the senior high students improve their writing skills. Participants of the program will be given consent and assent forms to be signed by their parent/guardian. Rest assured that the participants' information and responses will be treated with utmost confidentiality.

Your approval to conduct this study will be greatly appreciated. Thank you very much.

Respectfully yours,

IRENE MERINO DELMONTE

09396 048454

Noted by:

DR. MA. JHONA B. ACUÑA
Research Adviser

Approved by:

Used-Taguig Only and Pateros.

Office of the Schools Division Superintendent

RECEIVED

Dr. 31 | Date 8-19-19 | Ch. 3:30



1733 BLC Western Bicutan, Taguig City, Philippines
Contact Numbers: 09396048454/09989603800
eyen0621@yahoo.com/irenedelmonte21@gmail.com

IRENE MERINO DELMONTE

SKILLS AND ABILITIES

- Adept at using Microsoft Office Productivity Suit (i.e. word, excel, powerpoint)
- Skilled in the use of multimedia in handling English classes
- Passionate, energetic, good communicator, and dynamic teacher
- Knows basic Japanese Language and Writing skills

SPEAKERSHIP AND AWARDS

Exemplary Teaching Performance S.Y. 2016-2017

Most Industrious Teacher S.Y. 2016-2017

Regional Mass Training of Senior High School For Academic Track-
Demonstration Teacher in Practical Research (2017)

Senior High School Grade 11 Regional Mass Training of Teachers in the
K-12 Program- Demonstration Teacher in EAPP (2016)

SPEAKERSHIP (Combatting K-12 Challenges in Improving Practices,
Innovative Programs, and Strategies in School- Inset May 2017)

SPEAKERSHIP(A Workshop on Strengthening The Basic English
Communication Skills of the 21st Century Teachers, Jan. 2017)

SPEAKERSHIP (Instructional and Transformational Leadership to
Modernize Techniques for Professional Enrichment in Ensuring
Responsive Education in the 21st Century- InSet-2018)

WORK EXPERIENCE

President Diosdado Macapagal High School

Senior High School English Teacher

June 21, 2016-Present

- Handles English classes such as Oral Communication, English for Academic and Professional Purposes, and Reading and Writing

Don Bosco Technical Institute-Makati

English Teacher

May 2013-May 2015

- Taught grammar and literature lessons to Grade 7 students
- Was one of the Advisers in Grade 7
- Was an assistant animator of the school paper for SY 2014-2015

VOIM English Corporation

Team Leader /Online English Instructress to Korean Students

Dec. 2006- April 12, 2013

Responsibilities as a Team Leader:

- Supervised and managed the team's performance
- Monitored and evaluated teachers' performances
- Provided coaching and guidance to a team on a variety of procedures

Responsibility as a Teacher:

- Provided Online English classes to Korean students of any age

ADT Montessori School

English Teacher

2007-2008

- Taught English to Third Year High School students while going to VOIM as a part time Online English Instructress.

Immaculate Heart of Mary College-Quezon City

English Teacher

May 2005-2006

- Taught English lessons to Grades 4 and 5 Students

1225 English Language School-Quezon City

English Tutor

May 2004-May 2005

- Taught conversational English to Korean Students

EDUCATION

GRADUATE

Master of Arts in Education-Major in English Language Teaching

Philippine Normal University

Taft, Manila

May 2020

TERTIARY

Bachelor of Secondary Education-Major in English

Central Colleges of the Philippines

Aurora Blvd., Quezon City

2000-2004

Consistent Academic Scholar and Dean's Lister

SECONDARY

Sumoroy Agro-Industrial School (SAIS)

Palapag, Northern Samar

1996-2000

Graduated as Class Valedictorian