

Effectiveness of Writing Strategies in Teaching English for Grade 11 Students

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ABSTRACT

The study aimed to determine the effectiveness of writing strategies in teaching English to Grade 11 students at Philsin College Rizal Inc. during the School Year 2024–2025. The respondents of the study were 38 Grade 11 students—comprising 19 students from the STEM (Science, Technology, Engineering, and Mathematics) track and 19 students from the HAT (Humanities and Social Sciences, Accountancy and Business Management, Technical-Vocational-Livelihood) track—who participated as a single group. They were described in terms of age, sex, sibling position, number of children in the family, parent’s educational attainment, parent’s occupation, and monthly family income. The students first took a pretest to assess their baseline writing skills in four areas: descriptive, narrative, persuasive, and expository writing styles. Following the pretest, the

students were exposed to various writing strategies designed to improve their writing skills. After the intervention, the same group took a posttest to evaluate any changes in their writing abilities. The pretest and posttest scores were compared to measure the effectiveness of the writing strategies. The experimental design was utilized for this study because it allows for a clear evaluation of the causal impact of the writing strategies on students’ writing skills within a single group. Although there is no control group, the use of pretest and posttest measures enables the researcher to track changes in writing performance before and after the intervention. This design ensures that the findings provide valuable insights into how the writing strategies influence students’ abilities while controlling for any external factors during the study period. The study revealed that most students are 16 years old, with an equal gender distribution. They are primarily firstborns, from small families, and come from low- to middle-income households. Most of their parents are college graduates, with fathers typically working in the private sector and mothers primarily being homemakers. On the other hand, the study showed significant improvements in descriptive, narrative, and persuasive writing skills, proving the effectiveness of the writing strategies. While pretest results indicated many students at the failing level, posttest results revealed increased proficiency, with more achieving satisfactory to outstanding scores. Persuasive writing showed the most progress, while expository writing improved the least. Overall, the intervention successfully reduced failing scores and enhanced writing performance. Statistical analysis revealed a significant improvement in descriptive, narrative, and persuasive writing styles, rejecting the null hypothesis for these categories. However, for expository writing style, the null hypothesis was accepted, indicating that the writing strategies applied did not significantly impact performance in this area. No significant difference in writing performance was found when students were grouped by age, number of children in the family, monthly family income, mother’s educational attainment, and father’s occupation. A significant difference was observed when grouped by sex, where male students outperformed females. Narrative writing style performance varied significantly based on sibling position and father’s educational attainment. Expository writing style performance showed significant variation based on the mother’s occupation. The study concluded that the writing strategies resulted in a significant improvement in the pretest and posttest scores of Grades 11 students, particularly in descriptive, narrative, and persuasive writing. The greatest improvement was in persuasive writing.

Keywords: *Writing Strategies, English Language Teaching, Grade 11 Students, Writing, Skills Development, Pretest–Posttest Design, Persuasive, Narrative, Descriptive Writing*

INTRODUCTION

Education plays a vital role in shaping both the life of an individual and society as a whole. It is a powerful instrument that creates numerous opportunities, nurtures personal development, and produces well-rounded, competent, and productive citizens. Education is, therefore, a fundamental pillar of human development and societal progress. It enhances personal growth, economic stability, social cohesion, health, and empowerment. By investing in education, individuals and societies can unlock their full potential, fostering a brighter and more prosperous future for all.

As stipulated in the 1987 Philippine Constitution Article XIV, Section 2 that:

“The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society.”

This provision underscores the state's responsibility to create an education system that addresses both individual and societal needs, ensuring that every Filipino has access to a comprehensive and relevant education.

Writing, as a foundational skill developed through education, directly aligns with this constitutional mandate. By enabling individuals to communicate effectively, express their thoughts and aspirations, and participate meaningfully in societal discourse, writing empowers them to engage with the world around them. Writing fosters critical thinking, problem-solving, and creativity, equipping citizens to address contemporary challenges and contribute to governance, industries, and cultural development. Furthermore, it plays a crucial role in preserving cultural heritage and fostering innovation, ensuring that individuals and societies remain relevant in an ever-evolving global context. By integrating writing into the educational framework, the State upholds inclusivity and accessibility, empowering every citizen—regardless of background—to actively participate in personal and community growth.

Proficiency in writing is essential for academic success and future professional endeavors. It enables students to express ideas clearly, cohesively, and effectively, demonstrating their understanding of various subjects. Writing is crucial in academic tasks such as assignments, exams, and projects, where students are required to analyze information critically and present well-structured arguments. Moreover, strong writing skills foster creativity, organization, and attention to detail, which are necessary for success in various fields. Proficient writers often demonstrate strong analytical and organizational skills that benefit their performance in other subjects, such as English, Mathematics, and Science.

On the other hand, students who struggle with writing and comprehension may face difficulties in these subjects, impacting their overall academic performance. Addressing these difficulties early on can significantly enhance students' readiness for future challenges, ensuring they are equipped to contribute meaningfully to society. Therefore, it is imperative to implement effective writing strategies that support students in developing their skills. With the right guidance and practice, learners can build confidence in their writing and achieve greater academic success.

In line with this, DepEd Memorandum No. 001, series of 2024, outlines the implementation of the Catch -Up Fridays initiative. As stated in Enclosure No.10 of the memorandum states that:

“Catch-up Fridays shall not be graded. Since its main objective is to reinforce learning, individual progress shall be monitored through the learner's Reflection Journal, compiling reading experiences, learnings, and appreciation of Values, Health, and Peace Education. Learners may also articulate their thoughts through various forms of writing, such as stories, journals, personal essays, and other forms of creative expression that reflects their unique learning experiences.”

The cited provision highlights that the Catch-up Fridays' initiative is centered around reinforcing learning, rather than assessing students through formal grades. Through writing, learners are encouraged to express their thoughts and reflections in various formats, such as stories, personal essays, journals, and other creative forms of expression. This approach recognizes that each learner has a unique way of processing and sharing their learning experiences.

Writing, in this context, becomes an essential tool for reinforcing learning. By engaging in written reflection, students can process their experiences, articulate their thoughts, and deepen their understanding of the topics discussed. The Catch-Up Fridays' program values creativity and individuality, recognizing that different students may express themselves in diverse ways. Whether writing a narrative about a personal experience or reflecting on lessons learned in Values and Health Education, writing serves as a medium for personal and intellectual growth. This form of expression not only documents progress but also fosters deeper engagement with the material, encouraging students to think critically and creatively.

Proficiency in writing enhances performance in various subjects, as many assignments and exams require written responses. Writing fosters creativity and imagination, allowing students to explore new ideas and perspectives. Strong writing skills are crucial for future careers, as they are often required in job applications, reports, and professional communication. Additionally, writing provides an outlet for personal expression and emotional release, helping students articulate their feelings and experiences.

Despite the importance of writing, many senior high school students in local schools, including those in Teresa, Rizal, face challenges in mastering various writing styles. Common difficulties include organizing thoughts clearly in essays—particularly in descriptive writing, where students often struggle to use vivid imagery based on their own experiences and surroundings. Frequent grammar and syntax errors, as well as a limited vocabulary, hinder students' ability to express strong arguments in persuasive writing or explain ideas clearly in expository tasks. Persistent spelling issues and poor revision habits are also common, often caused by time management problems and a lack of confidence in their abilities. Moreover, many students have difficulty applying teacher feedback and tend to explore topics only on the surface, especially when asked to write about familiar subjects like local community issues or daily life experiences. Addressing these challenges requires focused instruction and consistent writing practice that takes into account students' backgrounds and interests.

As part of the school's initiatives to respond to these concerns, remedial writing activities have been implemented to support students in overcoming their writing difficulties. At Philsin College Rizal Inc. in Teresa, Rizal, the researcher has observed that students have varying learning needs and personal interests. Recognizing these common writing issues, the researcher decided to conduct a study to evaluate the effectiveness of specific writing strategies in teaching English to Grade 11 students. This study aims to determine whether the use of targeted writing strategies can enhance students' writing performance and help them overcome their struggles across different writing styles.

Setting of the Study

The study was conducted at Philsin College Rizal, Inc., a respected private educational institution located in Barangay Dalig, Teresa, Rizal. Established in 1995 by the late Engr. Benjamin Adriano Pahati, the school began as Philsin Training Center, specializing in maritime education, and later evolved into its current form in 2008. The institution offers a complete Basic Education Curriculum, including Pre-school, Elementary, Junior High School, and Senior High School, with academic programs designed to support both growth and character development. Figure 1 shows the Vicinity Map of Philsin College Rizal, Inc.

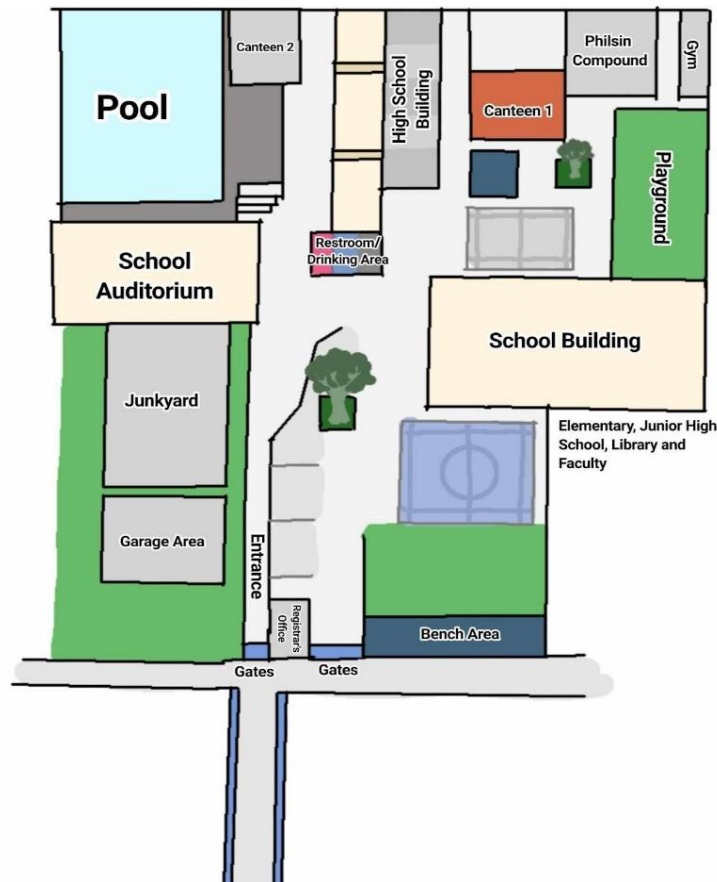


Figure 1. Vicinity Map of Philsin College Rizal Inc.

Philsin College Rizal, Inc. is driven by its mission to provide flexible, affordable, and high-quality education that prepares students to become intellectually capable, emotionally complete, and globally competitive graduates. The institution strives to nurture individuals who are deeply rooted in their national identity and committed to community and nation-building. Its vision is to become the premier private educational institution in Teresa, Rizal, recognized for academic excellence, personal growth opportunities, and social responsibility. Central to its educational philosophy are core values of Piety, Responsibility, Integrity, Diversity, and Equality, alongside the guiding belief, "Believe you will achieve, achieve all you perceive, Perceive and make believe." These principles form the foundation of Philsin College's commitment to cultivating well-rounded and morally upright individuals. As a member of TEPPSSAA and RIPRISA, the school actively participates in academic and athletic events, promoting personal growth and talent development.

The school fosters language development through events like English Week, Book Month, and competitions in essay writing, poetry, and extemporaneous speaking to enhance communication and critical thinking. Reading and writing activities such as literature circles, journal writing, and interactive strategies like storytelling and grammar games promote active engagement. Co-curricular clubs like the Debate Society and Campus Journalism Team, along with drama, plays, and speech activities, provide real-world language use and build fluency and confidence. Teachers undergo regular professional development to maintain effective, research-based instruction. These efforts, along with community events like Family Day, Field Day, counseling sessions, and parent seminars, highlight Philsin College's commitment to delivering quality English instruction and developing globally competent, articulate, and confident learners.

Theoretical Framework

The study was anchored on the Constructivist Theory developed by Jerome Bruner, as cited by Miller (2020). This theory views learning as an active, constructive process where learners generate new understanding by connecting it to prior knowledge, experiences, and interactions. It posits that students are not empty vessels to be filled with information but rather active agents who engage with content, reflect on their learning, and construct meaning from it. Learning, therefore, is seen as a dynamic process of exploration, problem-solving, and knowledge-building that is most effective when learners are actively involved.

Constructivist Theory emphasizes the importance of experiential and discovery-based learning, wherein students are encouraged to explore concepts and reflect on their experiences to internalize knowledge. In the realm of writing instruction, this theory underscores the value of engaging students in the various stages of the writing process which consists of brainstorming, organizing ideas, drafting, revising, editing, and publishing—as essential steps in skill development. Rather than focusing solely on the final product, the constructivist approach highlights the journey of writing, allowing students to learn through trial, feedback, and revision. Miller (2020) supports this view, suggesting that constructivist teaching methods empower students to take ownership of their learning and deepen their understanding through continuous engagement and feedback.

In relation to the present study, *Writing Strategies in Teaching English for Grade 11 Students*, Constructivist Theory provides a meaningful and relevant foundation. Grade 11 students at Philsin College Rizal, Inc. often display varied levels of writing proficiency and learning styles, requiring differentiated and student-centered instruction. The theory supports the idea that when students actively engage in the writing process and receive scaffolding tailored to their individual needs, they become more capable of expressing their thoughts effectively, analyzing content critically, and producing well-structured written outputs. Furthermore, the constructivist approach aligns with the school's mission to provide holistic and quality education by promoting active learning and fostering lifelong writing competence.

Conceptual Framework

The study was guided by Coombs' Systems Approach Conceptual Model, specifically the Input-Process-Output (IPO) framework, as illustrated in Figure 2. This framework consists of three main components: Input, Process, and Output, along with feedback that supports continuous improvement.

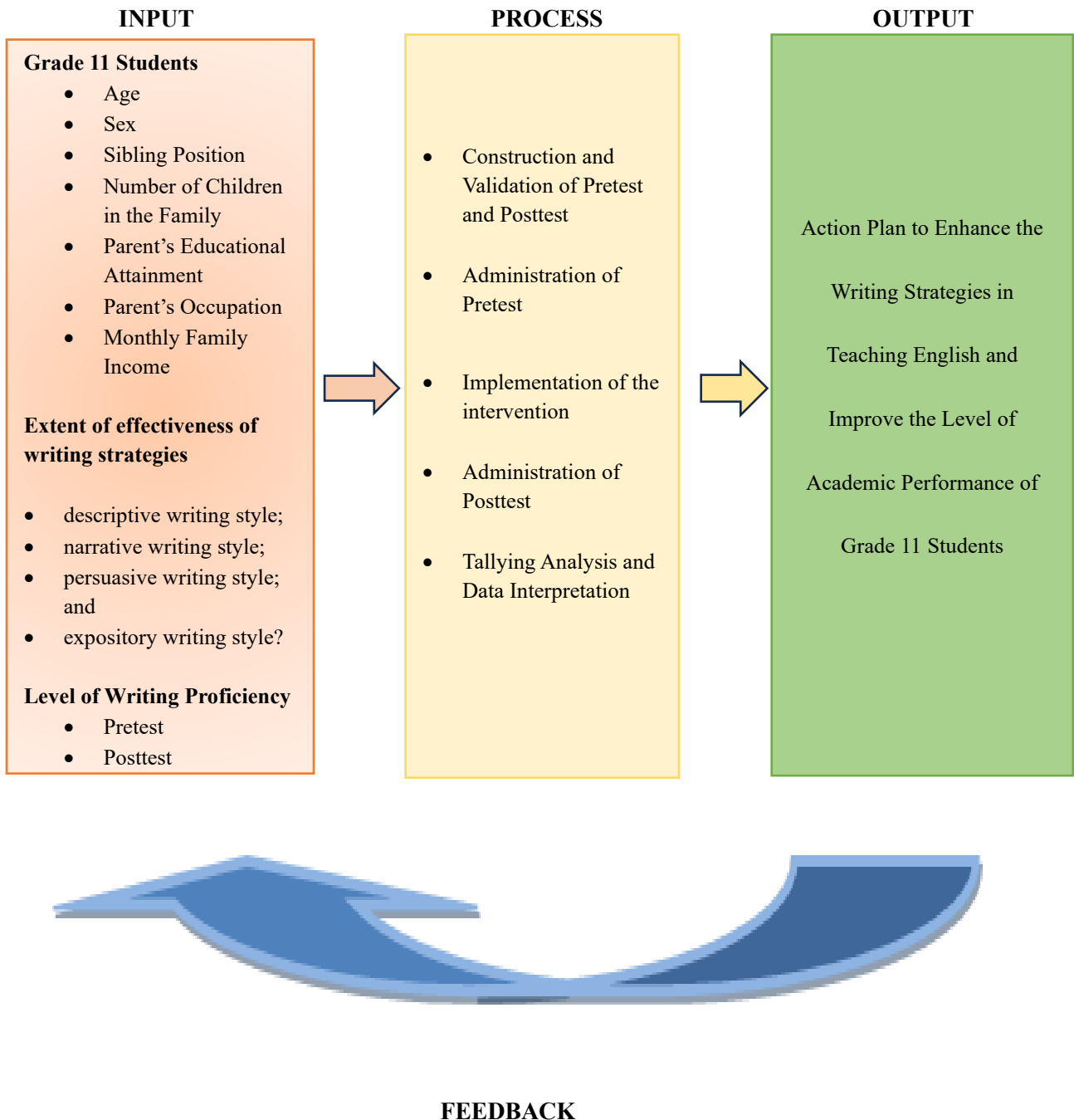


Figure 2. Conceptual Model Showing the Effectiveness of Writing Strategies in Teaching English for Grade 11 Students

The first frame presents the input of the study, involving Grade 11 students in a single-group pretest-posttest design. Respondents are described by their demographic profile, including age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income. The input also includes the level of writing proficiency measured through pretest and posttest results, and examines the effectiveness of writing strategies in descriptive, narrative, persuasive, and expository writing styles.

The second frame outlines the procedural flow of the study, starting with the construction and validation of pretest and posttest instruments, followed by the administration of the pretest to establish baseline data. The intervention is then implemented, and after the posttest is administered, data is tallied, analyzed, and interpreted to evaluate the effectiveness of the intervention.

The last frame signifies the Output, which is an action plan aimed at enhancing the writing strategies in teaching English and improve the level of academic performance of grade 11 students.

The line that connects the Output to the Input phase represents the Feedback loop. Feedback plays a crucial role in this model, as it allows for continuous evaluation and adjustment of the strategies used. It is designed for iterative refinement and improvement, ensuring ongoing enhancement of teaching methodologies. Through feedback, insights gained from the implementation of the action plan can inform future planning and decision-making.

Statement of the Problem

The study aimed to determine the effectiveness of writing strategies in teaching English to grade 11 students in Philsin College Rizal Inc. during the School Year 2024-2025.

Specifically, this study sought answer to the following questions:

1. What is the profile of the participants in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 sibling position;
 - 1.4 number of children in the family;
 - 1.5 parent's educational attainment;
 - 1.6 parent's occupation; and
 - 1.7 monthly family income?
2. What is the extent of effectiveness of writing strategies in teaching English for grade 11 students as revealed in the pretest and posttest results with respect to:
 - 2.1 descriptive writing style;
 - 2.2 narrative writing style;
 - 2.3 persuasive writing style; and
 - 2.4 expository writing style?
3. Is there a significant difference in the extent of effectiveness of writing strategies in teaching English as revealed in the pretest and posttest results?
4. Is there a significant difference in the extent of effectiveness of writing strategies in teaching English for grade 11 students with respect to the posttest results in terms of their profile?
5. What action plan may be proposed to enhance the writing strategies in teaching English and improve the level of academic performance of grade 11 students?

Literature Review

Alharbi (2023), emphasized that Artificial Intelligence (AI) is rapidly evolving within the educational landscape, with ChatGPT playing a pivotal role in transforming academic writing. The integration of AI into the academic writing process offers both opportunities and challenges, particularly concerning academic integrity, plagiarism, AI-generated assignments, and auto-correction. Furthermore, the increasing use of AI tools in education necessitates an update in the training of both students and teachers. It also calls for a revision of current policies and assessment methods in writing courses to ensure academic originality and fairness. Thus, it is crucial to develop a deeper understanding of how ChatGPT and similar tools can be effectively integrated into the writing process while addressing emerging issues such as those related to online or home-based exams and concerns surrounding plagiarism. This comprehensive approach will help maintain the integrity of academic work in the age of AI. Additionally, the role of educators becomes even more vital, as they must guide students in using AI responsibly while cultivating critical thinking skills that ensure originality in their writing. To mitigate the challenges posed by AI, training programs should focus not only on the technical aspects of using AI tools but also on fostering a strong ethical foundation that supports academic honesty and creativity. In conclusion, as AI continues to play a central role in education, educators and institutions must continuously adapt and refine their policies to ensure that AI enhances, rather than undermines, the quality and integrity of academic work.

According to Baresh (2022), reflective journaling plays a significant role in enhancing writing skills among Libyan undergraduate students. The author emphasizes that reflective journaling fosters self-awareness, critical thinking, and creativity, enabling students to better understand their writing processes and improve their academic performance. By analyzing previous literature, Baresh highlights the effectiveness of reflective practices in enhancing students' writing structure, coherence, and language proficiency. While Baresh's work is grounded in the Libyan educational context, the insights underscore the importance of reflective strategies in fostering deeper engagement in writing tasks. Reflective journaling, as discussed, enhances students' confidence in articulating ideas, providing them with a means to improve their writing processes through self-awareness and critical thinking. This practice not only aids students in refining their writing structure and coherence but also empowers them to take greater ownership of their academic development. In synthesizing this literature, Baresh draws connections to other pedagogical approaches such as collaborative learning and genre-based instruction, suggesting that reflective journaling can complement these strategies by reinforcing metacognitive awareness and student autonomy in writing development.

In line with this, teachers and students can benefit from incorporating reflective journaling into their teaching and learning processes. For teachers, this practice encourages the development of more student-centered teaching strategies that promote self-reflection and deeper engagement with writing tasks. For students, reflective journaling serves as a powerful tool for enhancing their writing skills, increasing their self-awareness, and boosting their confidence in expressing ideas. Furthermore, this practice promotes autonomy, as students take ownership of their learning and writing progress.

According to Girardi (2021), the integration of digital tools, such as collaborative writing exercises, peer reviews, and online feedback systems, is crucial in enhancing student engagement and improving writing performance in online environments. The book offers a comprehensive analysis of pedagogical strategies for teaching creative writing, emphasizing the importance of collaborative learning, the role of technology in fostering creativity, and the necessity for student engagement in digital spaces. These insights are particularly relevant to the current exploration of effective writing strategies for high school students, especially those learning English as a Second Language (ESL). A key concept from Girardi's work is the use of digital tools to enhance writing. Although Girardi's work primarily targets adult learners, these strategies can be adapted to meet the specific needs of high school students, offering valuable insights into how technology can support writing instruction in high school settings. By applying the theoretical

frameworks discussed by Girardi, the analysis can explore how online platforms foster creative expression and critical thinking, particularly in writing assignments.

Kazhmuratkyzy and Mikhailovna (2024) explained that cross-cultural interactions on scholarly writing in foreign language classrooms, particularly when teaching English and Russian. They argued that different rhetorical traditions between cultures can create challenges for students, especially as they navigate diverse syntactical structures and cultural conventions. The authors proposed integrating these varied traditions into the writing curriculum to help students blend their native rhetorical styles with those of the foreign language, improving their writing competence. Additionally, they highlighted the importance of understanding cultural elements, such as tone, style, and formality, which shape academic communication.

By incorporating intercultural communication principals, teachers can guide students in adapting their writing to meet both personal and academic expectations. The authors also advocated for encouraging students to develop an authentic voice in their writing, supporting the idea that a balance between their personal expression and academic standards are crucial. Effective instructional strategies, including cultural awareness workshops, peer review sessions, and comparative analysis of writing styles, were suggested to foster students' writing abilities in multicultural settings. These approaches can enhance students' academic writing by acknowledging and embracing cultural differences, ultimately helping them become more competent and confident writers.

According to Paul et al. (2021), Classic literature reviews play a crucial role in advancing subject areas by synthesizing existing research and identifying gaps in knowledge. Framework-based reviews, such as those using the TCCM framework (Theory, Context, Characteristics, Methods), are often more impactful than other types of reviews like bibliometric or narrative reviews. These reviews provide valuable insights by developing and refining classic theories, which in turn guide the direction of future research. Successful review articles not only summarize current findings but also set agendas for further exploration, ensuring that important areas are addressed. Such reviews are essential in highlighting emerging trends, challenges, and opportunities, which can inform both theoretical development and practical application. In the context of education, identifying gaps in teaching practices and reviewing relevant summary can help educators develop frameworks that enhance their teaching methods. By adopting evidence-based practices, teachers can foster deeper understanding, improve student performance, and contribute to the overall advancement of pedagogical strategies. Moreover, a well-structured review can bridge the gap between the theory and practice, offering educators practical, theoretically sound approaches for diverse educational settings. It can also serve as a tool for policy development, helping institutions align curricula with evolving educational needs. Furthermore, well-conducted reviews often highlight the necessity of ongoing literature, encouraging new studies to address gaps or unanswered questions, thus maintaining the relevance and currency of the field. Consequently, teachers are encouraged to use review articles for continuous professional development, ensuring that their methods are informed by the latest research and best practices. This proactive engagement with literature not only enhances instructional effectiveness but also supports educators in staying adaptable and responsive to the changing needs of students and educational environments.

According to Llausas et al. (2024), Grammarly, as an Automated Writing Evaluation (AWE) tool, significantly impacts the writing skills of English as a Second Language (ESL) and English as a Foreign Language (EFL) students. The review highlights that Grammarly plays a crucial role in reducing grammatical errors, which is vital for learners working to improve their language proficiency. Additionally, the tool enhances students' writing confidence by providing immediate feedback, fostering a sense of autonomy in their writing practice. Despite these advantages, he notes several limitations. One key concern is the potential for students to become overly reliant on the tool, focusing mainly on grammar and mechanical aspects of writing while neglecting more complex writing skills such as content organization, argumentation, and critical analysis. Moreover, while Grammarly is effective at addressing surface-level

writing issues, it lacks the capacity to offer comprehensive feedback on higher-order writing components like coherence, cohesion, and style. Llausas et al. (2024) stress the need for further research into Grammarly's long-term effects on writing development, particularly across various academic disciplines and contexts. They suggest that future studies should explore how the tool can better support the enhancement of overall writing competence, with a focus on fostering higher-order cognitive and writing skills.

According to Santos et al. (2022), despite the Philippines being one of the largest English-speaking nations globally, English language proficiency has gradually declined. This decline can be attributed to various factors such as learners' motivation, parental involvement, the learning environment, teaching strategies, comprehensive input, socio-economic status, and age. These elements are crucial not only for improving general language proficiency but also for the development of effective writing strategies. The literature emphasizes that continuous practice and usage of English are essential in strengthening the country's economy and fostering confidence in language use. This is particularly relevant to writing strategies, where consistent writing practice is key to improving fluency and reducing anxiety. Santos et al. argue that a strong foundation in grammar proficiency can significantly alleviate students' anxiety, encouraging them to engage more freely with writing tasks. This highlights the importance of incorporating grammar-focused writing strategies, which can improve both accuracy and confidence in written communication.

Santos et al. further advocate for innovative teaching strategies that engage students and promote language retention. For writing instruction, this could translate into more interactive and dynamic writing exercises, peer collaborations, and the integration of technology to make writing tasks more engaging. These strategies can help students build stronger writing skills and retain language concepts more effectively. Moreover, curriculum developers are encouraged to create materials that integrate both English language learning and cultural relevance, providing students with opportunities to write about topics that are both globally and locally significant. In summary, Santos et al. underscore the need for a multifaceted approach to improving English proficiency in the Philippines, with direct implications for writing strategies. Effective writing strategies should address grammar, motivation, cultural relevance, and innovative teaching methods to ensure that students develop both their writing skills and their ability to navigate various linguistic and cultural contexts.

As stated by Tupas and Linas-Laguda (2020), blended learning (BL) has become an essential strategy in the Philippine educational system, especially in adapting to the challenges of the "new normal" environment. The transition to BL, which began in higher education institutions, expanded into the primary and secondary education sectors in response to the COVID-19 pandemic. The Center of Blended Learning, established in the Philippines in 2007, served as a significant milestone in the adoption of this approach. According to the authors, its success was largely attributed to the positive responses from both students and parents, which encouraged the Philippine Department of Education (DepEd) to integrate BL into various subjects, such as English, language, science, and even in distance learning programs. The use of BL has been found to enhance students' engagement by fostering a more interactive and flexible learning environment, allowing students to take ownership of their education and develop leadership skills as they mentor and support their peers.

The authors highlight the critical role of teachers in the successful implementation of blended learning (BL) in the Philippines, emphasizing the need for adequate teacher training and professional development. They note that educators must be proficient in using technology, designing effective BL activities, and creating a collaborative learning environment. Despite the advantages of BL, the authors point to significant challenges, particularly the lack of necessary resources such as computers, gadgets, and internet connectivity, especially in rural areas. To address these challenges, the Department of Education (DepEd) has proposed alternative learning methods, such as online, modular, and radio-television-based instruction, alongside the use of para-teachers. However, the authors stress the importance of continued

investment in infrastructure and digital resources to ensure BL's success. They suggest further research to evaluate BL's long-term effects on student outcomes, emphasizing its potential to transform education in the Philippines,

Ubaldo (2021) stated that writing centers in the region have evolved to align with local contexts and educational needs. This adaptation has significant implications for Senior High School (SHS) academic writing styles, especially in the Philippines. As SHS students face increasing demands for academic writing, writing centers play a crucial role in supporting their development by offering individualized guidance and addressing both technical and stylistic challenges in writing. Ubaldo highlights the importance of bilingual support and content-expert tutors, which are particularly beneficial for students working across different subjects. These services not only help students improve their writing skills but also support the development of critical thinking, logical reasoning, and persuasive writing—essential components of SHS academic tasks. Furthermore, Ubaldo emphasizes the need for writing centers to continually adapt to the changing educational landscape, integrating technological advancements and evolving teaching methods to provide students with relevant and effective support. By fostering writing confidence and helping students navigate complex writing tasks like research papers and essays, writing centers contribute significantly to the academic success of SHS students in the Philippines. In addition, writing centers create a collaborative environment where students can engage in peer review and feedback, further enhancing their writing abilities. Ubaldo suggests that writing centers can act as a bridge between traditional classroom learning and the more individualized, technology-enhanced learning methods that students are increasingly exposed to. As such, writing centers remain a critical component of SHS education, ensuring that students not only improve their writing proficiency but also develop the necessary skills to excel in their academic and professional futures.

According to them, the academic reading and writing skills of Senior High School (SHS) students in the Philippines continue to present significant challenges. Their review identifies common areas of struggle among SHS students, including difficulties in recognizing different patterns of development in texts (such as comparison, contrast, definition, and narration) and challenges in evaluating text coherence, organization, grammar, and mechanics. Furthermore, students often lack sufficient vocabulary knowledge, hindering their ability to fully understand and engage with reading materials. In writing, SHS students face issues such as a lack of relevant background knowledge, insufficient understanding and practice of proper citation, frequent grammatical errors, and difficulty employing appropriate writing techniques, such as the use of different patterns of development.

Fajrina (2022) conducted an in-depth investigation into the factors affecting the quality of English writing among international students, with specific attention to writing strategies, English proficiency, and rhetorical patterns. The study targeted university students majoring in English Education in Indonesia, employing a comparative analysis of writing outputs—such as essays and letters—in both English and Indonesian. It was structured in multiple phases, beginning with a pilot study involving 28 students to assess language proficiency through vocabulary and reading comprehension tests, followed by writing assessments in both languages. A central component of the research was a writing strategies questionnaire, which revealed moderate use of various strategies among participants. Subsequent phases of the research explored whether there were regional variations in strategy use, ultimately concluding that the use of writing strategies remained consistent across different student populations.

The findings of the study highlighted several key observations. First, it reinforced the significant role that writing strategies and English proficiency play in shaping students' writing performance in a foreign language. The larger sample of 135 students in the main study increased the reliability of these findings and allowed for more generalized conclusions. However, the study also acknowledged certain limitations, such as its limited exploration of cultural influences on writing behavior and the inherent biases in self-reported data collected through questionnaires. Despite these constraints, Fajrina's research offered practical and empirical evidence supporting the integration of strategic writing instruction and proficiency

development in academic writing curricula. The conclusions encouraged further research into contextual factors and proposes enhancements in instructional design to support learners' writing development.

In relation to the current study focused on enhancing writing strategies among Grade 11 students, Fajrina's work serves as a valuable reference. It provides a model for assessing writing strategies and language proficiency, tools that can be adapted for use with younger, secondary-level learners. While the university context differs from high school settings, the core variables—strategy use, proficiency, and rhetorical patterns—remain relevant. The present study may build on this by not only replicating the use of proficiency tests and strategy questionnaires but also by addressing the earlier study's limitations, such as incorporating cultural and contextual factors more explicitly. This will ensure a more localized and age-appropriate application of findings, thus contributing to more effective writing instruction in secondary education.

Gayed et al. (2022) explored the impact of an AI-based writing assistant, AI KAKU, on the writing performance of English as a Foreign Language (EFL) learners. Published in *Computers and Education: Artificial Intelligence*, the study addresses the issue of high cognitive load commonly experienced by language learners during the writing process. The researchers introduced AI KAKU as a novel tool intended to assist learners by managing lower-level language tasks (e.g., grammar, spelling), thereby freeing cognitive resources for more complex writing tasks like content organization, coherence, and revision. This distinguishes AI KAKU from traditional Automated Writing Evaluation (AWE) systems by providing more interactive, adaptive support during the drafting process. The study employed an experimental design that compared learners' performance with and without the AI assistant, aiming to assess how such tools could optimize the writing experience.

The findings revealed that students using AI KAKU showed significant improvement in their overall writing performance, particularly in cohesion, structure, and clarity. The tool proved effective in lowering the cognitive burden associated with technical writing aspects, which allowed learners to focus more on higher-order writing skills. The researchers concluded that AI-based writing tools can be powerful assets in language instruction and recommended further development of such systems for broader educational contexts. However, the study's focus on adult learners in a university setting highlights a limitation in its generalizability to younger populations. The authors suggested future research on the implementation of AI writing assistants for younger or less proficient learners, recognizing the need for age-appropriate interface design and pedagogical alignment.

In relation to the present study, which targets Grade 11 students and seeks to enhance writing strategies through AI integration, the work of Gayed et al. is directly relevant. It supports the idea that AI tools can play a formative role in writing instruction by reducing barriers to entry and allowing learners to develop more advanced writing skills. While the original study focused on adult EFL learners, its implications for scaffolding writing through AI are transferable to secondary education. The present research can build on these insights by adapting AI tools—such as ChatGPT or similar applications—for high school settings, exploring their impact on cognitive load, engagement, and writing quality. This alignment strengthens the rationale for incorporating AI-based tools into writing instruction as a strategy for supporting student-centered learning and enhancing academic performance in English.

Khongput (2020) explored the metastrategies employed by English as a Foreign Language (EFL) students in learning English writing, as published in the *LEARN Journal: Language Education and Acquisition Research Network*. The study focused on 34 undergraduate non-English majors from a university in southern Thailand and examined their self-reflection narratives collected at the end of a paragraph writing course. Using qualitative text analysis, the study categorized metastrategies across four domains—cognitive, social, affective, and motivational—and tracked their usage through four phases of the learning process: forethought, performance, self-reflection, and beyond-class application. The study aimed to identify how students strategically approach writing tasks and regulate their learning across

different stages of the writing process, thus offering insights into the self-directed learning behaviors of EFL students.

The findings revealed that cognitive strategies were the most frequently used across all phases, suggesting a predominant reliance on internal processing methods such as planning, organizing, and monitoring ideas. Social and motivational strategies were employed less frequently, though their presence underscored the multifaceted nature of learning-to-write processes. Khongput recommended that writing instruction incorporate metacognitive training to help learners become more aware of and intentional in their strategy use. Furthermore, the methodological use of self-reflection and text analysis was highlighted as an effective means of uncovering internal learning processes that are not always observable in performance alone.

This study is particularly relevant to the present research, which aims to improve the writing strategies of Grade 11 students. The current study can build on Khongput's approach by applying similar text analysis methods to students' written reflections, enabling a deeper understanding of their strategic behavior and self-regulation patterns. Furthermore, the identification of cognition as the dominant strategy suggests a critical instructional focus: fostering cognitive strategies like organization, idea development, and revision can enhance student writing outcomes. By incorporating metastrategy training and encouraging reflective writing, the present study aims to help secondary learners become more autonomous, strategic writers.

Sun and Wang (2020) conducted a study to examine the interplay between writing self-efficacy, self-regulated learning (SRL) strategies, and writing proficiency among Chinese college students learning English as a Foreign Language (EFL). Published in *System*, the study involved 319 sophomore students who were assessed using two validated instruments—the Questionnaire of English Writing Self-Efficacy (QEWSE) and the Questionnaire of English Writing Self-Regulated Learning Strategies (QEW SRLS). Writing proficiency was measured using results from the College English Test Band 4 (CET-4), a standardized English assessment in China. The research aimed to determine whether students' confidence in their writing ability and their use of SRL strategies could predict actual writing performance, thus contributing to the broader understanding of affective and cognitive factors influencing writing development in EFL contexts.

The findings revealed that while students demonstrated only moderate levels of writing self-efficacy and relatively low use of SRL strategies, both factors were nonetheless significant predictors of writing proficiency. In particular, students who exhibited higher confidence in their writing skills and who more frequently used SRL strategies—such as goal setting, self-monitoring, and strategy planning—tended to achieve better writing outcomes. The study also emphasized the importance of teaching and reinforcing these skills in writing instruction to enhance learners' performance. Sun and Wang recommended integrating self-efficacy building activities and explicit SRL training into EFL writing pedagogy. Though limited by its university-level sample, the study employed a rigorous and replicable methodology using established tools and statistical analysis, making it a valuable model for further research across different academic levels.

In relation to the current study, which focuses on enhancing writing strategies among Grade 11 students, Sun and Wang's research offers a solid theoretical and methodological foundation. The constructs of self-efficacy and self-regulation are particularly relevant when examining adolescent learners, who are in a critical stage of developing independent learning habits and academic confidence. By adapting the QEWSE and QEW SRLS instruments to suit the high school context, the present study can assess how these factors operate among secondary learners and inform the design of writing interventions that foster both strategic behavior and self-belief. Furthermore, this connection reinforces the idea that effective writing instruction must go beyond technical skills to include motivational and cognitive dimensions of learning.

The study by Teng, M. F., Wang, C., & Zhang, L. J. (2022) investigates the use of self-regulatory writing strategies among junior secondary school students in China and examines their predictive effects

on writing performance. Self-regulation in writing refers to students' ability to plan, monitor, and evaluate their writing process effectively. The study highlights six key self-regulatory writing strategies: writing planning, goal-oriented monitoring, goal-oriented evaluation, emotional control, memorization, and metacognitive judgment. Writing planning involves organizing thoughts and structuring writing before beginning, while goal-oriented monitoring and evaluation focus on tracking progress and assessing effectiveness. Emotional control helps manage anxiety and maintain motivation, memorization aids in retaining learned vocabulary and grammar structures, and metacognitive judgment involves reflecting on writing decisions and making necessary adjustments.

Empirical evidence suggests that self-regulatory writing strategies positively influence students' writing performance. The findings of Teng et al. (2022) indicate that students who frequently use these strategies produce higher-quality writing. Higher-grade students report a greater reliance on self-regulation strategies than their lower-grade counterparts, aligning with research that suggests self-regulation improves with age and academic experience. Additionally, gender differences were observed, with female students reporting higher use of self-regulatory writing strategies than male students.

The findings of the study are highly relevant to the current study on the effectiveness of writing strategies in teaching English to Grade 11 students. Both studies emphasize the importance of structured writing strategies in improving students' writing proficiency. While Teng et al. focused on junior secondary school EFL learners, this study extends the discussion to senior high school students, exploring how similar self-regulatory writing strategies can be adapted to meet the needs of older learners. By examining the impact of writing strategies on Grade 11 students, the present study builds on these findings, further validating the role of self-regulation in writing performance. This connection highlights the broader applicability of self-regulatory writing strategies across different level and reinforces the necessity of integrating these techniques into English instruction.

Ebron and Mabuan (2021) explored the effectiveness of a flipped learning approach in teaching writing to university-level ESL students in the Philippines. Their study, involving 17 sophomore Accountancy students in a "Writing in the Discipline" course, aimed to assess the students' experiences, preferences, and perspectives on this innovative teaching method. The flipped classroom model reversed the traditional teaching structure, where students viewed online video lectures on academic writing and completed quizzes outside the classroom, while practical applications and guided activities occurred during in-person sessions. Data from surveys and focus group discussions revealed positive student feedback, with many appreciating the interactive and flexible nature of the flipped classroom. However, technological limitations were a notable challenge.

The findings revealed that students had a positive reaction to the flipped learning approach, appreciating its flexibility and interactive nature. Many students reported that the model allowed them to learn at their own pace through online lectures, while in-person sessions facilitated deeper understanding and practical application of writing skills. However, the study also identified some challenges, particularly technological limitations, which hindered the full implementation of the model. The small sample size of only 17 students and the specific focus on Accountancy students in a university setting may limit the broader applicability of the results to other educational contexts or grade levels.

In conclusion, Ebron and Mabuan's study highlights the potential benefits of the flipped learning approach for enhancing student engagement and writing skills, though it also points to the challenges of technological access and implementation. While the findings are promising, they are limited by the study's small sample size and the specific context of university-level students. For the current study on the effectiveness of writing strategies for Grade 11 students, this research provides a foundation for exploring how flipped learning can be adapted for secondary education. By modifying the flipped classroom model to fit the needs of high school students, the present study can offer new insights into how blended learning strategies can improve writing proficiency in a different educational setting.

Garcia (2020) emphasizes the significance of a process-oriented approach to teaching writing, particularly for Filipino senior high school students. This approach focuses on the different stages of writing, such as pre-writing, drafting, revising, editing, and publishing. Garcia advocates for encouraging students to engage in writing as a recursive process rather than a one-time task, which helps in improving their overall writing proficiency.

This study focuses on the process-oriented approach to writing, emphasizing steps like brainstorming, drafting, revising, and peer editing, which have been widely adopted in the Philippine educational context. The research evaluates the effectiveness of these strategies in improving the writing of senior high school students, particularly in terms of coherence, grammar, and vocabulary.

In relation to this study to the present study, the process-oriented approach employed in his work is highly relevant. It demonstrates a structured method of enhancing writing skills that can be modified or replicated in current study. The success of process-oriented writing strategies, as documented in local schools, can serve as a baseline for the investigation. Adapting these strategies or integrating new techniques (such as the use of technology or more personalized feedback) could offer additional contributions to the growing literature on effective writing instruction in the Philippines.

Ramos (2020) conducted an exploratory study to identify common writing problems and writing attitudes among freshman university students in online learning environments. The study revealed that students struggled with surface-level issues, such as difficulties with verbs, nouns, and prepositions. Despite these challenges, students generally held positive attitudes toward writing. The study effectively highlighted these prevalent writing issues and demonstrated that students' overall attitude towards writing remained favorable, which is essential for encouraging improvement.

While the study provided valuable insights into the specific difficulties students faced, its focus was primarily on surface-level issues, without delving into deeper, more complex writing challenges. A more comprehensive analysis of global writing problems, such as organization, coherence, and argumentation, could have enriched the study's findings. Despite this limitation, Ramos's study provides useful data for understanding the initial barriers students face in their writing journey, particularly in an online learning context.

Ramos' research is beneficial for recognizing the common writing problems and positive attitudes that first-year students exhibit towards writing. For the present study on the effectiveness of writing strategies for Grade 11 students, this study's methodology can be adapted by focusing on specific writing challenges faced by high school students and evaluating their attitudes toward different writing strategies. By considering both surface-level and global writing issues, the current study aims to contribute new insights into improving writing instruction, particularly in a senior high school setting, and offering strategies that can help overcome common writing difficulties.

Saavedra (2020) conducted a study to determine the factors contributing to the poor writing skills in both English and Filipino among Grade 6 pupils in the Zamboanga Peninsula. Using purposive sampling, the study gathered data from 43 experienced language teachers who had been teaching English and Filipino for over five years. These teachers provided insights via a standardized survey questionnaire, which had undergone validation, reliability testing, and pilot implementation. The data were analyzed using the mean score and standard deviation through SPSS, based on a 5-point Likert scale. Results highlighted five key factors affecting the pupils' writing skills: lack of vocabulary in the target language, difficulty in organizing ideas, perception of writing as a difficult task, lack of motivation and interest, and challenges with spelling, grammar, and sentence construction. These issues were largely attributed to the pupils' native languages (Chabacano, Bahasa Sug, and Cebuano), which positioned English and Filipino as second languages (L2). The study emphasized the need for curriculum improvements, especially in aligning with the K to 12 Curriculum, to address these persistent issues. Its focus on the interplay of native languages and L2 writing difficulties provides valuable insights. However, the study is limited by its reliance on teacher perceptions,

which may not fully capture the complexity of students' writing struggles. The use of a standardized survey is appropriate for gathering teacher feedback but lacks direct student assessment.

In the context of the present study on the effectiveness of writing strategies for Grade 11 students, the methodology can be modified to include direct observation of student writing performance, alongside teacher feedback, for a more comprehensive analysis. The present study will build on Saavedra's findings by investigating whether targeted writing strategies, adapted for older students, can overcome similar challenges, particularly regarding vocabulary development, idea organization, and motivation. This research will contribute to the existing literature by offering solutions specific to senior high school students and by testing the efficacy of different writing strategies in improving writing outcomes.

Vacalares et al. (2023) conducted a descriptive study to identify key factors affecting the writing skills of first-year Bachelor of Secondary Education (BSED) students in a local college in Misamis Oriental. Using a fishbowl sampling technique, the researchers selected 50 participants and examined several variables including student motivation, classroom environment, reliance on technological tools (e.g., grammar checkers), and feedback mechanisms. The study aimed to understand how these elements contribute to students' writing development. By focusing on both intrinsic (motivation) and extrinsic (environmental and technological) influences, the research offers a comprehensive view of the contextual and behavioral aspects that shape writing performance among tertiary learners in a local Philippine context.

The findings revealed that student motivation played a crucial role in improving writing skills, as learners who were more inspired to express themselves and improve their work tended to engage more deeply in writing tasks. Environmental factors, such as a well-ventilated and organized classroom, were also associated with higher student participation and better writing outcomes. The study highlighted that the use of practical digital tools—such as grammar checkers—helped reduce writing errors and fostered student confidence. Furthermore, feedback systems, particularly those involving automatic grading, were preferred by students due to their immediacy and consistency.

In relation to the present study, which investigates the effectiveness of writing strategies among Grade 11 students, the research by Vacalares et al. provides valuable context for examining motivational and feedback-related variables in writing instruction. The present study can build upon this by adapting similar variables—motivation, use of AI tools, and feedback systems—within a high school framework, but with a more robust methodological approach. This extension of Vacalares et al.'s findings will help identify which environmental and instructional adjustments are most effective for improving writing performance at the high school level.

In conclusion, the reviewed literature and studies both foreign and local underscore the multifaceted nature of writing instruction and the critical role of effective strategies in enhancing student performance. Common themes emerging across various studies include the integration of technology, the importance of reflective and self-regulatory practices, and the influence of cognitive and motivational factors on writing proficiency. Foreign literature highlights the transformative potential of AI tools like ChatGPT and Grammarly, the role of metastrategies, and cultural considerations in academic writing. Local studies reinforce these insights by focusing on contextual challenges in the Philippine educational system, such as blended learning implementation, writing center support, and socio-linguistic barriers. Together, these findings provide a strong foundation for the current study, which seeks to improve Grade 11 students' writing skills through strategic, culturally relevant, and technologically integrated instructional approaches.

METHODS

Research Design

The study utilized the Experimental research design to assess the effectiveness of writing strategies in improving the English writing skills of Grade 11 students at Philsin College Rizal Inc. during the School Year 2024-2025. According to Creswell and Creswell (2020), the experimental method involves manipulating one or more independent variables (in this case, the writing strategies) to observe their effect on a dependent variable (the students' writing performance), while controlling other factors that may influence the outcome.

The experimental design is appropriate for this study because it allows for a clear evaluation of the causal impact of the writing strategies on students' writing skills within a single group. Although there is no control group, the use of pretest and posttest measures enables the researcher to track changes in writing performance before and after the intervention.

Respondents of the Study

The respondents of this study were the 38 Grade 11 students, comprising 19 students from the STEM (Science, Technology, Engineering, and Mathematics) track and 19 students from the HAT (Humanities and Social Sciences, Accountancy and Business Management, Technical-Vocational-Livelihood) track. The students participated as a single group.

The respondents were described in terms of the following demographic characteristics such as age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income. These characteristics provided additional context for analyzing the results and identifying any factors that may have influenced students' writing performance.

Table 1 presents the distribution of respondents based on the strand they have chosen.

Table 1. *Distribution of Participants Based on Strand*

Strand	Number of Respondents
11-STEM	19
11-HAT (HUMSS, ABM, TVL)	19
TOTAL	38

Instrumentation

This study utilized the parallel form of adapted pretest-posttest from different sources which served as the main instrument in determining the effectiveness of specific writing strategies in improving Grade 11 students' proficiency in English writing before and after the experiment. The prepared test items were made in essay form from the table of specification consisting of 4 items. The assessments focused on the extent of effectiveness of four key writing styles such as descriptive, narrative, persuasive, and expository, aligning with widely recognized frameworks for writing evaluation (Cox, 2020). The scoring rubrics followed a five-point Likert scale (Mount Wachusett Community College, 2020) to ensure a standardized and objective assessment of student performance. This section outlines the test structure, competencies assessed, and scoring rubrics.

The test was divided into two parts, with the pretest serving as a baseline measure of students' initial writing abilities. Students were asked to write essays in each of the four styles, allowing for the assessment of their proficiency in the organization of ideas, clarity of expression, grammar and mechanics, coherence in presenting arguments (for persuasive essays), and application of writing techniques (Cox, 2020). The results identified students' strengths and areas for improvement before implementing the intervention. On the other hand, the posttest measured students' progress after the intervention, during

which specific writing strategies were introduced. The same essay prompts were administered to evaluate the effectiveness of these strategies, providing a direct comparison with the pretest results.

The tests are aligned with the expected competencies for Grade 11 English, focusing on the organization of ideas (ability to structure essays logically and cohesively), clarity of expression (capacity to convey ideas effectively and precisely), grammar and mechanics (proficiency in proper grammar, punctuation, and spelling), coherence in presenting arguments (skill in developing and connecting arguments logically for persuasive essays only), and the application of writing techniques (effective use of strategies such as clustering, outlining, and revising).

The Essay Scoring Rubric is designed to assess student performance objectively and consistently across five dimensions. Each criterion is scored using a five-point Likert scale, where 5 = Excellent and 1 = Very Poor.

Writing Proficiency Criteria for Assessment Organization of Ideas

Score	Criteria
5	Excellent: Ideas are logically and cohesively organized. Paragraphs flow smoothly and enhance readability.
4	Good: Ideas are mostly well-organized with clear transitions. Minor lapses in organization may be present.
3	Fair: Organization is apparent but inconsistent. Some ideas are poorly connected.
2	Poor: Organization is weak, with noticeable gaps or jumbled ideas.
1	Very Poor: Ideas are poorly organized or chaotic, with little logical progression.

Clarity of Expression

Score	Criteria
5	Excellent: Expression is clear and precise, effectively conveying meaning.
4	Good: Expression is mostly clear with minor ambiguities.
3	Fair: Expression is somewhat unclear or vague, affecting understanding.
2	Poor: Expression is often unclear or ambiguous.
1	Very Poor: Expression is consistently unclear and difficult to understand.

Grammar and Mechanics

Score	Criteria
5	Excellent: Virtually no grammatical or mechanical errors.
4	Good: Few grammatical or mechanical errors.
3	Fair: Noticeable errors that affect readability.
2	Poor: Frequent errors that impact comprehension.
1	Very Poor: Numerous errors that impede communication.

Coherence in Presenting Arguments (Persuasive Essays Only)

Score	Criteria
5	Excellent: Arguments are well-developed and logically coherent. Counterarguments are addressed persuasively.
4	Good: Most arguments are coherent and relevant.
3	Fair: Arguments are present but weak or inconsistent.
2	Poor: Arguments are poorly developed or irrelevant.
1	Very Poor: Arguments are incoherent or unrelated.

Application of Writing Techniques

Score	Criteria
5	Excellent: Skillful and effective use of writing techniques.
4	Good: Effective use of techniques with minor lapses.
3	Fair: Adequate use of techniques, but inconsistencies are present.
2	Poor: Limited or ineffective use of techniques.
1	Very Poor: Little to no application of techniques.

Scoring and Grade Conversion

Each writing style is assessed based on a five-point Likert scale per criterion, with the total score per essay type being 20 points for Descriptive, Narrative, and Expository Essays (4 criteria × 5 max points each) and 25 points for Persuasive Essays (including an additional criterion: Coherence in Presenting Arguments); although the total raw scores differ, they are converted using the same percentage scale for grading.

For the interpretation of the mean performance, the following scale was used:

Percentage (%)	Grade Equivalent	Description
90 – 100%	A / Excellent	Outstanding work
80 – 89%	B / Good	Above average
70 – 79%	C / Fair	Satisfactory
60 – 69%	D / Needs Improvement	Below average
Below 60%	F / Poor	Failing

Validation of the Instrument

To ensure the validity of the items included in the research instrument, the researcher sought the advice and guidance from experts such as the thesis adviser, statistician, principal, professorial lecturers, and the dean of the Graduate Studies program for the validity. Their comments and suggestions were considered in the final draft of the instrument. Additionally, a pilot test was conducted with a small group of junior high school students. Based on the results, necessary revisions were made to enhance its validity and reliability of the tests.

Procedure of the Study

The researcher adhered to a structured timeline outlined in the Gantt Chart of Activities to ensure a methodical approach. This included the development and refinement of the research problem and the research title. Following the title defense, the drafting of the first three chapters commenced. The preparation and validation of the pretest and posttest were carried out accordingly. Once approved, the necessary permissions for conducting the study were obtained. The experiment was conducted during the second grading period. Afterward, the posttest was administered. Throughout the process, the researcher complied with the guidelines of the Data Privacy Act.

Once the data were collected, it was input and analyzed using the Statistical Package for the Social Sciences (SPSS). The data processing and analysis followed, and based on the findings, the summary, conclusions, and recommendations were developed. The manuscript was then revised based on the feedback from the panel members during the final oral defense. The manuscript was also reviewed through an anti-plagiarism check at the statistical center. Hard copies of the final manuscript were submitted to the Graduate Studies Program Dean's Office and other concerned departments.

Statistical Treatment

For the analysis and interpretation of data, the following statistical tools were applied:

To determine the profile of the respondents, frequency, percentage, and rank distribution were used.

To determine the extent of effectiveness of writing strategies in teaching English to Grade 11 students with respect to different writing styles, mean and standard deviation were used. Frequency, percentage, and rank distribution also were applied.

To determine whether there is a significant difference in the level of performance of Grade 11 students in English writing as revealed in the pretest and posttest results, a paired samples t-test (also known as a dependent t-test) was employed.

To find out if a significant difference exists in the extent of effectiveness of writing strategies in teaching English for grade 11 students with respect to the posttest results in terms of their profile, independent sample t-test and a one-way analysis of variance were applied.

RESULTS AND DISCUSSION

Profile of the Respondents in Terms of Age, Sex, Sibling Position, Number of Children in the Family, Parents' Educational Attainment, Parent's Occupation, and Monthly Family Income

Table 2 presents the profile of the respondents in terms of the selected variables. As shown in the table, majority of the students are 16 years old at 55.3% or 21, 42.1 or 16 are 17 years old with 2.6% or 3 are 18 years old and above, and evenly distributed between male and female participants. More than half are firstborn children, and most come from small families (1-4 children). In terms of financial status, a significant portion of respondents belong to low- to middle-income families, with many earning between ₱10,000 to ₱19,999 per month or below ₱10,000, potentially affecting their access to educational resources. Regarding parental education, most fathers are high school graduates, while mothers are more likely to be college graduates. For parental occupation, most fathers work in the private sector, while a significant percentage of mothers fall under the "Other" category, possibly homemakers or informal workers, indicating varying levels of parental availability for academic support.

Table 2. *Profile of the Respondents in Terms of their Profile*

Profile	Frequency	Percent	Rank
Age			
16 years old	21	55.3	1
17 years old	16	42.1	2
18 years old and above	1	2.6	3
Total	38	100.0	
Sex			
Male	19	50.0	1.5
Female	19	50.0	1.5
Total	38	100.0	
Sibling Position			
First Child	22	57.9	1
Second Child	7	18.4	2
Third Child	3	7.9	4
Fourth Child	4	10.5	3
Fifth and higher	2	5.3	5
Total	38	100.0	
Number of Children in the Family			
1-2	19	50.0	1

3-4	16	42.1	2			
5 and above	3	7.9	3			
Total	38	100.0				
Monthly Family Income						
₱ 50,000 and above	3	7.9	6			
₱40,000-49,999	4	10.5	5			
₱30,000 – 39,999	8	21.1	2.5			
₱20,000 - ₱29,999	6	15.8	4			
₱10,000 - ₱19,999	9	23.7	1			
Below ₱10,000	8	21.1	2.5			
Total	38	100.0				
Parent’s Educational Attainment	Father			Mother		
	f	%	R	f	%	R
College Graduate	8	21.1	2	14	36.8	1
College Undergraduate	5	13.2	3	9	23.7	3
HS Graduate	18	47.4	1	12	31.6	2
HS Undergraduate	3	7.9	4.5	3	7.9	4
Elem. Graduate	3	7.9	4.5	-	-	
Elem. Undergraduate	1	2.6	6	-	-	
Total	38	100.0		38	100.0	
Parent’s Occupation						
Government Employee	4	10.5	4	1	2.6	7
Private Employee	12	31.6	1	8	21.1	2
Sel-Employed	5	13.2	3	4	10.5	5
OFW	1	2.6	7	3	7.9	6
Entrepreneur	3	7.9	5.5	5	13.2	3.5
Other	10	26.3	2	12	31.6	1
Unemployed	3	7.9	5.5	5	13.2	3.5
Total	38	100.0		38	100.0	

Level of Performance in English Writing of Grade 11 Students as Revealed in the Pretest and Posttest Results with Respect to Descriptive Writing Style, Narrative Writing Style, Persuasive Writing Style, and Expository Writing Style

Table 3 presents the level of performance in English writing among Grade 11 students, as revealed by the pretest and posttest results.

As reflected in the table, the results demonstrate that for the pretest in terms of Descriptive Writing Style, out of 38 students, 17 or 44.7% scored below 60, interpreted as Failing. Meanwhile, 9 or 23.7%, 8 or 21.1%, 2 or 5.3%, and 2 or 5.3% of students scored 70–79, 60–69, 80–89, and 90–100 interpreted as Satisfactory, Needs Improvement, Average, and Outstanding, respectively. Meanwhile, the posttest posttest shows that only 2 or 5.3% scored below 60, interpreted as Failing. In contrast, 9 or 23.7% scored 60–69, interpreted as Needs Improvement; 11 or 28.9% scored 70–79, interpreted as Satisfactory; 7 or 18.4% scored 80–89, interpreted as Average; and 9 or 23.7% scored 90–100, interpreted as Outstanding. For the Narrative Writing Style, the pretest results reveal that 17 or 44.7% scored below 60, interpreted as Failing. Meanwhile, 10 or 26.3%, 6 or 15.8%, 2 or 5.3%, and 3 or 7.9% of students scored 60–69, 70–79, 80–89, and 90–100 interpreted as Needs Improvement, Satisfactory, Average, and Outstanding, respectively. Meanwhile, the posttest indicates that only 1 or 2.6% scored below 60, interpreted as Failing. Additionally, 7 or 18.4% scored 60–69, interpreted as Needs Improvement; 15 or 39.5% scored 70–79, interpreted as Satisfactory; 9 or 23.7% scored 80–89, interpreted as Average; and 6 or 15.8% scored 90–100, interpreted as Outstanding.

Table 3. *Level of Performance in English Writing of Grade 11 Students as Revealed in the Pretest and Posttest Results*

Rating	Verbal Interpretation	Pretest			Posttest		
		F	%	R	F	%	R
Descriptive Writing Style							
90-100	Outstanding	2	5.3	4.5	9	23.7	2.5
80-89	Average	2	5.3	4.5	7	18.4	4
70-79	Satisfactory	9	23.7	2	11	28.9	1
60-69	Needs Improvement	8	21.1	3	9	23.7	2.5
Below 60	Failing	17	44.7	1	2	5.3	5
	Total	38	100.0		38	100.0	
Narrative Writing Style							
90-100	Outstanding	3	7.9	4	6	15.8	4
80-89	Average	2	5.3	5	9	23.7	2
70-79	Satisfactory	6	15.8	3	15	39.5	1
60-69	Needs Improvement	10	26.3	2	7	18.4	3
Below 60	Failing	17	44.7	1	1	2.6	5
	Total	38	100.0		38	100.0	
Persuasive Writing Style							
90-100	Outstanding	1	2.6	4	2	5.3	5
80-89	Average	-	-		13	34.2	1
70-79	Satisfactory	6	15.8	2	10	26.3	2
60-69	Needs Improvement	5	13.2	3	7	18.4	3
Below 60	Failing	26	68.4	1	6	15.8	4
	Total	38	100.0		38	100.0	
Expository Writing Style							
90-100	Outstanding	1	2.6	5	9	23.7	2
80-89	Average	3	7.9	3.5	14	36.8	1
70-79	Satisfactory	10	26.3	2	8	21.1	3
60-69	Needs Improvement	3	7.9	3.5	4	10.5	4
Below 60	Failing	21	55.3	1	3	7.9	5
	Total	38	100.0		38	100.0	

For the Persuasive Writing Style, the pretest shows that 26 or 68.4% scored below 60, interpreted as Failing. Meanwhile, 5 or 13.2%, 6 or 15.8%, none or 0%, and 1 or 2.6% of students scored 60–69, 70–79, 80–89, and 90–100 interpreted as Needs Improvement, Satisfactory, Average, and Outstanding, respectively.

Meanwhile, the posttest shows a marked improvement, with only 6 or 15.8% scoring below 60, interpreted as Failing. Additionally, 7 or 18.4% scored 60–69, interpreted as Needs Improvement; 10 or 26.3% scored 70–79, interpreted as Satisfactory; 13 or 34.2% scored 80–89, interpreted as Average; and 2

or 5.3% scored 90–100, interpreted as Outstanding. For the Expository Writing Style, the pretest results reveal that 21 or 55.3% scored below 60, interpreted as Failing. Meanwhile, 3 or 7.9%, 10 or 26.3%, 3 or 7.9%, and 1 or 2.6% of students scored 60–69, 70–79, 80–89, and 90–100 interpreted as Needs Improvement, Satisfactory, Average, and Outstanding, respectively. Meanwhile, the posttest results show that only 3 or 7.9% scored below 60, interpreted as Failing. In addition, 4 or 10.5% scored 60–69, interpreted as Needs Improvement; 8 or 21.1% scored 70–79, interpreted as Satisfactory; 14 or 36.8% scored 80–89, interpreted as Average; and 9 or 23.7% scored 90–100, interpreted as Outstanding.

This implies that students' writing skills improved across all styles, with fewer failing scores and more students achieving higher proficiency. Persuasive and expository writing showed the most progress. As reflected in the data, the findings imply that structured writing strategies, when explicitly taught and reinforced through intervention, are highly effective in improving students' performance in various writing styles. This is particularly evident in descriptive, narrative, and persuasive writing, while the lack of significant improvement in expository writing suggests that these strategies may not be as effective for that particular style, highlighting the need for tailored approaches to support expository writing.

This supports the findings of Vacalares et al. (2023), who emphasized that effective writing instruction requires strategies that align with the specific demands of each writing style. Vacalares et al. found that while general writing strategies can improve overall proficiency, particular genres like expository writing benefit from more focused and specialized instructional methods.

Significant Difference on the Level of Performance of the Students in English Writing as Revealed in the Pretest and Posttest Results

Table 4 presents the test results on the significant difference in students' English writing performance before and after exposure to Writing Strategies as revealed in the pretest and posttest results. It can be gleaned from the table that with respect to the level of performance of students in English writing in terms of Descriptive Writing Style, the pretest and posttest results obtained a p-value of 0.000, which is lower than the significance level of 0.05, thus rejecting the null hypothesis. For the Narrative Writing Style, the results likewise showed a p-value of 0.000, which is below the 0.05 threshold. Consequently, the null hypothesis is also rejected. Regarding the Persuasive Writing Style, the pretest and posttest results yielded a p-value of 0.000, once again lower than the 0.05 significance level. Thus, the null hypothesis is rejected.

Table 4. *Significant Difference on the Level of Performance of the Students in English Writing as Revealed in the Pretest and Posttest Results*

Writing Style	Test	Mean	SD	t-value	P-value	Ho	Verbal Interpretation
Descriptive	Pretest	11.9	3.42	6.687	0.000	Rejected	Significant
	Posttest	15.0	2.74				
Narrative	Pretest	11.4	3.93	8.311	0.000	Rejected	Significant
	Posttest	15.2	2.20				
Persuasive	Pretest	12.8	4.81	6.072	0.000	Rejected	Significant
	Posttest	17.9	3.54				
Expository	Pretest	12.5	12.11	1.639	0.110	Accepted	Not Significant
	Posttest	15.6	2.30				

Note: Mean and standard deviation were based on the raw scores.

On the other hand, in the case of the Expository Writing Style, the p-value obtained was 0.110, which is greater than the 0.05 significance level. Therefore, the null hypothesis is accepted. This indicates that there was no significant difference between the pretest and posttest results, meaning that the writing strategies implemented did not significantly improve the students' performance in expository writing. The overall findings imply that the writing strategies were effective in significantly enhancing students' descriptive, narrative, and persuasive writing skills. However, the lack of significant improvement in expository writing highlights the need for a more tailored and systematic approach for this writing style. This is consistent with the findings of Saavedra (2020), who emphasized that expository writing demands a more structured and skill-focused strategy compared to narrative and creative writing. Saavedra's research reinforces the importance of adapting instructional methods to meet the distinct requirements of each writing genre to better support student learning and performance.

Significant Difference on the Level of Performance of the Students in English Writing in the Posttest Results in Terms of Their Profile

Table 5 presents the result of the test on the significant difference on the level of performance of the students in English writing in the posttest results in terms of their profile. The table reveals in terms of Age, it can be gleaned from the table that the p-values obtained for all writing styles—descriptive, narrative, persuasive, and expository—are higher than the 0.05 probability value. Therefore, the null hypothesis is accepted. In terms of Sex, the p-values across all writing styles are below 0.05, resulting in the rejection of the null hypothesis. This indicates that students' performance in all writing styles is influenced by their sex.

Table 5. *Significant Difference on the Level of Performance of the Students in English Writing as Revealed in the in the Posttest Results in Terms of Their Profile*

Profile/ Writing Style	F-value	p-value	Ho	Verbal Interpretation
Age				
Descriptive	1.328	0.278	Accepted	Not Significant
Narrative	0.504	0.608	Accepted	Not Significant
Persuasive	0.062	0.940	Accepted	Not Significant
Expository	1.676	0.202	Accepted	Not Significant
Sex				
Descriptive	5.700	0.022	Rejected	Significant
Narrative	11.755	0.002	Rejected	Significant
Persuasive	11.816	0.001	Rejected	Significant
Expository	9.274	0.004	Rejected	Significant
Sibling Position				
Descriptive	1.878	0.138	Accepted	Not Significant
Narrative	3.135	0.027	Rejected	Significant
Persuasive	0.897	0.477	Accepted	Not Significant
Expository	1.528	0.217	Accepted	Not Significant
Number of Children in the Family				
Descriptive	1.286	0.294	Accepted	Not Significant
Narrative	1.120	0.370	Accepted	Not Significant
Persuasive	1.111	0.374	Accepted	Not Significant
Expository	1.051	0.405	Accepted	Not Significant
Monthly Family Income				
Descriptive	0.248	0.938	Accepted	Not Significant
Narrative	0.670	0.649	Accepted	Not Significant
Persuasive	0.905	0.490	Accepted	Not Significant
Expository	0.936	0.471	Accepted	Not Significant

Father's Educational Attainment				
Descriptive	1.528	0.209	Accepted	Not Significant
Narrative	2.603	0.048	Rejected	Significant
Persuasive	0.516	0.762	Accepted	Not Significant
Expository	0.372	0.864	Accepted	Not Significant
Mother's Educational Attainment				
Descriptive	0.979	0.414	Accepted	Not Significant
Narrative	2.037	0.127	Accepted	Not Significant
Persuasive	0.161	0.922	Accepted	Not Significant
Expository	0.121	0.947	Accepted	Not Significant
Father's Occupation				
Descriptive	1.782	0.135	Accepted	Not Significant
Narrative	1.678	0.160	Accepted	Not Significant
Persuasive	0.448	0.841	Accepted	Not Significant
Expository	1.442	0.231	Accepted	Not Significant
Mother's Occupation				
Descriptive	1.205	0.330	Accepted	Not Significant
Narrative	0.602	0.727	Accepted	Not Significant
Persuasive	1.340	0.270	Accepted	Not Significant
Expository	2.456	0.046	Rejected	Significant

Regarding Sibling Position, the p-value for narrative writing is 0.027, lower than 0.05, thereby rejecting the null hypothesis. Sibling position thus significantly affects students' performance in narrative writing, while for the other writing styles, the null hypothesis is accepted. For the Number of Children in the Family and Monthly Family Income, all p-values are greater than 0.05, suggesting no significant influence on students' writing performance across all writing styles. Concerning Father's Educational Attainment, a significant difference was found only in narrative writing ($p = 0.048$). This implies that the father's educational background influences students' narrative writing skills, whereas it does not significantly affect the other writing styles. For Mother's Educational Attainment and Father's Occupation, the p-values are greater than 0.05, indicating no significant impact. However, Mother's Occupation shows a significant difference in expository writing ($p = 0.046$), leading to the rejection of the null hypothesis for this writing style.

The findings imply that while writing strategies generally benefit a diverse group of students, demographic factors such as sex, sibling position, and parental education or occupation can influence the effectiveness of these strategies for specific writing styles. This highlights the need for differentiated and inclusive approaches to instruction to ensure that all students' needs are addressed.

These results support the findings of Teng et al. (2022), who emphasized that self-regulatory writing strategies significantly enhance students' writing skills regardless of background. However, while Teng et al. noted that female students usually perform better in self-regulated writing, the present study shows that male students outperformed females, suggesting the influence of other contextual factors. Moreover, the significant effects of sibling position and parental background emphasize the role of family dynamics in shaping students' writing development. Overall, the study reinforces the need for structured and individualized writing strategies to maximize student performance.

Action Plan to Enhance the Writing Strategies in Teaching English and Improve the Level of Academic Performance of Grade 11 Students

Based on the results of the study, an action plan is proposed to enhance the writing strategies in teaching English and improve the level of academic performance of grade 11 students.

ACTION PLAN TO ENHANCE THE WRITING STRATEGIES IN TEACHING ENGLISH FOR GRADE 11 STUDENTS SCHOOL YEAR 2025-2026

Area Thrust	Program/Project	Objective	Manpower	Time Frame	Budget	Source of Fund	Success Indicator
Student Development	Targeted Expository writing Interventions	To improve students' expository writing skills through structured exercises, multimedia, and real-world applications.	English Teachers, Educational technologies	6 months	PHP 3,000	School Budget/ Grants	Improved expository writing skills.
	Gender-Sensitive Writing Strategies Write shop	To develop tailored writing strategies that address the learning styles of both male and female students.	English Teachers, Gender Studies Experts	1 year	PHP 3,000	School Budget	Improved both male and female student performance in writing tasks.
	Parental Collaboration Workshops	To enhance parental involvement in supporting their children's writing development	School Administrators, Teachers, Parent Volunteers	6 months	PHP 3,000	School Fundraising/ Donations	Enhanced Parental involvement
Faculty Development	Writing Strategies Research and Longitudinal Study	To explore additional writing strategies.	Research Team, English Teachers	1 year	PHP 5,000	Research Grants	Improved students' writing performance
Curriculum Development	Writing Enhancement Program Development	To create a comprehensive writing program incorporating feedback, peer review, and competitions.	English Teachers Program Coordinators	1 year	PHP 10,000	School Budget, Donations	Increased student participation in peer review and writing competitions.
Special Program/Project	Writing Mentorship and Scholarship Program	To provide students with individualized mentorship and scholarship opportunities for advanced writing skills development.	English Teachers, Mentors, Scholarship Providers	1 year	PHP 15,000	External Donations, Partnerships	Increased number of students advancing to higher-level writing opportunities.

Summary

1. Profile of the Respondents in Terms of Age, Sex, Sibling Position, Number of Children in the Family, Parents' Educational Attainment, Parent's Occupation, and Monthly Family Income Most students are 16 years old, with an equal gender distribution. They are primarily firstborns, from small families, and come from low- to middle-income households. Most parents are college graduates, with fathers typically working in the private sector and mothers primarily being homemakers.

2. The Level of Performance in English Writing of Grade 11 Students as Revealed in the Pretest and Posttest Results with Respect to Descriptive Writing Style, Narrative Writing Style, Persuasive Writing Style, and Expository Writing Style. The study showed significant improvements in descriptive, narrative, and persuasive writing skills, proving the effectiveness of the writing strategies. While pretest results indicated many students at the failing level, posttest results revealed increased proficiency, with more achieving satisfactory to outstanding scores. Persuasive writing showed the most progress, while expository writing improved the least.
3. Significant Difference on the Level of Performance of the Students in English Writing as Revealed in the Pretest and Posttest Results. Statistical analysis revealed a significant improvement in descriptive, narrative, and persuasive writing styles, rejecting the null hypothesis for these categories. However, for expository writing style, the null hypothesis was accepted, indicating that the writing strategies applied did not significantly impact performance in this area.
4. Significant Difference on the Level of Performance of the Students in English Writing in the Posttest Results in Terms of Their Profile. No significant difference in writing performance was found when students were grouped by age, number of children in the family, monthly family income, mother's educational attainment, and father's occupation. A significant difference was observed when grouped by sex, where male students outperformed females. Narrative writing style performance varied significantly based on sibling position and father's educational attainment. Expository writing style performance showed significant variation based on the mother's occupation.

CONCLUSIONS

1. The writing strategies resulted in a significant improvement in the pretest and posttest scores of Grade 11 students, particularly in descriptive, narrative, and persuasive writing. The greatest improvement was observed in persuasive writing. However, expository writing showed only a slight improvement, suggesting that the strategies had a stronger impact on certain writing styles.
2. Students' writing performance, as influenced by the implementation of writing strategies, did not show significant differences when grouped according to age, number of children in the family, monthly family income, mother's educational attainment, and father's occupation. However, a significant difference was found based on sex, with male students outperforming female students. Additionally, performance in narrative writing varied significantly depending on sibling position and father's educational attainment, while expository writing performance differed based on the mother's occupation.

Recommendations

1. Enhance expository writing instruction by developing targeted interventions with structured exercises and practice opportunities while integrating multimedia and real-world applications to improve engagement.
2. Implement gender-sensitive approaches by tailoring instruction to male and female learning styles to ensure all students benefit from writing strategies, also researching why males responded better and adjusting methods accordingly.
3. Strengthen parental involvement programs by enhancing parent-teacher collaboration through workshops on supporting students' writing development at home and encouraging reading and writing activities within the family setting.
4. Conduct further research by exploring additional writing strategies to enhance expository writing skills and performing a longitudinal study to track improvements over time and assess long-term effects.

5. Implement an action plan by developing a structured writing enhancement program that incorporates feedback and revision techniques, organizing peer-review sessions and writing competitions to motivate students, and providing teacher training on innovative, research-based writing instruction methods.
6. The proposed action plan is recommended for implementation.

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