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The Prewriting Strategies of Selected Fourth Year High School Students

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**THE PREWRITING STRATEGIES OF SELECTED FOURTH YEAR HIGH
SCHOOL STUDENTS**

A SEMINAR PAPER

**Presented to the
College of Graduate Studies
and Teacher Education Research
Philippine Normal University – Manila**

**In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN TEACHING
ENGLISH LANGUAGE ARTS**

DIVINA P. MAMING

May 2015

APPROVAL SHEET

This seminar paper entitled **THE PREWRITING STRATEGIES OF SELECTED FOURTH YEAR HIGH SCHOOL STUDENTS** prepared and submitted by **DIVINA P. MAMING**, in partial fulfillment of the requirements for the degree **MASTER OF ARTS IN TEACHING ENGLISH LANGUAGE ARTS**, is hereby recommended for approval and acceptance.

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ABSTRACT

NAME : **DIVINA P. MAMING**

TITLE : **PREWRITING STRATEGIES OF
SELECTED FOURTH YEAR HIGH
STUDENTS**

KEY CONCEPTS : **Writing, Prewriting, Prewriting
strategies**

DEGREE : **MASTER OF ARTS IN TEACHING**

SPECIALIZATION : **ENGLISH LANGUAGE ARTS**

ADVISER : **DR. MERRY RUTH M. GUTIERREZ**

This study aimed to explore the prewriting strategies employed by the selected fourth year students of San Juan City. The researcher examined the prewriting activities that the students used before they start developing an essay or a narrative as a means of expressing their ideas and thoughts using the English language. Moreover, this study suggests that focusing on writing as a process and introducing writing strategies that take into account students' learning needs, can benefit all students including those for whom writing in English is a challenge.

The study shows that most students use webbing as a prewriting strategy, while others use listing or organizing of details, clustering, journalistic technique, and free writing. It was also observed that some students employed asking questions and brainstorming in the process.

Based on conclusion drawn, prewriting strategy is a significant part of the writing process. More often than not, students who use prewriting strategies are able to construct meaning easily and are able to put their ideas in an organized manner than those who do not.

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d.p.m.

TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgement	iii
Abstract	iv
Table of Contents	v
Chapter I	THE PROBLEM AND ITS SETTING
Introduction	1
Conceptual Framework	2
Statement of the Problem	8
Significance of the Study	8
Scope and Delimitation	9
Definition of Terms	10
Chapter II	REVIEW OF RELATED LITERATURE
	12
Chapter III	METHODOLOGY
Research Design	19
Participants	19
Instrumentation	20
Data Gathering Procedure	21

Chapter IV	PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	24
Chapter V	SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	36
	Summary	
	Findings	
	Conclusions	
	Recommendations	
	REFERENCES	40
	APPENDICES	45
	CURRICULUM VITAE	66

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The issue of poor writing performance of students has been of much concern in the modern time. The 2008 Functional Literacy and Mass Media Survey (FLEMMS) of the National Statistics Office found that one out of every 10 Filipinos is functionally illiterate, which indicates that they find difficulty with basic skills like reading, writing, calculating and understanding (Quismundo, 2010). Many factors derail students' writing development. Like all learning problems, difficulties in writing are a disturbing fact that intensifies a child's low self-esteem as s/he is increasingly expected to express himself/herself through writing about various topics in school. There are neuro-developmental problems and their potential impacts on writing identified such as attention problem, spatial ordering problem, sequential ordering problem, memory problem, language problem, and higher-order cognition problem (Levine, 1987). It can also be pointed out that unfamiliarity with the topic; insufficient vocabulary and limited grammatical proficiency are issues that hinder them from developing writing skills. In fact, poor writing skills were called out as the fundamental deficiency for work readiness for graduates of high

schools, two-year colleges/technical schools, and four-year colleges. Graduates exhibiting poor writing ability but desire to finish a degree or want to have a high-wage work must put in extra effort to gain them—and their writing skills should be given into remediation.

The study aims to identify the students' writing strategies before embarking on the writing proper, the result of which served as basis for including additional instructional techniques in prewriting activities, which students can practice in order to address their writing difficulty.

Coceptual Framework

This study is anchored on important concepts about writing, prewriting and prewriting strategies and their effects on the writing performances of the selected High School students in San Juan City.

Writing defined

Oluwadiya in Kral (1995) defined writing as basically a process of communicating something (content) on paper to an audience (reader/s). It occurs in stages or processes which finished product is a sentence, a paragraph, an essay, etc. It is a process and that the stages in that process can be practiced and learned. Jungk (2005), also asserts that writing is a

process with the aim of conveying an effective message to the readers. That writing is a way to subconsciously tap the knowledge acquired by reading was proven by Mishra (2011). For him, when one writes, he is in touch with a deeper section of the mind; he is activating his brain-cells that are far inside the so-called 'reception' or 'information' area.

The quality of writing instruction that High School students receive has a great impact on their ability to become proficient, effective writers for the rest of their school years (Moats, Foorman, & Taylor, 2006). To address the concern of increasing students' writing proficiency, researchers and practitioners were able to determine some of the most helpful ways. Best practices include a focus on the process of writing, the incorporation of grammar and usage skills, the inclusion of models and self-assessment, and an emphasis on strategies to approach the writing situation.

Prewriting defined

Prewriting is the first stage of the writing process, which is typically followed by drafting, revision, editing and publishing. Mogahed (2013) said that prewriting centers on engaging learners in the writing process and it helps them discover what is important or true for them about any subject at any time. In prewriting, ideas and forms are discovered by provoking memory (Rider, 1995). As Mc Donald et.al. (2012) put it, prewriting has something to do with anything one does to help himself decide what his/her

central idea is or what details, examples, reasons, or content he/she will include. Emig (1971) also emphasizes that prewriting is that part of the composing process that extends from the time a writer begins to identify selectively certain features of his inner and/or outer environment with a view to writing about them -- usually at the instigation of a stimulus -- to the time when s/he initially puts words or phrases on paper making that perception clear.

Starting writing is a problem for many, especially young writers. This reality is the reason why prewriting must be given due time and attention as it helps solve a problem called "writer's block". (Kozma, 1991) found that expert writers spend more time during prewriting than the inexperienced ones. Learners usually assume that they cannot come up with an idea. Having nothing in mind and looking at the blank page, they tend to keep on writing and erasing. It is always hard for them to even get started since they lack the idea on how to start. It is of some comfort that even professional writers suffer from writer's block from time to time. Research shows that learners who are taken to explore and experience an array of prewriting experiences prove greater writing achievement than those enjoined to get to work on their writing without this kind of preparation (Cotton, 1997). It is proven that learners become proficient writers when they first learn how to make drafts.

Prewriting strategy defined

Prewriting strategies are activities that generate ideas, encourage a free flow of thoughts, and help students to discover both what they want to say and how to say it on paper (D' Aoust, 1986). These techniques teach students to write down their ideas quickly in raw form, without undue concern about surface errors and form (Hobelman et. al.,1995). This practice enables them to achieve fluency, as they think and write at the same time, rather than think and then write. Many claim that prewriting strategies are essential for students to learn and use throughout their school career and well into college. Sorting out their writing, figuring out ideas and developing higher level word choice are some of the benefits one can gain out of writing. The experience of prewriting allows students the time and space to form their ideas. It is during this process that they are given the time to check over these ideas and further develop what avenues their writing piece is going to take (Breetvelt et. al., 1994).

According to Kucer (2009), the planning process of writing is extremely important as it greatly influences the impact on which language is and can be produced. Prewriting creates the writer an opportunity for the writer to consider and reconsider and to weigh not only the meaning of the message written but also the language used to convey that message. Kucer further acknowledges that writers obtain goals by beginning with a plan. The writer is being guided from the point where s/he is at the moment

to the direction s/he would want to heed in the writing process. The plans pave a way for the student writers to develop a concrete message that can be shared through their writing. It is important that students of all ages are exposed to different kinds of strategies to use during the writing process so they could produce higher quality work and would have a better probability of performing the task well. Students who are exposed to many different prewriting strategies have the potential to show superior writing ability over those students who are not. Those students who have the knowledge of prewriting strategies and use them to plan their writing will have higher academic success over those who neither know nor use such strategies. Students who are not taught to use prewriting strategies struggle in different areas of writing, especially the areas of organization, creation of ideas, and word choice (Sinatra et. al., 1984). These students have the high risk of suffering academically in the long run. Kucer (2009) recognizes that struggling writers also do not show concern about prewriting process. Contrary to this, good writers recurrently show interest in making a plan before beginning to write and they are therefore more successful. It is believed that all students have the potential to benefit greatly from the use of prewriting strategies.

Some prewriting strategies that can be used as way of facilitating, stimulating and motivating students to write include free writing, outlining, clustering, listing, webbing, concept mapping, brainstorming, looping,

graphic organizer, flow chart, Venn diagram and etc. These strategies have been found useful and effective in teaching writing as several scholars such as Zamel (1983), Spack (1984), Oyetunde (1989) and Oluwadiya (1990) have encouraged the use of most of these activities in ESL writing program.

The diagram shows the different strategies that can be used to generate ideas before the actual writing process.

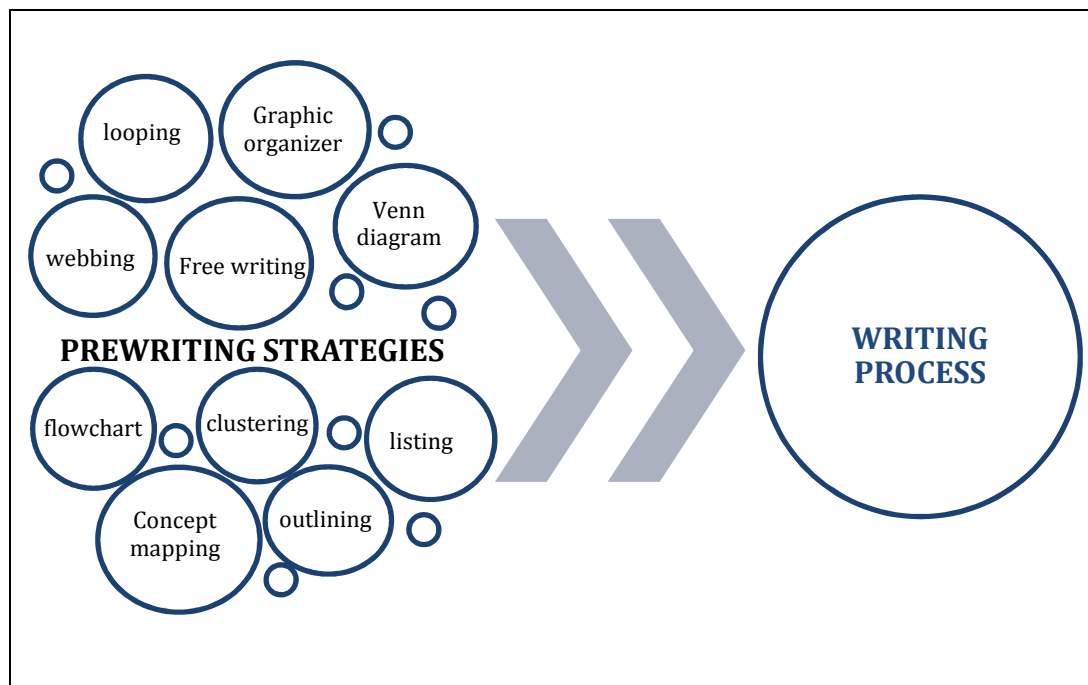


Figure 1. Conceptual framework of the study

The figure shows the many prewriting activities or strategies which when used singly or in combination help or influence the composition of written expression for communication of ideas.

Statement of the Problem

Generally, the study is conducted to identify what the students do prior to their writing activity in order to determine their difficulty in the prewriting phase and to suggest some strategies, which they can use to augment this difficulty.

Specifically, this study seeks to answer the following questions:

1. What strategies do the participants employ before writing?
2. How do the prewriting strategies influence the actual composition writing of the students?
3. Which of the mechanics in writing are the prewriting strategies most helpful?

Significance of the Study

The study will be beneficial to the following who are directly involved in planning, and implementing the curriculum for diverse types of learners :

Students. The students would be aware of the many ways to prepare for writing and they would be able to incorporate prewriting strategies in their writing endeavor that would

help maximize their potentials in expressing themselves both in writing and in speaking.

English Language Teachers. The research output would guide them to further their usual techniques and to provide them alternative instructional motivation to augment their students' writing difficulties. This study would cater the teachers' concerns and students' problems in starting to write an essay or composition.

Administrators. It could provide them useful information in order to upgrade and enhance their students' writing performance through writing curriculum implementation that focuses on prewriting strategies.

Scope and Delimitation

The study aimed to describe the prewriting strategies of the fourth year students as they prepared for actual composition of ideas in English.

The rubric used was adopted from the school's evaluation tool of the written output in English subject. Only one composition was required of the students who were randomly selected from the two sections of graduating students who chose their own topic of interest for actual writing.

Definition of Terms

Content. It is the substance of writing or the subject matter of a paper or composition.

Mechanics. It is one of the elements of writing that involves grammar, spelling, and punctuation.

Organization. It is the way in which ideas are tied together to flow logically.

Prewriting strategy. It is the activity or technique applied by the student prior to the writing proper. In this study it includes the following:

Clustering. It is an activity developed and named by Rico (1983) for accessing that state of consciousness often called the right side of the brain in which people pattern, design, connect, and deal in complex images.

Concept mapping. It is a graphic organizer activity that shows the relationships among concepts. Usually the concepts are circled and connecting lines with short explanations after each shows the relationships.

Free writing. It is a technique that helps the writer gets in touch with the big picture without getting sidetracked with details. It is a non-linear activity, using the right side of the brain, which deals with concepts and abstractions.

Journalistic Approach. A prewriting strategy where the writer answers the W's and H questions like what, who, when, where, why and how.

Listing. It is a strategy, which involves doing just what its name suggests: listing possible topics and then sublists things the writer could say about each topic.

Webbing. It is an unstructured, visual, idea-generating technique that uses association to explore relationships to get your writing started.

Prewriting. It is the first step of writing process where students are to free their mind and to expand their ideas before making a jumpstart into writing. It is done before the writing proper occurs, after which revision follows.

Writer's block—It is the elusive mental distraction some writers experience that makes it difficult for them to write.

Writing. It is the activity or skill of marking coherent words on paper and composing text. It is the act or process of producing and recording words in a form that can be read and understood. It is the process of putting one's thoughts and ideas in written form.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the survey of conceptual and research literature related to the nature of writing and its theoretical anchor, importance of prewriting, the various prewriting strategies, and their influence in the composition or drafting of written communication of ideas.

Writing

Writing which is considered as one of the four-macro skills to be learned in school poses a great challenge for many students. Most of the time, the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners like the Filipinos. Writing is perceived as an activity whereby writers ascertain and articulate ideas as the students try to construct meaning. It can be viewed as a problem solving activity rather than a simple act of communication.

As mentioned by Oluwadiya in Kral (1995), writing is basically a process of communicating something (content) on paper to an audience (reader/s). It has stages requiring processes that can be practiced and learned. The process approach to writing comprises exercise activities and techniques that can be applied to any writing situation students encounter

in school and beyond; drafting, revising, and editing are key activities in producing any writing. A wide body of research shows that students also benefit from additional pedagogical practices that are focused on developing particular knowledge and skills (Sipe, 2013). Writing skills ensure students to be college or career-ready at the end of high school. Aside from these academic claims, it can be a factor for faster re-employment for recently dismissed professionals and an important part of any business-oriented task.

In approaching writing tasks, writers are actually searching for solutions to a series of problems (Hyland, 2008). Writing is a complex cognitive activity comprising a number of processes and strategies. The use of strategies in the writing process is crucial to successful writing. The key to producing good writing or essays relies on the types and amount of strategies used, and on the regulation of the strategies for generating ideas or for revising what has been written (Riduan & Lim, 2009).

The modern approach to the teaching of writing emphasizes that writing is a communicative act where students are asked to think of their audience, the reader, and their purpose (Chan, 1986). And writing is seen as a process, which can be divided into three stages: prewriting, composing, and revision. Raimes (1983) stressed that there are processes

that good writers have been found to follow in writing. These include identifying the reason why they are writing, planning how to go about the task and how to organize the material, gathering material through observation, brainstorming, and making notes or lists. Inside the classroom, teachers must use some principles and techniques for a learning endeavor to be successful. As White (1987) put it, discussion is important in generating and in organizing ideas in order to discover what it is that the writer wants to say, even though the actual writing may be done individually.

Moreover, several scholars (Kuhn, 1970; Perl, 1979; Hayes, and Flower, 1980; Graves, 1982; and Flower, 1985) discovered that the way competent writers write and the manner in which they think that precedes their writing can be singled out and transmitted on to other student writers. These researchers all found out that for the competent writer, writing is a varied, repetitive, and generative process that goes through several steps or stages such as those already mentioned earlier.

Prewriting strategies

Since writing is basically a process of communicating something on a paper to the audience as cited by Oluwadiya in Kral (1995), a writer should have something to say; otherwise, he cannot start writing. Having

ideas in mind and planning activities to be undertaken, sometimes also called prewriting, aids students in generating ideas for writing (Sipe, 2013). These pre activities maybe in the form of making lists, creating graphic organizers, and jotting down notes; moreover, cognitive activities such as deciding who the audience is, and considering the purpose for writing are another. Prewriting activities give the students the idea which is something he could write. D' Aoust (1986) believes that prewriting generates ideas which makes it easy for the writer to plan for both the process and the production of output. As Spack (1984) supports it, prewriting techniques teach students to write down their ideas quickly in raw form, without undue concern about surface errors and form. It means that they can easily let their ideas out through free or natural means unminding yet the rules and syntactic structures at first. Shaughnessy (1977) says that inexperienced or incompetent student-writers are most likely to decelerate their pace of writing for trying to produce a perfect essay from the onset. According to Flower (1985), teachers must teach the students to look after the grammatical correctness and form during the revision and editing stages, when they can resee, rethink, and rewrite their essay to polish it. Many scholars including Smith (1983) and Oyetunde (1989) say that prewriting activities are very helpful because students are more likely to come up with better compositions if they are given the time to prewrite before the actual process of writing. Prewriting stage has significant impact in writing for both

native speakers and non-native speakers (Smith, 1983; Rico, 1986; Flower 1985 and Oyetunde, 1989). The objectives of the prewriting stage focus on stimulating and motivating students to generate materials to write on. Prewriting techniques allow the students to take their thinking and writing into higher level. Smith (1983) says that students undergoing the prewriting process produce far better compositions than those who do not observe free writing at all.

Prewriting strategies serve as important tools for students in the writing process because it is where in which they get beginning ideas to be written onto paper. While in this stage, students are able to process new information with existing schema (Lorenz, Green and Brown, 2009). This explains that students are able to get their ideas out of their heads and into an organized manner before they begin writing. Planning time provides them the opportunity to think about a topic that they can write about.

Furthermore, the general truth that one of the toughest parts about writing is thinking about what to write is mentioned by Rao (2007). He said that many students complain that they lack ideas and cannot think of anything interesting or significant to write about. Having the students undertake brainstorming (by themselves or with peers) either to themselves or aloud, helps to get their imagination start running. Rao (2007) studied how brainstorming strategy extends aid in the writing process, and how it works on the students in the preparation process. By giving students four

different brainstorming tasks – thinking individually, verbalizing ideas in pairs, brainstorming ideas in note form, and classifying ideas into appropriate categories, the author was able to see gain from pre to posttest scores. It was found out that Rao's (2007) study gave the same results as Jacobs (2004), Read (2005) and Williams (2011). These authors conducted their studies in very different manners, but all of them arrived at findings where brainstorming before beginning to write showed positive effects on their writing. Rao in Kral (1995) states:

Essentially, writing is a way of expressing thinking
and good writing comes from good thinking. Before
students start to write something it is reasonable to
offer them opportunities to think so as to have a sober
reflection about the topic in question. This is an
absolutely necessary stage, which students activate
prior knowledge and skills to apply to the writing task

Without this crucial step in the writing process, students are not as likely to produce to their best potential. As with brainstorming, graphical representations also help students to plan out their thoughts.

Planning to write or prewriting strategies not employed even in simple activity as theme work would result badly or may not get done at all.

Synthesis

The studies just reviewed gave detailed information as regards the effects of prewriting on the students' composition in first and second language contexts. Mostly, the studies confirmed the influence of prewriting strategies on enriched content and logical organization of ideas. However, whether this is the case for senior students writing in English as their second language is an area which the study wants to verify or modify.

CHAPTER III

METHODOLOGY

This chapter gives light on the methods and procedure used in conducting the study. It presents the research design, the respondents, the methods and procedures, and the analysis of the data gathered.

Research Design

The study employed the descriptive design in uncovering the prewriting strategies undergone by the selected fourth year students and how these strategies helped address the difficulties faced in composing ideas.

Participants

The study involved thirty (30) fourth year high school students in San Juan City. The participants whose first language is Filipino (Tagalog) were randomly chosen through a draw lot. They were students of the researcher in Composition IV, SY 2014-2015. Being the researcher's class was purposely chosen to ensure that the participants' would have minimal or be free of apprehension and hesitation while engaging in the procedure, and that they would be comfortable in asking questions to ensure a smooth sailing process, thus; avoiding unnecessary difficulties for both the

researcher and the student participants.

Also, three English teachers served as evaluators of the students' composition using the rubric for rating the written output.

Instrumentation

A rubric for checking out the usefulness of prewriting strategies used by the fourth year students was adopted based on the school's criteria for evaluating essays.

For written output, students were made to produce a composition according to their preferred topic/interest. This writing activity was the actual test to determine whether the knowledge of the various prewriting strategies has influenced their actual composition.

Rubric for Rating Students' Composition

The researcher made a rubric for rating the students' output which was based on the school's traditional grading system of students' compositions. There were three elements included in the rating of the written output: content, organization, and mechanics. The content pertains to the topic or ideas embedded in the written output as it is connected to the given topic. The organization refers to the logical flow of ideas presented by the writer. The mechanics touches on grammar, spelling, punctuation, and correct usage. The rating follows a set of points, which

are labeled 1(needs rework); 2 (poor output); 3 (good); and 4 (proficient).

Scoring Criteria	Points			
	1 (needs rework)	2 (poor)	3 (good)	4 (proficient)
Content	The topic or the subject matter of the composition is unclear and not brought up in the students' written output.	The topic or the subject matter of the composition lacks clarity substance and not precisely brought up in the written output	The topic or the subject matter of the composition is clear and brought up in the written output but a little more refinement of work is needed.	The topic or the subject matter of the composition is very clear and is excellently brought up in the essay.
Organization	The logical flow of ideas is weakly manifested in the written work or not manifested at all.	The logical flow of ideas is poorly manifested in the written work.	The logical flow of ideas is manifested in the written work.	The logical flow of ideas is exceptionally manifested in the written work.
Mechanics	There are more than 10 grammatical errors.	There are fewer than 10 grammatical errors.	There are fewer than five grammatical errors.	There is no grammatical error in the written output.

Figure 2. The Rating Rubric

Data Gathering Procedure

The following procedure was done in conducting the study:

1. A letter was sent to the school principal asking permission to conduct the study in the school with a class handled by the researcher.

2. When the request was granted, the researcher immediately started the procedure, which began with the random selection of the participants, briefing and orientation, and administration of the prewriting and writing proper tests.
3. The researcher conducted a short orientation to the respondents and asked them what strategies they do before they write any piece of material. The selected students were familiarized with sample prewriting strategies and how these can be used in order to generate ideas, which in turn can be used in starting up a writing endeavor.
4. The actual activity was steered up after the orientation. The respondents were then asked to choose any topic they are interested to write about, and apply a specific strategy they would like to use before starting to write their essay or narrative.
5. The data were perused and analyzed by the three High School English teachers from the same school and they rated the students' output based on the three criteria: content, organization, and mechanics, where 4 is equated to proficient which means that the students did not commit any mistake; 3 means good or the student/s have made still considerable number of errors; 2 classified under poor status which shows that the student/s committed many errors that made his/her work be; and 1 which suggests that students must

have to entirely rework his/her composition.

6. The researcher categorized and tabulated the data gathered according to the type of strategies used by the respondents.
7. The presentation of the results for each written output was interpreted to show the relationship and connectivity between prewriting strategies and written outputs whereby determining the usefulness of the strategies and the strategies that work well for the students in composing ideas for written communication.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered and their interpretation, which served as bases of the results of this study. The data were analyzed and interpreted in order to draw conclusion and recommendation.

Objective 1

The study was conducted to discover the different prewriting strategies preferred and employed by the selected fourth year students after they were oriented about these.

The number of strategies listed below was utilized by the students based on the prewriting techniques introduced by Oluwadiya (1990); Mogahed (2013) and otherscholars. The researcher also gathered models/samples of the different prewriting strategies introduced to the selected students. In order to classify the prewriting strategies used by the students, the researcher analyzed their works and checked these against the models/samples gathered.

Table 1 shows the different prewriting strategies preferred by selected Fourth Year High School students.

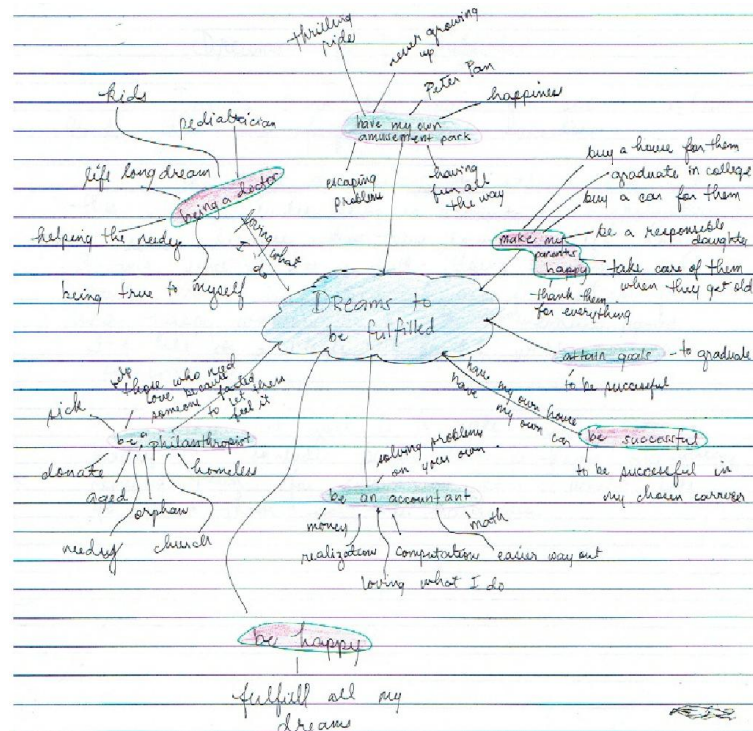
Table 1. The Prewriting Strategies of the Selected Fourth Year High School Students

Prewriting Strategies	Number of students who used the strategy	Frequency
1. Webbing	10	33.3%
2. Clustering	8	26.7%
3. Journalistic Approach	6	20%
4. Free writing	3	10%
5. Listing or Organizing	2	6.7%
6. Mind mapping	1	3.3%

The table lists down the preferred prewriting activities by the students ranked from the most to the least preferred strategies. 10 or 33.3% favored webbing, and this was followed by clustering with 8 students or 26.7%. Next to this was journalistic approach by 6 students 20%; then free writing by 3 or 10%. However, listing and mind mapping ranked last in the preferred strategies of fourth year student-participants of the study.

This shows that the selected students are more likely to employ webbing, which has the highest percentage of use that is 33.3%; and clustering which has the second to the highest percentage of use that is 26.7%.

Student 18 (S18) expanded her idea by associating it with various sub-ideas that she related to the main topic using arrows. She placed the main topic, *dreams to be fulfilled*, in the middle and related this into becoming an accountant, a philanthropist, a doctor, an amusement park owner, successful accomplishment of goals and happiness. Around these ideas, she attached more specific details, which she would do in order to fulfill her dreams.



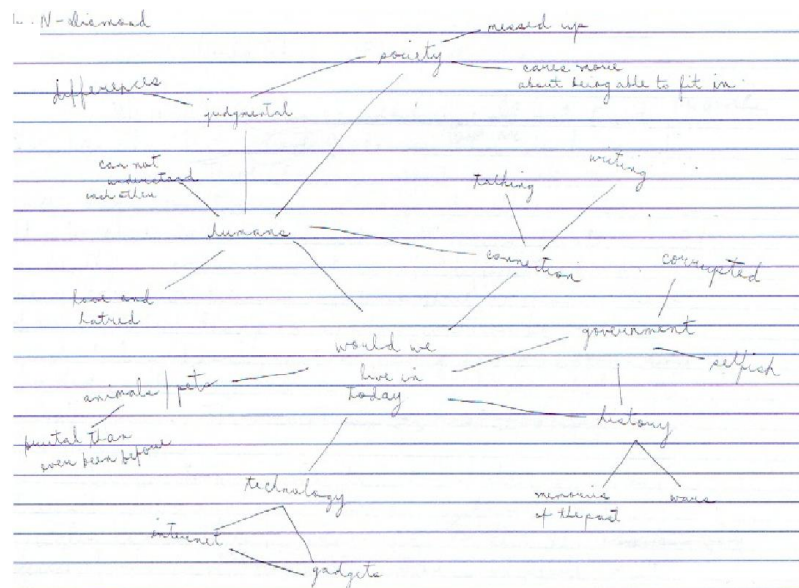
S18 sample of prewriting strategy: webbing

The student placed her ideas in a free form but was able to connect them from broader to specific details; thus, an organization occurs in the process. In this way, the student is helped consciously or unconsciously in

starting to develop a well organized written output because in the process, she just writes down ideas and unmindfully associates these with other ideas until she realizes that she has done it in somewhat organized manner.

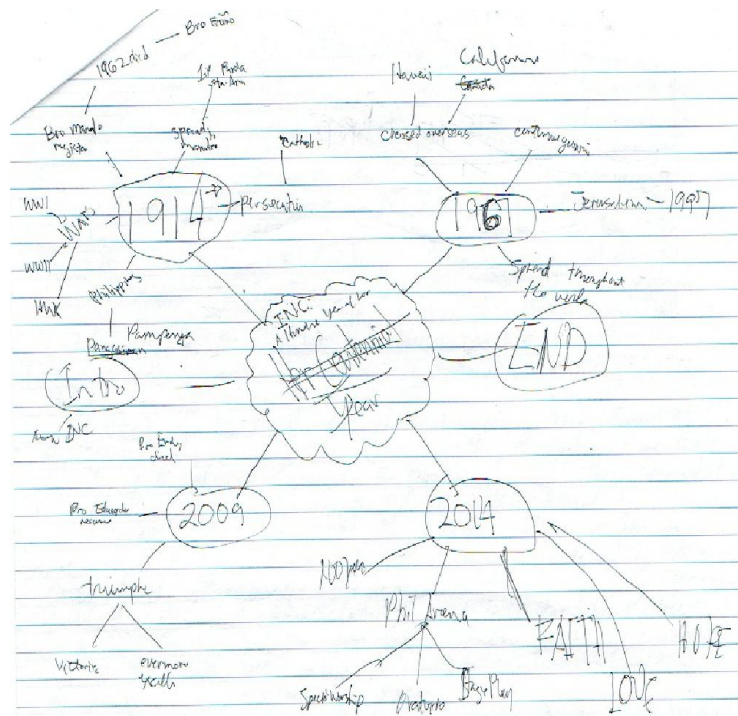
S8 also used webbing but in a more complicated form. In the diagram below, the main idea seems unclearly stated. Every topic is connected with others and more basic ones stem from the bigger ones. Society, for example, is a topic which connects to humans whose ways of living is related to what kind of world we have today and humans and the world today are both associated to connection or forms of communication, government, history, technology and nature (animals/pets).

The student may seem to have witnessed various situations and life's emotions that she wants to expose in her writing.



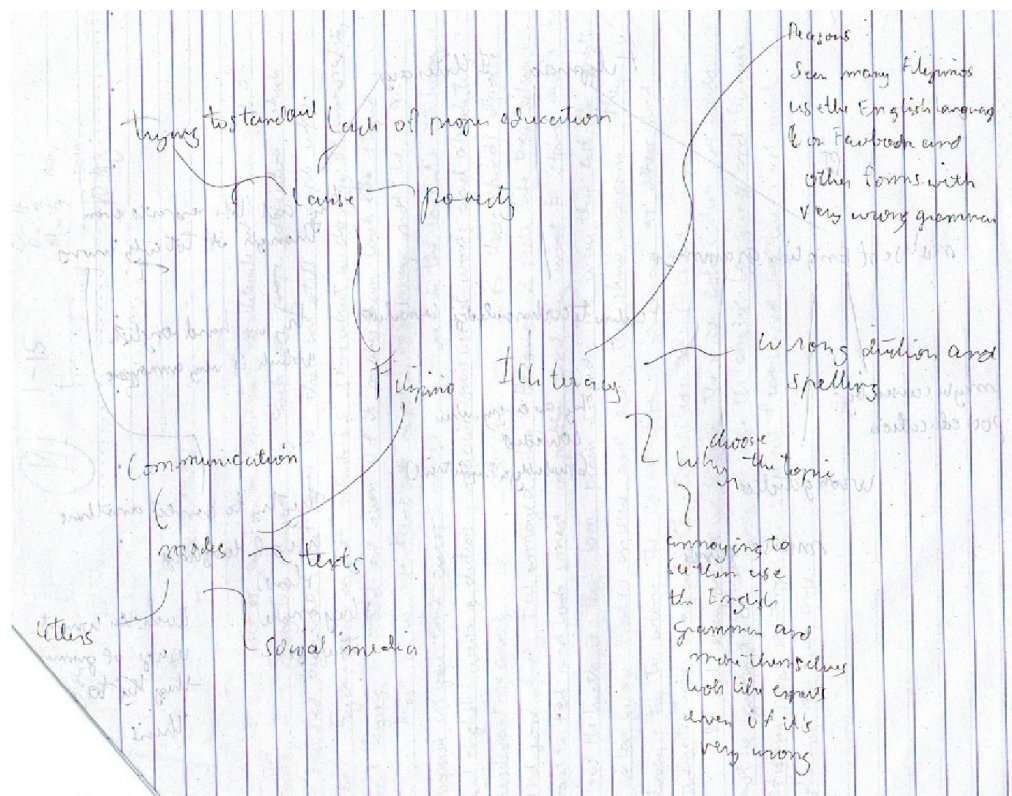
S8 sample prewriting activity: webbing

Clustering is another prewriting technique that allows the writer to generate ideas and also suggests ways in which the different ideas might be logically related, which can help the writer get a sense of how the essay could eventually be organized. Moreover, this strategy is said to be an incredibly powerful tool in the English classroom. It cures the so-called writer's block and the writer is helped to coherently present his/her ideas and thoughts.



28

The above diagram is an example of clustering used by S29. His topic, the INC's 100 years of existence, extends to a cluster of events from the past to the present - its beginning in 1914, its extension to the different parts of the world in 1961, its triumphs in 2009, and its big events in 2014. In this case, the student is able to classify the events according to the years when they happened and is able to present the logical treatment or relation of each.



S15 sample prewriting strategy: clustering

S15 also used clustering as his preliminary strategy in writing. He showed a cluster of causes or grounds that serve as the factors affecting

Filipino illiteracy.

Webbing and clustering almost appear in the same way that they show association of ideas and these pose an assumption that today's students find it easier to come up with writing through word relationship or connotation (Hyland, 2008).

Objective 2

The study also seeks to determine the influence of the prewriting strategies applied by the selected fourth year High School students on the actual written output that they produced in terms of content, organization, and mechanics. It is based on the assumption that the prewriting strategy greatly influences the actual written output of a student (Sinatra et. al., 1984; Emig, 1971; and Kozma, 1991).

The written outputs of the selected students were handed to the three English teachers for evaluation. The teachers rated each student's output based on the rubrics given to them showing the three elements to be evaluated: content, organization, and mechanics. The teachers rated each element from 1 (lowest) to 4 (highest). As regards the interpretation of rating, students whose written outputs were rated 1-1.5 need reworking of the material; those who got 1.6 – 2.25 are classified poor; works which were graded 2.26 - 3.25 are considered good; and others which gained 3.26 – 4 are described as proficient.

The results of rating based on the elements in writing are presented and discussed one element at a time to determine which of these have been influenced most by the prewriting strategies employed as indicated by the high or low ratings given by the teacher evaluators of the written output.

Table 2. Students' Scores on Content of Composition

Number of Students	%	Range of Score	Description
25	83.33	3.26-4	Proficient
4	13.33	2.26-3.25	Good
1	3.33	1.6-2.25	Poor

The table shows the results of evaluation done by English teachers on students' written output. The element rated here was on content, which refers to the substance or the subject matter. This reflected that majority of the students, with 83.33% are proficient; 4 or 13.33% are good; and only 1 or 3.33% is poor.

Some of the crucial prewriting strategies, which are significantly advantageous in provoking thought, generating information, stimulating background knowledge, and facilitating retrieval, are clustering, listing/organizing, free writing and others (Baroudy, 2010). Brodney et. al (1999) who also studied the influence of prewriting treatments on the quality of written discourse produced by fifth-grade students found it to be

effective for the gathering of ideas and generation appropriate information that could enhance the content of their essay. As it was put forth by Sipe (2013), prewriting, undertaken in the process-oriented classroom is used to help students generate ideas for writing. Using prewriting strategies allows one to discover ideas and forms are by provoking memory (Rider, 1995). Consequently, the content is enhanced and enriched as could be attested by the scores the students earned in relation to this element.

Another element rated was on organization to determine the students' score when prewriting strategy was applied. It can be recalled that this element concerns with the logical flow of ideas in the composition. Table 3 contains the data gathered on this aspect.

Table 3. Students' Scores on Organization of Composition

Number of Students	%	Range of Score	Description
15	50	3.26-4	Proficient
15	50	2.26-3.25	Good

The table shows that 50% of the students were proficient, and another 50% were good as regards the organization of their composition. Noticeably, no one was rated poor in this element, unlike in the content. It is in this element where they got the lowest number of proficient students (only 10 out of 30); whereas it was in the content where they got the

highest number of proficient students (25 out of 30). Meanwhile, there was an equal number of students who got proficient and good rating in the organization of their composition. Nevertheless, the studies of Lorenz, Green and Brown (2009) and Smith (1983) revealed that the time spent on this part of the writing process pays off in more finished and better compositions than the compositions created without a prewriting stage.

In the studies of Lee and Tan (2010), 36 engineering students who were taking a course on effective communication were put into the test of using graphic organizers to prepare their draft for a writing task. The findings showed that the redundant information in the pre-writing stages helped rather than hindered them from transferring ideas between the pre-writing stages. Prewriting stage is crucial for success in writing for both native speakers and non-native speakers (Smith, 1983; Rico, 1986; Flower, 1985 and Oyetunde, 1989).

Finally, the last element rated was on mechanics, referring to grammar, spelling, and mechanics. Table 4 reveals the students' scores on this element.

Table 4. Students' Scores on Mechanics of Composition

Number of Students	%	Range of Score	Description
10	33.33	3.26-4	Proficient
20	66.66	2.26-3.25	Good

The table shows that 20 students or 66.66% were rated good, while 10 or 33.33% were proficient. Apparently, there were more who got good than proficient rating in this element. As already pointed out, it was in this element where the least number of proficient students was recorded. It could be that among the three elements, it was mechanics that is not helped even by prewriting strategies as this is not something that could be structured by such actions alone, but by the metalinguistic competence of the learners applied in writing.

Objective 3

The study also aims to find out which of the criteria or elements in writing such as content, organization, and mechanics are the prewriting strategies most helpful. Somehow, this is the summary of the analysis on the elements addressed by the second objective. This objective synthesizes the results of the scores in the three elements to describe which of them could improve because of the strategies used prior to the composing of the written output.

Table 5 summarizes the scores on the three elements rated in the rubric for composition evaluated by the three English teachers.

Table 5. Summary of Students' Scores on the Elements of their Composition

Element	Number of students rated as Proficient	Number of students rated as Good
Content	25	5
Organization	15	15
Mechanics	10	20

To provide answer to objective 3 on which of the elements have been greatly influenced by prewriting strategies as indicated by the ratings by the English teachers, Table 5 reveals that it was on content were most of the students were proficient, and this was followed by organization. It was on mechanics were only a few got a proficient rating, indicating that prewriting influences mechanics the least. Understandably, this result could be explained by the fact that grammar, spelling, and punctuation are never part of skills manifested in working on prewriting activities. Likewise, the content was the one greatly influenced as accounted by 25 students who were rated proficient. This confirms the studies of Lorenz, Green and Brown (2009); Lee and Tan (2010); and (Smith, 1983; Rico, 1986; Flower, 1985 and Oyetunde, 1989) who all agreed that prewriting helps students generate ideas and makes them convert ideas onto visual written form.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter discusses the summary of the study, conclusions, and recommendations that were formulated on the basis of the research findings.

Summary

This study aimed at uncovering the different prewriting activities and strategies by the selected fourth year High School students and whether these strategies have valuable contribution to their writing performances. The thirty respondents were given practice and actual tests, the actual tests of which were put under validation of the three English teachers. The students' written outputs were rated according to the three grammatical elements, which are content, organization and mechanics. The evaluating team used the researcher's self-made rubrics. The data collected and gathered were tabulated, analyzed, and interpreted by the researcher. The results were also connected to the various studies that show that making use of the prewriting strategies leads students to unbar the writer's block and thus gradually guide them to start the writing process.

In the research process, aside from writing activities, it was also observed that some students use brainstorming and asking questions from

the other participants in order to generate ideas.

Findings

Firstly, it was found out that the selected thirty students performed well in writing by utilizing prewriting techniques or strategies. The students chose to use webbing, clustering, free writing, mind mapping, journalistic approach, and listing and organizing as part of the activities they do before the writing proper occurs. Nevertheless, the most preferred were webbing and clustering.

Secondly, the content, organization, and mechanics of the students' written outputs were found to have been greatly influenced or impacted by the prewriting activities used as they were rated proficient and good on these criteria.

Finally, among the three elements in rating the composition, the content was the one mostly influenced as majority of the students were rated proficient in this element. On the other hand, the least influenced by the prewriting strategies was on mechanics dealing with spelling, grammar, and punctuation.

Conclusions

The following conclusions are drawn based on the findings of the study:

1. Categorization of ideas, or seeing how things are connected or related to each other, prior to writing seems the preferred students' strategy like webbing and clustering. Likewise, there are more students who seem to benefit from using or applying prewriting strategies than those who do not.
2. Prewriting activities work for the three elements gauged in the students' outputs: content, organization, and mechanics. It goes to show that prewriting activities have shown essential influence or effect on the written output of the students. On the other hand, despite all these effects, some elements are not greatly helped by prewriting strategies. Instead, other strategies might be needed to influence the growth on this element, specifically on mechanics.

Recommendations

In order to address students' dilemma in the writing process, they can be aided with the different prewriting strategies that would work for them. The strategies like webbing, clustering, free writing, listing/organizing, journalistic approach and mind mapping which the

respondents used are highly recommended. Other prewriting activities however, may work well, too, like looping, cubing, graphic organizer, flow chart, Venn diagram and many more. Brainstorming, asking questions and group discussion are also suggested to be utilized inside the classroom for these are also found to have been very effective in generating ideas among students.

It is also suggested that composition teachers may have the background knowledge of these various strategies for them to be able to teach and introduce the processes to their students.

Further research may want to do experimental research to determine significant difference when prewriting strategies are utilized.

Another research could be on the comparison of composition on first and second language where prewriting is used to determine whether differences in the effects on the elements for rating essays could differ or be the same.

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APPENDIX A

Samples of Written Output

S1

Reality vs. Fantasy

Fantasy and reality can be seen as rivals for they greatly contradict each other's concept of life and both can't possibly agree with what the other says – and then there's also that topic/area we call Science Fiction, where the laws of Science would sometimes go unexplainable and end up following the schemes of Fantasy, or the other way around. When one is too realistic with his life, he tends to forget to reach his dreams but pursues to believe in what he thinks is possible to happen. The same path is faced by someone who is too much into fantasy, where he would tend to keep dreaming his dreams but forget to wake up and get them for real. In the end, reality and fantasy serve each other as polar opposites. Mortal enemies/rivals till the end: two worlds that should ever collide with each other...or the worse could happen.

The reason why fantasy exists is mainly because some questions from real life remain unanswered, and so out of fear, we try to provide them with answers which can sometimes be quite unexplainable. We can't really tell if these will answer our questions about life; but for now, as these questions are still unanswerable, going with theories and beliefs can serve as our temporary solution. Not for long, anyhow.

Meanwhile, reality means following the state of matter, laws of physics, etc. which pretty much explains the way things work in the slightest detail. Unlike fantasy, reality is able to answer how and why, but limits our perception on seeing the way things are. The answers they provide may be accurately true, and so this eventually cancels out whatever theory was made by Fantasy.

S2

Freedom: Is It Still a State of Mind?

Most of us seek freedom in this world because the government is so uptight and strict. We should admit that yes, sometimes we get it. Most time, we don't. And I guess that's what drives people to seek more for freedom.

People are specifically known for inventing & discovering things and when we don't get what we want, we like to prove people wrong, I guess that's where freedom comes in. whether it be freedom of speech, of action, maybe even a state of mind. But in my opinion, once it is acquired as a state of mind, you'll get freedom of speech and action as well. I guess most people seek for freedom it's because they want to prove people wrong and

they want to do something for themselves. Which is why I think people see being free-spirited as a wrong thing. Instead of doing things to make ourselves happy, some people choose to judge and not understand other peoples opinion and reasons for their actions. I have to admit though, that being reckless is sometimes mistaken as being free spirited. But for me, they are two different things. And that theres a big difference. We just don't admit the difference and their sides.

Almost everyone wants to experience freedom without having second thoughts with their actions, but we can't have it all, can we?

S3

Discrimination

Everyone watches the same thing, listens to the same music, ad feels moves by the same things. And they even go to the same places so they get crowded and jammed up. Making lives and stuff, wasting time, just like sheep being herded. If they were only sheep, it would be alright, but they are always so desperate to reject anything that they can't understand and thus they continue hating each other.

Humans ten to just disregard something they cannot comprehend while also trying to define it. But still they make those definitions over and over in order to protect their own identity. In the first place, the classification they make on every single little things is itself an illusion. Therefore one might say that shoehorning reality into their stubborn dualism is already a criticism of the self.

In short, humans can only recognize reality through the filter called "me" and so they are unable to escape the constraints of their own uncanny existence. They should, at the very least, acknowledge the diversity of things.

S4

Power of Prayer

Prayer is one of the most powerful weapon we can equip ourselves with. It is a source of hope and plea for guidance and love from above. Others disregard prayer and only remembers the word itself in times of trouble and despair. But I believe it is more than that.

Prayer has great power of improving our 3S: our self, our spirit, and our society. A prayer can find and scrutinize our self to become a better individual and improve what we can do and what we ought to do. Our spirit is like a donation box. It collects prayers out of love and concern and uses it to do good. Our spirit needs the power of prayer and reveal the blessings

that we should share with the society. As you can see, our society needs our prayer and its power to vanish the cruel intentions of our leaders, malicious crimes and assaults and the horrid wars of our brothers and sisters.

Also, being an instrument of communication, prayer can also connect our heart and mind with God and our desires. Whenever I talk to God through prayer, I feel comfortable because I know I am to be led to a bright future thanks to my father. I can also reconnect with my wants and what I really need to do. I know that my prayer will be answered to find myself.

The peace that comes after prayer is unlike any other. You will feel secure and safe because you know your worries will be vanished with the power of prayer. Pray hope and don't worry. Leave your worries to God and continue to share only a prayer can provide.

S5

The Origin of Christmas Eve

Christmas is the most awaited holiday for every people in the whole wide world. Today, people are buying gifts and maybe they do not have a clue of what they are celebrating.

Christmas started at Bethlehem where Joseph and Mary search a house to stay for Christmas. Then Mary gave birth to Jesus. Since that event happened we started celebrating Christmas which is spread all over the world.

S6

Family

Family is a group of people living in a society. A family is composed of a mother, father, children, grandparents, relatives, etc. it is the most important unit in a community.

Our families are very important people. They don't just provide our needs but they also support us in everything we do. They will guide us, help us, protect us, and love us always. They will never leave you in glory and in defeat, in good times and bad times.

There will be times that some members, including us, would quarrel and have misunderstandings. But it is one way to keep the family's relationship strong. It would become better when a member apologizes and accepts his/her failure while the other members forgive him/her for his/her mistakes.

S7

The Christmas Season

Christmas is a joyful celebration, it's a time to celebrate together with a complete and happy family. Eating and being happy together. It is also a time giving, a season of gifts and giving love. Flashing lights and bright nights, cold weather, these are the perks of the Christmas season. But let's find out the true meaning of this holiday or Holy Day.

But the true meaning of Christmas is...the giving of love and joy. And the best example of this is the birth of Jesus Christ, our Savior. He is the reason why we celebrate Christmas in the first place. We should always remember that Christmas is not just giving gifts and mediocre of love. Christmas is love; and the best example of love is how the Lord gave His only Son Jesus. According to John 3:16, "For God so loved the world that He gave His one and only son, so that whoever believes in him shall not perish but attain everlasting life." Jesus Christ who was born at that day unto the Blessed Virgin Mary, suffered and died on the cross for the forgiveness of sins and resurrection of the dead! At the end of the third day he rose and promised life everlasting. Let us not forget to go to church and thank God for the life he has bequeathed to us. Thank God for the gifts He had given to us especially the best gift He gave us. The Gift of Salvation for all of us given to us because of LOVE. Praise God! Gloria in ExcelsisDeo! Glory to God in the Highest and Hail the Newborn King!

S8

World Today: LIFE EMOTIONS

We live in a world wherein we do not treat each other equally. Hate. Love. Jealousy. Its all trapped in our minds. These feelings affect how we live each day. Sometimes we are happy. Sometimes we are not. It is because we have different and mixed emotions. It is really amazing how we can be a different person every year just because of these emotions. These three emotions leads to another emotion by which we just feel suddenly not knowing how or when. And by these emotions it is where we will know what life really means. These emotions has connections in so many ways.

The question is why do we feel this emotions. Does it have a reason? Maybe. But we do not really know. It is unanswered. Is this the cause of the problems in this world? Not sure. But it is one of the cause.

S9

Friendship

Friendship is known as friends or peers. They are the people who will be there to support and then show you what is life.

Friendship is composed of our family, nature and society, playmates, seatmates, classmates and especially God. Family because they are the first people that builds us since from the start. Society because we are all God's creation and as one in the eyes of our creator. Playmates because they have showed us our happiness in our lives since our childhood. And most especially God because he is the one who created us in our life. Without Him we would be nothing.

There are two kinds of friends they may be either fake or real. Real friends will be there to support you while the fake ones will not. They will just act as a "someone" or a "somebody" in your life.

Friendship have support, care, unity and love because a friend will be there for you whatever circumstances of challenges that you will face. Because once a friend is always a friend.

S10

Friends

Who do we consider as our friend? They are our parents, siblings, teachers, special persons, and especially God. Our parents are the first friends we make. When we are born, they are already there. They will always be by your side and never leave. Our siblings is like our friends, difference is their blood is the same with us. Teachers can also be our friend. They can help us with our problems and make us laugh. They are our second parent. God really is always there. He guides us to the right path. And we can talk to him anytime. Where can we find friends? Anywhere. Friends are anywhere. We can make friends at any place. When can we have friends? Anytime. Any time of a day, we can make friends too. What are friends? There are true or real and fake friends. How can we know if it is true or not? If a friend is true to you, he/she respects your decisions and accepts you for who you are. They are supportive, understanding, loving, trustworthy, especially always there. But a fake friend leaves you for your decisions, secretive, spreading dirt about you even if it isn't true, and most of all they make you feel unwanted and uncomfortable. They are everywhere.

S11

Family

What is a family? A family for me is a part of our life that will give us enough care. Our family loves us because they tend to sacrifice many things they had gone through just to make me happy they love me because they accepted me as who I am. My family became my first teachers, they taught me to be strong and never give up no matter what happens, my family gave me knowledge and molded me of what I am right now. My family have a warm heart because they comfort me whenever I am down and corrects me whenever I am wrong. They always side with me even though I am the one wrong. They give me a sense of fulfillment or contentment because they have shown me that they accept me no matter what and my family gave me a place where I belong.

But also, a family is not always happy because a family has some advantages and disadvantages, having a family means having someone to take care of you but the one thing is they have the rights to control you. The most important of all, they gave me freedom, whenever I am with them I feel that I can do the impossible, my family also gave me the right to do anything as long as it I correct and righteous. That is what it means for me to have a family. They are my life and without them, I will also be nothing.

S12

Learning Things from Failure

Failure is a part of life. It is a natural occurrence that we cannot avoid. In our life, nothing is easy. There comes a time that you will fail at something no matter how good you are at it.

Experiencing failure makes us depressed, weak and sometimes hopeless. But we must stay strong and accept the fact that we just failed. We must not give up with just from this little things. We must try all over again until we succeed. We must do what it takes for us to succeed. We must know why we fail. Because from failure we learn many things from it, we cannot see it because we are blinded by our hopeless mind. On what we can learn from failure is what we can use to try again for us to succeed.

In every problem we encounter, even if we fail, we will learn something from our experience.

S13

Freedom, the Destruction and Salvation of Mankind

Freedom is the ultimate expression of mankind. Every person in this planet wants to experience freedom because they want to do anything they want without the judgement of other people. The people who takes freedom is the corrupted people. The people of the Philippines needs freedom from corruption and other problems in the country because they want to have a peaceful and joyful life. The country who needs to experience freedom is the Philippines, countries in Africa and Asia.

S14

Who Am I?

Life depicts lots of stories that teach us a lesson and teach us different ways on how to tell it. Life helps hoe ourselves into unique individuals.

Who am I? Because of life, I deal with it through different phases. Phase 1 is what everyone perceives. For them, I am a strong, multi-tasker and a valiant individual. Phase 2 is the traits I show publicly that are real which are getting heard, being cheerful and striving hard. Lastly, phase 3 is the real me. I am still uncertain of who I really am 100%. But for me, I think I am pessimistic, fragile, uncertain and afraid. The real me seems negative but it's the truth. Bottomline is I still don't know who I really am.

S15

Filipino Illiteracy

Almost half of the Filipino population is illiterate which is quite a shame. It may be caused by lack of proper education which is caused by poverty, but even so, there are still people who do "trying-hard-english" which is somewhat a display of immorality and trying to stand out even if it makes them look stupid.

Most of us use Facebook, right? So it may not be a surprise if you come across a post were in the contents are trying hard English: wrong diction, massive misuse of words and absolutely irrelevant meaning; I always come upon these kinds of posts and somewhat feel annoyed, why? Because it feels like they always want to feel and look smart in public ad they want to stand out but the truth is, they look plain stupid. The way they act like experts in language is also an issue and a way they show

arrogance. They always try to wrong the correct use of language of other and often times angry when they themselves are corrected.

If only every one of us is given the proper education, we would not be ignorant of the way we use the English language and because of one people wanting to stand out from the rest, we are just merely showing our arrogance.

S17

Introduction and Acknowledgment of Oneself

One of the greatest achievements in lives a person must attain is the need to acknowledge oneself. Not only one must give their introduction to oneself, but one must also do so to the world. If a perso does not fully recognize himself and make his presence known to others, the feeling of this is like being invisible to the world.

First of all, how do you recognize yourself? Is it by physical traits, beliefs, dreams and actions? Ironically, the foundation of our traits being formed are the various traits that other people express to us. The personalities that others exude can interest us, up to the point that we want to be related to them. Other sources of traits can be religion, actions and perspectives. From our religion, we will gain the chance to have the knowledge about the spiritual aspect of our well-being. From our actions, we can determine the deeds that are right or wrong and exercise these movements to others. Lastly, from our perspectives, we will be given the outlook, may it be positive or negative, of our lives.

S18

Dreams to be Fulfilled

Dreams have been goals for one to achieve. Goals that may fulfill or satisfy ourselves.

My first dreams is to attain my goals and this includes being an accountant, a philanthropist, and a doctor because these have been my life-long dreams since I was a kid. Going to amusement parks comes in second. I just feel stress-free and happy whenever I go to amusement parks it's like its a whole new world with nothing to bother me.

My last goal is to make my parents happy. This includes buying them a house, graduating, repaying them for everything, etc. I would like to thank them for their hard work.

S19

Christmas – the Most Wonderful Time of the Year

Christmas is celebrated on the 25th of December. It is also our Lord's birthday. We should show faith and loyalty to the Lord, not only because it is His birthday, but to show gratitude for everything He has done for us. We also exchange gifts during Christmas for the people we care about. It involves shopping, and gift wrapping.

Christmas is also the time to get together with friends and family. Being with the ones you love bring happiness.

We should also make our Christmas colorful and bright with decorations and Christmas lights.

S20

A Moment to Remember

This coming February 14, 2015 the juniors and the seniors student will have this annual Junior-Senior Prom. I'm so excited for this upcoming event because it would be my last prom. I'm expecting a lot in this event and I'm hoping that this would be a successful one. I'm so eager to see the set up of the event and I'm wondering what the theme would be. I'm excited to see on what the other girls would wear and especially the boys wearing suit and tie. I'm sure that during that night we would look gorgeous and glamorous together with our loving teachers. I'm wondering on what would happen during the event, and I'm so curious who would be the winners of the night and especially I'm also curious in whom would be my partner and my last dance. This event is a moment to remember because it only happens once in a lifetime so that during the program I hope that everybody would have great time. I can't wait for that day to come because I know that officers of the Junior Class Organization really spend to much time just to make this big event happen. They are the ones who choose the food to eat and put some decorations on the venue. I know that the JS Prom would e full of surprises. I can't wait to see my friends wearing gowns and dancing with their partners.

S21

Future

Life is a long journey. We need to be strong in order for us to succeed in life. We need to face different challenges and struggles for us to test and be ready to face them.

Future? It is a big word in which no one knows about it. What would I want to be in the future? I want to become an engineer and have my own business. I wanted to have my own family; a happy and complete family. I want to have kids in which I will teach them to have deep faith in God. I want them to have their obligation in the church and to love and protect the church as I do so. I want them to be strong in trials and never forget to talk to God. In times of trials, I want my parents to be at my side. I will love them and take care of them until they die.

I will finish my studies first and obey my parents to have a successful life. I will always put God at the center of my life and allow Him to control my life. I promise Him that I will wait for my salvation under my obligation and faith.

S22

A Moment to Remember

This coming February 14, 2015 the juniors and the seniors student will have this annual Junior-Senior Prom. I'm so excited for this upcoming event because it would be my last prom. I'm expecting a lot in this event and I'm hoping that this would be a successful one. I'm so eager to see the set up of the event and I'm wondering what the theme would be. I'm excited to see on what the other girls would wear and especially the boys wearing suit and tie. I'm sure that during that night we would look gorgeous and glamorous together with our loving teachers. I'm wondering on what would happen during the event, and I'm so curious who would be the winners of the night and especially I'm also curious in whom would be my partner and my last dance. This event is a moment to remember because it only happens once in a lifetime so that during the program I hope that everybody would have great time. I can't wait for that day to come because I know that officers of the Junior Class Organization really spend to much time just to make this big event happen. They are the ones who choose the food to eat and put some decorations on the venue. I know that the JS Prom would e full of surprises. I can't wait to see my friends wearing gowns and dancing with their partners.

S23

My Future

My future is composed of my goals, myself, my family, and problems. Let's start with my goals. My goals are special because it will determine what your future will be. I also have my expectations about what will happen if I ever reach my goals or not. I also have achievements that serve as stepping stones towards my goals. The next one is myself. In the future, I see myself as a more disciplined and more respectful person. My family is also an important part of my future. They are my strength and my inspiration for me to achieve my goals. The last one is problems. Anxieties, stress, challenges all comprise problems. They serve as barricades toward your goal.

S24

Happiness is Within Us

People usually have two sides – the melancholic side and the joyful side. When we are sad, usually the lack of words to express our feelings make us more vulnerable and misunderstood. So in the end, we hide this feeling of isolation. People see the happy side in us not by our choice but theirs. The bad impressions one makes can be easily replaced by a good one. Not because it's our choice but because they choose to. Other people don't really want to butt in to other people's problems. They want happy or those they consider "happy" to be around.

Deep inside, everybody has a sad thing to hide, and hiding those emotions could actually destroy us. As my father once said to me, "emotions make us humans, but at the same time, dehumanizes us."

Sadness and stress are caused by many factors. The more we hold it in, the more we become numb. And there's a way to make the numbness go away and to make the bud of happiness in our hearts blossom.

What should we do to be happy? What could we do to be happy? First, we must solve our problems and not leave it. If we are anxious, we can't do anything about it but wait. If it is good, then...it. If not, then make sure you could do something about it to make it good. Make the things you make enjoyable. Then, we should admit the faults we've done and the defeat. This would surely lessen the burden in our shoulders. And last, we should do the things we love to be happy.

Real happiness comes from the things we do and not mostly from the things we own. Experiences, thrilling, exciting, etc. would make us really happy. Moreover, happiness does not come from how people knew or compliment you but it comes from how you view yourself. If only things

aren't so complicated because of our problems and worries, the world will surely be able to appreciate itself.

S25

The Pains of Being I

Everyone is a unique individual. It is evident in everything we do. I believe I am too, knowing what characteristics I have. We all have problems too – that's one thing we all have in common. But the way one treats his is different. I don't think I deal with mine properly. I often have lots of problems to deal with coming one after another every week in disguises only I could see. I am often told that I can do everything – that nothing is impossible for me because I am Bea. However, I am a mere human being, incapable of doing everything. I feel burdened by that. I cannot do everything. We all have our limits – limits we must overcome however not all at once. However, another thing is that I don't want to complain. Complaining is for the feeble-minded who cannot understand the purpose of the works we are given. With the position I have, who am I to complain? What other choice do I have other than complying? Don't get me wrong – these aren't about school works or anything of the sort. These are about other things.

I am not the type of person to cry for help when I need it. I tend to just find my way out by myself because I don't want to become anyone's burden. I don't want to add to anyone's to do list – to help list? Given that in mind, I stay by the sidelines and try to be less seen as possible.

S26

Communication

Communication is a means of sharing conveyed information. We can let others know what we know by communicating with them. By sharing knowledge and feelings, a relationship can be built. We can learn many things by communication because we can share what others have no idea about such as our feelings for one another. We express ourselves to others by communicating by telling others of what we think and feel.

There are many means to communicate and easiest of them all is to speak. Unfortunately, there are many languages in this world and we can't learn all of this. Another way to communicate is by sign language. Others can't speak and that is why they settle for sign language to communicate. We can also write to others to convey information. This is also useful to send information to others from a far away distance. A more advanced way to

communicate is by use of technology. Nowadays, communication is made easy because of innovations. We can talk on cellphones and just send a text. This method is instantaneous and there is no limit to the distance. Because of the convenience this method brings, most people make use of it. The use of internet is also popular nowadays. The use of social media is also use or a form of communication and can build relationship between people.

There are many ways to communicate but the best one is just to talk to one another personally because in this way, we can truly see what we want to say and we can show our feelings by talking personally.

S27

Life

Life is considered as the greatest blessing given to us by God. It is the sole reason behind why we exist in this world in the first place.

Life is like an enormous roller coaster and we are riding on it. At the beginning everything seems easier to handle since during that time our parents do things for us, everything is handed on a silver platter. But as the ride to the roller coaster goes on, many ups and downs can be seen from afar and we are all anticipating for that moment when we reach the loops which represent the hardships and problems in life. And when we think it's almost over, it's not because there's more. Just like when we come and reach the highest point, we think everything is going so well and that nothing bad can happen, suddenly we'll all be crashing down, as if what had happened before had been merely a dream and that we are woken up in the harsh reality. But the good thing about this? The ride goes on, no it does not come to a stop once we've come down, it continues to move forward, life goes on. And it won't stop until we reach the destination which is the end of that roller coaster. And once we look back, we'll see how we survived and how far we've come.

S28

Seniors' Activities

Who are the seniors? The seniors are a batch of upcoming graduates. They are the batch who pursued 4 years of being a high school student. The batch's possible include Diamond and Emerald. Formerly, there was an Alexandrite section but it was changed into Emerald. The batch, though divided, has a strong bond that no one can break. They are

the bright future of tomorrow. Most of the students look up to the Seniors and their mentors has many expectations for them.

What activities can the seniors provide? The seniors, being the next leaders of the future, are tested before they leave their alma mater. Most of the major positions in different organizations are taken by the seniors, and in every organization, specific skills are being portrayed. In the Student Council, the organization with student representatives, who has confidence and fine speaking, the activities they provide include the UN flag making, 1-day Free Game, HandogPasko and Debate. In the SCO, an exclusive organization for the seniors, the events they pursue is the Recollection, Christmas Party and Class Day. In ACP, the militaristic organization, the events that would make a big impact includes the Quarterly Flight Competition, Flight Drive and Tactical Inspection. In ELC, the poetic organization, their contest include the Declamation, Spelling and Essay Writing. In SMCC, the activities they have include the Quiz Bee and Segregation Campaign. In VAC, the artistic organization, the Diorama, Logo Making and Lantern Making Contest are their major activities. There are also the performing organization, Glee Club and PAC.

Where does this event take place? The event that the different organizations produced are usually held in the Auditorium. But some events like the Recollection, which is held in Angel Hills, Tagaytay, are held outside the school. There are also events like the Field Trip which are held in different places.

When does this event occur? The Loyalty Day's held on November, Graduation in March, the Prom in February, the long test in July, August, September, October, November, December, January and December.

S29

Iglesiani Cristo: A Hundred Years of Love

The Iglesiasni Cristo (Church of Christ) is a religious which solely based its teaching in the bible. No more, no less is its teachings. Started in the year 1914, 'til now, the love of God is still poured, a prove is its centennial year have been reached. Through out the whole 100 years, the church had some notable years and date. Those are 1914, 1967, 2009, and 2014.

In 1914, particularly in the late February of 1914, Bro. Felix V. Manalo started his ministry in Punta, Sta. Ana, at a shipping company back then. There he found the pioneers of the church, around 20 accepted the doctrines of the church, which was back then a blasphemy in the face of Catholicism. Months passed and the students was baptized, and the members grew larger and larger. In July 27, 1914 – alongside with the

breaching of war in Europe, the 1st World War despite this, the church continue to grow. The first congregation was built in Punta, Manila. There our pioneer members gather, to worship God. As the church expands, and so to the persecutions grew, especially by the Catholic Church. Years also passed and the church spread around the Philippines. The first one outside Manila is in Pampanga. As the church grows, there are also of more need of workers and so ministers were trained, to fix this matter. World War II broke out and the Japanese reign in our country. Despite of this, the church was never hindered, because we know we have the true God. Many brethren died in fulfilling God's commandeering those years. In 1952, 10 years prior before Bro. Felix died, Bro. Enaño G. Manalo was trained and was assigned as the Deputy Execution Minister. Sadly, come 1962, the person who we believe as God's last messenger in this last days passed away. This frowned the whole church for a while but this didn't took long, Bro. Enaño resumed position. And so the church continued to grow.

The next notable event is in 1967, as the church crossed the seas. First in Hawaii, USA, the first congregation that was led by Bro. Enaño. After that, he went to California, also to lead a worship service, thus establishing new locals there. It was the fulfillment of the prophecy to gather the people in Far West. There and there, the church grew all over the globe. And lately the church reached Jerusalem, in 1997, which is again a fulfillment of God's prophecy of His church returning to its origin.

Lately in 2009, the went again in deep sorrow as Bro. Enaño passed away; thus Bro. Eduardo, the current execution minister assumes the position. He, with the administration, lead the whole church in greater glory of the church.

Lastly, is this year, 2014, the church's centennial year. A hundred years had pass. A part of it is the centennial week which started July 19, the inauguration of the Philippine Arena, July 27, a special worship and creations, and other related church activities. All the said events are all live all over the globe. Alongside the centennial year of the church, we, the member, were told to evermore abound in our faith, in our love and in our hope.

This have proven God's love, from its humblest beginning the church have grown bug and glorious. From a belittled stage, the church now is highly look-upon, tis just proves God's mighty hands, this His salvation work. And this, the hundred years of undying love, of all the triumphs, this to the Church of Christ.

Dreams: An Oppose to Reality

In the beginning, when we are still a child we often dream of big things and happy things. We hope for a magical future and enchanting happenings. Deny it as you will but everybody knows that we have all been in this stage.

Dreams are wishes that we want to come true. Sometimes, we tell other people what it is but sometimes we just keep it to ourselves. I once heard that dreams are wishes that the heart makes. I saw it in one Disney movie where the protagonist's dream came true. Although it is only a fictional movie, I analyzed the quote and eventually had my own interpretation of it. For me, dreams that come true are those that we always remember and engrave in our hearts. We make those dreams into reality. We visualize and internalize it. These dreams are the ones that we really want to come true.

We are all dreamers. It is a part of life. We dream because we want some unreachable things to happen to us. We dream because we know that we can do it. We dream because these are the things that we want to achieve. We dream because it comes to us. It is just a matter of fact if we make this dream come true or just let it be a part of another fantasy.

Appendix B

The Prewriting Strategies Used by the High School Students

Prewriting Strategies	Number of students	Frequency
1. Listing or Organizing	1, 5	6.7%
2. Webbing	2, 6, 8, 9, 12, 13, 18, 21, 24, 27	33.3%
3. Clustering	3, 4, 15, 22, 26, 28, 29, 30	26.7%
4. Journalistic Approach	7, 14, 17, 20, 23, 25	20%
5. Free writing	10, 11, 16	10%
6. Mind mapping	19	3.3%

Appendix C
Ratings of the Evaluators on Content of Composition

Students	Teacher 1	Teacher 2	Teacher 3	Content Average
1	4	4	4	4
2	3	4	3	3.3
3	3	4	3	3.3
4	3	4	3	3.3
5	2	3	2	2.3
6	3	3	2	2.67
7	3	4	4	3.67
8	3	4	3	3.3
9	3	4	3	3.3
10	3	4	3	3.3
11	4	4	4	4
12	3	4	3	3.3
13	4	4	4	4
14	4	4	3	3.67
15	4	4	3	3.67
16	3	4	4	3.67
17	2	2	2	2
18	4	3	3	3.3
19	3	4	3	3.3
20	3	4	3	3.3
21	4	4	3	3.67
22	3	4	4	3.67
23	3	3	3	3
24	3	3	3	3
25	4	4	3	3.67
26	3	4	3	3.3
27	4	4	3	3.67
28	4	4	3	3.67
29	4	4	4	4
30	3	4	3	3.3

Appendix D

Ratings of the Evaluators on Organization of Composition

Students	Teacher 1	Teacher 2	Teacher 3	Organization Average
1	3	3	3	3
2	3	3	2	2.67
3	2	3	2	2.33
4	2	3	2	2.33
5	3	3	2	2.67
6	4	3	2	3
7	3	4	3	3.33
8	3	4	3	3.33
9	3	4	3	3.33
10	2	4	3	3
11	4	3	3	3.33
12	3	4	3	3.33
13	4	4	3	3.67
14	3	4	3	3.33
15	3	3	2	2.67
16	2	4	3	3
17	2	3	2	2.33
18	4	4	3	3.67
19	2	3	3	2.67
20	3	4	3	3.33
21	3	4	3	3.33
22	2	4	3	3
23	2	3	3	2.67
24	3	3	3	3
25	3	4	3	3.33
26	2	4	3	3
27	4	4	3	3.67
28	3	4	3	3.33
29	3	4	3	3.33
30	2	4	3	3

Appendix E
Ratings of the Evaluators on Mechanics of Composition

Students	Teacher 1	Teacher 2	Teacher 3	Mechanics Average
1	3	4	3	3.33
2	3	4	2	3
3	2	4	3	3
4	2	4	2	2.67
5	3	4	1	2.67
6	3	4	1	2.67
7	3	4	3	3.33
8	3	4	4	3.67
9	2	4	3	3
10	2	4	3	3
11	4	4	3	3.67
12	3	4	3	3.33
13	3	4	3	3.33
14	3	4	3	3.33
15	3	4	2	3
16	2	3	3	2.67
17	2	4	2	2.67
18	3	4	3	3.33
19	2	4	3	3
20	2	4	2	2.67
21	3	4	2	3
22	2	3	3	2.67
23	2	4	3	2.67
24	2	4	3	3
25	3	4	3	3.33
26	2	4	3	3
27	3	4	3	3.33
28	3	4	3	3.33
29	2	3	2	2.33
30	2	4	3	3

Appendix F

Summary of Ratings of Composition

Students	Content	Description	Organization	Description	Mechanics	Description	COM Average	Interp
1	4	*Pr	3	G	3.33	Pr	3.44	Pr
2	3.33	Pr	2.67	G	3	G	3	G
3	3.33	Pr	2.33	G	3	G	2.89	G
4	3.33	Pr	2.33	G	2.67	G	2.78	G
5	2.33	*G	2.67	G	2.67	G	2.56	G
6	2.67	G	3	G	2.67	G	2.78	G
7	3.67	Pr	3.33	Pr	3.33	Pr	3.44	Pr
8	3.33	Pr	3.33	Pr	3.67	Pr	3.44	Pr
9	3.33	Pr	3.33	Pr	3	G	3.22	G
10	3.33	Pr	3	G	3	G	3.11	G
11	4	Pr	3.33	Pr	3.67	Pr	3.67	Pr
12	3.33	Pr	3.33	Pr	3.33	Pr	3.33	Pr
13	4	Pr	3.67	Pr	3.33	Pr	3.67	Pr
14	3.67	Pr	3.33	Pr	3.33	Pr	3.44	Pr
15	3.67	Pr	2.67	G	3	G	3.11	G
16	3.67	Pr	3	G	2.67	G	3.11	G
17	2	*P	2.33	G	2.67	G	2.33	G
18	3.33	Pr	3.67	Pr	3.33	Pr	3.44	Pr
19	3.33	Pr	2.67	G	3	G	3	G
20	3.33	Pr	3.33	Pr	2.67	G	3.11	G
21	3.67	Pr	3.33	Pr	3	G	3.33	Pr
22	3.67	Pr	3	G	2.67	G	3.11	G
23	3	G	2.67	G	2.67	G	2.78	G
24	3	G	3	G	3	G	3	G
25	3.67	Pr	3.33	Pr	3.33	G	3.44	Pr
26	3.33	Pr	3	G	3	G	3.11	G
27	3.67	Pr	3.67	Pr	3.33	Pr	3.56	Pr
28	3.67	Pr	3.33	Pr	3.33	Pr	3.44	Pr
29	4	Pr	3.33	Pr	2.33	G	3.22	G
30	3.33	Pr	3	G	3	G	3.11	G

*Legend: Pr- Proficient; G- Good; P-Poor; NR-Need Reworking



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Divina Perilla Maming

Educational Attainment

1999	Bachelor in Secondary Education (Major in English) ABADA COLLEGE Pinamalayan, Oriental Mdo.
2015	Master of Arts in Teaching English Language Arts Philippine Normal University, Manila
2000	LET Board Passer
2002	Summer Speech Training Pacita Complex, San Pedro, Laguna
2003	Faculty Speech Program Mater Ecclesiae School, San Pedro, Laguna
2003-2004	CAL Computer Trainings With Certificates in Windows and Microsoft 3 rd Level New Wing, Alabang Town Center Alabang Muntinlupa City With Certificate in Microsoft Excel and Microsoft Powerpoint

Professional Experiences

2005-2015 - St. John's Academy San Juan City, Metro Manila

- Teacher, Composition III, Literature I, II, Composition IV and Literature IV
- Class Adviser, Third Year and Fourth Year Pilot Section
- Adviser, Scrapbook (School's Yearbook)
- Adviser, The Leaflet (School paper)
- English Club Adviser, 2012

- Summer English Seminar for Third Year students teacher
- President, Faculty Club, 2007 (Official School Teachers' Organization)
- Proctor, NSAT - Division of San Juan City
- Judge - school contests
- Commentator - Mass celebrations
- Host - school activities

2003-2005 - Mater Ecclesiae School San Pedro, Laguna

- Teacher, English II and Campus Journalism III & IV
- Adviser
Mater In Focus (Official Student Publication which successively reached the National level School Paper Competition)
Year Book 2004-2005
- Coach
Division School Press Conference (English Category)
Regional Schools Press Conference (English Category)
National Schools Press Conference, Surigao City (English Category)
- Special Class Instructress
Summer Speech Class (Summer 2004)
Saturday Speech Class (SY 2004-2005)
- Host, School Activities

2002-2003 - Sacred Heart Academy Gloria, Or. Mdo.

- Teacher, English I and III (Secondary Level)
- Adviser, Book and English Lovers' Club
- Co-adviser, THE HEART (Official School Papers)
- Speaker in arecollection
- Host, school activities and Provincial Teachers' Encounter

1999-2001 - John Paul College Roxas, Or. Mdo.

- Teacher, two English subjects in Tertiary level, Math and Science in the Secondary level
Conducted Campus Journalism Seminar in school

As a College Student

- Assistant Editor-in- Chief (Campushere-College Newsletter)
- CSC (College Student Council), the College Highest students' governing body Secretary
- English Club Secretary

CommunityActivities

- 2003-2005 Member- Teacher-Adviser association of School Publications, Dep Ed IV-A
- Chairman/Coordinator Program Committee- Mater Ecclesiae School 16th Foundation Day Celebration
- Judge- MES Search For Mr. and Ms. Foundation 2005 (Pre-Elementary level)
- 2003-2005 Choir Member – MES Faculty Chorale
- Brgy. SK Chairman –Agos, Gloria, Oriental Mdo.
- Municipal SK Federation Vice President – Gloria
- Youth Leader – Sacred Heart Parish, Gloria, Or. Mdo.
- DPM (DekadangPamilyangMindoreno) enthusiast
- LinggongKabataan Organizer and staff
- Summer Youth Camp Organizer and staff
- Mangyan missionary
- Youth Choir Member

VolunteerExperience

- DJ at a local FM station in Gloria, Or. Mdo
- Diocesan Bible Camp Staffer in Sibale, Romblon

Other Capabilities/Special Skills

- Page making
- PowerPoint Presentation Preparation
- Data Encoding
- Hosting
- Writing

Seminars/ Meetings/Conferences attended

- HOTS
May 2008
St. Johns Academy, San Juan City
- 2005 National Schools Press Conference
February 21-25 2005
Surigao City, Caraga Region
- 2005 Regional Schools Press Conference
January 18-20, 2005
Imus Pilot Elementary School, Imus, Cavite
- Division Secondary Schools Press Conference
November 23-25, 2004
Dita Elementary School, Sta. Rosa Laguna
- Regional Training Workshop for Teacher/Student Writers
September 21-24, 2004
Karangalan Training Center, Cainta, Rizal
- Seminar on the Preparation of Instructional Materials
October 2004
Mater ecclesiae School, San Pedro, Laguna
- 2003 Division Secondary Schools Press Conference
Balian National High School, Laguna
- Qualities of an Educators/Ethics for Teachers
June 1, 2001
Good Shepherd Academy, Victoria, Or. Mdo.
- INSET Regional Teachers' Training
April 23-28, 2001
Lyceum of Batangas, Batangas City
- AVCPS educators' Congress

May 31 – June 1, 2002

Good Shepherd Academy , Victoria, Or. Mdo.

- 11th Annual Apostolic Vicariate of Calapan
Parochial Schools' Meet
February 6-8, 2003
Naujan Academy, Naujan, Or. Mdo.

Awards Received

- Grade I (Agos Primary School, Gloria) – Second Honors
- Grade II-IV (Agos Elementary School, Gloria) – First honors
- Grade VI (Gloria Central School)- Fifth Honors
- High School (Sacred Heart Academy) – included in the Top 10
- Outstanding Book and English Lovers' club member
- Outstanding Student
- Most Active in Religious Duties and Activities
- Outstanding SK- Chairman

Personal Information

Date of Birth:	June 7, 1977
Age:	37
Place of Birth:	Gloria, Or. Mindoro, Philippines
Height:	5'3
Weight:	140lbs.
Religion:	Roman Catholic
Nationality:	Filipino
Languages:	Filipino/English
Sex:	Female
Civil:	Married
Father:	Luis R. Perilla
Mother:	Rita De Gala (deceased)