

MEANS AND WAYS: EXPLORING TEACHERS' STRATEGIES IN ADDRESSING LEARNERS' WRITING DIFFICULTY

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ABSTRACT

The goal of this research was to describe the experiences gained by the English teachers in addressing learners' writing difficulty in DepEd, Davao de Oro. Employing phenomenological approach among 10 participants, in-depth interview was conducted which answered the four fundamental questions. Essential themes were generated out from their responses to the research questions. The results uncovered the participants' lived experiences which were difficulty in revision of write-ups, illustrating structure and functional grammar, teach mechanics of writing, have technical skill in reinforcing strategy, accessible resources, and has background knowledge of writing process. The participants also shared the challenges they encountered which were difficulty in writing write ups, improving grammar and structure of words, difficulty in constructing ideas, limited time for writing instruction, and ensuring learners' participation. Further, for the coping mechanisms were motivate and give writing exercises, continuity and perseverance, plan lessons, give feedback, and discuss the lesson. Lastly, for the insights they cited: always encourage students, can share strategies and be patient, instructional materials and technology tools, create supportive and inclusive learning environment, make a positive impact on learners' lives, hoping future educators have more patient, and equip students with skills. In view of the above, these results will undoubtedly guide future educational practices and research efforts, resulting in a more supportive and collaborative educational environment for the benefit of students, English teachers, and administrators alike.

Keywords: Writing Difficulty, Experiences, Challenges, Coping Mechanisms, Insights, Phenomenological approach,

Davao de Oro

1. INTRODUCTION

The prevalence of writing difficulties among learners at different educational stages underscores the critical need for comprehensive support and training in developing effective writing skills, as mastery in written communication is pivotal for academic success and professional advancement, impacting both academic progress and communicative capacities (Brown, 2020).

In Germany, educators are additionally confronted with students who are multilingual but may still face obstacles in achieving writing proficiency in their primary instructional language (González, 2017). This context underscores the importance of strategies that effectively bridge the gap between diverse language backgrounds and the demands of effective written communication.

Further, in Pampanga, Philippines, English is one of the official languages and is used as a medium of instruction in schools (Cruz, 2018). However, learners often encounter writing difficulties due to varying levels of English proficiency, especially among those who primarily speak Filipino or other regional languages at home. Learners' writing difficulties in the Philippines are also influenced by socioeconomic factors. Students from marginalized communities may face additional challenges in acquiring writing skills due to limited access to educational resources and support (Gomez, 2019).

In Davao de Oro Division, a prevalent problem regarding learners' writing difficulty is the struggle to articulate coherent ideas, organize thoughts logically, and employ proper grammar and syntax in their written work. Many students encounter challenges expressing themselves effectively in their writing, which often leads to fragmented ideas, incoherent compositions, and grammatical errors. This issue hampers their ability to communicate proficiently in written form, affecting their academic performance and limiting their overall learning potential. The lack of adequate resources, support, or specialized training programs focusing on enhancing writing skills might contribute to this problem, further impeding students' progress and success in both their academic endeavors and future professional aspirations.

These circumstances underscore the array of challenges that learners encounter when grappling with writing difficulties. These challenges are shaped by educational systems, language environments, and cultural influences, prompting ongoing exploration by researchers and educators seeking effective strategies to mitigate them. Notably, the researcher has not come across any localized study that delves into the real-world experiences of teachers employing strategies to address learners' writing challenges. In light of this gap, it becomes particularly significant to undertake a study focusing on the strategies employed from the perspective of English teachers, offering valuable insights not only into program effectiveness but also shedding light on the challenges they face and the mechanisms they employ to overcome them. This research shed light on how educators are managing these challenges to provide high-quality education and resolve issues, particularly when teaching students grappling with writing difficulties in Davao de Oro. Such findings could serve as a model for future educational initiatives.

1.1 Research Questions

The study explored the experiences of English Teachers in reinforcing strategies to address learners' writing difficulty as well as the challenges they experienced and the ways they utilized to cope with the difficulties. It was guided by the following questions;

1. What are the experiences of the English Teachers in reinforcing strategies to address learners' writing difficulty?
2. What challenges did English teachers experience in reinforcing strategies to address learners' writing difficulty?
3. How do English Teachers cope with the challenges in reinforcing strategies to address learners' writing difficulty?
4. What are the insights did English teachers gain from their experiences in reinforcing strategies to address learners' writing difficulty?

2. LITERATURE REVIEW

This section presents topics and literature related to the present concept under study in high hope of giving the readers a clear view of the concept of the problems and challenges encountered by English Teachers in addressing learners' writing difficulty. The findings of the different research similar to this study were presented to provide us a better understanding and a clear view on what is being emphasized in this qualitative study. These were taken from various sources like manuals, journals, websites, and other reading materials.

Experiences of English Teachers in Reinforcing Strategies to Address Learners' Writing Difficulty. English teachers often emphasize the importance of providing individualized feedback and guidance to address writing difficulties (Smith, 2018). Teachers' experiences show that personalized feedback that addresses specific writing issues, such as grammar, organization, or clarity, can significantly benefit learners. This approach encourages students to reflect on their work and make targeted improvements.

Challenges of English Teachers in Reinforcing Strategies to Address Learners' Writing Difficulty. To begin with, Smith (2018) discusses the challenge of diverse learner needs. English teachers often have students with varying levels of writing proficiency in the same classroom. Some students may struggle with basic sentence structure, while others are ready for more advanced composition. This diversity requires teachers to adapt their strategies to cater to individual learning needs, which can be a challenging juggling act.

Coping Mechanisms of English Teachers in Reinforcing Strategies to Address Learners' Writing Difficulty. Smith (2018) discusses the coping mechanism of ongoing professional development. English teachers recognize the evolving nature of writing instruction and actively seek opportunities for learning. They attend workshops, conferences, and engage in continuous education to stay updated with the latest strategies and pedagogical approaches. This proactive approach allows teachers to enhance their skills and adapt to the changing needs of their students.

Insights of English Teachers in Reinforcing Strategies to Address Learners' Writing Difficulty. One insightful perspective comes from Davis (2019), who highlights the importance of understanding the cognitive process of writing. English teachers recognize that writing is not just about putting words on paper; it involves planning, organizing thoughts, and revising. This understanding guides their strategies, as they appreciate that addressing writing difficulty means addressing the cognitive complexities involved.

Teaching Writing and Strategies. Flower & Hayes (2019) highlighted the importance of a cognitive process theory in understanding writing strategies. They emphasized that teaching writing involves cognitive activities such as planning, translating, and reviewing, underscoring the necessity of instruction that emphasizes these steps.

Effective Formative Assessment. Research by Black and Wiliam (2020) in the context of formative assessment highlights its potential to provide teachers with valuable insights into students' writing difficulties and progress. This theme underscores the significance of formative assessment techniques and practices in the improvement of learners' writing skills. These encompasses various strategies and tools that enable teachers to gain a deeper understanding of individual learners' writing challenges. Researchers have found that techniques like peer review and self-assessment (Topping, 2017) can help students become more self-aware of their writing difficulties. By engaging in these activities, learners can identify areas where they struggle and make targeted improvements, ultimately fostering autonomy and ownership over their writing development.

Peer Collaboration in Writing Instruction. Research by Topping (2017) underscores the importance of peer assessment and collaboration as effective means of enhancing writing skills. Peer collaboration enables learners to actively engage with their peers, providing opportunities for constructive feedback and mutual support, which can be particularly valuable in the context of addressing writing difficulties.

Teacher-Student Feedback Dynamics. Research conducted by Hyland and Hyland (2019) highlights the significance of effective feedback in writing instruction. The interaction between teachers and students in providing and receiving feedback is a dynamic process that influences learners' writing development.

Promoting Creativity in Writing. Sawyer (2022) emphasizes the role of creativity in the writing process and how it can contribute to overcoming writing challenges. Encouraging students to tap into their creative potential can be a transformative approach to addressing writing difficulties.

Individualized Writing Support. Sawyer (2022) emphasizes the role of creativity in the writing process and how it can contribute to overcoming writing challenges. Encouraging students to tap into their creative potential can be a transformative approach to addressing writing difficulties.

Integration of Technology in Writing Instruction. Warschauer (2020) emphasizes the role of technology in transforming writing instruction and providing new avenues for learners to overcome writing challenges. Integrating technology into the writing curriculum opens up diverse possibilities for enhancing writing skills.

Cultivating a Growth Mindset in Writing. Dweck (2017) underscores the importance of fostering a growth mindset in students to help them overcome writing challenges. A growth mindset encourages learners to view their writing abilities as malleable and capable of improvement with effort and perseverance.

Writing Workshops and Peer Editing. Research by Paulus (2017) highlights the significance of collaborative writing workshops and peer editing activities in improving students' writing skills. These practices create dynamic learning environments where students actively engage with their writing challenges.

Multimodal Writing Instruction. According to research conducted by Lauer and Asher (2018), this approach emphasizes the integration of multiple modes of communication, such as text, images, and multimedia, into writing instruction. This theme is rooted in the recognition that learners have diverse strengths and preferences in communication.

Balancing Writing Fluency and Accuracy. According to research by Hedgecock and Sinha (2018), this theme highlights the delicate equilibrium teachers must strike between encouraging students to write fluently and accurately. Achieving this balance is essential for developing proficient writers.

Motivating Students to Write. According to research by Deci and Ryan (2018), motivation plays a pivotal role in driving students to engage with writing tasks and overcome challenges. This theme underscores the importance of fostering a sense of purpose and enthusiasm for writing.

Authentic Writing Experiences. Research by Newkirk (2019) highlights the importance of providing students with writing tasks that mirror real-world contexts and purposes. This theme underscores the value of making writing meaningful and relevant to students' lives.

Supporting English Language Learners in Writing. According to research by Cummins (2017), this theme emphasizes the importance of providing targeted support and accommodations to English Language Learners (ELLs) to help them develop their writing skills effectively.

Cross-Curricular Writing Instruction. McConachie and Petrosky (2017) underscores the importance of integrating writing instruction across various subject areas in the curriculum. It recognizes that writing is not confined to English or language arts classes and that a cross-curricular approach can benefit students' writing development.

Teacher Professional Development in Writing Instruction. Research by Darling-Hammond et al. (2021) emphasizes that teacher professional development is vital for enhancing writing instruction in classrooms. One significant aspect of this theme is the recognition that teachers need ongoing training and support to effectively teach writing (Graham & Perin, 2017). This includes understanding writing research, best practices, and strategies for addressing writing difficulties. Professional development opportunities empower teachers with the knowledge and skills necessary to facilitate students' writing growth.

3. METHODOLOGY

3.1 Research Design

In the pursuit to explore the experiences of English teachers in reinforcing strategies to address learners' writing difficulty, this study used a qualitative phenomenological research design (Creswell, 2014).

The phenomenology claimed that to understand human experiences, it requires immersive saturation of individual's thoughts and insights through employing interviews. Since these were the actual lives of the participants who have all experienced the phenomenon of dealing with school management, it facilitates a culmination of interpretation of their experiences (Creswell, 2009). For instance, it involved the actual establishment of meanings from the views of their lenses, and it provided the researcher an avenue to picture out the situation of the participants from the phenomenon they lived based on their actual shared experiences (Giorgi, 2012).

3.2 Research Locale

The study was conducted at Montevista National High School, Gabi National High School, and Nabunturan National Comprehensive High School, Davao de Oro Division. Montevista National High School – Main Campus is placed at the heart of Poblacion San Jose, Montevista, Province of Davao de Oro formerly Compostela Valley, just 300 to 500 meters from the District Office and Municipal Town Hall respectively. At present, Montevista National

High School – Main Campus persistently improves its framework to convey quality experiences and learning to students. With the coordinated endeavors of its able instructors, strong guardianship, dynamic partners and dynamic pioneers, the school concentrated on the accomplishment with so much desire to its operation. As a learning organization, the school gives basic components required in the instruction of learning process and skills such as the classrooms buildings, seats, laboratory equipment, reading materials and other school physical facilities.

Currently the school’s Subject Coordinators and Master Teachers headed by the School Principal had initiated to craft their own learning materials to support learning towards the students. Basically, the school was once the recipient of the school building projects. As of now, Montevista National High School – Main Campus has 64 available classrooms in great condition and has enough classroom buildings with proportion seat for the learners.

Moreover, Gabi National High School is located at Compostela, Province of Davao De Oro, Davao Region. Due to rapid development of its youth, a higher learning was needed to further their learnings. With that, on September 25, 1966, Gabi Community High School has risen. The first classroom was the storage house of the late Mr. Isaac Lendio who voluntarily offered the space for the school’s very first students. Mr. Gervacio Miasco and Mr. Josue Rico were the first teachers of the school and was spearheaded by Mr. Luis Parungao. Eight (8) pesos was given to the aforementioned teachers by the barangay officials every month as honorarium. throughout the years, Gabi Community High School developed and now known as Gabi National High School which became the center school of its neighboring barangays.

At Present Gabi National High School with their school motto “The Learning Park of Culture and Excellence” reflects an educational philosophy that goes beyond mere academic achievement, aiming to create a vibrant and holistic learning experience that encompasses culture and individual interests.

On the other hand, Nabunturan National Comprehensive High School formerly known as Compostela High School had been a blessing to the Comvaleños. The school traces its roots from Compostela High School, the first secondary public school in the entire Compostela Valley.

From year 2015 to 2017, its performance improved and increase at 12.63 % participation rate, 7.91% completion rate, 8.75% in survival rate and 5.01% increase in retention rate. Presently, the school nurtures almost 4,000 learners Junior High School and Senior High School Students catered by 193 faculty and staff. Junior High School (JHS) Department offers K to 12 curriculum, Science, Technology and Engineering and Special Program in the Arts specialized in Media Arts, Theater, Dance Art and Music Arts. Senior High School (SHS) Department offers the four Senior High School specialized tracks and strands namely Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering and Mathematics (STEM), General Academic Strand GAS 1: Housekeeping, GAS 2: Tour Guiding /Local Guiding Services and Technical-Vocational Livelihood (TVL). Through the collaborative efforts of faculty, staff, administration and stakeholders, NNCHS soars higher to provide excellent education to the hope of the fatherland, today and to the incoming generation.

3.3 Research Participants

There were 10 participants in this study, enough to saturate information gathered from the studied group. Purposive sampling method was used to select participants for this qualitative study. The purposive sampling was used in this study and was characterized by the incorporation of inclusion criteria met by the participants.

In determining the research participants of this qualitative-phenomenological study, Creswell (2013) suggests eight to fifteen participants. Therefore, in this study, there were 10 participants for the In-Depth Interview (IDI).

Furthermore, the inclusion criteria for the selection of participants was the following: (a) the participants must be public-secondary school English teachers in the School Year 2023-2024 in Davao de Oro Division (b) with a position/designation from Teacher I-IV to Master Teacher I-IV, and (c) and at least 3 years in service as public-school teacher.

3.4 Procedure

Qualitative researcher was involved in a series of undertakings in the process of data collection. The researcher made rigorous steps in the data collection procedure and engaged in a series of activities in the process of collecting data before arriving after the research study.

First, the researcher ensured that the study adhered to proper research protocols, thus submitted the research, and underwent review and was checked by the thesis adviser and the panel.

Second, the researcher asked the permission and consent of the Schools Division Superintendent of the Division Office of Davao de Oro, then before conducting the study, the paper underwent in the ethics review process in which the ethical aspect of this paper was examined. After attaining the protocol's ethical approval, the researcher ensured that the steps were properly followed and hold the accountability of all the procedures and activities associated with the protocol.

Third, participants were identified with the used of the purposive sampling method. Some of the participants were recruited and contacted through the help of gatekeepers. The gatekeepers were therefore asked to read and sign a confidentiality and non-disclosure agreement form. The researcher ensured that the selected participants met the criteria and had experienced in reinforcing strategies to address learners' writing difficulty. The research objectives and the entire methodology were explained to the selected participants. Also, the participants were sent with informed consent forms through e-mails and were asked to provide their e-signatures if they agreed to the condition stipulated that their participation were voluntary and without coercion, in which they were willing to impart their knowledge as needed in the study.

Fourth, the individual in-depth interview was held through a virtual meeting or in-person at a specified time agreed upon by the participants after having read and signed the consent letters. The guide questions for the interview were validated before the conduct of this study. To meet the needs of this study, the researcher established a series of scheduled meetings with the participants following dates that were most convenient for them through. Participants of the study were sent with meeting links at a time most convenient to them for interviews. Their role and rights were thoroughly explained before the interview and compensation was provided for their inconvenience. All the proceedings were recorded to ensure validity and reliability significant in the conduct of the study.

Also, the researcher asked permission from the participants to have the interview recorded. Throughout the interview, their responses were noted down while at the same time being assisted by an audio recorder to compensate for any mishearing and were used as an aid for transcription and coding later.

Fifth, the recorded interviews were stored in a flash drive, secured with a password, to be ready for transcription. The drive was stored in a secure and locked storage place that was accessible to only the authorized person of the study, who was the researcher. It was also uploaded to Google Drive, which was not viewable to the public, for additional security and backup. All the responses were transcribed verbatim to ensure a greater degree of accuracy during the data analysis. After the study was conducted, all the data were only be stored and kept for three years after which all will be destroyed and disposed to prevent unauthorized people from using and accessing the files.

Lastly, a thematic analysis was done. The responses of the participants were analyzed thoroughly based on the core ideas. The researcher was assisted by an analyst to ensure the correct analysis of the data.

3.5 Ethical Consideration

The measures that were undertaken in ensuring ethical considerations in this study were based on the principles of the Belmont Report in 1979. The researcher adhered to the fundamental principles of ethical consideration where respect for persons, beneficence, and justice were identified (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

In this study, the researcher made sure that anonymity was maintained wherever possible to increase the security of data processing. The researcher made sure to use code names to conceal the identity of the participants. Besides, all the data gathered were handled with utmost protection by putting it on a safe cabinet that was not accessible and visible to any unauthorized person. Furthermore, only the researcher and panel of experts had access to the data which were gathered during the conduct of the study. Also, the researcher included data protection measures to assure the accuracy of the data.

The researcher ensured that all the principles were addressed to protect the rights of participants and made sure that the information were gathered from the participants were kept private as well as the names of the informants.

4.FINDINGS

This chapter presents the findings to the research questions that explored the experiences, challenges, coping mechanisms, and the insights used by the English teachers in reinforcing strategies to address learners' writing difficulty. The primary focus of the investigation was to explore and understand the accounts of English teachers in reinforcing strategies to address learners' writing difficulty from Montevista National High School, Gabi National High School, and Nabunturan National Comprehensive High School, Davao de Oro Division. The research

participants were selected through purposive sampling technique. There were 10 participants in this study which were enough to saturate information gathered from the studied group who were English teachers.

4.1 What are the experiences of the English Teachers in reinforcing strategies to address learners' writing difficulty?

This section presents the results to the first major research question; 'What are the experiences of the English Teachers in reinforcing strategies to address learners' writing difficulty?' Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the experiences of English Teachers in reinforcing strategies to address learners' writing difficulty.

4.1.1 Experiences in Reinforcing Strategies

The themes in this section were coming from the specific research question 1.1 'What are your experiences in reinforcing strategies to address learners' writing difficulty??' The responses generated ten themes: difficulty in revision of write-ups, illustrating structure and functional grammar, teach mechanics of writing, showing examples how to write, provide sentence starters or sentence frames, giving support, need to go back to basic, difficulty in identifying writing, using various teaching methods, fun and worthwhile teaching students, and students do not know how to organize thoughts.

Difficulty in Revision of Write-Ups. This theme reveals that teachers frequently encounter challenges when guiding students through the process of revising their written work. This difficulty often stems from students' limited understanding of how to critically evaluate and improve their own writing, leading to a reliance on teachers for extensive feedback and direction. Consequently, teachers must employ a variety of strategies to foster students' self-editing skills and promote a deeper engagement with the revision process. Informant 1 pointed out:

The students have difficulty in revision sa ilang mga sinulat kay naanad sila sa sayop nga paagi. Ang mga estudyante dili gyud maghatag ug importansya sa grammar ug structure sa mga sentence, labi na sa content sa pagsulat.

(The students have difficulty in revision of their write-ups since they are used to doing it the wrong way. The students do not really give importance of grammar and sentence structure, much more on writing content).

Illustrating Structure and Functional Grammar. This theme highlights teachers' efforts to enhance students' writing by explicitly teaching sentence structure and grammatical functions. Teachers employ various visual aids, examples, and interactive activities to clarify these concepts, making abstract grammatical rules more accessible and comprehensible. This approach not only improves students' writing skills but also boosts their confidence in constructing well-formed sentences. Informant 2 narrated the difficulties of teachers-in-charge in dealing with management in schools;

First, discuss and illustrate to the learners the structure and functional grammar.
Concentrating on the parts of speech.

Teach Mechanics of Writing. This underscores the importance teachers place on instructing students in the fundamental rules of writing, such as punctuation, capitalization, and spelling. By focusing on these mechanics, teachers aim to build a solid foundation that enables students to write clearly and correctly. This meticulous attention to the basic elements of writing helps students develop precision and accuracy in their written communication. Informant 3 pointed out;

In addressing learners' difficulty, I use the following strategies. First, itudlo ang mga mechanics sa pagsulat. Kadaghanan sa mga estudyante wala kahibalo unsaon pagsulat ug tarong nga sentence, paggamit ug kapital nga letra, ug punctuations. Sunod, pagbreakdown sa prosesong sa pagsulat. Maghatag ug mga prompt isip guide sa pagsulat ug sentence, dayon hinay-hinay nga pasulaton ang mga estudyante sa ilang kaugalingon. Tabangan sila sa pag-outline sa ilang mga ideya, una sa pagsulat o paghatag nila ug dugay-dugay nga aktibidad sa pagsulat.

(In addressing learners' difficulty in writing, I use the following strategies. First Teach Mechanics of Writing. Most students do not know how to write a proper sentence, capitalization, punctuation. Also, breakdown the writing process. Provide prompts as guide for writing a sentence then gradually allow students to write their own. Help them outline ideas, before writing or giving them longer writing activity).

Showing Examples How to Write. This emphasizes the strategy of using model texts to demonstrate effective writing techniques to students. Teachers provide exemplary writing samples to illustrate various writing styles, structures, and approaches, helping students understand what constitutes good writing. This method not only serves as a practical guide for students but also inspires them to emulate high-quality writing in their own work. Informant 4 said;

As a teacher, I need to show some examples on how to write, revise, and improve their writing skills by observing the correct grammar rules.

Giving Support. This highlights the crucial role of teachers in providing continuous encouragement and assistance to students struggling with writing. This support often includes personalized feedback, one-on-one tutoring, and creating a nurturing environment that fosters confidence and resilience. Through these efforts, teachers aim to address individual learning needs and promote a positive attitude towards writing among their students. Informant 5 expressed;

It is always giving support them feedbacking and writing exercise.

Need to Go Back to Basic. This reflects teachers' recognition that revisiting foundational writing skills is essential for students who struggle with advanced writing tasks. Teachers often find it necessary to reinforce basic concepts such as sentence structure, grammar, and vocabulary to build a stronger writing foundation. This approach ensures that students have the essential skills required to progress and succeed in more complex writing assignments. Informant 6 expressed;

It took much time. I need to go back to basic, because of this target schedule para sa competency ma-compromise.

(It took much time. I need to go back to basics, and because of this, the target schedule for the competency is compromised).

Difficulty in Identifying Writing. This reveals that students often struggle to recognize key elements and structures in their own and others' writing. This challenge makes it hard for them to discern quality writing or to understand how to improve their work effectively. Consequently, teachers must devote considerable effort to developing students' analytical skills and their ability to critique and understand various writing forms. Informant 7 uttered;

There are many experiences that I faced such as difficulty in Identifying their writing especially in a specific word, spelling, and grammar issues. Also, assess progress and adjust instruction to student's progress based on their needs.

Using Various Teaching Methods. This reveals teachers' efforts to employ diverse instructional strategies to address students' writing difficulties. By integrating a mix of visual aids, interactive activities, collaborative exercises, and technology, teachers aim to cater to different learning styles and needs. This multifaceted approach helps to engage students more effectively and provides multiple avenues for understanding and improving their writing skills. Informant 8 uttered;

Paggamit og various teaching methods, sama sa visual aids o interactive activities, makapahimo nga mas engaging ug accessible ang pagsulat para sa mga learners. Overall, patience, consistency, ug supportive environment mao ang key sa pagtabang sa mga estudyante nga maimprove ang ilang writing skills.

(Using various teaching methods, such as visual aids or interactive activities, can make writing more engaging and accessible for learners. Overall, patience, consistency, and a supportive environment are key to helping students improve their writing skills).

Fun and Worthwhile Teaching Students. This highlights the rewarding and enjoyable aspects teachers experience when helping students overcome writing challenges. Teachers find fulfillment in creating engaging and interactive lessons that make the learning process enjoyable for students. This positive dynamic not only enhances students' writing skills but also fosters a joyful and productive classroom environment. Informant 9 said;

Lingaw ug sulit kanunay in teaching the skill of writing, helping them translate their ideas gikan sa ilang hunahuna ngadto sa papel. Nakalarn pud ko along the process bisan pa sa mga struggles nga akong naatubang. I-assess nako ang ilang writing skill, ug hatagan sila og angay nga mga activities aron mapalig-on ug mapaayo ang ilang level.

(It is always fun and worthwhile teaching students the skill of writing, helping them translate their ideas from their minds into the paper. I also got to learn along the process despite the struggles I have encountered. I assess their writing skill, giving them appropriate activities to reinforce and improve their level).

Students Do Not Know How to Organize Thoughts. This highlights a common issue where students struggle to structure their ideas coherently in writing. This difficulty often results in disjointed and unclear compositions, making it challenging for readers to follow their arguments or narratives. Teachers address this by teaching organizational strategies, such as outlining and paragraph structuring, to help students present their thoughts in a logical and effective manner. Informant 10 said;

The students do not know how to organize their thoughts, and revise their work.

4.1.2 Advantages as English Teacher in Reinforcing Strategies.

This section presents the results to the specific research question 1.2 ‘**What are the advantages of being an English Teacher in reinforcing strategies to address learners’ writing difficulty?**’ The following themes served as results, which were: teachers showing expertise, have technical skill in reinforcing strategy, no advantages, accessible resources, has background knowledge of writing process, having own way of assessing learners, creates supportive learning environment, already with background in dealing with problems, can be a model of proficient writing, giving opportunity to directly help students, providing personalized feedback and encouragement, able to help and provide guidance, able to learn and improve writing skills, and making a positive difference in students' writing abilities.

Teachers Showing Expertise. The results highlight the proficiency and knowledge that teachers bring to addressing students' writing difficulties. Teachers leverage their deep understanding of language and pedagogy to implement effective strategies that cater to diverse learning needs. This expertise not only enhances the quality of instruction but also instills confidence in students as they benefit from well-informed and adept guidance. Informant 1 stated;

English teachers have the authority/expertise in correcting/addressing learner's writing difficulty.

Informant 3 also added;

Kanang Expertise. As an English teacher, fully understand nako ang mga principles of writing, grammar rules, ug communication techniques nga makatabang nako sa paghatag og constructive feedback sa mga learners.

(As an English teacher I fully understand the principles of writing, grammar rules and communication techniques that can help me provide constructive feed back to learners).

Likewise, informant 8 substantiated by saying;

You can use your expertise to teach them step-by-step techniques for improving their writing skills.

No Advantages. This theme reflects the sentiment among some teachers that there are no inherent benefits specific to being an English teacher when it comes to reinforcing writing strategies. These teachers may feel that the challenges of addressing writing difficulties are universally demanding, regardless of subject expertise. This perspective underscores the need for broader support and resources to effectively tackle writing issues across educational contexts, informant 2 emphasized;

For me there is no such as advantages, as an English teacher, I find it difficult in calculating correct and proper grammar to the learners.

Has Background Knowledge of Writing Process. This theme highlights the advantage English teachers possess due to their extensive understanding of the writing process. This foundational knowledge allows them to effectively guide students through various stages of writing, from brainstorming and drafting to revising and editing. By leveraging their expertise, teachers can provide targeted instruction and feedback, helping students develop stronger writing skills, informant 4 emphasized;

The advantages of being an English Teacher in reinforcing strategies to address learners' writing difficulty. mao ang, number one, English teachers kinahanglan naay background knowledge sa stages of writing process ilabina sa unsaon pag-develop sa mga writing skills sa estudyante. Makatabang ta kanila sa matag process ug suportahan sila sa ilang mga exercises sa pagsulat.

(The advantages of being an English Teacher in reinforcing strategies to address learners' writing difficulty are, number one English teachers should have background knowledge on the stages of writing process especially on how to develop the writing skills of the learners. We can guide them through each stage and support them in their writing exercises).

Creates Supportive Learning Environment. This theme underscores the ability of English teachers to foster an atmosphere conducive to learning and growth in writing. By building a classroom culture that encourages risk-taking, collaboration, and constructive feedback, teachers help students feel more comfortable and motivated to improve their writing skills. This supportive environment is crucial for addressing individual challenges and promoting overall student success in writing, informant 5 emphasized;

Being a teacher somehow, creates a supportive learning environment for these learners.

Already with Background in Dealing with Problems. This theme highlights the benefit English teachers have due to their prior experience in addressing common writing issues. This background equips them with practical strategies and solutions for a range of writing difficulties, allowing them to respond effectively to students' needs. Their familiarity with these challenges enhances their ability to provide timely and effective support, fostering better writing outcomes for their students, informant 5 emphasized;

We already have the knowledge or background on how to deal with this problem. Only that ang curriculum karun wala kayo mag focus to the fundamentals, more on group activity.

(We already have the knowledge or background on how to deal with this problem. It is just that the current curriculum does not focus too much on the fundamentals; it is more on group activities).

Can Be a Model of Proficient Writing. This theme emphasizes the role of English teachers as exemplars of strong writing skills. By demonstrating high standards in their own writing, teachers provide students with clear examples of effective writing techniques and practices. This modeling helps students understand what proficient writing looks like and inspires them to emulate these qualities in their own work, informant 7 emphasized;

English teacher can be a model of proficient writing, be a skilled one in providing constructive feedback, create a supportive classroom environment where writing is valued and track student's writing progress over time and adjust instructions accordingly.

Making a Positive Difference in Students' Writing Abilities. This theme underscores the impactful role English teachers play in enhancing their students' writing skills. Through targeted strategies, personalized feedback,

and consistent support, teachers help students make significant improvements in their writing. This positive influence not only boosts students' academic performance but also increases their confidence and enthusiasm for writing, informant 10 emphasized;

Also, it allows us to make a positive difference in students' writing abilities and help them succeed academically.

4.1.3. Benefiting Part as An English Teacher in Reinforcing Strategies.

This section presents the results to the specific research question 1.3 'What do you think is the most benefiting part as an English Teacher in reinforcing strategies to address learners' writing difficulty?' The themes which served as results, were looked upon by students and parents, pride and honor, helping students address difficulties in writing, feeling of fulfilment, no benefits at all, foster a supportive classroom, directly support and guide students, impart knowledge and improvement, and creating a supportive learning environment.

Looked Upon by Students and Parents. It was revealed that the respect and trust that English teachers garner from both students and their parents. This esteem arises from teachers' expertise and dedication to improving students' writing abilities, leading to a supportive and collaborative educational environment. The recognition and appreciation from students and parents reinforce teachers' motivation and commitment to implementing effective writing strategies. Informant 1 expressed;

The most benefiting part is that as an expert in English language, we are looked upon by students, parents and other non-English major teachers to evaluate, correct and solve the writing difficulty of learners.

Pride and Honor. This theme reflects the sense of fulfillment and respect English teachers experience from their role in enhancing students' writing skills. Teachers take pride in their ability to make a meaningful impact on students' academic and personal growth through effective writing instruction. This recognition and the honor associated with their profession motivate teachers to continually refine their strategies and maintain high educational standards. Informant 2 expressed;

It is my pride and honor knowing that my learners are learning and able to apply it correctly and properly.

Helping Students Address Difficulties in Writing. This theme highlights the integral role of English teachers in supporting students through writing challenges. By providing targeted guidance, constructive feedback, and effective strategies, teachers empower students to overcome obstacles in their writing process. This assistance not only fosters academic success but also instills confidence and resilience in students as they navigate various aspects of writing. Informant 3 expressed;

I think ang pinaka advantages is that, when helping student address ilang difficulties in writing it can have long lasting benefits beyond the classroom. Seeing the growth and improvement in the students' writing skills over time is truly rewarding especially if these students were struggling from the start and they develop into proficient writers. Knowing that I somehow contributed to that growth is most benefiting.

(I think the most benefiting part is that, when helping student address their difficulties in writing it can have long lasting benefits beyond the classroom. Seeing the growth and improvement in the students' writing skills over time is truly rewarding especially if these students were struggling from the start and they develop into proficient writers. Knowing that I somehow contributed to that growth is most benefiting).

Feeling of Fulfilment. This theme captures the profound sense of satisfaction and accomplishment experienced by English teachers as they witness their students' growth and progress in writing. This fulfillment arises from the realization that their efforts and strategies have positively impacted students' writing abilities, contributing to their overall academic success. Such experiences reaffirm the importance of the teaching profession and inspire teachers to continue reinforcing effective writing strategies. Informant 4 expressed;

Seeing the learners' progress from beginning or developing to proficient is the most fulfilling aspect of being an English teacher.

This was also affirmed by informant 6 who stated;

I think it is on the fulfilment na feeling kung makita nimo ang progress sa learners. Murag maka-ingon ka nga you did a great job as a teacher.

(I think it is the feeling of fulfillment when you see the progress of the learners. It is like you can say that you did a great job as a teacher).

No Benefits at All. This theme reveals a perspective among some English teachers that they do not perceive any distinct advantages in their role when it comes to reinforcing writing strategies. These teachers may feel that the challenges and demands of addressing writing difficulties outweigh any potential benefits or rewards. This sentiment highlights the need for greater support and resources to help teachers effectively manage and overcome these challenges in their instructional practice. Informant 5 expressed;

Para sa ako murag wala man. Walay benipisyo. No benefits at all.

(For me, it seems like there is none. No advantages. No benefits at all).

Foster a Supportive Classroom. This theme emphasizes the advantage English teachers have in creating an encouraging and nurturing learning environment. By establishing a classroom culture where students feel safe to express their ideas and make mistakes, teachers enhance students' willingness to engage and improve their writing. This supportive atmosphere is essential for building students' confidence and fostering a positive attitude toward writing and learning in general. Informant 7 expressed;

English Teachers can foster a supportive classroom environment where students can feel more comfortable in sharing their writing and receiving feedbacks from peers.

Directly Support and Guide Students. This theme highlights the hands-on role English teachers play in addressing writing difficulties. Through personalized instruction, regular feedback, and targeted interventions, teachers provide direct and immediate support to help students improve their writing skills. This active involvement not only aids in resolving specific writing challenges but also fosters a stronger teacher-student relationship, enhancing the overall learning experience. Informant 8 expressed;

The most beneficial part of being an English teacher when it comes to helping students with writing difficulties is the ability to directly support and guide them. As a teacher, you can provide personalized assistance, break down writing tasks into manageable steps, and offer feedback tailored to each student's needs.

Impart Knowledge and Improvement. This theme underscores the critical role English teachers play in enhancing students' writing abilities by sharing their expertise. By imparting essential writing skills and techniques, teachers help students understand the nuances of effective writing. This knowledge transfer leads to noticeable improvements in students' writing quality, fostering their academic growth and confidence. Informant 9 expressed;

Ang pinaka-nakabenepisyo mao ang paghatag og kahibalo ug pagtabang sa pag-improve sa mga students sa usa ka importante nga kahibalo sa communication, nga mao ang pagsulat. Since the skill in writing is also important when they step in the real world as professionals o isip.. mga trahante ug functioning individuals in the society.

(The most benefiting part is being able to impart knowledge and be able to contribute to the learners' improvement on such an important skill in communication, which is writing. Since the skill in writing is also important when they step in to the real world as professionals or as working and functioning individuals in the society).

Creating a Supportive Learning Environment. This theme highlights the benefit English teachers have in cultivating a classroom atmosphere that encourages student growth and engagement. By fostering a space where students feel comfortable sharing their work and receiving constructive feedback, teachers enhance students' willingness to participate and take risks in their writing. This supportive environment is crucial for building students' confidence, allowing them to develop their writing skills more effectively and with greater enthusiasm. Informant 10 expressed;

The most beneficial part of being an English teacher when it comes to creating a supportive learning environment where students feel comfortable asking questions and taking risks with their writing. As an English teacher, you can make a meaningful impact on students' writing skills and help them become more confident and proficient writers.

4.2. What challenges do English teachers experience in reinforcing strategies to address learners' writing difficulty?

This section presents the results to the second major research question 'What challenges do English teachers experience in reinforcing strategies to address learners' writing difficulty?' Three specific research questions were used to collect data for this question highlighting the challenges English teachers experience in reinforcing strategies to address learners' writing difficulty.

4.2.1. Challenges Encountered In Reinforcing Strategies To Address Learners' Writing Difficulty.

The themes derived from the responses of the research informants to the specific research question 2.1 'What challenges did you encounter in reinforcing strategies to address learners' writing difficulty?' are presented in this section. The themes were: difficulty in writing write ups, improving grammar and structure of words, difficulty in constructing ideas, limited time for writing instruction, and having different learning styles.

Difficulty in Writing Write Ups. Participants revealed that this presents the significant challenge students face in producing coherent and structured written pieces. Many students struggle with organizing their thoughts, developing arguments, and maintaining clarity throughout their work. This difficulty necessitates that teachers employ targeted strategies to help students overcome these hurdles and improve their writing proficiency. Informant 1 had this to say;

The students have difficulty in writing their write ups.

Improving Grammar and Structure of Words. As the result showed the challenges students face in mastering the fundamental aspects of writing, such as grammar and sentence structure. Many students struggle with constructing grammatically correct sentences and organizing their ideas logically, which hampers their overall writing quality. To address these issues, teachers need to focus on reinforcing these basic skills through targeted instruction and practice. Informant 2 cited;

Improving grammar and structure of words.

Difficulty in Constructing Ideas. This theme underscores the challenge students face in developing and organizing their thoughts into coherent written narratives or arguments. This often results in fragmented or unclear writing, as students struggle to translate their ideas into structured, logical prose. Teachers must therefore focus on strategies that help students brainstorm, outline, and connect their ideas more effectively to improve their writing skills. Informant 3 cited;

Mga learners sa grade seven level nga wala kahibalo unsaon pag-construct og sentence. Kinahanglan magtudlo gikan sa basics bisan pa man ang mga learners dapat naa nay kahibalo bahin sa pagsulat og basic sentences.

(Learners at grade seven level who do not know how to construct a sentence. Having to teach from the basics even when learners should already have knowledge about writing basics sentences).

Limited Time for Writing Instruction. This theme highlights the constraint teachers face in providing adequate instruction and practice for students to develop their writing skills thoroughly. With competing curriculum demands and time constraints, teachers often find it challenging to dedicate sufficient time to writing instruction within the school day. This limitation necessitates the need for efficient and targeted writing strategies that maximize instructional impact within the available time frame. Informant 4 cited;

Ang mga challenges kay, as an English teacher, kinahanglan ko mag-prepare og differentiated instruction para maka-cater sa lain-laing learning needs ug writing abilities sa matag learner. Tungod sa ka-busy nga schedule, limited ra ang time para maka-provide og sufficient writing instruction ug support sa mga learners. Daghan kaayo og learners sa usa ka classroom nga magresulta sa kalisud sa paghatag og individualized attention ug feedbacks.

(The challenges are, As an English teacher, I need to prepare differentiated instruction to cater the different learning needs and writing abilities of every learner. Due to a very busy schedule, I have limited time to provide sufficient writing instruction and support to the learners. There are many learners in one classroom that will result to the difficulty in providing individualized attention and feedbacks).

Informant 6 noted;

Ang oras ug panahon. The Department emphasizes the schedule, target competency every quarter.

(The time and schedule. The Department emphasizes the schedule and target competency every quarter).

Specifically pointed out by informant 7;

Limited time.

Lastly, informant 9 said;

Second, it takes a large amount of time to read and check their outputs since I handle large classes. Each class has more than 50 students. As a teacher with 5 teaching loads, I only have a few remaining work hours left for other ancillary tasks such as preparing lesson materials and checking students' outputs.

Having Different Learning Styles. This theme underscores the complexity teachers encounter when addressing writing difficulties due to the diverse learning preferences among students. Some students may thrive with visual aids and hands-on activities, while others may excel through auditory instruction or written explanations. Teachers must therefore employ a variety of instructional methods and adapt their approaches to accommodate the diverse learning styles present in the classroom, ensuring equitable support for all students in improving their writing skills. Informant 10 cited;

Teaching students to write better is tough, and I have faced several challenges along the way. First, every student is different. What works for one might not work for another, so I need to be creative and flexible with my teaching methods.

4.2.2. Most Difficult Part in Reinforcing Strategies.

This section presents the results to the specific question 2.2 **'What do you think is the most difficult part in reinforcing strategies to address learners' writing difficulty?'** After subjecting the responses to content analysis, the following themes were drawn, students did not show much improvement, letting students express own opinion, maintaining learners' engagement and participation, ensuring learners' participation, cannot apply one perfect solution, learners not willing to save themselves, lack of training of teachers, tailoring instruction to meet the diverse needs, tailoring strategies, and correcting sentence constructions.

Students Did Not Show Much Improvement. It was revealed that the challenge teachers face when implementing strategies to enhance students' writing skills without seeing significant progress. Despite teachers' efforts in providing instruction and support, some students may struggle to demonstrate noticeable improvement in their writing abilities over time. This difficulty underscores the need for ongoing assessment, reflection, and refinement of teaching strategies to better address the individual needs of students and facilitate their growth in writing.

Informant 1 noted;

The most difficult part is that the students did not really show much improvement especially in writing content despite the effort of the teacher in reinforcing these strategies to address this difficulty.

Letting Students Express Own Opinion. This reveals the challenge teachers encounter when encouraging students to articulate their own viewpoints in writing. Balancing the need for students to develop their independent

thoughts and perspectives while adhering to academic standards can be complex. Teachers must navigate this delicate balance by providing guidance and support to help students express their opinions effectively while honing their critical thinking and argumentation skills. Informant 2 stressed:

Letting the students/learners express their own opinion and ideas that could be understood by someone who listened.

Maintaining Learners' Engagement and Participation. This underscores the ongoing challenge for teachers to sustain student interest and involvement in writing activities. Students' attention spans and motivation levels can fluctuate, making it difficult to keep them engaged in the writing process consistently. Teachers must employ diverse and dynamic teaching methods, such as interactive exercises, group discussions, and incorporating technology, to maintain students' enthusiasm and active participation in writing lessons. Informant 3 stressed:

Maintaining learners' engagement and participation.

Ensuring Learners' Participation. This underscores the challenge teachers face in facilitating active involvement from all students during writing activities. Some students may be hesitant to contribute due to lack of confidence or interest, making it challenging to create a fully engaged classroom environment. Teachers must employ inclusive teaching strategies, such as encouraging peer collaboration, providing meaningful prompts, and offering individualized support, to ensure that all students feel motivated and empowered to participate in writing exercises. Informant 4 stressed:

The most difficult part in reinforcing strategies to address learners' writing difficulty kay ang pagseguro sa participation sa mga learners sa writing process ug ang motivation nila nga magpadayon ug mapaimprove ang ilang writing skills.

(The most difficult part in reinforcing strategies to address learners' writing difficulty is ensuring the learners' participation in the writing process and the motivation to continue and improve their writing skills).

Cannot Apply One Perfect Solution. This underscores the complexity teachers face in addressing students' writing difficulties, as there is no universal solution that works for every student. Each student may have unique challenges and learning needs, requiring teachers to adapt their strategies accordingly. This challenge necessitates a flexible and responsive approach to instruction, where teachers continuously assess and adjust their methods to meet the diverse needs of their students. Informant 5 stressed:

Since we have different learners, you cannot apply one perfect solution. So, you have to observe if it is working or not.

Learners Not Willing to Save Themselves. This highlights the challenge teachers encounter when students demonstrate a lack of initiative or motivation to improve their writing skills independently. Despite teachers' efforts to provide guidance and support, some students may not take ownership of their learning process. This reluctance can hinder progress and necessitate additional strategies to encourage students to actively engage in self-directed learning and improvement. Informant 6 stressed:

Lisod pod kung ang effort nimo dili masuklian bisan gamay from the learner. Kanang you are willing to save them but they are not willing to save themselves. Tungod siguro sa technology. Jejemon ang text style, mao nga inig abot sa school mali mali ang spelling.

(It is also difficult when your effort is not reciprocated even a little by the learner. It is like you are willing to save them but they are not willing to save themselves. Maybe because of technology. The text style is "jejemon," which is why when they get to school, their spelling is all wrong).

Lack of Training of Teachers. This highlights the challenge stemming from insufficient preparation or professional development for educators in addressing learners' writing difficulties. Without adequate training in effective writing instruction methods, teachers may struggle to implement strategies that effectively support students' writing development. Addressing this issue requires investing in ongoing training and professional development opportunities to equip teachers with the necessary skills and knowledge to address learners' writing challenges effectively. Informant 7 stressed:

Lack of Training of Teachers in writing Instruction and Resistance of students to feedbacks.

Tailoring Instruction to Meet the Diverse Needs. This highlights the challenge teachers face in accommodating the varied learning styles and abilities of students when reinforcing writing strategies. Each student possesses unique strengths, weaknesses, and preferences, requiring teachers to adapt their instructional approaches accordingly. Addressing this challenge involves implementing differentiated instruction, providing individualized support, and leveraging various teaching methods to ensure that all students receive the targeted assistance they need to improve their writing skills. Informant 8 stressed:

The most challenging aspect of reinforcing strategies aron ma-address ang learners' writing difficulty kay ang pag-tailor sa instruction aron matubag ang lain-lain panginahanglan sa matag estudyante. Every student naa'y unique strengths, weaknesses, ug learning styles, nga maglisod ka ug makakita ug one-size-fits-all nga approach. Ang pag-ila sa mga epektibong strategies para sa matag estudyante nagkinahanglan ug lalom nga pagsabot sa ilang abilities, preferences, ug areas for improvement.

(The most challenging aspect of reinforcing strategies to address learners' writing difficulty is tailoring instruction to meet the diverse needs of individual students. Every student has unique strengths, weaknesses, and learning styles, making it difficult to find a one-size-fits-all approach. Identifying effective strategies for each student requires a deep understanding of their abilities, preferences, and areas for improvement).

Tailoring Strategies. This underscores the challenge teachers encounter in customizing their instructional approaches to effectively address the diverse needs and learning styles of students. Given the individual differences in students' writing abilities and preferences, teachers must employ a variety of strategies and adapt their methods to meet each student's unique needs. This necessitates a flexible and responsive approach to instruction that allows teachers to modify their strategies based on ongoing assessment and feedback. Informant 10 stressed:

The trickiest part is tailoring strategies to fit each student's needs. Since every student is different, what works for one might not work for another. Finding the right approach for each student can take time and creativity. Plus, with busy schedules and limited resources, it can be tough to give everyone the support they need. Helping students see the value in writing and keeping them motivated can also be a challenge.

Correcting Sentence Constructions. This highlights the challenge teachers face in helping students develop grammatically correct and coherent sentences. Many students struggle with sentence structure, leading to errors that can obscure their intended meaning and disrupt the flow of their writing. Addressing this challenge requires focused instruction on grammar, syntax, and sentence variety, along with providing ample practice and constructive feedback to help students improve their sentence construction skills. Informant 9 stressed:

The most difficult part is correcting their sentence constructions. Their foundation on English grammar and vocabulary is weak. Reinforcing their skill in writing at high school level is almost impossible if you are not going to go back to the basics such as lexicon and rules of syntax.

4.2.3. Disadvantages Of Being An English Teacher.

This section presents the results to the specific question 2.3 ‘**What are the disadvantages of being an English Teacher in reinforcing strategies to address learners’ writing difficulty?**’ After subjecting the responses to content analysis, these themes were drawn: to be blamed for writing activity, finding efficient and practical techniques, no sufficient support from school administrators, time constraints, students struggle with language, and difficult to find the right approach.

To Be Blamed for Writing Activity. This reflects the disadvantage English teachers face when they are held accountable for students' writing difficulties and lack of progress. Teachers often bear the brunt of criticism from parents, administrators, and even students themselves, despite the myriad of factors influencing writing development.

This blame can lead to increased stress and pressure on teachers, potentially impacting their morale and effectiveness in the classroom. Informant 1 noted;

Most often the English teachers are to be blamed for this writing activity. All the people, the non-English teachers, parents and other stakeholders, leave to the English teachers the correction of grammar, sentence structure and content written by the learners.

Finding Efficient and Practical Techniques. This highlights the challenge English teachers face in identifying and implementing strategies that effectively address students' writing difficulties while being feasible within time and resource constraints. Teachers often struggle to balance the need for comprehensive writing instruction with the realities of limited classroom time and varying student needs. This challenge necessitates continuous exploration and adaptation of teaching methods to find those that maximize impact without overwhelming either the teacher or the students. Informant 2 noted;

Finding techniques that are efficient and practical.

No Sufficient Support from School Administrators. This highlights a significant challenge faced by English teachers in their efforts to address students' writing difficulties. Teachers often feel underserved in terms of resources, professional development opportunities, and administrative backing, which are crucial for effectively implementing writing strategies. This lack of support can hinder their ability to provide the best possible instruction and can lead to frustration and burnout. Informant 3 said;

Support from administration. The fact that reading is given much more attention that writing in which for me is as equivalent important skill.

Informant 4 also revealed:

Ang mga disadvantages kay: Ang English teachers dili kanunay maka-receive ug sufficient support gikan sa school administrators or colleagues sa pag-implement sa effective writing instruction strategies. Ug ang uban nga mga schools mas mohatag ug emphasis sa ubang subjects sama sa math ug science, nga nagbiling ug gamay nga attention para sa English ug writing instruction.

(The disadvantages are: English teachers may not always receive sufficient support from school administrators or colleagues in implementing effective writing instruction strategies. and Some schools put more emphasis on other subjects such as math and science and leaving less attention for English and writing instruction).

Also, Informant 6 added:

If there is no full support from school. Some as what happen to Reading activities, nindot ang plans but when it comes to the implementation, ma limit na siya due to naay competency nga gi-apas.

(If there is no full support from the school, it is similar to what happens with Reading activities. The plans may be good, but when it comes to implementation, it gets limited because there is a competency that needs to be met).

Time Constraints. This underscores the difficulty English teachers face in delivering comprehensive writing instruction within limited class periods. Balancing writing lessons with other curriculum requirements often means there isn't enough time to give each student the individualized attention they need. This pressure to cover a wide range of content in a short time can compromise the depth and quality of writing instruction, making it challenging for teachers to effectively address students' writing difficulties. Informant 5 said;

For me, it is always time.

Informant 7 also revealed:

Time constraints.

Students Struggle with Language. This highlights the challenge English teachers face when their students lack a strong foundation in language skills. These struggles can manifest in difficulties with vocabulary, grammar, and overall language comprehension, which hinder students' ability to express their ideas clearly in writing. Addressing these foundational language issues requires additional time and targeted instruction, adding to the complexity of teaching writing effectively. Informant 9 said;

One of the disadvantages is that the students struggle with the language. They struggle with expressing themselves in using English as medium, and is the reason for them being stuck or for their ideas not to flow unto the paper. They approach to me, their English teacher, hoping for their ideas to get translated from vernacular to English.

Difficult to Find the Right Approach. This emphasizes the challenge English teachers face in identifying the most effective strategies for teaching writing to a diverse group of students. Each student has unique needs, learning styles, and levels of proficiency, making it difficult to implement a one-size-fits-all approach. Teachers must continuously experiment with and adjust their methods, often through trial and error, to find the right balance that effectively supports all students in improving their writing skills. Informant 10 said;

It can be difficult to find the right approach for each student. Every learner is unique, with different strengths and weaknesses, so finding effective strategies that work for everyone can be a daunting task.

4.3. How do English Teachers cope with the challenges in reinforcing strategies to address learners' writing difficulty?

This section presents the results on the viewpoints of the research participants of their coping mechanisms with the challenges in reinforcing strategies to address learners' writing difficulty. This was the gist of the third major research question, 'How do English Teachers cope with the challenges in reinforcing strategies to address learners' writing difficulty?' Five specific research questions were utilized to gather data and information.

4.3.1. Preparations In Reinforcing Strategies To Address Learners' Writing Difficulty.

In this section, the themes created were from the responses to specific research question 3.1, 'What are your preparations in reinforcing strategies to address learners' writing difficulty?' The following were the themes: motivate and give writing exercises, continuity and perseverance, and plan lessons.

Motivate and Give Writing Exercises. This theme underscores the preparatory efforts of teachers to engage and inspire students in writing activities. Teachers recognize the importance of motivation in fostering students' enthusiasm for writing, often employing creative prompts and exercises tailored to their interests and abilities. By providing stimulating writing tasks and cultivating a supportive learning environment, teachers aim to empower students to overcome writing difficulties and develop their skills with confidence. Informant 1 narrated;

Motivate learners the importance of good writing number two Give writing exercises in English classes number 3 Guide learners in their writing activities.

Continuity and Perseverance. This theme underscores the importance of sustained effort and resilience in preparing and implementing strategies to address learners' writing difficulties. Teachers recognize that progress in writing skills often requires consistent practice and ongoing support over time. By maintaining continuity in instruction and demonstrating perseverance in guiding students through writing challenges, teachers aim to foster meaningful improvement and confidence in their students' writing abilities. Informant 2 narrated;

Continuity and perseverance in everything.

Plan Lessons. highlights the meticulous preparation undertaken by teachers to develop effective writing instruction strategies. Teachers devote considerable time and effort to crafting lesson plans that cater to the diverse needs and abilities of their students. Through careful planning, teachers aim to create engaging and structured learning experiences that facilitate students' development of writing skills and address their specific difficulties. Informant 3 revealed;

Plan lessons that address their difficulties and also cater their diverse learning styles.

Informant 4 supported that;

Plan the lessons properly nga mo-cater sa diverse needs sa mga learners. Ug prepare ug appropriate resources like writing guides, textbooks, ug writing prompts to support instruction and practice.

(Plan the lessons properly that will cater to the diverse needs of the learners. And Prepare appropriate resources such as writing guides, textbooks and writing prompts to support instruction and practice).

Informant 5 added;

Plan your lesson properly that will suit to the varied learners.

Informant 8 said;

I also plan engaging activities and lessons that break down the writing process into manageable steps. I prepare to provide personalized feedback and encouragement to help build their confidence.

Further, Informant 10 said;

Then, I prepare engaging lessons and activities that break down the writing process into manageable steps. I also collect examples of good writing to share with students as models.

4.3.2.Strategies Used To Address Learners' Writing Difficulty.

Presented in this section are the themes drawn from the responses to the specific question 3.2, '**What strategies did you use in reinforcing strategies to address learners' writing difficulty?**' The following themes were created: give feedback, discuss the lesson, provide authentic tasks, showing model text, spelling, constant follow up, and provide several opportunities to practice writing.

Give Feedback. This underscores the critical role of providing constructive and timely responses to students' writing efforts as a strategy to address writing difficulties. Teachers focus on offering specific, actionable feedback that highlights strengths and identifies areas for improvement, helping students understand their mistakes and learn from them. This personalized feedback process is essential for guiding students' progress and fostering their confidence and competence in writing.

Informant 1 cited;

Give feedback.

Further, Informant 8 explained;

I offer individualized feedback, pinpointing areas for improvement and offering specific suggestions for growth. I also encourage peer review sessions, where students can learn from each other's strengths and weaknesses.

Discuss the lesson. This emphasizes the strategy of engaging students in thorough discussions about the writing lesson to enhance understanding and address difficulties. Teachers facilitate interactive conversations, allowing students to ask questions, share their thoughts, and clarify concepts. This collaborative approach helps students grasp writing principles more effectively and provides immediate support to tackle their writing challenges.

Informant 2 had this to say;

Discuss the lesson and see to it that learners understand.

Provide Authentic Tasks. This highlights the strategy of engaging students in real-world writing activities to address their writing difficulties. Teachers design assignments that reflect genuine contexts and purposes, making the writing process more relevant and meaningful for students. By connecting writing tasks to real-life scenarios, students are more motivated and can better understand the practical applications of their writing skills. Informant 3 had this to say;

Provide Authentic tasks. pareha anang (Letters, emails, Resume, cover letters etc.

(Provide authentic tasks, such as letters, emails, resumes, cover letters, etc.)

Further, informant 4 explained;

And have Authentic writing tasks to engage the learners in real-world writing activities.

Showing Model Text. This emphasizes the strategy of using exemplary texts to help students overcome writing difficulties. Teachers provide high-quality examples that illustrate key writing techniques, structures, and styles, giving students clear benchmarks to emulate. By analyzing and discussing these model texts, students gain a better understanding of effective writing practices and can apply these insights to improve their own work. Informant 5 had this to say;

Showing model text to follow, graphic organizers, feedback and scaffolding.

Spelling. This focuses on targeted strategies used by teachers to improve students' spelling skills as part of addressing their writing difficulties. Teachers employ various techniques such as spelling drills, word lists, and phonics instruction to help students recognize and correctly spell words. This foundational skill is crucial for enhancing overall writing proficiency, as accurate spelling contributes to clearer and more effective written communication. Informant 6 had this to say;

I do spelling, then simple sentences construction. Like one subject-verb-object using the words.

Provide Several Opportunities to Practice Writing. This highlights the strategy of offering students frequent and varied writing exercises to improve their skills. Teachers create numerous occasions for students to write, both in structured assignments and informal activities, allowing them to apply and refine their writing techniques. This consistent practice helps students build confidence, develop their writing fluency, and gradually overcome their writing difficulties through regular reinforcement. Informant 9 had this to say;

I provide several opportunities for the students to practice writing. I also encourage them to read a lot, as reading helps them explore different genres and styles in writing.

Further, informant 10 explained;

I provide ample practice opportunities, offering various writing prompts and assignments to help students refine their skills.

4.3.3.Solutions Employed On The Challenges Encountered.

Presented in this section are the themes drawn from the responses to the specific question 3.3, **‘What solutions have you employed on the challenges you encountered in reinforcing strategies to address learners’ writing difficulty?’** the themes generated were encourage students, participate workshops, try to learn technology-based games, peer to peer writing, implemented scaffolding techniques, provide feedback, and adopt differentiated instruction.

Encourage Students. This theme underscores the importance of fostering a positive and supportive environment to help students overcome writing challenges. Teachers use encouragement to boost students' confidence and motivation, reinforcing their efforts and progress. By providing consistent positive reinforcement, teachers help students stay engaged and resilient in their writing practice, ultimately facilitating their improvement. Informant 1 cited;

You have to encourage or motivate your students.

Further, informant 2 explained;

Consistency of everything especially the integration of the lesson so the students can understand better.

Participate Workshops. This highlights the strategy of engaging students in interactive writing workshops to address their writing challenges. These workshops provide a collaborative space where students can learn from each other, receive direct feedback, and practice writing in a supportive setting. By participating in workshops, students gain hands-on experience and benefit from structured guidance and peer interactions, which enhance their writing skills and confidence. Informant 3 mentioned about the importance of workshops. She cited;

I have to attend workshops, seminars, trainings etc. to improve myself.

Further, informant 4 explained;

Kinahanglan mo apil sa mga workshops, mga conferences, ug mga online courses nga makatuon sa pagtudlo sa pagsulat, aron makakuha og bag-ong mga kahibalo ug strategies aron suportahan ang mga learners nga naglisod sa pagsulat.

(I need to participate in workshops, conferences, and online courses focused on writing instruction, gaining new insights and strategies to support struggling writers).

In addition, informant 5 said;

Seminars, workshops and awareness about technology based.

Try to Learn Technology-Based Games. This underscores the innovative approach of incorporating educational games to address writing challenges. Teachers explore and integrate technology-based games that focus on writing skills, making learning more engaging and interactive for students. This strategy leverages the appeal of digital tools to enhance students' motivation and provide practice in a fun and dynamic way, ultimately supporting their writing development. Informant 6 mentioned;

I try to learn technology-based games tungod kay mas interesado sila sa klase basta nay technology na involve. Like spelling PPTS, online platforms.

(I try to learn technology-based games because students are more interested in class when there's technology involved. Like spelling PPTS, online platforms).

Peer to Peer Writing. This emphasizes the collaborative strategy of using peer interactions to address writing difficulties. Teachers facilitate activities where students review and critique each other's work, providing constructive feedback and learning from their peers. This approach not only builds a sense of community but also enhances writing skills through mutual support and the exchange of ideas, making the writing process more interactive and effective. Informant 6 mentioned;

Peer to peer kanang writing tandem og remediation writing practice kanang word for word ug sentence to paragraph writing.

(Peer-to-peer entails writing tandem and remediation writing practice, focusing on word-for-word and sentence-to-paragraph writing).

Implemented Scaffolding Techniques. This focuses on the instructional strategy where teachers provide structured support to help students gradually improve their writing skills. By breaking down writing tasks into manageable steps and offering guidance at each stage, teachers enable students to build their abilities incrementally. This approach fosters independence and confidence in writing, as students receive the necessary support to overcome challenges and master complex writing tasks over time. Informant 8 mentioned;

Gisunod nako ang mga scaffolding techniques, gihatag ang mga language support resources, ug encouraged ang peer collaboration aron mapadali ang learning sa language ug ang pag-improve sa pagsulat. Through these solutions, I- advocate ang usa ka casual ug suportadong learning environment where all students can succeed in their writing endeavors.

(I have implemented scaffolding techniques, provided language support resources, and encouraged peer collaboration to facilitate language acquisition and writing development. Through these solutions, I strive to create an inclusive and supportive learning environment where all students can succeed in their writing endeavors).

Adopt Differentiated Instruction. This underscores the strategy of tailoring teaching methods to meet the diverse needs and learning styles of students. Teachers employ a variety of approaches, resources, and activities to accommodate individual differences in writing abilities and preferences. By adapting instruction to suit each student's unique strengths and challenges, teachers create an inclusive learning environment that supports all students in developing their writing skills effectively. Informant 10 said;

In addressing challenges encountered while reinforcing strategies to improve learners' writing, I have implemented several solutions. To tackle the diversity of student needs, I have adopted differentiated instruction, tailoring teaching methods to accommodate various learning styles and abilities.

4.3.4. People who Helped Cope with Challenges

Presented in this section are the themes drawn from the responses to the specific question 3.4, **'Who helped you in coping with challenges in reinforcing strategies to address learners' writing difficulty?'** The themes generated were: colleagues, parents, students, and external resources.

Colleagues. This highlights the invaluable support and collaboration among fellow teachers in coping with challenges related to teaching writing. Teachers rely on their colleagues for sharing insights, strategies, and resources to enhance their writing instruction. Through teamwork and mutual encouragement, educators foster a supportive professional community that enables them to address learners' writing difficulties more effectively. Informant 1 mentioned;

Fellow English teachers, head teachers, advisers.

Further, informant 7 explained;

Subject teachers.

Nevertheless, informant 9 also shared;

My fellow English teachers, we worked together on identifying better or appropriate solutions and strategies to apply. Our department heads and master teacher also helped by sharing their expertise on the matter.

Informant 3 also said;

Colleagues.

Moreover, informant 7 supported;

Other colleagues.

Lastly, informant 10 also said;

Colleagues within the educational community have provided valuable insights and shared effective practices through collaborative discussions and professional development opportunities.

Parents. This underscores the crucial role of parental involvement in helping teachers cope with the challenges of teaching writing. Teachers find that engaging parents in their children's writing development through regular communication and collaborative efforts significantly supports students' progress. By fostering a strong home-

school connection, parents become active partners in reinforcing writing skills and addressing difficulties, contributing to a more holistic educational approach.

Informant 4 mentioned;
Parents.

Further, informant 6 said;

The parents.

Students. This emphasizes the active role that students themselves play in helping teachers cope with the challenges of teaching writing. When students are engaged, motivated, and willing to participate in the learning process, they contribute significantly to overcoming writing difficulties. Their feedback, effort, and progress provide valuable insights and encouragement to teachers, fostering a collaborative and responsive educational environment. Informant 2 mentioned;

Some students who do well in the class and top students.

Further, informant 3 said;

Learners themselves.

External Resources. This highlights the importance of utilizing outside support to help teachers manage the challenges of teaching writing. This includes professional development workshops, educational websites, and expert consultations that provide fresh perspectives and practical strategies. By leveraging these resources, teachers can enhance their instructional techniques and find innovative solutions to address learners' writing difficulties effectively. Informant 8 uttered;

External resources, such as educational websites, books, and research articles, have also been valuable in expanding my knowledge and providing innovative approaches to teaching writing.

4.3.5. Assistance Sought That Helps With The Challenges.

Presented in this section were the themes drawn from the responses to the specific question 3.5, **‘What assistance did you seek to help you with the challenges in reinforcing strategies to address learners’ writing difficulty?’** the following themes were generated: follow up from adviser and parents, students do reading sessions, professional development, time and worksheets, explored resources, joining various trainings and seminars, and seeking guidance from mentor teachers.

Technical Assistance. This underscores the significance of continuous support from both educational advisers and parents in addressing writing challenges. Regular check-ins and collaborative communication ensure that strategies are effectively implemented and adjusted as needed, providing a cohesive support system for students. This ongoing involvement from advisers and parents fosters accountability and reinforces the learning objectives, making it easier to tackle writing difficulties.

Informant 1 narrated;

Follow up from adviser and parents.

Students Do Reading Sessions. This theme emphasizes the role of dedicated reading time in improving writing skills. Engaging students in regular reading sessions exposes them to diverse vocabulary, sentence structures, and storytelling techniques, which can significantly enhance their writing abilities. This practice not only aids in understanding different writing styles but also inspires and informs their own writing efforts, addressing various challenges in the learning process.

Informant 2 revealed;

Students every lunch break will do their reading sessions with students who need it.

Professional Development. This theme highlights the importance of ongoing training and education for teachers to better address students' writing difficulties. Participating in workshops, courses, and seminars equips educators with new strategies, tools, and insights to effectively support and improve learners' writing skills. This

continuous learning process not only enhances teachers' competence but also fosters a more dynamic and responsive teaching environment, ultimately benefiting the students' writing development.

Informant 3,4, and 6 revealed;

Professional Development Opportunities.

Explored Resources. This emphasizes the proactive approach teachers take in seeking out various materials and tools to aid in addressing students' writing difficulties. By utilizing books, online platforms, and educational software, teachers expand their repertoire of instructional strategies. This exploration not only enriches the learning experience but also provides diverse methods to engage students and improve their writing skills.

Informant 8 revealed;

I explored resources such as educational literature, online forums, and instructional materials to broaden my understanding of effective writing pedagogy. By actively seeking assistance from diverse sources, I enhanced my capacity to overcome challenges and effectively address learners' writing difficulties.

Joining Various Trainings and Seminars. This highlights teachers' commitment to professional growth as they seek to overcome challenges in teaching writing. By participating in workshops and educational conferences, teachers gain new insights, techniques, and best practices to enhance their instructional methods. This ongoing professional development not only bolsters their confidence but also equips them with the latest strategies to effectively support students' writing improvement.

Informant 9 revealed;

I sought for technical assistance through joining various trainings and seminars na ang tumong para sa pag improve aron mas ma-prepare og naay kaalam ang mga teachers sa mga strategy sa pagtudlo sa mga macro-skills sama sa pagsulat. Gihimong paningkamutan nga mapalambo jud ang akong kaugalingon aron mas effective sa paghatag og pagtudlo.

(I sought for technical assistance through joining various trainings and seminars aiming to better equip teachers with strategies in teaching macroskills such as writing. I worked on improving myself to be more effective in providing instruction).

Seeking Guidance from Mentor Teachers. This underscores the importance of experienced colleagues in navigating the complexities of teaching writing. Teachers often turn to mentors for advice, support, and practical strategies, benefiting from their seasoned perspectives and expertise. This mentorship fosters a collaborative environment, enhancing teachers' confidence and effectiveness in addressing students' writing difficulties.

Informant 10 revealed;

Seeking guidance from mentor teachers provided invaluable support, as they offered practical advice and feedback based on their own experiences.

4.4. What are the insights do English teachers gain from their experiences in reinforcing strategies to address learners' writing difficulty?

This section presents the results on the viewpoints of the research participants of their insights with the challenges in reinforcing strategies to address learners' writing difficulty. Five specific research questions were utilized to gather data and information.

4.4.1. Insights to Other English Teachers.

In this section, the themes created were from the responses to specific research question 4.1, **'What can you share to other English teachers in reinforcing strategies to address learners' writing difficulty?'** The generated themes were- always encourage students, can share strategies and insights based on experiences, can share realizations and technology-based activities, and prioritize differentiation and individualized instruction.

Always Encourage Students. This theme highlights the consistent practice among English teachers to provide positive reinforcement and motivation to their students. By fostering a supportive atmosphere and acknowledging students' efforts, teachers aim to cultivate confidence and perseverance in writing tasks. This

encouragement not only boosts students' morale but also contributes to their overall writing progress and resilience in the face of challenges. Informant 1 stated;

Always encourage students to revise output until it has improved.

Meanwhile, informant 2 said;

Make it simple and fun.

Further, informant 5 added;

Encourage your learners to see their writing difficulties as opportunity to grow, become better seek to improve.

Can Share Strategies and Insights Based on Experiences. Informants stress the collaborative nature of English teachers who exchange valuable approaches and reflections derived from their teaching experiences. By sharing successful strategies and insights, teachers contribute to a collective knowledge base, enriching the professional community. This sharing fosters a supportive environment where educators can learn from each other and adapt effective methods to address learners' writing difficulties more efficiently. Informant 3 stated;

I can share my strategies and insights based on my experiences in dealing with the learners' writing difficulty.

Meanwhile, informant 4 said;

I can share my strategies and insights based on my experiences in dealing with the learners' writing difficulty.

Also, informant 7 said;

You should have a heart in reinforcing the students.

Can Share Realizations and Technology Based Activities. This highlights the collaborative exchange among English teachers, where they discuss personal insights and innovative technology-driven approaches. Through such discussions, teachers can gain new perspectives on effective teaching methods and incorporate modern tools into their writing instruction. This sharing of experiences and technological advancements fosters professional growth and enhances the collective ability of teachers to address learners' writing difficulties adeptly. Informant 6 stated;

I can share my realizations on dealing with this problem. Also, some technology based activities I got from different sources.

Prioritize Differentiation and Individualized Instruction. This underscores the importance of tailoring teaching approaches to meet the diverse needs of students in writing instruction. English teachers recognize the value of providing personalized feedback, scaffolding support, and adapting resources to accommodate varying skill levels and learning styles. By prioritizing differentiation, educators strive to create inclusive and supportive learning environments that promote student success in writing. Informant 8 stated;

In reinforcing strategies to address learners' writing difficulty, I would encourage fellow English teachers to prioritize differentiation and individualized instruction, recognizing that each student has unique needs and strengths.

Meanwhile, informant 9 said;

Kini kinahanglan og daghang pasensya ug kadasig aron matudlo ug ma improve ang mga kahibalo sa pagsulat sa mga estudyante. Kinahanglan sila mo succeed sa ilang trabaho kon gusto nilang makakita og positibong mga resulta gikan sa mga enrichment activities.

(It takes a lot of patience and passion to teach and reinforce students' skills in writing. They have to be really dedicated to the job if they want to see positive results from the reinforcement activities).

Also, informant 10 said;

I would advise fellow English teachers to prioritize differentiation, tailoring instruction to meet the diverse needs of individual students.

4.4.2. Advice to Other English Teachers.

The theme created in this section was from the responses to the specific research question 4.2, **'What advice will you give to other English teachers who reinforced strategies to address learners' writing difficulty?'** The themes were: be patient, and embrace flexibility.

Be Patient. The result signifies the willingness of educators to share insights and recommendations with their peers regarding effective strategies for addressing learners' writing difficulties. Through this exchange of advice, teachers offer valuable guidance based on their own experiences and successes in teaching writing. This collaborative approach fosters a supportive professional community where educators can learn from each other and refine their instructional practices to better support students' writing development.

Informant 1 narrated her view about taking challenges lightly, she said;

Be patient.

Moreover, informant 3 added;

Magbaon ng maraming pasensya.

Further, informant 4 substantiated;

You should have patience in dealing your learners.

Also, informant 6 said;

Taas nga pasensya og have a broad perspective,, understanding on today's learners. Sabton nga lahi na ang product of today's generation.

(Having patience and a broad perspective, and understanding today's learners is crucial. It's important to acknowledge that the products of today's generation are different).

Lastly, informant 7 explained;

Be patient.

Embrace Flexibility. This highlights the importance of adapting teaching methods and approaches to meet the evolving needs of students in writing instruction. English teachers emphasize the value of being open to diverse strategies, adjusting lesson plans as necessary, and accommodating individual learning styles. By embracing flexibility, educators can create dynamic and inclusive learning environments that better support students' writing development.

Informant 8 narrated her view about being flexible, she said;

My advice to other English teachers reinforcing strategies to address learners' writing difficulty would be to embrace flexibility and patience. Recognize that teaching writing is a process that requires time and persistence.

Moreover, informant 10 added;

Akong advice sa ubang mga English teachers nga nag-reinforce sa mga strategies aron masulbad ang mga concerns sa pagsulat sa mga students mao ang pagpriority sa pasensya, kahibalo, ug empathy. Hibal-a nga ang paglambo sa mga kamaayo sa pagsulat usa ka process nga kinahanglan og panahon ug praktis, so magpasensya sa imong mga estudyante ug hatagi sila og suporta sa walay hunong.

(My advice to other English teachers who are reinforcing strategies to address learners' writing difficulty would be to prioritize patience, flexibility, and empathy. Understand that improving writing skills is a gradual process that requires time and practice, so be patient with your students and provide ongoing support and encouragement).

4.4.3. Recommendations To DepEd Authorities Regarding The English Teacher's Experiences.

The results in this section were taken from the responses to the specific research question 4.3, **'What recommendation will you give to the DepEd authorities regarding the English teacher's experiences in reinforcing strategies to address learners' writing difficulty?'** This was the theme drawn from the responses: investing in technology and educational resources, give attention to writing, and professional development opportunities.

Investing in Technology and Educational Resources. This underscores the importance of providing English teachers with access to modern technological tools and educational materials to enhance writing instruction. Teachers recommend that DepEd authorities prioritize allocating resources towards acquiring technology-based resources such as interactive writing platforms, digital libraries, and educational software. By investing in these resources, educators can leverage innovative teaching methods and engage students in meaningful writing activities, ultimately fostering their writing proficiency and academic success. Informant 2 mentioned;

Gadgets for teaching must be provided and fast connectivity will be supplied.

Similarly, informant 8 said;

My recommendation to DepEd authorities regarding English teachers' experiences in reinforcing strategies to address learners' writing difficulty is investing in technology and educational resources dedicated to writing instruction would enable teachers to create more engaging and interactive learning experiences for students. By prioritizing support for English teachers and equipping them with the necessary tools and knowledge, DepEd can empower them to make a significant impact on students' writing skills and academic success.

Also, informant 1 added:

Be realistic in giving program/project to learners with writing activity and Focus not just on the reading problem but also on the writing issue of learners.

Give Attention to Writing. The result showed the necessity for DepEd authorities to prioritize writing skills within the English curriculum. Teachers emphasize the need for dedicated time and resources to be allocated specifically for writing instruction, ensuring that students receive focused and consistent practice. By giving greater attention to writing, educators can better address students' difficulties and foster significant improvements in their writing abilities. This was what informant 3 said;

Give attention to writing as much as reading.

Also, informant 4 said:

Give more importance on the writing skills of the students.

Further, informant 6 uttered:

Emphasis on basic fundamentals of language skills in reading and writing.

Professional Development Opportunities. The result showed the importance of providing continuous training and development for English teachers. Educators recommend that DepEd authorities offer more workshops, seminars, and courses focused on the latest teaching strategies and technologies to enhance writing instruction. Such professional development opportunities would equip teachers with the necessary skills and knowledge to effectively address learners' writing difficulties and improve overall teaching outcomes. This was what informant 7 said;
More workshops or Trainings.

Also, informant 9 said:

Also, to empower teachers by providing more avenues for them to learn more effective strategies in teaching writing.

Further, informant 5 uttered:

Professional Development opportunities addressing this issue.

Finally, informant 10 explained:

My recommendation to DepEd authorities regarding English teachers' experiences in reinforcing strategies to address learners' writing difficulty mao ang pagprioridad sa mga professional development nga paglambo nga nagtuon sa effective nga pagtudlo sa pagsulat. Ang paghatag sa mga English teachers og access sa training, workshops, ug mga resources nga gipanday alang sa pagtudlo sa pagsulat makapalambo sa ilang kakayahan ug pagsulat sa mga estudyante.

(My recommendation to DepEd authorities regarding English teachers' experiences in reinforcing strategies to address learners' writing difficulty would be to prioritize ongoing professional development opportunities focused on effective writing instruction. Providing English teachers with access to training, workshops, and resources specifically tailored to teaching writing would enhance their capacity to support students' writing development effectively).

4.4.4. Suggestions To Help English teachers Improve Strategies.

The themes in this section were from the responses to specific question 4.4, **‘What suggestions can you give to help English teachers improve their strategies to address learners’ writing difficulty?’** The themes were: attend trainings and seminars, provide access to resources, and instructional materials and technology tools.

Attend Trainings and Seminars. This emphasizes the need for English teachers to engage in continuous professional development. Teachers suggest that participating in various trainings and seminars can significantly enhance their teaching strategies and methodologies. These opportunities allow educators to stay updated with the latest educational trends and tools, fostering improved strategies to address learners' writing difficulties. This was echoed by Informant 3;

Attend trainings and seminars. Enhance SLAC sessions for collaborative support from colleagues.

To reinforce, Informant 4 said:

Attend trainings, seminars, and onlines courses that focus on writing instruction, new insights, and strategies that will help the struggling learners.

Besides, Informant 5 mentioned:

Seminars and online trainings.

Also, informant 6 added:

Attend og trainings may it online or face to face. Then, be open to learn the trend para makaconnect sa need sa bag-ong learner without compromising the expected skills to learn.

(Attend trainings whether online or face to face. Then, be open to learning about the trends to connect with the needs of the new learners without compromising the expected skills to be learned).

Similarly, Informant 9 mentioned:

To seek technical assistance from experts by attending trainings and seminars and by doing research such as looking up through the internet for activities they may incorporate in classes.

Finally, Informant 10 mentioned:

I suggest fostering a collaborative and supportive professional learning environment where teachers can share experiences, insights, and effective practices. Encouraging teachers to participate in ongoing professional development opportunities focused on writing instruction, such as workshops, seminars, and online courses, would enhance their knowledge and skills in this area.

Provide Access to Resources, Instructional Materials and Technology Tools. This highlights the importance of equipping English teachers with the necessary tools to enhance their instructional strategies. Teachers believe that access to a wide range of resources and technology can aid in developing more effective and engaging writing lessons. By having these materials readily available, teachers can better address the diverse needs of their students and improve overall writing proficiency. This was echoed by Informant 8;

Providing access to research-based resources, instructional materials, and technology tools specifically designed for teaching writing would also support teachers in implementing innovative and engaging instructional strategies.

4.4.5.Hopes And Aspirations As An English Teacher In Reinforcing Strategies To Address Learners' Writing Difficulty.

The theme in this section was from the responses to specific question 4.5, '**What are your hopes and aspirations as an English teacher in reinforcing strategies to address learners' writing difficulty?**' The themes were: create supportive and inclusive learning environment, make a positive impact on learners' lives, hoping future educators have more patient, and equip students with skills, knowledge, and confidence.

Create Supportive and Inclusive Learning Environment. reflects English teachers' aspirations to foster a classroom atmosphere where all students feel valued and encouraged to participate. Teachers aim to develop an environment that accommodates diverse learning styles and addresses individual writing challenges. By promoting inclusivity and support, teachers hope to build students' confidence and motivation, ultimately enhancing their writing abilities. Informant 3 stated;

Dapat ang DepEd will not only focus on the reading program but also on the writing program to address learners' writing activity.

(The DepEd should not only focus on the reading program but also on the writing program to address learners' writing activity).

Importantly, Informant 3 uttered:

I aspire to create a supportive and inclusive learning environment where students are empowered to take risks and grow as writers. To instill to them their sense of confidence and belief in their capacity to improve.

Further, Informant 10 supported this by saying;

I aspire to create a supportive and inclusive learning environment where every student feels valued and encouraged to express themselves creatively through writing.

Make A Positive Impact on Learners Lives. This highlights English teachers' aspirations to significantly influence their students' academic and personal development. Teachers hope that their efforts in addressing writing difficulties will not only improve students' writing skills but also boost their overall confidence and enthusiasm for learning. By making a meaningful difference, teachers aim to equip learners with the tools and mindset necessary for lifelong success. Informant 4 stated;

I hope to make a positive impact on learners lives by providing them with tools, knowledge and inspiration they need to succeed in writing and beyond.

Importantly, Informant 5 added:

To teach students to express themselves rather than impress others. Make them feel confident on what they write to create the feeling of accomplishment in their part.

Hoping Future Educators Have More Patience. This underscores current English teachers' desire for future educators to exhibit greater patience when addressing students' writing difficulties. Recognizing that progress in writing can be slow and challenging, teachers aspire for their successors to cultivate a nurturing and persistent approach. This patience is seen as essential for fostering a supportive learning environment where students feel encouraged and motivated to improve their writing skills. Informant 6 stated;

I am hoping that future educators are more patient than us. Also, Im hoping that the Department will provide a more tangible materials and kanang haom sa panginahanglan sa komunidad sa learner, contextualized material. Also, materials should emphasize the basic skills.

Importantly, Informant 2 added:

Hoping to lengthen my patience always. Be healthy. Be filled with wisdom.

Equip Students with Skills, Knowledge, and Confidence. This highlights teachers' aspirations to not only enhance students' writing abilities but also to build their overall confidence. Teachers aim to provide comprehensive instruction that encompasses essential writing skills and knowledge, enabling students to become proficient and self-assured writers. This holistic approach is intended to empower students to tackle writing challenges independently and with greater assurance in their abilities. Informant 7 stated;

All the strategies should be guided by a commitment to educational excellence, equity and student-centered learning.

Importantly, Informant 8 added:

My goal is to equip students with the skills, knowledge, and confidence they need to effectively communicate their ideas, thoughts, and experiences in writing. I hope to instill in them a lifelong love for writing and a growth mindset that embraces challenges and celebrates progress. Ultimately, I aim to inspire my students to realize their full potential as writers and to make meaningful contributions to their communities and beyond through their written expression.

Lastly, Informant 9 added:

I hope that there will come a time that I will no longer have to go back again and again on the basic grammar rules every time I teach writing and that I will no

longer have to rush to check or not be able to provide constructive feedback and guidance individually to the students.

5. CONCLUSION

The comprehensive findings from this study sheds light on various aspects of teaching writing that require attention and development. The challenges in reinforcing writing strategies indicate a need for a multifaceted approach, where teachers employ diverse methods to cater to different learning styles. Building a solid foundation in grammar and sentence structure is crucial, and incorporating interactive activities can make learning engaging and effective. Providing consistent support and clear examples can significantly aid students in overcoming their writing difficulties.

The advantages of being an English teacher in this context highlight the critical role of teacher expertise and continuous professional growth. Teachers with a deep understanding of the writing process can create supportive learning environments and offer personalized feedback, which is essential for student development. The ability to assess learners effectively and foster a culture of continuous improvement in writing instruction underscores the importance of investing in professional development opportunities for educators.

In addition, the intrinsic rewards of teaching, such as the sense of fulfillment from helping students overcome their writing challenges, are invaluable. Despite the lack of tangible benefits, the positive impact teachers can have on their students' lives and writing abilities is profound. Future research should continue to explore these areas, focusing on effective teaching strategies, professional development, and the supportive role of school administration to enhance writing instruction and support both teachers and students in achieving their educational goals.

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