



Least Mastered Competencies in Reading and Writing of Grade 11 Learners: Basis for Classroom Enhancement Activities

Johnrey G. Geasin¹, Lorie Dee D. Bentula, Ph.D.²

¹Researcher, The Graduate School Faculty, College of Education Iloilo Science and Technology University, La Paz, Iloilo City

²Adviser, The Graduate School Faculty, College of Education Iloilo Science and Technology University, La Paz, Iloilo City

ABSTRACT

This study was conducted to determine the least mastered competencies in reading and writing of Grade Eleven learners as basis for classroom enhancement activities. This was conducted to 149 out of 238 Grade 11 learners of Tubungan National High School during school year 2019-2020. This descriptive study utilized the duly validated researcher-made questionnaire. The study hypothesized, that there is no significant difference on the least mastered competencies in reading and writing when classified according to sex, exposure to media and socio-economic status. For descriptive analysis, frequency count, percentage, mean and standard deviation were utilized. In determining significant difference of the identified variables, the Mann-Whitney U test, Chi-square test and ANOVA or F-test were employed. All tests were set at .05 alpha level. Findings of the study revealed that when respondents were taken as an entire group, the least mastered competencies were drawing conclusions from set of details which that rank first, and last was the understanding of the text. When classified

according to sex, rank first for male, was drawing conclusions from set of details while for female was synthesizing information about a chosen issue. When classified according to social media, the least mastered competencies were synthesizing information about a chosen issue for Facebook and Youtube. In considering socio-economic status, the least mastered competency was synthesizing information about a chosen issue. No significant difference was noted on the least mastered competencies in reading when learners were classified according to sex, exposure to social media and socio-economic status. As to writing, the respondents least mastered competencies as an entire group were in “approaching proficiency.” When classified according to socio-economic status, the respondents in the very high, low and very low status were in “approaching proficiency.” No significant differences were noted in the least mastered competencies when respondents were classified according to sex, exposure to social media and socio-economic status. It is recommended that the same study will be conducted to other senior high schools using other variables to validate the result of the study.

LIST OF APPENDICES

Appendix		Page
A	Letter to the Schools Division Superintendent	145
B	Letter to the Principal	146
C	Letter to the Validators	147
D	Letter to the Respondents	148
E	Research Instrument	149
F	Enhancement Activities for Least Mastered Competencies in Reading and Writing	155
G	Certification from the Statistician	161
H	Certification from the Grammarian	162

Chapter 1

INTRODUCTION

Background of the Study

Reading as one of the phases of Communication Arts is a tool subject in senior high schools. It plays a vital role in our educational system. Inability to read is a primary cause of school failure. Such failure may occur in any subject since the ability to read is essential for all types of academic success. If a learner knows how to read he/she will be elevated to the next year level. One who has the ability to read may learn any other subject through self-direction. One who cannot read cannot progress satisfactorily in any other subject in the senior high school curriculum.

Many foreign and local studies had been made on the problems of reading. The results showed that most of the school learners in public schools had difficulty in learning to read and two or more grades are retarded in reading achievement. Their reading level is two or more grades below their actual grade level.

According to Bond, et al (in Quijaro 2016) reading problems develop because one or more factors within the learner or in the environment, or both, prevents him from reaching his learning capacity. Reading difficulty may occur at any stage of a learner's school career from the first grade through the grades. They believe that reading disability can be corrected through proper diagnosis and classroom enhancement activities.

Writing is the framework of our communication (Vizconde, 2017). It is incredibly pliable and can use to give information, an opinion, a question or poetry. Words can take a bounty of forms within writing. That is why students should develop this writing

competence to articulate themselves through the written word which can provide opportunity to share their knowledge in a meaningful and productive way. Developing written skills will enable students to learn how to compose ideas, organize their thoughts and arguments, support key points and share information. Acquiring these skills will also prepare students for their future academic and professional endeavors.

In an electronic world where verbal communication has become less frequently used, learning to write cohesive, structured manner allows individuals to convey their thoughts effectively. Writing provides us with catharsis and a sense of accomplishment. Completing an excellent paper that a student has worked on, promotes confidence and this is an essential element to personal productivity in all facets of education. When a student sees a piece of work that they have completed, this leads to positive emotions. Students work best when they are happy and feel positive about their achievements. This leads them to continue on a path of success.

Possessing proficient written skills is an essential aspect of education, as students must prepare for the transition from junior to senior high school education, as well as beyond this, for example, through employment, where possessing written skills is critical. This skill shows that performance in English writing is relevant to the life of every student.

Writing competence is the adequate ability of the students to compose words and from words into meaningful sentences and creates coherent paragraphs. Students who are suffering from difficulty in writing English cannot convey ideas and hardly express themselves in class. This writing problem can significantly influence the performances of the students in many disciplines specifically in English writing.

If students do not have enough ability and knowledge in written form, how can the students do the more complex activities? This problem creates impact in students' performances in different learning areas using English language as well as in the well-being of the students. Self-esteem and confidence in communication are also significantly affected. This skill can be either hated or feared by the students. Some hate it because they lack enough vocabulary and insufficient knowledge on how to express them in written form; some are somewhat fearful in putting their ideas together because of the inconsistency and improper use of the language.

With the advent of high technology in this present time, one cannot now deny the fact that no one even the elementary grade learners have personal cell phones that leads in tamamounting their study habits. Somewhere else computers shops were allowing school children to play during class hours. More so, during free time you can see them having texting, listening to music with their cell phones and most common practice by playing Mobile Legend (ML). They don't dare to study anymore because most of the times were devoted to chatting, watching movies, reviewing and sending pictures and many others with the use of their cell phones. Hence, studies were taken for granted and school performance leads to dismal academic achievement due to inability to reading and writing skills. Irony further is that the texting and sending messages with the use of miss-spelled words, short-cut and abbreviated method that made them dull in reading and writing words.

As one of the teachers of Grade 11 at Tubungan National High School the researcher noted the trending presence of reading and writing disability in our schools as a serious problem specifically for Grade 11 learners. Evidently, students could hardly

read/attack some words which are new to them. They were fond of syllabifying before they can pronounce the whole word. Likewise, in writing, more of them could hardly express ideas and their penmanship were difficult to decipher. Hence, this study.

Statement of the Problem

This study aimed to find out the least mastered competencies in reading and writing of Grade 11 learners of Tubungan National High School.

Specifically, this study sought to answer the following questions:

1. What are the least mastered competencies in reading of Grade 11 learners when taken as an entire group and when classified according to sex, exposure to social media and socio-economic status?
2. What are the least mastered competencies in writing of Grade 11 learners when taken as an entire group and when classified according to sex, exposure to social media and socio-economic status?
3. Do the least mastered competencies in reading and writing of Grade 11 learners significantly differ when classified according to sex, exposure to social media and socio-economic status?
4. What classroom enhancement activities are appropriate for least mastered competencies in reading and writing?

Hypothesis

In view of the preceding problems, the following hypotheses were tested at .05 level of significance. Least mastered competencies in reading and writing of Grade 11

learners did not differ when classified according to sex, exposure to social media and socio-economic status.

Theoretical Framework of the Study

This study was anchored on the idea of Reutzel (2015) and Faigley (2015) that reading and writing are not considered to be a simple solution that may not produce a very good result in language skills (Reutzel, 2015). Theorists believed that reading and writing are the results of a process in which these new skills are acquired by utilizing areas of the brain specified for other language tasks.

Accordingly, the process of knowing to write started in identifying the letter. For instance, naming letter/s or syllabication of word/s facilitate in gradual printing of words. The writing of word or set of words follows after the learner can be able to mention a letter.

More so, it is a process in which the writing will come after the learner can fully understand and can name the identified letter/s. Reading and writing will not be learned altogether.

Writing as a process, as described by Faigley (2015) in the Social Process Theory, which is derived from Marxism, a theory that insists “any act of writing or of teaching writing” must be understood within a structure of power related to modes of production.”

Likewise, the process of assimilating learning in writing comes from the capacity or ability to comprehend what has been read. There is a social reaction or interaction as one goes after the other.

The transformation of learning in writing originates from right after or become the

off shot of knowledge in reading. In other words, the writing capability of an individual started after the eloquent comprehending of words. In here, the writing becomes the counterpart of reading.

It is on this premise, that the free reading capability of learners can be applied to the writing learning in which the process of writing is based on what was read and comprehended. Also, the reading readiness was considered as the pre-requisite to writing efficiency of the learners (Fiagley, 2015).

In learning, the theories of Reutzel and Fiagley is supported by Gagne's Hierarchy of Learning Theory, which stated that learning capability is hierarchical. Gagne believed that students' learning capability depends on having understood a previous learned one, where a student begins with the simplest learning activities and programs to more difficult situation as a step-by-step process. For effective instruction, a task analysis is needed in preparation and readiness for learning a new (Salcedo, 2000).

Added to this, Gagne stressed the cumulative nature of learning intellectual skills in which mastery of higher-level skills (e.g., rules) depends primarily upon the prior mastery of lower-order skills or concepts. Accordingly, intellectual skills are arranged in a hierarchical order so that successful instruction begins with teaching lower-order skills and progresses upwards. The way to determine the prerequisites for a given learning objective is to conduct a learning hierarchy. A learning hierarchy (sometimes called task analysis) is constructed by working backwards from the final learning objective.

In here, reading and writing were considered as hierarchical since after a learner is knowledgeable in reading, comes the writing ability. The individual gradual acquisition of identifying alphabet/s or set of words as well as the Hindu Arabic numbers tended to

capability in writing.

As applied in this study, the researcher tried to find out whether the learners' least mastered competencies in reading and writing are influenced by sex, exposure to social media and socio-economic status. The learners were assessed in reading by utilizing the duly validated researcher-made 10-item test on the topic "Love to Laugh" while, for writing the learners developed a topic on "advantages and disadvantages" of social media. Considering the stated variables, this endeavour further determined the kind of classroom activities to be implemented to enhance learning of learners.

Conceptual Framework of the Study

For a clearer understanding of the study, a conceptual framework was being presented. Below was the schematic diagram showing the relationship between variables.

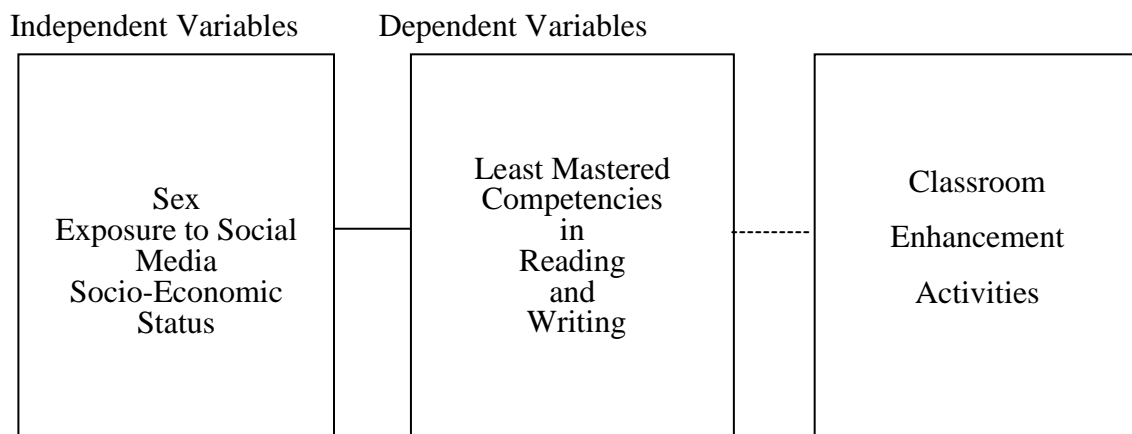


Figure 1. *Schematic Diagram of the Study*

The concept of determining the learners' least mastered competencies in reading and writing was revisiting of capability and readiness of learners on the next level of

approach in the teachers teaching styles, procedures, modalities and strategies.

As one of the key actors in the process of change, teachers who were knowledgeable on the factor that underlies learners' deficiencies, were very important in producing and creating effective teaching and learning method, especially towards mastery, practices and cultivation of values among Grade II senior high school learners.

In the present study, the researcher tried to find out the least mastered competencies of learners in reading and writing can be predicted by the identified variables. Findings of the study will be the basis for classroom enhancement activities.

Definition of Terms

To understand the meaning of some words used in this study, conceptual and operational definition of terms were presented.

Classroom activities. Classroom activities are commonly defined as activities that learners do to construct knowledge and understanding (Barkley, 2010).

In this study, Classroom activities refer to program/activity that address to the needs of least learned Grade Seven learners of Tubungan National High School.

Comprehension skills. Comprehension skills are the ability to understand what is read, where words have context and text have meaning (Corpuz, 2012).

In this study, comprehension skills refer to the ability of the learners to comprehend and the comprehension level ability be categorized as frustration, instructional and independent.

Exposure to social media. Exposure to social media refers to the millennial individuals that are exposed to the always used of gadget for communication, viewing,

playing, games and many others with the use of high technology.

In this study, exposure to social media refers to the respondents' adherence to various social media like Facebook, Youtube, Messenger, Wattpad, Instagram, Twitter, Snap Chat and others.

Least mastered competencies.Least mastered competencies are commonly defined the lowest level of applied skills and knowledge that should enable learners to successfully perform in educational and other life contexts (Gosselin, 2014).

In this study, least mastered competencies refer to lowest level of set of knowledge, skills and abilities of the learners.

Reading.Reading is an interactive process that involves the reader and the text in a certain context or situation (Vizconde,2017).

In this study, reading refer to the ability of the learners to read and to understand what had been read.

Sex.Sex is defined as the sum of characteristic structures and functions by which an animal or plant is classified as male or female (New Encyclopedia, 2004).

In this study, sex refer to the classification of the subjects as either male or female.

Socio-economic status.Socio-economic status refers to whatever received or gained such as salary or wages, receipt from business, dividend from investment, etc. (North Carolina, Department of Health and Human Services (DHHS), 2013. on – line Manuals).

In this study, socio-economic status refer to the household's income below Php 10,000.00 (very low); Php 10,000.00 – 19,999.00 (low); Php 20,000.00 – Php 29,000.00

(moderate); Php 30,000.00 – Php 39,000.00 (high); and Php 40,000.00 and above (very high).

Writing. Writing is the process in which cognitive development centers on the ideas that interaction and imaginative play are large contributors to the process of development. The interaction that learners engaged in, help them to both discover and create meaning from the things they discover Vygotsky (1978).

In this study, writing refer to the respondents' ability to organize ideas through essay writing on the given topic "advantages and disadvantages of social media."

Significance of the Study

The results of this study will benefit the following:

Learners. The results of this study will serve as a motivation for learners to study harder and to give importance to the English subject in such a way that they will be practiced both in school and at home.

Teachers. The output of the study will provide teachers information about the factors that affect the performance of the learners. With these, they will be able to find remedies to this problem and how to improve their teaching skills.

Remedial teachers. This study will give information to remedial teaching teachers of the students readingability. This may help classroom teachers in solving reading problems, and find appropriate tools suited to the level of the learners.

School officials and administrators. The results of this study will enable the school officials and administrators to formulate a reading enhancement program and provide in-service training programs for teachers to upgrade their competencies.

Future researchers. The results of this study will encourage future researchers to conduct similar studies for the improvement of learners' achievement in English subject.

Scope and Limitations of the Study

This study was limited to the determining of the least mastered competencies in reading and writing of the 149 randomly selected out of 238 Grade 11 learners of Tubungan National High School at Tubungan, Iloilo for school year 2019 – 2020.

In reading, the researcher determined the learners least mastered competencies in terms of drawing of conclusions from set of details, synthesizing essential information about a chosen issue, comparing new insights, evaluating text content and understanding of the text. As to writing, the least mastered competencies were on focus and details, organization, voice, word choice and sentence structure, grammar, mechanics, & spelling (SSGMS).

For descriptive data analysis, frequency, percentage, rank, mean and standard deviation were used. In inferential data analysis, the Mann Whitney U and F-test or Analysis of Variance (ANOVA) were utilized.

All tests were set at .05 alpha level of significance via Statistical Package for Social Sciences (SPSS) software version 22.0.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and studies.

Basics of Reading

Engaged reading leads to engaged learning, but students are not prepared to dive into the written word and immediately extract all of the valuable content. They need instructional guidance on how to read critically, understand the material and implement what they have learned. As instructors, you can provide the necessary framework using concepts such as previewing text, reading with a purpose, predicting and making connections and the use of graphic organizers. In addition to quick reading assignments in class, students need to develop reading stamina. They should be prepared to spend considerable time reading a book, long articles or studies. Give them the practice they need by developing a classroom library. Offering well-written texts that are not necessarily related to the class subject can encourage students to read for fun and information. For example, a biology classroom might have texts dealing with animals, but it might also have a few that relate to plants or minerals. While these are not directly related, they do have a place in the scientific nature of the class and allow students to find information in their areas of interest.

Reading Skills

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Hill (1979) briefly defines reading as what the reader does to get the meaning he needs from contextual resources.

Reading involves the recognition of the printed symbols which serve as a stimulus for the recall of meanings built up through past experiences and the construction of new meanings through manipulations of concepts already possessed by the reader (Tinker, et al., in Torrejo, 2007).

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe and Stoller, 2001). Alderson (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989) point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

Hedge (2003) writes the goals of learners in a reading process as: The ability to read a wide range of texts in English. Building a knowledge of language which will facilitate reading ability. Building schematic knowledge: the ability to adapt the reading style according to reading purpose (skimming, scanning). Developing an awareness of the structure of written texts in English. Taking a critical stance to the contexts of the texts.

Reading will add to learners' conversational performance. Reading will help learners to decipher new words that they need for conversations. Through reading language learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in the target language will develop. These components which are required through reading are all necessary for developing speaking skills. Similarly, Williams (1984) suggests some reasons why language learners should read in a foreign language: Learners can have further practice in the language that they have learnt, Learners can practice language in order to reuse it in other skills such as speaking and writing, Learners can learn how to get benefit from the texts to extract the information they need, Learners can find enjoyment or interest through reading.

Language acquisition without reading is difficult. Reading is a good way of comprehension. A good reader is able to understand sentences and structures of a written text. Bright and McGregor (1970) are of the opinion that reading is 'the most pleasant route to command of the language,' because it is via reading 'the student is most likely to find words used memorably with force and point. It appears that reading is a key factor in language learning. One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in successful language learning. It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. According to Ur (1996), "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important."

Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students

through reading develop in both fluency and accuracy of expression in their speaking. Davies and Pearse (2000) stress the importance of communication as: “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.”

Facts about Reading

Reading according to Bond, et al, (in Torrejo, 2007) is the recognition of printed or written symbols which serve as stimuli to the recall of meanings built up through the reader's past experience. While Harris (1985) defined reading as a meaningful interpretation of written verbal symbols. It is the product of interaction between the readers' perception of the printed symbols that represent language and his language skills, cognitive skills and knowledge of the world (Eseo, 2004).

Reading and writing are two aspects of the same process - the communication of thoughts, moods and emotion. When you write effectively you convey your ideas and feelings to others, when you read well you receive from others their ideas and feelings. Since reading and writing are inseparably linked, it is important that in trying to learn to write well you learn to read well.

Learning to read is not a natural process that just happens on its turn. Reading skills do not simply develop naturally when a child is ready. Many parents think that as long as their child is bright, they will learn how to read with no problem - but evidence does not support this. To learn to read, children must learn the component skills necessary for reading (Retrieved from <http://www.fontyline.com/learning-toread-fails.html>. Date retrieved July 3, 2019)

Learning to read requires explicit instruction. Learning experts now agree that an effective reading program needs to include all the major component of reading instruction – phonemic awareness, phonics, sounding out, and blending, etc.

Learning to read efficiently is a long and arduous process, for reading is learning. It is a process which leads to a skill. It is a thinking, cognitive, perceptual, psycholinguistic, psychological and physiological process. It is the interpretation of symbols and the application of the ideas derived from the symbols. In a simple language it is a complex process. Perhaps it should be, for reading is almost miraculous when we consider that through it, we have at our command and for our use much of the best that has been thought and written by the greatest minds of many centuries (Malunda, 2008).

Thus, efficient reading demands the ability to concentrate, to use our intellectual curiosity, to visualize as we read so that images come to life and take an extra dimension. Perhaps most important of all, efficient reading involves organizing and retaining ideas and impressions gained from the printed page.

The Importance of Reading

Reading proficiency is virtually a requirement in a civilized society. Ever since man has learned to read and write, he has depended immeasurably in the printed page for his cultural and social progress.

In addition, reading has economic, societal, political, and personal values and it increases in importance as a society become more complex and industrialized. As technology advances, more occupations require high levels of education or specialized training for which reading ability is vital (Wather, 1985 in Quidato, 2004)

Aside from its significant role in man's social participation as a citizen worker, reading enters into newly every phase of school life. It occupies an important place in the school curriculum as an avenue of learning and as a dominant means of communication.

Reading is considered the cornerstone of education since almost all learning involves the ability to read. According to Harner (1992) cited by Eseo (2014), the importance of reading is essential in all academic subjects, because it is a key to learning and personal enjoyment that involves the whole personality. Reading is also considered as a royal road to knowledge because it is an entrance into almost all vocations.

Reading is universally recognized as one of the most important activities in life. The importance of reading cannot be over-emphasized in the individual and in society in general. Its increasing importance in today's social order demands more rapid, efficient and wider reading both in and out of school to keep pace with the times (Ferrer, 1996 in Eseo, 2014).

Reading maketh a full man. We read to know everything, to be well informed of everything that happened in the past in relation to the future. We read to make us happy when we are sad and to keep us busy all the time. But the most important one we read because we want to learn.

Reading Level

Reading level is the B - score or the grade equivalent obtained after spent in actual reading has been determined in relation to the number of errors made in several paragraphs of increasing difficulty (Cantiller, 1982).

The reading level ability of the child in the grade classified as frustration,

instructional and independent.

Frustration is the lowest reading level. In this level learner shows withdrawal from reading situations by crying or refusing to read. The learner commits errors in reading such as reversal, repetition, substitution, insertion, mispronunciation and inability to interpret punctuation. The learner scores 89% and below in word recognition or 58% and below in comprehension.

Instructional is the level at which the learner can profit from instruction. The learner's oral reading is rhythmical with conversational tone and correct interpretation. The learner scores 90 - 96% in word recognition and 59 -79% in comprehension.

Independent is the highest level at which a learner can read independently and ease without the help or guidance of the teacher. The learner is free from tension, finger pointing or lip movement. The learner reads with rhythm and with conversational tone and interprets punctuation correctly. The learner scores 97-100% in word recognition and 80-100% in comprehension.

Problems in Reading

Reading problems develop because one or more factors within the child or in the environment or both prevent him from reaching his learning capacity (Bond, et al, 1989).

Identifying the reading problem, Newman states that lack of mastery of the mechanics regardless of how reading is taught, does not result in the power to read new materials independently. While reading difficulties, according to N. Dale Bryant result from a learning disability or from non-disability factors such as low general intelligence, missed instruction, poor teaching, etc. Disability is not simply a particular cause or even a

particular kind of impairment, it merely indicates a relative inability to learn and attain (Cantiller, 1983).

A study among third world countries showed that incidence of reading abilities in the classroom is 1.8 to 5.3 percent (Koller and Holiday, 2002).

The gravity of the problem is more seriously felt in the Philippines. On the 2000 National Assessment of Educational Progress (NAEP), over 85% of all fourth graders in high poverty schools scored below the “proficient” reading level (<http://www.fontyline.com/learning-toread-fails.html>).

In the study of Lopez (2001), revealed that the first -year high school students of Manduriao National High School when taken as entire group registered an average reading comprehension level that of Grade 3.5. Obviously, the students had a reading comprehension level four years below their actual grade level.

Quidato’s (2004) study on reading disabilities of entering first year high school students of Iloilo City National High School Calaparan Extension revealed that mispronunciation has the highest total error average, and then followed by substitution and self-correction.

Another study was conducted by Jala (1994) in identifying the reading disabilities of the primary learners in the District of Tubungan. The results revealed poor pronunciation, substitution and addition are among reading errors committed (Quidato, 2004).

The individual who cannot read is the concern of educators, parents, physicians and psychologists as well as society in general. Difficult situations created by learning often lead to anti-social behavior, which in turn aggravates the problem of students who

are disabled in reading. Thus, teachers and school often encounter behavior problems among the students as an outgrowth of reading disabilities.

These difficulties in reading affect most the achievement of learners not only in English but in all subject areas.

Word Recognition Skill

Word recognition is the ability to recognize words, that is, the oral counterpart of the written symbol. It is the first aspect that the reader relates symbols to the sound and meaning of words. Before the reader can understand what he reads, he should be able to organize the words first (Harris, et.al, in Calimlim, 2004).

Word recognition is the focus in the beginning stage of reading and is a prerequisite to the development of more advanced reading skills. It provides a necessary foundation for reading comprehension, but word recognition alone is not sufficient for reading comprehension. The reading comprehension of even skilled readers is likely to be disrupted or impaired if most of the printed words are not recognized and identified accurately and rapidly. According to Harris et. al (1985) to determine the children's ability in word recognition, a test in identifying words is given. The teacher lets the children read a list of words in isolation, and then observes if they can recognize words at sight with little or no hesitation or can work out the pronunciation.

Another study was conducted by Parayno (1990) to ascertain the word recognition errors of 120 high schools at Philippine Women's University. Individual and oral reading test were utilized. The finding revealed that the common errors of the subjects were omission, habitual repetition of words and disregard for punctuation.

Gencianeo (1997) also conducted in her study on word recognition and comprehension skills of reading disabled on primary grade level. She revealed in her study that the common errors of the subjects were omission of final letters, and habitual repetition of words.

However, Calimlim's (2004) study in improving reading performance through Reading Recovery Procedures revealed that before exposure to Reading Recovery Procedures, the subjects' word recognition skills were in level 5. They could read with the help of the teacher using the materials in the Pre-primer level. But after the use of Reading Recovery Procedures, the results revealed that the subjects increased their word recognition skills to high school level.

This showed that the teacher should be resourceful to remedy word recognition problem. Proper intervention procedures and guidance are important to overcome this difficulty.

Reading Comprehension

Reading comprehension can be defined as the level of understanding of a passage or text. For normal reading rates (around 200 - 220 words per minute) an acceptable level of comprehension is above 75%.

Sheng (2000) states that comprehension calls for understanding of the content of the printed page, it is the process of negotiating understanding between the reader and the writer. It is a more psychological process that includes linguistics, cognitive, and emotional factors. These factors are very important in students' evaluation and appreciation.

Comprehension involves building a bridge between what is read and is known. As

one reads, prediction and interpretation of ideas are based on prior knowledge and experiences. Comprehension results when a reader interacts with a piece of print in a certain context.

Recently, research-based theories of reading comprehension have emphasized the interactive nature of the comprehension process. This view suggests that comprehension depends on three factors: reader, text, and context. Reader processes printed text using the experiences and expectations that he brings to the text (Amor, 1999).

Reading comprehension skills separates the “passive” unskilled reader from the “active” readers. Skilled readers don’t just read, they interact with the text.

Reading comprehension is therefore the result of an interaction between the text and the readers. It primarily depends in the reader’s skills in recognizing printed symbols, and words, his mastery of the language of the text including rich vocabularies, the depth and breadth of his prior knowledge and experiences, the familiarity with the subject matter. The meaning of words cannot just be added to get meaning of the entire passage. The reader must bring into the printed page enough meaning to enable him to approximate what the writers use to convey their ideas such as figured language, idiomatic expressions, poetic devices, style of presentation and organization. It is only when the reader can integrate all these and brings his prior knowledge and experience of ideals than comprehension can occur that meaning can be grouped. In this sense, reading comprehension is an interaction between the reader and the text.

In reading to understand, to comprehend, one should keep in mind that everyone ought to learn to read well enough to: gain and understand accurate information and idea. Recognize the organization and the style of what he is reading, interpret what he is

reading in terms of his own experiences and analyze and evaluate what he is reading.

Considered as one of the most elaborate descriptions of reading comprehension by Barrett in *Cognitive and Affective Dimensions of Reading Comprehension*, Barrett's Taxonomy involves five major levels, each of which subdivided. The principal levels are: (1) literal comprehension, (2) reorganization, (3) inferential comprehension, (4) evaluation, and (5) appreciation. Robeck emphasizes three broad areas in reading comprehension, namely: literal, interpretive, and evaluative or critical. Both Barrett and Robeck agree that literal comprehension involves recognition of or recall and, in all cases, is focused on points explicitly stated by the author. Skills under this are recognition and recall of details, main ideas, sequences, comparisons cause and effect relationships and character traits which require explicit statements about the character.

Inferential or interpretive comprehension is an extension of the available material by the reader from his past experiences. Activities most commonly involved here are classifying details, events and characters in various ways, synthesizing the author's theme, or inferring details, sequence of ideas, relationships and character traits not otherwise specifically given.

Evaluative level in Barrett's taxonomy involves the reader to make judgment, either by given criteria or by his own personal experiences. Thus, the reader decides or judges whether the incident could really happen, whether information is fact or opinion or based on valid or adequate sources and whether the material is appropriate to the characterization. Evaluation involves the reader's conceptualization of the criteria for judging material and has overtones of cognitive rather than affective responses. Evaluative or critical reading is particularly important in reading advertisements,

contracts and research reports. In advertisements many people, even adults, tend to be deceived.

Appreciation, according to Barrett, involves both emotional and intellectual components since the reader is asked to respond to questions concerning literacy techniques and their aesthetic impact. Thus the reader gives his emotional response to the content, identifies himself with the character and incidents, reacts to the language used by the author and describes his feelings about the author's ability to use words to create vivid images (Geroche, 1981).

As an educator we should be aware of various sub skills that the child needs to master for effective comprehension and different strategies should be used to improve student's understanding of text.

According to the study of Gorospe (1981), the comprehension skills like grasp of total meaning, organization of ideas and those which required making inferences were the most difficult for the boys and the girls, whether of the bright or the low mental ability.

Reading comprehension can be improved by: Training the ability of self -assess comprehension, actively test comprehension using questionnaires, and by improving metacognition. Teaching conceptual and linguistic knowledge is also advantageous.

Sex and Reading Achievement

Although it is often difficult to make useful generalizations about a group as diverse as 'boys' or 'girls,' substantial claims have been made about 'boys' 'difficulties' with reading in both the popular press and the educational community. While it is important to temper generalizations about boys and girls experiences in schools so that

issues of race, class and power do not become obscured by a narrow focus on gender, research concerning gender and reading has revealed a gender gap in both reading achievements and attitudes. Broadly speaking, when compared with girls, boys appear to have more difficulty learning to read and perform less well on measures of reading achievement.

In addition, research findings revealed that boys are generally reluctant to read than girls and display a less favorable attitude to reading than girls do.

Sprinthall and others (1994) revealed that females definitely perform better than males, especially in the earlier school grades. But when they reach high school and college, the males leave the female behind in almost every area. The reason behind is that boys always feel that they belong to the stronger sex and that their future responsibilities in society as breadwinner are heavier than that of the girls, they are challenged to work harder.

That gender proved to be a factor affecting students' writing proficiency was revealed by Borbon (1999) in her study, entitled "Correlates of English Writing Proficiency Among High School Freshmen in the District of Cabatuan." The female students were far more proficient than the male students in spelling, vocabulary, grammar/usage, mechanics, paragraph organization, composition based on pictures and free composition. Borbon further stated in this study that females are more interested in language while boys sometimes find it boring.

Similarly, Pagunsan's (2003) study with the students reading skills as influenced by television watching revealed that females tend to be better readers than males. They appeared to have acquired the skills that are necessary to answer precisely the reading test

on comprehension and study skills. She added that being homebodies, girls probably may have more time to read.

However, Padilla's (2005) study in the perceived English Language needs and competence among college freshmen at West Visayas State University for academic year 2004 – 2005 found out that males considered themselves "competent" in speaking sub skills for academic studies and in writing sub skills under the social/private life domain.

On the other hand, in the study of De La Cruz (1989), the findings were different. The study concluded that sex is not a factor to be considered in the language achievement of the students. Her finding was further affirmed by Biba (2002), in her study entitled "Reading attitudes and Reading Interest of Freshmen BSED Students of Central Philippine University." She also concluded that there was no significant difference in the reading interest of the freshmen students considering sex. The same is true with the study of Awit et al (2002) which revealed that the level of performance of students in English does not depend on the sex of the student.

Integrating Reading and Speaking Skills

In a reading process, six component skills have been suggested. Among these knowledge fields, vocabulary and structural knowledge which are acquired through reading, influence learner's speaking achievement: Automatic recognition skills, Vocabulary and structural knowledge, Formal discourse structure knowledge, Content/world background knowledge, Synthesis and evaluation skills/strategies and Metacognitive knowledge and skills monitoring (Grabe, 1991).

Anne Lazaraton (2001), suggests that oral communication is based on four

dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies).

Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence learner's speaking performance. Good knowledge of grammar is viewed as an essential aspect for achievement in a foreign language. Grammar is important to learn the nature of language. Grammar helps learners to build comprehensible sentences in speaking. In order to understand how language works, learners should give attention to grammar. "If we only understand what others say partially and superficially, the communication of ideas can't be properly realized (Zhongguo, Min-yan, 2007)." Reading will help learners acquire vocabulary and grammar. Through reading, learners see how words fit together. When learners constantly engage in the target language, they begin noticing and mastering the patterns in the language.

Mccarthy (2000), states that lexical and grammatical knowledge are significantly correlated to reading comprehension this means learners will achieve better reading comprehension through grammar. Krashen (cited in Hill and Holden, 1990) encourages reading because it is a great factor in foreign language improvement and believes that students who read a lot are good at reading, good at writing and have a good vocabulary and grammar knowledge. Learners see structure of a sentence and this enables them to build their own sentences and utterances. Vocabulary knowledge is indispensable for effective communication. Lewis (1993) writes that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing,

and translating cannot exist without vocabulary. Vocabulary is understanding the meaning of a word, so communication does not occur if there are no words. Therefore, reading is probably the best way to learn new words. Reading results in incidental vocabulary acquisition (Lechmann, 2007). Nation supports this idea and says: “Reading has long been seen as a major source of vocabulary growth” (Nation, 1995). Most people recognize the important relationship between knowing words and reading well. Eskey, supporting this notion, states that “the relationship between reading and vocabulary is well documented and reciprocal” (Eskey, 2005). And “in fact the relationship between vocabulary knowledge and reading comprehension is well established in the reading literature” (Dole, Sloan, Trathen, 1995). Hedge (1985) also states that through extensive reading learners advance their ability to of guessing the meanings of unknown words and phrases from clues in the context and he concludes that students who read a lot outside the classroom may increase both their comprehending the context and improving their vocabulary which are essential elements to advance speaking skills.

A broad and deep vocabulary knowledge makes learners precise and articulate. Through reading learners see how the new words connect to other words. “The more reading you will do, the more you will increase your exposure to vocabulary that doesn’t usually make its way into the spoken language” (Cunningham, 1998). An improved vocabulary will help learners develop their speaking skills. Speech without vocabulary cannot be produced. Vocabulary is one of the essential and fundamental components of communication (Levelt, 1993). And Laufer (1997) stresses the importance of vocabulary knowledge and adds that without words to express a wider range of meaning, communication in a second language cannot happen in a meaningful way. Learners will

improve their speaking competence if they have better vocabulary knowledge which they can get through reading.

Sanacore (1994), is of the opinion that encouraging learners to read will lead them guessing the meanings of words, phrases from the context, and the more they read the more they will understand the meanings of sentences and concepts. An ongoing reading habit will enable learners understand a text easily, even they do not know meanings of some words in the text. Reading extensively will enhance their comprehension. Learners will easily comprehend in the foreign language if they advance their ability of guessing the meanings of words from context which will promote their speaking performance.

Dubin and Olshtain (1977) also point out that through extensive reading learners learn much vocabulary. They emphasize the benefits of extensive reading as: Students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning. They are exposed to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or a test. Extensive reading has also an effect on other language skills such as writing and speaking.

Extensive reading, or reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction.

Oya, Manalo, and Greenwood suggest that better vocabulary knowledge produces better oral performance (2009). Accuracy and fluency of learners will get better through reading. They also claim that having good vocabulary knowledge is one of the essential components to gain fluency in speaking performance (Oya, Manalo, Greenwood, 2009). It needs to be noted that good vocabulary knowledge will give learners confidence in

their speaking performance.

In the theoretical model of L1 and L2 speaking (Levelt, 1989, 1993), vocabulary has a central position in forming an utterance with appropriate meanings and with syntactic, morphological, and phonological structures. Levelt's model suggests two points. First, vocabulary is always required in the formulation stage. In other words, no speech can be produced without vocabulary, and vocabulary is indispensable to speaking performance. Second, the lexicon consisting of lemmas and lexemes includes not only vocabulary size (i.e., primary meaning and form [phonology]) but also depth (i.e., syntax and morphology), which suggests that both size and depth are related to speaking performance (adapted from Rie Koizumi, 2005).

The study by Adams (1980) and Higgs and Clifford (1982) indicated close relationships between vocabulary as part of overall speaking performance and overall speaking performance at low levels than at intermediate and advance levels (adapted from Koizumi, 2005).

For spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence (Peacock, 1997). "A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality" (Lee, 1995). It is real language created by native

speakers of the target language in pursuit of communicative outcomes (Little, Devitt, & Singleton, 1989).

Integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency (Zhang, 2009).

Writing Skills

The present age is characterized by an accelerating explosion of knowledge. As the language of information, English has become important to academic, personal and professional advancement. To succeed in their academic studies and to perform effectively as the expert they dream of becoming, students must be able to possess proficient English writing performance. In the Philippines, the demands on the Filipino to be a skilled writer in this language for personal and ultimately for national development has become great, if not more significant.

Writing is the framework of our communication. It is incredibly pliable and can use to give information, an opinion, a question or poetry. Words can take a bounty of forms within writing. That is why students should develop this writing competence to articulate themselves through the written word which can provide opportunity to share their knowledge in a meaningful and productive way. Developing written skills will enable students to learn how to compose ideas, organize their thoughts and arguments, support key points and share information. Acquiring these skills will also prepare

students for their future academic and professional endeavors.

In an electronic world where verbal communication has become less frequently used, learning to write cohesive, structured manner allows individuals to convey their thoughts effectively. Writing provides us with catharsis and a sense of accomplishment. Completing an excellent paper that a student has worked on promotes confidence and this is an essential element to personal productivity in all facets of education. When a student sees a piece of work that they have completed, this leads to positive emotions. Students work best when they are happy and feel positive about their achievements. This leads them to continue on a path of success.

Possessing proficient written skills is an essential aspect of education, as students must prepare for the transition from junior to senior high school education, as well as beyond this, for example, through employment, where possessing written skills is critical. This skill shows that performance in English writing is relevant to the life of every student.

Writing competence is the adequate ability of the students to compose words and from words into meaningful sentences and creates coherent paragraphs. Students who are suffering from difficulty in writing English cannot convey ideas and hardly express themselves in class. This writing problem can significantly influence the performances of the students in many disciplines specifically in English writing.

If students do not have enough ability and knowledge in written form, how can the students do the more complex activities? This problem creates impact in students' performances in different learning areas using English language as well as in the well-being of the students. Self-esteem and confidence in communication are also significantly

affected. This skill can be either hated or feared by the students. Some hate it because they lack enough vocabulary and insufficient knowledge on how to express them in written form; some are somewhat fearful in putting their ideas together because of the inconsistency and improper use of the language.

Grammar rules and other English concepts are becoming useless if not applied and not used properly. Noam Chomsky's theory on language cites that the most intricate structure is language. In studying language, one can discover many fundamental properties; cognitive structure, organization and also the genetic predisposition that provide the foundation for its development. So, the process in learning the language is very complicated much more in determining different properties and language skills.

If the most fundamental skill in language is writing, students must learn this skill first before reinforcing other language skills. Writing is an individual solitary activity that needs attention and focus. Teachers must also provide reinforcement activities or drills that can help the students.

In contrast with Krashen's Theory of Language Acquisition (1998), which stated that language acquisition does not require extensive use of conscious grammatical rules, and does not need the tedious drill. Comprehensible input is the crucial and necessary ingredient for the acquisition of language. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students want to hear. These methods do not force early production in the second language but allow students to produce when they are ready, recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

About writing, teachers must provide comprehensible input to the students who can motivate and provide necessary skills to help them develop their writing ability. Words of encouragement and sympathy can be a great help to boost the students' confidence in writing. Students' preparedness in learning the skill is also considered. Therefore, providing enough communicative opportunities and practices are essential to make the students enhance their writing skill that can improve their communication.

Communication is the act or process in using words, sounds, signs or behaviors to express or exchange information or to express ideas, thoughts, and feelings to someone else. Communication has a vital role in human life. It facilitates the spread of knowledge and forms relationships between people. Go and Posecion (2011), stated that writing communication is an application of knowledge obtained from learning a language. It is an essential skill that students should develop. Students' writing ability is vital to their academic performances since the more significant part of the school activities from quizzes, examinations, assignments, reports, analysis and researches are all written.

Learning to write well is important, one of the most important things one does in education, say Glaizier and Paige (2003).

Wafa (2012) stated that writing is regarded as a difficult skill and a very complicated task. This task is often attributed to its inherently complex characteristics which according (Graham and Rogers, 2008). Furthermore, language is an instrument people use to shape their ideas and to communicate with others. Also, English is the second language of Filipinos. It is used as medium of instructions in almost all subjects in the curriculum. Prakash (2005) remarked that there has never been a language that has been spoken by more people as a second than a first language.

Otaala and Plattner, (2013), believed that insufficient English language competencies would cause a variety of problems for students such as having difficulty expressing themselves in English, following lectures, taking right notes during lectures, understanding academic texts, and writing coherent essays. In examinations and quizzes, many students failed because they cannot decode the questions very well and cannot express themselves adequately in English. Also, during class discussions and lectures, students who are poor in English will get disinterested listening to teachers because they could not comprehend the different concepts. Furthermore, they lack communication skills to utilize during teaching-learning situations.

In short, many students can hardly recognize and comprehend printed symbols; much more do merely to complex oral and writing activities. This problem affects their academic performances. Much more, they cannot cope up with their lessons satisfactorily if not outstandingly. Students can write, but they cannot produce writing at high levels of skill, maturity, and sophistication. Few students can create precise, engaging, and coherent prose. It is less than a quarter can write convincing, elaborated responses with compelling language (Shanahan, 2008).

According to National Commission on Writing (2014), reading is a widely needed skill, but that writing is an elite skill. It is more than 90% of mid-career professionals indicate that writing is vital in their work. Writing is essential for success in higher education, yet more than 50% of first year college students have serious writing problems.

To become successful in their chosen career, students should learn first the basics of writing. That is to learn how to write sentences and later good compositions. Students

should also not feel restless and embarrassed whenever they cannot assimilate lessons or not to construct good sentences. They should be supported and assisted in this endeavor.

To improve the performance of the students in writing, English teachers should know the students' capabilities and needs. So, they can produce therapeutic and plan strategies to help and assist them. The question is, how could passion and commitment of English teachers be translated to high level of proficiency in writing English? There is no overnight solution for this. This proficiency can never be achieved in just one fell swoop. Teachers will undergo many processes and planning. They are to formulate strategies that could attain desirable level of proficiency of students.

The Department of Education is implementing various intervention programs to provide support to Filipino students falling behind in reading and writing. The Every Child a Reader Program (ECARP) will first measure the reading proficiency level of the students. According to Department of Education, ECARP aims to equip students in public schools with strategic reading and writing skills to make them independent young readers and writers. This intervention program is supported by the Executive Order 13166 signed by the President of the Philippines on August 11, 2000 entitled, "Improving Access to Services for Persons with Limited English Proficiency."

Malasiqui National High School caters to almost 4000 students coming from different barangays in Malasiqui, Pangasinan. Most of the students from different barangay high schools are lacking writing skills. This finding is also supported by the different writing results during the writing activities in English. Writing results show that most of the learners cannot construct compositions well in English. They have committed grammatical errors, improper use of vocabulary, inappropriate punctuations and

misspelled words. That is why the researcher would like to find answers and solutions to eradicate the problem in English writing.

In the context of all previous ideas and insights in matters of English writing, it becomes imperative to determine the performance of grade 11 in English writing. In senior high school where students prepare themselves to go to college and will soon be seeking jobs after they graduate, must know how to communicate in both oral and written. Many writing skills are to be demanded in college so that the need to equip students with skills cannot be over-emphasized. Hence this study will be undertaken.

This study focused on the description and analysis of the performance in English writing to obtain baseline data which can be used in developing output writing activities to enhance the writing performance of the students. The subject of the study is the ICT-1 under (TVL- Computer System Servicing) and BPP-1 under (TVL- Home Economics) Grade 11 students in Malasiqui National High School. The respondents are currently taking the Reading and Writing subject under the researcher who is an English teacher of the respondents. The study was conducted during the academic year 2017- 2018. English writing performance is measured with a writing proficiency test that was administered to the respondents.

The profile variables which are correlated with the writing performance of the students are: age, sex, parents' educational attainment, monthly family income, most preferred reading material read at home and type of school Junior High School completed from.

The ability to communicate clearly and effectively forms the foundation of modern life. Students that can't read effectively fail to grasp important concepts, score

poorly on tests and ultimately, fail to meet educational milestones. Reading and writing skills allow students to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them. When they cannot read well, they become discouraged and frustrated by school. This might result in high school drop outs, poor performance on standardized tests, increased truancy and other negative reactions, all of which can have major and long lasting repercussions. By teaching students to communicate effectively, you help create engaged students who learn to love the act of learning. It is important to think about your strategies for teaching reading and teaching literacy in your classroom.

Writing is an important skill for language production. However, it is considered a difficult skill, particularly in English as second language (ESL) contexts where students face many challenges in writing. Therefore, the present study was conducted with an aim to investigate problems in Pakistani undergraduate ESL learners' writing and factors that hinder their writing skills. It also aimed at obtaining suggestions on how to improve Pakistani ESL learners' writing skills. For this purpose, focus groups of Pakistani English language teachers' and undergraduate ESL learners were conducted. Writing samples were also collected from 30 ESL undergraduate learners to find the major problems in their writing. The interviews and essays were analyzed using thematic content analysis. The findings reveal that the major problems in Pakistani undergraduate ESL learners' writing are insufficient linguistic proficiency (including command over grammar, syntax and vocabulary), writing anxiety, lack of ideas, reliance on L1 and weak structure organization. These challenges are influenced by various factors including untrained teachers, ineffective teaching methods and examination system, lack of reading and

writing practice, large classrooms, low motivation and lack of ideas. The study also sheds light on the remedial measures such as increased reading, conscious and incidental vocabulary teaching, writing practice, trained teachers, reform in the examination system, and writing competitions.

Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge.

Hyland (2003) believes that performance in language development is subject to improvement in writing skills. A text of an effective ESL writer must be cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions in mechanics (Jacobs and L,1981;Hall,1988). However, writing is often considered merely a part of teaching and learning grammar and syntax, which resultantly underestimates the nature and importance of writing, and affects its growth. Therefore, the development of this skill draws considerable attention for its learning and teaching from the very early phase of language education. Nunan (1989) argues that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors vary from academic background and personal interest of the writer to various psychological, linguistic and cognitive phenomena (Dar and Khan,2015;Haider,2012).

In Pakistan, the writing skills of the students are alarmingly weak and substandard.

Although, English language users in Pakistan have exponentially increased to 49% in 2003 from 2% in 1961 (Dar and Khan,2015), they still face issues in English language, particularly in writing. These issues generally arise from incompetence in

syntax, coherence, idea expansion, content selection, topic sentence, rhetorical conventions, mechanics, organization, lack of vocabulary, inappropriate use of vocabulary. However, further research is required to explore and examine the factors that adversely affect writing skills of the students, because issues in writing can be more efficiently addressed if the factors that generate them are identified (Hyland,2003). This study intends to investigate problems in students' writing, the factors that generate these problems, and finally, suggestions of the participants on how to improve learners' English language writing skills.

Previous studies have attempted to categorize these factors into some broad domains, for example, teachers' incompetence (Haider,2012;Mansoor,2005;Harmer,2008), students' lack of interest (Byrne,1991;Harmer,2008) methodological in appropriately (Ahmad, Khan, Munir, et al.,2013;Javed, Juan, and Nazli,2013;Siddiqui,2007). However, there is still a need of further research that could explore the origin of these factors and their subsequent conversion into permanent writing problems of students' written discourses. The current study, along with teachers' and students' perceptions, explores and examines the students' opinions and their written texts to identify their writing problems and the factors that generate these issues coupled by suggestions from the respondents on the improvement of ESL learners' writing skills. It will bring the latent psychological and cognitive factors into light for further enquiry and suitable solution.

Writing is the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential (Dar & Khan, 2015, Hyland, 2003; Mahboob, 2014). Kellogg (2001) opines that

writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas; because proficient composition of a text indicates successful learning of a second language (Geiser and Studley, 2002; Hyland, 2003; McCutchen, 1984; Nickerson, Perkins, and Smith, 2014). Therefore, learning how to write has gained considerable importance for the last two decades due to two factors: its use as a tool for effective communication of ideas, and the extensive research work carried out in this area to examine various issues faced by L2 writers (Dar and Khan, 2015; Graham & Perin, 2007; Haider, 2012; Hyland, 2003).

Student writers face various writing problems at different stages of their learning. Generally, these problems can be classified into linguistic, psychological, cognitive and pedagogical categories (Haider, 2012; Hyland, 2003). They struggle with the structural components of English; because an inappropriate structure complicates the content and comprehension of the text, which a reader deciphers through involvement of a mental process (Quintero, 2008; Nik, Hamzah, and Rafidee, 2010). Similarly, an incoherent text fails to communicate ideas which causes lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition (Rico, 2014). Students' lack of confidence is also caused by a teaching strategy which does not conform to students' learning styles and cultural backgrounds (Ahmad, et al., 2013). It is argued that poor writing skills originate from two factors: the teacher and the learner. Teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students. On the other hand, students face numerous challenges: effects of L1 transfer lack of reading, motivation, and practice. In Pakistan, student writers encounter

psychological, cognitive, social and linguistic problems while converting ideas into text (Bilal, et al, 2013; Dar and Khan, 2015; Haider, 2012; Mahboob and Talaat,2008).

Numerous factors that affect students' writing skills have been identified in literature, these are associated with the motivation of learners who are generally unclear about the purpose and significance of their text in their L2 learning. Similarly, social media, in-consistent feedback from teachers, learners' lack of analytical and evaluative approach, and large and unmanageable class sizes also negatively impact the structural and communicative accuracy of the students' texts (Pineteh, 2013). Most of the students find it very challenging to obtain sufficient and relevant source information, paraphrase or summarize information, and use an appropriate academic writing style (Gonye, et al,2012;Kalikokha,2008). It is caused by delayed essay writing instruction, large classes, students' negative attitude towards their academic English course, L1 transfer, and lack of dialogue between students and teachers about the constructive steps that need to be taken to address these problems. In Pakistan, insufficient time for teaching writing, improper A/V aids, overcrowded classrooms, traditional pedagogy and students' weak academic backgrounds have been reported to be some of the factors affecting students' writing skills (Bilal, et al.,2013;Butt and Rasul,2012). Similarly, outdated textbooks that neither promote the importance of a writing skill, nor give any opportunities too consequently fail to invoke an audience (Haider, 2012). Another body of research critiques incompetent teachers who instead of promoting creative skills urge students for rote learning and exam-oriented language production (Mansoor, 2005; Rahman, 2002; Siddiqui, 2007).

Students' writing ability can be improved by fostering their interest, motivation

and enjoyment for writing, through technology (Graham and Perin, 2007). Similarly, some metacognitive, cognitive and socio-affective strategies could also be used for enabling the students to know and practically exercise the writing process (O'Malley and Chamot, 1990). Further, the teachers can adapt their pedagogic approaches and can mutually design such tasks that could motivate and encourage students by giving them liberty of choosing topics of their interest (Pineteh, 2013; Quintero, 2008). It will reshape their writing patterns, presumably, through extended practice and by involving physical and cognitive skills which give the writer control over the expression of linguistic and domain-specific knowledge (Kellogg and Raulerson, 2007). In addition, it will be convenient for language and content teachers to monitor their students from broad perspectives (Nik et al, 2010). Most importantly, it is necessary that attitudes towards writing and dealing with its issues are changed. Teachers must employ strategies to elicit ideas from students to be penned down on a piece of paper to promote their verbal ability. Moreover, instant and critical feedback needs to be given on their output, so that their confidence is elevated (Haider,2012).

Writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as letters, essays, papers, articles, journals, project reports, theses, etc. It asserted that writing has a vital role in language production that is used for global mediation of knowledge (Fareed et al, 2016). However, it not only uses for interactions and transactions, but also it provides the chances to study abroad for students (Yi, 2009)

More on Writing Skills

Writing is especially difficult for non-native speakers because they are expected to create written products that demonstrate mastery of the issues mentioned earlier in a new language (Wells, 2008).

Based on English teachers' observations, students can hardly comprehend the lessons written in English since they are not using this language at home. It is not also used in daily conversation. They tend to use their native language in conversing with their peers and teachers. Today, teachers in most Philippine high school classrooms complain that many students can pass a grammar test but cannot speak nor write meaningful sentences or paragraph. In the advent of Information Technology, text messaging has even a more significant problem in written communication making students more careless about reading, spelling, punctuation, and language rules (Pamintuan, 2004).

Translating Speech to the Written Word

Writing plays several roles in the classroom. It helps further cement new concepts by allowing students to describe these items in their own words. It encourages logical thinking by forcing students to organize their thoughts. It also helps them learn how to tell a story, communicate ideas and record important moments. The National Writing Project is one of the longest running development programs in the U.S. It offers a variety of workshops designed to help teachers incorporate writing skills in the classroom. Keep in mind that long form essays are just a single facet of developing writing skills. In the future, students will spend much more time writing brief replies to emails or jotting down to-do lists. Be sure to incorporate those types of tasks in the classroom, so they have experience with both essays and more day-to-day writing skills.

Basically, these facts appeared on the students' reasons because of their negative perception toward writing. Therefore, they experienced writing anxiety (Kurniashi, 2013;Huwari and Aziz, 2011;Fareed, et al., 2016;and Wahyuniand Umam, 2017), in which, the factors that cause writing anxiety of Indonesian EFL students were difficulties in linguistics, worry of teachers' comments negatively, inadequate writing technique and practice, lack of topic knowledge, and time pressure (Kurniashi, 2013 andWahyuni and Umam, 2017). Additionally, low ability and writing anxiety of students were pressured by some factors they are untrained writing instructors, ineffective teaching methods of writing, insufficient system of writing examination, lack of reading and writing practice, big classes, low motivation, and limited ideas (Fareed, et al., 2016).

Therefore, they experienced writing anxiety (Kurniashi, 2013;Huwari and Aziz, 2011;Fareed, et al., 2016;and Wahyuni and Umam, 2017), in which, the factors that cause writing anxiety of Indonesian EFL students were difficulties in linguistics, worry of teachers' comments negatively, inadequate writing technique and practice, lack of topic knowledge, and time pressure (Kurniashi, 2013 and Wahyuni and Umam, 2017).

Additionally, low ability and writing anxiety of students were pressured by some factors they are untrained writing instructors, ineffective teaching methods of writing, insufficient system of writing examination, lack of reading and writing practice, big classes, low motivation, and limited ideas (Fareed, et al., 2016). Other than that, apprehensive in writing activities and negative attitude toward academic writing also become factors that determine EFL students' difficulties in writing (Ismail et al., 2010).

Studies Related to Writing Skill, Models and Programs Hilldenbrand (1985) in a case study research of a Spanish speaking subject suggested that the mode of writing

could influence the writing process. The creative and personal mode conflicted with the academic mode expected of a learner. There might be factors beyond linguistic competence, which could impede the composing process. Jones (1985) investigated the factors containing writing. The investigator interviewed nine advanced students and found out that monitoring would not lead to improve writing. The study concluded that the process-oriented writing instruction would help acquisition of English.

Sarma (1989) conducted a study titled 'Designing a course in written English for High School stage based on communicative approach'. He made an attempt at designing a course in written English for High school stage based on the communicative approach after surveying the present language-learning situation. The objectives of the study are: (i) To find out selectively from the learners, teachers, parents, and well-informed citizens of the society the communicative syllabus designed to develop writing skills among the students (b) reading a passage - analyzing it for writing skills-solving communicative writing tasks, as a procedure for developing writing skills; (c) evaluate (not grade)-comment-ask for revision-discuss in a session-as a mode of correcting the written English assignments. The major findings of the study are: (1) A large number of students were poor in written English in comparison to their proficiency in the other language skills. (2) High school students needed written English for both academic (note taking, writing answers for home assignments and tests) and certain specified social activities.(3) Frequency of writing compositions was very low and a large number of students needed many writing exercises. (4) Further, the teachers used 'impressionistic method' in their evaluation of assignments and were unaware of the reference material that could improve their own knowledge of teaching writing skills. (5) The use of communicative language

teaching strategies can bring about an improvement in the use of skills which they sought to develop. A well-designed communicative syllabus incorporating the needs of the students can in a tension-free, interactive classroom, create a satisfying and positive attitude towards learning the writing and enhance skills of writing and revising.

Antonisamy (1996) conducted a research study on "Effect of Auto Instructional Programme on Developing Writing Skills in English at First year B.E. Level." The main objectives of the study are to design and implement a programme at First year B.E. level to make the students self – learners and to find out the effect of Auto materials instructional package through descriptive differential and relational analysis. Case study method was followed. The investigator made use of an auto instructional technique to improve the writing skills of First Year B.E. students as their communicative ability in writing was not satisfactory. This package helped the learners to learn for themselves. The learners sought only minimum help from the teacher. The educational implication involved in this auto instructional technique was to minimize the teacher's work and to maximize the learners' task. Boughey (1997) conducted a study titled "Learning to Write by Writing to Learn: A Group-Work Approach." In this study, the role of the author was to facilitate and research ways in which language development could be implemented in the mainstream curriculum. She therefore acted as consultant and advisor to the mainstream lecturer. The class which was the focus of the study comprised 30 first year students of occupational therapy at the University of the Western Cape (UWC) in South Africa. The class was multilingual. The class of 30 students was divided into five homogenous groups of six according to the rating of academic performance which had been assigned. In the first session, students were told that the next block of work would

focus on the writing of an assignment intended to generate learning, and the process of drafting and redrafting writing in response to constructive feedback was explained. The idea of writing in groups and submitting group assignments was then discussed, and students were told that some lectures would be re-designated as writing sessions in order to allow groups to write together. The composition of groups was then announced and the principles underlying that composition explained. Each group was then asked to select a chairperson to co-ordinate writing sessions and facilitate discussion during those sessions; a gatekeeper to check that the group did not deviate from the aims they had set themselves for the session; a timekeeper to check that the group did not deviate from the schedule set for each session; and a secretary to act as scribe for the group. The remaining two members of each group were simply designated 'participant'. It was decided that the role of chairperson should be permanent, in order to provide an element of consistency, and that the secretary's task would be to write down the words and sentences which the group decided upon, and not to write an interpretation of the results of the group's discussion. Students were then invited to negotiate a deadline for producing a first draft of the assignment. A collection of readings consisting of journal articles relevant to the task was prepared and made available to the students. In order to evaluate students' writing, the mainstream lecturer produced a descriptive marking scale which ranged from 0-10.

The descriptions in the scale addressed issues such as whether the writing was analytical rather than descriptive, whether arguments were developed, and whether those arguments were supported by evidence. Although issues such as grammatical accuracy and the use of vocabulary were not addressed specifically, the structure of the essays and

the accuracy of referencing were. Response to writing at the first and subsequent draft stages provided constructive written feedback, in the form of direct questions in the body of the text. Marks awarded at first draft stage were compared to those awarded to final drafts. Although all groups show a marked improvement between first and final drafts, some groups show greater improvement than others. An attempt to assess the contribution of group work in general to this improvement prompts the following observations:

1. The fact that students were writing in groups allowed the lecturer to provide more detailed, and possibly more constructive, feedback than would otherwise have been possible. Examination of consecutive drafts of writing shows that this feedback was crucial in getting students to be more explicit, and to examine the propositions expressed in their writing more rigorously.

2. Observation suggests that the environment of the group meant that an awareness of audience was more immediate than it might otherwise have been. Challenges such as 'We can't say that because...' were common in group interaction.

3. Many students commented that working in groups meant that they had said and written things they would not normally have done, because of 'shyness'. It is possible that much of the plagiarized and regurgitated writing produced at tertiary level exists because students lack the confidence to speak in their own voice. If this is so, group writing provided a means of engendering the confidence necessary for students to do this.

4. Many students commented on the amount of research the group had carried out, saying that, as individuals, they would not have been able to consult so many sources. Since this research was eventually structured into a coherent form, the group

writing experience may have provided more practice in manipulating ideas than would otherwise have been possible. In general, the group writing experience was considered favorably both by the students and the mainstream lecturer concerned.

Paulus T. M. (1999) analyzed the essays and record of the verbal reports of 11 ESL students. His study revealed that while majority of revisions that students made were surface-level revisions, the changes they made as a result of peer and teacher feedback were more often meaning -level changes than those revision they made on their own. It was also found that writing multiple drafts resulted in overall essay improvement.

Lamberts (1999) put into practice a course to assist twelfth grade honors English students` writing skills through conferencing. The research consisted of thirteen students who felt difficulties in writing. The objectives of the program were to improve students` abilities to write sentences that include transitions and sentence variety, and to improve their attitudes toward writing. The researcher uses Stanford Achievement Test to give students` scores (pre-post- test) strategies mainly include shared learning, review conferences. These approaches improved students` writing skill effectively. This study is useful for the present one as it gives a model of teacher /student conference, which is helpful to the current suggested program.

Sengupta (2000) in an exploratory study investigated the effects of explicit instruction in revision on second language learners` performance and perceptions about writing. The learners were from two classes of a secondary school in Hong Kong, who learned to revise. Both groups received instructions in revision after they finished writing the first draft. All students completed questionnaires before and after the study and interviews were conducted with a selection of students. Writing performance at the

beginning and end of the study was measured holistically and compared with a third group that did not learn revision strategies but completed the same pre and post study task. The data indicated that explicit teaching of revision strategies had a measurable influence on writing performance. Student questionnaires and interview showed a difference in the way writing and revisions were received. It is suggested that language teachers should consider multiple drafting as an alternative to completing a new writing task in their classrooms, as explicit instruction on revision may contribute towards developing an awareness of discourse-related features in writing.

The study done by Sengupta (2000) showed that teaching of revision strategies was found to have a measurable influence on writing performance. Hence the researcher has adopted repeated practice of using various exercises for developing writing skill. Weber (2001) conducted a study titled “A Concordance- and Genre-Informed Approach to ESP Essay Writing.” The study described a project which aimed at teaching law undergraduates to write formal legal essays. The students involved in the project were a group of 20 law undergraduates at the University Centre, Luxembourg, who were taking an introductory course in English legal terminology. As a first step, the students identified some structural characteristics of legal essays, based on small corpus of model essays, which are as given the following: Identifying and/ or delimiting the legal principle, involved in the case under consideration, referring to the authorities, applying these judicial precedents and/ or reasoning on the basis of these precedents, moving towards a conclusion and/or giving advice to the parties concerned. In the next step, the students were asked to check whether they could identify any lexical items which seemed to correlate with the generic structures listed above. Finally, as part of their work on the

concordances, they were asked to write miniessays incorporating the generic features identified in Step 1, and some of the lexical items studied in Step 2. As a result, they managed to produce acceptable mini essays, both from a linguistic and a legal point of view. These essays were then subjected to peer review and group discussion, and the teacher, in short conferences with individual students, provided positive feedback, using a supportive and sympathetic approach throughout. The whole was a confidence building exercise, which made essay-writing more accessible to non-native students by turning it into more of a cooperative and collaborative activity. It was found that the concordance- and genre- based approach had given the students a firm foundation both in essay writing and in legal reasoning.

Bassett, et al., (2001) in their study aimed at describing a course for improving writing skills. The targeted sample students consisted of first and third graders in two middle class communities in the southern suburbs of Chicago. The need for improving writing skills was documented through inspection, checklists, writing samples and surveys. The suggested strategies for teaching writing skills were parents' association, through newspapers and articles, using writing centers, the make use of of e-mail, letter writing, free option of topics, the use of literature to read writing, author's chair, interactive journals or notebooks, allowing inventive spelling, cross curricular writing and encouraging at home writing. Findings showed an increase in the targeted students' writing abilities, a positive attitude towards the writing process, an increased self - confidence in the editing and revising of student work and increased parental involvement in the area of writing.

Hopkins (2002) applied and developed his study to assist low- achieving tenth

grade students' essay writing skills. According to first term examinations in the academic year 2002, many students were not performing well in the writing process. The goal was to help students write successfully and understand the elements of the essay. The objective of the study was to help students write successfully and understand with 70% accuracy in prewriting, drafting, revising, and finalizing the essay writing. The posttests were implemented to test the writing process. The researcher developed various stages of writing, such as, prewriting, drafting, revision, proofing and publishing essay. To achieve the objectives, the researcher used graphic organizers for clustering diagrams, charts, revision charts, and peer editing and scoring rubrics. The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help students in essay writing.

The study was conducted in Bethel High school in Virginia. The school had 966 male students and 984 female students. The population of tenth graders was 504:255 male students and 249 female students. The study lasted for six weeks; 18 interventions were implemented to help low achieving students with their ability to improve essay writing skills. This study is useful for the present one as it gives clear ideas about the stages of the writing process.

Stone, Ashbaugh and Warfield (2002) studied the effects of repeated practice and contextual – writing experiences on college student's writing skills. The authors examined the effects of both general and task specific writing experiences on the college student's writing skill development. On the basis of theories of expertise development and a cognitive process theory of writing skill development the authors predicted that repeated practice would be associated with superior writing skills and that after

controlling for repeated practice writing within a specific task domain would be associated with superior writing skills. The results were consistent with the predictions.

Agesilas (2002) conducted a study titled “The Effectiveness of the Writing Model to Teach English-as-a-Second Language College Writing Course in Puerto Rico: A look at Students’ Outcomes.” This study was designed to look at the effectiveness of the writing workshop model in improving English as a Second Language (ESL) College Students’ Writing Skills in a small liberal arts university in Puerto Rico. 35 students in two intermediate ESL writing classes were asked to take a pretest-posttest related to writing skills and pretest-posttest related to composition skills to indicate their level of agreement for each of the 22 statements on Likert-type (survey) instruments- (1) Strongly Disagree to Strongly Agree. These statements were related to their attitudes toward learning and writing in English. They were also asked to indicate to what extent the writing workshop helped them improve their writing skills on a Likert-type instrument Never to Very Much. Descriptive statistics and a paired samples ‘t’ Test were used to answer the research questions. The results indicated that, in general, participants in survey had a positive attitude toward learning and writing in English. There was significant difference in writing skills based on pretest and posttest. There was a positive difference in compositional skills based on pretest and posttest for the writing workshop class with the highest percentage of limited proficient students. Students perceived classroom environment, peer response, collaborative writing and speaking as the components that helped them most in improving their writing skills.

Kamala (2003) has developed communicative strategies to enhance the written communication skill in English among college students. The researcher has chosen the

task of constructing a story out of a given title or outline. The strategies developed proved to be effective. The objectives of the study are: (i) To introduce a task- based, genre – oriented approach to teaching writing and measure its effect on written communication. (ii) to find out the influence of the nature and type of tasks on the performance of the learners. (iii) To find out the relationship between “input enhancement” and the quality of intake in the process of enhancing written communication skill. (iv) To study the effect of the teaching of the process of writing on the enhancement of written communication skill. (v) To find out the relationship between training in strategy use and skill development. (vi) To find out the relationship between the students’ knowledge of the subjects learnt at the major level and written communication skill. (v) To find out the relationship between training in strategy use and skill development . (vi) To find out the process in content and form in the process of the enhancement of written communication skill. (vii) To find out the relationship between the student’s knowledge of the subjects learnt at the major level and written communication skill. The findings of the study are: (i) There is progress both in ‘content’ in writing and ‘Form’ in writing in the performance of the students over the progressive tests measuring the development of written communication skill (ii) Literature students employ the strategies of ‘conceptualizing’, coherence detection, Inference, Word identification, looping forward in chunks and knowledge Transforming effectively. Their use of organizing strategy is not effective. (iii) The use of communicative strategies facilitates the enhancement of written communication skill.

Teo (2004) conducted a study titled “Effects of the Modified Paired Writing Method on Mandarin-Speaking English Language Learners in Elementary School.” This study investigated the effects of a highly structured approach, the Modified Paired

writing Method, on the certain quality, cognitive writing process, social interaction, and attitudes in L2 writing of elementary school Mandarin- speaking English language learners. Qualitative and Quantitative research designs including field observation, writing sample analysis and interviews, were employed to analyze the results. There were six students selected as samples for the study. The results showed that the participants' scores in the pre-intervention and post-intervention writing assessments in all the categories (mechanics, organization, style and overall quality), except ideas, indicated statistically significant differences. The findings suggested that the structured guidelines led to ELL's constructive collaboration. Teacher's intervention at the last step in the Modified Paired Writing Method played a significant helpful role in improving participants writing skills.

Theilacker (2006) conducted a study titled "The Effect of the PCS Writing Method on Student Scores in Writing on a Six-Trait Writing Assessment at a Delaware Vocational High School." This study investigated whether the Poetically Correct Subroutine (PCS), a method for revising writing, improved students' scores in 6 traits on a writing scoring rubric. There were 160 students in grades 10 and 11 from vocational high school who comprised the sample for the study. When using PCS method, students write an individual draft of an essay; then they write a poem on the same topic. In errors (editing), they look at the poem they have written for features and forms they can use in a revision of their first draft. After assigning and scoring, teachers taught the PCS method to their respective classes, and not to others. The teachers asked students in all classes to revise their essays, after a three-month period of instruction. Teachers scored the first and second drafts. The scores on the six traits of the first drafts were compared to the scores

on second drafts and analyzed for changes. A six-trait analytic scoring rubric was employed in both first and second draft assessments. A descriptive analysis of the score looked for differences and relationships between and within the scores of control and experimental groups, to see if the treatment had an effect and in what proportions. An ANCOVA revealed differences between groups of students in the tenth-grade sample assigned to different teachers. Results of multiple regression analyses on traits in the tenth-grade sample suggested that some score gains might be attributed to the experimental treatment. A focus group and individual paper analysis produced largely positive feedback from participants about the use of the technique.

Franco (2008) conducted a study titled 'Using Wiki-Based Peer-Correction to Develop Writing Skills of Brazilian EFL Learners.' The research was planned to investigate whether students' writing skill will be improved if shared learning strategies are applied in wikis. Additional issues were examined, such as, the level of motivation and the development of social skills.

The study consisted of 18 Brazilian EFL students from a private language school as a population. They were young learners whose ages ranged from thirteen to seventeen. Moreover, the largest part of them was teaching English with a view to enhance their curriculum and to broad the possibilities of job prospects. Data were accumulated from a survey and an online questionnaire, which helped the researcher to draw conclusions from the function of peer-correction through wikis. The findings of the study showed that an increasing curiosity in belonging to an online community emerged from students altogether with elevated degrees of motivation.

The learning through wikis also supported students in their writing skill and

developing social relationship. Apart from maximizing opportunities related to writing, learners improved their societal skills in the sense that they cooperated. The findings also suggested that wikis offer learners with many reimbursements in developing their writing skills. Dufrene (2010) in his M.A. thesis on 'Exploring the Impact of Wiki Collaborative Technologies within the English Writing Environment' studied the effect of using a web-based wiki technology on the English writing skills of high school students. Participants of this study were fifteen students enrolled in a public English grade IV class. All students were distinguished as graduating seniors; and they were at least 15 years of age and currently enrolled in an 11th or 12th grade class at a public high school in Louisiana. Data were collected from observations, student interviews, two essays and two student surveys. Consequences of this study showed that wiki-based technologies could influence students' writing processes and their essay results. Strategies intrinsic to the wiki process can also motivate students to be better participants when they know someone else is depending on their contribution. Additionally, findings revealed the significance of continuing to integrate modern technologies into the classroom. The students enjoyed using the wiki and responded positively on how it helped them to work better as a team and write better. The use of wiki encouraged peer-to-peer interaction and facilitated online group work. Moreover, both students and their teachers perceived the exchange of remarks through wiki proposals as beneficial to their collaboration and production of their group writing. The researcher recommended that peer commenting leads to creative thinking skills and consequently to revisions or new creative ideas.

Schnee(2011) conducted a study titled "Student Writing Performance: Identifying the Effects when Combining Planning and Revising Instructional Strategies."The purpose

of the study was to identify the impact of teaching students to revise their stories on writing production (Total Words Written, TWW), writing accuracy (Percent Correct Writing Sequences; %CWS), number of critical story elements included in stories, and quality of writing. Three third grade and one fourth grade student who were experiencing difficulties in the area of writing were involved in the study. The students were first taught to plan their stories using the evidence-based program, Self-Regulated Strategy Development (SRSD), which had frequently been implemented to teach students to plan their stories. Students were then taught to revise their stories using SRSD procedures modified for instruction in revision strategies. Student progress was evaluated through a multiple-probe design across tasks and a multiple-probe design across participants, which allowed for experimental control over time and across story probes. In addition to the previously mentioned variables, student's acceptability of the intervention and their attitudes toward writing were also assessed. Results indicated that instruction in revising increased student writing accuracy beyond the effects of instruction in planning. Additionally, although instruction in planning was shown to increase writing production, number of critical story elements, and quality of writing, instruction in revising produced additional improvement in these variables as well. Finally, results indicated that students liked the intervention and their attitudes toward writing generally increased.

Zhao (2014) conducted a study titled "Investigating Teacher-Supported Peer Assessment for EFL Writing." This study sought to effectively implement peer assessment for EFL writing in China, by addressing learners' concerns through tailor-made teacher intervention strategies. Eighteen English majors participated in peer assessment for nine writing tasks. Pre-intervention surveys elicited learners' concerns

over peer assessment, leading to the design of teacher-led support strategies. Post-task surveys examined learners' satisfaction with teacher-supported peer assessment and were supplemented by the assignment feedback data. The results show that a dynamic and continuous teacher support approach to peer assessment was reported which proved to substantially affect learners' perceptions, and the nature and the perceived value of peer assessment, respectively. Writing teachers should explain to students how teacher comments on peer feedback should be used in order to help them understand the necessity of peer feedback for their subsequent drafts.

Troester(2015) conducted a study titled "The Writing Process: Using Peer Review to Develop Student Writing." The study explored how peer review through an online writing exchange influenced student writers during the writing process in eighth grade English classes at O'Neill Public Schools, and the influence this experience had on students involved. The researcher proposed that when students participated in this online writing exchange to peer review, it assured that they had a better understanding of the writing process, and more confidence in analyzing their own writing and in themselves as writers. It also made these students more conscientious of the writing they share with peers because they had a wider audience than just their teacher, and this motivated them to improve their writing.

A total 21 studies were reviewed in this category. Out of 21 studies, 18 studies were conducted abroad, and 3 studies were conducted in India. The review of related literature reveals that most of the studies concentrated on writing skills, essay-writing skills, procedure of writing, & communicative writing tasks.

Creative Writing

A total 13 studies were reviewed in this category in which two studies were conducted in India. Prabhavathamana (1987) conducted a study titled “An Investigation into the Creative Writing Process and Identification of the Creative Writing Ability in English, in Student-Teachers in the Inter-Cultural Connotation.” The objectives of the study were: to identify and classify the creative writing potential or an ability in the student teachers, to know whether the following independent variables have any effect on the creative writing scores – 1. Sex, 2. Medium of instruction, 3. Economic status, 4. Parents’ Education. The professional or the on-job writers in any language, B.Ed. Students of English methodology of Guntur, Bombay, Calcutta, Madras and Delhi in India and Nigerian B.Ed. students were selected as sample. The tools like interview schedule, opinionnaire, questionnaire, composing poem and writing imaginative story, creative writing scores of three tests were used. Results showed that Instruction in the mechanics and elements of writing poetry such as rhyme, rhythm, form, symbolism, imagery, metaphor in the classroom could help remove the difference on the part of the child.

Adleir (2002) conducted a study titled “The Role of ‘Play’ in Writing Development: A Study of Four High Schools’ Creative Writing Classes.” The purpose of this study was to better understand how adolescents develop and change as writers through sustained practice with creative writing, a practice that has been historically marginalized both in practice and in research. The theoretical framework joins literature from the field of child psychology, drawing from Vygotsky’s (1978) work on the developmental implications of children’s play and extends that body of work via literary theory, primarily that of Derrida (1978) on language play. The term “play” is, therefore

used here to extend the concept of a child's engagement into imaginary worlds by situating it within the context of fiction and of writing. This study examined the curricular conservations that developed in creative writing courses, the types and features of play encouraged in these settings and any resulting influence on development. The research was conducted in four senior creative writing elective courses in three suburban public high schools in New York. Primary participants included 4 teachers and a total of 24 students. Data were primarily qualitative and included classroom field notes, a series of teachers' and students' interviews and extensive students writing samples. Coding was conducted primarily using a grounded theory approach. Findings suggest that the teachers and curricula in all sites were successful in fostering self-expression through writing. Though, some activities predominated their uses and purposes were marked by each teacher's vision of their students as writers. Results suggest that many students had difficulty point that would make the play productive, though some instructional features successfully helped. One implication of this study is that students need enough structure to keep play functional, yet, enough freedom to allow it to do its work. The writers' workshop course fulfilled these criteria more than the other course curricula studied.

Tarnopolsky (2005) conducted a study titled "Creative EFL Writing as a Means of Intensifying English Writing Skill Acquisition: A Ukrainian Experience." This study described a classroom technique for improving the writing skills of EFL university students who have chosen English as their major for pursuing future careers as translators from and into English. The technique in question, designed for a creative writing course aimed at such students, was based on: (a) the combination of process and genre approaches to teaching writing; (b) paying special attention to students' development of

the skills of description, narration, and discussion in creative writing; (c) developing the skills of commenting and critique; (d) emphasizing peer-reviewing, peer-commenting, and peer-evaluating students' written works in the course; (e) and ensuring learners' autonomy in writing by introducing free-choice writing. This technique allowed students to achieve dramatic improvement in their writing skills.

The study described how its introduction not only intensifies students' development, but also generates positive motivation for writing in English as a foreign language. The study was conducted into three different stages: 1. Approaching Creative Writing: The First Stage of the Course, 2. Writing Literary Works: The Second Stage of the Course, 3. Developing Skills in Commenting and Critique: The Third Stage of the Course. Each student's presentation of each of her pieces of writing during all literary contests was made for the teacher and the students to compare the first drafts, which they had read and commented on earlier, with the final edited draft. After each presentation, every student discussed the work presented comparing her opinion of former drafts with the impression made by the final draft. The teacher did not take part in the discussion to avoid influencing the opinions of the students. Each speaker was to evaluate the final draft using a five-criteria scale: (a) contents (10 points maximum); (b) language and style (10 points maximum); (c) artistic impression (10 points); (d) impression made by the presentation of the work (10 points); (e) total impression (10 points). Therefore, the total possible score was 50 points.

Hughes (2006) conducted a study titled "Poet, Poetry and New Media: Attending to the Teaching and Learning of Poetry." This research study took place at the intersection of (1.) poetry; (2.) digital learning environments, and (3.) multiple

illiteracies, pushing and exploring the boundaries of what can be done with poetry in an online, digital environment. The study is based on interviews with prominent contemporary Canadian poets in an attempt to explore the nature of poetry, the teaching and learning of poetry and the potential role of new media. Part of the research involves creating an online, immersive digital environment that illuminates how the poets view poetry and poetry teaching and learning. For example, one exploration focuses on the oral two purposes: (1.) it represents a novel way to approach data collection and content analysis. Short video clips and digital investigations created based on what the poets have said in interviews are organized around the poem thus providing annotations. (2.) It also provides a meeting place for the poets and researcher. As the researcher worked digitally, creating poetry explorations based on that emerged through the interviews, (such as playing with poetic form and conventions and adding dynamic visual representations of images/ideas in the poem), the poets had online access to their own and each other's digitally annotated poems. This provided the poets with opportunity for reflection and served to further the dialogue in subsequent interviews. The findings suggest that new media's performativity potential facilitates a multimodal understanding of poetry. Reading and writing poetry in new media blurs the boundary between poem and its performance and reminds us of poetry's oral origins.

Dymoke and Hughes (2009) conducted a study titled "Using a Poetry Wiki: How Can the Medium Support Pre-Service Teachers of English in Their Professional Learning about Writing Poetry and Teaching Poetry Writing in a Digital Age?" This study was designed to look on one aspect of qualitative study about an online wiki community, which was developed to build collaborative knowledge about poetry among a group of

pre-service English teachers. The study explores pre-service teachers' experiences of writing in a digital medium and their perceptions of themselves as writers. The study focused specifically on the processes of poetry writing (both collaborative and independent) undertaken in this digital medium by two groups of teachers, who were working in contrasting settings in the UK and Canada during their pre-service year. The study investigated the affordances (Laurillard, Stratford, Lucklin, Plowman, & Taylor, 2000) that a multimodal, wiki environment offered these teachers for learning about poetry writing and question the impact that these affordances have had both on the teachers' collaborations and the poetry they wrote. Their perceptions and draft poems were captured through insider research (Lankshear and Knobel, 2003) using a variety of qualitative methods, namely: seminar discussion notes; digital artifacts created and edited by the teachers; comments and written reflections added to the wiki by other participants; post-course surveys. Data was first analyzed using independent coding then shared and recoded by both researchers. It has been anonymised to preserve confidentiality. In analysing the pre-service teachers' wiki writings, it was observed that how they shaped themselves as writers and intervened in each other's work in progress within a digital third space. The investigator also wanted to explore how the wiki had supported their professional learning about the teaching of poetry writing during their training year and the implications that this support could have for their own future classroom practice as teachers of writing.

Fox and Lannin (2007) conducted a study titled "Belly up to the Pond: Teaching Teachers Creative Nonfiction in an Online Class." In the summer of 2002, the investigators' university offered an online course, titled "Swims with Words: Reading,

Writing, and Teaching Creative Nonfiction" (referred to as "CNF"). "Swims with Words" is a seven-week online writing course that immersed students in reading and writing nonfiction texts so they could explore nonfiction's value and its relation to other genres and investigate its potential for their own writing and teaching. This was a new approach to teaching writing (online), as well as a new genre for all of the 18 participants. Before the course began, the investigators designed their research project to explore how teachers develop their own understanding of a new genre, how their own writing develops, how their writing instruction changes, and how all of this happens through an online venue. In this study, the investigators focus on how teachers form their concept of this genre. They expected the participants' understanding of this genre--their mental models of CNF--to influence what they tried in their writing and in their teaching of writing. The data from the study included transcripts of all aspects of the online course. Transcripts were printed and analyzed from all 28 discussion boards, 20 virtual conferences, and the instructor's emailed responses regarding students' papers. The investigators collected drafts of all five CNF writing assignments completed by the students, and two writing lessons they prepared. The data were triangulated by studying student writing, discussion board transcripts, and interviews. As the investigators read all of the information, they selected two students for closer analysis. These students represented different understandings of CNF and differing abilities to read, write, and discuss it. They started by focusing on one of the students and her understanding of CNF, as was demonstrated in all 28 discussion boards, three virtual conferences, instructor emails, four creative nonfiction writing assignments, and the phone interview. They analyzed the particular student's participation in discussion boards by examining the

sections in which she discusses her understanding of CNF.

Vaniya (2010) conducted a study titled “Creative Poetic Composition in Secondary ESL Classroom Through Participatory Approach.” The study was based on the research project carried out by Vaniya (2010) at M.Ed. as part of partial fulfillment of the Master of Education degree. Creative Writing is a vehicle of expressing ideas, thoughts and feelings which can take many forms. Creative Writing is a form of language expression. Poetry is considered the most difficult literary genre and it is quite a great challenge to enable secondary school level students to compose poems in English. The study used descriptive-qualitative intervention research design and used purposive sampling technique and mixed method for data analysis. Rating scale for creative writing of poetry and reaction scale of participatory approach for creative writing were used as tools in the study. The findings of the study include the favourable opinion towards participatory approach as an instructional method for the development of creative writing ability amongst secondary students. The study was found to have value and significance in its own respect as it offered a new method of learning and developing creative writing skill in English for students of secondary level.

Tin (2011) conducted a study titled “Language Creativity and Co-emergence of Form and Meaning in Creative Writing Tasks.” The study demonstrated how a creative poetry writing task with high formal constraints (acrostics) stimulates growing complexity in learners’ language through creative language use as compared with their performance in a poetry task with formal constraints (similes). The participants comprised 23 nonnative English speaking Indonesian students from a private Christian University in Indonesia. The students’ performance was audio taped and individual post-

writing interviews were conducted. The main data in the present study are the written products produced in pairs for two poems tasks (acrostic and similes) and recorded student discussions during pair writing tasks. For acrostic task, learners first wrote acrostics in pairs about four keywords ('school', 'teacher', 'holiday', and 'joy'). They were given examples of acrostics and a brief explanation concerning the rules of acrostics. The same procedure was followed for similes. After the pair work, they wrote two more acrostic and simile poems individually. The pair talk data while writing the text were analyzed, along with the finished written product (poems). In the present study, the formal constraints in acrostics allow students to conceptually mediate L2 lexicons and conceptual representations, facilitating more cognitive flexibility and cognitive fluency in the L2, contributing to students' linguistic creativity in the L2. The participants also displayed varied proficiency levels. Higher proficiency in L2 might have led students to engage in more creative language use in acrostics. However, in similes, despite working with the same peer, the more proficient peers do not perform 'a head taller than they are' in their language creativity.

Cetinavcı and Tutunis (2012) conducted a study titled "Making Use of Poems to Teach English." This study was motivated by the fact that there is a tendency to see poetry as being remote from language teaching contexts. Thinking that this was partly because of the lack of training in teaching literature given to English language teacher trainees, an experimental group of 3rd year Uludag University English Language Teaching (ELT) Department students taking the "Poetry Analysis and Teaching" course were taught about new poetry-centered techniques and activities compiled from the related literature and they were asked to design a lesson using them. The control group

continued to take the course without any changes. At the end of the term, both groups were given a questionnaire on their attitudes towards the use of poetry in EFL.

Statistically significant differences were found between the groups showing that the experimental group favored poetry more strongly as a multi-purpose and multifunctional tool to teach a foreign language. The experimental group participants declared to be favoring poetry as an asset that can be used to improve the language skills of elementary, intermediate and/or advanced learners in different age groups in a motivated way.

Azar and Talebinezhad (2013) conducted a study titled “The Effect of Exposing Upper Intermediate EFL learners to Idiomatic Expressions through Poetry on Improving their Metaphorical Competence.” In this study, poetry as the authentic source of contextualization for idiomatic expressions was used to indicate the meaning of such expressions to the learners. Pre and post-tests were administered in the beginning and at the end of the study, and the required data were collected, respectively. The findings of the study revealed the effect of the use of literature (poetry) in a higher level of metaphoric development in contrast with mere descriptive teacher definition used in the control group.

The results showed that poetry in teaching idiomatic expressions does work; that the students who were introduced to idiomatic expressions through poetry during the course of the study did prove better achievement in metaphoric aspects of language. Learners were exposed to poems and its special language, most important of all their figurative language, and thus became familiar with how to handle this new type of language. Besides, working with poetry as a literary genre acted as a motivation for them

and showed them that there still is a lot to be learned.

Castillo(2014) conducted a study titled “Sensitizing Young English Language Learners towards Environmental Care.” This action research study aimed at understanding how to sensitize young English language learners towards caring for the environment. The pedagogical intervention in a 5th grade class consisted in the use of creative writing strategies to express learners’ ideas. Three stages were followed: recognizing facts, reflecting on them and proposing a solution to a problem. The progress learners made at each stage was analyzed. Artifacts, participants’ journals, and questionnaires were used in each stage. A questionnaire was administered at the end of each stage to examine the learners’ responses to the activities. The findings suggest that learners made significant gains in language development and environmental awareness from the opportunities offered by self-expression and debate.

Akkaya(2014) conducted a study titled “Elementary Teachers’ Views on the Creative Writing Process: An Evaluation.” The goal of this study was to discover and evaluate both the areas of personal interest and the views of 4th and 5th grade classroom teachers regarding the creative writing process. Research was carried out in 18 primary schools in Izmir, Turkey whose students belong to the middle class socioeconomically. The study was carried out with the involvement of 69 teachers who were interviewed throughout the study. A total of five questions were asked and personal questionnaires were given to them soliciting their opinions about the creative writing process. At the end of the study, content analysis was applied to the data, related codes were put together, and certain themes were obtained.

After having obtained the themes, they were discussed leading to the finding that,

in general, teachers cannot be considered to have no interest in creative writing process. While most teachers expressed that creative writing is “the completion of an unfinished story,” they also stated that creative writing has many advantages and almost no drawbacks. Regarding the code “Having Knowledge of the Creative Writing Process,” the teachers stated that for themselves, “it is a process that develops children’s creativity, confidence, feelings, and opinions.” The findings reveal that creative writing develops students’ imagination, creativity, thinking skills, their ability to express themselves freely, and their written expression skills while also helping them to realize a certain level of self-confidence.”

Akdal and Ahin(2014) conducted a study titled “The Effects of Inter-textual Reading Approach on the Development of Creative Writing Skills.” The aim of the first five years of primary school was to teach and help the students develop basic skills as stated in the Primary School Language Program and Guide. Creative thinking and inter-textual reading were among these skills, and it was important to give these to the students during language courses. Purpose of Study: The purpose of this study was to determine the effectiveness and efficiency of an inter-textual reading approach on the improvement of writing skills among primary school fifth grade students.

Methods: The “Pretest - Post-test with Control Group” experimental research design was employed. The sample for the study comprised of fifth-grade students at Akpınar Primary School, located at Kırşehir. The “Creative Writing Rubric” was used as the data gathering tool. The “Creative Writing Rubric” was having eight sub dimensions, namely Originality of Ideas, Fluency of Thoughts, Flexibility of Thoughts, Vocabulary Richness, Sentence Structure, Organization, and Writing Style and Grammar”. In this

study, the creative writing works of the students was examined and evaluated in terms of “Originality of Ideas” and “Vocabulary Richness.” At the end of the study, it was found that the Originality of Ideas and the Vocabulary Richness scores of the students from the test group, to whom the inter textual reading approach had been applied, were higher than from the students of the control group, where the courses had been conducted conventionally. This difference was statistically significant. These results showed that the inter-textual reading approach that had been applied to the test group was effective for improving the creative writing skills of the students in terms of “including creative and original ideas” and “word selection.”

Reutzel (2015) and Fiagley (2015) state that reading and writing are not considered be “add water and stir” language skills. Theorists believe that reading and writing are the result of a process called brain plasticity, in which these new skills are acquired by utilizing areas of the brain specified for other language tasks. Thus, research does not support the theories that just exposing kids to reading will be enough to teach reading, or that kids will read when they are “developmentally ready” without any explicit teaching. However, it is true that exposing kids to a literacy-rich environment will aid in their learning about text, and that reading aloud to your children will significantly improve their vocabulary and grammar development.

Young learners learn to use their sound, word, grammar and visual systems. The left hemisphere develops new and efficient reading areas - areas that are able to consolidate those underlying speaking and listening skills. The more efficient their underlying language systems are, the more efficiently children learn to read and write. Conversely, weaknesses in any of the underlying language systems result in reading and

writing struggles. If your child is struggling, waiting does not solve the issue. The underlying weaknesses will need to be addressed in order for children to progress to their maximum potential.

The “reading is plasticity” theory is a relatively new concept, confirmed through the use of Functional Magnetic Resonance Imaging (fMRI) studies conducted over the last few decades. Neurocognitive scientists are now able to have children engage in various language activities, and then observe blood flow to regions within the brain. Thanks to these recent studies, we now know that young learners need time to coordinate their foundational language system, and to develop and consolidate the reading regions of the brain that manage all reading and writing tasks.

Researchers know that children with strong reading and writing skills develop and access these reading regions, while children with weak reading skills do not. Studies performed comparing children with dyslexia and typically developing readers indicate that dyslexic children have less processing capacity in these regions, and that the language regions do not network efficiently. Researchers are also identifying which strategies of teaching result in better development of the reading/writing brain centers in children.

Social Media

Kaplan and Haenlein (2010) defined social media as “Internet based applications that allow the creation and exchange of content which is user generated. They state that social media was first known in 1979, when Tom Truscott and Jim Ellis from Duke University created the Usenet, a worldwide discussion system that allowed Internet users to post public messages; and also when and also when Bruce and Susan Abelson founded

“Open Diary” in 1998. Open Diary was an early social networking site in which members of a certain community shared their daily diary online and the word “blog” was first used at the same time. Before the second stage of development of the Internet, “Web 2.0,” in the late 1990’s, users browsed only for the aim of getting information through reading from various resources and watching videos (Kaplan and Haenlein, 2010). According to Kaplan and Haenlein (2010) users at this time were considered consumers not participants. It was mentioned in Ritzer and Jurgenson (2010) study (as cited in Obar & Wildman, 2015) afterwards, Web 2.0, representing the second stage of the Internet development namely “User Generated Content (UGC)”, Internet users were transformed from being consumers and participants to “prosumers” which means that they consume and produce media (as cited in Obar and Wildman, 2015). These new affordances are what made the applications and dynamic interaction of social networking possible. Some of the common features that qualify a tool to be considered a social networking site are: enabling users to communicate with each other in an easy way and allowing users to exchange information, pictures and messages (Dijck, 2011). There are many forms of social media, presented in the table below, which allow users to interact with other media users of their choice.

Social Media Platforms

1. Facebook. Facebook has estimated 2.23 billion monthly active users and considered as the biggest social media site around, with more than two billion people using it every month. That’s almost a third of the world’s population! There are more than 65 million businesses using Facebook Pages and more than six million advertisers actively promoting their business on Facebook, which makes it a pretty safe

bet if you want to have a presence on social media.

It's easy to get started on Facebook because almost all content format works great on Facebook - text, images, videos, live videos, and Stories. But note that the Facebook algorithm prioritizes content that sparks conversations and meaningful interactions between people, especially those from family and friends. If you want to learn more about succeeding with the updated Facebook algorithm, Brian Peters, our Strategic Partnership Marketer, shared the secrets of the new algorithm and what you can do to thrive on Facebook.

Also, remember to optimize your content for mobile as 94 percent of Facebook's users access Facebook via the mobile app.

2. Youtube. Youtube has 1.9 billion monthly active users, and this social media platform is a video-sharing type of a platform where users watch a billion hour of videos every day. To get started, you can create a YouTube channel for your brand where you can upload videos for your subscribers to view, like, comment, and share.

Besides being the second biggest social media site, YouTube (owned by Google) is also often known as the second largest search engine after Google. (So, if you want your brand to be on YouTube, I recommend reading up on YouTube SEO.) Finally, you can also advertise on YouTube to increase your reach on the platform.

3. Whatsapp. Whatsapp like any other messaging social media application currently has 1.5 billion monthly active users, and this is a messaging app used by people in over 180 countries. Initially, WhatsApp was only used by people to communicate with their family and friends. Gradually, people started communicating with businesses via WhatsApp. (When I was in Bangkok to buy a new suit, I communicated with the tailor

via WhatsApp.)

WhatsApp has been building out its business platform to allow businesses to have a proper business profile, to provide customer support, and to share updates with customers about their purchases. For small businesses, it has built the WhatsApp Business app while for medium and large businesses, there's the WhatsApp Business API. Here are some stories of how businesses have been using WhatsApp.

4. Messenger. Messenger as the most widely used messaging application has an over 1.3 billion monthly active users and this social media platform is used to be a messaging feature within Facebook, and since 2011, Facebook has made Messenger into a standalone app by itself and greatly expanded on its features. Businesses can now advertise, create chatbots, send newsletters, and more on Messenger. These features have given businesses a myriad of new ways to engage and connect with their customers.

If you are thinking about using Messenger for your business, here are seven ways you can use Messenger for your marketing.

5. WeChat. WeChat has an estimated 1.06 billion monthly active users and WeChat grew from a messaging app, just like WhatsApp and Messenger, into an all-in-one platform. Besides messaging and calling, users can now use WeChat to shop online and make payment offline, transfer money, make reservations, book taxis, and more.

WeChat is most popular in China and some parts of Asia. If you are doing business in those areas (where social media platforms like Facebook are banned), WeChat could be a good alternative.

6. Instagram. Instagram has 1 billion monthly active users and this is a photo and video sharing social media app. It allows you to share a wide range of content such as

photos, videos, Stories, and live videos. It has also recently launched IGTV for longer-form videos.

As a brand, you can have an Instagram business profile, which will provide you with rich analytics of your profile and posts and the ability to schedule Instagram posts using third-party tools.

To help you get started and succeed, here's our complete guide to Instagram marketing.

7. QQ. QQ has 862 million monthly active users. QQ is an instant messaging platform that is extremely popular among young Chinese. (It is used in 80 countries and also available in many other languages.) Besides its instant messaging features, it also enables users to decorate their avatars, watch movies, play online games, shop online, blog, and make payment.

The researcher does not know much about QQ but Carrie Law from ClickZ has written a helpful brief introduction to QQ for marketers. It seems that while QQ, a desktop-native platform, used to be the top social media platform in China, WeChat, a messaging app from the same parent company, has taken over its place.

8. Tumblr. Tumblr has an estimated of 642 million monthly active viewers and this is a microblogging and social networking site for sharing text, photos, links, videos, audios type of a social media platform. People share a wide range of things on Tumblr from cat photos to art to fashion.

On the surface, a Tumblr blog can look just like any other websites. So many blogs that you come across online might be using Tumblr. If you want to consider Tumblr for your marketing, Viral Tag has written a starter guide to Tumblr marketing.

9. Qzone. Qzone has an estimated of 632 million monthly active users. Qzone is another popular social networking platform based in China, where users can upload multimedia, write blogs, play games, and decorate their own virtual spaces.

According to several people on Quora, Qzone seems to be more popular among teenagers (while WeChat is more popular among adults). But the rise of mobile-based platforms like WeChat seemed to have caused a decline in popularity of desktop-based platforms like Qzone.

10. TikTok. Tiktok is one of the most trending social media platforms with an estimated of 500 million monthly active users. Tik Tok (also known as Douyin in China) is a rising music video social network. It was the world's most downloaded app in the first quarter of 2018, beating Facebook, Instagram, and other social media apps.

The researcher's initial impression is that it looks like Instagram for short music videos (though I'm sure it's more than that). Users can record videos up to 60 seconds, edit them, and add music and special effects.

While it is most popular in Asia, my hunch is its popularity might spread to the west. It has recently acquired Musically, a similar music video social network where Coca-Cola once did a successful "Share a Coke and a Song" campaign.

11. Sina Weibo. Sina Weibo has an approximately 392 million monthly active users. Sina Weibo is often known as Twitter for Chinese users (since Twitter is banned in China). It has features similar to Twitter – 140-character microblogging, uploading of photos and videos, commenting, and verification of accounts.

If one would like to learn more about Sina Weibo, What's on Weibo, a social trends reporting site, wrote a helpful short introduction to Sina Weibo.

12. Twitter. Twitter has an estimated of 335 million monthly active users. Twitter is a social media site for news, entertainment, sports, politics, and more. What makes Twitter different from most other social media sites is that it has a strong emphasis on real-time information - things that are happening right now. For example, one of the defining moments in the Twitter history is when Janis Krums tweeted the image of a plane that landed in the Hudson River when he was on the ferry to pick the passengers up.

Another unique characteristic of Twitter is that it only allows 280 characters in a tweet (140 for Japanese, Korean, and Chinese), unlike most social media sites that have a much higher limit.

Twitter is also often used as a customer service channel. According to advertisers on Twitter, more than 80 percent of social customer service requests happen on Twitter. And Salesforce calls Twitter “the New 1-800 Number for Customer Service.” There are many social media customer service tools, such as Buffer Reply, available now to help you manage social customer service conversations.

13. Reddit. Reddit became also became and active social media platform with an estimated 330 million monthly active users. Reddit, also known as the front page of the Internet, is a platform where users can submit questions, links, and images, discuss them, and vote them up or down.

There are subreddits (i.e. dedicated forums) for pretty much anything under the sun (and above). Subreddits, however, have different levels of engagement so it's great to research to see if there are popular subreddits that your brand can be part of. For example, r/socialmedia tends to be pretty quiet so we are rarely on Reddit.

Besides submitting your content to Reddit and participating in discussions, you can also find content ideas and advertise on Reddit.

14. Baidu Tieba. Baidu Tieba has an estimated 300 million monthly active users, and this social media application is a Chinese online forum created by Baidu, the largest Chinese search engine in the world. My interpretation of Wikipedia's description is that Baidu Tieba seems to be similar to Reddit, where users can create a forum thread on any topic and interact with one another.

15. LinkedIn. LinkedIn has a roughly estimated of 294 million monthly active users. LinkedIn is now more than just a resume and job search site. It has evolved into a professional social media site where industry experts share content, network with one another, and build their personal brand. It has also become a place for businesses to establish their thought leadership and authority in their industry and attract talent to their company.

To help you grow your LinkedIn Company Page follower, we have written a blog post covering a simple five-step strategy.

LinkedIn also offers advertising opportunities, such as boosting your content, sending personalized ads to LinkedIn inboxes, and displaying ads by the side of the site.

16. Viber. Viber has an over 260 million monthly active users and, on the surface, Viber is quite similar to major social messaging apps such as WhatsApp and Messenger. It allows users to send messages and multimedia, call, share stickers and GIFs, and more.

However, Viber presents many more opportunities for businesses. As a business, you can buy ads, promote your brand through stickers, engage your community, display

your products in the shopping section, and provide customer service.

17. Snapchat. Snapchat also became one of the most used social media platforms with 255 million monthly active users. Snapchat is a social media app that focuses on sharing photos and short videos (as known as snaps) between friends. It made the Stories format popular, which eventually proliferated on other social media platforms like Instagram. But the rise of Instagram Stories seemed to have hindered Snapchat's growth and marketers' interest in using Snapchat for their brands in general.

If one is not familiar with Snapchat, here's the beginner's guide to Snapchat. Or if you are undecided between Snapchat and Instagram, we wrote a little comparison of Snapchat and Instagram for brands.

18. Pinterest. Pinterest currently has an estimated 250 million monthly active users. Pinterest is a place where people go to discover new things and be inspired, quite unlike most social media sites where engagement is the primary focus. According to Pinterest, 78 percent of users say that content on Pinterest from brands are useful (much higher than that on other sites). This gives your brand a unique opportunity to shape their purchasing decisions.

As Pinterest users want to be inspired to try or buy new things, having a presence on Pinterest could help put your brand on their minds. Here are some tips on using Pinterest for business that the Pinterest team shared with us.

19. Line. Line is a multi-purpose social messaging app that allows users to message, share stickers, play games, make payments, request for taxis, and shop online with 203 million monthly active users. It is the most popular messaging app in Japan and is also popular in other areas in Asia.

Brands can create official accounts online to share news and promotions, which will appear on their followers' timeline.

20. Telegram. Telegram is similar to most social messaging apps and is often known for how secure it is as a messaging app with an estimated 200 million monthly active users.

There are several ways brands can make use of Telegram, besides providing one-on-one customer support. For example, brands can create chatbots for the Telegram platform or make use of Telegram's channel feature to broadcast messages to an unlimited number of subscribers.

Modern social networking sites are not just about connecting and sharing information, such platforms are being used for many different purposes. Most people are still using social media for "social purpose" while many are using for the business purpose. Government, security agencies, researchers, etc. are also using social networks for official purposes.

Though the usages and user behavior in different social media sites may differ, there are common advantages and disadvantages of all social networking sites or social media platforms. For example, there are more advantages for photographers or artists using Instagram while he/she may not get more benefits or attention on Twitter. Similarly, a journalist or author may have many pros of using Twitter.

Advantages of Social Media

Social media websites are the tools for anyone to make the best use out of it. Millions of people around the world are using social media platforms for, fundraising, social awareness, promoting local business, and so many good things. There are so many

benefits of social networking sites if used properly. Below is the list of pros of social media platforms.

1. Networking without border. One of the primary goals of any social networking site, networking is a primary feature any social media platform has to offer to consider the platform as a social networking site. One of the most important and noteworthy advantages of social networking sites is that it enables everyone to connect no matter which country they belong to.

2. Instant News and Information. Before the social media era, we used to communicate on email and instant messengers like Yahoo, AOL, and MSN. All those IMs and communication tools were mostly one to one communication. But in Social networking sites, communication can be one-to-many instantly. We do not have to look for the news visiting different news websites, the news will find us on the modern social networking sites like Facebook, Twitter.

3. Great marketing channel for Business. Social networking sites are one of the best marketing channels available in this world. Social Media Marketing is the term described for the marketing technique used on social networking sites or platforms like Facebook, Instagram, Twitter, YouTube, etc. There are currently over 4 billion social media users globally ready to discover your information about your business or service.

4. Awareness and Activism. We have already witnessed the great modern revolutions and events around the world. Social networking sites played a very important role in such revolutions and events like Occupy Wallstreet, Arab Spring, The Libyan Revolution, Hongkong protests, etc.

5. Exchange of ideas and Collaboration. Social networking sites like Facebook do have collaboration features like Group and Document sharing. One can create a group and start to share ideas and information for a specific purpose. Social networking sites are very useful to collect feedback and comments on the various idea.

Disadvantages of Social Networking Sites

Like any other tool available for humans, Social Media Websites have many disadvantages if you do not use consciously. Unware social media users may encounter many different types of problems while using social networking sites. Here we list a few but most important cons of social media that everyone should be aware of.

1. Addiction. The compulsive behavior developed due to social networking sites like Facebook, Instagram, YouTube, etc leads to negative effects. Social networking addict constantly checks Social Media Feed or checks out people's profiles for hours and hours. The compulsion to use social media can make one social media addict. Researchers at Chicago University concluded that social media addiction can be stronger than addiction to cigarettes and alcohol.

2. Mental Illness. Social networking sites are linked to increased risk of mental health problems like depression, anxiety, and loneliness. Too much

time spent scrolling through social media can result in symptoms of anxiety and/or depression. Teenager's mental health is often negatively affected by this culture of comparison as well.

3. **Frauds & Scams.** This is yet another challenge for social media companies. There are billions of fake accounts on various social networking sites including Facebook, Instagram, and Twitter. Facebook removes more than 3 billion fake accounts in six months and Five percent of Facebook's monthly active users are fake, the company said.

4. **Misleading Information.** This is probably the most challenging problem for social media companies. Fake news and misleading information can go viral in no time on social media platforms. On Facebook, more than 80% of people who react on the link do not read the complete article or content. Due to which many publishers and spammers are misusing the platforms by sharing fake and misleading information.

5. **Cyberbullying.** Since anyone can use and express on social networking sites, many use it to express hatred and aggression. The public figures are

the commonly targeted victims of cyberbullying. Teenagers, in particular, are at risk of cyberbullying through the use of social networking sites like Facebook, Instagram, Snapchat, etc. Cyberbullying is also associated with depression, anxiety, and an elevated risk of suicidal thoughts.

6. Hacking. Most of the users of social media sites are not fully aware of

the security measures they need to take care of while using social media platforms. People share thoughts, personal experience, photos, etc on social media sites. Such information can be helpful for hackers to hack your accounts in social media, emails, or even your mobile phone. Several personal twitter and Facebook accounts have been hacked in the past that have affected the individuals' personal lives.

7. Privacy Issues. Your behavior on social media can help people or companies know who you are. It is not hard to find how many friends you meet daily, interact, or what type of food you like. Based on your check-ins on social media, one can easily find where you hang out. Based on your check-ins, browsing history, interaction on various Facebook pages, groups, friends, or even links, bots can suggest the products or services

(Retrieved from <https://honestproscons.com/social-networking-advantages-and-disadvantages/>. Date retrieved May 14, 2020).

Influence of Social Media

Using social media to enhance the learning process can take a number of forms, target various skills, and utilize different tools. University educators propose that social media can have a positive influence on interaction, engagement, knowledge building, and sense of community (Rovai, 2001). However, there is also research that shows that these same tools can distract learners from their studies and encourage procrastination and superficial thinking. The following section will present some of the studies that addressed the relationship between social media and academic performance and learning. This review presents a snapshot mainly on studies dealing with the most popular social networking tools such as Facebook, rather than a comprehensive review of all forms of social media. Studies generally imply that social media is mainly used by college students to socialize rather than for academic pursuits. Raacke and Bonds-Raacke (2008) found out that college students around the age of 20 with accounts on Myspace or Facebook use these systems “to keep in touch with old friends” (96.0%), “to keep in touch with my present friends (91.1%), “to post/look at pictures” (57.4%), “to make new friends” (56.4%), and “to locate old friends” (54.5%). But only 10.9 percent stated that they used it “for academic purposes”, and only 12.9 percent listed their courses on their profiles. Similarly, Michikyan, Subrahmanyam, and Dennis (2015) used a mixed-method approach to investigate the relationship between online academic disclosure (namely status updates about their academic experiences) and academic performance for 261 students with an average age of 22 years. Thematic analysis of their posts indicated that 14% of their contributions to Facebook were academic in nature. On the other hand, the majority of students in Camilia, Sajoh, and Dalhtu (2013) used social media for academic

purposes. Several studies suggest that the time spent on social media takes away from the time available for studying. Alwagait, Shahzad, and Alim (2015) investigated the role of social media on academic performance of 108 Saudi students. Survey data revealed that Twitter was the most popular social network followed by Facebook. The average number of hours spent by students on social media was 25.3 hours. Sixty percent of the respondents acknowledged that excessive use of social media negatively impacted their performance and indicated that 10 hours per week of use would ensure that their academic performance is not negatively impacted. Similarly, Krischner and Karpinski (2010) noted that some students do not have control on their social media while engaged in academic activities, and that they spend more time on these networks than they do studying or sleeping. They point out that empirical research suggests the negative impact of multitasking, or attempting to simultaneously process different sources of information, on performance. They underscore that this leads to increased study time and an increased number of mistakes on assignments. Junco (2013) examines the relationship between Facebook activity, time taken for class preparation and overall GPA for 1839 students. Hierarchical linear regression analyses indicated that time spent on Facebook was significantly negatively correlated with overall GPA, but only weakly related to time spent on class preparation. Moreover, using Facebook to search for information was a positive predictor of GPA while time spent on socializing was a negative predictor. Some studies delve deeper into the phenomenon of spending too much time on social media and almost portray it as a coping mechanism. Student in Krischner and Karpinski (2010) for example, did not believe that it impacted their academic performance negatively. Those who did report a negative influence explained social media as a strategy for guiltless

procrastination. The path analysis conducted by (Michikyan, Subrahmanyam, and Dennis, 2015), mentioned earlier, reasons of this is the fact that students, who are facing academic or social problems turn to Facebook as a way of distraction from the difficulties that they are facing. Similarly, Fogel, and Nutter-Upham's (2011) study about the self-reported executive functioning associated with academic procrastination by distributing a thirty-minute questionnaire on 212 university students, showed that there is a relationship between social media use, procrastination and poor academic performance, between 30 to 60 percent of college students stated that they use social media to procrastinate on their academic duties and socialize or surf the internet. Very few studies have investigated variables that might impact how, when, and to what extent students used social media. Krischner and Karpinski (2010) conducted an exploratory survey study to examine if and how 102 undergraduate and 117 graduate students in public US University used Facebook, and how this usage related to hours of studying and GPA. The survey they used also elicited information about students' own perceptions on Facebook use. Facebook users reported lower GPA and fewer hours studying. Users and nonusers did not however differ in terms of the amount of time they spent on the Internet, but their studying strategies differed. These results held regardless of student status (whether they were an undergraduate or graduate) or their major (humanities, social sciences, medical, STEM or business). The study also suggested that personality and hours spent working are related to Facebook use. Boogart (2016) conducted a study in four universities to investigate the impact of Facebook on campus life at four higher education institutions, analyzing the responses of 3134 students. He found significant relationships between time spent on Facebook, and several demographic variables. Females spent significantly

more time on Facebook. Students with a GPA of 2.99 or less reported being longer on Facebook than those with a higher GPA. Also, students who are in their first and second years of undergraduate study spend more time using Facebook than those in their third year – the majority of the third-year students (almost 70%) spent less than 30 minutes on day using it. Julia, Langa & Miquel (2015) underscored the importance of social and relational factors in for educational attainment within higher education. They examined the impact of the connectedness afforded by social media tools on the performance of students' example, determined that academic performance was a predictor of Facebook use rather than the opposite. Students with low GPA are more active on Facebook than students with high GPA; one of the reasons of this is the fact that students, who are facing academic or social problems turn to Facebook as a way of distraction from the difficulties that they are facing. Similarly, Fogel, and Nutter-Upham's (2011) study about the self-reported executive functioning associated with academic procrastination by distributing a thirty-minute questionnaire on 212 university students, showed that there was a relationship between social media use, procrastination and poor academic performance, between 30 to 60 percent of college students stated that they use social media to procrastinate on their academic duties and socialize or surf the internet. Very few studies have investigated variables that might impact how, when, and to what extent students used social media. Krischner and Karpinski (2010) conducted an exploratory survey study to examine if and how 102 undergraduate and 117 graduate students in public US University used Facebook, and how this usage related to hours of studying and GPA. The survey they used also elicited information about students' own perceptions on Facebook use. Facebook users reported lower GPA and fewer hours studying. Users and nonusers

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media, but also the variation of how students interacted and perceived these tools. Camilia, Sajoh, and Dalhtu (2013) investigated this relationship in the Nigerian context. The responses of 536 students to a survey revealed that 97% of students used social media networks. Facebook was the most popular social network site, followed by “2go” and YouTube. The majority of students (91%) spent less than 4 hours a day on social networks. A quarter of the students reported that they believed that social media impacted their academic performance positively, 32% indicated that it impacted it negatively; the rest thought it had no effect. About 75% of the students reported that they used it for academic assignments. Wodzicki, Schawmmlein and Moskluk (2012) pointed out the potential of social media to develop students’ self-directed learning skills because they give students a platform to explore subjects and gather information through accessing existing data on the web or interacting with like-minded students to constructively exchange ideas and build knowledge through informal and formal activities. Wodzicki et al (2012) however, note that little is known about how these informal learning opportunities are harnessed and about the characteristics of the students who engage in these activities. To examine these relationships, they conducted three studies to investigate academic knowledge exchange via StudiVZ, an equivalent to Facebook on 774 users of StudiVZ students. The sample consisted of 498 women and 276 men between 19 and 29 years, which is a typical age range for German students. Analysis revealed that one fifth of students employed this social media tool to build knowledge. However, the majority, especially freshman, used it for social purposes such as networking and getting oriented to the university environment. The researchers concluded that knowledge exchange and social functions for using social networks

should be regarded as intertwined rather than mutually exclusive. Rambe (2012) employed an ethnographic approach to examine the impact of social media on meaningful learning and pedagogical strategies. To do that they examined the Facebook postings of students and instructors enrolled in an Information Systems course within the South African context. The results of the study showed that 165 participants posted 154 wall posts, 121 discussion board posts, and 139 posts to the administrator's inbox over two semesters. Rambe concluded that Facebook constituted a collaborative "safe" "third space" that facilitated student expression, the development of learning communities, and encouraged knowledge construction. On the other hand, Rambe suggested that postings fell short of manifesting deeper levels of conceptual engagement and learning. Junco, Heiberger, and Loken (2011) examined the impact of twitter on university students' engagement and GPA. Using an experimental design, students from a first-year pre-health seminar were assigned to an experimental group (N=70) in which Twitter was used for a variety of academic activities and a control group (N=55). The analysis of engagement and GPA via an ANOVA test showed that students in the experimental group were significantly more engaged and had a higher GPA. Analysis of Twitter postings also reflected that high level of engagement on behalf of students and faculty. They concluded that social media has no negative impact on student academic performance if they learned to allocate their time effectively. A number of the above studies suggest a negative relationship between social media use and student academic performance. However, several of the above studies imply that it is not the time you spend on social media or the Internet that could be related to a low GPA (e.g., Junco, 2011; Krischner and Karpinski, 2010), but there might be some underlying factors such

as the activities that you engage in during that time and how you manage your studying time, etc. (e.g., Junco et al., 2011). A number of the above studies also show that the effect might differ according to the students' academic statues and the academic discipline (e.g Boogart, 2016; Julia, Langa and Miquel, 2015).

Usage of Social Media According to Sex

Males and Females use social media at similar rates (Pew research center, 2017). However, according to Lim, Heinrichs and Lim, (2017) females perceived social media differently than males. Social media corporations found out that interest and curiosity are the main factors that affect the social media usage of females, whereas variety of contents is the main factor that affects the social media usage of males. There are also several researches mentioned that there are gender differences in the social media usage. For example, one of the conducted studies to analyze this phenomenon showed that females listen to less music on social media sharing platforms than males (Putzke, Fischbach, Schoder and Gloor, 2014). On the other hand, in 2007 a research from Pew research center showed that 70 percent of female teenagers use social media and that only 54 out of the 70 are active members and post photos on different social media platforms, as compared with males with 54 people, only 40 out of the 54 are active members (Ularo, 2014). Another study by Zheng, Yuan, Chang and Wu (2016) showed that females use to put seductive profile pictures more than males because they believe that the attractiveness of the profile picture influences the number of online followers or friends they have. This study also showed that females gave emphasis to emotional expression while using social media. On the contrary, males enjoy showing that they are having fun while using social

media. A study by Chan, Cheung, Na Shi and Lee (2015) showed that the majority of females use social media for socializing and connecting with their family members, whereas males are more focused on task-oriented actions and gaming. It was also mentioned by (Correa, Hinsley and Zungia, 2010) that the personality traits affecting the social media usage of males and females differ. For example, males who are emotionally stable tend to use social media less than the males who are not emotionally stable. However, emotional stability does not have any effect on the social media usage of the females. It was also mentioned that females who are open to experience tend to use social media more than the females who are introverts. However, openness to experience and extraversion do not have any effect on the social media usage of males. Gender usage is also altered when it comes to the social media multitasking phenomenon. Research showed that females tend to use multiple social media platforms at the same time while doing other things. Studies showed that 50.5 percent used to talk face to face with other people and 56.2 percent use to talk on the phone while using social media (Ularo, 2014). Research mentioned that females are better at multitasking than males. For example, Offer and Schneider (2011) reported that mothers spend 10 more hours a week multitasking compared with fathers” as cited in (Mantyla, 2013, para.1) Studies that focus on the role of gender with reference to academic activities and performance are rare.

Summary

This chapter dealt with basics of reading in which engaged reading leads to

engaged learning. They needed instructional guidance on how to read critically, understand the material and implement what they have learned. Also included the reading skills for reading was one of the most effective ways of foreign language learning for reading simply is the interpretation of a written message. Facts about reading emphasized the recognition of printed or written symbols which serve as stimuli to the recall of meanings built up through the reader's past experience. Learning to read was not a natural process that just happens on its turn. Likewise, the importance of reading for reading proficiency was virtually a requirement in a civilized society. In addition, reading had economic, societal, political, and personal values and it increases in importance as a society become more complex and industrialized. More facts in reading comprehension included in this chapter for there is no reading involve if there's no comprehension for reading comprehension can be defined as the level of understanding of a passage or text. Related studies about reading achievement in comparison with other studies explained the different findings. Included further here were about the importance of writing as skill for language production since writing plays several roles in the classroom and in many other means of communications.

Chapter 3

METHODOLOGY

This chapter presents the research design, subjects of the study, the data gathering instruments, the data gathering procedure and the data processing technique.

Research Design

This study used the descriptive case study method of research. Descriptive research is a design which aims to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena. Descriptive research is the most widely employed research design. The most common means of obtaining information include the use of questionnaire, personal interviews and observation (Caipang, 2004).

Furthermore, this case study descriptive research finds answer to the questions who, what, when, where, why and how the happening describe the situation or a given state of affairs in terms of specified aspects of factors (David, 2002)

Research Locale of the Study



Tubungan National High School considered as mother school in the Municipality of Tubungan, Iloilowas situated one kilometer from the poblacion. It was located at Barangay Teniente Benito in Tubungan. The school accommodated learners not only residents of the place but also from other catchment barangays in other municipalities like Guimbal, Igaras, Tigbauan and even Miagao. Considering school year 2020-2021, it had a total population of 1,503. In which 1,033 were junior high school and 470 were senior high school. The school composed of 61 faculty members and administered by Dr. Fortunata Gequillo as principal II.

Respondents of the Study

The respondents of this study were 149 out of 238 randomly chosen Grade 11 learners among the four (4) sections namely: Marx, Vinculum, Chestnut and Mulberry of Grade 11 in Tubungan National High School for school year 2019 - 2020.

Table 1

Profile of the Respondents When Grouped According to Section

Section	N Respondents		Percentage
Marx	62	39	26.17
Vinculum	56	35	23.49
Chestnut	59	37	24.83
Mulberry	61	38	25.50
Total	238	149	100.00

As shown in Table 1, of 238 Grade 11 learners, 149 learners were taken as respondents of the study. In which 39 or, 26.17% were in section Marx; 35 or 23.49% were in section Vinculum, 37 or 24.49% were in Chestnut and 38 or 25.50% were in Mulberry.

Table 2

Profile of the Respondents When Classified According to Sex

Sex	n	Percentage
Male	49	32.89
Female	100	67.11
Total	149	100.00

Table 2 presents the distribution of respondents according to sex. Out of 149 respondents, 32.89% were males and 67.11% were females.

Data Gathering Instruments

This study used the duly validated researcher-made questionnaire as an instrument in determining the least mastered competencies in reading and writing of Grade 11 learners of Tubungan National High School. For reading, the learners were given a 10-item test on the topic read entitled "Love to Laugh." The respondents' least mastered competencies were determined through the wrong answer in each item. Every competency composed of two (2) -item questions. Criteria were taken from DepEd Grade 11 reading comprehension curriculum guide. (K to 12 English Curriculum Guide May 2016).

As to least mastered competencies in writing, it was determined by writing about the advantages and disadvantages of social media. The respondent's rating in writing

was based on the scoring analytic rubrics (Assessment of Student Learning II Gabuyo, 2013).

The study was conducted to the identified respondents of the study during their vacant period. Part I of the questionnaire was about the personal information namely: name, (optional) sex and socio-economic status. These data were needed for personal variables related to the study.

Part II was the duly validated instrument for reading and writing.

Criteria for Reading Competencies

Drawing Conclusions from Set of Details

Synthesizing Essential Information about a Chosen Issue

Comparing New Insights

Evaluating Text Content

Criteria for Writing Competencies

Rating	Scale	Description
4	3.26 – 4.00	Advanced
3	2.51 – 3.25	Proficient
2	1.76 – 2.50	Approaching Proficiency
1	1.00 – 1.75	Developing

Validity of the Questionnaire

Before the instrument was used in gathering data for the study, it was subjected to content validity. Content validity refers to the appropriateness, correctness, meaningfulness, and usefulness of specific inferences researchers make based on the data they collect. Validation is the process of collecting and analyzing evidence to support such inferences (Fraenkel, Wallen, and Hyun, 2012). The researcher submitted the draft to the adviser for critiquing and improvement. The adviser's suggestions were noted and considered for the revision of some items in the questionnaire. The revised questionnaire

was submitted for face and content validation to the members of jury composed of five English teachers. One from Tubungan National High School and the other four were English professors of Iloilo Science and Technology University –Miagao Campus and Miagao National High School using the Eight-Point Criteria for Content Validation by Good and Scates. Once the questionnaire was validated, the final draft was prepared considering the suggestions by the panel of validators, after which, the questionnaire was subjected to reliability testing to the 30 non-participating Grade 11 learners of the said school.

Data Gathering Procedure

The permission in conducting the study involving the Grade 11 learners was secured from the Office of the Schools Division Superintendent, Principal of the school and teacher advisers of Grade 11 learners of Tubungan National High School. The researcher personally administered all of the tests about least mastered competencies in reading and writing of the learners to all identified respondents of the study during free time of the researcher and respondents. Proportionate random sampling was employed in selecting respondents of the study.

Data Processing Technique

Statistical tools were necessary for the interpretations of the data collected and in drawing of conclusions:

Frequency was used to determine the profile of respondents belonging to each category of variables, the frequency was used.

Percentage was used to determine the proportion of respondents belonging to each category of variables, the percentage was utilized.

Mean was used to describe the level of competencies in reading and writing of the respondents, the mean was employed.

Standard Deviation was utilized to determine the homogeneity and heterogeneity of the means, the standard deviation was used.

Mann-Whitney U was utilized in ascertaining the significant difference in the comparison between two means, the Mann-Whitney U was used.

ANOVA. One-Way Analysis of Variance was utilized to determine the significant differences when respondents were categorized as to socio-economic status and exposure to social media.

All statistical treatments were set at .05 alpha level of significance via Statistical Package for Social Sciences (SPSS) software version 22.0.

Chapter 4

RESULTS AND DISCUSSIONS

This chapter presents the descriptive and inferential data gathered from the respondents of the study and their respective analyses and interpretations.

Least Mastered Competencies of Grade 11 Learners in Reading When Taken as an Entire Group

The least mastered competencies of Grade 11 learners in reading were determined using the duly validated 10-item test. The test was composed of competencies in drawing conclusions, synthesizing essential information, comparing new insights, evaluating text content and understanding of the text. Frequency, percentage and rank were used in determining the least mastered competencies.

Table 3

Least Mastered Competencies of the Respondents in Reading When Taken as A Whole

As a Whole	f	%	Rank
Drawing Conclusions from Set of Details	118	79.19	1
Synthesizing Essential Information about a Chosen Issue	113	75.84	2
Comparing New Insights	98	65.77	3
Evaluating Text Content	61	40.94	4
Understanding of the Text	39	26.17	5

Table 3 shows the least learned competencies of the respondents when taken as an

entire group. Out of 149 respondents, 79.19% were not able to draw conclusions from set of details. This was considered as the leading least mastered among learners. They failed to draw conclusions from set of details. The second least mastered competencies in reading laid on synthesizing essential information about a chosen issue. There were 75.84% who failed to synthesize. Third, were the comparing new insights where 65.77% of the respondents had deficiencies comparing insight. The fourth least mastered competencies were the evaluating text content with 40.94% and lastly, 26.17% for understanding the text.

This meant learners' difficulties laid on the making of generalization on the passage read and bear illustrations or giving analysis on the information or facts as well as to make a distinction on foresighted events. Also, respondents were weak in assessing the content of what are the happenings. Finally, others still cannot understand what had been read.

This implied that learners cannot actively participate to classroom recitation since they lack comprehension and elucidation of topics instilled to them. They moreover were considered as rote memory readers since the reading lacks understanding. The difficulty in making conclusions laid on the limited comprehension on what had been read.

Findings of the study did not support (Tinker, et al., in Torrejo, 2007) reading involves the recognition of printed symbols which serve as stimulus for the recall of meanings built up through past experiences and the construction of new meanings through the manipulations of concept already possessed by the reader.

In addition, result of the study did not conform with Nunan (2003), wherein reading is a fluent process of readers combining information from a text and their own

background knowledge to build meaning and the goal of reading is comprehension.

Sex. Table 4 shows the least mastered competencies of Grade 11 learners in reading when they were grouped according to sex.

Table 4

Least Mastered Competencies of the Respondents in Reading When Classified According to Sex

Sex	f	%	Rank
Male			
Drawing Conclusions from Set of Details	34	69.39	1
Synthesizing Essential Information about a Chosen Issue	27	63.27	2
Comparing New Insights	25	51.02	3
Evaluating Text Content	19	38.78	4
Understanding of the Text	12	24.49	5
Female			
Synthesizing Essential Information about a Chosen Issue	86	86.00	1
Drawing Conclusions from Set of Details	84	84.00	2
Comparing New Insights	73	73.00	3
Evaluating Text Content	42	42.00	4
Understanding of the Text	27	27.00	5

As revealed in Table 4, the male top three least mastered competencies were first, drawing conclusions from set of details with 69.39%. Second, there were 63.27% of the

respondents who did not synthesize the essential information about a chosen issue. Lastly, there were 51.02% who did not or failed to compare new insights.

As to female respondents, there were 86.00% in synthesizing essential information about a chosen issue. Second, there were 84.00% for drawing conclusions from set of details, and lastly, there were 73.00% for comparing new insights.

This meant, a big percentage of the learners demonstrated deficiencies in formulating conclusions to what had been read. The prevailing least mastered of the learners hampered their understanding so as not to make further making of comparison to what had encountered experiences.

This implied that learners seemed not participative to oral aspect of the different subject areas due to hindrances in reading capacity. Likewise, intimidated and less self-moral and self-esteem be encountered problems.

Social Media. Table 5 shows the least mastered competencies of Grade 11 learners in reading when classified according to social media.

Table 5

Least Mastered Competencies of the Respondents in Reading When Classified According to Social Media

Social Media	f	%	Rank
Facebook			
Synthesizing Essential Information about a Chosen Issue	27	23.89	1
Drawing Conclusions from Set of Details	24	20.34	2
Comparing New Insights	22	24.45	3
Evaluating Text Content	16	26.23	4
Understanding of the Text	8	20.51	5
Youtube			
Synthesizing Essential Information about a Chosen Issue	23	20.35	1
Drawing Conclusions from Set of Details	18	15.25	2
Comparing New Insights	17	17.35	3
Evaluating Text Content	11	18.03	4
Understanding of the Text	8	20.51	5
Messenger			
Drawing Conclusions from Set of Details	26	22.03	1
Synthesizing Essential Information about a Chosen Issue	24	21.24	2
Comparing New Insights	22	22.45	3
Evaluating Text Content	14	22.95	4
Understanding of the Text	8	20.51	5
Wattpad			
Drawing Conclusions from Set of Details	9	7.63	1
Synthesizing Essential Information about a Chosen Issue	7	6.19	3
Comparing New Insights	7	7.14	3
Evaluating Text Content	7	11.48	3
Understanding of the Text	4	10.26	5
Instagram			
Drawing Conclusions from Set of Details	12	10.17	1
Synthesizing Essential Information about a Chosen Issue	10	8.85	2.5
Comparing New Insights	10	10.20	2.5
Evaluating Text Content	4	6.56	4.5
Understanding of the Text	4	10.26	4.5
Twitter			
Drawing Conclusions from Set of Details	10	8.47	1
Synthesizing Essential Information about a Chosen Issue	8	7.08	2
Comparing New Insights	7	7.14	3
Evaluating Text Content	3	4.92	4
Understanding of the Text	2	5.13	5
Snapchat			
Drawing Conclusions from Set of Details	10	8.47	1
Synthesizing Essential Information about a Chosen Issue	6	5.31	2.5
Comparing New Insights	6	6.12	2.5
Evaluating Text Content	3	4.92	4
Understanding of the Text	2	5.13	5
Others			
Drawing Conclusions from Set of Details	9	7.63	1
Synthesizing Essential Information about a Chosen Issue	8	7.08	2
Comparing New Insights	7	7.14	3
Evaluating Text Content	3	4.92	4.5
Understanding of the Text	3	7.69	4.5

As revealed in Table 5, considering social media the top three for Facebook were

synthesizing essential information about a chosen issue with 23.89%, second was drawing conclusions from set of details with 20.34% and third was comparing new insights with 24.45%. As for the Youtube, 20.35% was in synthesizing essential information about a chosen issue that rank first, followed by drawing conclusions from set of details with 15.25%, and lastly, with 17.35% was the comparing new insights. As to messenger, first with 22.03% were in drawing conclusions from set of details, second with 21.24% were in synthesizing essential information about a chosen issue and lastly 22.45% were in comparing new insights.

This implied that the classification of social media of adherence the learners were in least mastered in reading considering drawing conclusions from set of details and synthesizing essential information about a chosen issue. The learners find difficulty in elucidating and making of analysis.

Result of the study conformed with the study of Meenus, et al, (2006), that those students using social media had access to it then they may share subject related information to each other easily and they can get feedback from their class – fellows and especially from those teachers who used social media sources like Facebook. It was basically students centered approach and beneficial for them because they can use their own knowledge, get new knowledge, get facilitation to express their own ideas without hesitation with their connected instructors and teachers.

Moreover, this study was also supported by Williams (as cited by Khan, 2016) that it is a fact that integration of technology, use of various online social media source i.e (Facebook, Twitter, Flickr, LinkedIn, WhatsApp and Skype) and thinking of innovative teaching methods and learning approaches in recent years stimulated educators to teach in

a much more enjoyable, motivating, and practical learning environment. It was due to this fact that learner's interest is limited to those directions which are accessible for them without too much hard working and struggle like before to read different textbooks in libraries. Nowadays, the old traditional paper-based methods of teaching learning process have shifted to electronic and digital technology to a greater extent. The energetic learners want to enhance meaningful learning while using new strategies and then relate it their real lives experiences for example various social media sources like Facebook, Twitter, Flickr, LinkedIn, WhatsApp, Skype and a lot more because it facilitates collaboration, teamwork, peer assessment and provide practical environment of sharing information with their class – fellows and friends in the easiest possible way.

Socio-Economic Status. Table 6 shows the least mastered competencies of Grade 11 learners in reading when they were grouped according to socio-economic status.

As revealed in Table 6, the respondents in the very high, high and average socio-economic status showed the same order of least mastered competencies. Considering the very high, there were 24.24% were in synthesizing essential information about a chosen issue. There were 19.49% in drawing conclusions from set of details and 19.49% in comparing new insight.

As to high, there were 18.58% were in synthesizing essential information about a chosen issue. Furthermore, 16.10% were in drawing conclusions from set of details and lastly 16.03% in comparing new insight.

Table 6

Least Mastered Competencies of the Respondents in Reading When Classified According

to Socio-Economic Status

Socio-Economic Status	f	%	Rank
Very High			
Synthesizing Essential Information about a Chosen Issue	24	21.24	1
Drawing Conclusions from Set of Details	23	19.49	2
Comparing New Insights	19	19.39	3
Evaluating Text Content	12	19.67	4
Understanding of the Text	6	15.38	5
High			
Synthesizing Essential Information about a Chosen Issue	21	18.58	1
Drawing Conclusions from Set of Details	19	16.10	2
Comparing New Insight	16	16.03	3
Evaluating Text Content	10	16.39	4
Understanding of the Text	4	10.26	5
Average			
Synthesizing Essential Information about a Chosen Issue	27	23.89	1
Drawing Conclusions from Set of Details	26	23.03	2
Comparing New Insights	23	23.01	3
Evaluating Text Content	13	21.31	4
Understanding of the Text	12	20.77	5
Low			
Drawing Conclusions from Set of Details	24	20.34	1
Synthesizing Essential Information about a Chosen Issue	20	17.70	2.5
Comparing New Insights	20	20.41	2.5
Evaluating Text Content	14	22.95	4
Understanding of the Text	9	23.08	5
Very Low			
Drawing Conclusions from Set of Details	26	22.03	1
Synthesizing Essential Information about a Chosen Issue	21	18.58	2
Comparing New Insights	20	20.41	3
Evaluating Text Content	12	19.67	4
Understanding of the Text	8	20.51	5

For average, there were 23.89% were in synthesizing essential information about a chosen issue. The 23.03% were in drawing conclusions from set of details and in which 23.01% were in comparing new insight.

Result demonstrated that considering socio-economic, the respondents that belonged to very high, high, and average were deficient in synthesizing essential information about a chosen issue, drawing conclusions from set of details and comparing new insights. This meant respondent were only have the ability to evaluating text content and to understand the text.

This further meant that the respondents lack in the ability to analyze and give meaning to the statements. In addition, incapable of making conclusions and compare to the cited insights.

This implied that the respondents were considered as slow learners with respect to comprehension on what to read. Furthermore, respondents cannot elucidate ideas and opinions to the written passages/messages so as to give personal comments and suggestions.

Result of the study amplified the findings of Snow, et al., (2019) that families rated low in socio economic status are not less affluent and less educated than other families but also tended to live in communities in which the average family socio economic status is low and tend to receive less adequate nutrition and health services. In other ways, too, low socio economic often encompasses a broad array of conditions that may be detrimental to the health, safety, and development of young children, which on their own may serve a risk factors for reading difficulties.

In addition, this study agreed with the study of Entwistle (2005), that several researchers had verified socio economic status to be significantly associated with the differing growth trajectories of student achievement. Many schools use evidence – based reading programs to deliver reading instruction, but many of the programs facilitates different reading growth rates for students of different socio-economic levels.

Differences in the Least Mastered Competencies in Reading of Grade 11 Learners When Classified According to Sex, Exposure to Social Media and Socio-Economic Status

Table 7 presents the chi-square test result of differences in the least mastered competencies of the respondents in reading when classified according to sex, exposure to social media and socio-economic status.

Table 7

Chi-square Test Result of Differences in the Least Mastered Competencies of the Respondents in Reading When Classified According to Sex, Exposure to Social Media and Socio-Economic Status

Variables	X ²	Sig. (2- Tailed)
Sex	9.092	.766
Exposure to Social Media	24.842	.962
Socio-Economic Status	39.468	.449

As revealed in Table 7, Chi-square test result showed no significant difference in the least mastered competencies in reading when learners classified according to sex, exposure to social media and socio-economic status. The reported X² values in Table 7 for sex (X² =.766), exposure to social media (X² = .962) and socio-economic status (X²=.449) have probabilities exceeding the set .05 alpha level, hence the null hypothesis was not rejected.

This meant sex, exposure to social media and socio-economic status had not merged as moderator in the least mastered competencies of learners. As depicted have no bearing or not a factor to the competencies of learners.

This implied that considering sex, exposure to social media and socio-economic

status, the learners elicit a comparable performance in reading.

Result of the study negated Sprinthall and others (1994) as revealed that females perform better than males, especially in the earlier school grades. But when they reach high school and college, the males leave the female behind in almost every area. The reason behind is that boys always feel that they belong to the stronger sex and that their future responsibilities in society as breadwinner are heavier than that of the girls, they are challenged to work harder.

Similarly, Pagunsan's (2003) study in the students reading skills as influenced by social media revealed that females tend to be better readers than males. They appeared to have acquired the skills that are necessary to answer precisely the reading test on comprehension and study skills. She added that being homebodies, girls probably may have more time to read.

However, Padilla's (2005) study in the perceived English Language needs and competence among college freshmen at West Visayas State University for academic year 2004 – 2005 found out that males considered themselves "competent" in speaking sub skills for academic studies and in writing sub skills under the social/private life domain.

On the other hand, in the study of De La Cruz (1989), the findings were different. The study concluded that sex was not a factor to be considered in the language achievement of the students. Her finding was further affirmed by Biba (2002). In her study "Reading Attitudes and Reading Interest of Freshmen BSED Students of Central Philippine University," also concluded that there was no significant difference in the reading interest of the freshmen students considering sex. The same was true with the study of Awit et al. (2002) which revealed that the level of performance of students in

English does not depend on the sex of the student.

Mean Scores in the Least Mastered Competencies of the Grade 11 Learners in Writing When Taken as an Entire Group and When Classified According to Sex, Exposure to Social Media and Socio-Economic Status

The mean score in the least mastered competencies of the respondents in writing was determined by developing an essay topic on advantage and disadvantage of indulging to social media. The scoring was done with the use of rubrics categorized as Advanced (5), Proficient (4), Approaching Proficient (2) and Developing (1) for competencies: focus and details, organization, voice, word choice and sentence structure/grammar/mechanics and spelling.

Table 8 presents the least mastered competencies of Grade 11 learners in writing when taken as an entire group and when classified according to sex, exposure to social media and socio-economic status.

Table 8

Least Mastered Competencies of the Respondents in Writing When Taken as an Entire Group and When Classified According to Sex, Exposure to Social Media and Socio-Economic Status

Traits Variables	Focus & Details			Organization			Voice			Word Choice			SSGMS			Entire Group		
	M	Desc.	SD	M	Desc.	SD	M	Desc.	SD	M	Desc.	SD	M	Desc.	SD	M	Desc.	SD
Sex																		
Male	2.38	AP	0.24	2.48	AP	0.29	2.44	AP	0.13	2.51	P	0.26	2.48	AP	0.32	2.46	AP	0.25
Female	2.49	AP	0.28	2.54	P	0.14	2.42	AP	0.17	2.68	P	0.27	2.50	AP	0.29	2.53	P	0.23
Entire Group	2.44	AP	0.26	2.51	P	0.22	2.43	AP	0.15	2.60	P	0.27	2.49	AP	0.31	2.50	AP	0.24

Social Media

Facebook	2.77	P	0.27	2.77	P	0.36	2.57	P	0.26	2.58	P	0.33	2.51	P	0.29	2.64	P	0.30
YouTube	2.61	P	0.31	2.69	P	0.27	2.56	P	0.19	2.62	P	0.29	2.52	P	0.31	2.59	P	0.27
Messenger	2.53	P	0.19	2.75	P	0.29	2.52	P	0.25	2.71	P	0.31	3.01	P	0.18	2.70	P	0.24
Wattpad	2.49	P	0.24	2.51	P	0.31	2.28	AP	0.33	2.50	AP	0.24	2.47	AP	0.22	2.48	AP	0.25
Instagram	2.50	AP	0.16	2.42	AP	0.40	2.32	AP	0.29	2.49	AP	0.27	2.38	AP	0.19	2.43	AP	0.26
Twitter	2.49	AP	0.25	2.50	AP	0.26	2.23	AP	0.17	2.50	AP	0.36	2.46	AP	0.26	2.44	AP	0.26
Snap Chat	2.35	AP	0.17	2.49	AP	0.33	2.28	AP	0.22	2.38	AP	0.28	2.49	AP	0.28	2.40	AP	0.26
Others	2.27	AP	0.23	2.14	AP	0.39	2.29	AP	0.14	2.47	AP	0.19	2.39	AP	0.33	2.29	AP	0.25
Entire Group	2.50	A P	0.23	2.53	AP	0.33	2.40	AP	0.23	2.53	P	0.28	2.52	AP	0.26	2.50	AP	0.24

Socio-Eco. Stat

Very High	2.48	AP	0.18	2.52	P	0.31	2.36	AP	0.21	2.47	AP	0.23	2.51	P	0.17	2.47	AP	0.22
High	2.49	AP	0.22	2.56	P	0.29	2.42	AP	0.18	2.74	P	0.17	2.49	AP	0.22	2.54	P	0.22
Mod. High	2.48	AP	0.31	2.51	P	0.19	2.31	AP	0.23	3.17	P	0.19	2.52	P	0.19	2.60	P	0.22
Low	2.48	AP	0.32	2.41	AP	0.27	1.94	AP	0.19	2.98	P	0.27	2.47	AP	0.24	2.46	AP	0.26
Very Low	2.47	AP	0.29	2.29	AP	0.24	2.40	AP	0.24	2.47	AP	0.21	2.58	P	0.31	2.42	AP	0.26
Entire group	2.48	AP	0.26	2.46	AP	0.22	2.29	AP	0.21	2.78	P	0.21	2.51	P	0.23	2.50	AP	0.24

As shown in Table 8, when taken as an entire group the least mastered competency of respondents in writing were “approaching proficiency” ($M=2.50$, $SD=0.18$). When classified according to sex, the male respondents were likewise “approaching proficient” ($M=2.46$, $SD=0.19$ while female were “proficient” ($M=2.53$, $SD=0.23$).

This meant that respondents considering sex were in less capacity in writing school activities. Their being “approaching proficiency” considered as a not allowable preparedness for the grade level. Readiness for the making of write ups as stipulated in the curriculum guide cannot be attained due to lack of organization of ideas and grammar correct usage.

This implied that low participation rate demonstrated in various subject areas. Respondents likewise through writing find difficulty in expressing thought and ideas.

Considering sex, male least mastered competencies “approaching proficiencies” were in focus and details ($M=2.38$, $SD=0.12$), organization ($M=2.48$, $SD=0.23$), voice ($M=2.44$, $SD=0.11$) and sentence structure, grammar, mechanics and spelling ($M=2.48$, $SD=0.32$). While the female least mastered competencies were in focus and details “approaching proficiencies” ($M=2.49$, $SD=0.18$) and sentence structure, grammar, mechanics and spelling ($M=2.50$, $SD=0.19$).

This meant considering sex, generally respondents were both not in the stage of preparedness for the grade level state of belonging. Also, they had a little possession of true qualified Grade 11 learners.

This result seemed brought a message to imply that they have not fully grasped or not equipped with the desired writing learning proficiency during preceding grade level. More so, respondents were seemed not fully exposed to essay writing test.

When classified as to socio-economic status, respondents’ least mastered competencies were in focus and details “approaching proficiency.” The obtained mean were very high ($M=2.38$, $SD=0.18$), high ($M=2.48$, $SD=0.22$), moderate ($M=2.33$, $SD=0.31$), low ($M=2.42$, $SD=0.32$) and very low ($M=2.47$, $SD=0.29$). Scrutiny of the means, most of the respondents least mastered competencies and described as approaching proficiencies were in organization, voice, word choice and sentence structure, grammar, mechanics and spelling.

As to social media the respondents were “approaching proficiency” ($M=50$, $SD=0.24$). Considering watt pad, instagam, twitter, snap chat and others, respondents were “approaching proficiencies” in focus and details, organization, voice, word choice and sentence structure, grammar, mechanics and spelling.

A close look to the means, the respondents were “proficient” in focus and details, organization, voice, word choice and sentence structure, grammar, mechanics and spelling.

This meant that respondents’ indulgence to Facebook, YouTube and messenger added them to be “proficient” in focus and details, organization, voice, word choice and sentence structure, grammar, mechanics and spelling. Their being proficient to this proficiency aspects were contributed by the top three social media of adherence.

This implied that those respondents can have only the lenient capacity to tandem with the writing tasks. Also, they the personal involvement and participation to writing activities. The acquired knowhow on different aspect of English language like grammar, spelling, correct usage and many others can be utilized to the max.

The Difference on the Least Mastered Competencies in Writing of the Grade 11 Learners When Classified According to Sex

Table 9 presents the Mann-Whitney U test result on the difference on the least mastered competencies in writing of the Grade 11 learners when classified according to sex.

Table 9

Mann-Whitney U Test Result on the Differences of the Least Mastered Competencies of the Respondents in Writing When Classified According to Sex

Sex	N	Mean Rank	Sum of Rank	Mann-Whitney U	Sig.
Male	49	45.34	2222.00		

				232.00	0.436 ns
Female	100	51.48	5148.00		

As shown in Table 9 results indicated that no significant difference existed in the least mastered competencies of the respondent ($U=2.317$, $p=0.436$). The null hypothesis which stated that there is no significant difference in the least mastered competencies of the respondents when classified according to sex was not rejected.

This meant the male and female respondents had the same least mastered competencies in writing. They were manifested with the same difficulty in the writing. Also, the presence of texting with cellphones which were not correct in grammar and spelling tantamount to wrong usage and miswritten.

This implied that both respondents encountered almost the same problem in writing capability. They could hardly express their ideas through writing as well as they cannot actively participate to school paper publication. In addition, respondents would be intimidated if noted that they have writing deficiencies. Likewise, it can lead to low morale and cannot boast individual's self-esteem.

Result of the study contended with Wafa (2012), which stated that writing is regarded as a difficult skill and a very complicated task. This task is often attributed to its inherently complex characteristics for written skills students enable to learn how to compose ideas, organize their thoughts and arguments, support key points and share information.

Result of the study posited that sex had not influenced in the least mastered competencies of the respondents in writing. This meant the present study brought about

the message to imply that the writing competencies of respondents were almost the same.

The One-Way ANOVA on the Least Mastered Competencies in Writing of the Grade 11 Learners When They Were Classified According to Exposure to Social Media and Socio-Economic Status

Table 10 shows ANOVA test result on the least mastered competencies in writing of the Grade 11 learners when classified according to exposure to social media and socio-economic status.

Table 10

ANOVA Test Result of the Differences in the Least Mastered Competencies in Writing of the Respondents When Classified According to Exposure to Social Media and Socio-Economic Status

Source of Variation	Sum of Squares	df	Mean Square	F Value	p Value
A. Exposure to Social Media					
Between Groups	0.998	7	0.143		
Within Groups	34.743	142		0.245	0.584 0.071
Total	35.741	149			
A. Socio-Economic Status					
Between Groups	0.752	4	0.188		
Within Groups	29.679	145		0.205	0.917 0.086

Total	20.431	149
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Exposure to social media.As revealed in Table 10, no significant difference in the least mastered competencies of the respondents in writing when classified according to social media, $F(7, 142)=0.584, p>0.05$, hence, the null hypothesis was not rejected.

This result showed and implied that regardless of exposure to social media, the respondents in this study encountered the same least mastered competencies in writing. This further implied that respondents indulging to social media were detrimental to their writing competency. Their using of social media perhaps did not contribute to academic scholastic undertakings. Evidently, due to millennial stage in the modern and high-tech society teens nowadays are fond of using social media in many other forms.

Result of the study negated Franco (2008) in his study entitled “Using Wiki-Based Peer-Correction to Develop Writing Skills of Brazilian Learners.” The research was to investigate whether students' writing skill will be improved if learning strategies are applied in wikis. Additional issues were examined, such as, the level of motivation and the development of social skills. The study consisted of 18 Brazilian students from a private language school as a population. They were young learners whose ages ranged from thirteen to seventeen. Data were from a survey and an online questionnaire, which helped the researcher to draw conclusions from the function of peer-correction through wikis. The findings of the study showed that an increasing curiosity in belonging to an online community emerged from students altogether with elevated degrees of motivation.

The learning through wikis also supported students in their writing skill and developing social relationship. Apart from maximizing opportunities related to writing, learners improved their societal skills in the sense that they cooperated. The findings also

suggested that wikis offer learners with many reimbursements in developing their writing skills.

More so, findings of the study deny Dufrene (2010) in his M.A. thesis on 'Exploring the Impact of Wiki Collaborative Technologies within the English Writing Environment' studied the effect of using a web-based wiki technology on the English writing skills of high school students. Participants of this study were fifteen students enrolled in a public English grade IV class. All students were distinguished as graduating seniors; and they were at least 15 years of age and currently enrolled in an 11th or 12th grade class at a public high school in Louisiana. Consequences of this study showed that wiki-based technologies could influence students' writing processes and their essay results.

Socio-economic status. ANOVA's result in Table 9 showed no significant difference in the least mastered competencies of the respondents in writing when classified according to socio-economic status, $F(4, 145)=0.917$, $p>0.05$, hence the null hypothesis that stated, there is no significant difference in the least mastered competencies of the Grade 11 learners when classified according to socio-economic status was not rejected.

This meant the respondents' least mastered competencies considering socio-economic status were the same. They all have deficiencies in the competency like focus and details, organization, voice, word choice and sentence, structure, grammar, mechanics and spelling.

Result of the study contended Go and Posecion (2011) which stated that writing communication is an application of knowledge obtained from learning language. It is an

essential skill that student should develop. Students' writing ability is vital to their academic performance since the most significant part of school activities from quizzes, examinations, reports, analysis and research are all written.

Enhancement Activities for the Least Mastered Competencies in Reading and Writing

Based on the findings of this study, the researcher was intruded to formulate a program to enhance classroom activities. In which, the proposed enhancement can augment learning acquisition of the learners. More so, the identified least mastered competencies in reading and writing be given remediation through intervention of the suggested plan for inclusion as part of the Daily Lesson Log (DLL) or in the form of tutorial or any process, methods, procedures, modalities/styles and strategies that suit to the environmental diversity of learners.

The findings of the study on Least Mastered Competencies in Reading of Grade 11 Learners revealed that when respondents were taken as an entire group, the least mastered competencies were first, the drawing conclusions from set of details followed by synthesizing essential information about a chosen issue, next was comparing new insights, valuating text content and lastly, in understanding of the text.

However, scrutiny of the mean when the respondents were categorized according to sex, the male has least mastered competency which was drawing conclusions from set of details while the female was in synthesizing essential information about a chosen issue.

As to social media, the top three social media were namely: Facebook, Youtube

and messenger, where the least mastered competencies were synthesizing essential information about a chosen issue and drawing conclusions from set of details. Considering socio-economic status, respondents in very high, high and moderate status had least mastered competencies in synthesizing essential information about a chosen issue.

Moreover, the least mastered competencies in writing when taken as an entire group, were word choice, organization and sentence structure, grammar, mechanics and spelling.

On the basis of the aforementioned findings of the study, the classroom enhancement activities were implemented to improve or enhance the least mastered competencies of respondents on the identified areas in reading and writing in English.

The formulated classroom enhancement activity improved or enhanced the least mastered competencies in English of Grade 11 students at Tubungan National High School in Tubungan, Iloilo.

The activities for enhancement was included in the school program of activities as prescribed by the Department of Education (DepEd). The enhancement was focused on the identified least mastered competencies in reading and writing by the respondents considering desired learning competencies required under the K-12 Curriculum.

The proposal was presented to the school principal through the English department head, to the teachers teaching the English subject. If permitted, this activity be adopted by all grade levels of the said school.

(The additional content of the enhancement activity can be seen in Appendix F)

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, its findings, conclusions drawn from the results, and recommendations in terms of the conclusions given.

Summary

The purpose of this study was to find out the least mastered competencies in reading and writing of Grade 11 learners at Tubungan National High School in Tubungan Iloilo: Basis for classroom enhancement activities.

This study aimed to find out the least mastered competencies in reading and writing of Grade 11 learners at Tubungan National High School. Specifically, this study sought to answer the following questions:

1. What are the least mastered competencies in reading of Grade11 learners when taken as an entire group and when classified according to sex, exposure to social media and socio-economic status?
2. What are the least mastered competencies in writing of Grade11 learners when taken as an entire group and when classified according to sex, exposure to social media and socio-economic status?
3. Do the least mastered competencies in writing of Grade 11 learners significantly differ when classified according to sex, exposure to social media and socio-economic status?
4. What classroom enhancement activities are appropriate for least mastered competencies in reading and writing?

In view of the preceding problems, the following hypotheses were tested at .05 level of significance:

Least mastered competencies in writing of Grade11 learners do not differ when classified according to sex, exposure to social media and socio-economic status.

This study was conducted from October 2019 until February 2020. The respondents were 149 out of 189 Grade 11 learners who were selected through proportionate sampling design. Respondents' categorization included sex, exposure to social media and socio-economic status. Data were gathered using duly validated researcher-made questionnaire checklist which solicited information about the respondents' sex and socio-economic status. The reading least mastered competencies were determined by answering the 10-item test taken from the reading comprehension passage. With the use of analytic rubrics, the learners writing skills were determined by developing an essay about the advantages and disadvantages of social media.

Frequency, percentage, rank, mean and standard deviation were employed as descriptive statistics, while Mann-Whitney U and One-Way Analysis of Variance (F-test) as inferential statistics. Data analyses were done using the Statistical Package for the Social Sciences (SPSS) software version 22.

The following were the findings of the study:

1. The top three least mastered competencies of the respondents in reading when taken as an entire group were drawing conclusions from set of details, synthesizing essential information about a chosen issue, and comparing new insight.

When classified according to sex, a big number of male respondents have least mastered competencies in drawing conclusions from set of details while among females were synthesizing essential information about a chosen issue.

As to social media in terms of facebook and youtube, most of the respondents'

least mastered competencies were synthesizing essential information about a chosen issue, drawing conclusions from set of details and comparing new insights.

In terms of messenger, watsapp, instagram, twitter and snap chat, the dominant least mastered competencies were drawing conclusions from set of details, synthesizing essential information about a chosen issue, and comparing new insights.

Considering their socio-economic status, when classified according to very high, high and moderate, majority of the respondents' least mastered competencies in reading were synthesizing essential information about a chosen issue, drawing conclusions from set of details and comparing new insights.

2. The least mastered competencies of the respondents in terms of writing when taken as an entire group was "approaching proficiency." When classified according to sex, the male respondents were "approaching proficiency" while the female respondents were "proficient."

For social media, a great number of the respondents were "proficient" when classified in terms of using facebook, youtube and messenger. Considering respondents who used watsapp, instagram, twitter and snap chat, the least mastered competencies were "approaching proficiency."

As to socio-economic status, respondents who were in very high, low and very low status were "approaching proficiency" while, respondents in high and moderate were "proficient".

3. Mann-Whitney U test revealed no significant difference in the least mastered competencies of respondents when classified according to sex. Analysis of Variance (ANOVA) posited no significant difference on respondents' least mastered competencies

in terms of exposure to media and socio-economic status.

Conclusions

In view of the foregoing findings, the following conclusions were drawn by the researcher:

1. The respondents' top three least mastered competencies in reading indicated that they don't have skills in gathering information from primary and secondary sources of information. They have no ability to evaluate the accuracy of given information as well as making conclusions to the given set of details and to compare insights. Their being good in evaluating text and understanding of the text showed that they have satisfactorily met the desired learning competency during Grade 10 (Junior High School). In addition, these competencies further revealed readiness only in evaluating and understanding of the passage content.

The competencies equivalent level of the respondents in reading cannot justify the grade level where they belong. Both male and female were only as well enough for evaluating and understanding of what had been read.

The evident indulgence to most common social media context led to frustrating academic desired learning transformation process. Regardless of socio-economic status, most of the respondents have deficiencies synthesizing, drawing conclusions and comparing insights.

2. The respondents being "approaching proficient" in writing exhibited low equivalent performance of being Grade 11 learners. This further indicates that the respondents are incompetent in writing other reflections which imply that they are not

equipped with knowledge on sentence structure, correct grammar usage, and spelling.

Adherence to social media caused respondents “approaching proficiency” for some are using the gadget mostly not purposely for school related undertakings.

Finally, considering the socio-economic status, being “proficient” of “high” and “moderate” in writing may be due to their dedication toward studies while, the respondents who belonged to “very high,” “low” and “very low” perhaps lack of concentration in their school endeavors. The variation in competencies in writing aspect may be due to individual upbringing and wise ability to analyze situations and possess brilliant ideas.

3. Both male and female have almost the same least mastered competencies in writing. They have inabilities that speak lack in focus and details, organization, voice and word choice. Regardless of exposure to social media and socio-economic status, the respondents perform the same in writing activity.

Recommendations

Based on the findings and conclusions, these recommendations are hereby presented.

1. It is recommended that school principal should call the attention of English Division Chairman and teachers to plan for reading enhancement activities. The leading least mastered competencies in reading will be given due attention by English teachers handling Grade 11 learners. Teachers are encouraged to give enrichment by giving topics to read and summarize orally. Moreover, reporting or giving an oral recitation on reflections about topics read relevant to the subject, is recommended. In here, fluency and

eloquence in reading will further be improved.

2. To make learners articulate in writing, English teachers handling Grade 11 learners will make it a habit or exert additional effort of asking learners to develop a topic related to lesson as an assignment and to be submitted every Monday of the week. Since the most fundamental skill in language is writing, students must learn this skill first before reinforcing other language skills. Writing must be individual solitary activity that needs attention and focus. Teachers must also provide reinforcement activities or drills that can help the students. Lastly, teachers will check learners' development for proper monitoring of effectiveness.

3. Parents will be informed about the serious problem in writing of Grade 11 learners. More so, they will assist teachers in following up the study habits of their children. They should also advise their children to minimize adhering to social media if not related to school activities.

Furthermore, the school principal through the head of English department should take a monitoring action to this effect. How this classroom enhancement activities improve the least mastered competencies of Grade 11 learners of Tubungan National High School.

4. The English teachers should give due attention to the students' reading and writing activities by giving them some passage or reading materials to summarize in writing form. Finally, to further validate the findings of this study, this research may be replicated among Grade 11 learners in other national high schools to draw wider generalizations and to adequately establish the prevailing least mastered competency of their learners.

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APPENDICES

APPENDIX A

Letter to the Schools Division Superintendent



Republic of the Philippines
ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY
La Paz, Iloilo City
School of Graduate Studies



Date: _____

ROEL F. BERMEJO
Schools Division Superintendent
Schools Division of Iloilo
Luna St., La Paz, Iloilo City

Sir:

Greetings!

The undersigned is currently conducting a study entitled, "Least Mastered Competencies in Reading and Writing of Grade Eleven Learners of Tubungan National High School: Basis for Classroom Enhancement Activities", in partial fulfillment of the requirements for the degree, Master of Science in Industrial Education major in Educational Management.

In this regard, may I request permission to administer the questionnaire to the purposively chosen secondary school heads and randomly chosen school teachers in the First Congressional District of Iloilo for school year 2019-2020.

I fervently hope for your favorable action.

Thank you very much.

Very truly yours,
JOHNREY G. GEASIN
Candidate, MSIE

Noted:
LORIEDEE D. BENTULA, Ph. D.
Thesis Adviser

Approved:
ROEL F. BERMEJO
Schools Division Superintendent

APPENDIX B

Letter to the Principal



Republic of the Philippines
ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY
La Paz, Iloilo City
School of Graduate Studies



Date: _____
MR./MRS./MS _____
Principal

Madam/Sir:

Good Day!

I am a graduate school student of the Iloilo Science and Technology University, La Paz, Iloilo City and presently conducting a study entitled, "Least Mastered Competencies in Reading and Writing of Grade Eleven Learners of Tubungan National High School: Basis for Classroom Enhancement Activities", in partial fulfillment of the requirements for the degree, Master of Science in Industrial Education major in Educational Management.

In this connection, I would like to seek your permission to administer my questionnaire to the randomly chosen teachers in your respective school for school year 2018 – 2019.

Rest assured that the results given by the teachers will be treated with utmost confidentiality and will be used for the study purposes only.

Thank you very much.

Very Truly Yours,

JOHNREY G. GEASIN

Candidate, MSIE

(Ed. Mgt.)

Noted:

LORIEDEE D. BENTULA, Ph. D.

Thesis Adviser

APPENDIX C

Letter to the Validators



Republic of the Philippines
ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY
La Paz, Iloilo City
School of Graduate Studies



Date: _____
MR./MRS./MS _____

Madam/Sir:

Good Day!

I am a graduate school student of the Iloilo Science and Technology University, La Paz, Iloilo City and presently conducting a study entitled, "Least Mastered Competencies in Reading and Writing of Grade Eleven Learners of Tubungan National High School: Basis for Classroom Enhancement Activities", in partial fulfillment of the requirements for the degree, Master of Science in Industrial Education major in Educational Management.

In this regard, may I request your assistance in validating the enclosed instrument.

Please feel free to write your comments and suggestions for the improvement and refinement of the questionnaire.

Thank you very much for your kind assistance and guidance.

Very truly yours,

JOHNREY G. GEASIN
Candidate, MSIE
(Ed. Mgt.)

Noted:
LORIEDEE D. BENTULA, Ph. D.
Thesis Adviser

APPENDIX D Letter to the Respondents



Republic of the Philippines
ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY
La Paz, Iloilo City
School of Graduate Studies



Dear _____:

Good day!

You are chosen as one of the respondents on this study entitled, "Least Mastered Competencies in Reading and Writing of Grade Eleven Learners of Tubungan National High School: Basis for Classroom Enhancement Activities", in partial fulfillment of the requirements for the degree, Master of Science in Industrial Education major in Educational Management.

To successfully carry out this, I am requesting for your generous cooperation by answering honestly this attached questionnaire.

Rest assured that the information you can give will be treated with utmost confidentiality and will be used for research only.

Thank you very much!

Very Truly Yours,
JOHNREY G. GEASIN
Candidate, MSIE
(Ed. Mgt.)

Noted:
LORIEDEE D. BENTULA Ph. D.
Adviser

APPENDIX E

Research Instrument

MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)



Republic of the Philippines
ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY
Miagao Campus
Miagao, Iloilo



PART I. STUDENT'S PROFILE

Name (Optional): _____ Sex: Male ☐ Female ☐

Parent's Monthly Income

- _____ Php 40, 000.00 and above (Very High)
 _____ Php 39, 999.00 – Php 30, 000.00 (High)
 _____ Php 29, 999.00 – Php 20, 000.00 (Moderate)
 _____ Php 19, 999.00 – Php 10, 000.00 (Low)
 _____ below Php 10, 000.00 (Very Low)

PART II. CHECKLIST

Check the corresponding box that best suits your indulgence in using different social media sites. (Chose only one)

I used this/these social media account/s:

- ☐ Facebook
☐ Youtube
☐ Messenger
☐ Wattpad
☐ Instagram
☐ Twitter
☐ Snapchat
☐ Others (Please Specify) _____
☐
☐



Republic of the Philippines
ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY
 Miagao Campus
 Miagao, Iloilo



PART III. READING COMPREHENSION

Instructions: Read each selection silently. Then read the questions that follow and write the letter of the correct answer in the answer sheet.

People love to laugh. We love it so much when there are jokes, jobs, and shows that are made to make us laugh. Even though laughing seems natural, not many species are able to do so.

Laughing involves the performance of rhythmic, involuntary movements, and the production of sounds. We are able to laugh using fifteen facial muscles, our respiratory system, and sometimes even our tear ducts.

We are lucky that we are able to laugh because there is strong evidence that laughter can help improve health. Laughter boosts the immune system and adds another layer of protection from disease. Since laughter also increases blood flow, it improves the function of blood vessels that helps protect the heart. Laughter also relaxes the whole body by relieving tension and stress. Finally, laughter also brings out the body's natural feel-good chemicals that promote well-being.

Reference: <http://science.howstuffworks.com/life/inside-the-mind/emotions/laughter.htm>

Questions

1. What is laughing?
 - a. It is the voluntary reception of sounds.
 - b. It is the voluntary production of sounds.
 - c. It is the involuntary production of sounds.
 - d. It is the voluntary use of our facial muscles.
2. What does the statement, "There are jokes, jobs, and shows that are made to make us laugh," imply in this selection?
 - a. Laughter is something we have to work at.
 - b. Comedy shows are good sources of income.
 - c. Laughter is an important part of our life.
 - d. Jokes and comedy shows are expensive ways to make us laugh.
3. In what way does laughing prevent us from getting sick?
 - a. It exercises our facial muscles.
 - b. It allows us to use our tear ducts.
 - c. It helps boost our immune system.
 - d. It let us have full use of our respiratory system.
4. If laughter increases blood flow, which body system does it help?
 - a. Circulatory system

- b. Excretory system
 - c. Nervous system
 - d. Respiratory system
5. Which word CANNOT be used to describe laughing?
- a. Functional
 - b. Rhythmic
 - c. Uncontrollable
 - d. Voluntary
6. Which of the following facts about laughter would be helpful to a hardworking secretary at a busy office?
- a. Laughter uses fifteen facial muscles.
 - b. Laughter keeps tension and stress away.
 - c. Laughter may help protect us from diseases.
 - d. Laughter brings out the 'feel good' chemicals.
7. Which of the following is the best title for the selection?
- a. Laughter is the answer.
 - b. Laughter is the best medicine.
 - c. Laughter is what sets humans apart.
 - d. Laughter affects the human condition.
8. Which of the following would be the most ideal place to spread the good effects of laughter?
- a. Market
 - b. Hospital
 - c. Gas station
 - d. Sari-sari store
9. What is the antonym of the term laughter?
- a. Euphoria
 - b. Sorrow
 - c. Titter
 - d. Violence
10. What is the synonym of the term laughter?
- a. Adore
 - b. Cackle
 - c. Delight
 - d. Fancy



Republic of the Philippines
ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY
 Miagao Campus
 Miagao, Iloilo



PART IV. WRITING SKILLS

Write an essay about the topic **“Advantages and Disadvantages of Using Social Media by the Students”**.

Your essay will be rated according to the following rubrics below:

Traits	4	3	2	1	Score
Focus and details	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.	
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.	
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.	
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.	
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.	

INSTRUMENT FOR WRITING BASIC ESSAY WRITING RUBRIC

Description: This rubric will help you know exactly what I am expecting to find in an essay

	5 / Excellent	4 / Very Good	3 / Average	2 / Needs Improvement	1 / Unacceptable
Ideas	This paper is clear and focused. It holds the reader's attention. Relevant details and quotes enrich the central theme.	This paper is mostly focused, and has some good details and quotes.	The writer is beginning to define the topic, even though development is still basic or general.	Topic is not well-defined and/or there are too many topics.	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.
Organization	The organization enhances and showcases the central idea or theme. The order, structure of information is compelling and moves the reader through the text.	Paper (and paragraphs) are mostly organized, in order, and makes sense to the reader.	The organizational structure is strong enough to move the reader through the text without too much confusion.	Sentences within paragraphs make sense, but the order of paragraphs does not.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.
Sentence Fluency	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The writing mostly flows, and usually invites oral reading.	The text hums along with a steady beat, but tends to be more businesslike than musical, more mechanical than fluid.	The text seems choppy and is not easy to read orally.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.

Conventions	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability.	The writer understands good writing conventions and usually uses them correctly. Paper is easily read and errors are rare; minor touch-ups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	The writer seems to have made little effort to use conventions: spelling, punctuation, capitalization, usage, grammar and/or paragraphing have multiple errors.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.
Presentation	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	The format only has a few mistakes and is generally easy to read and pleasing to the eye.	The writer's message is understandable in this format.	The writer's message is only understandable occasionally, and paper is messily written.	The reader receives a garbled message due to problems relating to the presentation of the text, and is not typed.

APPENDIX F

Enhancement Activities for Least Mastered Competencies in Reading and Writing

I. Rationale:

The findings of the study on Least Mastered Competencies in Reading of Grade 11 Learners revealed that when respondents were taken as an entire group, the least mastered competencies were in first, the drawing conclusions from set of details followed by synthesizing essential information about a chosen issue, next was comparing new insights, valuating text content and lastly in understanding of the text.

However, scrutiny of the mean when the respondents were categorized according

to sex, male has least mastered competency was drawing conclusions from set of details while the female was in synthesizing essential information about a chosen issue.

As to social media, the top three social media namely Facebook , Youtube and messenger were in least mastered competencies in synthesizing essential information about a chosen issue and drawing conclusions from set of details. Considering socio-economic status, the very high, high and moderate have least mastered competencies in synthesizing essential information about a chosen issue.

Moreover, considering writing when taken as an entire group the top three least mastered competencies were in word choice, organization and sentence structure, grammar, mechanics and spelling.

On the basis of the aforementioned findings of the study, the classroom enhancement activities should be implemented to improve or enhance the least mastered competencies of respondents on the identified areas in reading and writing in English.

II. Objective:

To develop a classroom enhancement activity which improves or enhances the least mastered competencies in English of Grade 11 students at Tubungan National High School in Tubungan, Iloilo.

III. Program Description

The enhancement activities focused on the identified least mastered competencies of the respondents in reading and writing area.

The activity for enhancement was included in the school program of activities as

prescribed by the Department of Education (DepEd). The enhancement was focused on the identified least mastered competencies in reading and writing by the respondents considering desired learning competencies required under the K-12 Curriculum. The enhancement activities was considered as a regular part of the teaching-learning strategies and be included in the weekly homeroom program. This was incorporated in the Daily Lesson Log (DLL)

The curriculum enhancement program may be utilized in the new Teacher Education Curriculum which will cater graduates of Senior High School under the K to 12 Curriculum in order to prepare pre-service teachers in the future Licensure Examination for Teachers.

School administrator be encouraged to have the enhancement activity to all grade level of the school.

IV.Implementation Plan

Concern	Objectives	Strategies/Activities	Persons Involved	Time Frame	Success Indicator
Inability to draw conclusions from set of details	To enhance the capability to make conclusions to the given passage	Tutorial lessons/ activity through making or summarizing with emphasis on making generalization	Students, Department Head, English Teachers	June – October of the First Semester	Good result on given exercises
	To read selections and independently make a summary of what had been read	Conduct orientation with English junior high school teachers teaching English in Grade 11 about the deficiencies of students	Students, Department Head, English Teachers	Opening of First Semester	Answer the written exercises given by the in- charged tutors Show good performance in the class
Difficulty in synthesizing or making summary or abstract to the given topic	To develop students' ability to synthesize or make summary or abstract on given passage	Monitor students' progress on the remedial or classroom enhancement activities conducted	Students, Department Head, English Teachers	Year Round as indicated in the schedule of in-charged identified students	Exhibit good grades in English subject that involve synthesizing
	To individually independent in working of summarized topic	Remedial/tutorial/enhancement activity of teachers during free time	Students, Department Head, English Teachers	During First Semester of the Academic Year	Improved ability to independently summarized topic in written form
Deficiency in comparing new insights	To give or elucidate more ideas on the read topic like making comparisons and abstractions	Present to the English teachers as well as English Division Chairman so that they may be aware of students deficiencies	Students, Department Head, English Teachers	June-Oct.	95% of the identified students demonstrate mastery on comparing new insights
Students' inability to evaluate and understand / comprehend	To give other word meaning/s of the identified words to further widen vocabulary horizon	Conduct remediation sessions through English teachers	Students, Department Head, English Teachers English Club Officers	June-Oct.	Show good performance achievement in Grade 11 English

text content					subjects
Students' incapability to use vivid words and phrases	To make choice and placement of words accurate and natural	Tutorial activity of English Club officers at Tubungan National High as scheduled	Students, Department Head, English Teachers	Start of First Semester	Demonstrate ability to make phrases and have used vivid different words
Lack of organizing introduction that states the main topic	To make use of words that communicate clearly and writings be in variety To develop topics/ essay on the given topic to develop	Enhancement by English teachers	Students, English Teachers	During First Semester Year Round	Can construct sentence with correct grammar
Students' knowledge on the sentence structure, grammar, mechanics and spelling	To demonstrate capability of making reflections To develop an ability to construct sentence To make students good in grammar and in spelling	Enhancement by English teachers Information dissemination to the English teachers specifically handing subject in Grade 11 Tutorial enhancement of English Club Officers Tutorial enhancement of English Club Officers	Identified students and English teachers Students, Department Head, English Teachers English Club Officers Students, Department Head, English Teachers English Club Officers Students, Department Head, English Teachers English Club Officers	Start of First Semester Start of First Semester	Have the ability to write different words in a correct spelling

Target Personnel

The classroom enhancement activities will be for all faculty members teaching English.

Subjects. The school principal through the head of English Department will instruct teachers handling English subjects to identify least mastered competencies of the students in reading and writing. All categories be based on the implemented Basic Education Curriculum Guide (K-12 Curriculum). This will also be anchored to the Desired Learning Competencies (DLC).

Suggested Sample Schedule of Classroom Enhancement Activities

Time		Time	
07:15 – 07:30	Flag Ceremony	01:00 – 02:00	Academic Subject
07:30 – 08:30	Academic Subject	02:00 – 03:00	Academic Subject
08:30 – 09:30	Academic Subject	03:00 – 04:00	Academic Subject
09:30 – 10:30	Academic Subject	04:00 – 05:00	MAPEH
10:30 – 11:30	Academic Subject / TLE	05:00 – 05:15	Essay Writing Activities
11:30 – 12:00	Reading Enhancement Activities		
12:00 – 1:00	N O O N I N T E R M I S S I O N		

Expected Outcomes / Monitoring and Evaluation

Students could be able to get a good result in the tests to be conducted by the department head through the assistance of the English teacher concerned every end of each quarter of the school year.

The result of the assessment will further be the basis for the revision or inclusion of another teaching – learning modalities of the English subject teachers.