

**Teacher Cognition on Second Language (L2) Writing Instruction for Senior High School: Situating the Realities of 'The New Normal'**



**MENDOZA, FEDERICO JR. A.**  
Teacher II  
Southville 5A Integrated National High School

**ABSTRACT**

On the verge of the COVID-19 pandemic, language teachers have shifted their pedagogy aligned to the new normal. Expectations are set and realities are situated in teaching second language writing. In this study, Teacher Cognition Research by Borg (1997-2015) identified the expectations and the realities in teaching academic writing in the new normal. Qualitative case study design was used to do an in-depth and investigative exploration regarding the relevance of teacher cognition to pedagogical practices in today's new normal of select Senior High School Writing Teachers in the Division of Biñan City. After the inductive analysis (Hatch, 2002), the themes emerged were used to create the Cognition-based Model for L2 Writing Instruction in the New Normal. The model displays holistic, collaborative, socio-emotional, and ICT-integrated teaching writing strategies and techniques that will bridge students to improve their writing competence and attitude. As suggested in the model, the new normal writing instruction indicates learning tasks that are characterized as engaging, objective, and critical, so students will apply their writing competence and attitude to personal and professional purposes and situations.

## INTRODUCTION

A total paradigm shift is evident in today's teaching. With the COVID (Corona Virus Disease) – 19 pandemic, new normal in teaching will be prevailing as for our lives, work, and interactions with other people have now changed.

To set things straight, the dilemma here lies on how the ballgame of teaching and learning in the Philippines will be situated in the new normal. It has to be within the realities of every teachers and learners – the extent of their capacity to cope with these vast changes happening in the academe and not in the context of 'expectations' dictated by the ideal pedagogical constructs.

Stephen Hawking, an English theoretical Physicist and Cosmologist, once said, "My expectations were reduced to zero when I was 21. Everything since then has been a bonus." It is indeed that in life, human beings always expect of things on how they would want to or on how these would turn into. Anticipations are evident, at all rate. Yet, realities and uncertainties strike in which result to disappointment and worst, enthusiasm to go further in life.

That instance is tantamount to teaching. Teachers tend to set the bar high at the beginning of the class. Though as class days pass by, it becomes a major disappointment for students cannot be able to meet the standards established by the teacher. With that, it is essential that a teacher should set the realities in his or her classroom so he or she can be able to provide different sets of approaches and strategies appropriate to the learners situating the new normal.

In Senior High School, Teaching Writing has paved its way across subject areas. Every student must be committed into writing, academic writing in particular. For instance in Reading and Writing Skills (RWS) Subject, a core subject, outputs on a writing a Book Review or Article Critique, Literature Review, Research Report, Project Proposal, and Position Paper are expected to be accomplished. Also in English for Academic and Professional Purposes

(EAPP) subject, an applied subject, highly-specialized and critical reaction paper, position paper, concept paper, and technical reports are written relevant to the strand and track a student belongs. Generally, for a student to pass these particular writing subjects, it is a must for him or her to produce write ups that lie within the realities of academic and formal context.

Though teaching aids and materials are given, such as curriculum guide, textbooks or learner's material, and teacher's guide, it is challenging for a Writing teacher on how he or she can pull off a good and meaningful writing lesson to Senior High School students. There are an array of factors why teaching writing becomes challenging, or at some extent, troublesome for Senior High School teachers.

In the locale, where the researcher is an Academic writing teacher, 20 out of 51 students in his class got final ratings that were ranging from 77 – 75 in their EAPP (English For Academic and Professional Purposes) subject. It had only manifested that majority of the students found it difficult to express themselves in the context of Academic Writing for the teacher-mentor had imparted only the basics of Academic Writing and not the comprehensive discussions regarding the specific procedure/process/structure to follow in a particular form of Academic writing – a reaction paper for instance.

This paper attempted to integrate Teacher Cognition Research (Borg, 1997-2015) in identifying the realities in teaching Academic Writing subjects in Senior High School in the new normal. Particularly, an inquiry on how teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom will be exemplified. Hence, suitable and relevant design focusing on teaching writing strategies and techniques can be implemented in the class.

## Literature Review

### *On Academic Writing Instruction Difficulty*

Everyone can write, but not all people can produce a great text. A Lenneberg (1967) in Brown (2000) noted that human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. As far, Brown (2000) stated that in school, writing is a way of life. Writing is a subject that should be mastered by students. It has always been seen as an essential competency in ESL classes. It is the area in which learners are anticipated to be offered enough time to develop their writing skill. Writing is certainly an important element of learning English as a second language. With this sense, it is the teacher's duty to train the students in writing which is based on realities of the skills and knowledge the students have.

In addition, Meyers (2005) said, "Writing is partly a talent, but it's mostly a skill, and like any skill, it improves with practice". Hence, writing skill is one of the productive skills that require practice to create a good and clear written product.

The ability to write effectively is a tedious process that demands a lot of effort that even many native speakers of English are unable to master the writing skill well (Celce- Murcia, 2001). Writing is challenging for English as a second language (ESL) learner who does not have the skills to write coherent and cohesive text. In institutions of higher learning, students are required to have the necessary skills to write well-structured persuasive arguments (Butler & Britt, 2011).

Ariyanti (2016) said that essays usually include one or several questions that a student must respond to clearly and intensively. Because of the technical constraint and strict rules that students have to follow in their essay-writing activities, most of them, especially those who treat English as a foreign language (EFL), find it difficult to articulate themselves clearly when writing.

Fadda (2012) stated that some essays had excessively long introductory parts that the supporting details ended up

crammed and were sacrificed towards the end, causing the argument to appear skewed.

Baheej (2015) found out that students are seemingly able to write well because they have been studying English since they were at the first grade of Junior High School to University level. However, it was surprising when some smart students who were initially able to smoothly complete the courses, yet proven incapable when they were asked to write thesis.

Students have academic problem wherein they could hardly finish their thesis due to the fact that they lack of receptive and productive skills as well as rhetorical knowledge and first language interference. This is relevant to the notion that one will use his/her reading and writing skill together to be an effective writer in college level courses (Gibson 2002).

Emerging issues in education is the number of students who are "not thinking" (Hassoubah, 2008). The phrase "not thinking" here is not meant students do not have a mind, but directed on student learning in school. Student at the school was limited to listen to explanations of teachers, and then try to understand the explanations of the teacher to the next can help them fill out questions in examinations held in the school.

In terms of argumentative writing the author has noticed an interesting phenomenon that most of the writers can objectively illustrate a point in their native language with solid arguments but as for the same topic, their English writing seems subjective and powerless. Apparently apart from the shortage of objective and forceful supports, it seems that the biggest problem lies in their capacity to emphasize information in an objective manner, or prominence of objective information, which is primarily reflected in lexicon and sentence structures (Langacker, 1987: 107).

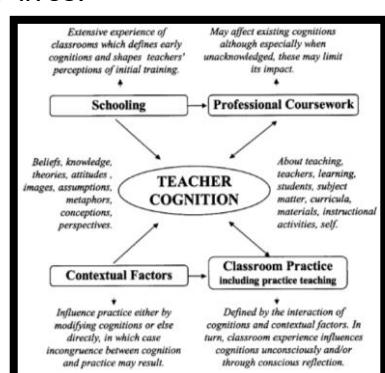
In the study of Garing (2013), there are problems in the main elements of creating argumentative text. It is due to lack of the habit of compliance with a specific plan unearned in written expression. The Support

and Elaboration textual feature which consist of the thoughtful or insightful presentation of ideas received the lowest rating among the argumentative essays of the first Year College of Liberal Arts students. On the other hand, the students' argumentative essays holistic rating are leaning towards Comprehensible but are considered Moderately Comprehensible. Since textual features of coherence can affect the comprehensibility of students' essays, the ENGLCOM program should consider the areas to improve in order to promote higher comprehensibility among student writers. The present study focused on the product of the argumentative essays which leads to the suggestion of conducting a study which would also focus on the process of writing in relation to comprehensibility.

Since writing is an important aspect for students to be mastered, teacher should choose an appropriate approach in teaching writing. Problems appear caused by the method or technique in teaching writing, because some teachers taught writing just give the explanation and exercises. It makes students less comprehended, less interested in writing, and makes students bored. To make students interesting in writing, teachers need to present material in an interesting way.

#### *On Teacher Cognition Research in Teaching Writing*

Teacher Cognition Researches on Second Language (L2) Writing have paved significant and impactful contributions as to how language teachers impart writing lessons effectively in their classrooms. Simon Borg, the lead proponent of Teacher Cognition in the year 1997, provided light on how teacher cognition plays a vital role in teachers' lives.



The figure shows a diagrammatic visualization of teaching in which Teacher Cognition (Borg, 1997) plays an essential role in teachers' lives. It is within this framework, grounded in an analysis of mainstream educational research, which language teacher cognition research has emerged. Key variables on teacher cognition are the Schooling, Professional Coursework, Contextual Factors, and Classroom Practices including those pre-service teachers. These are clearly defined and showed clear relevance and connection to other variables per se.

Borg provided some developments on how the term Teacher Cognition is defined. In year 2003, he defined it as "the unobservable cognitive dimension of teaching –what teachers know, believe and think." A major consideration would be on how a teacher makes use of his or her perceptions to impart teachings to students.

In year 2006, Borg defined Teacher Cognition as "teachers' beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, perspectives about teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities, and self, colleagues, assessments, and context."

In its recent development, Teacher Cognition becomes an inclusive term referring to the complex, practically-orientated, personalized, and context-sensitive networks of knowledge, thoughts and beliefs that language teachers draw on in their work (Borg, 2015).

Borg (2006) points out that it is crucial to include observations in language teacher cognition studies to be able to refer to what happens in classrooms accurately.

Borg (2003) points out the crucial role of including observations in language teacher cognition studies in the following way:

Can language teacher cognition be usefully studied without reference to what happens in classrooms? Personally I am skeptical, though it is clear that where large

numbers of teachers are being studied and/or ideal typologies are being developed, analyses solely of teachers' reported cognitions can provide a useful basis for further inquiry. Ultimately, though, we are interested in understanding teachers' professional actions, not what or how they think in isolation of what they do. (Borg, 2003, p. 105)

Array of researchers were made regarding Teacher Cognition in Second Language Teaching and Second Language Teaching Writing. Alzaanin (2019) explored a multiple case study to examine connections between the cognition and the pedagogical practices of eight English as a foreign language (EFL) writing instructors over one academic year in two Palestinian universities. Results showed that the instructors' cognition on second language (L2) writing, teaching and learning L2 writing, and their professional roles influenced their teaching approach, curriculum design, and classroom assessment methods. These findings implicatively include the importance of encouraging English as Foreign Language (EFL) writing instructors to reflect upon their cognition, working contexts and pedagogical practices, and an introduction to necessary L2 writing instruction models in tertiary level.

Many researchers have thoroughly integrated Teacher Cognition. An examination was made on teachers' use of written language in English as a second language (ESL) classrooms in Australia (Burns, 1992). In Lee (1998), writing teachers' self-reported beliefs and practices about teaching and learning writing in Hong Kong was revealed. While Cumming (2003) identified that writing teachers' conceptualizations, planning and delivery of writing courses in Canada become significant. Junqueira & Payant (2015) said that L2 writing teachers' beliefs about and practices of error feedback in the United States was a breakthrough. Other studies investigated L2 writing teacher cognition about assessment in Iran (Nemati, Alavi, Mohebbi, & Panahi Masjedlou, 2017).

Lee (2010, 2011) explored writing teachers' perspectives about their own

development as teachers of writing in Hongkong. Also, Van der Schaaf, Stokking, & Verloop (2008) testified students' perceptions of their teachers' pedagogical practices in the Netherlands. Furthermore, Gebhard, Chen, Graham, & Gunawan (2013) investigated the impact of teacher education programs in shaping teacher cognition and practices in the United States. Nguyen & Hudson (2010) determined the influence of previous learning experiences upon pre-service teachers' knowledge about teaching L2 writing in Vietnam.

Phipps & Borg (2009) discovered that the teaching of grammar was concentrated in L2 teacher cognition research while L2 writing teacher cognition only had a considerably less attention. However, it was suggested by Casanave (2004) that L2 writing teachers' perceptions of themselves as writers and as language learners may play a crucial role in their decision making as teachers of L2 writing.

A suggestion in making L2 writing teachers work on similar EFL contexts and reflect upon their cognition and classroom approaches. Also, an information provide to teacher educators and policymakers when making decisions to improve the teaching of EFL writing at universities (Alzaanin, 2019).

Moreover, there is one study talking about teachers' beliefs and its contribution to L2 writing teachers teaching practices. To exemplify that, Lee (1998, 2003) investigated the beliefs and practices of L2 writing teachers at a number of secondary schools in Hong Kong. Lee established that there was a gap between teachers' stated beliefs and instructional practices. It was identified that even if most teachers stated the significance of textual coherence in writing, in their instruction, grammar and vocabulary were mainly favored.

In the study of Ngoc Thanh (2015), it was recommended that teacher willingness to innovate their L2 writing teaching practices are contextually bounded by variables that reflect two insights: (1) the standards which establish characteristics of good writing and (2) the patterns of thinking

which are conveyed by knowledge about characteristics of L2 writing learners.

Yiğitoğlu & Belcher (2018) revealed that not only the teachers' previous language learning experience was an important contributor to their empathy with students as language learners but also the teachers' memories of their own language teachers influenced their beliefs about the learning and teaching of L2 writing.

According to Suwaed (2011), writing teachers, in the three selected Libyan Universities, largely depend on their own self development and informal learning to deal with challenges such as inconsistent syllabus, students' mixed level and large class sizes. Moreover, the findings of the study make a contribution in relation to exploring the ways in which professional development can be introduced by a trial of two workshops. Most importantly, the workshops show that teachers' willingness to broaden their knowledge of teaching motivates them to seek opportunities for shared professional development.

In the PhD paper of Zhao (2019), teacher cognition and practice showed that while agreeing with the need to include teaching of EFL writing in the College English (CE) curriculum, these teachers acknowledged the unsatisfactory outcomes of the teaching of EFL writing. It was a belief that the nature of CE writing teaching was to teach students to express their ideas in English through a logical and well-organized structure. However, it was observed that in classroom teaching practices their teaching focus shifted from writing strategy instruction to grammar, vocabulary and translation to improve students' language ability.

Salient inputs on Teacher Cognition and how it created a significant impact in today's Second Language Teaching and Learning, particularly in Teaching Second Language Writing, have been comprehensively studied by Simon Borg (1997-2015) himself and other Language enthusiasts-researchers. Primarily, teacher cognition exhibits the cognitive dimensions of teaching, on how a teacher knows, believes, and thinks of his or her pedagogical

craft integrating it to learning, the subject matter itself, the instructional materials, and the context of teaching. These notions on teacher cognition served as building-blocks of pedagogical practices in teaching writing.

Through teacher cognition researches on second language teaching writing, it was determined that cognition on L2 writing instruction influenced teaching approach, design, and classroom assessment. Furtherly, it was remarked that grammar, vocabulary, and translation were concentrated rather than textual coherence, logical and well-organized writing structure. Also, a research on inquiring if L2 teachers of writing were also an experienced L2 learners back then.

These are some of the revelations displayed in the literatures on Teacher cognition. At present, it is still a puzzling situation whether recent innovations in English Language Teaching, to be specific in Second Language Teaching Writing, are creating an influence on teaching practices. Addressing the issues of what may hinder or promote the process of implementation and change in teaching practices. It is concrete that a large body of research work in L2 teacher cognition tend to focus on issues on teaching grammar and vocabulary alone. Minimal attempt or a supplementary study on 'holistic' aspect of teaching second language writing is evident.

With that, the researcher aimed to do an in-depth and investigative exploration regarding the relevance of teacher cognition to pedagogical practices in today's new normal of select Senior High School Writing Teachers in the Division of Biñan City. Doing so would elate constructively the school administrators and curriculum planners about the pressing situations of writing subject teachers and students in present-day teaching and learning with the global COVID-19 pandemic happening. Hence, arriving with an instructional design to teaching writing would be evident.

## **Research Objectives**

The study explored teacher cognition (Borg, 1997-2015) and identified its

connection and contribution to present day teaching practices in the new normal of the Senior High School Academic Writing Teachers in the Division of Biñan City for the first semester of School Year 2020-2021. Specifically, it aimed to:

1. Know the expected teachers' cognition on teaching and learning English as Second Language (ESL) Writing in the new normal;
2. Determine the realities of teachers' pedagogical practices of teaching writing in the new normal;
3. State the attributions of teacher cognition to L2 writing pedagogical practices as for curriculum and instruction; and
4. Design a cognition-based model for L2 writing instruction in the new normal.

## METHODOLOGY

This research work applied a qualitative case study design to answer comprehensively the inquiries of this study. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007). Investigating cases will enable the researcher to do a comparison about the cognition and pedagogical practices of the Senior High School Writing Teachers. Hence, a facilitation of thorough analysis and interpretation of the data will be evident.

Cases in the study were defined as the select Department of Education (DepEd) Senior High School Teachers who were teaching Academic Writing subjects for the first semester of the School Year 2020-2021 in the Division of Biñan City. As for data collection, the researcher used multiple instrumentations such as online interview for writing teachers, video-taped classroom observations of writing teachers via an online platform, student portfolio for Modular class, and online survey-questionnaire for writing students.

Purposive sampling technique was used in this study to necessarily identify the

participants of this research attempt. One writing teacher was purposively selected in each of the five Public Senior High Schools in the Division of Biñan City. The schools were Biñan City Senior High School – Timbaño Campus, Biñan City Senior High School – Santo Tomas Campus, Biñan City Senior High School – San Antonio Campus, Southville 5-A Integrated National High School, and Biñan Integrated National High School.

There were three purposive sampling criteria that identified one participant per school such as: (1) a minimum of 2 years of teaching in Senior High School; (2) has units or a finished graduate degree related to Language teaching; and (3) teaching Academic writing subjects such as Reading and Writing Skills (RWS), English for Academic and Professional Purposes, and/or Practical Research 1 and 2.

Also, randomly select students of the identified teacher-respondents answered the survey-questionnaire to be made by the researcher.

In the data gathering procedure phase, the researcher used multiple instrumentations such as online interview for writing teachers, video-taped classroom observations of writing teachers via an online platform for Online Distance Learning (ODL) class or three (3) actual writing portfolios for Modular Distance Learning (MDL) class, and online survey-questionnaire for writing students.

Interview questions, which was done through Google Forms, were asked to identified teacher-respondents. The questions were based on the cognition of teachers' expectations towards teaching and learning English as Second Language (ESL) Writing and the realities of teachers' pedagogical practices of teaching writing in the new normal.

Video-taped classroom observations for Online Distance Learning (ODL) while actual writing portfolios for Modular Distance Learning (MDL) class were an instrument in this study. The goal of observation and student portfolio in the context of the current study was not to do an evaluation of

teaching. Instead, observing the teachers in actual scenario of the new normal and how student portfolio acted as an evidence of learning permitted the researcher to see the extent to which the teachers' cognition and reported practices paralleled to what is revealed in the e-classroom and in modular class. The researcher used the observations together with interviews to cross-check issues under study as well as to capture data that may be difficult to collect through interviews (Creswell, 2009). Cohen et al., (2007) noted that data obtained from observations will allow the researcher to gather live data from live situations. In the case of this research, the researcher used video-taped observations since there would be time constraints to watch the observations live and in person. The scope of the video-taped lessons and student portfolios was any writing lesson from the first semester of school year 2020-2021.

As for the online interviews, e-classroom observations, and student writing portfolios, the researcher applied inductive analysis as stated in the book of Hatch (2002) the steps are as follows: (1) read the data and identify frames of analysis; (2) create domains based on semantic relationships discovered within frames of analysis; (3) identify salient domains, assign them a code, and put others aside; (4) reread data, refine salient domains and keep a record of where relationships are found in the data; (5) decide if the domains are supported by the data and search data for examples that do not fit with or run counter to the relationships in your domains; (6) complete an analysis within domains; (7) search for themes across domains; (8) create a master outline expressing relationships within and among domains; and (9) select data excerpts to support the elements of the outline.

Lastly, an online survey questionnaire with Likert scale was administered randomly to select students of the identified teacher-respondents. The survey entailed their experiences and attitudes towards learning English as Second Language (ESL) Writing and their teachers' pedagogical practices of teaching writing. The platform of the survey

questionnaire was via Google Docs. Their responses provided descriptive statistics supporting the results of the coded and thematically analyzed interview transcriptions and observations.

In a nutshell, fieldwork concerns were greatly addressed in this activity. These concerns had something to do with gaining access to the field, staying in the field, gathering data in the field, and the interactions of being in the field of research (Creswell, 2012).

In terms of gaining access to the field, the researcher sought permission from the School Heads of Biñan City Senior High School – Timbaó Campus, Biñan City Senior High School – Santo Tomas Campus, Biñan City Senior High School – San Antonio Campus, Southville 5-A Integrated National High School, and Biñan Integrated National High School regarding the conduct of the study. A permission letter signed by the Division Research Committee Personnel, Education Program Supervisor of English, and Schools Division Superintendent was shown as proof of doing the study.

Then, the researcher did orientations regarding the real objectives of the research activity, what are the procedures that the participants will undertake, the probable effects of data collection, and the results which may be beneficial for both the researcher and the participants. The anonymity of the teacher-respondents and student-respondents would be the major consideration of the researcher in this study. Pseudonyms were used instead of the real names of the teachers for the discretion of their identity.

After doing the research activity, the researcher reported the findings of the study to his colleagues, the school heads involved, the stakeholders, the students, and other personnel involved for the purpose of policy-making and curriculum-planning of the entire Division of Biñan City.

## RESULTS

### *On the Expected Teacher Cognition on Teaching and Learning English as Second Language (ESL) Writing in the New Normal*

In this research, teachers' cognition on teaching and learning English as Second Language (ESL) Writing in the new normal prevailed expectations such as: (1) Writing class will be challenging for difficulties are expected to arise among the teacher and the learners; (2) Students' capacity to engage in Academic writing class is limited; (3) The course is not significantly working in the new normal; (4) A writing teacher should possess 21st Century knowledge and skills; (5) For ODL class, teaching writing strategies are socio-emotional strategy, guided writing strategy, and ICT integration; (6) For MDL class, socio-emotional teaching strategy, ICT application to communicate and discuss lessons, provision of enrichment activities, and collaborative learning are the teaching writing strategies; and (7) Teaching writing should transpire quality, passion, and competence.

### *On the Realities of Teachers' Pedagogical Practices of Teaching Writing in the New Normal*

In this research, teachers' cognition on teaching and learning English as Second Language (ESL) Writing in the new normal prevailed realities such as: (1) Challenges were realistically observed at the start of the writing class; (2) Student participation is evident in the Academic writing class; (3) Teaching writing in the new normal exhibits limited efficiency; (4) A writing teacher should possess 21st Century knowledge and skills; (5) For ODL class, teaching writing strategies are socio-emotional strategy and ICT integration; (6) For MDL class, socio-emotional teaching strategy, ICT application to communicate and discuss lessons, provision of enrichment activities, and explicit writing instruction are the teaching writing strategies; and (7) Teaching writing is holistic.

### *On the Attributions of Teacher Cognition to L2 Writing Pedagogical Practices as for Curriculum and Instruction*

#### **Cognition on Teaching Writing Expectations in the New Normal**

The research inquiries answered by the teacher-participants allowed this study to view an array of perspectives on how academic writing is anticipated to be taught in the new normal – how it will go, what are procedures to undertake, and the role/s to contribute of both the writing teacher and the second language learners. Through teacher cognition, expectations regarding teaching writing for ESL learners in the new normal are clearly identified. As perceived, teachers think that writing class will be challenging at beginning for difficulties are expected to arise to them and to the learners. Moreover, students' capacity to engage in Academic writing class is limited and may not be significantly working in the new normal. With the belief that all these will arise, a writing teacher should possess 21st Century knowledge and skills. Particularly for ODL class, teaching writing strategies that are expected to be applied are socio-emotional strategy, guided writing strategy, and ICT integration. While for MDL class, socio-emotional teaching strategy, ICT application to communicate and discuss lessons, provision of enrichment activities, and collaborative learning are the expected teaching writing strategies. At large, it is believed that teaching writing should transpire quality, passion, and competence to address all these challenges.

#### **Cognition on Teaching Writing Realities in the New Normal**

Through the interview questions, actual classroom teaching, student portfolios, and student surveys, realities on how teaching writing is executed in the new normal are documented – how did it go, what were the procedures being undertaken, and the role/s contributed both the writing teacher the second language learners. With teacher cognition, realities regarding teaching writing for ESL learners in the new normal are clearly recognized. As noted, writing class was realistically challenging and was exhibiting limited efficiency. Meanwhile, student participation is evident in

the Academic writing class and the writing teacher possessed 21st Century knowledge and skills. Particularly for ODL class, teaching writing strategies applied were socio-emotional strategy and ICT integration. While for MDL class, socio-emotional teaching strategy, ICT application to communicate and discuss lessons, provision of enrichment activities, and explicit writing instruction were the teaching writing strategies. Overall, teaching writing in the new normal was holistic.

In the actual classroom teaching for ODL Class, writing competencies were significantly catered for the writing teachers demonstrated writing lesson contents that were factual, informative, and highly-relevant to lesson objectives. Also, learning tasks provided by the SHS Teachers were critical, engaging, objective, and collaborative. Differentiated tasks and ICT during instruction were also integrated. While for the MDL class, student portfolios indicated frequency of submitted written outputs, compliance to performance tasks, and quarterly and semestral performance ratings attained by the language learners.

As for student survey, writing improvements in the new normal were seen by means of applying real situations or problems based on students' life. Also, teaching writing in the new normal permitted students to do a careful selection of words, properly use grammar, produce ideas effectively, and organize ideas comprehensively on the progress of their writing. In addition to, improvement was seen for students reflected on the content of their writing. In a general sense, it was interpreted that student writing improvements in the new normal lies within a moderate extent response.

Meanwhile, student survey on attitude towards writing in the new normal determined that students were motivated to participate actively in the online/modular writing class. Besides, their exposure and engagement to such writing lessons created a holistic impact to them. Also, students became dynamic and felt no boredom in their writing class. It was interpreted that student attitude towards writing in the new normal lies within a moderate extent response.

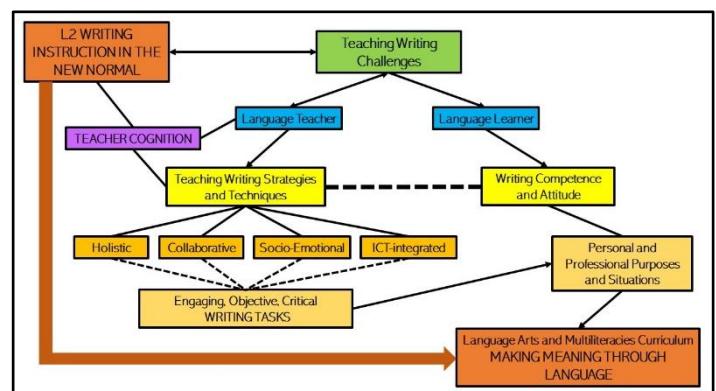
### Implications of Teaching Writing in the New Normal to Curriculum and Instruction

Making Meaning through Language – this is the core of Language Arts and Multiliteracies Curriculum (LAMC) Framework of the K to 12 Basic Education. The LAMC is primarily aimed at producing graduates who apply language conventions, principles, strategies and skills in (1) interacting with others, (2) understanding and learning other content areas, and (3) fending for themselves in whatever field of endeavor they may engage in. The graduates pertain here are the Generation Z learners. They are born and equipped with complete technology – cellular phones, computers and laptops, online and simulated gaming, portable music, and the abundant Internet. They are also called as digital natives for they are extremely comfortable with technology and can email, text, and use electronic devices without any hassle.

On the verge of new normal teaching, learning to write should impliedly focus on guiding students make meaning through language for different purposes incorporating various technology platforms. Students should be able to integrate writing skills for personal and professional purposes and situations – where communication demands significantly differ.

### *On the Designed Cognition-based Model for L2 Writing Instruction in the New Normal*

The cognition of writing teachers, either it lies on expectations or realities, provided a clear lens as to how teaching L2 writing will take place in the new normal. The cognitive dimension of teaching – what teachers know, believe and think exemplifies writing strategies and techniques that can be implemented in the language classroom.



The figure shows Cognition-based Model for L2 Writing Instruction in the New Normal. The identified and recursive teaching writing challenges are both experienced by the teacher and students. With that, the cognition of a language teacher will direct him or her to utilize holistic, collaborative, socio-emotional, and ICT-integrated teaching writing strategies and techniques for it will bridge students to improve their writing competence and attitude. The learning tasks indicated in the instruction, which are characterized as engaging, objective, and critical, should lead students to apply their writing competence and attitude to personal and professional purposes and situations. Hence, the writing instruction executed in the new normal is directed with the presence of Language Arts and Multiliteracies Curriculum Framework with the core 'Making Meaning through Language'.

## DISCUSSION

### *On the Expected Teacher Cognition on Teaching and Learning English as Second Language (ESL) Writing in the New Normal*

This study made use of interview questions to identify expectations on Teaching and Learning English as Second Language (ESL) Writing in the New Normal. It provided first-hand perspective and beliefs on how teachers see teaching writing in the new normal and its possible implications. As a recommendation, future researchers can also examine a language teacher's lesson plan. Lesson plan is a teacher's guide for what students need to learn, how it will be taught, and how learning will be measured. It is a blueprint of a teacher's expected use of a teaching strategy/technique in the class and the performance to be accomplished by students. In that sense, cognition on teaching writing expectations is documented and can be transcribed easily.

### *On the Realities of Teachers' Pedagogical Practices of Teaching Writing in the New Normal*

This study made use of interview questions to identify realities of teachers' pedagogical practices of teaching writing in the new normal. The interview was supported by classroom observations, student portfolios, and student survey. The actual perspective and beliefs, actual teaching, actual outputs, and actual student perceptions provided real picture as to how teaching writing in the new normal works and its actual implications. As a recommendation, future researchers can provide more inquiries to teacher-participants, observe 'best' teaching practices, ask students to provide a reflection narrative as they accomplish their writing portfolios, and administer a student survey aligned to 21st century knowledge and skills in second language to make it relevant in today's world.

### *On the Attributions of Teacher Cognition to L2 Writing Pedagogical Practices as for Curriculum and Instruction*

Aside from the core of the Language Arts and Multiliteracies Curriculum (LAMC) of the K to 12 Basic Education which is 'Making Meaning through Language', future researchers can also look on the relationship of teacher cognition to theories of language teaching, theories of language acquisition and learning, and theories of language. At an extent, it may provide a more in-depth implicative and objective discussion regarding teaching writing cognition in the new normal.

### *On the Designed Cognition-based Model for L2 Writing Instruction in the New Normal*

Teachers of second language writing are opted to use holistic, collaborative, socio-emotional, and ICT-integrated teaching writing strategies and techniques. The learning tasks indicated in the writing instruction, which are described as engaging, objective, and critical, should improve students' writing competence and attitude. Thus, the competence and attitude acquired can be used for personal and professional purposes and situations.

## References

Alzaanin, E.I. (2019). An exploratory study of the interplay between EFL writing teacher cognition and pedagogical practices in the Palestinian University context. *Arab World English Journal*, 10 (3), 113-132.

Ariyanti. (2016). *The Teaching of EFL Writing in Indonesia*: Dinamika Ilmu.

Baheej, K. (2015). *Difficulties That Arab Students Face In Learning English*. Studia universitatis Moldavia. 5 (85).

Borg, S. (1997). *Unifying concepts in the study of teachers' cognitive structures*. Unpublished manuscript.

Borg, S. (2003). Teacher cognition in grammar teaching: A literature review. *Language Awareness*, 12 (3), 96-108.

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.

Borg, S. (2015) *Teacher cognition and language education: Research and practice*. London; New York: Bloomsbury Academic.

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* 2nd Edition. California: Longman.

Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect*, 7(3), 56-66.

Butler, J. A., & Britt, M. A. (2011). Investigating instruction for improving revision of argumentative essays. *Written Communication*, 28(1), 70-96.

Casanave, C. P. (2004). *Controversies in L2writing: Dilemmas and decisions in research and instruction*. Ann Arbor: The University of Michigan Press.

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3th ed.). Boston: Heinle & Heinle.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (5th ed.). New York: Routledge Falmer.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). California: Sage.

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> ed.) Boston, MA: Pearson Education.

Cumming, A. (2003). Experienced ESL/EFL writing instructors' conceptualization of them teaching: curriculum options and implications. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 71-92). New York: Cambridge University Press.

Department of Education. (2016). *K to 12 Curriculum Guide in English*. DepEd Complex, Meralco Avenue, Pasig City.

Garing, A. (2013). Coherence in the University Freshmen Liberal Arts Argumentative Essays at De La Salle University: A Case Study. *Asia Pacific Journal of Multidisciplinary Research*. 1 (1).

Gebhard, M., Chen, I. A., Graham, H., & Gunawan, W. (2013). Teaching to mean, writing to mean: SFL, L2 literacy, and teacher education. *Journal of Second Language Writing*, 22(2), 107-124. DOI: 10.1016/j.jslw.2013.03.005

Hassoubah, Z. I. (2008). *Mengasah pikiran kreatif dan kritis*. Bandung: Nuansa. Retrieved from <http://ejournal.upi.edu/index.php/PSPBSI/article/view/446/325>.

Hatch., J.A. (2002). *Doing qualitative research in education settings*. USA: State University of New York Press.

Junqueira, L., & Payant, C. (2015). "I just want to do it right, but it's so hard": A novice teacher's written feedback beliefs and practices. *Journal of Second Language Writing*, 27, 19-36. DOI:10.1016/j.jslw.2014.11.001

Langacker, R. W. (1987). *Foundations of cognitive grammar*. Stanford: Stanford University Press.

Lee, I. (1998). Writing in the Hong Kong secondary classroom: Teachers' beliefs and practices. *Hong Kong Journal of Applied Linguistics*, 3 (1), 61-76.

Lee, I. (2003). L2 writing teachers' perspectives, practices and problems regarding error feedback. *Assessing Writing*, 8(3), 216-237.

Lee, I. (2010). Writing teacher education and teacher learning: Testimonies of four EFL teachers. *Journal of Second Language Writing*, 19(3), 143-157. DOI:10.1016/j.jslw.2010.05.001

Lee, I. (2011). Feedback revolution: What gets in the way? *ELT Journal*, 65(1), 1-12. DOI:10.1093/elt/ccp028

Meyers, A. (2005). *Gateway to academic writing: Effective sentence, paragraph, and essay*. USA: Longman.

Nemati, M., Alavi, M., Mohebbi, H. & Panahi Masjedlou, A. (2017). Teachers' writing proficiency and assessment ability: The missing link in teachers' written corrective feedback practice in an Iranian EFL context. *Language Testing in Asia*. 7 (21), DOI:10.1186/s40468-017-0053-0

Ngoc Thanh, T. (2015). *Exploring Vietnamese EFL teacher cognition of innovation in L2 writing teaching: Findings from flexibility of learner focuses*. Retrieved from researchgate.net

Nguyen, T. M. H. & Hudson, P. B. (2010). Preservice EFL teachers' beliefs about teaching writing and learning to teach writing before their practicum: A case study in Vietnam. *Asian EFL Journal*, 12, 43-67.

Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.

Suwaed, Hamed H. KH. M. (2011) *Teachers' cognition and classroom teaching practice: an investigation of teaching English writing at the university level in Libya*. PhD thesis.

Van der Schaaf, M.F., Stokking, K.M. & Verloop, N. (2008). Teacher beliefs and teacher behavior in portfolio assessment. *Teaching and Teacher Education*, 24 (7), 1691-1704.

Yiğitoğlu, N. & Belcher, D. (2018). Second language writing teachers' perceptions of themselves as language learners. *Boğaziçi University Journal of Education*, 35 (1), 5-18. Retrieved from semanticscholar.org

Zhao, H. (2019). *Teachers' cognition formation and reformation for teaching EFL writing: A study of College English teachers in China*. PhD thesis.