



ENHANCING THE LITERARY WRITING SKILLS OF LEARNERS THROUGH READ, ABSORB, WRITE (RAW) METHOD

Kiwas, Jona B.

Completed 2022



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

**Enhancing the Literary Writing Skills of Learners Through
Read, Absorb, Write (RAW) Method**

Jona B. Kiwas

Teacher III

Atok National High School

Atok, Benguet

Schools Division Office – Benguet

Department of Education, Cordillera Administrative Region

jona.kiwas@deped.gov.ph

June 2022

Abstract

The literary writing performance of Grade 12 learners becomes a challenge to language teachers. Though the learners have brilliant ideas, they fail to express these into writing. The study was conducted to determine the effectivity of the Read, Absorb, Write (RAW) method in enhancing the literary writing skills of learners of Grade 12 learners. It utilized a quasi-experimental design involving 15 learners for the control group and 15 for the experimental group during the third quarter. To determine the level of the literary writing skills of the experimental group before and after the implementation of the RAW method, the pretest and post-test were analyzed using mean and t-test. The findings of the study revealed that before the intervention, the literary writing skills of Grade 12 learners along with these writing narrative literary elements: vocabulary, sentence structure, paragraph, and expression is "Poor" which means they possess minimum knowledge and skills. After the implementation of the RAW method, their level was improved to "Satisfactory" which means that the learners can use meaningful and functional words but not effectively. Also, there is a significant difference between the pretest and post-test scores of the experimental group. Furthermore, there is a significant difference in the post-test scores between the experimental and control group. Hence, the use of RAW method is evident in improving the literary writing skills of Grade 12 learners. The reading session under this method enhanced the vocabulary skills of learners. Also, the writing activities hone their skills in constructing sentences.

Keywords: intervention, narration, reading comprehension, teaching strategy

Acknowledgement

The researcher would like to express her genuine gratitude to the people who in their own ways made her research completed.

First, the researcher praises the Almighty for the unlimited blessings and for providing her the strength, courage wisdom to complete this study against all circumstances. She sincerely expresses her heartfelt gratitude to DepED CAR Regional Research Committee for the evaluation and approval of the research. Further, she is very thankful for the expertise and the precious time they had shared from consultation to editing.

She expresses also her gratitude to the Basic Education Research Fund (BERF) for funding the conduct of the research. Additionally, her feeling of gratitude and appreciation are expressed to the respondents for without them, the study would not have been possible.

Deepest thanks go to the School Principal of Atok NHS, Mrs. Gregoria M. Lipa-od for allowing the researcher to conduct the study and for supporting and motivating her to finish her action research.

A genuine gratitude is expressed to her co-teachers for sharing their brilliant ideas in making the concept of this study and for motivating the researcher to pursue this paper despite the hectic schedule from work.

Context and Rationale

The impact of Covid-19 pandemic is drastically changing the lives of people, including the education of young people. Sustaining the quality in education has become a challenge during this transitional period. According to the research conducted by Parker (2020) in the United States, the English proficiency of the learners is affected like the other academic skills. Teachers worldwide hastily cobble together resources and navigate an endless array of online teaching tools just to provide quality education despite the world situation.

In Turkey, they found the strategy, emergency distance education as advantageous since this strategy is effective in sustaining the development language skills of the learners particularly in reading, writing, speaking and listening skills. Among the four skills, the learners expressed that EDE was most beneficial for writing since they had to depend on their writing skills for most of their activities. Thus, the increased amount of practice led to the inevitable development of writing skills (Karatas and Tuncer, 2020). According to Cole and Feng (2015), exposing the learners to writing and reading process in any effective strategies is an excellent way to reinforce the skills in grammatical structures and vocabulary that educators strive to teach their students.

In the Philippines, distance education methods of learning is being implemented to continue provide the quality education for the learners which the Department of Education always aims for. In the country, the demands on the Filipino to be a skilled writer in the English language for personal and ultimately for national development has become great, if not more significant. In an electronic world where verbal communication has become less frequently used, learning to write cohesive, structured manner allows individuals to convey their thoughts effectively (Domantay and Ramos, 2018). Writing is a fundamental component of language. For the learners to meet the demand of the K to 12 Curriculum, they must hone their creativity to write to be able to express their thoughts and ideas. Writing has always been seen as an important skill for a learner to develop his communication skills fully.

The low literary performance of the learners specifically in literary writing becomes a challenge for the language teachers. The learners have brilliant ideas but when they are asked to write what they created in mind, they become hesitant because they are having difficulty to express their thoughts creatively in writing. Their vocabulary is often limited, and while they can communicate orally and be understood through gestures and so forth, writing proves to be frustrating for them as they attempt to express their ideas.

Vocabulary can have an impact on reading and writing. It is described as the “glue” that holds stories, ideas and concepts together. It allows one to express his ideas and communicate effectively (Robertson, 2015). According to Shawna (2000), improved vocabulary can enhance students’ writing skills. Improvement in vocabulary results in improved writing skills if a teacher is able to create an avenue that takes writing seriously.

Sentence structure refers to the physical nature of a sentence and how the elements of that sentence are presented. Just like word choice, writers should strive to vary their sentence structure to create rhythmic prose and keep their reader interested. Sentences that require a variation often repeat subjects, lengths, or types (WU, 2020).

A paragraph is a component of fictional prose and non-fiction writings. The purpose of a paragraph is to express a speaker’s thoughts on a particular point in a clear way that is unique and specific to that paragraph (UNC, 2021).

An expression in writing is a way to convey the writer’s thoughts, feelings or emotions using words or phrases. In academic writing, choosing the proper words impacts one’s argument as well as one’s credibility. Knowing the difference between the denotation, or literal meaning of words, and connotation, or the wide range of thoughts and impressions made by words or phrases, will improve academic writing.

Reading literary books is one of the means of providing learners with exposure to written language. Chuenchaichon (2011) found out in his study that the reading-into-writing method had a positive impact on the paragraph-level writing development of the learners. The study had proven that reading texts has a positive impact on the development of students’ writing skills.

Maria (2021) discussed in her article that extensive reading can increase the exposure of the learners to a language that may help them develop their writing skill because of their exposure to vocabulary they are being exposed to when they read a lot. Students benefit from reading to write their essays after assigning them to explore literary texts. Moreover, they will be familiar with the different linguistic forms, syntax, discourse functions of sentences, structures and different ways of connecting ideas, which will enrich their own writing abilities.

Lazar (1993) stated in his study that assigning learners to write after reading a short story helped them improve some language abilities in their writing essays. Moreover, literary text helped students expand new ideas and acquire new vocabularies, hence, help them write effectively.

According to Morris (2010) as cited by Heavenridge (2015), reading and studying the writing of others helps the learners to expand the range of their imagination, gives them new ideas and lets them write something original and readable.

It was observed in the second semester of the School Year 2020-2021 that more than half of the Grade 12 students who were enrolled in this semester under language classes have experienced difficulty in writing literary pieces. When they were asked to write a literary piece, many of them hesitated because they did not know how to organize their ideas in written form. This led the language teachers to conduct an intervention by letting them revise their output. However, the remediation did not succeed for majority of the learners gave feedback were still having difficulty to draft their own piece. Based from the gathered learners' responses, their limited knowledge on literary writing became a factor for them to loss their interest in writing. This caused even the delay of submission of their module in their language subject. It became quite alarming on the part of the language teachers that these Grade 12 students cannot even write a simple literary text. The fact that they were already in the senior high level made their literary writing performance quite challenging.

Therefore, the Read-Absorb-Write (RAW) method aims to find out if there is an improvement on the literary writing of Grade 12 learners. The research intends to find out the effectivity of the conceptualized innovation to address the issue of low literary writing skills of learners.

The result of the study could be used as basis in developing strategies that could develop the writing skills of learners. Moreover, the study could also be adopted by language teachers as their strategies in their classroom.

Action Research Questions

The study generally aimed to determine the literary writing skills of Grade 12 learners using RAW method for the Second Semester, School Year, 2021 – 2022. Specifically, the study answered the following:

1. What is the level of literary writing skill of the learners before and after intervention along the following elements of literary narrative writing:
 - a. vocabulary;
 - b. sentence structure;
 - c. paragraph; and
 - d. expression?
2. Is there a significant difference in the level of literary writing skill of the learners in the experimental group before and after intervention?

Ho: There is no significant level of literary writing skill of the learners in the experimental group before and after the intervention.
3. Is there a significant difference in the level of literary writing skills in the post-test between the experimental and control groups?

Ho: There is no significant difference in the level of literary writing skills in the post-test between the experimental and control groups.

Innovation, Intervention and Strategy

The usual procedure applied in teaching literary writing is focused on the reading of the full literary piece and answering comprehension questions at the end of the reading activity. The learners are tasked to write their own piece; then, their output is graded using a rubric made by their teacher that is based on the competency of the lesson.

The intervention RAW is a method in the learning process of the students. “R” stands for “read”, “A” stands for “absorb” and “W” stands for “write.” In this strategy, the learners will be given sets of reading material for them to read following a procedure. These reading materials consist of literary pieces and each piece is chunked into three parts – the introduction, the body and the ending/conclusion of the literary piece. Firstly, the learners will read the first part of the literary piece which is the introduction. Then, they will understand what they read through answering one or two comprehension question/s given by the teacher. After absorbing the idea of the text, they will proceed to the writing process, which they have to paraphrase what they read. In their paraphrase, they have to follow the number of the sentences from the original text and the idea of the text must remain. Their output will be evaluated using a rubric. Their output must reach the satisfactory level; in case, the learners did not reach this level, their output will be returned for revision. The learners are given the maximum of three revisions. The learners may proceed to the next part if they reach the satisfactory or excellent level. After passing the first part of the chunked literary text, the learners will read the body part of the same literary piece. They will undergo the same process as what they did in the introduction part. The process will be carried in accomplishing the activity in the third part, which is the reading and writing of the ending or conclusion of the same literary piece. The learners will read two literary pieces chunked into three parts as mentioned earlier.

This approach is different from the usual process being conducted in teaching literary writing wherein the teachers will just give the reading materials and learners will answer the assessment like comprehension questions just after reading. In this proposed method, instead of just reading and answering comprehension questions stating their theories in

writing a literary piece, the teacher will let the students do series of writing activities applying the theories wherein the learners have to think creatively and critically to come up with a good literary piece.

The conduct of the intervention started on the third week of November 2021 and ended on April 2022. On the first week of the set duration, the teacher explained the purpose of the study to Grade 12 classes through letter, messenger and call or text. On the next week, the pre-test was conducted, followed by the series of reading and writing activities on the succeeding weeks before posttest was conducted.

Action Research Methods

Research Design

This study is quantitative research. It used a Quasi-experimental design. The design is appropriate because it aims to establish a cause-and-effect relationship between an independent and dependent variable. Both control and experimental groups are subjected to pre and post-test.

Participants and/ or other Sources of Data and Information

This study was conducted in the Second Quarter of the School Year 2021 – 2022, from November 2021– April, 2022 at Atok National High School, Poblacion, Atok, Benguet. The school is offering two tracks: Technical Vocational Livelihood Track with Automotive Servicing and Information and Communications Technology strands and Academic Track with Humanities and Social Sciences and General Academic strand. There were 60 Grade 12 students from the tracks. The study was conducted on the learners from both tracks. The class will be divided into two groups, the control and experimental group without randomization.

Data Gathering Methods

Pre-test and post-test were used as the main gathering tool for this study. The pre-test was administered to both control and experimental groups and it was evaluated using an analytic rubric adopted from Beyreli and Ari (2009). The same rubric was used in evaluating

the post-test. The average of the individual scores per activity of the learners was obtained to determine the effectiveness of the intervention. Structured activity sheets using the RAW strategy was used as a tool for this study. Two sets of reading materials were given to the learners. Each reading material is divided into three parts: introduction part, body part and ending/conclusion part of a literary piece and every part has tasks for the learners to accomplish.

Data Analysis

Mean was used in determining the literary writing performance of Grade 12 learners before and after undergoing the RAW method along with the elements of literary narrative writing vocabulary, sentence structure, paragraph and expression. To determine the level of the literary writing skills of the experimental group before and after the implementation of the RAW method, paired t-test was utilized to treat the data. On the other hand, independent t-test was utilized to determine the significant difference in the level of literary writing skills between the experimental and control groups after the intervention.

Table 1

Level of Performance

Mean Score	Level of Literary Writing Skill	Definition
3.26 – 4.00	Excellent	The learner at this level used meaningful and functional words correctly and effectively, skillfully used varied sentences and correct arrangement of topic in terms of flow and logic, and is presented consistently in line with the purpose.
2.51 – 3.25	Satisfactory	The learner at this level used meaningful and functional words correctly but not that effective, skillfully used varied sentences and correct arrangement of topic in terms of flow and logic, but it is not presented consistently in line with the purpose.
1.76 – 2.5	Average	The learner at this level used meaningful and functional words correctly but there is a monotony, used varied sentences and correct arrangement of topic in terms of flow and logic, but it is not presented consistently in line with the purpose.
1.00 – 1.75	Poor	The learner at this level possesses the minimum knowledge and skills on the usage of meaningful and functional words, construction of varied sentences and the topic does not reflect the purpose.

Ethical Issues

Before the conduct of this study, the researcher informed the school head of her plan to conduct the action research. Also, the parents/ guardians and the learners were informed through a Letter of Consent. The participants were also informed on their right to withdraw. The teacher-researcher explained the purpose of the study to the respondents through a letter. The identity of the respondents and the data information gathered were not divulged and were treated with utmost confidentiality and were used for the purpose of the study only. Moreover, the study was explained properly to the participants. Any questions raised by the participants regarding the study were answered truthfully by the researcher. The Department of Education guidelines and proper protocol in conducting the research was strictly observed by the researcher. Lastly, the same intervention was administered to the control group after the conduct of the study.

Discussion of Results and Reflection

Level of Literary Writing Skill of the Learners

The result shows poor literary writing performance of Grade 12 learners along with the identified elements of writing narrative literary. With the overall mean of 1.38 as shown in Table 1, it shows that the learners cannot fully write a concise and comprehensive narrative literary. Based from the result, the learners are having difficulty in the usage of meaningful and functional words. They do not know what appropriate vocabulary and phrases to use in order to convey a situation or event in their narrative literary.

As a result of this, the emotions and thought in their narrative were not conveyed. This means that their topic does not reflect its purpose. Similarly, the learners lack skills in writing effective sentences. Aside from having grammatical issues, there are mistakes in the arrangement of sentences. Many of their sentences have no links with each other. Mistakes sentences throughout the text and monotony of sentences have made the text poor. These mistakes affect the subject unity in the paragraph. This implies that the learners need prior knowledge of narrative literary in order to write a concise one. The learners need to be exposed to what narrative literary is through comprehensive reading. Students who struggle

with writing often experience difficulty with how to plan a story (McCutchen, 2006). Although the teacher may have provided one or even a few examples, this is probably insufficient for students who have had little or no past success in the writing process. Not knowing how to create a story plan impedes the writing process because the required characters, locations, descriptions, and sequence of events need to be presented cohesively to demonstrate the idea of story structure and to hold the reader's interest (Foorman, 2007).

Table 1

Literary Writing Performance of Grade 12 Learners

	Control Group		Experimental Group	
	Pretest	Post-test	Pretest	Post-test
Vocabulary	1.27	2.07	1.33	2.53
Sentence	1.47	1.87	1.40	2.60
Paragraph	1.33	2.07	1.33	2.53
Expression	1.40	1.80	1.47	2.33
Overall Mean	1.37	1.95	1.38	2.50
Descriptive Equivalence	Poor	Satisfactory	Poor	Satisfactory

Level of Literary Writing Skill Between the Pretest and Post-test of the Experimental Group

Table 2 presents the mean difference between the pretest and posttest scores in the literary writing skills of the experimental group. After undergoing the RAW method, the literary writing performance of Grade 12 learners has improved. As shown in the, their performance has the overall mean of 2.24 with average as the descriptive equivalence.

This means that the poor knowledge of the learners on writing narrative literary along with the vocabulary, sentence structure, paragraph and expression as elements of writing narrative literary was enriched after undergoing RAW method. The learners learned to use the appropriate vocabulary to convey the situation or event in their narratives. Though their text consists of short sentences, the sentences were made correctly. The use of compound

sentences was also evident in their text. In addition, subject unity is observed in their paragraphs. This implies that the RAW method is effective intervention that can uplift the literary writing skills of learners. The learners need to be exposed to what narrative literary is through comprehensive reading. As what Rayner (2001) explained, reading comprehension involves a high level of metacognitive engagement with text. Also, extensive practice is needed to develop knowledge of words, text structures, and written syntax that are gleaned from extensive experience with various texts. One benefit of reading narratives prior to writing is that students are given an opportunity to develop language about their narrative literary (Houston, 2004). Students who are exposed to reading narratives are also exposed to new vocabulary that is used by the author (Isbell, et.al, 2004).

Hence, the RAW method is an effective intervention in addressing the low literary writing performance of the learners. This implies that the RAW method honed the literary writing skills of the learners. Exposing the learners to writing and reading process in any effective strategies is an excellent way to reinforce the skills in grammatical structures and vocabulary that educators strive to teach their students (Cole and Feng, 2015). A study had proven that reading texts has a positive impact on the development of students' writing skills. The reading-into-writing method had a positive impact on the paragraph-level writing development of the learners (Chuenchaichon, 2011). Lazar (1993) stated in his study that assigning learners to write after reading a short story helped them improve some language abilities in their writing essays. Moreover, literary text helped students expand new ideas and acquire new vocabularies, hence, help them write effectively.

Table 2

Difference Between the Pretest and Post-test Scores of the Experimental Group

Type of Test	t-value	Mean Difference	p-value	Decision
Pre-test	20.459**	1.38	0.000	Reject the null
Post-test	38.406**	2.50	0.000	
**-significant at 1% level of significance				

Level of Literary Writing Skill Between the Experimental and Control Group

Shown in Table 3 is the mean difference between posttest scores in the literary writing skills of the experimental and control group. The mean difference of post-test of the experimental group is higher than the mean difference of the post-test of the control group. This shows that there is highly significant difference between the posttest in the literary writing skills of the experimental group and control. This means that the learners who have undergone the RAW method as an intervention got higher scores in their post-test compared to the learners who did not undergo the intervention.

This implies that letting the learners undergo series of activities on reading and writing narrative literary makes a great impact in the development of their literary writing skills. Building background knowledge in students by using something as simple as a direct experience, where students are more likely to retain 90% of the information, or something as complex as reading, where students would be more likely to only retain 10% of the information would somehow give them idea on how to write on their own (Harvey, 2021). Further, exposing the students to get familiarize with the process of writing through comprehensive reading with series of activities would help the students enhance their literary writing skills. On the other hand, the students who were not given reading and writing exercises before letting them write a narrative literary are still struggling to come up with a concise narrative. Asking the students to write about something on which they have little to no knowledge would not uplift their literary writing skills (Anderson, 2021).

Table 3

Difference Between the Post-test Scores of the Experimental and Control Group

Type of Test	t-value	Mean Difference	p-value
Post-test (Control Group)	20.243**	1.95	0.000
Post-test (Experimental Group)	38.406**	2.50	0.000

Reflection

After conducting the research, I have concluded that a language teacher must take an extra mile to help the learners cope from the challenges they encounter in their in expressing their ideas in English language. Though it is alarming to learn the fact that learners struggle in writing concepts but this becomes a motivation for the language teachers like me to be innovative to address such issue. The different comments of my learners expressing their difficulty to understand the English language and express themselves using the language makes me more insistent in looking for ways for my learners to love English.

The issue I observed pushed me to innovate and I am grateful because the effort I made somehow resulted to success. I learned to explore some possibilities in improving one's teaching strategies and the different learning styles of the learners that opens another opportunity for me to conduct another action research to address an issue I discovered while conducting this research.

Generally, having this research taught me to become creative, resourceful and innovative in addressing an issue. Further, it serves as an avenue for me as a language teacher to look for more opportunities to go for further professional development in my field of specialization.

Conclusions and Recommendations

Conclusions

Based from the results and findings of the study, the following conclusions were derived:

1. The learners level of writing skill before the intervention is “Poor” which means they are having difficulty in the usage of meaningful and functional words; and cannot fully write a concise and comprehensive narrative literary. After the intervention, their level of writing skill improved to “Satisfactory” which indicates that the learner can use meaningful and functional words correctly but not that effective; skillfully use varied sentences and correct arrangement of topic in terms of flow and logic, but it is not presented consistently in line with the purpose.
2. There is a significant level of literary writing skill of the learners in the experimental group before and after the intervention.
3. There is a significant difference in the level of literary writing skills in the post-test between the experimental and control groups.

Recommendations

Based from the conclusions, the following recommendation were derived:

1. The RAW method is commendable in enriching the literary narrative writing skills of learners.
2. Language teachers may use the RAW method as an intervention in enhancing the literary writing skills of the learners.
3. Teachers are encouraged to conduct reading and writing activities to expose the learners in using the English language in writing their thoughts.

Action Plan

The result of the research will be disseminated to the school heads, Master Teachers, and teachers during In-Service Trainings and LAC sessions to give them an idea the possibility of integrating the intervention in their lessons. It will be also shared during research conferences in the school, district, division, and in any other conferences as possible. The result will also be discussed during the General Parents Teachers Association Assembly and other stakeholders' meeting to inform them of the effect of the intervention. If possible and in if resources will be available, the result will be submitted to a newspaper or journal company for publication.

The findings of the study will be submitted to the planning committee for possible integration in planning for teachers' seminars on development of instructional materials. Also, teachers will be encouraged to adopt the intervention in delivering their lessons. The intervention will also be utilized in the coming school years as a supplementary material. The results of this research will be used as basis in planning and designing innovations, and researches to be conducted in the future. The findings of the study will also be utilized as source of information for other individuals who are interested in conducting researches.

Objectives	Activity/Task	Strategy	Timeline	Resources
A. Dissemination To present the research findings to teachers, school heads, parents and other stakeholders	1. School Activities Learning Action Cell (LAC)	<ul style="list-style-type: none"> • Oral presentations • Video presentations 	August 2021 to April 2022	Researcher
	In-Service Training (INSET)	<ul style="list-style-type: none"> • Poster presentations 		
	School Governance Councils (SGCs)			
	Homeroom Meetings			
	PTA General Assembly			
	2. District/ Division Activities <ul style="list-style-type: none"> • Research conferences and fora 			
	3. Regional/ National/ International		TBD	Resources

References

- Cole, J. and Feng, J. (2015) Effective Strategies for Improving Writing Skills of Elementary English Language Learners. <https://www.files.eric.ed.gov>
- Chuenchaichon, H. (2011). Impact of Intensive Reading on the Written Performance of Thai University EFL Writers. <https://files.eric.ed.gov/fulltext/ED556123.pdf>
- Domantay, M. and Ramos, L. (2018). English Writing Performance of Grade 11 Students. <https://www.psurj.org/wp-content/uploads/2018/12/JAS-002.pdf>
- Elhabiri, H. (2013). Teaching the Writing Skills through Literary Texts Case of 2nd Year EFL Students at Djilali Liabes University. <http://dspace.univ-tlemcen.dz/bitstream/112/3593/1/habiri-houria.pdf>
- Farrel, T. S. C. (2009). Teaching Reading to English Language Learners: A Reflective Guide. California: Corwin Press.
- Heavenridge, P. (2015). The More One Reads, the Better Writer They Become. <https://www.literacyworks.org/news>
- Hedgecock, J. S. 2009. Teaching Readers of English: Students, Texts, and Contexts. New York: Routledge.
- Houston, G. (2004). The power of story: What I have learned as a writer and a teacher. Reading Teacher. https://www.google.com/search?q=Improving+narrative+literary+writing+Through+Prior+Knowledge+and+reading&rlz=1C1GCEA_enPH970PH970&sxsrf=ALiCzsaTBfrhjK7zPNcBvw0XjVd3EcBYlg%3A1653898084566
- Karatas, T. and Tuncer, H. (2020). Sustaining Language Skills Development of Pre-Service EFL teachers despite the Covid-19 Interruption. www.mdpi.com/journal/sustainability
- Lazar, L. (1993). Effective Strategies for Improving Writing Skills of English Language Learners. <https://core.ac.uk/download/pdf/229094992.pdf>
- Maria, A. (2021). Intensive and Extensive: 2 Ways of Reading That Power Language Learning. <https://www.fluentu.com/blog/intensive-and-extensive-reading/>.

Mccutchen, D. (2006). Cognitive Factors in the Development of Children's Writing.

<https://files.eric.ed.gov/fulltext/EJ916844>.

Nation, I.S.P. 2009. Teaching ESL/EFL Reading and Writing. New York:

Routledge.

National Academies of Sciences, Engineering, and Medicine. 2012. Improving Adult Literacy

Instruction: Options for Practice and Research. Washington, DC: The National

Academies Press. <https://doi.org/10.17226/13242>.

Parker, C. (2020). How is the Pandemic Affecting English Learners.

<https://www.edc.org/how-pandemic-affecting-english-learners>

Robertson, F. (2015). Reading, Writing and the Importance of Vocabulary.

<https://www.headteacher-update.com/best-practice-article/reading-writing-and-the-importance-of-vocabulary/82451>

Shawna, B. (2000). Vocabulary's Influence on Successful Writing.

<https://www.ericdigests.org/2001-3/influence.htm>

Financial Report

A. Supplies and Materials							
Activity	Item	Unit	Quantity	Estimated Cost	Total Estimated Cost	Actual Cost	Total Actual Cost
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	250.00	2,500.00	245.00	2,450.00
	A4 Folder Tagboard with fastener	pc	20	20.00	400.00	19.50	390.00
	Printer Ink Black	bottle	10	300.00	3,000.00	300.00	3,000.00
	Printer Ink Cyan	bottle	2	300.00	600.00	300.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00	300.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00	300.0	600.00
	USB Flash Drive	pc	1	1,000.00	1,000.00	950.00	950.00
	Plastic Envelope	pc	40	15.00	600.00	21.00	840.00
	Staple Wire	box	20	30.00	600.00	28.00	560.00
B. Domestic Travel Expenses							
Submission of First Tranche Deliverables with wet signatures (CE,MOA,WFP)	Private Vehicle/ Garage/ Van		1	300.00	300.00	500.00	500.00
C. Food and other incurred expenses during the conduct of research							
D. Reproduction, Printing, and Binding Cost							
Photocopy of reading materials and test papers	30 pages x Php 1.00	copies	31	30.00	930.00	30.00	930.00
E. Communication Expenses for the Implementation / Conduct of the Study							
Validation of Instruments (Pretest/Post test)	Load of Validators/ Experts	card	5	300.00	1,500.00	300.00	1,500.00
Implimentation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents	Regular Load of proponent	card	6	500.00	3,000.00	500.00	3,000.00
	Internet Load of proponent	card	6	500.00	3,000.00	500.00	3,000.00
F. Other Expenses							
					18,630.00		18, 920.00