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SCAFFOLDING WRITING TECHNIQUE (ScaWT) TO ENHANCE WRITING COMPETENCY IN ESSAY COMPOSITION THROUGH AND ERROR ANALYSIS AND CORRECTION

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CHAPTER I
INTRODUCTION

CONTEXT AND RATIONALE

"Practice makes perfect", in order for aspiring writers to develop competence in writing, a venue for continuous development and improvement must be accepted. The writing competence cannot be reached in a snap of a finger; it takes sufficient time to do this. Thus, students have to practice to write regularly until they can produce a good writing.

According to Bruner in Wheeler (2006), scaffolding believes that when children start to learn new concepts, they need help from teachers and other adults in the form of active support. To begin with, they are dependents on their adult support, but as they become more independent in their thinking and acquire new skills and knowledge, the support can be slowly faded.

As children gain confidence in a particular area, teachers might place them in a group to extend each other's learning further. It's also important that teachers recognize when a child is at the point where they begin to learn independently, and decisions can be made to set them free from the scaffolding.

Complaints about poor usage of English language- not only in writing- of students have been commonly heard from the public, the teachers or even in the community. Sometimes, the teachers are the ones to blame for not being competent enough to teach the language properly or learners just do not want to take their learning seriously; or the education system which was perceived to be futile. Poor English language proficiency, especially for the English-based subjects, was believed to be the major cause of the over-all poor performance of students in schools. These observations are confirmed in the National Achievement Test (NAT) results in the previous years, wherein during the School Year 2004- 2005, English got a mean percentage of 51.33, while in the School Year 2005-2006, a mean percentage of 47.73 and in the School Year 2011-2012, English received a mean percentage of 51.80.

Based on the exercises, particularly with the writing activities, given by the researcher to the students, it was found out that writing is a macro skill

which is difficult to develop because of different factors such as style, coherency, and grammatical errors. Various researches and studies had already conducted before about writing and grammar and the respondents were mostly students in secondary level. There were different results because of various reasons but this study only focused on a specific factor which were grammatical and mechanics errors.

Ironically, in the age of entire communication via email and other communicative technologies and social media- of course, writing has been perceived to be the hardest skill to acquire, but it has become more in demand. Santos (2000) expounded that there were three main reasons why writing is increasingly essential today: 1) more and more linguists in the international arena are promoting writing as a the "best" field of specialization to undertake; 2) most articles and journals from different publications are available in English, and 3) number of students are pursuing their degrees in English speaking countries like Philippines, Canada and United States. In addition, many schools, colleges and universities, even Senior High school in the country, offer more writing subjects in order improve students writing skills like: Writing for Specific Purposes, Purposive Writing and Communication, and the like.

Strenuous it may seem, but scaffolding ensures comprehensive development of the written text and the learners' abilities through the series of drafting and re-writing activities and corrective feedbacks. In addition, since this is a "guided form of writing", the method enables the learners collaborate their ideas with their fellow learners, and seek help with their teachers through editing and critiquing. With this method, error analysis and correction shall come out naturally with the writing process.

In connection with this, an investigation on the written language competency is hoped to reveal that scaffolding method would address the difficulties that soon would pave the way toward better written expression.

ACTION RESEARCH QUESTION

This study aimed to efficacy of scaffolds technique through process writing and error analysis and correction (Bruner, 1977) to improve writing competence among selected Grade 9 STE students, SY 2017- 2018. This study attempts to answer the following questions:

1. Based on the collected drafts, what is the error profile of the respondents, in terms of the following error categories:
    a. Grammatical;
    b. Mechanics;
    c. Lexical; and
    d. Syntactic
2. How would the respondents improve their writing competence using scaffolding technique in process writing and error analysis and correction?
3. What is the over-all writing competence level of the respondents based on their final draft?
4. How effective scaffolding technique in process writing and error analysis?

INNOVATION, INTERVENTION AND STRATEGY

In a research conducted by Darus & Submaraniam (2009) from Vahdatinejad (2008) as cited by Daño and Parreño (2012) students usually committed errors in writing particularly in some areas of grammar specifically in tenses, word choices and prepositions. Moreover, Cabansag (2013) citing Robles (1988) on pointing writing as one which equips opportunities for free genuine self- expression which was possible when difficulties of expression terminate to be a major problem.

Scaffolding as cited by Abdul Majid (2015) in Raymond,2000, is a term used for the process of supporting a person to carry out a task that is unfamiliar or afar his/her ability. In the scaffolding process, learners are stimulated to carry out parts of tasks that are within their ability, and the adult helps along or scaffolds the rest. The scaffolding process requires refining the learners' interest and limiting their choices. It is also geared towards focusing learners on what they are doing, highlighting essential aspects of the task, controlling their disappointment, and displaying activity choices for them (Abdul Majid 2015 in Wood, Bruner, Ross, 1976; Wood & Middleton 1975).

Writing instructions is crucial and must include explicit, and step-by- step modelling, guided practice and feedbacks for maximum students' development. According to Gibson (2011), writing can be learned through apprenticeship, teacher assists and guides the students during writing process through guided practice. Students need "experts' guidance" in order to bridge the gap between teacher's modelling to their own independent writing.

CHAPTER II
ACTION RESEARCH METHODOLOGY

PARTICIPANTS AND/OR OTHER SOURCES OF DATA AND INFORMATION

Fifty-nine (59) STE students from two different sections- 9-Banzon and 9-Santos, of Caloocan High School were the total respondents of the study, SY 2017-2018. This study is limited its scope only to Grade 9 STE students since participants represent a broad range of their understanding in essay writing and English language exposure that is why they are chosen to take part in this study.

DATA GATHERING METHOD

In order to identify the errors committed in written composition of the respondents, a desired output must be collected. The respondents were asked to write an essay based on the persuasive writing topic of their choice- with teacher's approval. The respondents were allowed to use a draft on a separate paper, before submitting the numbered drafts after each correction. Students were given free will to choose the number of sentences and paragraphs.

Students' written outputs were re-typed in order to easily identify the errors committed in each sentence. Once errors were identified, it was categorized to which area of grammar, mechanics, lexical or syntactic.

At this point, the teacher started with scaffolding technique using error analysis and correction. Teacher and students analyzed and corrected the errors committed in each draft which is part of the writing process. The finished draft is now compared in the previous drafts until correction in the errors will be trimmed down until it reaches the final output.

The study was descriptive quantitative in nature, utilizing error analysis of learners' writing performance, specifically on grammar, mechanics, lexical, and syntactic. Descriptive method was designed by the researchers to gather data about present or existing condition. Frequency of errors were sought to find out the top errors in grammar and mechanics that violated by the respondents. In addition, descriptive method endeavored to describe systematically, functionally, accurately, and objectively a situation, problem or phenomena as told by Estolas (2003). Banag (2014) cited Key (1997), descriptive research was a powerful technique when one aims to describe the current or prevailing status of events, things or phenomena.

PLANS FOR DISSEMINATION AND UTILIZATION

Raymond (2000) said that scaffolding can bring out the best in the students by giving support in order to carry out a task/ activity being given to them. Moreover, the technique gives encouragement to the learners to use their full ability with adult supervision or themselves alone.

Scaffolding is a useful strategy to encourage the learners to write more and more within their ability. It may increase their self-confidence to try and not be afraid to commit mistakes, for the strategy itself guides them towards competency.

The researcher plans to help students to perceive clearly their errors when it comes to formal writing composition, and to prevent them from further mistakes, which will result to better writing skill.

The result of this study will serve as a guideline to enhance teaching approaches, methods, and strategies concerning the areas where students have difficulties with particularly in grammar, mechanics, lexical and syntactic, and apply necessary solutions to solve these. Moreover, this study can help teachers to do follow-up on the level of understanding on the said macro skill by giving more appropriate approaches and technique to enhance their writing skills.

CHAPTER III
RESULTS AND DISCUSSION

RESULTS

Scaffolding has been a helpful tool to access students' written competencies particularly in grammar, mechanics, lexical and syntactic. The following are the data collected:

Table 1
Error Profile of the Respondents

Table 1.1
Error Profile of the Respondents in Draft 1

DRAFT 1					
Number of Errors					
	Grammar	**Mechanics**	**Lexical**	**Syntactic**	**TOTAL**
9- BANZON	281	234	82	350	947
9- SANTOS	216	234	41	241	732
TOTAL	497	468	123	591	1679

The table shows the errors committed by the respondents in their first draft. It is observed that the respondents committed most of their errors in syntactic with 591, while lexical has the least errors of 123.

Table 1.2
Error Profile of the Respondents in Draft 2

DRAFT 2					
Number of Errors					
	Grammar	**Mechanics**	**Lexical**	**Syntactic**	**TOTAL**
9- BANZON	182	144	62	183	571
9- SANTOS	87	81	7	91	266
TOTAL	269	225	69	274	837

The table shows that the respondents committed most the errors in syntactic with 274, while only 69 errors were committed in lexical.

Table 1.3
Error Profile of the Respondents in Draft 3

DRAFT 3					
Number of Errors					
	Grammar	**Mechanics**	**Lexical**	**Syntactic**	**TOTAL**
9- BANZON	101	65	25	52	243
9- SANTOS	58	40	40	30	168
TOTAL	159	105	65	82	411

The table shows that the respondents committed most of their errors in Draft 3 in Grammar with 159, and 65 errors committed in lexical.

Table 1. 4
Error Profile of the Respondents in Draft 4

DRAFT 4					
Number of Errors					
	Grammar	**Mechanics**	**Lexical**	**Syntactic**	**TOTAL**
9- BANZON	27	11	2	6	46
9- SANTOS	12	16	0	8	36
TOTAL	39	27	2	14	82

The table shows that after three drafts, the respondents still has errors in grammar with 39, while lexical has the least number of errors with 2.

Table 2
Comparison of Errors using Scaffolding through Error Analysis and Writing Process

Table 2.1
Comparison of Errors in Grammar using Scaffolding through Error Analysis and Writing Process

	Draft 1	**Draft 2**	**Draft 3**	**Draft 4**	**(Draft 1)^2**	**(Draft 2)^2**	**(Draft 3)^2**	**(Draft 4)^2**
9 - Banzon	281	182	101	27	78961	33124	10201	729
9 - Santos	216	87	58	12	46656	7569	3364	144
Total	497	269	159	39	125617	72361	13565	873

ANOVA TABLE

Source of Variation	**Sum Of Square**	**df**	**Mean Square**	**F**
Between	56924	3	18974	**1.93**
Within	39330	4	9832.5	
Total	**96254**	**7**		

Tabular Value of F = 6.59
The computed value 1.93, is less than the tabular value of 6.59, so Ho is accepted that there is no significant difference on the number of errors occurred between the two class sections in terms of grammar.

Table 2.2
Comparison of Errors in Mechanics using Scaffolding through Error Analysis and Writing Process

	Draft 1	**Draft 2**	**Draft 3**	**Draft 4**	**(Draft 1)^2**	**(Draft 2)^2**	**(Draft 3)^2**	**(Draft 4)^2**
9 - Banzon	234	144	65	11	54756	20736	4225	121
9 - Santos	234	81	40	16	54756	6561	1600	256
Total	468	225	105	27	109512	50625	5825	377

ANOVA TABLE

Source of Variation	**Sum Of Square**	**df**	**Mean Square**	**F**
Between	50110.875	3	16703.625	**2.14**
Within	31150	4	7787.5	
Total	**81260.875**	**7**		

Tabular Value of F = 6.59
The computed value 2.14, is less than the tabular value of 6.59, so the Ho is accepted that there is no significant difference on the number of errors occurred between

the two class sections in terms of mechanics

Table 2.3
Comparison of Errors in Lexical using Scaffolding through Error Analysis and Writing Process

	Draft 1	**Draft 2**	**Draft 3**	**Draft 4**	**(Draft 1)^2**	**(Draft 2)^2**	**(Draft 3)^2**	**(Draft 4)^2**
9 - Banzon	82	62	25	2	6724	3844	625	4
9 - Santos	41	7	40	0	1681	49	1600	0
Total	123	69	65	2	8405	4761	2225	4

ANOVA TABLE

Source of Variation	**Sum Of Square**	**df**	**Mean Square**	**F**
Between	3674.375	3	1224.79	**1.47**
Within	3335.50	4	833.875	
Total	**7009.875**	**7**		

Tabular Value of F = 6.59
The computed value 1.47 is less than the tabular value of 6.59, so the Ho is accepted that there is no significant difference on the number of errors occurred between the two class sections in terms of lexical

Table 2.4
Comparison of Errors in Syntactic using Scaffolding through Error Analysis and Writing Process

	Draft 1	**Draft 2**	**Draft 3**	**Draft 4**	**(Draft 1)^2**	**(Draft 2)^2**	**(Draft 3)^2**	**(Draft 4)^2**
9 - Banzon	350	183	52	6	122500	33489	2704	36
9 - Santos	241	91	30	8	58081	8281	900	64
Total	591	274	82	14	180581	75076	3604	100

ANOVA TABLE

Source of Variation	**Sum Of Square**	**df**	**Mean Square**	**F**
Between	100,198.38	3	33399.46	**3.06**
Within	43,722.50	4	10930.625	
Total	**143,920.88**	**7**		

Tabular Value of F = 6.59
The computed value 3.06, is less than the tabular value of 6.59, so the Ho is accepted that there is no significant difference on the number of errors occurred between the two class sections in terms of syntactic

Table 3
Effectiveness of Scaffolding before and after writing

Table 3.1
Effectiveness of Scaffolding before and after writing in Grammar

	Draft 1	**Draft 2**	**Draft 3**	**Draft 4**	**Total**
9 - Banzon	281	182	101	27	591
9 - Santos	216	87	58	12	373
Total	497	269	159	39	964

Test the significance of the difference between the observed frequencies and the expected frequencies at 5% level of significance.

Solution:

1. The number of errors of the two groups do not differ significantly.
2. $\alpha = 5\%$
3. Use Chi Square Test
4. Solve the expected values : $E = \frac{(\text{row total})(\text{column total})}{\text{overall total}}$

The values of the expected frequencies are as follows:

$E_1 = 304.6960581$	$E_3 = 164.9159751$	$E_5 = 97.47821577$	$E_7 = 23.90975104$
$E_2 = 192.3039419$	$E_4 = 104.0840249$	$E_6 = 61.52178423$	$E_8 = 15.09024896$

X^2 = 304.6960581 164.9159751 97.47821577 23.90975104
192.3039419 104.0840249 61.52178423 15.09024896

10.69767514

5. df = (c-1)(r-1) = (4-1)(2-1) = (3)(1) = 3
6. Tabular value = 7.815
7. Decision: Reject H_o, since the computed value of Chi Square is 10.69767514 which is greater than the tabular value of 7.815.

There is a significant difference on the number of errors made by the respondents/students in applying the scaffolding. These shows that students' performance was improved

Table 3.2
Effectiveness of Scaffolding before and after writing in Mechanics

	Draft 1	**Draft 2**	**Draft 3**	**Draft 4**	**Total**
9 - Banzon	234	144	65	11	454
9 - Santos	234	81	40	16	371
Total	468	225	105	27	825

Test the significance of the difference between the observed frequencies and the expected frequencies at 5% level of significance.

Solution:

1. The number of errors of the two groups do not differ significantly.

2. α = 5%

3. Use Chi Square Test

4. Solve the expected values : $E = \frac{(\text{row total})(\text{column total})}{\text{overall total}}$

The values of the expected frequencies are as follows:

E_1 = 257.54182	E_3 = 123.81818	E_5 = 57.78182	E_7 = 14.85818
E_2 = 210.45818	E_4 = 36.42545	E_6 = 47.21818	E_8 = 12.14182

257.54182	123.81818	57.78182	14.85818
210.45818	36.42545	47.21818	12.14182

X^2 = **66.85459**

5. df = (c-1)(r-1) = (4-1)(2-1) = (3)(1) = 3

6. Tabular value = 7.815

7. Decision: Reject H_o, since the computed value of Chi Square is 66.85459 which is greater than the tabular value of 7.815.

There is a significant difference on the number of errors made by the respondents/students in applying the scaffolding. These shows that students' performance was improved.

Table 3.3

Effectiveness of Scaffolding before and after writing in Lexical

	Draft 1	Draft 2	Draft 3	Draft 4	Total
9 - Banzon	82	62	25	2	171
9 - Santos	41	7	40	0	88
Total	123	69	65	2	259

Test the significance of the difference between the observed frequencies and the expected frequencies at 5% level of significance.

Solution:

1. The number of errors of the two groups do not differ significantly.

2. α = 5%

3. Use Chi Square Test

4. Solve the expected values : $E = \frac{(\text{row total})(\text{column total})}{\text{overall total}}$

The values of the expected frequencies are as follows:

E_1 = 81.20849	E_3 = 45.55598	E_5 = 42.91506	E_7 = 1.32046
E_2 = 4179151	E_4 = 2344402	E_6 = 22.08494	E_8 = 0.67954

81.20849	45.55598	42.91506	1.32046
41.79151	23.44402	22.08494	0.67954

X^2 = **40.31516**

5. df = (c-1)(r-1) = (4-1)(2-1) = (3)(1) = 3

6. Tabular value = 7.815

7. Decision: Reject $H_{o,}$ since the computed value of Chi Square is 40.31516 which is greater than the tabular value of 7.815.

There is a significant difference on the number of errors made by the respondents/students in applying the scaffolding. These shows that students performance was improved

Table 3.4
Effectiveness of Scaffolding before and after writing in Syntactic

	Draft 1	**Draft 2**	**Draft 3**	**Draft 4**	**Total**
9 - Banzon	350	183	52	6	591
9 - Santos	241	91	30	8	370
Total	591	274	82	14	961

Test the significance of the difference between the observed frequencies and the expected frequencies at 5% level of significance.

Solution:

1. The number of errors of the two groups do not differ significantly.

2. α = 5%

3. Use Chi Square Test

4. Solve the expected values : $E = \frac{(\text{row total})(\text{column total})}{\text{overall total}}$

The values of the expected frequencies are as follows:

E_1 = 363.45578	E_3 = 168.50572	E_5 = 50.42872	E_7 = 8.60978
E_2 = 227.54422	E_4 = 105.49428	E_6 = 31.57128	E_8 = 5.39022

363.45578 168.50572 50.42872 8.60978
227.54422 105.49428 31.57128 5.39022

X^2 = **74.2239**

5. df = (c-1)(r-1) = (4-1)(2-1) = (3)(1) = 3

6. Tabular value = 7.815

7. Decision: Reject $H_{o,}$ since the computed value of Chi Square is 74.2239 which is greater than the tabular value of 7.815.

There is a significant difference on the number of errors made by the respondents/students in applying the scaffolding. These shows that students performance was improved.

Table 3.5
Effectiveness of Scaffolding before and after writing in Grammar, Mechanics, Lexical and Syntactic

	Tabular Value	Significance	X^2	**Ho**
Grammar	7.815	<	10.6977	Rejected
Mechanics	7.815	<	66.8546	Rejected
Lexical	7.815	<	40.3152	Rejected
Syntactic	7.815	<	74.2239	Rejected

1. In Grammar, there is a significant difference on the performance of the students/respondents after the application/use of scaffolding because the tabular value is 7.815 which is less than the computed Chi-Square value of 10.6977, which shows improvement.

2. In Mechanics, there is a significant difference on the performance of the students/respondents after the application/use of scaffolding because the tabular value is 7.815 which is less than the computed Chi-Square value of 66.8546, which shows improvement.

3. In Lexical, there is a significant difference on the performance of the students/respondents after the application/use of scaffolding because the tabular value is 7.815 which is less than the computed Chi-Square value of 40.3152, which shows improvement.

4. In Syntactic, there is a significant difference on the performance of the students/respondents after the application/use of scaffolding because the tabular value is 7.815 which is less than the computed Chi-Square value of 74.2239, which shows improvement.

DISCUSSION

The following discusses the result of the data gathered:

1. Table 1 shows the Profile of Errors committed by the respondents. It is shown that from draft 1, with 1679 errors (497 in grammar; 468 in mechanics; 123 in lexical; and 591 in syntactic) it trimmed down to 82 errors in draft 4 (39 in grammar; 27 in mechanics; 2 in lexical and 14 in syntactic)

2. Table 2 shows the Comparison of Errors using Scaffolding through Error Analysis and Writing Process. With the result, it is evident that there is no significant difference between the errors committed in grammar, mechanics, lexical and syntactic in terms of using scaffolding.

3. Table 3 shows the Effectiveness of Scaffolding before and after the writing activity in grammar, mechanics, lexical and syntactic. It is proven that scaffolding has great impact with the improvement of learners' writing skills.

Based on the data gathered, it is shown that scaffolding lessen the errors committed by the learners as they move on to the set of drafts.

CHAPTER IV
DISCUSSION OF RESULTS AND REFLECTION

CONCLUSION

Based on the discussion of findings, it can be concluded that scaffolding using error analysis and correction and writing process is a helpful technique to improve students' writing competency. Though the respondents failed to achieve an error-free activity, it is still a success for the number of errors in grammar, mechanics, lexical and syntactic, have decreased.

With appropriate support from the teacher, students can increase their knowledge base, in order to start writing with competency particularly in used of grammar, mechanics, lexical and syntactic. Scaffolding allows the student to gradually acquire the skills and competencies they need in order to become an independent writer. Students move effortlessly through increasingly higher levels of writing to become skillful and competent learners.

As a conclusion, the usage of scaffolding through error analysis and correction and process writing is found effective.

REFLECTION

Teachers, as well as adults, play a vital role in learners' development. With scaffolding, it is this proven that nothing beats a "guiding hand" which holds and helps the learners achieve their full potential, particularly in writing. "Guide" is the appropriate term to be used in this technique, for this would eventually let the students leave their comfort zones in order to create their own understanding based on what has been inculcated to them during the process of scaffolding. Vigorous may it seems, but scaffolding is one best technique to bring out the writing competence of the learners.

ACTION PLAN

With the results observed with the writing competency of the respondents, the following are the suggested activities that the researcher would like to propose to further enhance the writing skills of the students:

Goals/Objectives	Activities/Strategies	Persons Involved	Resources Needed	Time Frame	Success Indicator
1. To assess the proficiency level of the students through giving Pre-Test	1. Assessment of students' proficiency level by giving Pre-Test	Teacher, and Students	Pre-Test Questionnaire	At the start of the School Year	Reports on Proficiency Diagnosis

2. To increase the grammar, mechanics, lexical and syntactic proficiency of students by presenting engaging topics and activities 2.1.1. Observe conventions of grammar and usage when writing or speaking. 2.1.2. Recognize and correct inappropriate relationship of Subject- Verb Agreement 2.2. Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style. 2.2.1. Expand, combine, and reduce sentences for meaning, interest, or style 2.2.2. Use parallel structure. 2.3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.3.1. Capitalized words accordingly 2.3.2. Use appropriate punctuation marks 2.3.3. Spell words correctly	2.Adoption of Intervention such as: WRAP Peer Teaching • Recognize relationship and changes in Subject- Verb Agreement • Explain the relationship of subject to its verb • Distinguish fragments and sentence • Define and identify parallel structure • Observe proper capitalization • Apply correct capitalization, punctuation, and spelling when writing • Use punctuation (period, comma, semi-colon, colon, ,dashes) to set off non-restrictive/ parenthetical elements. • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list/quotation • Use punctuation to separate items in a series. • Identify and correct misspelled words • Spell grade-appropriate words correctly, consulting references as needed.	Subject Teacher, and Students	a. Writing Activities / Exercises b. Word Builders c. Grammar Books/ Module d. viewing of activities/ exercises through the use of technology	Every week to once in every two weeks	Maximum Participation of the students
3. To encourage a sense of personal responsibility for one's	3. Embracing the importance of writing even at home with the guidance of the parents, sisters, or brothers, etc.	Student and	Take-home exercises and		

own progress.		Relatives	activities	At least once or twice a month	Satisfactory in Analytic Scoring Rubric

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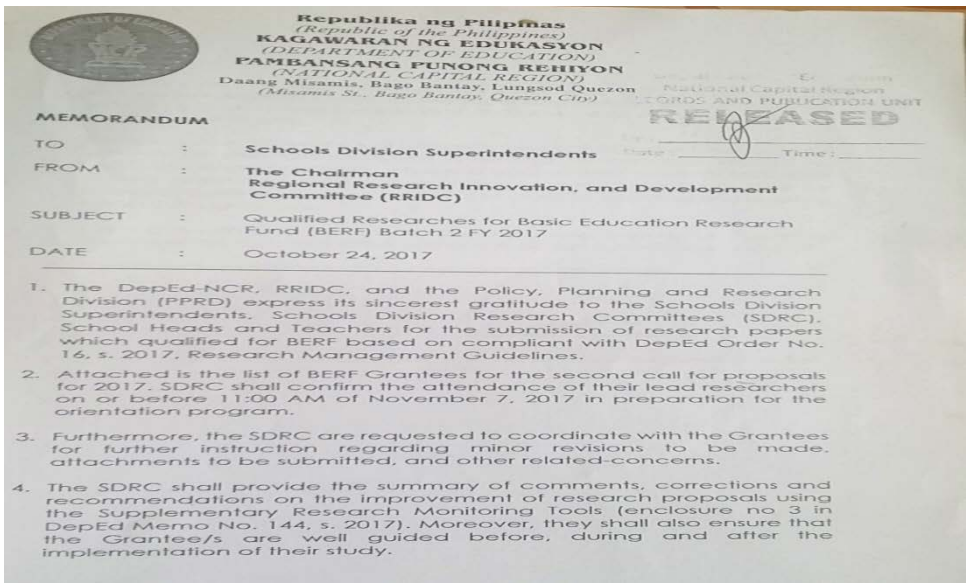
Vahdatinejad, S. 2008. *Students' error analysis and attitude towards teacher feedback using a selected software: a case study*. Unpublished Masters thesis.Universiti Kebangsaan Malaysia, Bangi.

Wood, D., Bruner, J. & Ross, G. 1976. *The role of tutoring in problem solving*. Journal Of Psychology and Psychiatry 17(89-100).

APPENDICES

LETTER OF ACCEPTANCE OF RESEARCH PROPOSAL



Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON
(DEPARTMENT OF EDUCATION)
PAMBANSANG PUNONG REHIYON
(NATIONAL CAPITAL REGION)
Daang Misamis, Bago Bantay, Lungsod Quezon
(Misamis St., Bago Bantay, Quezon City)

National Capital Region
RECORDS AND PUBLICATION UNIT
RELEASED
Date: _____ Time: _____

MEMORANDUM

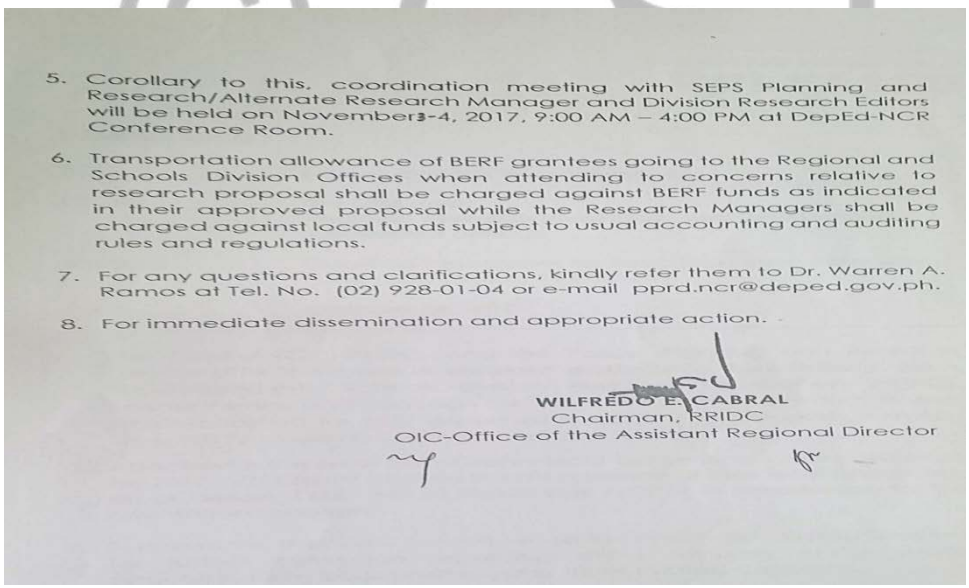
TO : **Schools Division Superintendents**

FROM : **The Chairman**
Regional Research Innovation, and Development Committee (RRIDC)

SUBJECT : Qualified Researches for Basic Education Research Fund (BERF) Batch 2 FY 2017

DATE : October 24, 2017

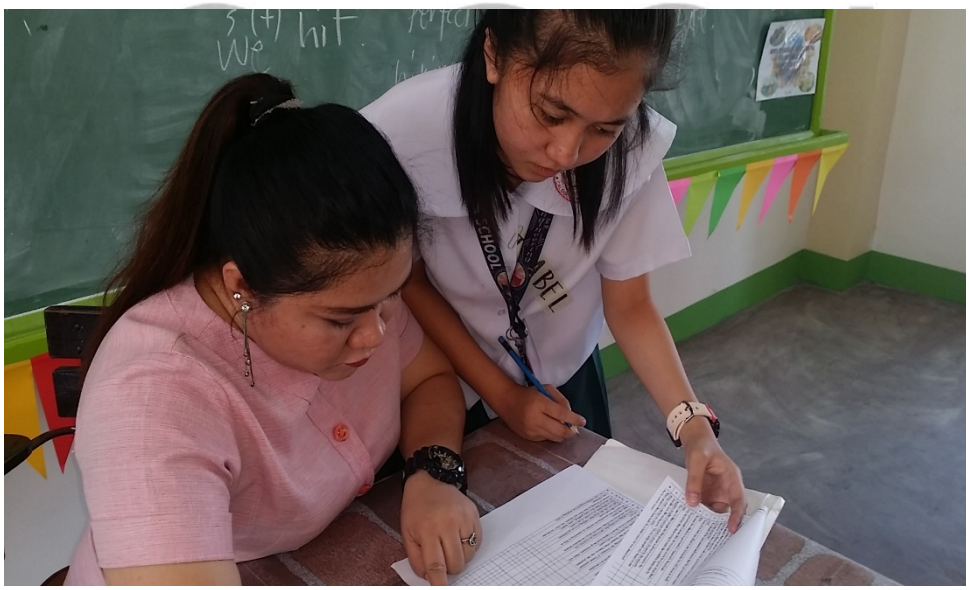
1. The DepEd-NCR, RRIDC, and the Policy, Planning and Research Division (PPRD) express its sincerest gratitude to the Schools Division Superintendents, Schools Division Research Committees (SDRC), School Heads and Teachers for the submission of research papers which qualified for BERF based on compliant with DepEd Order No. 16, s. 2017, Research Management Guidelines.
2. Attached is the list of BERF Grantees for the second call for proposals for 2017. SDRC shall confirm the attendance of their lead researchers on or before 11:00 AM of November 7, 2017 in preparation for the orientation program.
3. Furthermore, the SDRC are requested to coordinate with the Grantees for further instruction regarding minor revisions to be made, attachments to be submitted, and other related-concerns.
4. The SDRC shall provide the summary of comments, corrections and recommendations on the improvement of research proposals using the Supplementary Research Monitoring Tools (enclosure no 3 in DepEd Memo No. 144, s. 2017). Moreover, they shall also ensure that the Grantee/s are well guided before, during and after the implementation of their study.

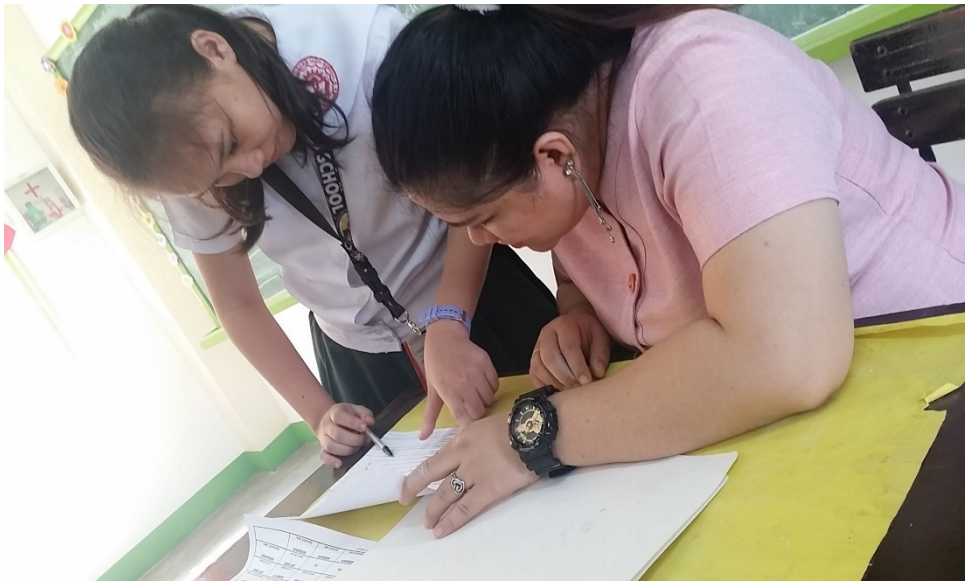


5. Corollary to this, coordination meeting with SEPS Planning and Research/Alternate Research Manager and Division Research Editors will be held on November 3-4, 2017, 9:00 AM – 4:00 PM at DepEd-NCR Conference Room.
6. Transportation allowance of BERF grantees going to the Regional and Schools Division Offices when attending to concerns relative to research proposal shall be charged against BERF funds as indicated in their approved proposal while the Research Managers shall be charged against local funds subject to usual accounting and auditing rules and regulations.
7. For any questions and clarifications, kindly refer them to Dr. Warren A. Ramos at Tel. No. (02) 928-01-04 or e-mail pprd.ncr@deped.gov.ph.
8. For immediate dissemination and appropriate action.

WILFREDO E. CABRAL
Chairman, RRIDC
OIC-Office of the Assistant Regional Director

PHOTOS OF RESEARCHER'S INTERVENTION IN ACTION






HONESTY IS THE BEST POLICY

CURRICULUM VITAE

PRINCESS WARLENE SORIANO-MOYO

211 Int. Gonzales st., Caloocan City
(63) 9228053027
warlene_01@yahoo.com

PERSONAL ATTRIBUTES

A professional with excellent interpersonal skills with people of all levels in the organization; analytical and meticulous; have a sense of urgency; high stress tolerance; goal-oriented and task-oriented. Possesses initiative and strong self-motivation among others, combine with strong passion in English teaching expertise to motivate and inspire others in creating a fun and challenging teaching- learning environment.

SKILLS/ CREDENTIALS

- Licensure Examination for Teachers (LET) Passer, October 2006.
- Proficient with the use of both English and Filipino language in both oral and written.
- Proficient with MS Office programs and Internet.
- Updated and knowledgeable on different strategies and latest trends in English education.
- ***Club Adviser*** (*English Dramatics Club*) ; 2012-2017
- ***Trainer*****,** Oratorical Contest, Speech Choir, Drama and Theatrical Acts and Writing competitions
- **Member,** CHS Documentation Team, CHS Research Team, and CHS Technical Working Team
- Resource Speaker, Demo Teacher, Critic Teacher, Program Organizer/ Technical Team, Emcee
- adviser of ***"The Voice"*** (Caloocan High School's (CHS) Official School Paper) 2009- 2012; 2018- Present

CAREER SUMMARY

June 2009- Present

HIGH SCHOOL ENGLISH TEACHER (Public)- *Caloocan High School*
Responsibilities: Facilitated learning of the English language, which entailed organizing activities that promote appreciation of the subjects. Developed and created activities for students to experience how English concepts can be applied to real-life situations which may be encountered in several careers in the future. Train students for academic and non-academic contests. Assist and supervise student- teachers to enrich their pedagogical skills during their practicum course.

June 2006- May 2009

HIGH SCHOOL ENGLISH TEACHER (Private)-

St. Mary's Academy of Caloocan City

Responsibilities: Facilitated learning of the English language and offered remedial education once a week to improve their computational and problem-solving skills. Trained students for academic competitions and participated in extra-curricular activities and attended faculty and parent conferences. Class adviser that provided supervision of the students involved in class activities.

June 2005- May 2006

ENGLISH TUTOR FOR KOREAN STUDENTS

Responsibilities: Executed speech and grammar lessons to Korean students.

EDUCATIONAL ATTAINMENT

Graduate **Masters of Education, Educational Management**
Philippine Women's University (PWU)
Thesis Title: ***"Writing Proficiency among Grade 9 students: Basis for Remedial Program"***
Date Graduated: July 2, 2016

Tertiary **Bachelor of Arts in English minor in Instructional Arts**
Polytechnic University of the Philippines **(PUP)**
Date Graduated: May 6, 2005

Secondary ***Caloocan High School***
1997-2001 10th Avenue, Caloocan City

Elementary ***Caloocan Elementary School Unit II***
1991-1997 P. Sevilla St. Grace Park, Caloocan City