

## TEACHING WRITING COMPETENCE IN THE PANDEMIC: AN EXPLORATION OF BLENDED LEARNING INSTRUCTION

Ariel L. Ramos<sup>1</sup> & Ceferina L. Rodriguez<sup>2</sup>

<sup>1</sup>Cebu Technological University-Argao Campus, Graduate School of Education and Management, Philippines

<sup>2</sup>Sibonga Community College, College of Teacher Education, Philippines

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### ABSTRACT

Writing being one of the considered fundamental macro-skills especially in the context of formal communication and just like reading is crucial in improving educational outcomes and far-reaching implications, a reason why it must be taught even during the pandemic. In this competitive world, writing is also one of the skills that is necessary to excel more particularly in the workplace. However, despite of the fact showing the significant role of writing in a highly competitive world, it is noticeable that still many learners and sometimes graduates possessed very limited writing competence such as the case of the Philippines where learners have problematic writing competence as reported by Magsambol (2020) that some senior high school students cannot even write a decent English sentence and that data from the Southeast Asia Primary Learning Metrics (SEA-PLM) on 2019, showed that fifth grade students in the Philippines are falling behind their counterparts in some Southeast Asian countries in reading, writing and mathematics. Specifically, in terms of writing, only 1% of Grade 5 learners in the Philippines achieved higher levels of proficiency, or those that met the highest level in the standards used by the study by the Southeast Asian Ministers of Education Organization and United Nations Children's Fund (UNICEF). Hence, the teaching of writing competencies should be anchored on highly effective approach especially in this time when the academic landscape has been re-shaped due to the covid-19 pandemic. Thus, this quasi-experimental study was conducted to test the effectiveness of utilizing Blended Learning instruction to improve learners' writing competencies. Consequently, findings revealed that there is a significant difference in the pretest and posttest scores of the writing competencies being tested. Hence, Blended Learning instruction is considered an effective way of improving writing competencies of learners especially in the context of the covid-19 pandemic.

**KEYWORDS:** Writing Competencies, Blended Learning, Covid-19 Pandemic, Quasi-Experimental