

**EXPOSITORY WRITING PERFORMANCE AND EXPERIENCES  
OF THE SECONDARY ENGLISH TEACHERS IN THE  
DIVISION OF CATBALOGAN CITY**

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Catbalogan City, Samar

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In Partial Fulfilment

of the Requirement for the Degree

Master of Arts in Education (MAEd)

Major in English

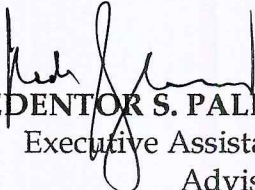
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**PAULINA D. GABON**

March, 2017

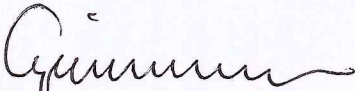
## APPROVAL SHEET


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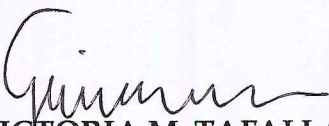
  
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## DEDICATION

This Thesis is first and foremost dedicated to **God Almighty**, the source of courage, strength, enlightenment, hope and everything.

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## ABSTRACT

The study assessed the expository writing performance and experiences of secondary English teachers of Calbayog City aligned with the academic year 2016-2017. This employed a descriptive approach with correlational analysis. Descriptive data was collected to determine the level of expository writing performance of the secondary English teachers in Catbalogan City Division and their expository writing experiences. The expository writing performance of the respondents along the 9 writing dimensions- is moderate. Out of the 9 writing dimensions- they rated moderate in the 7 writing dimensions particularly along development, organization, conventions/language use, punctuation, capitalization, spelling and handwriting/neatness- except along grammar and usage/content. Their disparity in their assessment as to their writing performance became more evident when compared with the ratings of the external raters who were consistent in their rating that described the performance of the teacher-respondents as moderate. Meaning, further research on the cause/causes of the disparity of results between the respondents and the external raters should be conducted in order to help teachers become effective writing mentors if we are to increase the chances of our learners to finish the full course of their studies, be hired, promoted, excel, and lead in the world of work. Training courses along teaching strategies, styles, and pedagogies should be given emphasis and appropriate action.

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

In today's fast changing world of technological advancement, there are some things that remain necessary and indispensable, one of which is communication. Communication makes it possible for people to learn, understand, reach out, grow together and stay connected in almost every endeavor. Thus, effective communication skills aside from other life and academic skills are developed at an early age up to adulthood through formal education and other alternative learning systems.

Thus, the Philippine government as an original member of the Association of Southeast Asian Nations (ASEAN), and fully aware of its responsibility in providing quality education to its people and for it to be at par with its neighboring countries in the region and with the global community in terms of education, economy, wealth distribution, health, and in addressing other concerns is committed in meeting the targets of the United Nations Millennium Development Goals (MDG) one of which is to achieve universal primary education wherein literacy among Filipino learners is ensured. Acquisition of literacy is marked by a developed communicative competence defined by Canale and Swain (1980) as a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to

perform communicative functions, and how knowledge and utterances and communicative functions can be combined according to the principles of discourse.

Recognizing also the role that the Philippines has towards the realization of the goals of ASEAN 2015, the Commission on Higher Education (CHED) that was created under Republic Act (RA) 7722 otherwise known as the Higher Education Act of 1994 was tasked to promote quality higher education and formulate and implant policies, plans, and programs for the development and efficient operation of the higher education system in the country. It was tasked to carry out its four goals namely: quality and excellence, relevance and responsiveness, access and equity, and efficiency and effectiveness (CHED, 2001).

The Department of Education (DepEd) on the other hand, that is tasked to provide quality, equitable, culture -based, and complete basic education through the K to 12 Basic Education Program has all of its curricula from kinder, elementary, junior, to senior high school aligned towards the development of holistic individuals in which every graduate is equipped with information media technology skills, learning and innovation skills, effective communication skills, and life and career skills ([www.gov.ph/k-12/](http://www.gov.ph/k-12/)).

With both the CHED and the DepEd mandated to deliver quality education, this implies that the learners through their teachers have to acquire

and develop effective language communication skills namely listening, speaking, reading, and writing.

Writing is a goal directed and self-sustained activity requiring the skillful management of the writing environment; the constraint imposed by the writing topic; the intentions of the writer(s), and the processes, knowledge, and skills involved in composing (Zimmerman & Reisemberg, 1997). This makes writing a very demanding and complex process and task.

With this complexity of writing development, it is not surprising that there is currently no model or theory of writing that fully or adequately captures it. One conceptual approach to studying writing focuses mostly on the individual writer and concentrates on understanding the cognitive and the motivational processes involved in composing (Graham, 2006). This cognitive or cognitive/motivational approach is exemplified in an influential model of writing developed by Hayes (1996). In his model, he takes into account, at least in part, the interaction between the task environment for writing and the internal capabilities of the writer. The task environment includes both a social component (e.g., the audience, other texts read while writing, and collaborators) as well as a physical component (e.g., text read so far and the writing medium, such as a word processor).

The complexity of writing skills and development needs to be addressed in a writing curriculum or in any writing task. Olshtain (2006) avers that the

writing process, in comparison to spoken interaction, imposes greater demands on the text, since written interaction lacks immediate feedback as a guide.

Graham and Perin (2007) noted that skills are a predictor of academic success and a basic requirement for participation in the global economy. Thus, there is a need for teachers to develop in their learners' communicative competence in writing along with the other macro-skills in communication. As cited by Hughey (2010), the lack of writing skills reaches far beyond the classroom as the ability to write can enable the students to open the door to entrance into college, acquire their first job, and communicate better in society. Colleges and business leaders alike have noted that many potential entrants and employees cannot write. The National Commission for America's Families, Schools, and Colleges (2004) found that majority of large US companies consider writing ability when making hiring and promotion decisions (Zumbrunn and Krause, 2012). Writing has become foundational in finding meaningful employment across much of the work force (Gallagher, 2012).

Based on the two-year result of the English Proficiency Test (EPT), conducted by the National Education Testing and Research Center (NETRC) of the Department of Education (DepEd) to the teacher-applicants in the Division of Catbalogan City for school years 2014-2015 and 2015-2016 wherein they were assessed in their communication skills particularly along Structure, Written Expression, and Reading Comprehension, it was found out that the teacher-examinees got the lowest average percentage scores (APS) in Written Expression

of 44.14 and 49.12 compared with Structure that got 37.34 and 53.33 APS and with Reading Comprehension that got 71.58 and 72.12 APS.

From the average percentage scores for both 2014 and 2015 English Proficiency Tests, it can be noted that the aspect along Written Comprehension posted the lowest compared to Structure and Reading Comprehension. This implied that from the three linguistic areas where these applicants were tested, they find writing as their weak point. From the results of the study of Graham (2007), Hughey (2010), Zumbrunn and Krause (2012), and Gallagher (2012) and the results of the 2014 and 2015 EPT results of Catbalogan City Division for teacher applicants, it can be deduced that there is a need to train teachers and to develop their writing skills as they are tasked to educate the learners in developing effective English language communicative competence.

Determining the writing performance and experiences of secondary English teachers will greatly provide inputs in setting functional and effective writing training programs for secondary English teachers. Thus, this research study was conducted.

### **Statement of the Problem**

The study assessed the expository writing performance and experiences of secondary English teachers of Catbalogan City aligned with the academic year 2016-2017.

More specifically the study answered the following questions:

1. What is the profile of the respondents in terms of the following:

1.1 demographic characteristics:

1.1.1 age;

1.1.2 sex;

1.1.3 civil status, and

1.1.4 plantilla position?

1.2 professional characteristics:

1.2.1 academic degree obtained;

1.2.2 affiliation to professional organization;

1.2.3 relevant awards/recognition received;

1.2.4 active accounts on social networking, and

1.2.5 training programs attended from FY 2011-present?

1.3 work-related characteristics:

1.3.1 salary grade;

1.3.2 number of years in teaching, and

1.3.3 other remuneration?

2. What is the expository writing performance of the secondary

English teachers of the Catbalogan City Division in terms of:

2.1 content;

2.2 development;

2.3 organization;

2.4 conventions/language use;

- 2.5 grammar and usage;
  - 2.6 punctuation;
  - 2.7 capitalization;
  - 2.8 spelling, and
  - 2.9 handwriting/neatness?
3. What are the teacher-respondents' expository writing experiences?
  4. What should be the result of the expository writing experiences?
  5. Is there a significant relationship between the Raters' Rating and their profile?

### **Hypothesis**

There is one major hypothesis of the study as follows:

1. There is no significant relationship between the teacher-respondents' expository writing performance and their:
  - 1.1 profile, and
  - 1.2 expository writing experiences.

### **Theoretical Framework**

This paper anchored its theoretical underpinning on the Social Cognitive Theory of Bandura, Bruner's Constructivist Theory, and the Socio-cultural Theory of Vygotsky. The Social Cognitive Theory of Bandura (1986) consists of two important concepts of self-efficacy and self-regulated learning. Self-efficacy refers to one's perceived beliefs and judgments about one's capability to

complete a given task or activity necessary to attain designated levels of performance (Bandura, 1977a, 1977b, 1986). Learning consists of developing self-efficacious behaviors through mastery learning, imitation, modeling and social persuasion techniques. According to Bandura (1986, 1985), human learning occurs when individuals observe the behavior of others, abstract information from those behaviors, make decisions as to which one to adopt, and later, enact those selected behaviors. While the meta-cognitive skills are essential, the affective factor such as beliefs, expectations, introspections (forethought), and even persistence play a major role in learning.

Therefore, social cognitive theory, as was seen in the constructivist view, places the teacher once more in the role of a facilitator, guide and model of specific domains of learning. Students can become more efficacious learners in several ways. The most effective way of developing a strong sense of self-efficacy is through successfully learned and mastered experiences (Bandura, 1988). Learning is best accomplished when the steps are small, paced, and successfully mastered before going on to the next step.

Bruner's Constructivist Theory expounds that the outcome of cognitive development is thinking and that the intelligent mind creates from experience "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions" (Bruner, 1957, p.234). Thus, children as they grow must acquire a way of representing the "recurrent regularities" in their environment. So to Bruner, important outcomes of learning include not only the

concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to invent these things for oneself. Cognitive growth involves an interaction between basic human capabilities and culturally invented technologies that serve as amplifiers of these capabilities. Bruner's three modes of representations are the ways in which information are stored and encoded in memory, which are: the enactive (0 to 1 yr), that involves encoding action-based information and storing it in the memory; the iconic (1 to 6 yrs), is the mode of representation where information is stored visually in the form of images (a mental picture in the mind's eye); and the symbolic (7 years onward) where information is stored in the form of a code or symbol, such as language.

This research also finds theoretical anchorage on Socio-cultural Theory of Vygotsky (1976:86), it described learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the mental structure of the individual, and the second aspect is his idea that cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop. A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of

complex skills. Collaborative learning, discourse, modelling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning.

Based on the preceding theories, effective communication skills of English teachers are dependent on their perception, judgment, and in realizing the goals they have set for themselves such as being proficient and effective in the different forms of language communication. Meaning, their performance as to low, moderate, and high along English language depends in their personal will and decision of achieving the kind of performance that they want. The cited theories also apply to the learners who are exposed to the teachers' individual brand of instruction in schools aside from serving as the learners' models not only in the developing or teaching of the English language communication skills but also of the manifested gestures and utterances that the learners absorb, learn, and/or imitate. Meaning, the present status of the learners along English communication skills is a reflection of their teachers' communicative skills.

Teachers' command of the English language be it with mastery or otherwise in the four macro-skills: listening, speaking, reading, and writing is not developed solely in schools. Rather, effective English communication skills are further developed and enriched based on their constant exposure to the language through the printed literature, visual entertainment like movies, theatres, stage plays, news, etc, and interaction with effective/fluent English speaking individuals; attendance/participation in language training courses; and their

reading habits and reading background aside from their uniqueness as individuals brought about by their personal, educational and professional backgrounds.

These are scenarios that are hinged on the theories and at the same time describe or show the role of communicative competence in validating teachers' performance not only in writing but the entire or everything of the English language communication skills.

### Conceptual Framework

The conceptual schema of the study is presented in Figure 1.

The base frame of the conceptual epitome showed the research respondents of the study who were the Secondary School Teachers of Catbalogan City Division.

From the base frame, another bigger frame is connected which enclosed the main variables of the study presented by the three boxes. In the left and right frames are the variables for expository writing performance and expository writing experiences, respectively in terms of content, development, organization, conventions/language use, grammar and usage, punctuations, capitalization, spelling, and handwriting/neatness. The middle frame contains the profile of the respondents along the three categories which include the demographic characteristics on age, sex, civil status, and plantilla position; the professional characteristics particularly on the academic degree obtained, affiliation in

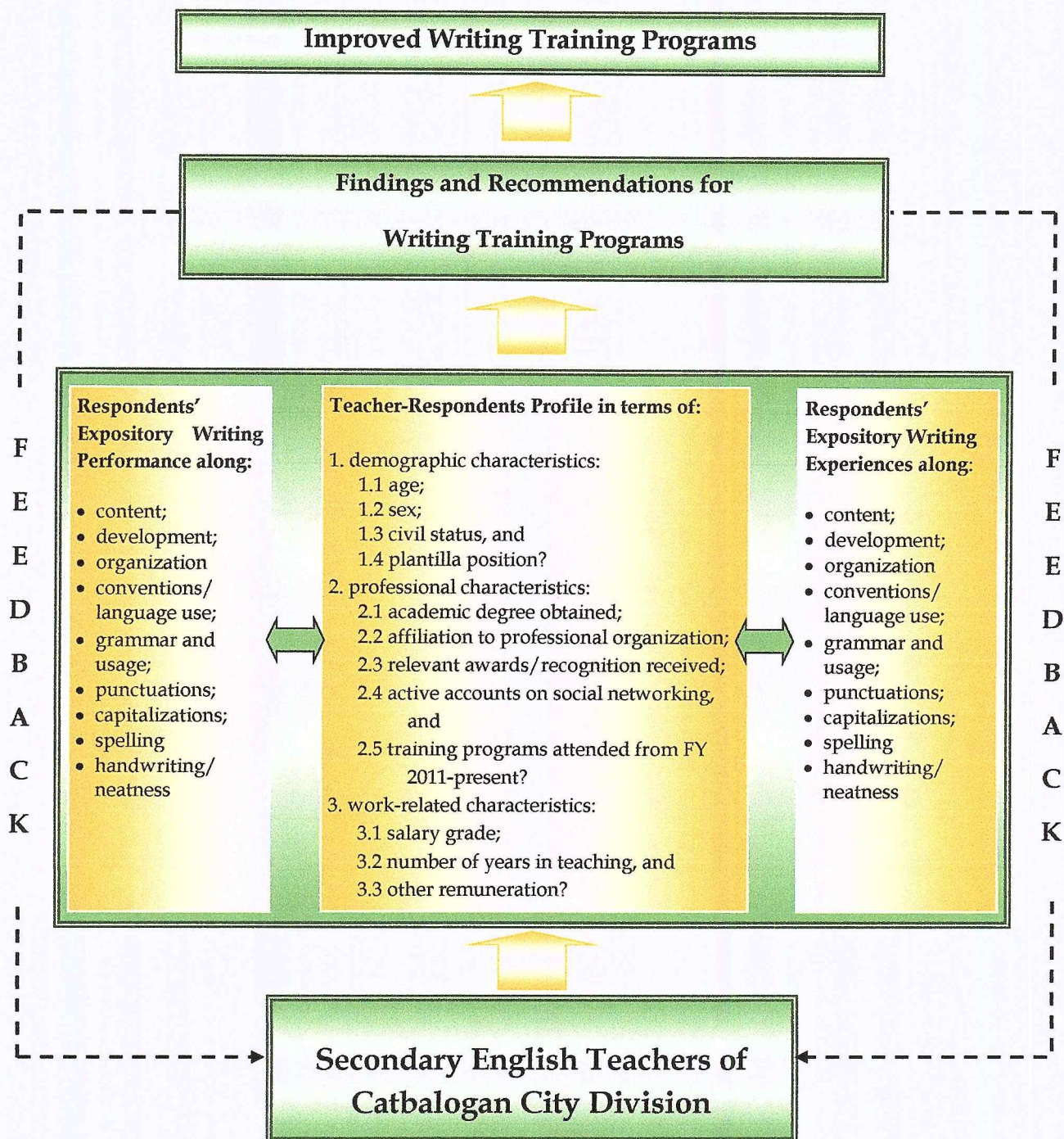


Figure 1. The Conceptual Framework of the Study

professional organizations, awards/recognition received, active account in social media, and number of training programs attended; and work-related characteristics along salary grade, number of years teaching English, and other remunerations.

Shown by the two double-directional arrow connecting the three boxes, the study assessed the significant relationship of the respondents' profile in terms of their demographic, professional, and work-related characteristics with their expository writing performance and expository writing experiences along the nine writing dimensions enumerated in the left and right boxes.

The findings and recommendations of the study would provide inputs for an effective writing training program among secondary English teachers in Catbalogan City Division, Department of Education (DepEd), Catbalogan City.

### **Significance of the Study**

The study primarily assessed the expository writing performance and experiences of secondary English teachers of Catbalogan City Division. It determined the relationship between the expository writing performance and experiences of the teacher-respondents and their profile variates, hence, the findings of this study benefits the following people.

**Secondary English teachers.** The teacher-respondents play a potent role in the effective transfer of learning to their students. This study would be advantageous to the teacher-respondents who will have the opportunity to

assess their level of expository writing performance and experiences. This would allow them to find means by which they can improve their writing performance, thereby making them competent in teaching English.

Division English Supervisors. This study provides knowledge on the writing performance of English teachers in the secondary level and would help them gauge as to what training inputs are to be the basis in sending teachers to seminars along writing.

School Administrators. The school administrators would be able to give an objective assessment of how these teacher-respondents perform in writing. With this, they would be guided with baseline information in the assigning of loads to English teachers and giving of designations where writing is the focal skills.

Stakeholders in Education. This study specifically addresses the stakeholders of the Catbalogan City Division, Department of Education. This study would enable them to put in perspective the need for enhancing the competencies of secondary English teachers in writing.

Future researchers. The study would give precedent to future researchers; hence, they would be encouraged to conduct studies that would center on the vast dimension of writing as a skill.

### Scope and Delimitation

This study focused on the expository writing performance and experiences of the secondary English teachers in Catbalogan City Division, Department of Education (DepEd) along school year 2016-2017. It sought to discover the relationship between the teacher-respondents' expository writing performance and experiences with the writing dimensions along content, development, organizations, and conventions/language used grammar and usage, punctuation, capitalization, spelling, and handwriting/neatness with their profile along demographic characteristics, professional characteristics, and work-related characteristics.

As shown in the map in the succeeding page, it involved forty (40) Secondary English Teachers in Catbalogan City Division.

The 40 respondents were from the following schools with the particular number of involved teachers: twenty - one (21) from Samar National School, five (5) from Silanga National High School, eight (8) from Catbalogan Comprehensive National High School, three (3) from Guinsorongan National High School, two (2) from Antonio G. Tuazon National High School, and one (1) from Eastern Visayas Regional Science High School. These teachers handled secondary classes in SY 2016 - 2017.

The study utilized a survey questionnaire, a writing activity based on the 501 Expository Writing Prompts (2003) and the expository writing experiences. The written output was measured using the modified Standard for Evaluating

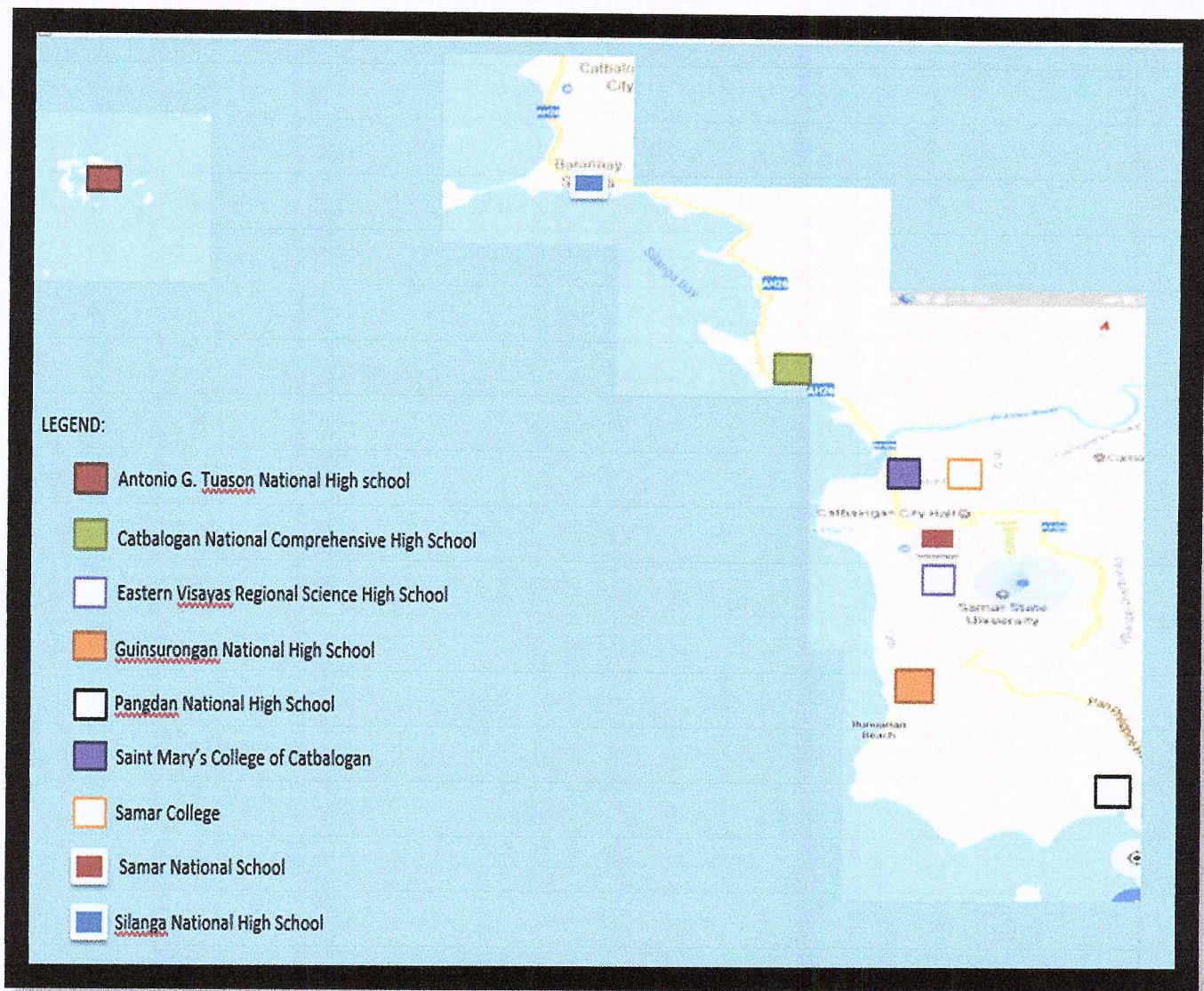


Figure 2. Map Showing the Locale of the Study

Expository Writing for Advanced Composition (Najimy, 1989) where the following writing dimensions were rated: 1) Content, 2) Development, 3) Organization, 4) Conventions/Language Use, 5) Grammar and Usage, 6) Punctuation, 7) Capitalization, 8) Spelling, and 9) Handwriting/Neatness

### **Definition of Terms**

The following terms are given their conceptual as well as operational definitions to allow readers to understand the nature of this research.

**Capitalization.** It refers to writing a word with its first letter as a capital letter or upper-case letter and the remaining letters in lower case in writing systems with a case distinction (Council of Science Editors, 2006:120). In this study, it refers to one of the dimensions of writing in which it evaluates teachers' way of writing appropriate words into upper cases based on what they include in their writings.

**Content.** It is the presentation of information for a purpose to an audience through a channel in a form (The Word Factory, 2011). In this study, it refers to the composition that shows an understanding and interpretation of the writing prompt.

**Convention/Language Use.** This refers to the rules for making language for instance the structures used, this can be compared to use, which considers the communicative meaning of language (BBC, n.d.). In this study, it refers to one of

the writing dimensions. It shows that the written response shows a sense of audience by using effective vocabulary and varied sentence structures.

**Development.** It is the process of adding informative and illustrative details to support the main idea in a paragraph or essay (White, 2004). In this study, the term refers that the composition gives a clear and logical explanation of ideas, using supporting material. It is one of the writing dimensions.

**English.** English is an Indo-European language, and belongs to the West Germanic group of the Germanic languages (Bammesberger, 1992). As used in the study, it refers to medium of instruction and the language employed in expository writing.

**Expository Writing.** It is defined as the presentation of reasons, explanations, or steps in a process, it should contain a main idea, supporting details and a conclusion (Nordquist, 2017). In this study, it measures the teacher-respondents writing performance through the writing prompts.

**Expository Writing Experience.** As applied in this study, it is the teachers' writing experience after they have written/developed the writing prompt of their choice and wherein they were made to describe their writing experience through a writing experience rating sheet based on the modified writing dimensions adapted from Standards for Evaluating Expository Writing for Advanced Composition (Najimy, 1989).

**Expository Writing Performance.** As applied in this study, it is the teachers' actual writing activity as they developed the writing prompt of their choice resulting as their written output.

**Grammar.** This term refers to the study of classes of words, their reflections, and their functions and relations in a sentence (Wilcox, 2004). As applied in this study, the term used in evaluating the expository writing output of the teacher-respondents specifically as to the rulings of the tenses of verbs, subject-verb agreement and correct usage of the parts of speech.

**Handwriting.** It is a writing created by a person with a writing utensil such as a pen or pencil, it includes both printing and cursive styles and is separate from formal calligraphy or typeface (Huber & Headrick, 1999). Operationally, it is one of the dimensions of writing.

**Language.** It refers to the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system (Tecumseh, 2010). It is in the same manner that this term was used in this research.

**Organization.** This term refers to the arrangement of ideas, incidents, evidence, or details in perceptible order in a paragraph, essay or speech (Wibers, 2000). In this study, it refers to a writing dimension. Organization shows that the composition depicts a coherent, orderly, well-reasoned approach.

**Punctuation.** It is the use of spacing, conventional signs, and certain typographical devices as aids to the understanding and the correct reading, both

silently and aloud, of handwritten and printed texts (Robert, 2002). In the light of this study, it refers to one of the dimensions of writing.

**Spelling.** It is a linguistic process of phonemic orthography (correct writing) with the necessary letters and diacritics present in a comprehensible order, usually with some degree of standardization; it is "the conventions which determine how the graphemes of a writing system are used to write a language (Coulmas, 1996). Same context is used in this study.

**Profile.** Conceptually refers to the description of someone containing all the most important or interesting facts about a person (Cambridge Dictionary, n.d.). In this study, it refers to the teacher -respondents' (age, demographic, professional and work - related characteristics. DC covers sex, parents' educational background, parents' occupation, socio-economic status, previous college grades in English, secondary school graduated from, and language aptitude.

**Writing.** It is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols (Robinson, 2003). It is in the same manner that this term is used in this research.

**Vocabulary.** It is the set of words known to a person or other entity, or that are part of a specific language (Flynn, 2008). This term will be defined in this study as one of the criteria in rating the written language performance.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

The present section discusses ideas from local and foreign authors of books, journals, magazines and other reference materials that find significant bearing with the present study which deals with writing, writing performance and experiences of teachers. In addition, this also consists of excerpts from unpublished materials such as master's theses and dissertation papers that are found to have relevance to the present study.

#### Related Literature

The foregoing are ideas from local and foreign authors of books, journals, magazines and other reference materials that deal with written English language proficiency and the expository writing performance and experiences of English teachers.

Learning the English language greatly varies from person to person. Language researchers point-out some factors deemed essential in one's better learning and grasp of English. Attitude towards learning the language, intelligence, personal will to learn the language, exposure and practice in the meaningful use of it are among the factors relative to be helpful in students' acquisition of the language.

Language literature involves the four macro-skills: listening, speaking, reading and writing. Among the skills mentioned, the last is the most complicated skill to develop (Leki, 1991). Writing enables an L2 learner to express his/her thoughts on paper thus displaying his/her knowledge of linguistic structures, idioms, vocabulary, and rhetoric. As Leki (1991:8) noted, writing is the result of the students' reflections on their speaking, listening and reading experiences in their L2. Thus when students are rather conscious of linguistic forms while writing instead of writing freely what they want to say, they will not develop the confidence and the sense of power over language. In other words, if students themselves are not well equipped with the needed skills in writing, they will generally consider writing a difficult task.

Of the four macro-skills related to language proficiency, it has been argued that learning to write in a second language (L2) is far more challenging than learning to listen, to speak or to read a foreign language (Bell & Burnaby, 1984; Bialystok, 1978; Nunan, 1989). Writing requires coordinating a complex and multifaceted set of skills and learning these skills requires careful instruction and guidance from teachers who are competent and confident in their writing ability (Ochsner & Fowler, 2004). For a writing class, teachers have to meaningfully respond to and critically evaluate students' written work such as the ones produced under traditional writing tests, which are then scored on some sort of numerical scale (Hamp-Lyons, 1991) or other informal assessment activities such as portfolios or take home writing assignments. It can be seen that teachers'

capabilities for evaluating writing and their competence to provide feedback to students are closely tied to their ability to judge other levels of writing quality and use these judgments in providing their students with diagnostic feedback (Dappen, Isernhagen, & Anderson, 2008).

One possible reason why students' writing is not what it should be is because schools are not doing an adequate job of teaching it. According to the National Commission on Writing (2003), writing is the most neglected of the three Rs in the American classroom. The instructional recommendations offered by the commission, however, are limited and relatively vague with regard to instructional practices, because they are primarily limited to increasing the amount of writing students do within and outside of school, assessing students' progress in writing, using technology to advance the learning and teaching of writing, and better preparing teachers to teach writing.

This writing difficulty that students experience is a predictor of the situation that the teachers are in with regards to writing. It is a well-known fact that our learners are the reflection of the kind of teachers that we have. If the teachers are strongly grounded on the knowledge and skills relative to written communication, then this strong foundation will be manifested in/by the students themselves.

Zamel (1983) and Raimes (1985) describe the process of writing as recursive and complex. In spite of the fact that there are identified stages in

composing a text, basic writers continue to go back to some of these stages as often as they can until they have completed their writing.

Like speaking, writing is a productive skill because at the end of the writing task, the student is able to create something. It is the result of employing strategies to manage the composing process, which is one of gradually developing a text (Hedge, 2000). It involves a number of activities – setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing.

There are four different types of writing styles: the expository, the descriptive, persuasive, and narrative. Of these four, the expository writing style is the most common. It simply explains, contains facts and figures, and follows a logical order. But its simplicity is not a guarantee that everyone can write a good expository composition.

Expository writing comes in a variety of forms, but in general it is a factual writing for the purpose of informing others. The straight information report, how-to-piece, compare-contrast writing, even biography is considered expository writing. Because the purpose of expository writing is to inform an audience of others, organization is key so that the reader can glean information presented in a straight forward, logical, sequential way. Building exposition so that the information it contains is readily accessible to the readers often depend on having a strong organizational strategy and user-friendly graphic organizer to plan the writing. Contrary to what many of us experience, this kind of strong

organization does not mean that the writing will be formulaic, stilted or boring ([empoweringwriters.com/expository-writing/](http://empoweringwriters.com/expository-writing/)).

Despite the importance of writing, too many youngsters do not learn to write well enough to meet the demands of school or the workplace. Findings from the most recent US National Assessment of Educational Progress revealed that many youngsters do not develop the competence in writing needed at their respective grade levels (Persky, Daane, & Jin, 2003). Likewise, college instructors estimated that 50% of high school graduates are not prepared for college-level writing demands (Achieve, Inc. 2005).

Adolescents who do not learn how to write well are at a disadvantage. In school, weaker writers are less likely than their more skilled classmates to use writing to support and extend learning in content classrooms. Their grades are likely to suffer, especially in classes where writing is the primary means for assessing progress (Graham, 2006 b). Their chances of attending college are reduced because universities increasingly use writing to evaluate applicants' qualifications. At work, writing has become a gateway for employment and promotion, especially in salaried positions, (see reports by the National Commission in Writing, 2004, 2005). Employees in business as well as government (local, state, and federal) are expected to produce written documentation, visual presentations, memoranda, technical reports, and electronic messages. In the community at large, as E-mail has progressively

supplanted the telephone for the purpose of communication, adults who are not able to communicate in writing maybe unable to participate fully in civic life.

Young (1995) informs that oral communication is the mode of choice in most of the work places today. But two working tasks still loom before the entry level workers: writing reports and filling out forms. For example, many companies these days are seeking certification in a variety of world class standards programs, like ISO or QS9000. These certifications require extensive documentation. Workers are hired to fill out reports that ask them to describe exactly what they do and how they do it. We have to remember that when our students are in our classes, they are not just learning the skills they need for their first job. They are gaining the skills for a career. A clear, concise technical style will always be an asset.

Thus, there is a need to capacitate teachers well along effective communication particularly in their writing skills as they are tasked to educate our learners who, when the time comes look for jobs wherein one of the prerequisite skills needed to be hired is hurdling a written or a writing test.

However, for the teachers to be able to effectively teach language communications like for example writing, it is a must that teachers are confidently comfortable with the skills and knowledge that they have to be able to put across or to develop in the learners the language communication skills that will aid the learners to succeed in their studies and in their chosen careers. This is where teacher's teaching beliefs come in.

Within the field of L2 writing, the relationship between teachers' writing beliefs and their teaching practice has been investigated in various contexts, including the Asian context (e.g. Lee, 1998, 2009; Yang, 2010). Writing beliefs are defined as views about writing and learning to write and they are seen as being contextual, social, and dynamic in nature (Barcelos & Kalaja, 2003, 2011).

Tudor (2001) in his study utilized the concept of "rationality" in ascertaining the impact of teacher writing beliefs on student learning. This term is employed to highlight the central role played by "human perceptions and expectations" (Tudor, 2001, p.22) in both language learning and teaching.

Tudor (2001, p. 32) defined rationality as "an internally coherent set of beliefs about the nature and goal of language teaching" exhibited by participants involved in a teaching and learning situation, including teachers and students in the first place, but also other participants such as originators of a certain "methodology" (e.g. instructional approach and associated pedagogical activity), educational or institutional authorities, and the broader community.

With this, it can be said that perception or belief in one's own writing competence or capacity in other communicative skills matter in being considered as possessing communicative skills or language proficiency.

Language proficiency has long been recognized as one of the most essential characteristics of a good language teacher (Lange, 1990). This recognition has given rise to concerns about language teachers' proficiency, particularly for English-as-a-foreign-language (EFL) teachers (Arva & Medgyes,

2000; Coniam & Falvey, 1996, 2000, 2001, 2007; Elder, 2001). Nunan (2003) suggests that English language proficiency for many teachers is not enough to provide learners with the rich input needed for successful foreign language acquisition. Apart from the important role that language proficiency plays for students, it has been argued that the language proficiency of teachers is too often overlooked (Johnson, 1990; Richards, 1998).

Relating this idea to the findings of the Education Bureau (2011) and that of Lin (2007) on teachers' writing performance wherein the results of teachers taking *Language Proficiency Assessment for Teachers of English* (LPAT) on different papers from 2001 to 2011 were compared, it was found out that the scores on the Writing papers are the weakest.

This finding is a confirmation that writing is a difficult task based on the survey conducted by the Social Weather Station (SWS) in April 2008 on the self-assessed proficiency in English of the Filipinos wherein it was revealed that three-fourths of the Filipino adults (76 percent) say they understand spoken English, 75 percent say they read English; three out of five (65 percent) say they write English; and close to half (46 percent) say they speak English ([www.promote-english.com/index.htm](http://www.promote-english.com/index.htm)). The survey result shows that Filipinos find writing as the second hardest skill to perform next to speaking.

### Related Studies

The studies are cited here as they find similarity with the present study since they investigated on English communication competence and writing performance proficiency in other field of studies.

Teachers teaching English face a huge task in providing literacy to learners especially in the development of their language communication skills that are expected to make them academically capacitated which in turn will give them the edge in pursuing and maintaining their chosen careers.

Establishing a single standard of excellence in writing --- particularly in expository writing and enhancing teacher efficacy in teaching writing requires a paradigm shift. It is a change that requires the formulation and the standardization of writing process and evaluation criteria for writing across all subjects, hours of professional development, and the willingness to consistently reflect and revise the program based on teacher feedback and student outcomes. "Change is always difficult, so administrators who are responsible for implementing a new and possibly unpopular policy find themselves in a challenging situation" (Fowler, 2009, p. 19).

A concrete example of a change in classroom setting is aptly described in the observation of Gallagher (2011, p.4) in which students' performance on standardized assessments now factors into a new teacher evaluation system that holds teachers accountable for student achievement whereby educators are pressured to spend an unrealistic time preparing for multiple choice exams.

Hughey (2010, p.32) also averred that while standardized tests in English language arts assess both reading and writing, teachers spend significantly more time in preparing students for the reading component as it weighs more heavily on a student's overall score. The amount of time deemed as strictly for reading and mathematics has increased causing other subjects, including writing, to be pushed to the margins of the curriculum.

The statements of Gallagher and Hughey confirm that writing is not given focus in schools based on the policy brief from the National Council of Teachers of English (2011) on the decline in the number of weekly writing tasks that students do outside of their English classes. Taylor (2008, p. iii) claimed that although students need to be prepared to successfully communicate through the written word, many are not achieving writing success on national assessment standards. A group of researchers has indicated that in addition to writing instruction becoming marginalized, teachers may not possess the appropriate skills and strategies for preparing students for success in writing.

The complexity of writing skills and development needs to be addressed in a writing curriculum or in any writing task. Olshtain (2006) avers that the writing process, in comparison to spoken interaction, imposes greater demands on the text, since written interaction lacks immediate feedback as a guide.

The lack of writing skills reaches far beyond the classroom as the ability to write can enable the students to open the door to entrance to college, acquire their first job, and communicate better in society (Hughey, 2010). However,

colleges and business leaders alike have noted that many potential entrants and employees cannot write. The 2004 National Commission on Writing for America's Families, Schools, and Colleges found that majority of large US companies consider writing ability when making hiring and promotion decisions (Zumbrunn & Krause, 2012). "Writing has become foundational in finding meaningful employment across much of the work force" (Gallagher, 2011).

Graham and Perin (2007) noted in *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* that teachers need to feel capable in this area of instruction in order to help students develop their writing skills. The ultimate goal is to improve student achievement in writing by fostering teacher efficacy in teaching writing.

While researchers acknowledge the vital role that self-efficacy plays as students prepare to write, few researchers have examined how self-efficacy impacts writing teachers as they prepare and implement writing instruction (Holmes, Jerich, Al-Bataineh, & Williams, 2010).

Teaching writing is somewhat difficult and somewhat an abstract process. Proper methods, concepts, and strategies for teaching writing often elude most teachers typically because they were never taught effective writing strategies (Thompson, 2011).

Graham noted that writing teachers need to be positive role models of writing, but they must first feel confident and prepared to teach writing effectively (cited in Zumbrunn & Krause, 2012, p. 348).

Troia, Lin, Cohen, and Monroe (2011) in their year-long study of writing teachers who received professional development in writing aimed to determine if teachers' personal beliefs about writing affected their instructional practices concluded that the kinds of epistemologies and beliefs that teachers have about writing and their perceived level of competence led to a variance in classroom practice. Teachers with higher levels of perceived competence enacted more elements of an effective writing workshop (Cohen & Monroe, 2011). The researchers noted that cumulative years of experience in the classroom led teachers to report more comfort with teaching writing and therefore a higher degree of confidence.

G.W. Brooks (2007) in his study noted that teachers' perception of their own writing impacts their teaching writing. Therefore teachers must be cognizant of their self-perception of writing and how writing instruction is manifested in their classrooms.

In order for teachers to help students make greater gains with writing they must examine their own beliefs about what writing instruction looks like. Gallagher (2011) shared the importance of modeling for students. He shared that teachers should be the best writers in their classroom and that students don't need the best writer in the classroom to simply assign writing, but rather to model the struggle of producing a cogent worthwhile piece of writing. Likewise, Singer and Scolley (2007) found that teachers promoted significantly greater gains in students' writing achievement when they used model texts intensively.

Ericsson, Prietula, and Cokely (2007) examined how one becomes an expert. They cited a study conducted by Bloom that analyzes the critical factors that contribute to talent. The researchers concluded based on Bloom's study of 120 elite performers who had won international competitions or awards, that deliberate practice that pushes you beyond your comfort zone is important in gaining expertise in any area. "This will require a well-informed coach not only to guide you through deliberate practice but also to help you how to coach yourself" (Ericsson et al., as cited in Gallagher, 2011, p. 233). With regard to writing, the expert coach should be the classroom teacher who needs the instructional efficacy to assume this role.

While many English teachers have been trained in assessing writing through the evaluation of a student's errors or writing missteps, Gallagher (2011) emphasizes the need for teachers to focus on the positive aspects of a student's writing, just like any other type of coach who models the proper technique. He further suggests that more of an emphasis on what good writing looks like is more productive in the classroom and leads to greater growth than a focus on the mistakes that writers make.

However, in spite of the many studies aimed at developing writing communication skills it can not be denied that new events crop up that affect the development of language communication skills.

Heavens (2015) in his study claimed that handwritten communication has declined rapidly because of the new technological era that now permeates our society. With the increase of technology in the classroom and home, penmanship has become outdated; students no longer focus on how to do handwritten assignments (Gardner 2008). "Teaching kids how to write (as opposed to simply assigning writing) was hard and it took a lot of time" (Gallagher, 2011).

However, the study of Denham (2006) that assessed the relationship between educational level and length of teaching experience on teachers' and administrators' perception of handwriting wherein over-all there was no significant difference in perception to either of these factors because the instruction for handwriting and the remediation for illegible handwriting has been based more on tradition than on research findings is in contrast with the findings of Troia, Lin, Cohen, and Monroe (2011) that claimed that teachers with higher levels of perceived competence enacted more elements of an effective writing workshop.

Paug (2008) in his study *Effects of Process Approach in Developing the Writing Skills of College Freshman Students* recommended teachers' feedbacks to help students improve their writing skills. However, the development of one's writing skill is also tied up to his or her background knowledge or schema. Gallagher (2011) cited that possessing background knowledge is foundational to producing meaningful writing. "Informational reading is efferent and functional... we build our store of knowledge with it" (Rosenblatt as cited in Newkirk, 2012).

Informational text includes nonfiction readings, articles, blogs, charts, graphs, and other sources of non-fiction information. The new national standards promote the idea that students need significant and relevant background knowledge to access more complex texts and write with greater meaning and sophistication (Gallagher, 2011).

While many English teachers have been trained in assessing writing through the evaluation of a student's errors or writing missteps, Gallagher (2011) emphasizes the need for teachers to focus on the positive aspects of a students' writing, just like any other type of coach who models the proper technique.

Traditionally, the responsibility for teaching writing in schools has been the singular territory of English teachers. English teachers can provide leadership, but writing instruction will never be effective if it is not reinforced by teachers in every other department (Gere, 2010, p.38). Also, studies included in Graham and Perin's (2007b) meta-analysis suggest that writing performance improves when the teaching of grammar and written language conventions are integrated with instruction in the writing process. In short, teaching writing should not be done in isolation. It should be a concerted effort of all the teachers and that it should be integrated in the different learning areas if we want to develop good writers among our students.

To better understand the behaviors of good writers, researchers looked at four major cognitive processes underlying writing: planning processes, which involves retrieving the ideas from the individual's long term memory or the

environment; translating processes, which involves the grammatical encoding of the ideas retrieved during the planning process; transcribing processes, which are the processes involved with writing the text down ; and the revising processes, which involves comparing text that has already been down to the writer's mental representation of the intended text (Beauvais, Olive & Passerault, 2011).

It is good to have in mind the idea of what a good writer should be considering that teachers and students are now a part of the social media and digital technology landscape. Risto (2014) cited that new teachers must be prepared to handle students' writing habits from text and social media that trickle into their academic writing. And teachers as they are who could also be used to the social media style language in academic writing, it is still vital that they should know how to communicate properly in a professional environment. New teachers must be prepared to write formal communication with department heads, principals, and parents. Further, teachers must be prepared to model appropriate academic language for students.

Teachers should be active participants in writing, should be positive role models, and should communicate the importance of writing through their classroom practices (Zumbrunn & Krause, 2012). Effective writing instruction encourages student motivation and engagement. Teachers must find ways to tap into students' interests and experiences to motivate them to engage in the writing process. Students need to write for real audiences and real purposes and

be emphasized with the idea that writing serves as a means for social engagement and communication. Heick (2013) asserts that teachers may decide to add a technological publishing component to the writing process by including instruction on how to publish their works or blog sites or other technological venues that may result in enhanced enjoyment of the writing process.

With all the inputs in writing, its complexities, its profound effect in our everyday lives, its but right to capacitate further the English teachers on the knowledges and skills that will help them effectively develop in the learners writing skills that will ensure their success in school and in their chosen careers.

## Chapter 3

### METHODOLOGY

This chapter presents the research design, the instrument used as primary tool in gathering data needed by the study, the validation process, the overall procedure, and statistical treatment of data.

#### Research Design

This study employed a descriptive with correlational analysis. Descriptive data was collected to determine the level of expository writing performance of the secondary English teachers in Catbalogan City Division and their expository writing experiences.

The correlation analysis was used to assess the relationship between the level of the teacher-respondents' expository writing performance to their profile, and then to their expository writing experiences.

Three expository writing prompts were utilized as springboard for the expository writing test adapted from 501 Writing Prompts (2003) while the assessment for the expository writing experiences were taken from the modified writing dimensions adapted from Standards for Evaluating Expository Writing for Advanced Composition (Najimy, 1989) that was made into a rating-checklist. The expository writing prompts and expository writing experiences rating-

checklist were pilot-tested to ten secondary schools English teachers in Samar Division.

Frequency and percentage distribution, mean and standard deviation, Fisher's t test, and Kappa statistics were used in the statistical treatment of data.

### **Instrumentation**

The study employed a survey questionnaire, an expository writing test and an expository writing experience rating sheet. Part I determined the profile of the respondents. Part II assessed the expository writing performance of the teacher-respondents. Part III assessed the expository writing experience of the respondents through self-rating and evaluation of the external raters.

**Part I. The Teacher-Respondents' Profile.** This part identified the profile of the respondents along demographic characteristics, professional characteristics, and work-related characteristics. Demographic characteristics revealed the respondents' age, sex, civil status, and plantilla position. Professional characteristics included the academic degree obtained, affiliation in professional organizations, awards and recognition received, active account in social media, and training programs attended. Salary grade, number of years teaching English, and other remunerations were noted along work-related characteristics.

**Part II. The Expository Writing Activity.** This part assessed the expository writing performance of the teacher-respondents through the use of

three (3) writing prompts adapted from 501 Writing Prompts (2003). Each teacher-respondent was made to choose only one of the three writing prompts provided for them to develop. The written output of the respondents served two purposes: first, as the basis of the teacher-respondents to describe through self-rating their expository writing experience using the rating-checklist; and second, as the basis of the external-raters to assess the expository writing performance of the teacher-respondents using the same rating-checklist that the subjects used. The expository writing outputs of the respondents were evaluated using the Standards for Evaluating Expository Writing for Advanced Composition (Najimy,1989), as follows: 1) Content, 2) Development, 3) Organization, 4) Conventions/Language Use, 5) Grammar and Usage, 6) Punctuation, 7) Capitalization, 8) Spelling, and 9) Handwriting/Neatness.

**Part III. Expository Writing Experience.** This part assessed the teacher-respondents' expository writing experiences based on the expository writing prompts they have developed. Using the Standards for Evaluating Expository Writing for Advanced Composition (Najimy, 1089) that was modified into a rating-checklist, they were made to choose only one indicator that closely/best described their writing experience while developing the writing prompts. There were six indicators assigned to each of the nine writing dimensions along 1) content, 2) development, 3) organization, 4) conventions/language use, 5) grammar and usage, 6) punctuation, 7) capitalization, 8) spelling, and 9) handwriting/neatness. Each writing dimension used a score range wherein the

first two top indicators were assigned one-point each for low level, the next two middle indicators with two-points each for the moderate level, and the last two bottom indicators with three-points each for the high level.

### **Validation of the Instrument**

The survey questionnaire, the expository writing prompts, and the expository writing experience rating-checklist were validated through a pilot-testing method. The target participants of the validation phase were ten (10) secondary English teachers in the Division of Samar four (4) of whom were teachers from Motiong National High School (MNHS) and six (6) teachers from Wright National High School (WNHS). With the approved letter-request of the researcher to conduct pilot-testing of the questionnaire-package signed by the schools division superintendent and the respective school heads of said schools, the researcher went to the identified schools to personally administer the research instrument. It was first administered to the four (4) secondary English teachers of Motiong National High School (MNHS) wherein the researcher and the teachers gathered in their Guidance Office for a brief introduction and orientation after which they proceeded to answer the questionnaire-package. The teachers first responded to the needed information in Part I (Profile of the Teacher-Respondents), once they were done, they proceeded to work on Part II (Expository Writing Performance) wherein they were made to choose only one (1) topic to be developed from the three (3) writing prompts provided within a

one-hour timeframe. Part III (Expository Writing Experiences) was accomplished upon the submission of the developed writing prompts of the validators. While the teacher-validators were working on the tasks required, the researcher was at hand all throughout the conduct of the pilot-testing to entertain whatever questions they might encounter while answering the questionnaire-package. This was to note concerns relative to the contents of the research instrument that may need clarification and a subsequent change in the research tool prior its administration to the target teacher-respondents. The researcher noted that the validators raised no questions throughout the pilot-testing although they were encouraged to raise concerns.

In Wright National High School (WNHS), the second school in which six (6) English teachers were to take the pilot-testing of the questionnaire-package, only four (4) teachers were able to attend the brief orientation and the subsequent pilot-testing of the research tool in the SBM Room. There were two (2) teachers who were not able to join in the validation as they had pressing prior engagements and at the same time maybe they were not so keen on undergoing validation especially in English language communication skills because they were not sure or they were not convinced with their being English teachers. The same process in the administration of the questionnaire-package was observed. Although the teacher-validators were encouraged to raise questions regarding the tool, there were none raised. Still, the researcher would have welcomed feedbacks or inputs for the improvement of the research instrument.

### **Sampling Procedure**

The study employed total enumeration method. The respondents of the study were the forty (40) secondary English teachers in Catbalogan City Division, to wit: twenty-one (21) from Samar National School (SNS), five (5) from Silanga National High School (SNHS), eight (8) from Catbalogan Comprehensive National High School (CNCHS), three (3) from Guinsorongan National High School (GNHS), two (2) from Antonio G. Tuason National High School (AGTNHS), and one (1) from Eastern Visayas Regional Science High School (EVRSHS).

### **Data Gathering Procedure**

The researcher asked the approval of the Schools Division Superintendent (SDS) and the secondary school principals/administrators to allow the researcher to administer the research instrument composed of a survey questionnaire, expository writing prompts, and expository writing experience rating checklist to the secondary English teachers in the division of Catbalogan City. Upon the approval of the concerned officials, the researcher proceeded in the administration of the research tool on the specified date, time, and venue.

On the appointed date, time, and place, the researcher met the 40 teacher-respondents who were secondary English teachers for SY 2016-2017 distributed as follows: twenty-one (21) from Samar National School (SNS), five (5) from Silanga National High School (SNHS), eight (8) from Catbalogan National

Comprehensive High School (CNCHS), three (3) from Eastern Visayas Regional Science High School (EVRSHS), two (2) from Antonio G. Tuazon National High School (AGTNHS), and one (1) from Guinsorongan National High School (GNHS). But only thirty-seven (37) teachers responded because the three others were on leave.

Before the research tool was administered, the respondents were subjected to a brief introduction and orientation on how the tool will be treated. The respondents then started with Part I for their profile, followed by Part II, the development of their chosen writing prompt out of the three prompts or topics provided which served as their expository writing performance, and then the last part, Part III, the expository writing experience rating sheet that was crafted from the modified Standard for Evaluating Expository Writing for Advanced Composition (Najimy, 1989). In here, the respondents were made to choose by ticking only one out of the six indicators that closely/best described their writing experience while developing the writing prompt. The same material was also used by the external-raters in assessing expository writing performance of the respondents.

The tabulation of data followed after the administration of the research instrument was done. Then, the services of the statistician for the tallying and treatment of the data for the statistical processing was availed by the researcher.

### Statistical Treatment of Data

The study used the descriptive-correlational research design. Descriptive data was collected to determine the level of expository writing performance of the secondary English teachers in Catbalogan City Division with their expository writing experiences. Correlational analysis was used to assess the relationship level of the teacher-respondents' expository writing performance to their profile and then to their expository writing experiences.

The statistical tools used were frequency and percentage distribution, mean and standard deviation, Fisher's t-test, and Kappa statistics in the treatment of the data.

Frequency counts and percentage distribution. These were used in the analysis of teacher-respondents' profile in terms of demographic characteristics, professional characteristics, and work-related characteristics. Moreover, frequency counts were also employed in projecting the number of score under low, moderate and high level performance in the expository writing experience.

Mean and standard deviation. This were employed to give the mean age of the respondents and the corresponding extent it differs from a fixed value.

Fisher exact probability. This was employed to test if there was a significant relationship between the respondents' expository writing performance with the profile variables. At the same time the writing dimensions with the writing performance of the respondents and their writing experiences.

**Kappa statistics.** This was used to determine if the raters agree with each other about the category membership of each teacher-respondent (whether low, moderate, high) along each of the nine writing dimensions.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analyses and the interpretation of results, thus answering the specific questions and testing the validity of the hypotheses presented in Chapter 1.

#### Profile of the Teacher-Respondents

As gleaned in Tables 1 to 3, they present the profile of the respondents categorized into demographic, professional and work-related characteristics, and discussed as follows:

Demographic characteristics. Table 1 presents the demographic characteristics of the teacher-respondents in terms of age, sex, civil status, and plantilla position.

From the table, the mean age of the teacher-respondents pegged at 37.0 with an SD of 11.34 distributed as: 13 or 37.1 percent of the respondents were less than 30 years old, ten or 28.6 percent belonged to the 31-40 years-old age bracket, nine or 25.7 were under the 41-50 years-old age bracket, and three respondents or 8.6 percent were 50 years old above. This showed that most of the secondary English teachers in the division were younger. The age of the teacher-respondents would imply further that most of them are not yet seasoned teachers in English. The number of years of teaching the subject and experiences gained

by the teachers affect students' performance. Ng and Feldman (2008) conducted a study that utilized an expanded meta-analysis on the relationship of age and the dimensions of job performance as core task performance, creativity, performance in training programs, organizational citizenship behaviors, safety performance, general counterproductive behaviors, workplace aggression, on-the-job substance use, tardiness, and absenteeism. The findings revealed that although age was largely unrelated to core task performance, creativity, and performance in training programs, it demonstrated stronger relationships with the other seven job performance dimensions. It is noted then that age affects job performance in different dimensions like organizational citizenship behaviors, on-the-job substance, and even regularity and promptness.

Of the 37 teacher-respondents, 78.4 percent were females while eight respondents or 21.6 percent were males. This meant that female teachers dominated over the male teachers in teaching English in the secondary level. With this result, it can be implied that majority of the teacher-respondents might perform better in writing. This is affirmed by the study of Hedges and Nowel (1995) entitled "Sex Differences in Mental Test Scores, Variability, and Numbers of High Scoring Individuals." The study revealed that females performed substantially better than males. Further, the study implied that in actual writing activities, males were, on average, at a rather profound disadvantage when it comes to writing.

Table 1

## Demographic Characteristics of Teacher-Respondents

Demographic Characteristics Variables	<i>f</i>	<i>Percent</i>
<b>Age (Mean=37.0; SD = 11.34)</b>		
Less than 30 years	13	37.1
31 - 40 years	10	28.6
41 - 50 years	9	25.7
More than 50 years	3	8.6
(No Response)	(2)	-
<b>Total</b>	<b>35</b>	<b>100.0</b>
<b>Sex</b>		
Male	8	21.6
Female	29	78.4
<b>Total</b>	<b>37</b>	<b>100.0</b>
<b>Civil Status</b>		
Single	12	32.4
Married	24	64.7
Widow(er)	1	2.7
<b>Total</b>	<b>37</b>	<b>100.0</b>
<b>Plantilla Position</b>		
Teacher 1	15	40.5
Teacher 2	11	29.7
Teacher 3	9	24.3
Master Teacher	2	5.4
<b>Total</b>	<b>37</b>	<b>100.0</b>

Majority of the respondents that is, 24 or 64.7 percent were married, 12 respondents or 32.4 were single, and one respondent or 2.7 percent was a widow(er). Meaning, majority of the secondary English teachers were married, quite a few were single and one was a widow(er).

Of the 37 respondents, 15 or 40.5 percent were Teacher 1, 11 respondents or 29.7 percent were Teacher 2, nine respondents or 24.3 percent were Teacher 3, and two respondents or 5.4 percent were Master Teachers. It could be implied

that most of the secondary English teachers occupied the first two lower levels of the Second Level Plantilla Positions and that a few have been appointed Master Teachers.

Professional characteristics. Table 2 provides the professional characteristics of the teacher-respondents in terms of academic degree obtained, affiliation to professional organization, relevant awards/recognition received.

As can be gleaned from the table that of the 37 teacher-respondents, 35 respondents or 94.6 percent were Bachelor's degree holders while two respondents or 5.4 percent were Master's degree holders. It could be implied that majority of the teacher-respondents have not pursued their graduate studies to enrich them professionally. This may affect their efficiency and effectiveness in teaching that most likely may affect students' performance. Hammond (200) revealed that that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics. Hammond further indicated that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.

Table 2 further revealed that 21 respondents or 56.8 percent were affiliated to professional organizations while 16 respondents or 43.2 percent had no membership in any professional organization. This means that almost 60 percent of the teachers served either as officers or members in professional organizations

and about 40 percent of them were not affiliated in any organization. This result implies that a number of these teacher-respondents need to join professional organizations for career enhancement and networking. Cherwin (2010) posits that joining professional organizations can enhance professional networking and can broaden one's knowledge. Moreover, Cherwin explains that joining professional organizations brings opportunities to learn about breaking news in one's career, learn "best practices" or new ideas, hear about key achievers in one's field and also meet and brainstorm with others who are also looking to share and learn new information.

Twenty-one of the teacher-respondents or 56.8 percent of the English teachers have not received any relevant award/recognition while 16 respondents or 43.2 percent have received awards in the local, regional or national levels. It could be deduced that almost 60 percent of the teachers are yet to be given recognition while about 40 percent had already received awards. Andrews (2011) capitalized that recognition is a very rewarding experience for an excellent classroom teacher and his or her students. The study of Andrews also revealed that teachers receiving recognition and awards for their teaching from praise recognition programs are providing motivation for them to continue high-level instruction.

Table 2

## Professional Characteristics of Teacher-Respondents

<b>Professional Characteristics Variables</b>	<b><i>f</i></b>	<b><i>Percent</i></b>
<b>Academic Degree Obtained</b>		
Bachelors degree	35	94.6
Master's Degree	2	5.4
<b>Total</b>	<b>37</b>	<b>100.0</b>
<b>Affiliation to Professional Organizations</b>		
As officer/member	21	56.8
No membership	16	43.2
<b>Total</b>	<b>37</b>	<b>100.0</b>
<b>Awards/Recognition Received</b>		
Received (Local, Regional, National)	16	43.2
None	21	56.8
<b>Total</b>	<b>37</b>	<b>100.0</b>
<b>Active Account in Social Media A1-2 Social Media</b>		
Accounts	18	48.6
3-6 Social Media Accounts	19	51.4
<b>Total</b>	<b>37</b>	<b>100.0</b>
<b>Number of training Programs Attended</b>		
None for the past five years	5	13.5
1 - 2 Trainings for the past five years	16	43.2
	16	43.2
<b>Total</b>	<b>37</b>	<b>100.0</b>

It is also depicted in the table that 19 respondents or 51.4 percent of the teacher-respondents had three to six social media accounts while 18 respondents or 48.6 percent had one to two accounts in the social media. It showed that the teacher-respondents are active in social media as projected in the results but they differed on the number of the preferred social networking sites. This denotes that these respondents are engaged in social networking fads such as, Facebook, Yahoo Mail, Gmail, Skype, Twitter, and Viber as means of communication and

relating. The active involvement of these respondents to these social networks gives them the advantage of receiving memorandums, circulars, invitation to events, and of along interpersonal and mass communication. Though social networking speeds up communication and linkaging, if not regulated, it can be a productivity killer. It cannot be denied that these teacher-respondents are accessing their accounts even during office hours. That instead of keeping themselves busy in performing their basic obligation they get engrossed in accessing their social media accounts.

In terms of relevant trainings attended, 16 respondents or 43.2 percent had attended one to two trainings for the past five years, 16 respondents or 43.2 percent had attended three to five trainings for the past five years and 5 respondents or 13.5 percent had not attended any training program for the past five years. This means that the secondary English teachers had attended trainings but they differed on the number of trainings attended.

Work-related characteristics. Table 3 shows the work-related characteristics of the teacher-respondents in terms of salary grade, number of years in teaching and other remunerations.

From the table, of the 37 respondents, 15 or 40.5 percent of them claimed to be a salary grade 11 position holder, 11 or 29.7 percent are in salary grade 12, nine or 24.3 percent are in salary grade 13, one or 2.7 percent with a salary grade 18 and the remaining a salary grade of 19. The data further implied that most of the respondents were newly appointed since they were receiving the lowest

salary grade. At some point, salary affects the performance of an employee. The study of Trevor, Gerhart and Boudreau (1997) entitled "Voluntary Turnover and Job Performance: Curvilinearity and the Moderating Influences of Salary Growth and Promotions" revealed that salary growth effects on turnover were greatest for high performers, with high salary growth predicting rather low turnover for these employees, whereas low salary growth predicted extremely high turnover.

**Table 3**

**Work-related Characteristics of Teacher-Respondents**

<b>Work-related Characteristics Variables</b>	<b><i>f</i></b>	<b><i>Percent</i></b>
<b>Salary Grade</b>		
Grade 11	15	40.5
Grade 12	11	29.7
Grade 13	9	24.3
Grade 18	1	2.7
Grade 19	1	2.7
<b>Total</b>	<b>37</b>	<b>100.0</b>
<b>Number of Years of Teaching English</b>		
Less than 2 years	7	18.9
2 years but less than 10 years	14	37.8
10 years but less than 20 years	7	18.9
20 years or more	4	10.8
(No Response)	(5)	13.5
<b>Total</b>	<b>37</b>	<b>100.0</b>

In the same table, it was revealed that 14 respondents or 37.8 percent had been teaching English for two years but less than ten years, seven respondents or 18.9 percent had been teaching English for ten years but less than 20 years, seven respondents or 18.9 percent had taught English for less than two years, and four

respondents or 10.8 percent had taught English for 20 years or more. It could be gleaned that almost half of the teacher-respondents have less than ten years experience teaching English.

### Expository Writing Performance of the Teacher-Respondents

Table 4 presents the expository writing performance of the teacher-respondents in terms of content, development, organization, conventions/language use, grammar and usage, punctuation, capitalization, spelling, and handwriting/neatness.

From table 4, the teacher-respondents obtained a moderate performance in seven of the nine writing dimensions as rated by the raters. Based from this result, generally, the teacher-respondents performed an average (moderate) writing performance.

Along the content dimension, 50 percent of the teacher-respondents performed a moderate writing performance. With this result, it can be denoted that along content, the teacher-respondents included some key elements that help explain the prompt and they, more likely, satisfied some of the requirements of the writing prompts. Also, nearly half of the teacher-respondents performed low in the content dimension. This denoted that their composition showed few connections in explaining the prompt and they digressed on insignificant details throughout the composition. This is an

alarming result along this dimension considering that they are teaching writing in English.

Another dimension measured in the writing performance was on development. Along this dimension, 69.4 percent or 25 teacher-respondents performed low. This denoted that these teacher-respondents presented inaccurate, vague, and repetitive details with limited development of ideas as evaluated by the expert raters.

On organization as a writing dimension, 58.3 percent or 21 teacher-respondents posted an average (moderate) performance. This showed that these teacher-respondents had general focus on the writing prompt and somewhat exhibited a logical sequence of ideas. Along the dimensions on conventions/language use, the 50 percent or 18 of the teacher-respondents posted a moderate performance. This revealed that the teacher-respondents used simple sentences and appropriate level of vocabulary. Although they exhibited some errors in language use but these errors did not interfere with the general comprehension of the composition.

Along the grammar and usage dimension, the teacher-respondents posted both low and moderate performances. This revealed that half of them committed frequent errors in the use of nouns, verbs, pronouns, and modifiers and did not apply grammar rules and correct usage of the different parts of speech. It also denoted that half of these teacher-respondents showed usually observed grammatical conventions of inflections, functions, modifiers, nouns, pronouns,

and verbs. External raters also observed that these teacher-respondents had occasional errors in grammar and usage.

**Table 4**

**Expository Writing Performance of the Teacher-Respondents  
as Rated by the Raters**

WRITING DIMENSION	Performance Category	F	Percent
CONTENT	Low	16	44.4
	<b>Moderate</b>	<b>18</b>	<b>50.0</b>
	High	2	5.6
	Total	<b>36</b>	100.0
DEVELOPMENT	<b>Low</b>	<b>25</b>	<b>69.4</b>
	Moderate	8	22.2
	High	3	8.3
	Total	<b>36</b>	100.0
ORGANIZATION	Low	12	33.3
	<b>Moderate</b>	<b>21</b>	<b>58.3</b>
	High	3	8.3
	Total	<b>36</b>	100.0
CONVENTIONS / LANGUAGE USE	Low	15	41.7
	<b>Moderate</b>	<b>18</b>	<b>50.0</b>
	High	3	8.3
	Total	<b>36</b>	100.0
GRAMMAR AND USAGE	Low	18	50.0
	Moderate	18	50.0
	High	-	-
	Total	<b>36</b>	100.0
PUNCTUATION	Low	9	25.0
	<b>Moderate</b>	<b>24</b>	<b>66.7</b>
	High	3	8.3
	Total	<b>36</b>	100.0
CAPITALIZATION	Low	6	16.7
	<b>Moderate</b>	<b>29</b>	<b>80.6</b>
	High	1	2.8
	Total	<b>36</b>	100.0
SPELLING	Low	3	8.3
	<b>Moderate</b>	<b>30</b>	<b>83.3</b>
	High	3	8.3
	Total	<b>36</b>	100.0
HANDWRITING/ NEATNESS	Low	8	22.2
	<b>Moderate</b>	<b>23</b>	<b>63.9</b>
	High	5	13.9
	Total	<b>36</b>	100.0

*(See Appendix for the rating rubrics)*

With regards to punctuation dimension, 24 teacher-respondents or 66.7 percent posted a moderate performance. This result revealed that most of the teacher-respondents usually ended their sentences with appropriate punctuation. The external raters also noted that most of them used internal punctuation with occasional errors while uncommon punctuations were sometimes used but often inaccurately. On capitalization dimension, most of the teacher-respondents had a moderate performance. This denoted that they nearly always capitalize the first word of sentences and usually capitalized well-known proper nouns, and used other capitalization rules but not consistently.

Regarding spelling dimension, most or 83.3 percent of them spelled the words correctly with 70 percent to 80 percent accuracy and approached 90 percent accuracy in edited work and the misspellings are approximate correct spelling. Along handwriting and neatness dimension, a number of 23 teacher-respondents or 63.9 percent showed a readable handwriting but some words and letters were difficult to recognize and were crowded.

Summing up, out of 37 teacher-respondents 50 percent and above were rated moderate for each dimension as follows: for content there were 18 respondents or 50.0 percent of them; for organization there were 21 respondents or 69.4 percent; for conventions/language use there were 18 respondents or 50.0 percent; for punctuation there were 24 respondents or 66.7 percent; for capitalization there were 29 or 80.6 percent; for spelling there were 30

respondents or 83.3 percent; handwriting/neatness there were respondents or 63.9 percent.

However, for the writing dimension along development there were 25 respondents or 69.4 percent who obtained low performance, likewise along grammar and usage, an equal number of teacher-respondents that is, 18 or 50.00 percent were rated with low and moderate performances.

### **Expository Writing Experiences of the Teacher-Respondents as Perceived by Themselves**

Table 5 provides the expository writing experiences of the teacher-respondents as perceived by themselves, these are also categorized according to the nine writing dimensions.

The respondents were asked to chose only one among the six (6) indicators which closely described their writing experiences. Along content, a number of 11 or 30.6 percent teacher-respondents said that they made few connections to explain the writing prompt. While five of them said they used a clear theme throughout the composition, and six of them said that they satisfied the requirements of the writing prompt in a creative and original manner. These indicators belonged to high level performance along content. But, these results did not confirm with the evaluation of the external raters for they rated only two teacher-respondents who performed high.

Table 5

**Expository Writing Experiences of the Teacher-Respondents  
as Perceived by Themselves**

WRITING DIMENSION	WRITING EXPERIENCE	F	Percent
CONTENT	<b>I made few connections to help explain the prompt.</b>	11	30.6
	I digressed, repeated, or dwelt on insignificant details throughout.	3	8.3
	I included some key elements that help explain the prompt.	6	16.7
	I satisfied some of the requirements of the writing prompts.	5	13.9
	I satisfied the requirements of the writing prompt in a creative and original manner.	6	16.7
	I used a clear theme throughout.	5	13.9
	<b>Total</b>	<b>36</b>	<b>100.0</b>
DEVELOPMENT	My composition has inaccurate, vague, or repetitive details.	-	-
	My composition has limited development of ideas.	9	25.0
	I developed ideas somewhat inconsistently through the brief examples given to explain ideas.	4	11.1
	I answered questions in an abbreviated manner.	5	13.9
	<b>I built and thoroughly elaborated ideas using precise examples.</b>	<b>14</b>	<b>38.9</b>
	I developed the topics interestingly and imaginatively.	4	11.1
<b>Total</b>	<b>36</b>	<b>100.0</b>	
ORGANIZATION	My composition digressed from the topic and was disorganized.	-	-
	My composition exhibited no organization pattern or focus.	2	5.6
	My composition has a general focus and obvious attempts at organization are evident.	7	19.4
	I somewhat exhibited a logical sequence of ideas.	8	22.2
	<b>I set-up and maintained clear focus in my composition.</b>	<b>10</b>	<b>27.8</b>
	I established rational sequence of ideas with transitional words and sentences.	9	25.0
<b>Total</b>	<b>36</b>	<b>100.0</b>	

*(See Appendix for the bases of interpretation)*

Table 5 continued

WRITING DIMENSION	WRITING EXPERIENCE	F	Percent
CONVENTIONS / LANGUAGE USE	I exhibited little control of the language.	-	-
	My composition has errors that made comprehension difficult.	1	2.8
	<b>I used simple sentences and an appropriate level of vocabulary.</b>	<b>26</b>	<b>72.2</b>
	My work exhibited some errors that did not interfere with comprehension.	2	5.6
	My write up has vivid language fluidity, and a sense of engagement or voice.	7	19.4
	My composition has sophisticated style of sentence structure, sentence variety, and vocabulary.	-	-
	Total	36	100.0
GRAMMAR AND USAGE	I committed frequent errors in the use of nouns, verbs, pronouns, and modifiers.	1	2.8
	I didn't apply the grammar rules and the correct usage of the different parts of speech.	1	2.8
	I usually observe grammatical conventions of inflections, functions, modifiers, nouns, pronouns and verbs.	10	27.8
	<b>Grammatical errors in my composition sometimes occurred.</b>	<b>11</b>	<b>30.6</b>
	<b>I observed grammatical conventions of inflections, functions, modifiers, nouns, pronouns, and verbs.</b>	<b>11</b>	<b>30.6</b>
	Grammatical errors in my composition were infrequent.	2	5.6
	Total	36	100.0
PUNCTUATION	I often used end punctuations incorrectly.	-	-
	I almost never use correctly other common punctuations.	1	2.8
	<b>I usually end sentences with appropriate punctuation.</b>	<b>13</b>	<b>36.1</b>
	I used internal punctuation with occasional errors while uncommon punctuations were sometimes used but often inaccurately.	4	11.1
	<b>I consistently ended sentences with appropriate punctuation.</b>	<b>13</b>	<b>36.1</b>
	I usually use correctly internal and other less common punctuations.	5	13.9
	Total	36	100.0

(See Appendix for the bases of interpretation)

Table 5 continued

WRITING DIMENSION	WRITING EXPERIENCE	F	Percent
CAPITALIZATION	I often do not capitalize the first word of sentences.	-	-
	I seldom capitalize proper nouns and usually ignore other capitalization rules.	-	-
	I nearly always capitalize the first word of sentences.	3	8.3
	I usually capitalize well-known proper nouns, and uses other capitalization rules but not consistently.	8	22.2
	<b>I always capitalize the first word of sentences.</b>	<b>17</b>	<b>47.2</b>
	I nearly always capitalize well-known proper nouns and I have a good command of other capitalization rules regarding titles, languages, religions, and so on.	8	22.2
	<b>Total</b>	<b>36</b>	<b>100.0</b>
SPELLING	I have frequent spelling errors and I show a frustration spelling level of 70% level of accuracy.	-	-
	I'm unable to improve spelling accuracy in edited work without help. The misspellings are often difficult to recognize as English words.	-	-
	I correctly spelled majority of the words and I show an Instructional spelling level of 70 to 80 % accuracy.	3	8.3
	I approach 90% accuracy in edited work and the misspellings are approximate correct spellings.	11	30.6
	<b>I spelled correctly nearly all words and I have an independent spelling level of 90% accuracy.</b>	<b>13</b>	<b>36.1</b>
	I approach 100% accuracy in edited work and the misspellings are close to correct spelling.	9	25.0
	<b>Total</b>	<b>36</b>	<b>100.0</b>
HANDWRITING	My handwriting is difficult/impossible to read, with the words and letters crowded.	3	8.3
	My letters are inconsistently formed and my writing is often illegible.	1	2.8
	<b>My handwriting is usually readable but some words and letters are difficult to recognize.</b>	<b>15</b>	<b>41.7</b>
	Some of the letters and words in my handwriting are crowded.	3	8.3
	My handwriting is clear, neat, and consistent.	9	25.0
	I form all letters legibly with consistent spacing between letters and words.	5	13.9
	<b>Total</b>	<b>36</b>	<b>100.0</b>

(See Appendix for the bases of interpretation)

Note: As there is no significant agreement on the results of findings between those of the external raters and the teacher respondents in the expository writing performance across the nine dimensions, it was decided that the raters' over-all evaluation will be used as a true measure of the teachers' writing performance.

Along development dimension, 38.9 percent or 14 teacher-respondents said that they performed high and denoted that they built and thoroughly elaborated ideas using precise examples in their composition. But according to the external raters only three teacher-respondents performed high along this dimension. For the external raters, a majority 25 or 69.4 percent of the teacher-respondents performed low. This presents no agreement between the external raters and the teacher-respondents.

Along organization, the raters and teacher-respondents disagreed also in their ratings. The raters revealed that the performance of the teacher-respondents was moderate where more than half of the teacher-respondents manifested general focus and obvious attempts at organization and somewhat exhibited a logical sequence of ideas. But for the teacher-respondents, they revealed that they performed high in this dimension. They believed that they set-up and maintained clear focus in their composition.

Along the writing dimension on convention/language use, both the teacher-respondents and the expert raters agreed in a moderate level of performance. This denoted that the respondents used simple sentences and an appropriate level of vocabulary and that some of the errors exhibited did not interfere with comprehension. The disparity lies on the big percentage, 41.7 or 17 respondents who were rated low by the external raters compared with the 2.8 percent or only 1 teacher-respondent who performed low in this dimension.

Along grammar and usage, the external raters revealed that an equal number (50 percent) of teacher-respondents performed both in the low and moderate levels. This denoted that 18 or 50 percent of the teacher-respondents committed frequent errors in the use of nouns, verbs, pronouns, and modifiers and that grammar rules and correct usage of the different parts of speech were not applied, while the other 18 or 50 percent of the teacher-respondents observed grammatical conventions of inflections, functions, modifiers, nouns, pronouns and verbs and that grammatical errors in their composition sometimes occurred. This is different from the result of the self-rating of the teacher-respondents wherein both the moderate and high indicators have the same teacher-respondent distribution of 11 or 30.6 percent each. The moderate performance claimed by the respondents has similar description with the moderate rating the external raters have come up with. Whereas, the respondents for the their high performance claimed that they observed grammatical conventions of inflections, functions, modifiers, nouns, pronouns, and verbs and that grammatical errors in their composition were infrequent.

With regards to punctuation, the raters revealed that most of the teacher-respondents performed moderate in this writing dimension. This showed that the teacher-respondents ended their sentences with appropriate punctuation and that internal and unusual punctuations were used with occasional errors. However, the self-rating of the teacher-respondents resulted in both moderate and high indicators having the same number of 13 or 36.1 percent respondents.

While 13 or 36.1 percent of them said they usually ended their sentences with appropriate punctuation, same number of teacher-respondents also revealed that they consistently ended their sentences with appropriate punctuation.

On capitalization, the external raters indicated that 29 or 80.6 percent of the teacher-respondents has a moderate performance in this dimension. They revealed that most of the teacher-respondents nearly capitalized the first word of their sentences. But according to the 17 or 47.2 percent of the teacher-respondents, they performed in high in this dimension wherein they believed that they always capitalize the first word of their sentences.

Along spelling, the raters revealed that 30 or 83.3 percent of the teacher-respondents performed in the moderate level. This denoted that these teacher-respondents correctly spelled majority of the words and showed instructional spelling level of 70 percent to 80 percent accuracy. But to the teacher-respondents, they performed high with 13 or 36.1 percent of them claiming that they spelled correctly nearly all words and had an independent spelling level of 90% accuracy. None of the teacher-respondents claimed to have performed low in this level. But expert raters revealed that there were three or eight percent of the teacher-respondents who performed low along this dimension.

Of the nine writing dimensions, only in handwriting/neatness did both the expert raters and the teacher-respondents agree. Both groups agreed that the teacher-respondents performed in the moderate level where their handwriting was usually readable but some words and letters were difficult to recognize.

### Relationship Between the Teacher-Respondents' Expository Writing Performance and Their Profile

Tables 6 to 8 present the Fisher Exact Probability results between the teacher-respondents expository writing performance and their profile according to the identified demographic characteristics, professional characteristics, and work-related characteristics.

Demographic characteristics. Table 6 provides the data on relationship between teacher-respondents expository writing performance and their profile according to the categories of identified demographic characteristics.

It can be gleaned from the table that the performance was categorized into two categories (Low vs. Moderate/High). The moderate and high categories were combined due to small frequency counts for the high categories. For the profile variables, age was categorized into two categories (those whose age is 37 or higher and those whose age is lower than 37 (mean age). Civil status was categorized into 2 (Single/Widow and Married). Salary Grade was categorized also into two (SG11/12 and SG13/SG18).

For these variables, the Fisher Exact Probability Test was used to test if there are significant relationships between the dimensions of writing performance and profile variables. This test is very appropriate for 2x2 tables since no assumption is required on the frequencies of the 2x2 contingency table. The test determined whether the two groups based on age, for instance, differ in

the proportions with which they fall into the two classifications (writing performance, for instance).

The obtained Fisher Exact probability for sex, civil status, and salary grade and the nine writing dimensions tend to be higher than or not equal to the level of significance of (0.05), which mean that the hypothesis "there is no significant relationship between teacher-respondents' expository writing performance and their profile in terms of sex, civil status, and salary grade" is accepted. Thus, sex, civil status, and salary grade had nothing to do with their expository writing performance.

However, the profile and the expository writing performance on the nine writing dimensions, age and handwriting obtained a value of 0.012 which is lower than the level of significance at 0.05. The proportion of teacher-respondents who posted moderate to high writing performance is significantly higher for teachers whose age is 37 years and above (100%) than those whose age is less than 37 years (61.9%). The FEP test is appropriate since there is one cell with zero frequency. Thus, the hypothesis "there is no significant relationship between teacher-respondents' expository writing performance in terms of handwriting and their profile in terms of age" is rejected. Meaning, age has something to do with the expository writing performance of the teacher-respondents in terms of handwriting.

Table 6

**Fisher Exact Probability of the Teacher-Respondents' Expository Writing Performance and Their Profile According to the Categories of Selected Demographic Characteristics**

Writing Dimension	Demographic Characteristic			
	Age	Sex	Civil Status	Plantilla Position
Content	FEP = .491	FEP = .705	FEP = 1.0	FEP = 1.0
Development	FEP = .073	FEP = .232	FEP = .476	FEP = 1.0
Organization	FEP = .070	FEP = .394	FEP = .067	FEP = .279
Language Use	FEP = .296	FEP = .228	FEP = .300	FEP = .728
Grammar and Usage	FEP = .305	FEP = .124	FEP = .091	FEP = .728
Punctuation	FEP = .262	FEP = .373	FEP = .229	FEP = 1.0
Capitalization	FEP = .676	FEP = .156	FEP = .213	FEP = 1.0
Spelling	FEP = 1.0	FEP = .112	FEP = .278	FEP = 1.0
Handwriting	<b>FEP = .012*</b>	FEP = .332	FEP = .100	FEP = .391

\* significant; FEP – Fisher Exact Probability

To further see the significance for age and handwriting dimension, the details are shown below:

Writing Dimension (Handwriting)	Age				Total
	Below 37 Years		37 Years and Above		
Low	8	38.1%	0	0%	8
Moderate to High	13	61.9%	14	100%	27
<b>Total</b>	<b>21</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>35</b>

The data implied that as the current era is into technological world of computers, cellular phones, and other high - end gadgets, it somehow caused a rapid decline on an aspect of written communication which is the handwriting.

Teachers nowadays, especially those who are of the young generation are fond of using PowerPoint presentations and other high-tech tools. Bell (1996) as cited by Heavens (2015) asserted that handwritten communication has declined rapidly because of the new technological era that now permeates our society. With the increase of technology in the classrooms and homes, penmanship has become outdated; students no longer focus on how to do the handwritten assignment. This is also true to the current research in which most of the teachers involved in the study belong to the young generation.

Professional characteristics. Table 7 depicts the data on relationship between teacher-respondents expository writing performance and their profile according to the categories of selected professional characteristics.

From the table, the obtained Fisher Exact Probability for academic degree, affiliation to professional organization, and number of training and their writing dimensions tend to be higher than the equal to the level of significance (0.05), which means that the hypothesis "there is no significant relationship between teacher-respondents' expository writing performance and academic degree, affiliation to professional organization, and number of training" is accepted. Thus, academic degree, affiliation to professional organization, and number of trainings had nothing to do with their expository writing performance.

Table 7

**Fisher Exact Probability of the Teacher- Respondents' Expository Writing Performance and Their Profile According to the Categories of Selected Professional Characteristics**

Writing Dimension	Professional Characteristics				
	Academic Degree	Affiliation to Professional Organization	Awards Received	Number of Active Social Media	Number of Trainings Attended
Content	FEP = .555	FEP = .609	FEP = .171	<b>FEP = .035*</b>	FEP = .609
Development	FEP = .588	FEP = .589	FEP = .051	FEP = .174	FEP = .315
Organization	FEP = .588	FEP = .051	FEP = .115	FEP = .321	FEP = .589
Language Use	FEP = .120	FEP = .087	<b>FEP = .003**</b>	FEP = .210	FEP = .495
Grammar and Usage	FEP = .156	FEP = .317	FEP = .064	FEP = .313	FEP = .426
Punctuation	FEP = .537	FEP = .317	<b>FEP = .029*</b>	FEP = .195	FEP = .317
Capitalization	FEP = .086	FEP = .333	FEP = .658	FEP = .532	FEP = .658
Spelling	FEP = .376	FEP = .396	FEP = .171	FEP = .479	FEP = .604
Handwriting	FEP = .633	FEP = .483	FEP = .483	FEP = .099	FEP = .517

\* significant; FEP – Fisher Exact Probability

For further test of significance for number of active social media and writing dimension in terms of content, the detail is shown below:

Writing Dimension (Content)	Use of Media				Total
	1 to 2 Social Media Accounts		3 or more Social Media Accounts		
Low	11	61.1%	5	26.3%	16
Moderate to High	7	38.9%	14	73.7%	21
Total	18	100%	19	100%	37

For further test of significance for awards received and writing dimension in terms of language use, the detail is shown below:

Writing Dimension (Language Use)	Awards				Total
	None		At least one Award		
Low	13	61.9%	2	12.5%	15
Moderate to High	8	38.1%	14	87.5%	22
Total	21	100%	16	100%	37

For further test of significance for awards received and writing dimension in terms of punctuation, the detailed is shown below:

Writing Dimension (Punctuation)	Awards				Total
	None		At least one Award		
Low	8	61.9%	1	6.3%	9
Moderate to High	13	38.1%	15	93.7%	28
Total	21	100%	16	100%	37

However, the profile on awards received and the expository writing performance in the writing dimension along language use and punctuation obtained a value of 0.003 and 0.029 respectively, lower than the level of significance of 0.05. Thus, the hypothesis "there is no significant relationship between teacher-respondents' expository writing performance in terms of language use and punctuations and awards received" is rejected. Meaning, awards received have something to do with the language use and the correct use of punctuations in their writings.

Rotustein (2016) indicated that an effective community college leader possesses good communication skills which includes areas like public speaking, public relations, communicating during a crisis, using social media, and

communication with others. Thus those people who have received recognition are more confident in using language than those who are not into the practice. Furthermore, this meant that the teacher-respondents who have received awards are proficient in using the appropriate common and internal punctuations in their expository writing prompts than those with no awards. In short, since the teachers have received awards it only goes to show that they possess the characteristics in coming up with a good/excellent written communication.

As for the use of social media in relation to the writing dimension along content was also found to be significant since it obtained a FEP value of 0.035 which was lower than 0.05. Thus, the hypothesis in this regard was rejected, meaning the use of social media had something to do with the content of the write-ups of the respondents. In support to this is the claim, Omar and Miah (2012) revealed that people who are exposed to social media are accustomed to reading online sources where text is not organized by paragraph or topic.

Work-related characteristics. Table 8 depicts the results of correlation between teacher-respondents' expository writing performance and their work-related characteristics.

From the table, it can be gleaned that the test of correlation between writing dimensions in nine parameters and work-related characteristics in terms of salary grade obtained a FEP value of higher than the level of significance at 0.05, thus the hypothesis "there is no significant relationship between the writing dimensions of the respondents and their salary grade", is accepted. Thus salary

grade has nothing to do with their performance along the nine writing dimensions.

Table 8

Fisher Exact Probability of the Teacher-Respondents' Expository Writing Performance and Their Profile According to the Categories of Selected Work-related Characteristics

Writing Dimension	Work-related Characteristics	
	Salary Grade	Number of Years of Teaching English
Content	FEP = 1.0	FEP = .393
Development	FEP = 1.0	FEP = .573
Organization	FEP = .279	FEP = .163
Language Use	FEP = .728	FEP = .503
Grammar and Usage	FEP = .728	FEP = .464
Punctuation	FEP = 1.0	FEP = .344
Capitalization	FEP = 1.0	FEP = .465
Spelling	FEP = 1.0	FEP = .230
Handwriting	FEP = .391	<b>FEP = .023*</b>

\* significant; FEP – Fisher Exact Probability

For further test of significance for number of years teaching English and handwriting dimension, the detail is shown below:

Writing Dimension (Handwriting)	Number of Years of Teaching English				Total
	With less than 8.52 years		With at least 8.52 years		
Low	7	35.0%	0	-	7
Moderate to High	13	65.0%	12	100%	25
Total	20	100%	12	100%	32

However, the test of significance between writing dimension in terms of handwriting and the number of years in teaching English obtained a FEP value of 0.023 which is lower than the level of significance of 0.05, thus the hypothesis “there is no significance relationship between writing dimension of the respondents in terms of handwriting and their number of years in teaching” is rejected. The proportional results showed that the moderate to high performance at a frequency of 13 or 65.0 percent, for those who have teaching experience of less than 8.52 years is lower than for those who have at least 8.52 years of teaching English (100%).

The result of the study is opposite with the study of Denham (2006) that assessed the relationship between educational level and length of teaching experience on teachers’ and administrators’ perception of handwriting wherein over-all there was no significant difference in perceptions to either of these factors because the instruction of handwriting and remediation for illegible handwriting has been based more on tradition than on a researching findings.

#### **Relationship Between Teacher-Respondents’ Expository Writing Performance and Their Perceived Expository Writing Experience**

Table 9 presents the relationship between teacher-respondents’ expository and writing performance and their perceived expository writing experience.

Kappa Statistics was used to determine degree of agreement on the writing performance between the teachers and raters. The results showed that

Table 9

**Relationship Between Teacher-Respondents' Expository  
Writing Performance and Their Perceived  
Expository Writing Experience**

Writing Dimension	Teachers' Evaluation	Raters' Evaluation			Total	Degree of Agreement (Kappa)
		Low	Moderate	High		
Content	Low	6	7	0	13	0.03 <sup>(ns)</sup> (p=.814)
	Moderate	5	6	1	12	
	High	5	5	1	11	
	Total	16	18	2	36	
Development	Low	6	2	0	8	-0.01 <sup>(ns)</sup> (p=.948)
	Moderate	5	2	2	9	
	High	14	4	1	19	
	Total	25	8	3	36	
Organization	Low	1	1	0	2	0.08 <sup>(ns)</sup> (p=.339)
	Moderate	6	9	0	15	
	High	5	11	3	19	
	Total	12	21	3	36	
Language Use	Low	0	1	0	1	0.02 <sup>(ns)</sup> (p=.817)
	Moderate	11	14	2	27	
	High	4	3	1	8	
	Total	15	18	3	36	
Grammar and Usage	Low	2	0	0	2	0.04 <sup>(ns)</sup> (p=.579)
	Moderate	10	10	0	20	
	High	6	8	0	14	
	Total	18	18	0	36	
Punctuation	Low	1	1	0	2	0.17 <sup>(ns)</sup> (p=.070)
	Moderate	4	13	0	17	
	High	4	10	3	17	
	Total	9	24	3	36	
Capitalization	Low	0	0	0	0	0.09 <sup>(ns)</sup> (p=.064)
	Moderate	0	11	0	11	
	High	6	18	1	25	
	Total	6	29	1	36	
Spelling	Low	0	0	0	0	0.07 <sup>(ns)</sup> (p=.389)
	Moderate	0	13	1	14	
	High	3	17	2	22	
	Total	3	30	3	36	
Handwriting	Low	2	2	0	4	0.24* (p=.029)
	Moderate	4	14	1	19	
	High	2	7	4	13	
	Total	8	23	5	36	

(ns)-not significant; \*-significant

there is no significant agreement among the two groups save for handwriting which is found to be significant. Degree of agreement for all dimensions is not significantly different from zero.

The data further implied that teachers have to undergo training in the improvement of handwriting considering that they are writing teachers there is a need for them to be positive role models of writing but they must first feel confident and be prepared to teach writing effectively (Zumbrunn and Krause, 2012). Further, Einhorn (2001) asserts that in this age of technology, handwriting remains an important part of human communication skill. Likewise, Feder and Majneuer (2007, p.1) asserts that handwriting is a part of graphic communication, as despite the use of computers, handwriting is an important development skill for a child to master.

### **Inputs to an Effective Training Program**

Based from the foregoing findings, the following inputs can be considered to an effective training program for teachers in writing:

1. Most of the teacher-respondents are not seasoned teachers as depicted in their age, plantilla positions, number of years in teaching, and academic degree obtained. Training courses along teaching strategies, styles, and pedagogies shall be the given emphasis and appropriate action.

2. In all writing dimensions, all teacher-respondents performed in the moderate level. Training programs on each of the nine writing dimensions should be intensive and sustainable. Advanced writing tasks (*like developing basic communication tools*) should be process - oriented tasks where language works at the morphological and discourse levels.

3. Expert raters and teacher-respondents showed different ratings. Expert ratings were consistent with their ratings but the teacher-respondents did not conform. In conducting training programs, writing outputs should be evaluated by expert raters to accurately measure the writing dimensions.

4. Along with development writing dimension, the teacher-respondents performed in low. Training programs should emphasize on building thoroughly elaborate ideas using precise examples where topics are developed interestingly and imaginatively. Topics and relevant exercises on grammar, usage, punctuation, spelling, and mechanics should also be given emphasis.

5. Out of the 37 teacher-respondents, only two finished their master's degree. Encouragement and support to faculty to finish their appropriate master's degree should be capitalized and widely disseminated during forums and training courses.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the study based on the summary of findings, also discussed in this are the recommendations drawn from the results.

#### Summary of Findings

The following are the findings derived from the analyses of data:

1. The married female dominated respondents of the study has an average age of 37 years old and are holding Teacher 1 position. Professionally, the respondents are baccalaureate degree holders who, though are affiliated to professional organizations have not received any award/recognition, has 3 or more accounts with the social media and had attended a training or two for the past 5 years. Workwise, the respondents receive a monthly salary equivalent to that of SG II/T1 position and has been an English teacher for at least 8.52 years.

2. The expository writing performance of the respondents along the 9 writing dimensions - is moderate. Out of the 9 writing dimensions - they rated moderate in the 7 writing dimensions particularly along development, organization, conventions/language use, punctuation, capitalization, spelling and handwriting/neatness - except along grammar and usage/content.

3. Their expository writing performance of the self-rating of the teacher-respondents resulted in the following: they got a high rating in the 4 writing dimensions particularly along development, organization, capitalization and spelling equivalent to 44.44 percent; moderate, along language use and handwriting equivalent to 22.22 percent; low along content equal to 11.11 percent, and 22.22 percent along grammar and usage and punctuation wherein they got a moderate to high performance.

### Conclusions

Findings in this study indicate that secondary English teachers have different perceptions with regards to their writing competence in general, and in their expository writing performance in particular as reflected in the result of their self-rating of their writing experiences along the 9 writing dimensions – content, development, organization, language use/conventions, grammar and usage, punctuations, capitalization, spelling and handwriting. Their varying perceptions in their writing competence maybe attributed to the following considerations like: their educational background wherein some of them are non-English majors and yet they were tasked to teach English subjects; the possibility of pursuing and finishing a graduate course; their teaching beliefs/convictions /confidence in their being English teachers; the number of years spent as English teachers; their inclinations or hobbies that contribute to language communication competence; these are just some avenues and there are still a lot more reasons

and ways that would contribute to their becoming effective English teachers. Their disparity in their assessment as to their writing performance became more evident when compared with the ratings of the external raters who were consistent in their rating that described the performance of the teacher-respondents as moderate. Meaning, further research on the cause/causes of the disparity of results between the respondents and the external raters should be conducted in order to help teachers become effective writing mentors if we are to increase the chances of our learners to finish the full course of their studies, be hired, promoted, excel, and lead in the world of work.

### **Recommendations**

1. Training courses along teaching strategies, styles, and pedagogies should be given emphasis and appropriate action.
2. As in all writing dimensions, all teacher-respondents performed in the moderate level, training programs on each of the nine writing dimensions should be intensive and sustainable. Advanced writing tasks (*like developing basic communication tools*) should be process - oriented tasks where language works at the morphological and discourse levels.
3. Since expert raters and teacher-respondents showed different ratings, writing outputs in training programs should be evaluated by expert raters to accurately measure the competence of the teachers along the writing dimensions.

4. Along with development writing dimension, the teacher-respondents performed low. Training programs should emphasize on building thoroughly elaborated ideas using precise examples where topics are developed interestingly and imaginatively. Topics and relevant exercises on grammar, usage, punctuation, spelling, and mechanics should also be given emphasis.

5. Since out of the 37 teacher-respondents, only two finished their master's degree, encouragement and support should be extended to faculty members to finish their appropriate master's degree. Professional growth should be capitalized and widely disseminated during forums and training courses.

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## APPENDICES

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
College of Graduate Studies  
Catbalogan City

**GORGONIO G. DIAZ, Ph. D., CESO VI**  
Schools Division Superintendent  
Division of Samar  
Catbalogan City

Sir:

Good day.

The undersigned is requesting from your good office that she be given permission to pilot test the Questionnaire for Teacher Respondents.

The undersigned is a MAED English student of Samar State University, Catbalogan City and is currently conducting a research entitled "EXPOSITORY WRITING PERFORMANCE AND EXPERIENCES OF SECONDARY TEACHERS OF CATBALOGAN CITY DIVISION".

In this regard she would like to ask permission from your good office that she be allowed to conduct the pilot testing of the survey questionnaire for validation to the English Teachers in the secondary schools in Wright and Motiong National High Schools . The data from the validation test will be the basis in the crafting of the final research instrument.

Hoping for your favorable approval and accommodation on this request.

Respectfully yours,

**(Sgd.) PAULINA D. GABON**  
Researcher

Noted:

**(Sgd.) REDENTOR S. PALENCIA**  
Adviser

**(Sgd.) VICTORIA M. TAFALLA, Ph. D.**  
Dean, College of Graduate Studies

Approved:

**(Sgd.) GORGONIO G. DIAZ, Ph. D., CESO VI**  
Schools Division Superintendent  
Division of Samar  
Catbalogan City

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
College of Graduate Studies  
Catbalogan City

**CRISTITO A. ECO, CESO VI**  
Schools Division Superintendent  
Division of Catbalogan City  
Catbalogan City

Sir:

Good day.

The undersigned is requesting from your good office that she be given permission to test the Questionnaire for Teacher Respondents.

The undersigned is a MAED English student of Samar State University, Catbalogan City and is currently conducting a research entitled "EXPOSITORY WRITING PERFORMANCE AND EXPERIENCES OF SECONDARY TEACHERS OF CATBALOGAN CITY DIVISION".

In this regard she would like to ask permission from your good office that she be allowed to conduct the actual testing of the survey questionnaire to the English teachers in the secondary schools in the Division of Catbalogan City. The data from the actual testing will serve as the bulk of information for the research study.

Hoping for your favorable approval and accommodation of this request.

Respectfully yours,

**(Sgd.) PAULINA D. GABON**  
Researcher

Noted:

**(Sgd.) REDENTOR S. PALENCIA**  
Adviser

**(Sgd.) VICTORIA M. TAFALLA, Ph. D.**  
Dean, College of Graduate Studies

Approved:

**(Sgd.) CRISTITO A. ECO, CESO VI**  
Schools Division Superintendent  
Division of Catbalogan City  
Catbalogan city

COLLEGE OF GRADUATE STUDIES  
Samar State University  
Catbalogan City, Samar

QUESTIONNAIRE FOR TEACHER-RESPONDENTS

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Dear Respondents,

Good day.

The undersigned is currently conducting a research entitled "EXPOSITORY PERFORMANCE AND EXPERIENCES OF SECONDARY ENGLISH TEACHERS OF CATBALOGAN CITY DIVISION".

Please answer the items in the questionnaire - the Profile, the Expository Writing Activity, and Expository Writing Experience Rating Sheet completely and honestly.

Rest assured that all your inputs and responses as well as your identity will be undisclosed and utilized for research purposes only.

Thank you very much for sharing your valuable time and for being a part of this research study.

Truly yours,

(Sgd.) PAULINA D. GABON  
Researcher



1.5.4 Post Doctorate

---

- / /Completed
- / /Still being pursued
- / / Complete academic requirements (CAR)
- / / Not yet started

1.6 Please indicate your number of affiliations \_\_\_\_\_ As Officer  
in professional organizations as officer or  
member. (Numeric entry) \_\_\_\_\_ As Member

1.7 How many awards and recognition have  
you received by level? (Numeric entry)  
\_\_\_\_Local \_\_\_\_Regional  
\_\_\_\_National \_\_\_\_International

1.8 Please check the social networking site / /Facebook  
where you have an account. (Please check all if appropriate.) / /Yahoo Mail  
/ /Skype  
/ /Twitter  
/ /Gmail  
/ /Viber  
Others (Please specify)

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1.9 Please indicate the number of training programs relevant to teaching English you attended from Fiscal Year 2012 - present. (Numeric entry all applicable options.)

	School	Div.	Regional	National	International
2012	_____	_____	_____	_____	_____
2013	_____	_____	_____	_____	_____
2014	_____	_____	_____	_____	_____
2015	_____	_____	_____	_____	_____
2016	_____	_____	_____	_____	_____

1.10 Please indicate the **salary grade** of your present  
plantilla position. \_\_\_\_\_

1.11 What other **remunerations** do you receive  
as an English teacher? *(Please check all appropriate options)* / /RATA / /Honoraria  
/ /Service Credits  
  
/ /Overtime Pay  
  
/ /Others *(Please Specify)*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.12. How many years have you been teaching English?  
*(Numeric entry in years)* \_\_\_\_\_

## II. EXPOSITORY WRITING ACTIVITIES

Consider the following Expository Writing Prompts (501 Expository Writing Prompts, 2003). Choose one from the three expository writing prompts and write an exposition. Each composition will be rated using the following modified writing dimensions adapted from Standards for Evaluating Expository Writing for Advanced Composition (Najimy, 1989), to wit: 1) Content, 2) Development, 3) Organization, 4) Conventions/Language Use, 5) Grammar and Usage, 6) Punctuation, 7) Capitalization, 8) Spelling, and 9) Handwriting/Neatness. You are given an hour in writing your exposition.

### II. A. Expository Writing Prompts

1. Describe how communication has changed in the last 20 years.
2. Discuss the events in the life of your favorite author, sports figure, or performer. Explain how these events relate to the personal achievements.
3. Write a letter to a teacher requesting information about a poor grade.

### II.B. Expository Writing Experiences

Based on the writing experience that you have just undergone when you developed the writing prompt of your choice, kindly **TICK ONLY ONE INDICATOR IN EVERY WRITING DIMENSION THAT CLOSELY/BEST DESCRIBES YOUR WRITING EXPERIENCE.** You rate your composition using the following modified writing dimensions adapted from Standards for Evaluating Expository Writing for Advanced Composition (Najimy, 1989), to wit: 1) Content, 2) Development, 3) Organization, 4) Conventions/Language Use, 5) Grammar and Usage, 6) Punctuation, 7) Capitalization, 8) Spelling, 9) Handwriting/Neatness.

WRITING DIMENSIONS	INDICATORS
CONTENT	I made few connections to help explain the prompt.
	I digressed, repeated, or dwelt on insignificant details throughout.
	I included some key elements that help explain the prompt.
	I satisfied some of the requirements of the writing prompts.
	I satisfied the requirements of the writing prompt in a creative and original manner.
	I used a clear theme throughout.
DEVELOPMENT	My composition has inaccurate, vague, or repetitive details.
	My composition has limited development of ideas.
	I developed ideas somewhat inconsistently through the brief examples given to explain ideas.
	I answered questions in an abbreviated manner.
	I built and thoroughly elaborated ideas using precise examples.
	I developed the topics interestingly and imaginatively.
ORGANIZATION	My composition digressed from the topic and was disorganized.
	My composition exhibited no organization pattern or focus.
	My composition has a general focus and obvious attempts at organization are evident.
	I somewhat exhibited a logical sequence of ideas.
	I set-up and maintained clear focus in my composition.
	I established rational sequence of ideas with transitional words and sentences.
CONVENTIONS / LANGUAGE USE	I exhibited little control of the language.
	My composition has errors that made comprehension difficult.
	I used simple sentences and an appropriate level of vocabulary.
	My work exhibited some errors that did not interfere with comprehension.
	My write up has vivid language fluidity, and a sense of engagement or voice.
	My composition has sophisticated style of sentence structure, sentence variety, and vocabulary.
GRAMMAR AND USAGE	I committed frequent errors in the use of nouns, verbs, pronouns, and modifiers.
	I didn't apply the grammar rules and the correct usage of the different parts of speech.
	I usually observe grammatical conventions of inflections, functions, modifiers, nouns, pronouns and verbs.

WRITING DIMENSIONS	INDICATORS
	Grammatical errors in my composition sometimes occurred.
	I observed grammatical conventions of inflections, functions, modifiers, nouns, pronouns, and verbs.
	Grammatical errors in my composition were infrequent.
PUNCTUATION	I often used end punctuations incorrectly.
	I almost never use correctly other common punctuations.
	I usually end sentences with appropriate punctuation.
	I used internal punctuation with occasional errors while uncommon punctuations were sometimes used but often inaccurately.
	I consistently ended sentences with appropriate punctuation.
	I usually use correctly internal and other less common punctuations.
CAPITALIZATION	I often do not capitalize the first word of sentences.
	I seldom capitalize proper nouns and usually ignore other capitalization rules.
	I nearly always capitalize the first word of sentences.
	I usually capitalize well-known proper nouns, and uses other capitalization rules but not consistently.
	I always capitalize the first word of sentences.
	I nearly always capitalize well-known proper nouns and I have a good command of other capitalization rules regarding titles, languages, religions, and so on.
SPELLING	I have frequent spelling errors and I show a frustration spelling level of 70% level of accuracy.
	I'm unable to improve spelling accuracy in edited work without help. The misspellings are often difficult to recognize as English words.
	I correctly spelled majority of the words and I show an Instructional spelling level of 70 to 80 % accuracy.
	I approach 90% accuracy in edited work and the misspellings are approximate correct spellings.
	I spelled correctly nearly all words and I have an independent spelling level of 90% accuracy.
	I approach 100% accuracy in edited work and the misspellings are close to correct spelling.
HANDWRITING / NEATNESS	My handwriting is difficult/impossible to read, with the words and letters crowded.
	My letters are inconsistently formed and my writing is often illegible.
	My handwriting is usually readable but some words and letters are difficult to recognize.
	Some of the letters and words in my handwriting are crowded.
	My handwriting is clear, neat, and consistent.

Prompt No. \_\_\_\_\_

Code \_\_\_\_\_

**EXPOSITORY WRITING EXPERIENCE  
RATING FORM**

WRITING DIMENSIONS	INDICATORS	
CONTENT	1	I made few connections to help explain the prompt.
	1	I digressed, repeated, or dwelt on insignificant details throughout.
	2	I included some key elements that help explain the prompt.
	2	I satisfied some of the requirements of the writing prompts.
	3	I satisfied the requirements of the writing prompt in a creative and original manner.
	3	I used a clear theme throughout.
DEVELOPMENT	1	My composition has inaccurate, vague, or repetitive details.
	1	My composition has limited development of ideas.
	2	I developed ideas somewhat inconsistently through the brief examples given to explain ideas.
	2	I answered questions in an abbreviated manner.
	3	I built and thoroughly elaborated ideas using precise examples.
	3	I developed the topics interestingly and imaginatively.
ORGANIZATION	1	My composition digressed from the topic and was disorganized.
	1	My composition exhibited no organization pattern or focus.
	2	My composition has a general focus and obvious attempts at organization are evident.
	2	I somewhat exhibited a logical sequence of ideas.
	3	I set-up and maintained clear focus in my composition.
	3	I established rational sequence of ideas with transitional words and sentences.
CONVENTIONS / LANGUAGE USE	1	I exhibited little control of the language.
	1	My composition has errors that made comprehension difficult.
	2	I used simple sentences and an appropriate level of vocabulary.
	2	My work exhibited some errors that did not interfere with comprehension.
	3	My write up has vivid language fluidity, and a sense of engagement or voice.
	3	My composition has sophisticated style of sentence structure, sentence variety, and vocabulary.

WRITING DIMENSIONS	INDICATORS	
GRAMMAR AND USAGE	1	I committed frequent errors in the use of nouns, verbs, pronouns, and modifiers.
	1	I didn't apply the grammar rules and the correct usage of the different parts of speech.
	2	I usually observe grammatical conventions of inflections, functions, modifiers, nouns, pronouns and verbs.
	2	Grammatical errors in my composition sometimes occurred.
	3	I observed grammatical conventions of inflections, functions, modifiers, nouns, pronouns, and verbs.
	3	Grammatical errors in my composition were infrequent.
PUNCTUATION	1	I often used end punctuations incorrectly.
	1	I almost never use correctly other common punctuations.
	2	I usually end sentences with appropriate punctuation.
	2	I used internal punctuation with occasional errors while uncommon punctuations were sometimes used but often inaccurately.
	3	I consistently ended sentences with appropriate punctuation.
	3	I usually use correctly internal and other less common punctuations.
CAPITALIZATION	1	I often do not capitalize the first word of sentences.
	1	I seldom capitalize proper nouns and usually ignore other capitalization rules.
	2	I nearly always capitalize the first word of sentences.
	2	I usually capitalize well-known proper nouns, and uses other capitalization rules but not consistently.
	3	I always capitalize the first word of sentences.
	3	I nearly always capitalize well-known proper nouns and I have a good command of other capitalization rules regarding titles, languages, religions, and so on.
SPELLING	1	I have frequent spelling errors and I show a frustration spelling level of 70% level of accuracy.
	1	I'm unable to improve spelling accuracy in edited work without help. The misspellings are often difficult to recognize as English words.
	2	I correctly spelled majority of the words and I show an Instructional spelling level of 70 to 80 % accuracy.
	2	I approach 90% accuracy in edited work and the misspellings are approximate correct spellings.
	3	I spelled correctly nearly all words and I have an independent spelling level of 90% accuracy.
	3	I approach 100% accuracy in edited work and the misspellings are close to correct spelling.

WRITING DIMENSIONS	INDICATORS	
HANDWRITING / NEATNESS	1	My handwriting is difficult/impossible to read, with the words and letters crowded.
	1	My letters are inconsistently formed and my writing is often illegible.
	2	My handwriting is usually readable but some words and letters are difficult to recognize.
	2	Some of the letters and words in my handwriting are crowded.
	3	My handwriting is clear, neat, and consistent.
	3	I form all letters legibly with consistent spacing between letters and words.

THANK YOU.

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## CURRICULUM VITAE

**CURRICULUM VITAE**

**Name** : **PAULINA DABUET-GABON**

**Address** : **Rizal Avenue Extension, Brgy. 7, Catbalogan City**

**Date of Birth** : **August 19, 1965**

**Place of Birth** : **Catbalogan, Samar**

**Civil Status** : **Married**

**Spouse** : **Santiago Cabatuan-Gabon, Jr.**

**Children** : **Yvonne Andrea  
Yiza Arielle  
Yves Anton  
Yeuzhabelle Aña**

**Father** : **Candido Cabral Dabuet, Sr. (+)**

**Mother** : **Maria Abobo Cabueñas(+)**

**Present Position/  
Designation** : **Principal I/EPS-I Designate**

**Present Station** : **Catbalogan City Division Office**

**EDUCATIONAL BACKGROUND**

**Graduate Studies** : **Samar State University  
Catbalogan City**

**Degree Pursued** : **Master of Arts in Education  
Major in English  
2004-up to present**

**Tertiary** : **Saint Mary's College of Catbalogan  
(Formerly Sacred Heart College)  
Catbalogan, Samar, 1981-1985**

Secondary : **Samar National School**  
**Catbalogan, Samar, 1977-1981**

Elementary : **Catbalogan I Pilot Elementary School**  
**Catbalogan, Samar, 1971-1977**

#### **CIVIL SERVICE ELIGIBILITIES**

**Career Service (Professional), July 1985, Catbalogan, Samar, (77.08)**

**Professional Board Examination for Teachers, November 1985, Catbalogan Samar (78.22)**

#### **WORK EXPERIENCE**

2012 - Present	-	<b>Principal I (EPS-I Designate)</b>	- Catb. City Div.
2011 - 2012	-	<b>Principal I</b>	- Cinco Elem. School
2010 - 2011	-	<b>Head Teacher III</b>	- Buluan-Canhawan-Cinco ES
2009 - 2010	-	<b>Master Teacher I - TIC</b>	- Buluan-Canhawan-Cinco ES
2007 - 2009	-	<b>Master Teacher I</b>	- Catb. V CES (Formerly Mercedes ES)
2006 - 2007	-	<b>Elem. Grades Teacher III</b>	- Catb. V CES (Formerly Mercedes ES)
2003 - 2006	-	<b>Elem. Grades Teacher II</b>	- Catb. V CES (Formerly Mercedes ES)
1995 - 2003	-	<b>Elem. Grades Teacher I</b>	- Catb. V CES (Formerly Mercedes ES)

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