

Aiming High

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Liyab

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Junior High School Department
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Liyab, a bicol term for flame. At the middle stage of education, junior years students tend to learn theme writing, composing essays, expressing ideas, feelings until such knowledge radiates and transforms in the completion of education. The process of learning is what keeps one's mind aflame.

INTRODUCTION

Liyab

Generation Z (or Gen Z), also known by a number of other names, is defined as “the demographic cohort after the Millennials”. Demographers and researchers typically use the mid-1990’s to mid-2000’s as starting birth years. There is little consensus regarding ending birth years. On this note, it is safe to say that the students of the Junior High School Department belong to this generation. Most of Generation Z have used the Internet since a young age and are comfortable with technology and social media. They are, after all, the first generation to have been born after the popularization of the Internet. Their primary communication is not confined in voice or text, but also in videos and movies.

The Internet, with billions of data right at one’s disposal, has become a very effective research tool. The young people use the Internet not only to interact with others but more so to gain access to information. With the help of the Internet, they can easily find answers to things that are unknown. Because of their familiarity with digital devices, research, or in their language “Google” is a way of life.

This monograph, *Liyab*, best fits the Junior High School Department. *Liyab* is a Filipino term which means blaze of fire. It exemplifies the department’s thirst for knowledge and love for learning. In this Internet age, research has become even more essential as it gives us light to inquire about the right information and be able to exercise sound judgment which will eventually help us improve our Core Competencies.

Adelaida A. Perez, MAFil
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INTERVENTION FOR WRITING APPREHENSION OF GRADE 10 STUDENTS IN DIVINE WORD COLLEGE OF LEGAZPI

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Abstract

Writing apprehension is a serious condition that can inhibit one's ability to express himself freely, optimize his academic performance and interact with the everyday world. Therefore, institutions of learning need to address this phenomenon and begin to make effective help available. This research undertaking aimed to determine the writing apprehension of the Grade 10 students of Divine Word College of Legazpi Junior High School Department and to identify an intervention through which this phenomenon may be addressed. Specifically, it sought to answer the following questions: (1) What is the level of writing apprehension among the Grade 10 students? (2) What intervention may be given to address writing apprehension? (3) How effective is the intervention given in addressing writing apprehension of the concerned students? From the salient findings achieved by the study, the following conclusions were drawn: (1) The Grade 10 students of DWCL have varied levels of writing apprehension. Most students have no significant unusual apprehension which may be triggered by problems and circumstances while few students have either high or low writing apprehension. The students identified as high level writing apprehensives have varied categories of writing apprehension. (2) The intervention to address the writing apprehension of the students which combines flexible modalities of delivery and has sound features is highly acceptable to jurors. And, (3) the intervention is effective in reducing the writing apprehension of the selected students as revealed by tests and as discernible in written outputs, participation in the intervention as observed by the implementer, responses to the interview and other behaviors manifested.

Keywords: *writing apprehension, intervention,*

Writing is the painting of the voice. This was how Francois – Marie Arouet or Voltaire as he is famously called, a French enlightenment writer, considered this macro skill. It is the means to communicate whatever people wish in a way that is profound, funny, provocative, or highly persuasive. For generations, it has also been proven that among the macro skills that students need to develop, writing is the most difficult. Yet, it can be the most rewarding if employed in almost all the activities of an individual because it allows for expression, use of wide imagination and an application of the technicalities learned in school.

On the premise that education must do more than just pour information on one's head, the burden of preparing the students for the rapidly changing world depends on the kind of education that parents are willing to avail of and what the school has carefully planned to offer. The learner must be prepared to learn what people have discovered in the past to be encouraged in equipping themselves with the updated knowledge and skills that they need to understand today, and to adapt tomorrow.

Unlike the skill of speaking, which has been acquired early in childhood even without formal instruction, learning to write is learned in school. This complex process called 'writing' involves many separate skills from the basics of handwriting to the subtler nuances of tone and organization. In addition, writing may be considered an art, not just a competency. Writers become artists in the sense that they are able to use imagination, experiences, and talents to create, from the unlimited options provided for writing tasks to works that are original and effective.

The essence of writing is a choice because learners are faced with constant decisions to make. In writing, even when one knows what one wants to say, which of course most learners would say rarely happens, still, one is faced with an infinite range of options on how to say it. One must determine the level of formality for the intended audience or the readers, find the best opening and closing statements, and identify facts, arguments and supporting

materials to include and which to omit. Furthermore, selecting the appropriate vocabulary involves choosing from an array of available synonyms.

From a different perspective, choice may be a burden that makes writing more difficult. In the classroom, every student has experienced the writer's block in one form or another. This makes the thought of what writing brings on, if not develop apprehension on students. They will need a number of skills to develop, strategies to create, and the character to take the challenge and do the task.

Originally, writing apprehension was conceptualized as a single continuous person dimension; individuals with high apprehension towards writing would find the practice punishing rather than rewarding (triggering avoidance) whereas low apprehension individuals would be confident in their writing abilities (Daly & Miller, 1975). Students who are apprehensive demonstrate 'resigned acceptance' for the punishing feelings afforded to them by the writing process and eventually rushing their writing tasks in order to cope with those feelings. Later on, the apprehensives would likely tend have a lifestyle of writing avoidance, making academic and occupational choices in tandem with their apprehension and ensuring the perpetuation of that apprehension.

Many researchers have recommended the application of well-researched treatment techniques to writing apprehension, but little action has been taken on the recommendations given. The majority of the treatment research has sprung from an educational perspective, which is primarily focused on correcting the writing process in learning environments as a means of alleviating writing apprehension, rather than approaching it as a situation specific anxiety (Pfeifer, 1981; Salovey & Haar, 1990). There is a fair amount of literature that endorses the use of alternative methods of classroom instruction in the place of the traditional ones (Pfeifer, 1981). Such methods are aimed at countering debilitating anxiety in the students and contributing towards the development of skills associated with more effective written product. Other studies

however suggest that both traditional and alternative approaches are effective in treating writing apprehension (Fox, 1980).

One methodology similar to but distinct from language immersion and content-based instruction, is the CLIL or the Content and Language Integrated Learning. It can provide effective opportunities for students to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. Although it is being used as an effective accelerated method to teach concepts in English, this approach involves learning subjects such as history, geography, managerial skills/concepts or others, through an additional language, too. It can be very successful in enhancing the learning of languages and other subjects, and helping students develop a positive attitude towards themselves as language learners.

Writing apprehension, while possessing all the trimmings of an impediment that ought to be addressed, has hardly received the attention it deserves. It is an anxious condition that has the potential to detract from the quality of life for many individuals, and an effective solution has yet to be presented or championed through a sufficient body of research.

Writing apprehension indeed needs to be better understood so that interventions may be recommended to address this concern. For indeed, it should be clarified that the purpose of treating writing apprehension is not to force all individuals to become writers, or to all take on tasks that force them to write. Briefly, writing apprehension is indeed a serious condition that can inhibit one's ability to interact with the everyday world. Writing apprehension is posited to have a significant impact on the success and direction of an individual's life. According to Daly and Miller (1975), this should come as no surprise because;

Our age demands competence in writing. Naming an occupation where writing is not a requirement is

difficult. Most individuals must daily face the demand for writing competency. (p. 244)

Therefore, institutions of learning need to address this gap and begin to make effective help available. This study, through CLIL as the approach for an intervention will examine writing apprehension as shown by the results of the Writing Apprehension Test and by the written outputs of the student apprehensives.

In Divine Word College of Legazpi Junior High School Department, a number of students, specifically the Grade 10, have exhibited difficulty in meeting the Proficient Level of Standards in English language. In the recent Asian Psychological Services and Assessment Test which they took for English, the results show that a number of students were in the Progressing Towards Standards Level as compared to the minimal number which met the Proficient Level. In addition, a number of students have been noted to refuse to write or display anxiety in writing. Among the language skills related to writing where students got very low percentage of proficiency were: effective use of pronouns and conjunctive adverbs and subordinating conjunctions, efficient use of a variety of print and electronic sources to gather information for research purposes, use of modals, use of noun, adverb and adjective clauses, transcoding information from linear to non-linear texts and vice-versa, and synthesizing essential information about a chosen issue. These language skills are essentials of good writing, and lack of proficiency in these skills may lead to weak writing ability resulting for these students to refuse to write or to display apprehension in writing.

In the context of the utmost significance of writing in the academic work and in future practice of profession, together with the goal of addressing writing apprehension, this study attempts to contribute to the literature on writing apprehension and assists students who refuse to write.

Statement of the Problem

This research undertaking aimed to determine the writing apprehension of the Grade 10 students of Divine Word College of Legazpi Junior High School Department and to develop an intervention through which this phenomenon may be addressed. Specifically, it sought to answer the following questions:

1. What is the level of writing apprehension among the Grade 10 students?
2. What intervention may be developed to address writing apprehension?
3. How effective is the intervention given in addressing writing apprehension?.

Scope and Delimitation

This study looked into the level of writing apprehension prevailing in DWCL JHS Department this school year 2018-2019. The grade 10 students were participants in this study. The students who were identified as writing apprehensives through the result of the administered Writing Apprehension Test (WAT) by Daly and Miller were considered as the participants in the developed intervention. In the selected cases, information regarding the factors that contributed to the occurrence of this phenomenon from the personal experiences gathered through interviews of the Guidance Counselor, of the implementer-researcher and from the outputs of the writing sessions were covered. The categories of writing apprehension which were evaluation apprehension, stress apprehension, and product apprehension were mentioned in this study. However, no measure was done to classify the four identified writing apprehensives into the specific category to which they belong, because the Daly and Miller Scale for Writing Apprehension, which was adopted for this study, did not provide for a scoring system on that aspect.

An intervention that addressed the writing apprehension, which was developed and implemented for the identified four writing apprehensives, considered CLIL as an over-all approach. Although proficiency in the English language was covered by the

intervention, this study was limited to the conduct of the intervention in addressing writing apprehension. It did not include the implication to the writing proficiency of the participants or correlation of writing apprehension to writing proficiency.

Theoretical Background

This section includes the related literature and studies which were painstakingly gathered from books, published and unpublished master's theses and dissertations, encyclopedia, and the internet sources. This chapter also presents the Synthesis of the State-of-the-Art, the Gap Bridged by the Study, the Theoretical and Conceptual Framework, and the Definition of Terms as tool for clarification.

Related Literature

Although considerable efficacy of good communication has been cited to encourage achievement of all the macro skills, a lot of studies have also proven that among the four skills of English language, writing is considered as the most difficult one, and, therefore, poses great need for attention.

Learning to write is sometimes compared to learning tennis, woodworking, or some other skill. According to Veit, Gould and Clifford (1997), basically, such comparisons are valid and reassuring as students can indeed develop their writing abilities to the point of proficiency. However, writing differs from certain other skills – long division, for instance – in that writing involves very few rigid rules, and those few are mastered at an early age. However, experienced writers not only find such dictates unreliable, but also have learned that writing is seldom systematic, orderly and predictable. Knowing that trial and error is rarely an efficient approach to the complexity of the task, experienced writers rely instead on a repertoire of procedures, which includes brainstorming, mapping, freewriting, and other techniques. These are but among the difficulties experienced by the subjects of this study which resulted to their writing apprehension.

Similarly, Vigotsky was cited by McCallum (2012) to have said that a thought may be compared to a cloud shedding a shower of words. Images are placed in a position analogous to the cloud to illustrate the creativity existing in the interplay of thought and language used in writing. A thought, no matter how complex can be reduced to a single whole, a unit of sense. In writing, in order to articulate one's thoughts, one must shed a number of words to express feelings about a certain topic. Therefore, there really is a need for a curriculum that is bent on developing the writing skills of the students. This study which focuses on an attempt to utilize a strategy that could address this challenge in writing.

While some students find grammar and spelling exercises to be quite tedious, some students lit up when asked to write a story, a poem, or even a non-fictional journal entry. Creating stories for these students was a way to share their realities in a way that was colorful and exciting. Creative writing allowed students to express their thoughts, hopes and fears in a safe venue (Brainard, 2009). Some writing is shared, while other pieces are kept private. Teenagers, like the subjects of this study, have seemingly complicated lives and creative writing proved to be a way for them to clarify their thoughts as they try to work out a problem in their minds.

In 2001, President George Bush implemented the No Child Left Behind (NCLB) Policy, which dismantled title VII and replaced it with Title III, the English Language Acquisition, Language Enhancement, and Academic Achievement Act (Faltis and Coulter, 2008). Title III relies on formula grants provided to State Education agencies who then distribute funding to school districts on the basis of their English learner student populations. These increased levels of uniform accountability for teacher effectiveness and for what children and adolescents from diverse language, socio-economic, and ethnic backgrounds should learn in English in both wealthy and poor urban, suburban, and rural schools. In like manner, this study will shed light into the role of teachers in addressing a difficulty encountered by students.

Executive Order No. 210, which deals with Establishing the

Policy to Strengthen the Use of the English Language as a Medium of Instruction in the Educational System, states that there is a need to develop the aptitude, competence and proficiency of students in the English language to maintain and improve their competitive edge in emerging and fast-growing local and international industries, particularly in the area of Information and Communications Technology [ICT]. Furthermore, this Executive Order conveys that strengthening the use of the English language as a medium of instruction also depends on the improvement of the entire educational system, particularly in the training of educators and the provision of learning materials and resources. This is the Philippine version of the No Child Left Behind policy of the US. This explains that the success in any educational undertaking does not depend on the government and its policies, the teachers, and the students alone. Rather, the implementation of these policies carried over to the farthest regions of the country will be the greatest factor which needs to be considered. The present study is suggesting a strategy that could address a phenomenon that hinders the writing potentials for the success of the students.

One of the skills in which the student-participants of the present study found difficult was with the synthesizing or summarizing skills. Behrens and Rosen (2008) said that the best way to demonstrate that one understands the information and the ideas in any piece of writing is to compose an accurate and clearly written summary of that piece. Therefore, a good summary will have to possess the three central qualities: brevity, completeness, and objectivity. By definition, writing a summary requires one to select some aspects of the original and leave out others. Since deciding what to select and what to leave out calls for one's personal judgment, writing indeed becomes a work of interpretation which may differ from another person's, depending on the prior knowledge of the subject. To achieve this, one needs to be equipped with the know-how of writing to be able to write clearly as it is essential to understanding the basic system of a language that results in effective communication. One of the skills the student-participants found difficult was synthesizing essential information about a chosen issue. This study highlights possible interventions for this difficulty.

Casela (2010) stressed that the poor communication skills of students in composing business letters and the importance of communication in business explain why they should work to improve their communication skills. Because whatever position a person has in business, his performance will be judged largely by his ability to communicate. The higher he is in the ladder of success, the more he will need effective communication ability. Executive Order No. 210, further states that it is the objective of the foregoing policies to develop the aptitude, competence and proficiency of all students in the use of the English language to make them better prepared for the job opportunities emerging in the new, technology-driven sectors of the economy. This study addresses the writing apprehension of the student-participants. The objective for doing such is anchored on this premise of continuous aim to develop the communication skills of students.

Fadda (2011), however, pointed that it is particularly difficult for English as a second language students, who come from non-anglicized linguistic and cultural backgrounds, particularly Asian students. The difficulties and stresses in academic writing have a great impact on the fulfillment of learning objectives of schools from around the world. This holds true to the Philippines. Hence, the government's policies meant to look into this provides that the English language shall be used as the primary medium of instruction in all public and private institutions of learning in the secondary level, including those established as laboratory and/or experimental schools, and non-formal and vocational or technical educational institutions. As the primary medium of instruction, the percentage of time allotment for learning areas conducted in the English language is expected to be not less than seventy percent (70%) of the total time allotment for all learning areas in the secondary level. In the locale of this study which is a private institution, the English language is used in most of its subjects offered.

According to Hamp-Lyons (1990) in O'Mailley, Michael, and Pierce (1996:136), writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics. It

can be concluded that there are three elements in writing, i.e. ideas, transformation, and topics. In writing, the writer should gather ideas first and then transform the ideas into a topic. Brown (2001:335) also states that writing is the nature of the composing process of writing. He says that writing is a process which consists of thinking (collecting ideas), drafting (writing), and revising (redrafting) that require specialized skills. Writing does not only need some stages but it also has special conventions related to grammar, vocabulary, letter, words, and text-formation that are manifested by handwriting, spelling, layout and punctuation (Harmer 2007:323). In line with Hamp-Lyons and Brown, Sokolik (2003) in Linse and Nunan (2006:98) defines writing as a combination of process and product. Writing needs both the process and the product. In other words, writing is done through the process and results in a written product that is comprehensible to readers.

As noted by Murcia (1991), the complexity of writing as a task tends to heighten anxiety levels in students. This anxiety can often demotivate the student or lead to discouragement, and thus may result in negative attitudes towards writing (Gere, 1978; Sharples, 1993). Most students, low and high-achievers alike, find writing difficult and view it as something they just have to persevere through in order to pass certain examinations (Yavuz & Genc, 1998). Erkan and Saban (2011) noted that expressing one's ideas in written form in a second or foreign language, and doing so with reasonable accuracy and coherence, is a major achievement. But, the complexity of writing as a task tends to heighten anxiety levels in students. In another study by Gere (1987) and Sharples (1993), it was pointed out that anxiety can often demotivate the student or lead to discouragement, and thus may result in negative attitude toward writing.

The present study considered CLIL or Content and Language Integrated Learning as an over-all approach in implementing the proposed intervention for the writing apprehension of the identified writing apprehensives. CLIL is designed to teach learners both subject related content as well as the target language. Studies show that the effective use of CLIL skills has a great potential. It can lead to effective teaching of

content and language, rather than simply teaching a subject in a foreign language (Dale, 2010).

When using CLIL, teachers should focus on scaffolding the students' knowledge and enhancing learner motivation and understanding. Furthermore, the students have to be involved in their own learning process via activating teaching strategies. This promotes the production of content and language specific output which in turn can be assessed with learning as its main aim (Dale, 2010).

Cummins helps us to describe the relationship between the cognitive dimension and the use of language by defining two different ways of mastering the language. Alongside the basic language skills oriented to the oral communication of daily living (Basic Interpersonal Communication Skills – BICS), Cummins poses the linguistic ability that allows one to verbalize complex cognitive processes (Cognitive Academic Language Proficiency – CALP). The language used in everyday life can rely on verbal media supplied by the context and interaction with other partners which helps accomplish the tasks. Verbalization on specific topics tends to have a minor bond with the context and is more dependent on the knowledge that the individual has of the subject and on the level of abstraction required, while the use of academic language is typically less interactive and less contextualized (Cummins, 2000).

CLIL is aimed to address practical issues of real life with attention to one or the other subject, as it helps to build key competences for lifelong learning, those of which each citizen needs to activate attitudes (interpersonal skills), knowledge (know), skills (the ability to do) that allow to effectively perform an activity or a complex task in response to individual or social needs. These competencies emphasize critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings. They provide the basis for taking an active part in society and for learning throughout life (ability to learn). CLIL also allows one to practice the language at school for a greater number of hours than those which may be made available for teaching foreign languages.

Related Studies

Writing skill is seen as a cornerstone of university students' success (Badrasawi et al., 2016). Writing has played an essential role in academic and professional success. The ability of the students to express ideas though, has been clouded by some conditions that made them avoid tasks and academic courses that require writing. This condition has become a global critical problem for student writer's language learning. The participants for this study are among those student writers who experience this difficulty.

Communication apprehension is defined as an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons (Webster 2010). In writing, it was defined by Daly as cited in Zubairi et. al.(2016) as "the general avoidance of writing and situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing". According to Thompson, cited in Idrus (2016), it refers to "the fear of the writing process that outweighs the projected gain from the ability to write." Other researchers called it "writing anxiety" or "writing block" as cited by Onwuegbuzie in Zubairi et al. (2016). In short, writing apprehension is generally understood, as cited by Rankin-Brown in Badrasawi et al. (2016), to mean "negative, anxious feelings (about oneself as a writer, one's writing situation, or one's writing task that disrupt some part of the writing process". University students often complain when they want to write pieces of writings in English (Al-Shboul & Huwari, 2015; Erkan & Saban, 2011). This should be a concern that needs to be addressed by students, instructors and researchers, because academic writing is expected to address an intellectual community in which the students engage in active learning. Thereby, accessing, evaluating, and synthesizing the words, ideas, and opinions of others in order to develop their own academic voice. This is the very objective of the present study.

Writing apprehension is associated with many kinds of experiences. Al-Shboul and Huwari (2015) said that first, it refers

to a behavior of resistance by an individual writer in a situation when he cannot begin to write or is being interrupted in the writing process owing largely to writing avoidance. Second, it is used to describe a writer who negatively judges a particular writing project's value; in other words, the avoidance stems from the writer's negative attitude. In other words, four main themes were found in their study which are lack of knowledge in English structure, negative attitude toward writing, negative writing experience in the past, and inadequate knowledge in academic writing. The instrument used by this study to identify students writing apprehension determines what type of apprehension contributes to this negative attitude on writing.

Lin and Ho (2009), in a study exploring the causes of writing apprehension at a college in Southern Taiwan, found that students were up against five different challenges. These were: 1. Issues of time restriction such as thinking of the limitation of time during classes, 2. Issues of teacher's evaluation and negative comments in their work, 3. Issue of peer competition such as peer's comment and attitudes of competition, issues of writing subjects, and 5. Issue of required writing format. Similarly, on a broader scope though, other factors influence whether communication anxiety is present, and to what degree. The degree of evaluation, that is, what the subject perceives to be at stake, whether the subject feels subordinate to their audience, how conspicuous the subject feels, the degree of unpredictability in the situation, the degree of dissimilarity between the speaker and the audience; memories of prior failures or successes, and the presence or lack of communication skills are all factors impacting the degree of communication anxiety suffered in a given situation. All of these are manifestations of writing apprehension as discussed by the present study.

According to research, 31 percent of elementary school students experience some level of communication apprehension, with either real or anticipated communication with another person or persons. Lati, as cited by Huwari (2015) reveals the following causes of writing apprehension: 1. Lack

of linguistic knowledge, 2. Low foreign language competence, 3. Poor history of writing achievement and perceived writing performance improvement, 4. Low English writing self-efficacy, 5. Instructional practice of English writing, and 6. Fear of criticism. As discussed by the present study these are possible causes of communication apprehension, specifically writing which result to weak writing skills or negative attitude on writing.

On the other hand, Al- Kwasawneh (2010) explored on same concern, and yet, the results obtained through face to face interview revealed that students felt challenged by their lack of vocabulary, organization of ideas, grammar, spelling, and referencing. The study concluded by providing these causes of writing apprehension: 1. Weak foundation such as the status of English, the students' motivation to English, and the teachers' lack of interest, 2. Environment reasons such as the use of mother tongue, few opportunities to practice English, and isolated culture, 3. Methods of teaching English in their countries such as using Arabic in English classes, 4. Writing done in Arabic, 5. Teachers' low proficiency in English and, 5. Lack of writing practice in educational institutions. The researchers believe that writing skill causes most anxiety because it is considered as the key of success in academic life, the matter which always makes the learners feel under pressure. Although the present study investigated on a possible effective intervention to address writing apprehension, the contributing factors as determined and eventually addressed by the concerned authorities in the school.

Horwitz, as cited by Kara (2013) claims that anxiety can interfere with learning. When students perform activities that require productive skills, they experience considerable amount of anxiety. The proponent of this study teaches Grade 10 Junior High School students and has encountered students claiming that if they never have to write, they would be doing good in school. It is for this observed negative attitude on writing that the researcher decided on conducting this study. Writing is a lifetime undertaking that one needs to fulfill in all aspects. Therefore, something has to be done to address this observed attitude.

In several studies (e.g. Aida, 1994; Elkhafaifi, 2005;

Philips, 1992; Steinberg & Horwitz, 1986), anxiety was found to have a negative relationship with language performance. In fact, it was a debilitating anxiety. But we also have facilitative anxiety. There is some concern or some apprehension over the task to be accomplished which prevents the learner from being wishy-washy (Brown, 2000). In some studies, anxiety has shown to be facilitative (Baily, 1983; Kleinmann, 1977; MacIntyre & Gardner, 1994; Tobias, 1986). This study covers the three categories of writing apprehension in the course of interpreting the results gathered from the participants.

Horwitz (1990) believes that in the language learning environment, there is no such thing as facilitative anxiety; all anxiety in that environment is likely to be debilitating. However, in the study of Oxford and Ehrman (1995), which shows the relationships between language learning strategies and several other factors such as anxiety, it was found that self-reported anxiety about speaking the language in class has a positive relationship with cognitive strategy use. So it confirms Brown's (2000) view that facilitative anxiety exists, too. Upon determining whether writing apprehension is present among the population of the study, this present study attempt to determine the anxiety or the apprehension of the student-participants and its debilitating effect or facilitating effect on the students, if any.

MacIntyre & Gardner (1989) referred to such contradictory results obtained in previous studies. They pointed out that most of these contradictory studies measured trait or state anxiety which is applicable across several situations, but this may not be the best way to measure anxiety in a language learning context. Gardner (1985) has proposed that scales which are directly concerned with foreign language anxiety are more appropriate for studying language anxiety than general anxiety scales.

Such a scale was developed by Horwitz et al. (1986) who believe that language anxiety is distinct from general anxiety. They defined language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning processes" (p. 128).

Since most of the studies concerning anxiety and foreign language learning are correlational in nature, it is difficult to distinguish the causality of this relationship. Some scholars believe that it is poor performance which leads to higher anxiety (MacIntyre & Gardner, 1989; MacIntyre & Gardner, 1994). Others believe that anxiety is a cause of poor performance rather than its consequence (Elkhafaifi, 2005; MacIntyre, 1995; Matsuda and Gobel's, 2004). This study looked into the factors which contribute to writing apprehension of the student-participants.

In 2010, Hanna, as cited by Al-Shboul and Huwari (2016) discovered that writing apprehension may influence students at all levels even after they have graduated from universities. She also found out that students with high level of writing apprehension like to avoid writing tasks whenever possible and procrastinate in their work. It has been studied and proven by previous studies conducted that the negative attitude towards writing has a lingering effect on people. The present study attempted to offer an intervention that may prevent this phenomenon from happening.

Holladay, as cited by Badrasawi (2016) suggested that an individuals' predisposition towards writing whether positive or negative is extremely important. The apprehensive's negative feeling toward writing may appear as a result of the instructors' practices inside the writing classrooms themselves. It is obvious from the instructors' responses that instructors at the language center focused more on how to prepare the students for the examination; the issue that made the learners being under pressure all the time. This is the negative washback of examination that instructors may not be aware of. Similarly, Donlan, 1990; Walsh, 1986 as cited by Badrasawi (2016) emphasized that it is very essential for teachers to maintain a positive academic environment. This study investigated on the role of the teachers as a cause of the apprehension and as persons directly involved in addressing this apprehension. Considering in mind that instructors should lessen their learners' apprehension by providing them with secure environment and avoid focusing only on how to prepare the learners for examinations.

Categories of reasons related to writing apprehension include how learners feel towards writing activity, writing as a skill, teacher and course book. This result was revealed in the study of Kara (2013). The learners thought that they lack necessary strategies like organizing ideas, gathering information, and combining ideas. Moreover, they thought that their English is not enough to express themselves clearly. The present study highlights other categories of apprehension which hamper writing success.

In addition, as cited in the same study, Palmquist and Young (1992) discovered in their research that the teacher played an important role and affected students' attitudes toward writing. This study employed personal experiences as narrated by concerned students and other persons concerned with the academic and non-academic background of the student-participants. These data are useful in interpreting the apprehension experienced by the students.

Abu Shawish and Atea (2010) provided a summary on the measures used on writing apprehension: 1. students' fear of being negatively evaluated (Clark, 2005); 2. Feedback should be given in a good way (Borich, 2004; Clark, 2005; Grabe and Kaplan 1995; Kurk and Atay, 2007); 3. Writing should be teaching as a process (Clark, 2005; Grabe & Kaplan, 1995, Rankin-Brown, 2006); 4. Students should correct their mistakes (Bernstein, 1978; Reeves, 1997; Wachholz & Etheridge, 1996); 5. Having enough time on free writing activities (Boice, 1993; Dickson-Markman, 2001; Stover, 1988; Veit, 1980); and 6. Teaching writing concurrently to reduce writing apprehension (Daud et al., 2005).

Daud, Daud and Kassim as cited by Huwari and Al-Shboul (2015) proposed a few strategies that will enable the reduction of students' writing apprehension: (1) Teachers should focus more on the way they taught, (2) Teachers must encourage students to finish their writing tasks or help them in solving the problem given, (3) Teachers should use different strategies to improve students' their vocabulary, (4) Teachers teach writing as a fluency rather than accuracy, (5) Teachers should ask students to correct

the mistakes on their own. To sum it up, researchers have illuminated the most common ways of reducing writing apprehension. In like manner, the proponent of this study aims to create an avenue through which identified apprehension is addressed. This study, through CLIL as the target approach for an intervention, examined writing apprehension. CLIL can be described by four factors Coyle, Hood & Marsh (2010) call the "4Cs": content, cognition, communication and culture. The real context these four elements are embedded in many open windows on cultures the learners do not belong to. In fact, the language used to express the subject content is characterized by the integration with other languages, in this case, Filipino and other local dialects and by communicative activities that occur more or less frequently than others, but also by the cognitive operations used to process the concepts.

Theoretical Framework

Social facilitation can be defined as a tendency for individuals to perform differently in the mere presence of others. Specifically, individuals perform better on simpler or well-rehearsed tasks and perform worse on complex or new ones. This was a term coined by Floyd Allport in 1924. Allport conducted studies in which participants sat either alone or with other participants and did a variety of tasks such as word association tasks and multiplication assessments. He found that people performed better when in a group setting than when alone for the majority of tasks. However, at this time, social facilitation simply meant an "increase in response merely from the sight or sound of others making the same movement."

Social facilitation is a widespread phenomenon in society. Many public tasks demonstrate the effects, both the costs and benefits, of social facilitation. From taking examinations in a high school or college environment to performing in sporting events, people may perform better or fall short depending on the task's complexity. In many cases, people display signs of social facilitation even in everyday tasks, such as writing.

Over the years, writing has proven to be that language skill that is essential to academic success. Since it is an active, productive skill both cognitive and affective, writing requires an individual to develop a certain level of linguistics knowledge, writing conventions, vocabulary, and grammar. With these, comes the probability of allowing the learner to express himself competently in other language like English.

In relation to this, there are three main empirical relationships which are the activation, evaluation, and attention theories. The activation theory describes how people are physiologically aroused and how that affects one's functioning. The evaluation theory relates to the systematic assessment of the worth or merit of some object by an audience. The attention theory takes into account possession in the mind including focalization and concentration of consciousness. It deals with the effect of distractions in the environment on social facilitation.

In 1956, Zajonc's generalized drive hypothesis was the first theory that addressed why the presence of others increased performance sometimes yet decreased it at other times. In 1965, he argued his previous theory, stating that the presence of others serves as a source of arousal, and heightened arousal increases the likelihood of an organism to do better on well-learned or habitual responses. For this reason, arousal improves performance on simple or well-learned tasks, but impairs performance on complex, or not well-learned tasks.

In 1972, Nickolas Cottrell came up with Evaluation Apprehension Theory. This theory also explains the evaluative pressure as the source of increased productivity in presence of others rather than the arousal response identified by Zajonc. The theory assumes that people learn from experience that the source of most reward and punishments are other people they interact with. Therefore, people associate social situations with evaluation and hence, feel apprehensive in presence of other people. The evaluation apprehension improves performance on simple tasks but is debilitating in more complex and difficult tasks. Also, this theory posits that social facilitation is a product of people's motivation to maintain positive self-image or face in presence of others. This motivation leads people to behave in ways to form

good impressions and therefore results in social facilitation in evaluative situations. In situations that were non evaluative or less evaluative, social facilitation effects were often eliminated. In addition, when individuals were more confident, they performed better in evaluative situations in the presence of others as compared to working alone. However, evaluation apprehension is activated when the actors fear a negative evaluation from the audience or other competitors that cause negative feelings, such as anxiety, in the actor.

In his distraction-conflict theory, Robert Baron proposed that the level of performance on a task is predicted by the amount of distractions in the environment surrounding the task. The theory states that distraction can be a source of social facilitation on simple tasks, as it can cause attentional conflict. On more complex and difficult tasks, however, the increase in drive is not enough to counteract the detrimental effects of distraction and therefore results in impaired performance.

In a classroom setting, transferring the thought in the form of written text is not an easy thing. Many students find it difficult to do the intense, active thinking that clear writing demands; it is frightening to sit down before a blank sheet of paper or a computer screen and know that an hour later, nothing on it may be worth keeping; it is frustrating to discover how much of a challenge it is; it is annoying to transfer thoughts and feelings from one's head into words; and is upsetting to find that an apparently simple writing subject often turns out to be complicated.

This study aimed to determine the writing apprehension of the Grade 10 students of DWCL JHS Department. The theories under social facilitation have described the sad plight that some of the junior high school students are into. While writing is considered as an individual expression of one's knowledge, feelings, thoughts, beliefs, imaginations, and desires in writing (Temizkan, 2014), still, a number would find it fearful rather than rewarding. Identifying the students with writing apprehension is not all there is to cure. It is essential to know the roots of this phenomenon.

The paradigm shows that social facilitation can be manifested in the roots of three empirical approaches. The activation approach explains the arousal of interest among the students when they perform writing task along with the presence of co-actors or in this case, the classmates. The mere presence of classmates serves as a source of arousal, and heightened arousal makes them do the writing task as a habitual response to the requirements in school. However, arousal improves performance on simple, or well-learned tasks, but impairs performance on complex, or not well-learned tasks. This means that there are students who are not aroused to do well in writing task even with the presence of co-actors because they find the task difficult. Reasons for this maybe lack in the technical know-how of writing in the English language, the rudiments of writing a good composition may have a weak foundation, and all other difficulties which can be attributed to lack of knowledge.

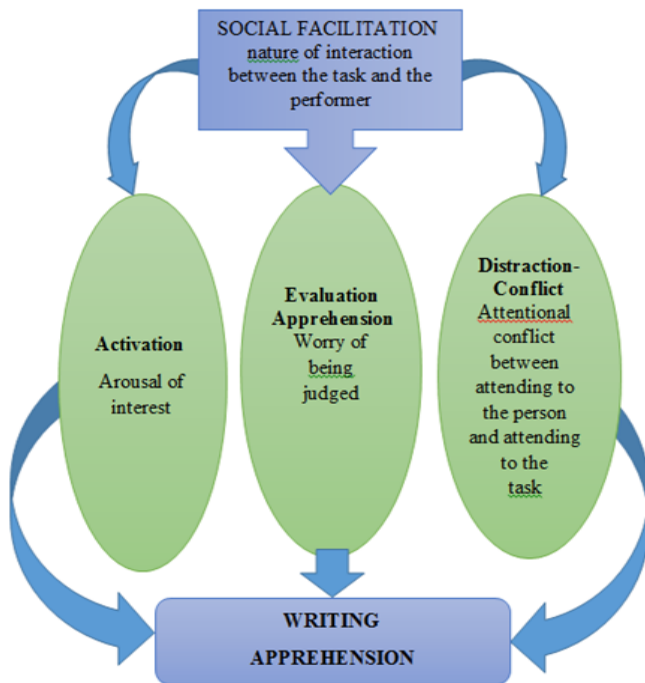


Figure1. Theoretical Paradigm

The evaluation approach on the other hand, asserts that rather than the mere presence of others, it is the “worry of being judged” that affects performance (Cottrell, 1972). In a classroom setting it is the teacher who evaluates the works of students. The social awards and punishment that come in the form of approval and disapproval received by the students are based on their evaluation of the learners’ writing output. In other words, performance is enhanced or impaired only in the presence of persons who can approve or disapprove of the actions. In this case, it is the teacher. However, negative judgments can also trace its roots on other persons who surround him, like the family and other persons with whom the students associate with.

The distraction conflict states that there is a conflict between attending to the person and attending to the task (Baron, 1986). Furthermore, it explains that an attentional conflict occurs between multiple stimuli when the subject is interested in paying attention to each stimulus. The task that is related to the subject’s primary goal is referred to as the distraction. This conflict only occurs when the pressure to attend to each task is equal and the individual’s cognitive capacities to do are inadequate. In the classroom setting, if the students focus on both writing a good piece of composition and on living up to the expectations of the teacher or of the co-actors, or of anyone who will evaluate the written work, chances are, the students would be distracted and most likely, the writing task will suffer. All of the situations mentioned are contributory to the development of writing apprehension of the students. The effects of this phenomenon are known to have been pervasive and potent. Therefore, writing apprehension demands a concerted approach and effective solution.

Conceptual Framework

Academic writing is a mental and cognitive activity, since it is the product of the mind. The complexity of writing is characterized by general anxiety and agitation during the writing process in cases whereby the writer suffers mental block. Daly

and Miller (1975) believe that writing apprehension is associated with the tendency of people to approach or avoid writing.

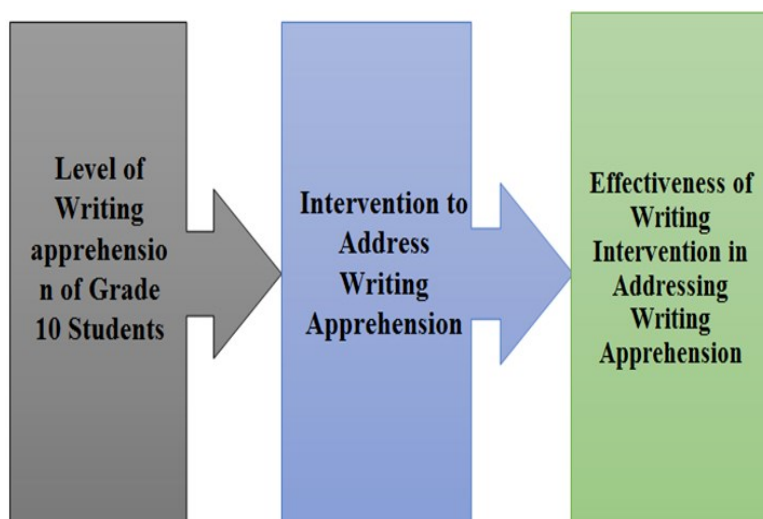


Figure 2. Conceptual Paradigm

The present study determined the level of writing apprehension of the Grade 10 students of DWCL JHS Department. The Scale used was the Writing Apprehension Test developed by Daly and Miller in 1975. The determination of the level was the basis for identifying the students with high apprehension level of writing. The study was able to identify five students who underwent an intervention to address the writing apprehension. It aimed to address writing apprehension of the identified students. The paradigm of this framework is shown in the Figure 2.

Method

This section presents the research method, procedures, sources of data, population of the study, research instrument, and statistical tools used in the study.

Research Method

This study was descriptive in nature. As Garcia, Bongolan, Nuevo, et. al. 2011 cited Estolas and Boquiren:

A descriptive research is a study that can obtain facts about existing conditions or detect significant relationship between certain phenomena. It describes and interprets prevailing condition or relationship that exist or do not exist, practices that prevail or do not, beliefs or viewpoints or attitude that are held, processes that are going on or otherwise, effects that are being felt, or trends that are developing.

The present study specifically used descriptive method of research, both quantitative and qualitative approach. The quantitative research approach was used to identify the level of the writing apprehension of the Grade 10 students of DWCL JHS. The qualitative approach of research was used in the development of the intervention to address the writing apprehension of the students through the jurors' validation. The qualitative approach of research also involved a case analyses of selected students identified with high writing apprehension which involved the use of interview technique, analysis of students' written outputs, implementer's observations, Guidance Office official records on the students' basic personality inventory, and guidance counselor's routine interview, referral sessions, and counseling notes, and feedback of other teachers of the selected cases. Both the quantitative and qualitative approaches were used to determine the effectiveness of the intervention designed to address the writing apprehension.

Sources of Data

The sources of data consisted of primary and secondary source. The primary sources included the results of the Writing Apprehension Test by Dally and Miller for all the 89 Grade 10 students of the DWCL prior to the development of the intervention, and for the students with high writing apprehension who participated in the intervention, which served as bases for answering the problem on the level of writing apprehensions, and

on the determination of the effectiveness of the intervention. Other primary sources of data which yielded qualitative data in support of the writing apprehension of the students were the students' responses to the interview, implementer's observations, students' written outputs, and other teachers' feedback on the selected cases. The primary source of data for the intervention to address the writing apprehension of the students was the juror's comments and suggestions.

The secondary sources of data included the Guidance Office official records on the students' basic personality inventory, and guidance counselor's routine interview, referral sessions, and counseling notes, and references which directly or indirectly assisted the researcher in developing the intervention. All data taken from both the primary and secondary sources were gathered and considered with the permission and consent of all concerned, and were treated with utmost confidentiality.

Respondents, Cases and Jurors of the Study

Respondents. The study involved the two (2) sections of Grade 10 of the DWCL JHS Department, namely; St. Damiane and St. Daniel consisting of 44 and 45 students, respectively or a total population of 89. These respondents which consisted of 51 males and 38 female represented to the total population of Grade 10 for school year 2018-2019.

Cases. These five students were purposively selected as the cases of the study who were provided the intervention. Of the five cases, four students were able to complete the intervention, and consequently included in the report of the cases and analysis. One student (the female) was willing to complete the intervention, however, because of her participation in a regional sports event, she was not able to complete all the sessions included in the intervention. As a result, the initial data and outputs of this student were excluded in the report of the cases and analysis.

The selected cases who completed the intervention are presented using pseudonyms to ensure adherence to ethical considerations. The four cases are named as follows: Case 1 –

Santiago, Case 2 – Leigh, Case 3 – CJ, and Case 4 – Khellybirds. The parents of the students have granted permission to their children to participate in the intervention and to the implementer – researcher to include them in the case analysis report.

Jurors. The jurors of the study consisted of psychometrician/ guidance counselor, English teachers, curriculum area chair and school principal. The jurors were selected considering the following criteria: have at least 10 years in teaching, handling English subjects, have at least 10 years of professional experience as psychometrician or guidance counselor, have the position as curriculum area chair or principal.

Research Instruments

The research instruments used in the study were the Writing Apprehension Test (Daly & Miller, 1975), validation form used by jurors of the developed intervention to address writing apprehension, the implementer's observation guide, and the rubric in assessing the students' written outputs.

The Writing Apprehension Test (Daly & Miller, 1975) is a standardized tool for determining writing apprehension in English consisting of 26 items. The tool covers three categories of apprehension which are evaluation apprehension, stress apprehension and product apprehension. In the adopted instrument, the students respond using the following options: Strongly Agree, Agree, Uncertain, Disagree, or Strongly Disagree. The scoring for the WAT as prescribed by the authors is done using this formula: $78 + PSV - NSV$. In the tool, there were 13 positive statements and 13 negative statements, too. (See Appendix B).

The Validation Form for the Intervention to Address Writing Apprehension (See Appendix C) refers to the tool used by the jurors in giving comments and suggestions about the different parts of the intervention program.

The Observation Guide (See Appendix D) was used by the implementer in noting behaviors or responses of the selected cases during the implementation of the intervention. This also served as

the tool for journaling the observed behavior of the participants for an adequate length of time and some other observable conditions that might have contributed to the phenomenon by the implementer who was a participant-observer in the study.

The Interview Guide (See Appendix E) is a list of questions which were asked during the informal interviews with the selected cases during the duration of the implementation of the intervention program and one week after the completion of the intervention program.

Data Gathering Procedure

The data gathering procedure involved four phases: preliminary phase, development phase, the implementation phase, and the post-implementation phase.

Preliminary Phase. Upon securing the appropriate permission from the school and consent from the parents, the Writing Apprehension Test was administered to all the 89 Grade 10 students of DWCL. Then, the scoring was done using the scoring procedure recommended by Daly and Miller (1975) in consultation with a psychometrician. When the WAT scores were computed, the students with high writing apprehension were then identified, and thereafter, the researcher officially sought the assistance of the Guidance Office by securing the students' basic personality inventory as well as the available guidance counselor's routine interview, referral sessions, and counseling notes to elicit background information of the students with high writing apprehension.

Development Phase. Both the WAT results and the students' background based on the provided basic personality inventory as well as the available guidance counselor's routine interview, referral sessions, and counseling notes, were considered in designing and developing the intervention program. In addition, references such as the DWCL curriculum map for Grade 10 English and readings on Content and Language Integrated Learning were read and analyzed to identify the

contents and the strategies used in the intervention program. The developed intervention programs to address the writing apprehension were then submitted to jurors for validation. The comments and suggestions were integrated in revising the intervention program prior to its implementation.

Implementation Phase. The developed intervention program to address writing apprehension which consisted of formal and informal sessions was implemented during the third and fourth Quarter of school year 2018-2019. The ten sessions were implemented every Friday or any weekday possible when Friday was not available from November, 2018 to March 2019.

The formal sessions were held at St. Daniel's at three o'clock in the afternoon. The session ranged from an hour to an hour and a half depending on the need of the concerned students. It also involved one-on-one or small group engagements. During the formal sessions, the implementer was guided by a FOSFA Session Guide which consisted of the following parts: preliminary task, statement of the purpose, teacher's sharing and interaction with the student/s, writing task, culminating task/agreement. When appropriate and necessary, the implementer provided an activity sheet, however, in the event that the student would like to write on his own paper, the implementer would allow it.

The informal sessions which served as monitoring of the progress of the students' reduction of writing apprehension were held at least once a week for 15 to 30 minutes in any of the following venues: classroom (after the class) or a corner in the school library. The informal sessions generally involved asking questions related to apprehensions the students experienced or are experiencing, the reason/s for such apprehensions (from the students' perspectives), the people or circumstances which contributed to such apprehensions, finding out the current feelings of the student, and how they thought they could be assisted or what help from whom they prefer.

Post-Implementation Phase. This phase consisted of the activities after the completion of the intervention program. This included the administration of the WAT to the selected cases. Then one week after completing the intervention program, an interview with the selected cases were conducted to find out insights about the intervention, to monitor the feelings of apprehension and anxiety toward writing, and to elicit suggestions to improve the intervention program. Then, case analyses of the four students was done. Then all data gathered were collated and analyzed to specifically answer the different sub-problems of the study.

Statistical Treatment

The following statistical tools were used to interpret the quantitative data:

Frequency count was used to count the number of responses of the students to the 26 items included in the Writing Apprehension Test, and to count the number of students who belonged to the different levels of writing apprehension.

Percentage was used to determine the number of students who belonged to the different levels of writing apprehension in comparison to the whole population.

Daly and Miller Range of WA Score. The score is the WAT was computed individually using the formula $78 + PSV - NSV$. The score of each student is interpreted using the following range of scores and interpretations:

Range of Score	Interpretation
26-59	High Level of Writing Apprehension
60-96	No Significantly Unusual Level of Writing apprehension
97-130	Low Level of Writing Apprehension.

Results and Discussions

This section presents the analysis and interpretation of the data gathered about the extent of writing apprehension of the grade 10 students of DWCL Junior High School Department. In addition,

a thorough discussion about the proposed intervention which uses the Content and Language Integrated Learning as its over-all approach, its objectives, the strategies for implementation, the monitoring scheme and the evidence or indicator of success of its effectiveness in addressing the writing apprehension of the grade 10 students were also be discussed. All data are tabulated, interpreted, analyzed and discussed in this section.

Writing Apprehension of Grade 10 Students of DWCL

Writing Apprehension is first defined as “the general avoidance of writing and situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing” (Daly, 1979). According to Thompson cited in Ozturk and Cecen (2007), it refers to “the fear of the writing process that outweighs the projected gain from ability to write”. Other researchers call it “writing anxiety” or “writing block” as cited in Onwuegbuzie (1997). In short, writing apprehension is generally understood to mean “negative, anxious feelings (about oneself as a writer, one’s writing situation, or one’s writing task) that disrupt some part of the writing process” (Rankin-Brown, 2006). The table on the page 67 shows the degree through which the students rated the indicators for writing apprehension.

Table 1.1 shows the percentage distribution of the ratings given to a specific indicator for writing apprehension. There were twenty-six indicators with thirteen positive statements and thirteen negative statements. The positive statements were indicator numbers 1, 4, 5, 7, 8, 13, 16, 18, 21, 22, 24, 25, and 26.

One indicator (Expressing ideas through writing seems to be a waste of time.) got the highest percentage rating which was “Strongly Disagree” with 33%. This implies that most of the Grade 10 students did not see expressing ideas as a waste of time. Thirty-seven of the eighty-nine Grade 10 students rated indicator 1 (I avoid writing.) as “Disagree.” This shows that almost half of the Grade 10 students (42%) did not avoid writing. For Uncertain rating, there were six indicators that got the highest percentage. It

could be gleaned from the results that the students were uncertain about having their works evaluated, because they were uncertain of their ability to express clearly their ideas through writing. Statement number 18 (I expect to do poorly in composition classes even before I enter them.) got the highest number for “Agree” rating with 36% of the Grade 10 students which means that most of the students were apprehensive in attending classes that give writing tasks. For “Strongly Agree,” the Grade 10 students rated statement 1 (I avoid writing.) as the lowest percentage with only two students. This means that out of eighty-nine students, only two students were really apprehensive about writing. However, thirty-three students rated statement 24 (I don’t think I write as well as most other people.) as “Strongly Agree.” This means that although there were two students who avoided writing, 37% or thirty-three of the student-participants were apprehensive about writing because they believed that compared to most people, they were not that good as writers.

The negative statements were indicators 2, 3, 6, 9, 10, 11, 12, 14, 15, 17, 19, 20, and 23. No student rated indicators fourteen (People seem to enjoy what I write.) and twenty-three (It’s easy for me to create good compositions.) as “Strongly Agree,” which means that not one among the eighty-nine students strongly believed that people seem to enjoy their writing. This could be attributed to a zero rating or their non-belief that it is easy for them to create good compositions. Thirty-three or 37% rated “Agree” for indicator 10 (I like to write my ideas down.). This implies that although it was not easy for them to create good compositions, they still liked to write their ideas down. Fifty-five students had indicated the highest percentage for Uncertain rating for indicator fourteen (People seem to enjoy what I write.). This shows that more than half of the students were not sure whether people enjoyed what they wrote. Indicator twenty-three (It’s easy for me to create good compositions.) was rated the highest percentage with 34 students indicating “Disagree” which means that there were student-participants who really had difficulty in creating good compositions. One student indicated “Strongly Disagree” rating for statement 15 (I enjoy writing.). This is a good sign as it means that among the student-participants, only one student does not enjoy writing.

It can be gleaned from the results, that majority of the Grade 10 students or 62% are uncertain whether people enjoy their writing. Also, the results show that almost half of the student-participants with 42% indicated that they don't avoid writing. This can be an indication that students, if given the opportunity to enhance their writing by equipping them with the skills and knowledge on writing might be able to overcome their writing apprehension.

Table 1.1

Percentage Distribution of the Rating for the Writing Apprehension Test Indicators
N=89

INDICATORS	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
1. I avoid writing.	2	2%	16	18%	29	33%	37	42%	5	6%
2. I have no fear of my writing being evaluated.	12	13%	22	25%	24	27%	21	24%	10	11%
3. I look forward to writing down my ideas.	13	15%	23	26%	32	36%	18	20%	3	3%
4. I am afraid of writing essays when I know they will be evaluated.	12	13%	23	26%	26	29%	17	19%	11	12%
5. Taking a composition course is a very frightening experience.	10	11%	30	34%	34	38%	15	17%	0	0%
6. Handling in a composition makes me feel good.	7	8%	21	24%	36	40%	20	22%	5	6%
7. My mind seems to go blank when I start to work on a composition.	32	36%	33	37%	17	19%	7	8%	0	0%
8. Expressing ideas through writing seems to be a waste of time.	5	6%	7	8%	20	22%	28	31%	29	33%
9. I would enjoy submitting my writing to magazines for evaluation and publication.	6	7%	16	18%	26	29%	24	27%	17	19%
10. I like to write my ideas down.	22	25%	33	37%	24	27%	3	3%	7	8%
11. I feel confident in my ability to clearly express my ideas in writing.	6	7%	16	18%	38	43%	23	26%	6	7%
12. I like to have my friends read what I have written.	11	12%	11	12%	26	29%	22	25%	19	21%
13. I'm nervous about writing.	7	8%	26	29%	29	33%	22	25%	5	6%
14. People seem to enjoy what I write.	0	0%	5	6%	55	62%	14	16%	15	17%
15. I enjoy writing.	10	11%	24	27%	38	43%	16	18%	1	1%
16. I never seem to be able to clearly write down my ideas.	15	17%	26	29%	32	36%	14	16%	2	2%
17. Writing is a lot of fun.	5	6%	30	34%	38	43%	11	12%	5	6%
18. I expect to do poorly in composition classes even before I enter them.	9	10%	36	40%	26	29%	13	15%	5	6%
19. I like seeing my thoughts on paper.	18	20%	32	36%	29	33%	8	9%	2	2%
20. Discussing my writing with others is an enjoyable experience.	6	7%	24	27%	25	28%	23	26%	11	12%
21. I have a terrible time organizing my ideas in a composition course.	22	25%	34	38%	27	30%	5	6%	1	1%
22. When I hand in a composition I know I'm going to do poorly.	17	19%	35	39%	25	28%	10	11%	2	2%
23. It's easy for me to create good compositions.	0	0%	7	8%	26	29%	34	38%	22	25%
24. I don't think I write as well as most other people.	33	37%	25	28%	20	22%	11	12%	0	0%
25. I don't like my composition to be evaluated.	8	9%	27	30%	33	37%	20	22%	1	1%
26. I'm no good at writing.	23	26%	20	22%	30	34%	12	13%	4	4%

Table 1.2

*Percentage of Grade 10 Students per Level
of the Writing Apprehension
N=89*

Level of Writing Apprehension & Range of WA Scores	Male		Female		Overall	
	f	%	f	%	f	%
Low level of Writing Apprehension (97 – 130)	7	7.87	6	6.74	13	14.61
No Significant Unusual Level of Writing Apprehension (60 – 96)	40	44.94	31	34.83	71	79.77
High Level of Writing Apprehension (26 – 59)	4	4.49	1	1.12	5	5.62
Overall	51	57.30	38	42.70	89	100.00

Table 1.2 shows the percentage of students who got a range of scores that corresponds to a level of writing apprehension. Of the 51 male, seven or 7.87 %got a score ranging from 97-130, which is interpreted as having low level of writing apprehension. Also, there were six or 6.74% female students who belonged to this level. This level explains that the higher a student scores in this range, the more troublesome the lack of apprehension was. The student may not be motivated to listen or read carefully the given assignments, to pay attention to due dates, to remember criteria for evaluation, or to act upon recommendations that might improve subsequent drafts of the essays. The students under this

range did not fear writing or evaluation of writing, but may not be adequately motivated to work on the writing task.

For the next range of scores which is 60-96, 40 or 44.94% male students and 31 or 34.83% female students had no significant unusual level of writing apprehension. However, the closer the score to the limits of this range--that is, scores close to 60 and 96--the more apt a student was to experience feelings or behaviors characteristic of the next range of scores. A score of 78 places a student as a writer on the mean, which is the middle point between two extremes, or conditions recorded in a large sample of students. The closer one is to the mean, the better. Nonetheless, the student should be alert to the fact that he/she may manifest signs of writing apprehension in performing certain writing tasks or in writing with varying purposes for different types of audiences. Therefore, this level which is neither high nor low must be treated carefully by people concerned. The change in manifestations of these students may be calling for a preventive intervention. For example, while one may not experience harmful apprehension while writing an expository essay, for example, he may experience excessive apprehension writing a placement essay for faceless evaluators or in writing an in-class essay examination for a history professor.

Finally, four or 4.49% male students and one female or 1.12% got scores that belonged to the score range of 26-59 which indicates a high level of writing apprehension. The lower one scores in this range, the more severe the apprehension is. A student in this group is nervous about writing and fearful of evaluation. In fact, research shows that those who score extremely low in this range will not take a course, select a major, or accept a job which is known to involve writing. However, two among the five students identified with high level of apprehension were actually good writers. One was even a writer for the school paper and the other one was a student who excelled in the English class. It could be interpreted then, that even good writers may turn out to be writing apprehensives, too. In fact, in the routine interview conducted by the Guidance Counselor, she found out that one of the referrals made by the researcher had an attitude towards

writing that did not align with his strong confidence in his writing ability. But this analysis is not without foundation. The referral sessions with this student has shown that his evaluation apprehension or his fear of being judged, can be traced to his desire to be on par with his mother and sister whom he looks up to as standards of good writers.

The detailed phenomenon experienced by each of the identified high writing apprehensives are presented to elucidate on the writing apprehension of students who would be participants of the proposed expressive intervention for writing apprehension.

Case 1 – Santiago. The first of the five students identified with high level of writing apprehension is referred to as Case 1. He got the lowest score in the Writing Apprehension Test administered to them. The result actually showed that he has Stress Apprehension. This means that Santiago is one of those student writers who experience fear early in the writing process, sometimes even before they have written anything. As a result, he would often procrastinate and report that he does not look forward to beginning a piece of writing, even one required for a course. The student experiences a writer's block. The hands may cramp soon after one begins a timed writing exercise. Once the student is able to begin writing, he claims to run into great difficulty organizing his thoughts.

Santiago indicated that he avoided writing. He does not look forward to writing down his ideas, and when he begins to work on a writing task, his mind seems to go blank. That is why he experiences a terrible time organizing his ideas when writing. He also believes that he is no good at writing.

These manifestations of Santiago may be very well related to the data given by the key informant which is the Guidance Counselor of the locale of this study. The Intake Summary of the client which is Santiago presents the following salient points:

Santiago is a Grade 10 St. Daniel student who was

referred by her English teacher due to her findings based on her study conducted using Writing Apprehension test (WAT). Santiago's test result showed that he has stress apprehension component. Students under this kind of writing apprehension has a difficulty in organizing thoughts, do not look forward to beginning a piece of writing, experience mental block, cramping of hands and do procrastination.

During the initial encounter, Santiago reported the following: (1) His shameful experience during his childhood in relation to writing; (2) His fear of being judged by others; and, (3) His difficulty in writing and class participation. Santiago is living with his family where his mother owns a small business while his father is working as a technician. He is the middle child among the three siblings. He loves to be with his brother and sister. He finished his elementary education in Daraga North Central School and currently enrolled in Divine Word College of Legazpi as a Grade 10 student.

During the first encounter with Santiago through a routine interview, he exhibited some discomfort, uneasiness and reserved behavior. His body posture conveys anxiety with fidgety hands by pressing his handkerchief from time to time and jerking of legs. He does not maintain eye contact but he can answer clearly what is asked of him.

In the school section where he is asked to give information, he claims that he is emotionally affected by what he experienced when he was in Grade 5. He was bullied because of his inability to explain what he wrote in his writing composition. From that experience, he developed anxieties every time he has to engage in writing activities. During the session, he was asked to write something and explain it orally. He just wrote few words but when asked to expound his ideas, he was able to explain it further and clearer. The gain of the session was the insight on the need to develop skills in writing and understanding so as to overcome his fears and anxieties in class participation.

The counselor forwarded queries on his plans and steps he may choose to take. Positive feedback, nodding of head for

affirmation and digging deeper into the issue of conflicting demands of both academic and counselling activities were forwarded.

Initially, Santiago is perceived to be psychologically disturbed by his childhood experience. In the process of explorations, the concern seems to be deeply rooted in his capacity to cope with the demands of academic life. In relation to his writing apprehension identified by his English teacher, he claimed that he has difficulty to express his ideas through writing because of his fears to be judged.

During the routine interview session, the role of the counselor was to listen to the said “childhood experience” causing his anxiety and dilemma. The Rogerian techniques were used not only to provide a positive, welcoming and accepting atmosphere but likewise to clarify his issues. In the conversations, the focus was to discover what stress-producing circumstances created such fears and anxieties. The concern was to go deeper on what really happened, how it happened and what psychological/emotional impact it created. The Gestalt Approach was then utilized to help him be aware of what he feels the moment when he is expected to write and explain his thoughts. In the process, the focus was to guide and help Santiago to go through the awareness of his present emotions and behaviors. The exploring process of his childhood experience helped him to make decisive actions to have courage which he will take as he engages with what he perceived to be his fears and anxieties.

Case 2 – Leigh. He scored 59 in the pre-test of the Writing Apprehension Test administered to them by the researcher. This made him fall under the high level of writing apprehension. A cross-reference of his score to a specific component of writing apprehension was made to get further insights into his particular attitudes toward writing and toward the evaluation of his writing. The result shows that he falls under product apprehension. Leigh is one among those students who experience product apprehension, where the problem does not exist at a particular stage in the writing process (as with

evaluation apprehension) or with a particular skill such as invention (as in stress apprehension). Rather, product apprehensives claim that expressing ideas through writing is a waste of time. Such student writers do not clearly envision an audience or a purpose for academic writing. These writers tend to compose a single draft only, yet feel uneasy about submitting an essay for a grade. To give further explanation about Leigh's behavior is the Intake Summary shared by the Guidance Counselor as a response to the referral made by the researcher about Leigh's writing apprehension.

Leigh is presently studying at Divine Word College of Legazpi as a Grade 10 student of St. Daniel. He is doing good in English class yet when he participated in the study conducted by the English teacher, he was found to have a writing apprehension. Based on the test result, Leigh has product apprehension. The test result was the basis for his referral for counseling to investigate on his concern of having writing apprehension.

During the initial interview with Leigh (not his real name), he stated the following issues and concern: (1) His family problem; (2) Self-harming to evade from the emotional pain; and, (3) His academic performance particularly in research. Leigh is the youngest of the two siblings in the family. His father works as an accountant in one of the private institutions working with children. His parents were separated since his childhood. He claimed that the separation of his parents greatly affected his psychological well-being. The emotional turbulence leads him to do self-harming.

When Leigh came into the Guidance office for the routine interview, he showed some kind of confidence in introducing himself. But his body language is conveying message of emotional distress such as in the fidgety hands and constant movement of his legs while sitting. He is looking down from time to time as if thinking of what to say. After making introduction and explaining the purpose of the routine interview, the counselor indirectly posed a question on the referral regarding his writing apprehension. He started to share several

problems that have aggravated his current emotional state. During the time he was sharing his problems, he was emotionally disturbed and his eyes were somewhat misty. The counselor made several attempts to clarify his emotions and thoughts, make short affirmations either by short words of assent and nodding of head, asking questions here and there on some specific details, and forwarding some words of positive thoughts. On the whole, the role of the counselor here was one of providing positive venue for releasing emotions and clarifying them to the counselee.

In the whole gamut of emotions, Leigh was made to realize what specific emotions he was feeling. He was likewise aided in clarifying the problem. In a sense, the loss of control over circumstances and a sense of hopelessness becomes a major consequence of such life-situation. He was guided as to how to appropriately express emotions without disturbing neither relationships nor academic performance. The counselor made queries as to other ways he could cope with or resolve the problems.

During the entire routine interview with Leigh, it was found out that he has no problem in terms of writing apprehension specifically product apprehension since Leigh shows interest in English language and he possesses notably good writing skills. His affiliation in the Divinian School Paper proves that he has a positive attitude towards writing. However, the emotional state of Leigh is a normal reaction to the problem he is experiencing. His fears and anxieties are not without foundation. The resultant emotion is one of depressed moods that swing from remorse, fears and guilt feelings on his inability to solve the problems. Even his suicidal tendencies is a way of coping with the sense of hopelessness to resolve the problem and even lack of control over it. The statements of ending life are imputed to his desire to end the problems if he could do it.

In the counseling process, the use of the Rogerian Approach has been utilized. A simple offer of an accepting, affirming and listening atmosphere seems to calm him down. He had been given an opportunity to ventilate the pent up emotions and emotional upheaval caused by disturbing incidents in his life.

However, there are urgent needs to be addressed, so that he can move on towards personal growth. The family therapy approach is deemed to be appropriate to address his concern to make a stronger connection among family members.

The counselor made attempts to follow-up the counselee's coping response to the problem as a way of monitoring the result of the counseling process. He claimed that the session was a great help to clarify things and to sort out ways to deal with the problems confronting him. He cited his insights to become hopeful and be realistic in confronting issues that affect his existence.

Case 3 - CJ. Student writers who experience evaluation apprehension expect to do poorly in composition courses/subjects even before the courses begin. One feels as though the teacher will give a poor grade because he cannot express ideas clearly. As a result, the student often claims to be nervous about writing, dislike showing or talking about his writing even to friends, and does not like seeing his ideas expressed in writing. If a student is evaluation apprehensive, he believes other students are able to express ideas more clearly and, as a result, receive higher grades than he does. These are the manifestations which are present in CJ (not his real name). His score in the pre-test of the Writing Apprehension Test was 55, and this classified him under the High Apprehension level.

In the routine interview conducted by the Guidance Office as referred by the researcher, the following are the salient findings: CJ is currently enrolled in Divine Word College of Legazpi as a Grade 10 student of St. Daniel. He was referred for counseling by his English teacher to find out the reasons/causes of his writing apprehension. In the test result using the Writing Apprehension Test (WAT), James' test result falls in the component of evaluation apprehension.

During the interview with CJ, he reported the following: (1) His family orientation; and, (2) His difficulty in deciding crucial decisions. CJ's parents were separated since his childhood. He is living with his mother at present but he has no

idea where his father is. According to him, he is not interested to get to know him. He is the second child among the four siblings. His mother is currently working at a government agency.

In the routine interview conducted with CJ, he displayed excellent oral skills. He answered the questions quickly and he elaborated more the background information of every detail the counselor has raised with regard to his family orientation and other areas related to his existence. He has eye contact and his body posture displayed confidence.

The reason for referral was not divulged to him but through the routine interview session, the concentration of the discussion is to surface the issues regarding the result of the Writing Apprehension Test (WAT) conducted by her English Teacher. In the area where he was asked to give school information particularly his difficulties in the different subjects he is enrolled in, he claimed that he has no difficulties in any of the subjects because he receives high grades which he is not so concerned about. He knows where he is in his academic performance particularly in his writing composition. Moreover, when the counselor explored his confidence level in writing, CJ pointed out directly his interest in reading and writing that somehow fueled his passion to learn more about the things he wants to explore. He also revealed that for now, he already started to write a book which he is planning to publish someday.

In the initial encounter with CJ, he is perceived to be not distracted by any academic pressure. He enjoys his student life for as long as by all odds he has a feeling that he is doing well in school and he would not let his mother be disappointed in him. In connection with his writing apprehension test result under evaluation apprehension component, it is seemingly observed that CJ's attitude towards writing does not align with his strong confidence in his writing ability.

In the duration of conducting the routine interview session, the counselor further assist CJ to continue and sustain the commitment to personal growth. This could only be attained if CJ

would be willing to participate in the process of self-discovery and self-realization.

Case 4 - Khellybirds. His score in the Writing Apprehension Test given as a pre-test was 58. This placed him in the high apprehension level. Also, when his score was cross-referenced to the components of writing apprehension, he was found to be under stress apprehension. To give a more elaborate discussion on his apprehension is the Intake Summary gathered by the Guidance Counselor during the routine interview she conducted.

Khellybirds is currently a Grade 10 St. David student of Divine Word College of Legazpi. He is doing well in class, a very funny person and is seemingly happy in his outlook. He openly shared his family problem which he claimed to be the reason for his incurred absences in class. With these, he was encouraged to participate in the study conducted by the English teacher identifying students with writing apprehension. The test result was the basis for his referral. During the routine interview, Khellybirds disclosed the following concerns: (1) Academic pressures; and, (2) His longing of his father's presence.

Khellybirds is the eldest of the two siblings. His father is working in Manila while his mother stays mostly at home. He loves to cook and has interest in taking care of wild animals. He is much closer to her younger sister. He is most comfortable in sharing his problems and openly expresses his thoughts and emotions to her younger sister than to his parents. He is creative and innovative in dealing with his problem.

During the routine interview, Khellybirds demonstrated full conviction in responding to the questions addressed to him. He has eye contact and his body posture displayed confidence. He has a sense of humor. The tone of his voice was a bit out loud. He

dressed well and neatly, but his hair is quite disheveled. The counselor made several attempts to clarify and set open-ended questions to discuss several factors related to his writing apprehension. In dealing with this concern, he claimed that writing is not his thing. He admitted that he has difficulty in expressing his

ideas through writing. He preferred to discuss his ideas and opinions through oral communication.

In the entire routine interview session with Khellybirds, he is observed not to be distracted by any academic pressures though he mentioned about certain aspect of his difficulty in complying all the requirements and some family related problems. He just wants to enjoy his high school life. He has a high level of self-confidence and capacity to manage and control his emotions. Hence, his writing apprehension test result is associated with what he personally viewed about writing. His general attitude in dealing with his personal and family problems has a strong bearing in looking at the brighter side of life.

In the duration of the routine interview session with Khellybirds, the counselor will do further interview about his family concern, offer him an opportunity to ventilate his hidden emotions and other queries on how he could be assisted in dealing with his other concerns, if any.

After the last session of the special writing class, the Writing apprehension test was given as a post-test to the identified apprehensives. However, the number of apprehensives to which the intervention was conducted, decreased from four to only two.

Table 1.3 shows two of the main themes of writing apprehension which are Negative attitude towards writing and Negative writing experience in the past.

Table 1.3

Common Themes of Writing Apprehension Manifested through the Outputs of the Writing Apprehensives

Case No.	Negative Attitude Towards Writing	Negative Writing Experience in the Past
1	<p>"I fear writing because I don't want my opinion to be judged."</p> <p>"I'm scared that other writing is good but mine was rude."</p>	<p>"My teacher is bullying me when I was in Elementary, so, I hate writing."</p>
2	<p>"Writing is another form of art that I tend to fear due to deadlines and anxiety caused by an irrational fear of never reaching or attaining the expectations and/or standards that they have."</p> <p>"Due to publication deadlines and submission dates, the more I lose the taste for writing."</p>	<p>"I, in my younger days, loved writing but due to some friends and teachers, I seem to lose the interest in writing. "</p> <p>"Once, one of my 'friends' told me that my style of writing is and will always be pretentious and uninteresting."</p>
3	<p>"I thought it was because the topic wasn't my forte, but even though, it wasn't, I still lost and there should be no excuses."</p> <p>"As far as I remember, I had qualms about writing even about stuff that I like. I just write what comes to my mind and what not."</p> <p>"Even now, I still am. Right now, I'm empty out of words that just usually come in mind. So I'll stop here."</p> <p>"Writing about something I like should be easy. Words are coming directly in my head."</p>	<p>"There was this one event where we had to compete by writing an essay. My sister was in it. Seeing her finish quickly without a sweat, I was truly amazed but also aware that I'm not even half done with mine."</p> <p>"A few hours after finishing, my sister came out on top and I was placed God knows where."</p> <p>"As some people or most people my age like to write about love, I don't want to have to tackle something so unexplainable by words."</p>
4	<p>"I fear writing because I'm bad at it."</p>	<p>"I would like to write about the story of my life, but...."</p> <p>"My experience in writing is bad. I was judged by my teacher when I like horror to be my topic."</p>

Here are some of the quoted lines taken from the written outputs of the writing apprehensives indicate some thoughts on problems that they encounter in their personal lives which may have contributed to their writing apprehension. Some lines pointed directly to the influence of family as one that impaired confidence in writing.

But you are so unfair to us You are always angry even though we are not doing something bad.

You are not listening to us. It feels so wrong and unfair to us.

You think that you always know what's the best for us, but I think, it is what's best for you.

I would love to stick around and see what happens but

...it just seems so comforting to know that someone would stick with you until death.

My mortality has been nothing but shame and disappointment.

As everyone grows and progress, the things we held dear would go. They'd leave.

Dad, sometimes, I get so frustrated about things that you often say or do.

It just seems soo unfair that I have to be the one that gives and try to keep things in place and what I get is you and cires anger.

You have frustrations, what about me? Don't I have the right to be angry too?

At least give me a little slack for trying everything to make you proud.

Barrun, G.A.

I'm sorry I'm such a failure as your son.

Hi, mom... really upset that you and him don't see eye to eye.

I had to take responsibilities that you left

there are no words to describe how I feel about our semi-functional family.

In my family, my mother and sister were always good at writing. Journalism, newsletter, poems, stories, you name it, they can do it all.

Seeing them achieve all those awards for writing and such, and knowing I have none, makes me not want to show my written works.

I believe that what I could make doesn't even come close to a quarter of what they can make.

I can't even have the chance to say what I want to say without you having to talk all the rubbish....

Please listen to me first, listen to what I want to say first.

Please understand my dreams. I understand...but I still wish..., and then we could make an agreement or something.

I'm sorry if I'm like this talking back to both of you like I have no respect. I'm sorry because sometimes, that's the only way for me to release my stress.

I'm sorry if sometimes I get jealous of my cousins because sometimes I don't feel love from you.

For the negative attitude in writing, it could be gleaned that lack of confidence in writing was brought about by inability to express thoughts due to lack of a wide vocabulary. This has

resulted to fear of not reaching or attaining the perceived standards set by other people. The negative experiences in writing have highlighted incidents in their lives which led to their writing apprehension. The writing apprehensives mentioned about other people's disapproval of the style in writing, losing contests because of perceived inferiority as compared to sibling. From among these experiences, it can be gleaned that the evaluation apprehension theory by Nickolas Cottrell indeed explains that rewards or punishments in writing take the form of approval or disapproval of the people considered as standards. Their fear of being judged causes their writing apprehension.

Overall, thirteen were categorized as having low level of writing apprehension, seventy-one showed no significantly unusual writing apprehension, and five were identified as having high level of writing apprehension. The determination of the students with high level of writing apprehension identified the participants for the proposed intervention. However, only four students were able to participate in this study.

The results further show that majority of the participants for this study showed no significantly unusual level of writing apprehension. This means that the school will have to look out for the possibility of these students to manifest signs of writing apprehension once triggered. This concern might need preventive interventions in the near future.

Erkan and Saban (2011) noted that expressing one's ideas in written form in a second or foreign language, and doing so with reasonable accuracy and coherence, is a major achievement. But, the complexity of writing as a task tends to heighten anxiety levels in students. In another study by Gere (1987) and Sharples (1993), it was pointed out that anxiety can often demotivate the student or lead to discouragement, and may result in negative attitude toward writing.

In the present study, out of 89 student participants, four male students and one female got scores that belong to 26-59, which indicates a high level of writing apprehension. The lower one scores in this range, the more severe the apprehension. A student in this group is nervous about writing and fearful of evaluation.

Forty male students and thirty-one of the thirty-eight female students had no significant unusual level of writing apprehension, scoring between the range of 60-96. However, the closer the score to the limits of this range--that is, scores close to 60 and 96--the more apt a student is to experience feelings or behaviors characteristic of the next range of scores. A score of 78 places a student as a writer on the mean, which is the middle point between two extremes, or conditions recorded in a large sample of students. The closer one is to the mean, the better. Nonetheless, the student should be alert to the fact that he may manifest signs of writing apprehension in performing certain writing tasks or in writing with varying purposes for different types of audiences.

The complexity of these tasks may heighten the apprehension of the identified students in this level. Therefore, this level which is neither high nor low must be treated carefully by people concerned. The change in manifestations of these students may be calling for a preventive intervention. For example, while one may not experience harmful apprehension while writing an expository essay, for example, he may experience excessive apprehension writing a placement essay for faceless evaluators or in writing an in-class essay exam which would seemingly take the form of a more complex writing.

Lati, as cited by Huwari (2015) reveals that the causes of writing apprehension include lack of linguistic knowledge, low foreign language competence, poor history of writing achievement and perceived writing performance improvement, low English writing self-efficacy, instructional practice of English writing, and fear of criticism.

Inadequate knowledge in academic writing is indeed one common theme or cause of writing apprehension. If one is uncertain about the knowledge and skills he possesses to be able to write coherent paragraphs, most likely, negative attitude towards writing will be developed. Also, fear of being judged, as explained in the Evaluation Theory of Cottrell states that awards or punishments in writing come in forms of the approval or disapproval of the evaluator. In the present study, it was found out

that one of the reasons for the evaluation apprehension of one of the four students identified with writing apprehension, is the family. He looks up to his mother and sister as the standards for good writers, and this causes him apprehension.

Al- Kwasawneh (2010) found that students felt challenged by their lack of vocabulary, organization of ideas, grammar, spelling, and referencing. The study concluded by providing these causes of writing apprehension: 1. Weak foundation such as the status of English, the students' motivation to English, and the teachers' lack of interest, 2. Environment reasons such as the use of mother tongue, few opportunities to practice English, and isolated culture, 3. Methods of teaching English in their countries such as using Arabic in English classes, 4. Writing done in Arabic, 5. Teachers' low proficiency in English and, 5. Lack of writing practice in educational institutions.

Some scholars believe that it is poor performance which leads to higher anxiety (MacIntyre and Gardner, 1989; MacIntyre and Gardner, 1994) while others believe that anxiety is a cause of poor performance rather than its consequence (Elkhafaifi, 2005; MacIntyre, 1995; Matsuda and Gobel's, 2004). In this study, three among the four identified students with high level of apprehension have experienced being bullied by people around them regarding writing. This has developed in them negative attitude for writing. They tend to do the task as it does not give them satisfaction. Rather, they get disapproval and hurtful reactions from people.

In 2010, Hanna, as cited by Al-Shboul and Huwari (2016), discovered that writing apprehension may influence students at all levels even after they have graduated from universities and may trigger them to avoid writing tasks whenever possible and procrastinate their work. This shows that the negative attitude towards writing has a lingering effect on people.

This situation is manifested by the negative experience in writing that happened to one of the four students with high level of apprehension. As a kid, he got hurtful comments as regards his plain and simple writing and this has caused him to believe that other people can do this task of writing with such ease, while he, cannot.

Intervention to Address the Writing Apprehension of Students

The implication of knowing how to battle this phenomenon will actually pave the way for academic institutions, like the DWCL JHS Department, to plan what intervention to give and how the intervention will address writing apprehension. Addressing this problem early on will result to the reduction of writing apprehension and eventually to academic success not only of the institution but also, most importantly of the students identified with writing apprehension.

Description of the Intervention

FOSFA: An Expressive Intervention for Writing Apprehension is the name coined for the proposed intervention to address the writing apprehension. FOSFA refers to the proposed activities that aim to address the writing apprehension of the selected students through a flexible modality covering after class formal and informal sessions combining both small group and individual engagements through expressive strategies.

The major approach used in FOSFA is Content and Language Integrated Learning or CLIL. The term CLIL was created in 1994 by David Marsh as a methodology similar to but distinct from language immersion and content-based instruction. The idea of its proponents was to create an "umbrella term" which encompasses different forms of using language as the medium of instruction. This is proven in increasing pupils' academic success due to lack of confidence.

Considering the results of the study cited above and the surrounding circumstances between the researcher and the identified high apprehensives, the locale of the study and the time left for the present school year, a ten-session special writing class set for ten weeks as the timeframe for the conduct of FOSFA. This covered the third and final quarters of the present school year. To address the ethical considerations for the conduct of a case study, the researcher sought the permission of the parents of the grade 10 students, and of the principal of the DWCL JHS Department which

would serve as the locale of the study. The letter informed them of the activities that would comprise the ten-session writing class. It was also made clear in that letter that the ten-session writing class will not incur them expenses for the instructional materials nor will it compel them to pay the researcher for the extra time spent with their children, although it was designed to address their children's writing apprehension.

FOSFA: An Expressive Intervention for Writing Apprehension is an after-school flexible intervention that does not have a steady time frame because it is needs-based. With the one-on-one discussion conducted to the students with writing apprehension, some cases took 20 to 30 minutes, while some took a little less than fifteen minutes. These all depended on the exchange of thoughts, views, and sharing of experiences which the students themselves initiated through the interaction they made with the researcher.

Objectives

FOSFA generally aims to address the writing apprehension of students who are identified as writing high apprehensive through an expressive strategy in the context of the CLIL. Specifically, it has the following specific objectives:

(1) To allow the identified students to express their feelings on the result of the Writing Apprehension Test administered and to orient on FOSFA as an expressive intervention that will address their writing apprehension;

(2) To get a grasp of the students' attitude towards writing and to know the underlying reasons, factors or situations that may have caused their apprehension in writing;

(3) To provide an opportunity for the students to elaborate on their perceived cause of writing apprehension;

(4) To allow the students to freely write about a topic of their choice;

(5) To assess how the students feel about the sessions being conducted on them, as well as the activities in writing given them;

(6) To deduce other possible factors contributing to writing apprehension;

(7) To process the students' written outputs;

(8) To determine the persons who create a big impact on the student-participants who may inspire them to overcome or who compels them to dwell on their challenges/problems;

(9) To assess the timeline of significant events in their life as identified; and,

(10) To evaluate the student-participants' ability to write with a set of criteria given them.

Strategies for Implementation/Activities

Improving students' proficiency in the English language is done explicitly after every writing session. The implementer conducted formal and informal sessions with the students identified with high level of writing apprehension discussing about the flaws on grammar and on other technicalities of writing in ways that did not directly specify the errors committed. In some instances, the implementer asked if a certain term used, accurately described the feeling that goes with the statement. The answer being a 'No', made the implementer take the opportunity to suggest for a more appropriate term which will add to the vocabulary of the students. This promotes the learning of a more extensive and varied vocabulary which will eventually result to deep understanding. In some instances, the implementer would clarify rules for subject and verb agreement but inputs are not written on the outputs as it may add to the apprehension of the writer.

The present study conducted the ten-session special writing class which covered the third and the fourth quarters of the school year. This would actually give the policy makers an idea when is it best to give intervention to students who encounter difficulty in their academics because of writing apprehension. Since classes on Friday ends at three p.m., the researcher met with the identified student – participants for the special writing class. The writing sessions utilized various strategies for implementation of the intervention. The possible factors contributing to the writing apprehension as cited in the previous discussion were considered in choosing the activities to be implemented in the FOSFA. This would serve as a chance for free expression of the feelings and thoughts brought about by the possible factors which the

apprehensives themselves have implied.

The activities included in FOSFA are:

Big Group Discussion. The five identified apprehensives were able to ask questions and express their feelings on the result of the Writing Apprehension Test conducted. After an informal group discussion with the student-participants;

Writing Activity about Writing Perception. The content was their perception of writing as an activity given in school. They were also allowed to include the factors or situations which may have caused their apprehension in writing.

One-on-One Interview. The participants elaborated on the perceived causes of their writing apprehension. This gave the researcher the signal that they were now ready to express their thoughts and feelings in writing;

Free Writing Activity. They were allowed to choose between a prose or a piece of poetry.

Table 2.1

FOSFA Session Activities

Session Number	Date of Implementation	Activities Done
	11/21/18	Administration of the Writing Apprehension Test
1	11/29/18	Big Group Discussion/Orientation to the FOSFA
2	12/06/18	First Writing Activity (What does writing mean to you?)
3	12/14/18	One-on-one interview with the students about what they have written during the previous session
4	01/09/19	Second Writing Activity (The students were allowed to write about a topic that interests them the most.)
5	01/15/19	Informal chit-chat about how they feel towards the writing sessions conducted to them
6	01/25/19	Third Writing Activity (Students wrote that letter which teenagers like them can't write their parents.)
7	02/01/19	Informal one-on-one session with the students
8	02/08/19	Fourth Writing Activity (Most and Least Favorite Persons)
9	02/12/19	Fifth Writing Activity (Timeline of Significant Events in their Life)
10	02/22/19	Sixth Writing Activity (Sonnet Writing)
	03/07/19	Re-administration of the Writing Apprehension Test

Informal Chit-Chat. The students talked about how they were feeling about the writing sessions being conducted. The talk ranged from light to a heavy interchange of feelings and emotions;

Writing a Letter. The contents were the thoughts which teenagers like them can not write to their parents. There was an outpouring of emotions in that activity.

Informal One on One Session. The aim was to create an avenue where they could talk about what they have written. This paved the way for a deeper understanding of the influence of parents on the well-being, the attitude and observed behavior of the student-participants;

Writing Activity about the Least and Most Favorite Person. This activity was aimed at surfacing who created a big impact on their being which inspired them to overcome or which compels them to dwell on the challenges/problems that they were in.

Writing a timeline of significant events in their life. Although they were allowed to choose which and what events to include, they were now made aware of the criteria set in a rubric which will be used to assess their timeline. The activities were not only designed to address the affective domain of the student-participants, but also to gradually make them willing to write although some guidelines and/or controlling factors were seemingly injected in the activity.

Sonnet writing. This was a choice the researcher had to make because of the guidelines that come with it. Sonnet, being a 14-line poem with each line bearing an iambic pentameter measure, and with a rhyme scheme to be followed. However, the student-participants were allowed to choose between Shakespearean and Petrarchan sonnet scheme. Also, they were allowed to supply their own title, if they wish to use one. This activity came as a surprise to the researcher because the two remaining student-participants were able to finish in less than an hour, facing each other.

This was the last of the ten sessions utilizing CLIL as an intervention to address the writing apprehension of the identified student-participants.

To ensure that the intervention was on the right track, the identified student apprehensives were given some sessions that did not task them to do a writing activity. Instead, what they felt during the writing activities was somehow processed as informal and formal discussions with them were conducted. The Guidance Counselor as referred by the researcher also made some routine interviews, counselling, notes and referral sessions with the identified apprehensives. Presented in Table 2.2 is the summary of the FOSFA.

The developed program was submitted to jurors for comments and suggestions prior to implementation. The proposed intervention was assessed, validated and described by the jurors. Most of their comments and suggestions about the intervention dealt with the ability of the intervention to provide the students with an avenue to ventilate issues that bring forth difficulties and problems that hinder their academic performance. They were also allowed to freely express their feelings on thoughts and views and situations that bother them. Through writing, the students were also given the chance to initiate concerns which they would like to be clarified about. The activities given them were opportunities through which the students could offer solutions to family issues that they encounter.

FOSFA provided the students opportunity to make decisive actions to engage in what they perceived are their fears and anxieties which in this case was writing apprehension. Deciding on taking the opportunity to deal with the difficulties they are currently faced with was a humble acceptance of their flaws and fear in writing, and in communicating their thoughts and feelings. Other positive comments included the intervention classified as a whole-child approach which does not only enhance their skills in writing and in language, but also address their emotional stability that embraces intercultural differences, family orientation and upbringing.

The suggestions were identified as teachers must be sent to trainings to know how this CLIL as an approach is implemented so that the intervention will be done correctly.

Along with the ten-session writing class given them, the researcher also, from time to time invited them to just have a few-minute talk with them, asking them questions which range from 'how they were doing in class' to 'is there anything troubling them'. The students would give straightforward answers, but they were at ease in the entire duration of the short meeting. Then they would ask when the next session would be, especially during Fridays when there was not any chance to meet because of school activities or other interruptions. These short and informal meetings gave the researcher an avenue to monitor the students and gauge whether they looked forward to the next writing sessions. Of course, since writing is more affective rather than cognitive for these students, it was really very important to know how they felt towards the intervention given them through the special writing class conducted by the researcher.

The class adviser, who was also the Math teacher of the student apprehensives, was also of help to the researcher. Since the intervention was known to her, she found time to tell the researcher how the students were performing in their class, as well as how they were behaving inside the classroom.

The SAO Coordinator, who also functions as the prefect of Discipline, was also visited by the researcher to ask whether significant instances happened in school involving the student apprehensives. This was deemed necessary since one among the five was placed under Strict Disciplinary Probation for this school year because he incurred several major violations last school year. Another student was also placed under Disciplinary Probation when he was in Grade 8. Also, he had to undergo summer remedial program because he failed in one of his subjects. Another student had incurred minor violations. Formal Conference had been given this student and his mother regarding his behavior and the violations he had committed. He was also referred to the Guidance Office for intervention. Still, another student who had demonstrated good behavior, was involved in an incident caused by his inability to control his emotions which resulted to his unintentional infliction of harm to another student. The information gathered from the Student Affairs Coordinator/Prefect

of Discipline was very important which would help the researcher know the other side of the students, and the behavior they manifested were actually connected to the character they were trying to share in their writing outputs as well as in the informal interviews or pep talk they had with the researcher.

Alongside with the outputs submitted during the writing sessions, the two remaining student-participants had voluntarily shared some of the articles they have written. These unsolicited writings were positive evidence of reduced writing apprehension, considering the fact that their attendance to the special writing class was not graded and they were not promised anything in exchange of their participation to the intervention.

The written outputs of the students identified with writing apprehension served as an avenue for the students to express their feelings towards the many issues in their family relationships that affected them in more ways than one. The recollection of their negative experiences in writing gave them the opportunity to trace where their apprehension began. Also, the activity that they wrote about their perception on writing as a graded task in school determined their negative attitude towards writing, especially if there were lots of rules to follow. The writing tasks allowed the students to freely express their feelings, concretize their thoughts and apply actions that may offer solutions to the difficulties that possibly caused their writing apprehension. (See Appendix F for the summary of the comments and suggestions given by the juror.)

Effectiveness of the Intervention in Addressing the Writing Apprehension of the Students

Diagnosing the students' writing process problems does not automatically alleviate them. But the information gleaned from the Daly-Miller Writing Apprehension Test results allows one to anticipate the particular needs and to devise strategies for reducing stress that often inhibit the development of cognitive skills.

The effectiveness of the intervention FOSFA: An Expressive Intervention for Writing Apprehension is gauged on

the change of the writing apprehension of the identified students with high writing apprehension after completing the intervention as shown by the WAT results. This effectiveness is also gauged on the manifestations of reduced writing apprehension as shown by varied sources of data such as the responses to interviews, written outputs, participation and behavior as observed by the implementer and other teachers' feedback on the students' behavior and performance related to writing.

Table 3.1 shows a comparative result of the Writing Apprehension Test administered to the identified high writing apprehensives. Table 3.1 shows a comparison of the results of the WAT administered as Pre-test and Post-test to the students who were identified as writing apprehensives. It can be gleaned that there was a reduction of the identified level of writing apprehension. Two student-participants had garnered scores equivalent to two notches: from High level of writing apprehension to low level of writing apprehension. Two students also reduced their writing apprehension from High level of writing apprehension to a no significantly unusual level of writing apprehension. This shows effectiveness of the Freedom of Speech First Amendment or FOSFA.

Table 3.1

*Comparative Results of the Writing Apprehension Test
given as Pre-test and Post-test*

N=4

Case No.	Pre-test		Post-test		Remarks
	Score	Interpretation	Score	Interpretation	
1	48	High level of Writing Apprehension	60	No significantly unusual level of Writing Apprehension	Writing Apprehension Reduced
2	59	High level of Writing Apprehension	109	Low level of Writing Apprehension	Writing Apprehension Reduced
3	47	High level of Writing Apprehension	114	Low level of Writing Apprehension	Writing Apprehension Reduced
4	58	High level of Writing Apprehension	92	No significantly unusual level of Writing Apprehension	Writing Apprehension Reduced

The four cases discussed correspond to the four students who were identified to have a high level of writing apprehension. The key informant for this summary is the Guidance Counselor of DWCL JHS Department.

Case 1 - Santiago

Case 1 is Santiago, not his real name. He got the lowest score in the Writing Apprehension Test administered to them. The result actually showed that he had Stress Apprehension. This means that Santiago was one of those student writers who experienced fear early in the writing process, sometimes even before they had written anything. As a result, he would often procrastinate and report that he did not look forward to beginning a piece of writing, even one required for a course. The student had experienced a writer's block where the hands cramp soon after one begins a timed writing exercise. Once the student is able to begin writing, he claims to run into great difficulty organizing his thoughts.

Santiago indicated that he avoided writing. He did not look forward to writing down his ideas, and when he began working on a writing task, his mind seemed to go blank. That was why he experienced a terrible time organizing his ideas when writing. He also believed that he was no good at writing.

These manifestations of Santiago may be very well related to the data given by the key informant who was the Guidance Counselor of the school. The Intake Summary of the client, Santiago presents the following salient points:

Santiago is a Grade 10 St. Daniel student who was referred by her English teacher due to her findings based on her study conducted using Writing Apprehension test (WAT). Santiago's test result showed that he has stress apprehension component. Students under this kind of writing apprehension has a difficulty in organizing thoughts, does not look forward to beginning a piece of writing, experience mental block, cramping of hands and does procrastination.

During the initial encounter, Santiago reported the following: (1) His shameful experience during his childhood in relation to writing; (2) His fear of being judged by others; and, (3) His difficulty in writing and class participation. Santiago is living with his family where his mother owns a small business while his father is working as a technician. He is the middle child among the three siblings. He loves to be with his brother and sister. He finished his elementary education in Daraga North Central School and is currently enrolled at Divine Word College of Legazpi as a Grade 10 student.

During the first encounter with Santiago through a routine interview, he exhibited some discomfort, uneasiness and reserved behavior. His body posture conveyed anxiety with fidgety hands by pressing on his handkerchief from time to time and jerking his legs. He did not maintain eye contact but he could answer clearly what was asked of him.

In the school section where he was asked to give information, he claimed that he was emotionally affected by what he experienced when he was in Grade 5. He was bullied because of his inability to explain what he wrote in his composition. From that experience, he developed anxieties every time he had to engage in writing activities. During the session, he was asked to write something and explain it orally. He just wrote some words but when asked to expound his ideas, he was able to explain it further and clearer. The gain of the session was the insight on the need to develop skills in writing and understanding so as to overcome his fears and anxieties in class participation.

The counselor asked about his plans and steps he may choose to take. Positive feedback, nodding of head for affirmation and digging deeper into the issue of conflicting demands of both academic and counselling activities were forwarded.

Initially, Santiago is perceived to be psychologically disturbed by his childhood experience. In the process of explorations, the concern seems to be deeply rooted in his capacity to cope with the demands of academic life. In relation to his writing apprehension identified by his English teacher, he claims

that he has difficulty to express his ideas through writing because of his fears to be judged.

Santiago's Post-test result on Writing Apprehension shows that from high apprehension level, his level had reduced to the having no significant unusual apprehension. His score increased from 48 to 60. As to the questions that helped determine that he was stress apprehensive, there was a noticeable improvement too. If during the pre-test he scored Indicator 3 (I look forward to writing down my ideas.) with a 3 or Uncertain, in the post-test, he scored 2 or Agree. For Indicator 4 (I am afraid of writing essays when I know they will be evaluated.) and Indicator 7 (My mind seems to go blank when I start to work on a composition.) which he both scored with 1 or Strongly Agree, in the post-test, he scored them both with a 3 or Uncertain. This means that there was at least a change in his attitude towards the actions indicated. For Indicator 15 (I enjoy writing.) which he scored 4 or Disagree, in the post-test, he gave it a 3 or Uncertain. This signifies a possibility for the student to eventually enjoy writing. Finally, for Indicator 26, (I'm no good at writing.) which he scored 1 or Strongly Agree, he gave it a 2 or agree in the post-test. One notch of improvement may seem negligible but it is a good sign for this student. Considering he was not able to complete the intervention as there were times he was not able to attend the class for some reasons which he would ask to be excused from the class, this improvement posed a good chance to reduce his writing apprehension.

Case 2 - Leigh

Case 2 is Leigh. He scored 59 in the pre-test of the Writing Apprehension Test. This made him fall under the high level of writing apprehension. A cross-reference of his score to a specific component of writing apprehension was made to get further insight into his particular attitudes toward writing and toward the evaluation of his writing. The result showed that he was under product apprehension. Leigh is one of those students who experience product apprehension, where the problem does not exist at a particular stage in the writing process (as with evaluation apprehension) or with a particular skill such as invention (as in stress apprehension). Rather, product apprehensives claim that

expressing ideas through writing is a waste of time. Such student writers do not clearly envision an audience or a purpose for academic writing. These writers tend to compose a single draft only, yet feel uneasy about submitting an essay for a grade. To give further explanation about Leigh's behavior is the Intake Summary shared by the Guidance Counselor as a response to the referral made by the researcher about Leigh's writing apprehension.

Leigh is presently studying at Divine Word College of Legazpi as a Grade 10 student of St. Daniel. He is doing good in English class yet when he participated in the study conducted by the English teacher, he was found to have a writing apprehension. Based on the test result, Leigh had product apprehension. The test result was the basis for his referral for counseling to investigate on his concern of having writing apprehension.

During the initial interview with Leigh (not his real name), he stated the following issues and concern: (1) His family problem; (2) Self-harming to evade from the emotional pain; and, (3) His academic performance particularly in research. Leigh is the youngest among the two siblings in the family. His father works as an accountant in one of the private institutions working with children. His parents were separated since his childhood. He claims that the separation of his parents greatly affects his psychological well-being. The emotional turbulence leads him to do self-harming.

When Leigh came into the Guidance office for the routine interview, he showed some kind of confidence in introducing himself. But his body language conveyed a message of emotional distress such as fidgety hands and constant movement of his legs while sitting. He was looking down from time to time as if thinking of what to say. After making introduction and explaining the purpose of the routine interview, the counselor indirectly posed a question on the referral regarding his writing apprehension. He started to share several problems that had aggravated his current emotional state. During the time he was sharing his problems, he was emotionally disturbed and his eyes were somewhat misty. The counselor made several attempts to

clarify his emotions and thoughts, made short affirmations either by short words of assent and nodding of head, asking questions here and there on some specific details, and forwarding some words of positive thoughts.

On the whole, the role of the counselor here was one of providing positive venue for releasing emotions and clarifying them to the counselee. In the whole gamut of emotions, Leigh was made to realize what specific emotions he was feeling. He was, likewise, aided in clarifying the problem. In a sense, the loss of control over circumstances and a sense of hopelessness became a major consequence of such life-situation. He was guided as to how to appropriately express emotions without disturbing neither relationships nor academic performance. The counselor made queries as to other ways he could cope with or resolve the problems.

During the entire routine interview with Leigh, it was found out that he had no problem in terms of writing apprehension specifically product apprehension since Leigh showed interest in English language and he possessed notably good writing skills. His affiliation in the Divinian School Paper proved that he had a positive attitude towards writing. However, the emotional state of Leigh was a normal reaction to the problem he was experiencing. His fears and anxieties were not without foundation. The resultant emotion was one of depressed moods that swing from remorse, fears and guilt feelings on his inability to solve the problems. Even his suicidal tendencies was a way of coping with the sense of hopelessness to resolve the problem and even lack of control over it. The statements of ending life were imputed to his desire to end the problems if he could do it.

With regard to the result of Leigh's post-test of the Writing Apprehension Test, his score increased from 59 to 109. This means that his writing apprehension was reduced from high level of writing apprehension to low level of apprehension. Since Leigh is a product apprehensive, the specific Indicators will have to be looked into as evidence of progress or reduction of the writing apprehension. For Indicator 6, (Handing in a composition makes me feel good.) which he scored 4 or disagree, an overwhelming

score of 1 or strongly Agree was given in the post-test. For Indicator 8 (Expressing ideas through writing seems to be a waste of time.) which got 3 or Uncertain in the pre-test, Leigh again showed evidence of reduction of his writing apprehension by scoring it 5 or Strongly Disagree. The last specific indicator for product apprehensive is Indicator 17 (Writing is fun.) which he scored a 3 or Uncertain. This score is indeed a manifestation of the routine interview with Leigh stating that he shows interest in the English language. In fact, his affiliation with the school paper proves that he has a positive attitude towards writing. It's just that because of the emotional distress he is suffering from, his fear and anxiety has been affecting his interest in writing and his good writing skills. His scoring of this indicator with 1 or Strongly Agree explains his being hopeful and realistic in confronting issues that affect him. All other indicators are proof of a noteworthy reduction in Leigh's writing apprehension. Only Indicators 4 (I'm afraid of writing essays when I know they will be evaluated.), 7 (My mind seems to go blank when I start to work on a composition.), 16 (I never seem to be able to clearly write down my ideas.), 21 (I have a terrible time organizing my ideas in a composition course.), 22 (When I hand in a composition I know I'm going to do poorly.), 23 (It's easy for me to create good compositions.), 24 (I don't think I write as well as most other people.), and 26 (I'm no good at writing.) remained the same in their scores. These may be the points that must be observed as a result of the problems Leigh is encountering. Given ample time and acceptance of the things that come his way, these be eradicated, if not erased.

Case 3 - CJ

Case 3 is CJ. Student writers who experience evaluation apprehension expect to do poorly in composition courses/subjects even before the courses begin. One feels as though the teacher will give a poor grade because he cannot express ideas clearly. As a result, the student often claims to be nervous about writing, dislike showing or talking about his writing even to friends, and does not like seeing his ideas expressed in writing. If a student is evaluation apprehensive, he believes other students are able to express ideas more clearly and, as a result, receive higher grades

than he does. These are the manifestations which are present in CJ (not his real name). His score in the pre-test of the Writing Apprehension Test was 55, and this classified him as a High Apprehension level.

In the routine interview conducted by the Guidance Office as referred by the researcher, the following were the salient findings: CJ is currently enrolled in Divine Word College of Legazpi as a Grade 10 student of St. Daniel. He was referred for counseling by his English teacher to find out the reasons/causes of his writing apprehension. In the test result using the Writing Apprehension Test (WAT), James' test result fell in the component of evaluation apprehension.

During the interview with CJ, he reported the following: (1) His family orientation; and, (2) His difficulty in deciding crucial decisions. CJ's parents were separated since his childhood. He is living with his mother at present but he has no idea where his father is. According to him, he is not interested to get to know him. He is the second child among the four siblings. His mother is currently working at the Bureau of Jail Management and Penology in Legazpi City.

In the routine interview conducted with CJ, he displayed excellent oral skills. He answered the questions quickly and he elaborated more on the background information of every detail the counselor has raised with regard to his family orientation and other areas related to his existence. He has eye contact and his body posture displayed confidence.

The reason for referral was not divulged to him but through the routine interview session, the concentration of the discussion was to surface the issues regarding the result of the Writing Apprehension Test (WAT) conducted by her English Teacher. In the area where he was asked to give school information particularly his difficulties in the different subjects he is enrolled in, he claimed that he had no difficulty in any of the subjects because he received high grades which he was not so concerned about. He knew where he was in his academic performance particularly in his writing composition. Moreover, when the counselor explored his confidence level in writing, CJ

pointed out directly his interest in reading and writing that somehow fueled his passion to learn more about the things he wanted to explore. He also revealed that for now, he already started to write a book which he was planning to publish someday.

In the initial encounter with CJ, he was perceived to be not distracted by any academic pressures. He enjoyed his student life for as long as by all odds he had a feeling that he was doing well in school and he would not let his mother be disappointed in him. In connection with his writing apprehension test result under evaluation apprehension component, it was observed that CJ's attitude towards writing did not align with his strong confidence in his writing ability.

The post-test result of the Writing Apprehension Test of CJ had shown great improvement. From a score of 47 which placed him under high apprehension level, the post-test showed an overwhelming increase to 114. This means that his writing apprehension reduced, and he is now placed under low level of writing apprehension. Since CJ was categorized under evaluation apprehension, the indicators determining this component were cross-referenced with the scoring level. For Indicator 2 (I have no fear of my writing being evaluated.), which he scored 5 Strongly Disagree.) in the pre-test, got a 1 or Strongly Agree which means he is now willing to have his writing evaluated; for Indicator 5 (taking a composition course is a very frightening experience.), which got a 2 or Agree during the pre-test, was now rated 5 or Strongly Disagree; for indicator 9 (I would enjoy submitting my writing to magazines for evaluation and publication.) which was scored 5 or strongly Disagree in the pre-test, got a 3 rating or Uncertain. At least, he was now considering the idea of submitting his writing.; indicator 11 (I feel confident in my ability to clearly express my ideas in writing.) was scored 5 or Strongly Disagree was now 2 or Agree in the post-test result; indicator 12 (I like to have my friends read what I have written.) got a 5 or Strongly Disagree in the pre-test, but was now scored 1 or Strongly Agree; indicator 13 (I'm nervous about writing.) got 2 or Strongly Agree, now was rated 5 or Strongly Disagree; indicator 14 (People seem to enjoy what I write was scored 4 or Disagree in the pre-test was now 3 or Uncertain in the post-test scoring.

This would imply that he was now open to the thought of his writing being good so that people would seem to like it.; indicator 16 (I never seem to be able to clearly write down my ideas.) was scored 2 or Agree in the pre-test, but got a 4 or Disagree or there was a change in his feelings towards his writing ability; indicator 18 (I expect to do poorly in composition classes even before I enter them.) was scored 2 or Agree previously, but in the post-test it got a score of 3 or Uncertain.

This may indicate a growing belief in his writing potentials.; indicator 19 (I like seeing my thoughts on paper.) is 4 or Disagree during the pre-test but is now 3 or uncertain; Indicator 20 (Discussing my writing with others is an enjoyable experience.) got 5 or Strongly Disagree in the pre-test but scored 2 or Agree in the post-test. For this aspect it is noteworthy that the session given for a one on one discussion about how he feels in the writing which they have just completed, really helped in making him enjoy the experience.; indicator 22 (When I hand in a composition, I know I'm going to do poorly.) got a 2 or Agree. In the post-test, he scored it a 5 or Strongly Disagree. The fear of submitting a composition and having it evaluated has been reduced.; indicator 23 (It's easy for me to create good compositions.) was scored 4 or Disagree, but was scored 2 or Agree in the post-test; indicator 24 (I don't think I write as well as most other people.) got a 1 or Strongly Agree in the pre-test was scored 4 or Disagree in the post-test; indicator 25 (I don't like my composition to be evaluated.) got a 1 or Strongly Agree, but was scored 5 or Strongly Disagree in the post-test. All these changes in scores manifest a huge reduction in the writing apprehension of CJ.

Case 4 - Khellybirds

Case 4 is Khellybirds. His score in the Writing Apprehension Test given as a pre-test was 58. This placed him in the high apprehension level. Also, when his score was cross-referenced to the components of writing apprehension, he was found to be under stress apprehension. To give a more elaborate discussion on his apprehension is the Intake Summary gathered by

the Guidance Counselor during the routine interview she conducted.

Khellybirds is currently a Grade 10 St. David student of Divine Word College of Legazpi. He is doing well in class, a very funny person and is seemingly happy in his outlook. He openly shared his family problem which he claimed to be the reason for his incurred absences in class. With these, he was encouraged to participate in the study conducted by the English teacher identifying students with writing apprehension. The test result was the basis for his referral.

During the routine interview, Khellybirds disclosed the following concerns: (1) Academic pressures; and, (2) His longing of his father's presence. Khellybirds is the eldest among the two siblings. His father is working in Manila while his mother stays mostly at home. He loves to cook and has interest in taking care of wild animals. He is much closer to her younger sister. He is most comfortable in sharing his problems and openly expresses his thoughts and emotions to her younger sister than to his parents. He is creative and innovative in dealing with his problem.

During the routine interview, Khellybirds demonstrated full conviction in responding to the questions addressed to him. He had eye contact and his body posture displayed confidence. He had a sense of humor. The tone of his voice was a bit out loud. He dressed well and neatly, but his hair was quite disheveled. The counselor made several attempts to clarify and set open-ended questions to discuss several factors related to his writing apprehension. In dealing with this concern, he claimed that writing was not his thing. He admitted that he had difficulty in expressing his ideas through writing. He preferred to discuss his ideas and opinions through oral communication.

In the entire routine interview session with Khellybirds, he was observed not to be distracted by any academic pressures though he mentioned about certain aspect of his difficulty in complying all the requirements and some family related problems. He just wanted to enjoy his high school life. He had a high level of self-confidence and capacity to manage and control his emotions.

Hence, his writing apprehension test result was associated with what he personally viewed about writing. His general attitude in dealing with his personal and family problems had a strong bearing in looking at a brighter side of life.

Under the category of stress apprehension, Khellybirds gave the following indicators preferential attention: for indicator 1 (I avoid writing.), the score in the pre-test was 2 or Agree. But it was scored 3 or Uncertain in the post-test. Indicator 4 (I am afraid of writing essays when I know they will be evaluated.) got 1 or Strongly Agree, but was rated 4 or Disagree in the post-test. It implies reduction of fear for evaluation.; indicator 7 (My mind seems to go blank when I start to work on a composition.) had 1 or Strongly Agree but got a 4 or Disagree in the post-test; for indicator 15 (I enjoy writing.) which was scored 4 or Disagree, was changed to 1 or Strongly agree during the post-test. A manifestation that the student was already obviously starting to like writing; finally, indicator 21 (I have a terrible time organizing my ideas in a composition course.) was scored 1 or Strongly Agree, had 3 or uncertain during the post-test. These changes in scores signify reduction of writing apprehension and progress in addressing their writing apprehension.

After the administration of the post-test, the implementer met with the four students and had a one-on-one interview with them. The teacher began the interview with asking how they were doing, especially that the school year was almost over and there were many requirements to comply with. Then, she asked them to recall how they felt after they were identified as having a high level of writing apprehension. CJ could recall how he was already expressing his expectation of the result. He said he mumbled words like "I'm apprehensive, and I know that." And when his range was called and interpretation was read, he said, "I knew it". With Leigh, he said he was excited to take the Writing Apprehension Test. He even said that he really wanted to know whether he had problems concerning his abilities which included writing. But while the results were coming he continuously looked around to see who were not called yet, just like him. And finally, when the first two ranges were called along with the students who belonged to the ranges, he said he suddenly became restless in his seat. For

Khellybirds, he said he was relaxed when he took the Writing Apprehension Test. Of course, he knew that there was no grade equivalent for the test, but more than that, said that he knew what the result would be. He thought all along that he would not be identified as an apprehensive. But the moment he knew the result, it was all right with him. He said, "At least, I'm on par with CJ and Leigh" (since these two are really known for being good in the English subject). Santiago said he still could remember that he did not ask any question for clarification during the conduct of the Writing Apprehension Test. He just silently took the test and waited for his result. But when he was told his result, he remembered to have smiled and say, "How come I'm on the same level with CJ and Leigh?". He even joked that it only meant he was also good.

During the sessions for writing, they said they started to look forward to the next writing class because every time, they would be excited of the next writing task that the implementer had prepared for them. However, there were sessions missed by Santiago and Khellybirds. Santiago said that sometimes, his mother would instruct him to go home early if there was no one to tend their small business in Daraga. Khellybirds, on the other hand confessed that sometimes, he would not attend the class because no one would feed his exotic animals. So he had to go home and miss the writing class.

Now that the intervention through the ten-week session conducted with them, they said that they were more encouraged to write. Leigh said that now, he had regained his love for writing because he knew someone had appreciated his thoughts on paper and that he was sure someone would read his writings. CJ said that the informal talk he had in some of the sessions made him realize that he had his own style of writing, and all he needed was the drive to continue writing, the confidence to write his own way, and to nurture his potentials in writing without thinking of his mom and sister as better writers than himself.

Leigh, who writes for the school paper was reported by the teacher-moderator to have submitted a number of articles, specifically poems even without prodding. Instead, he was able to

submit before the deadline and even asked for some more writing assignments for the next issue. Khellybirds said that he would begin writing the next chapter of his horror story and that he would make sure it reached the implementer before the end of the school year. He also said he would be selling some of his exotic animals so he could have some more spare time for writing stories. Santiago said he would miss attending the class because it made him feel important. They were only four, and they got all the attention they needed from the English teacher. Also, he said he felt as if he was a real writer having spent writing classes with CJ and Leigh, the two best writers of their batch.

The results of the Writing Apprehension Test given as a pre-test as compared to the results of the post-test indicated reduction in the writing apprehension of the students which can also be considered as success in addressing the writing apprehension of the identified apprehensives. However, the greatest indicator of success would be the actual outputs of the student-participants.

From a short and simple writing with same format and beginning, it became long and expressive as shown in Plate 1 on the next page.



Plate 1. Sample Written Output for Session 1 and Session 2

Khellybirds at the start of the FOSFA, could not even fill a

page with three sentences at the least. But because of motivation which was part of the intervention's objectives, he was able to write a chapter horror story. He said, he had already forgotten how to write because he had been apprehensive for a longer time now. But he said, he was going to redeem his glory as a horror writer.

Khellybirds intimated that he was reprimanded by his teacher because what he wanted to write about was horror stories, indeed he wrote one horror story when the activity for the session was to write about a topic which interested them the most. True enough, it was noticeable that writing a horror story was something that he could do with ease and enthusiasm. The student even promised to work on the rest of the chapters and give it to the implementer when he was done, even if the sessions for FOSFA had ended.



Plate 2. Sample Written Output for Session 1 and Session 2

Santiago, at the start really thought he did not fit in because two of the participants for the intervention were good

In one of the writing activities, the students were made to write a letter which they can't write their parents. This task was aimed at giving the students a space to express their thought and concerns, and issues that affected them, but which cannot be told to their parents face to face. FOSFA is an expressive intervention to writing apprehension. Some students would have apprehension in writing caused by problematic family relationships, like this one. During the session that succeeded this writing activity, Leigh said he felt good after writing these things. He said, that at least he was able to say it all, without getting judged and scolded.

Dear _____

I wish that before thinking about the expenses, you'll listen to me speak first. It's not because I want to go to U.S.T-L and all that, but because it's always about the money. "Mag-academy ka di ko kaya pag piloto mo" or "Cross out no ang U.S.T., it's impossible" it's always that way and I can't even have the chance to say what I want to say without you having to talk all the rubbish about how much it'll cost which I am already aware with. Please listen to me first, listen to what I want to say first. Please understand my dreams. I understand that we are not financially capable by now but I still wish you'd listen to me first before thinking about the expenses, and then we could make an agreement or something. I love you mom.





Plate 4. Sample Written Output for Session 6



It just seems so unfair that I have to be the one that tries and try to keep things in place and that I get it if you not likes anger you have frustration but about me don't I have the right to be angry too but I have the right to be a little frustrated. It's so unfair but I guess I have to face that I can't because you two guys are already parents and I don't want to add ~~more~~ any more problems I must always be the one that is good and be one that doesn't do rebellious things. Sister is the right to rebel and I don't ~~the~~ yet it seems that I still get to be the wrong one it's really frustrating. I'm the 'weak link' the chain that's what you think at least give me a little slack for trying everything to make you proud. I'm sorry I'm such a failure as your son.

Hi mom I just want you to know that my father your husband has been a great Parent. He refers to you as the "strongest part" in the story of two pots. He really is open that you and him don't see eye to eye (I mean). I know that you mean well but when you left He had to fill a huge gaping hole that you left I had to take responsibilities that you left But I don't know why but you seem to favor me over my sister and she blames me for it. I really want you to love me as equally like dad does but your not him guess I know that you still miss him and love him but I also know that you're grown apart so much. There are so much more things I want to say but as to do quite there are no words describe now I feel about our semi functional family thus ends this letter.

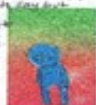
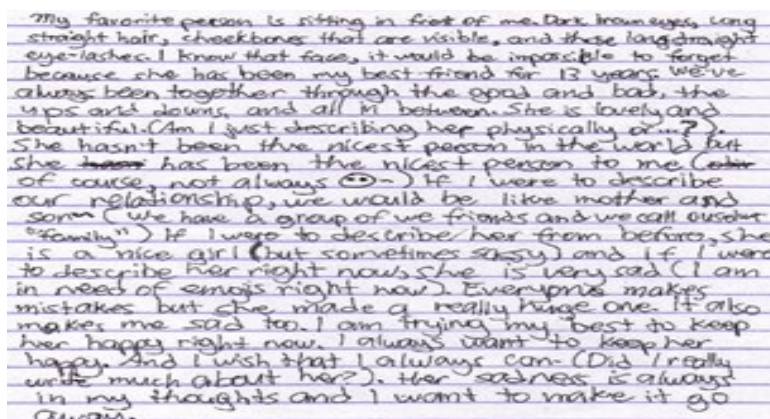


Plate 5. Sample Written Output for Session 2

CJ can be a very serious writer at some point. Especially if the topic is quite heavy like writing his thoughts for his mom. His style shows a straight-forward, honest yet respectful attitude. That is what CJ really is in person. In this activity, he was able to express issues of concern about his studies and the things that seemingly stop him from achieving them.

But sometimes, CJ can be as outspoken as his output. He talked about his favorite topic in writing but, he was so careful about how his thoughts would be translated when read. Use of appropriate words to truly express his thoughts were given consideration on this writing.



My favorite person is sitting in front of me. Dark brown eyes, long straight hair, cheekbones that are visible, and those long straight eye-lashes. I know that face, it would be impossible to forget because she has been my best friend for 13 years. We've always been together through the good and bad, the ups and downs, and all in between. She is lovely and beautiful. (Am I just describing her physically or...?). She hasn't been the nicest person in the world but she ~~has~~ has been the nicest person to me (color of course, not always ☺~). If I were to describe our relationship, we would be like mother and son (we have a group of we friends and we call ours "family"). If I were to describe her from before, she is a nice girl (but sometimes sassy) and if I were to describe her right now she is very sad (I am in need of smoojs right now). Everyone makes mistakes but she made a really huge one. It also makes me sad too. I am trying my best to keep her happy right now. I always want to keep her happy. And I wish that I always can. (Did I really write much about her?). Her sadness is always in my thoughts and I want to make it go away.

Plate 6. Sample Written Output for Session 8

It was also observed that the students were able to disclose more about their personal views and opinions. The writings were straightforward and the thoughts could easily be understood.

From taking too much time composing their thoughts on a certain topic before actually writing, they were now able to start at once. In fact, they managed to submit what they call as their masterpieces, even if the writing sessions did not task them to do so.

Below are unsolicited outputs for writing.

MY LAST DAYS
The dismal thought of death
the feeling of life I detest
The pain of every breath
heavy waters in my chest
I fall deeper into the abyss
can't, I won't I'll never be
cared to swim I know I'll drown
Dying will be my final plea
Now I'll wear a noose for a crown
I know that no one will miss
The hopes I have are no more
I slit, cut and then twice
I usually end up bleeding on the floor
but I know I have nothing left to lose
In death my bitter bliss
life to death and to ashes soil anew
changing colour from green to blue

Plate 7. Sample Unsolicited Written Output

These writings are unsolicited written outputs which the students shared because they felt they have written their best poem so far.

In the END
the time of man has come to end
say goodbye to the people you cherish
the words above come to send
the message we all perish
Say the words, say your pleas
it may not end the end but it is to ease
At the start
from destruction, ashes that contain
existence
from the scars new life emerges
strength to go on, resilience of
resistance
the end was the start for a new
the beginning creates a new hue.

Plate 8. Sample Unsolicited Written Output

The poem is an unsolicited written output from Leigh. On the side, he placed a note that this is one of his best poems. To be able to write down one's thoughts and ideas, one must possess the willingness to write and the drive and skill to put into words what he feels. Such is manifested in this piece of poetry.

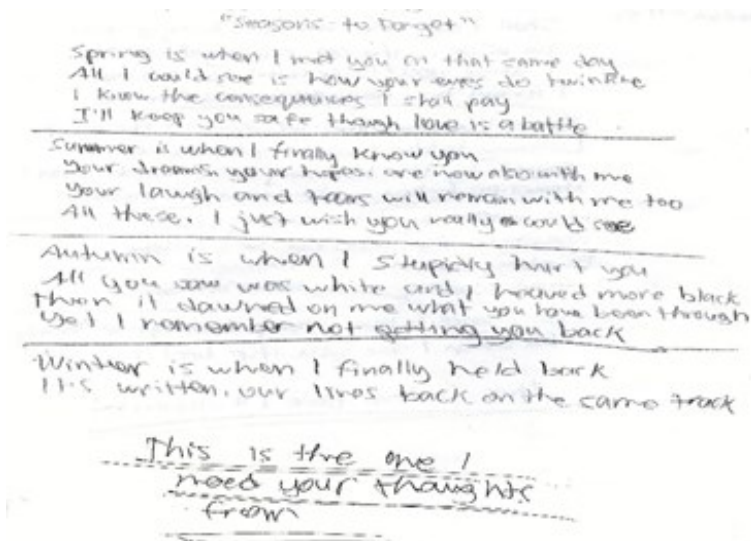


Plate 9. Sample Unsolicited Written Output

This is a sonnet, and to write them, one must be able to be write a fourteen-lined poem with ten syllables per line, with a measure of Iambic Pentameter per line. It followed the Shakespearean rhyme scheme which is ababdcdefefgg.

The submission of these masterpieces are concrete proof of the reduction of the students' writing apprehension. Aside from unconsciously trying to remove their fear in writing, the students were able to express their creative thoughts and time was used meaningfully and productively.

Conclusions

From the salient findings achieved by the study, the following conclusions were drawn:

1. The Grade 10 students of DWCL have varied levels of writing apprehension. Most students have no significant unusual apprehension but which may be triggered by problems and circumstances while few students have either high or low writing apprehension. The students identified as high level writing apprehensives have varied categories of writing apprehension.

2. The intervention to address the writing apprehension of the students which combines flexible modalities of delivery and has sound features is highly acceptable to jurors.

3. The intervention is effective in reducing the writing apprehension of the selected students as revealed by tests and as discernible in written outputs, participation in the intervention as observed by the implementer, responses to the interview and other behaviors manifested.

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PROGRAMS:

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