



# MENTAL MODELS OF SENIOR HIGH SCHOOL STUDENTS' WRITING THROUGH LITERACY NARRATIVES

**John Neil P. Solas<sup>1</sup>, Maico Demi B. Aperocho<sup>2</sup>**

*Davao City National High School<sup>1</sup>*

*University of Mindanao<sup>2</sup>*

*Davao City, Philippines*

## ABSTRACT

*This study aimed to explore the mental models in students' writing through literacy narratives and experiences. A phenomenological case study was utilized in conducting the research wherein purposive sampling was used in selecting the 10 participants of the study. The responses and observations were transcribed and coded. Thematic analysis was used in examining and analyzing the data. The findings of the study showed that students view writing as a systematic process; that reading improves writing, the importance of writing mechanics and process as a whole, the need to be comfortable when writing, and the hindrances in writing. The elements of good writing that experienced by the students considered for one to have a good output are specific central idea, relevant supporting details, grammar, punctuation and spelling, emotion, choice of words, sensitivity and avoidance to bias and applying elements when writing.*

**KEYWORDS:** *mental models, writing, literacy narratives, phenomenology, language teaching.*

## INTRODUCTION

Writing as a skill is a sophisticated process consisting of different steps to arrive at the final form. Although there are different types exist in writing, the content and the purposes behind them, they all do share the same process. Tribble (1996) provides the steps to writing: (a) prewriting (specifying the task, planning and outlining, collecting data, making notes), (b) composing, (c) revising (reorganizing, shifting emphasis, focusing information and style for your readership), and (d) editing (checking grammar, lexis, surface features, for example punctuation, spelling, layout, quotation conventions, references. It is referred to as a linear writing model, meaning that the continuity of each following step requires the completion of the previous ones. In other words, a writer cannot move forward to the last stage, editing, unless she/he accomplishes the preceding three.

For Nunan (1989), writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of several variables simultaneously. This shows the complexity of the task of writing, and the clear link to the cognitive aspect that often creates difficulty to learners during their writing. Writers read their own mental version of what they planned to write, rather than the actual text on the page. Writers first compare their mental text with what they have written (Bereiter & Scardamalia, 1987). In the United States, 97% of the nation's high school graduates entered college. However, although they were native speakers of English, their writing skill was poor. For example, the Harvard faculty was distressed by the low level in English on the freshmen students' part, including upper-class students. For this reason, they sought to remedy writing deficiencies by instituting freshman English (a remedial course). The original purpose given for the almost universal instituting of freshman English in college across the country, following the Harvard model was to make up for what students failed to learn in high school, in essence (Harmer, 2001).

One of the main problems among students is the fact that many of them cannot develop their writing skills, mostly the ones who are making compositions in the second language. This has become very difficult not only for students but also for professors, because all of them are looking for good results in every single step of the learning process (Walling, 2008). In the Philippines, of the four skills in English, writing is considered to be the most complex and difficult skill to master. This difficulty, according to Richards and Renandya (2002) lies not only in generating and organizing of ideas but also in translating these ideas into readable texts. Students should be trained to pay attention to the necessary grammar while they also work on the organization by giving those words such as first, then, and finally to organize their text. Raimes (1983) states that this approach links the purpose of writing to the forms that are needed to convey a message.



In Davao City, study shows that students' most common problems in writing are on the grammatical aspect. In the grammatical aspect, students frequently commit errors in the verb aspect (tense, subject agreement, and auxiliary and linker choice) compared to spelling and punctuation aspects. According to Aperocho (2017) the two topmost reasons for committing errors in the paragraph are mother tongue interference and incomprehensibility of the grammar rules.

Writing does not come naturally or spontaneously as it is stated by White (cited in Nunan 1996) writing is not a natural activity, but it comes through cognitive effort and training instruction. Writing involves a complex interaction between a wide range of different processes. In order to avoid cognitive overload, writers have to develop effective strategies and models for managing the writing process (Flower & Hayes 1980). Furthermore, student, having trouble keeping in their minds the hundreds of writing rules and techniques offered to them by professors, fail to produce the quality of writing that had been prevalent throughout past centuries. By giving students hundreds of rules to memorize and utilize in their writing, while leaving them without a model or example of an author who successfully exemplified those rules, stressed their minds and turned the process of writing into quite a strenuous practice.

In this study, the researchers explored the mental models in writing of senior high school students at Davao City National High School through literacy narratives. Specifically, the researchers sought answers to the following questions: (1) How do senior high school students view writing as a process? (2) What are the elements of good writing as experienced by the students? (3) What mental model can be generated from the students' experiences?

## **METHODS**

### **Research Design**

The researchers employed a phenomenological case study. Phenomenology is known as educational qualitative research design (Ponce, 2014; Creswell, 2013, Marshall & Rossman, 2010). Husserl (2000) claimed phenomenology as a method to gain an understanding of human experience (Moustakas, 1994). In this study, phenomenology was used since it involves exploring in detail the writing experiences of the participants of the study to create patterns of information (Creswell, 2005). The participants articulated their lived experiences in writing by making their own literacy narratives and it was validated through focus group discussions. Hegel defined phenomenology as knowledge as it appears to awareness, the science of describing what one perceives, senses, and knows in one's immediate awareness and experience. The process leads to an unfolding of phenomenal consciousness through science and philosophy toward the absolute knowledge (Kockelmans, 1967, Moustakas, 1994). It also involves suspending researcher's own experiences of the phenomenon to understand the experiences of the participants from an unbiased perspective (Moustakas, 1994).

### **Participants**

The participants of the study were ten (10) Senior High School students at Davao City National High School. These ten (10) students were selected through purposive sampling. Patton (1990) defines purposive sampling as a process of selection of information-rich participants from whom the researcher gathers a wealth of information regarding the issues central to the topic area of the research. In selecting the participants, they must be knowledgeable and experienced writers who were involved in writing competitions and school publications. To maintain the anonymity of the participants, they were asked to sign consent form stating that their identity would be kept anonymous and that the tape recordings, the notes, and the transcripts of the interviews will all be kept in a locker and would be erased after five years of the study.

### **Instruments**

The researchers utilized the literacy narratives of the participants. The researchers used a validated interview questionnaire in gathering the data. Interview must be adopted as a tool for social research as it facilitates obtaining 'direct' explanations for human actions through a comprehensive speech interaction (Bell, 1987; Kvale, 1996; Berg, 2007).

### **Data Analysis**

The researchers used thematic analysis in examining the gathered data from focus group discussion and literacy narratives of the participants. Thematic analysis is a type of qualitative analysis. It is used to analyze classifications and present themes (patterns) that relate to the data. It verifies the data in detail and deals with diverse subjects via interpretations. It is considered the most appropriate for any study that seeks to discover using interpretations. It provides a systematic element to data analysis. It allows the researcher to associate an analysis of the frequency of a theme with one of the whole contents (Moustakas, 1994).

**RESULTS AND DISCUSSION****Students' Views on Writing as a Process****Table 1****Emerging Themes on Students' Views of the Writing Process**

| Major Themes  | Core Ideas  |
|---|---|
| <i>Writing follows a systematic process.</i>                | Writing involves following a step-by-step process (pre-writing, drafting, revising, and editing).<br>Writing process serves as a guide to create a composition.<br>Pre-writing step is observed in making a composition.<br>This process gives structure to a written composition.  |
| <i>Reading improves writing</i>                             | Students view reading as one way to improve writing.  |
| <i>Pre-writing includes generating</i>                      | Students generate ideas and thoughts from their past knowledge.   |
| <i>Drafting involves translating</i>                        | Drafting involves translating abstract ideas into words.  |
| <i>Editing and revising include monitoring</i>              | Editing and revising involve proper monitoring of one's work to achieve a presentable output.   |
| <i>Questioning develops creativity</i>                      | The use of questioning to come up with an excellent work.   |
| <i>Importance of Writing Mechanics and Process as Whole</i> | During editing and revising, grammar and writing technicalities have been observed as part of the writing process.  |
| <i>Being comfortable when writing</i>                       | Writing process develops good composition.<br>Student writers get comfortable by following their own set of writing process.  |
| <i>Hindrances in Writing</i>                                | A challenge in the writing process is that it takes time in editing, revising, drafting and pre-writing.<br>Students affirm the occurrence of distractions during writing.<br>Penmanship is one important points in writing; its legibility affects readers in a favorable manner.<br>The mood to write is a key point for a writer to have a well-written composition.<br>Knowledge and understanding the topics to write give writers a hard time especially those unfamiliar topics.<br>Writer's block happens to these writers. |

**Writing as systematic process.** Based on the interview and the students' literacy narratives, students view writing as a step-by-step process. A general frequency of response notes the high occurrence of the views of the students that writing is made up of different sequential steps and stages are unique in every writer. This process is presented by Tribble (1996) prewriting (specifying the task, planning, and outlining, collecting data, making notes) composing, revising (reorganizing, shifting emphasis, focusing information and style for your readership) editing (checking grammar, lexis, surface features, for example punctuation, spelling, layout, quotation conventions, references. It is referred as a linear model, meaning that the continuity of each following step requires the completion of the previous one(s). In other words, a writer cannot move forward to the last stage, editing, unless she/he accomplishes the preceding three. Raimes (1983) adds to this idea by saying a learner who is given the time for the process to work can generate new ideas, create new sentences, and new words as he plans, writes a first draft, and revises what he has written for a second draft. Most of the



participants mentioned that the process is connected which means that the writer must not fail to skip one process so that he/she can achieve a good output. As Raimes (1985, as cited in Tribble, 1996) points out the recursion of this process refers to the probability and the flexibility of the writer's going back and forth between these stages at any time during their writing. This process suggests that the writing process is interconnected; it is dynamic and complicated. White Arndt (1991) develops another approach that emphasizes on the idea that re-writing is the key to writing process. Harmer (2003) describes their system as comprising of interrelated set of recursive stages.

**Writing process as a guide.** The result of the qualitative interview and literacy narratives present the theme of students viewing writing process as guide in developing a composition. Most of the participants stated that this process serves as a guide or a map for them to follow. An excellent writer always follows a pattern in achieving a good output. In the study of Raimes (1983), it is beneficial for the writer to visualize the way ideas turn into points, by using patterns and of organizations such as cause-effect, problem-solution, since it would serve them as a guide. Regarding the activities and methods concerning this step, he identified some of the most well-known of these: brainstorming, discussion, reading, debate, and list making. Moreover, the other activities such as cubing and clustering may involve more careful planning, working collaboratively can help students more in achieving these tasks. Hedge (1988, as cited in Tribble, 1996) reinforces this statement by saying that cooperative writing in the classroom generates discussions and activities, which encourage an effective process of writing. The participants said that pre-writing is a reflecting stage which involves brainstorming, planning, and recalling background knowledge. In the study of Richards (2002), proficient writers plan what they are going to write. Before starting to write or type, they try to choose what it is they are going to say. For some writers this may include making comprehensive notes, for others a few jotted words may be enough. Still others may not actually write down any initial notes at all since they may do all their planning in their heads. However, they will have planned, nevertheless, just as the shopping list writer has thought at some level awareness about what food is needed before writing it on the piece of paper. Furthermore, initial stage of pre-writing, students gather their ideas, subsequently select, and outline them to write the first draft. As a follow-up of pre-writing, White and Arndt (1991) and Hedge (2005) suggest the technique of fast-writing (free writing) and loop writing. The purpose of free writing is to write without any inhibition concentrating more on content rather than on form. Hyland (2003) elucidates the application of these activities seeing their nature. For instance, it is recommended to use two first two of these activities, listing and free writing, at the very beginning of the pre-writing session briefly and with the ideas that are found it is better to move on with discussion or planning.

**Reading improves writing.** A general frequency of response was gathered in the views of the students when it comes to reading as one way to improve writing. Participants noted how reading enables them to learn the style and correct sentence structure from the authors. Reading journals are means for which learners can generate meaning from their knowledge with a text. This type of journal also allows also to observe how a learner is developing as both a reader and a writer. For instance, Fagan (2008) used journal as a self-reflection activity on previously taught reading approaches to check their understanding of using sticky notes to track understanding. She provided them a chance to think about how they learn, and what they do to support themselves while giving her valuable information about their understanding of the strategy as well as inspiration for future writing segments.

**Pre-writing includes generating.** Students stated that pre-writing involves generating ideas and thoughts from their past knowledge. Most students believe that pre-writing involves generating ideas, thoughts including images in their mind. They think of a plan before writing. They all recall their previous knowledge. Gaffield-Vile (1998, as cited in Harmer, 2001) claims that writing is a voyage of self-discovery and self-discovery helps effective learning. Raimes (1983) lists some of the most well-known of these: brainstorming, discussion, reading, debate, and list making.

**Drafting involves translating.** Students mentioned that drafting involves translating abstract ideas into words. Most students stated that what the ideas and thoughts are abstract. Thus, their task is to translate those in their mind to letters, words, and paragraph to have a written output. Hyland (2003) mentions several advantages of the writing tasks, an equivalent term he names for the creating tasks. This allows students the chance to express ideas and thoughts in response to the ideas of others or to a real-world/realistic situation.

**Editing and revising include monitoring.** The students indicated that editing and revising involve properly monitoring of one's work. The participants stated that by monitoring their work can produce excellent output. Tribble (1996) mentioned Hedge's (1988) variation of both stages by stating that the content must be accurate first, which is revising and leaving details like improving spelling, punctuation, and grammar, which is editing. Again, to intend them as similar stages to be applied successively, they are the last stage



before putting an end to the written work, in other words creating it ready to share with others or publish. In these stages, getting comment, monitoring or remarks from peers or teacher is essential, since the students modify their writing.

**Questioning develops creativity in writing.** The students used questioning in each phase to come up with an excellent output. The participants used questioning in each phase of the writing process to improve their work and produce a creative material. According to (Gross, 2002), the general purpose of Socrates questioning is to challenge correctness and competence of thinking in a way that acts to move people towards their definitive objective. Many scholars agree that Socrates system of questions is at the heart of critical thinking, they develop students' critical thinking skills and creativity.

**Importance of writing mechanics and process as a whole.** A general frequency of response was gathered among the participants with response pertaining to knowledge on technicalities in writing as important in the process. In the studies by Perl (1979) and Sommers (1980) showed that less proficient writers were frequently concerned with grammar and correctness, and this distracted them from thinking about the clarity of the ideas and the organization (Hedge, 2000). It is a good idea to read the piece of writing at least twice, considering at it in different ways. The first time the writer reads his work and skim it quickly to make sure it is correctly organized and succeeds in meeting its goals. After that, the writer can check his piece of writing for spelling mistakes and inconsistencies in grammar or punctuation (Brooks, 2004). In addition, Hyland (2003) mentions a number of advantages of the extended writing tasks, the same term he names for the composing tasks. To list some of them here: gives chances for students to create a textually cohesive, stylistically appropriate, and ideationally coherent piece of discourse for an audience.

**Being comfortable while writing.** Students answered that constant practice in writing helps them be more skillful and comfortable in the overall writing process. Also, every writer is unique in some areas. Kasper and Petrello (1998) also suggested that the type of response, environment and teachers' writing exercises or practices play a very significant role in decreasing writing anxiety of learners in the writing process. For the students achieve an excellent written work they must be involve in different kinds of writing activities and practices so that they may feel comfortable in every writing activity. Additionally, Beaven (1977) found that trainers who used shared experiences, discussed learners' thoughts, and requested additional information were most successful in decreasing learners' frustration thus making them feel more comfortable in the writing process.

**Hindrances in Writing.** From the interviews conducted, the frequency responses of the ten participants are general. Students perceive time consumption as one challenges of the writing process. Common among the participants are the occurrences of time-constraint and consciousness in writing which affect time to finish a composition. Most of the participants revealed that time management is important in writing. In the study of Graves (1994), he notes that time is a first consideration. In the same way, Atwell (1987) argues that the main principle that provides a foundation for the writing activities in the school is that writers need regular chunks of time. Fletcher and Portalupi (1998) feel that learners need regular, continuous time to write. Additionally, Graves (1994) claims that if learners fail these regular writing activities, they will miss the construction and continuity they need to maintain the flow of thoughts and creativity in their writing tasks. For Tompkins and Hoskisson (1995), Writers Workshop should comprise of a 60 to 90-minute period planned each day, and students should be engaged in independent writing 30 to 45 minutes each day. Brailsford (2002) states that writing should be a 35-minute regular block in a balanced literacy program. Learners need large amounts of time to join meaningfully in writing activities. Learners need average writing time in order to achieve what they set out to do.

Writers have also testified on having experienced writer's block. In the paper of Bergler (1950), difficulties arise due to varying factors such as the learners' inability to carry out cognitively challenging writing tasks, fear or anxiety, perfectionism, and other related influences which he first described as writer's block. Another interesting investigation involving writer's block, aside from its existence, is the influence that it incurs on the quality of writing learners tend to produce. For Jones (1985), the generalizability of the construct of writer's block in relation to performance or ability measures needs to be cautiously explained. This is because there are also varying results about the influence of writer's block on the quality of writings produced by students. For example, the study of Lee (2002) found that even great blockers can write essays of good quality. However, since writer's block is connected to both cognitive and psychological burden on the part of the experienter, it may still bring about some effects on writing quality, an idea that may be answered through exhaustive research investigations.

Furthermore, student writers suffer from lack of knowledge especially if they encounter unfamiliar topics and features in writing. The participants stated that they encounter difficulties in writing because of lack knowledge. Recalling prior knowledge will be beneficial on students' writing performance. Strangman and Hall (2004) stated that teachers may develop students' writing skill by activating their background knowledge. Also, Hailikari, Katajavuori and Lindblom-Ylänne (2008) supposed that there is a strong



relationship between prior knowledge on one hand and learning and students' success on the other hand. Moreover, students' knowledge in writing has a strong effect on the way they realize writing (Gupta, 2006). Those students had learned how to produce good writing in their schools before they entered universities.

Penmanship is also one of the issues. According to student writers, penmanship has a vital role since most works are required to be in handwritten form. The participants indicated that penmanship affects the clarity of their written expressions. In the study of Strickling (1973), the consequences of illegible handwriting would be relatively unimportant if handwriting were an end unto itself rather than a means to an end. However, this is not the case. Poor penmanship is a barrier to both the clarity of written expression and spelling competence. Graham and Weintraub (1996) suggested that there are number of ways in which the mechanical demands of handwriting may interfere with the higher order processes involved in composing text. Lastly, students' enthusiasm may be impacted because of experiences of frustration with the writing process. A related cycle may exist in written expression for students who lack automaticity in handwriting. Failure in writing is likely to result in lower motivation to learn in the future, loss of self-efficacy, development of external locus of control, and avoidance of writing tasks (Ames, 1992; Bandura, 1986; Covington, 1983).

Students also identified mood in writing as one challenge. The participants mentioned that the writer's disposition would a factor in writing. In the paper of Hogg and Vaughan (2005), it is widely accepted that attitude can be measured as the components of a tripartite model. The components of attitude are affect, behavior, and cognition. Affect refers to an emotional reaction toward an attitude object.

Hayes (2000) posits that the relationship between cognition and affect – specifically with regard to motivation – is closely interconnected. One aspect of motivation often explored in second language studies is attitude. Attitude and motivation are generally thought to have a correlational relationship; some research supports a causal relationship in that attitudes influence motivation. In general, second language writing literature strongly supports an association between writing attitude, motivation, and achievement.

Another hindrance is the distraction during the writing phase. The participants stated that there are distractions during writing. They said it affects also their writing performance. According to Allport (1924), the effects of distraction upon task performance would appear to be obvious. By decreasing the amount of time and/or attention spent on the task, distraction should impair performance. There are, however, both theoretical and empirical grounds for questioning the validity of such a conclusion. Allport (1924) in his classic work on social facilitation stated, "We work so hard to overcome the distraction incident to group activity that we actually accomplish more than we would without these hindrances" (p. 284).

## Elements of Good Writing as Experienced by the Students

Table 2

### *Thematic Categorization of Elements of Good Writing*

| Major Themes                              | Core Ideas  |
|---|---|
| <i>Well-organized</i>                     | A well-written composition is well-organized.   |
| <i>Specific central idea</i>              | The main topic must be clear.   |
| <i>Relevant supporting details</i>        | Supporting details must be relevant to the main topic.  |
| <i>Grammar, punctuation, and spelling</i> | A good composition should have correct technicalities in terms of grammar, punctuation, and spelling.             |
| <i>Expression of emotions</i>             | Expression is considered as an element of writing where an individual imparts a feeling, information, or message. |
| <i>Use of Words</i>                       | The words should be appropriate to the composition.   |
| <i>Sensitivity and avoidance of bias</i>  | A composition must be sensitive to different class and groups, and there should be no bias.                       |
| <i>Applying elements when writing</i>     | Students apply the elements of good writing when they are writing.  |



The standards featured within the common core for writing emphasize the importance of introducing the topic, stating a view, supplying reasons for support, connecting phrases and idea through appropriate word choice, and providing an conclusion (CCSS, 2010). These features are mentioned repeatedly in the research literature (Graham, Harris, & Mason, 2005). Including details that support and elaborate selected reasons also increases the quality of an essay (De La Paz, 1997). More advanced writers may also include, comparisons or contrasts related to the opinion, information about opposing viewpoints, emotional or loaded language, and information to discredit the other opinions. Selection and use of genre elements in opinion writing also requires the author to consider the possible position and knowledge level their intended audience has on a specific topic (De La Paz, 1997; Tower, 2003). Informative/explanatory texts also have genre-specific features that can be used to identify more complete compositions. Some of the features overlap or are similar to the elements in an opinion essay, where as several are unique. Again, the CCSS provide a suitable starting point for determining some of the central genre elements. For informative/explanatory texts the standards include introducing the topic, providing relevant facts, details, and definitions, using linking words, connecting relevant sections of information, and providing a conclusion (CCSS, 2010). Additional features include a 27 formal thesis statement, additional elaborations on the mentioned facts, and comparisons or contrasts to similar topics (De La Paz, 1997; Graham et al., 2005; Tower, 2003). Writing with a voice solely grounded in reality and the use of 'timeless' verb tenses may also be prevalent in Informative/explanatory texts (Donovan, 2001).

According to Hedge (2005), there is a need to organize the development of ideas or information; ambiguity in meaning must be avoided through accuracy; the writer must choose from complex grammatical devices for emphasis or focus. Finally, they must pay attention to the choice of vocabulary, grammatical patterns and sentence structures to create a feasible meaning and an appropriate style to the subject matter and readers. The participants stated that a text must free from bias and prejudice. They mentioned that a writer must become sensitive to the feelings of his /her readers. This element must be observed in composing a text. Bias can cause misinterpretation and misunderstand of a reader in a text. In the paper of Darwin (1892), he noted that he guarded against bias by making a habit of writing a memo of confuting facts or ideas as soon as they came to mind. However, he also pointed out that excessive skepticism could deter people from pursuing a potentially useful train of enquiry.

### Students' Mental Model in Writing

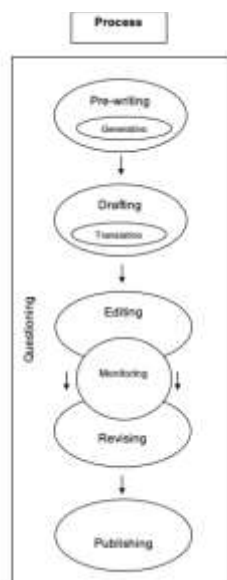
Figure 1 shows the students' mental model in writing which is generated from the literacy narratives and experiences of the students. Most students believe that writing follow a systematic process. They use this process in their writing tasks. Writing process involves pre-writing, drafting, editing, revising and publishing. This is observed as the responsibility of the student where she/he is simply expected to put pen to paper to *generate ideas* via techniques such as free writing and brainstorming.

In *pre-writing stage*, the students make a detailed plan; it is an act of building internal image or representation. In this pre-writing stage also includes the act of *generating* ideas, which involves retrieving relevant information from long-term memory by *questioning*. Starting to write an essay is a difficult thing. Even the most fluent writers need time to generate ideas and to plan what they are going to write. Students are no different. They should be given enough time to think when writing a narrative, offering an opposing view on a topic, or writing letters. The students work in pairs to understand the task and generate ideas together. Collaboration makes generating ideas more enjoyable and productive. The students also used the method of organizing in creative thinking and discovery since it is capable of grouping ideas and forming new concepts. There are ways to organize their generated ideas: through planning in groups, asking strategic questions (questioning), organizing points in a hierarchy of importance for presentation, highlighting essential information, sequencing given information, and sorting and matching ideas.

In *drafting stage*, the students mentioned that this phase includes *translating* which means the act of putting thoughts into visible language. The students in this process transcribe or write the ideas. The information created in planning may be characterized in a variety of symbol systems other than language. Even in drafting, the students would use questioning to ensure that their ideas and thoughts are related to the given topic. Thus, in this phase, the students' task is to translate a meaning into words. Furthermore, they can write easily if they have read more texts that are related to the topic. The students consider *reading improves writing*. The act of *translating* requires the writer to juggle all the special demands of written English. For some inexperienced writers, this problem may overwhelm the limited capacity of knowledge. Since writing requires skill to follow a process, the writers must keep on practicing to improve the skill and to be more *comfortable when writing*.



Figure 1



In *editing* and *revising* phases, these stages include *monitoring* the standards of literary genre for aesthetics, the achievement of rhetorical effects (pragmatics), and various metalinguistic judgments (spelling, word choice, grammar, cohesion). *Editing* can also be done by allowing the students to answer the questions that are related to the organization of their written work. Tribble (1996) lists some of the essential questions for writers: Is it properly organized on the page? Is the information presented in a clear, logical order? Have you put in all the information your reader needs? Have you put in unnecessary information? Hence, *questioning* is also present in editing and revising.

In *revising* stage, the evaluation of methods to enhance what evaluative assessments have found deficient and often cognitively complex, particularly at the entire text level. Often the students have available variety of ways to make the text come closer to evaluative self-standards or those of critics (Collins & Gentner, 1980; Elbow, 1981). In revising phase, the task is not simply correcting errors on a paper but rather it should concentrate is to have a positive attitude about writing and having feedback. The learners' attention should attract to the fact that their drafts are not final. After the students have written their work, it needs to be reviewed and evaluated. Learners who are unused to process writing will view revision as a sign of failure if not handled properly. In editing and revising stages, the students value *importance of writing mechanics and process as a whole*. Lastly, *publishing* is reproducing the complete outputs of the students. The student is considered both as a learner and as a writer, and the purpose of writing is communicating with the others through his/her written production. (Hayes, 1988).

In the study of Hayes & Flowers (1980), writing mental model involves among three basic processes: planning, which included generating ideas, organization and goal setting as components; translating plans into text; and reviewing, which included reading and editing as components. A significant feature of the model, which distinguished it from a traditional product-based view of writing as a linear process of plan-write-edit, was the recursive nature of the process. The students have been using common sequential process of writing. These are pre-writing, drafting, editing, revising and publishing. Through this systematic and profound methods, the outputs would have acquired the major elements of writing which comprises of being well-organized, having a specific focal idea, strong supporting details, proper usage of writing mechanics, written expression, selection of words, degree of sensitivity and objectivity and its application.

Students mentioned planning stage have to be established properly, in order to have a *well-organized* output, which means that the structure and organization of the paragraph are well developed. If the stages of pre-writing and drafting would be executed correctly, the students may be able to emphasize a *specific central idea* and provide *relevant and supporting details*. If editing and revising would be applied, *grammar, punctuations and spelling, choice or words, biases* will be monitored and, checked appropriately.

## CONCLUSION

The results reveal that the views and experiences of the participants are writing as a systematic process, reading improves writing, importance of writing mechanics and process as a whole are important, being comfortable when writing, and there are hindrances in writing. The elements of good writing experienced by the students are to have a specific central idea, relevant supporting details, good grammar, correct punctuation and spelling, expression of emotion, choice of words, sensitivity and avoidance to bias and applying when writing.

The findings show that the views and experiences of the participants are as a systematic process, reading improves writing, importance of writing mechanics and process as a whole are important, being comfortable when writing, and there are hindrances in writing. This implies that the students follow common process in writing, pre-writing, drafting, editing, and revising. They engage themselves more on reading different books to enhance the content of their outputs. They also give to value the writing mechanics such as correct use, grammar, organization of thoughts and ideas, unity of paragraph. The students find ways to be more at ease while doing their writing tasks. Even though, they become more familiar with process of writing; they still encounter hindrances.

Furthermore, the elements of good writing experienced by the students are to have a specific central idea, relevant supporting details, good grammar, correct punctuation and spelling, expression of emotion, choice of words, sensitivity, and avoidance to bias and applying when writing. This means that the students can judge and evaluate good written works. They can monitor the content, structure and paragraph development of their work. They know how to apply these elements so that they can produce excellent outputs. In addition, the participants consider these elements important in identifying effective and excellent written outputs every





writing task. The elements would also serve as our guide in producing good texts. The reader would be able to understand the message easily if these elements exist in a text.

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