



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF BATAAN

NOV 05 2025

DIVISION ADVISORY

No. 243, s. 2025

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Secondary School Heads
All Others Concerned

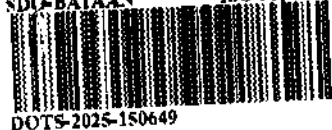
This Office informs all concerned regarding Regional Memorandum No. 334, s. 2025 titled **Data Gathering for the Study on Instructional Technologies in Teaching Academic Writing in Synchronous Modality**, which aims to describe and document the online teaching practices of second language (L2) writing teachers in secondary schools in the context of academic writing and to develop a technology-oriented training program for synchronous academic writing instruction.

Attached is a copy of the said Regional Memorandum, which disseminates the said data gathering request, for further details and inquiries.


CAROLINA S. VIOLETA, EdD, CESO V
Schools Division Superintendent

In compliance with DepEd Order No. 8, s. 2013, this Division Advisory is issued not for endorsement per D.O. 28, s. 2001 only for the information of DepEd Officials, personnel as well as the concerned public.

S05/jmn



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

OCT 27 2025

RECEIVED
 OCT 28 2025

BY: _____

REGIONAL MEMORANDUMNo. 334, s. 2025

**DATA GATHERING FOR THE STUDY ON INSTRUCTIONAL TECHNOLOGIES IN
 TEACHING ACADEMIC WRITING IN SYNCHRONOUS MODALITY**

To : Schools Division Superintendents

1. This refers to Memorandum No. 225-PPS-OD-09-017 issued by **Director Maria Clarisse T. Liguas-Roque, Director IV** of the Policy and Planning Service, Department of Education Central Office, regarding the request of **Mr. Darren Rey C. Javier**, Senior Education Program Specialist (English, SHS) of the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD), who is currently pursuing a Master of Arts in Education major in English Language Teaching (MAED-ELT) at the Philippine Normal University – Manila.

2. The request pertains to the conduct of his research study titled "*Instructional Technologies in Teaching Academic Writing in Synchronous Modality*." The study aims to describe and document the online teaching practices of second language (L2) writing teachers in secondary schools in the context of academic writing and to develop a technology-oriented training program for synchronous academic writing instruction.

3. For further inquiries, kindly contact the Policy and Planning Service-Policy Research and Development Division (PPS-PRDD) at email address ps.prdd@deped.gov.ph, and for later coordination, contact Mr. Darren Rey C. Javier, Senior Education Program Specialist of the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD) through mobile number, 09210648636 and email address, darrenrey.javier@deped.gov.ph.

4. For consideration and appropriate action.

RONNIE S. MALLARI, PhD, CESO V
 Regional Director

Encl. As stated

References: None

To be indicated in the Perpetual Index
 under the following subjects:

RESEARCH
 SYNCHRONOUS

TECHNOLOGIES
 INSTRUCTIONAL

PPRD1/pprd5
 October 9, 2025



Republic of the Philippines
Department of Education
POLICY AND PLANNING SERVICE

MEMORANDUM
2025-PPS-OD-09-017

FOR : **REGIONAL DIRECTORS**
RONNIE S. MALLARI, Region III
ALBERTO T. ESCOBARTE, Region IV-A
JOCELYN DR. ANDAYA, NCR

FROM : *Maria Clarisse T. Ligunas-Roque*
MARIA CLARISSE T. LIGUNAS-ROQUE
Director IV, Policy and Planning Service

SUBJECT : **Data Gathering for the Study on Instructional Technologies in Teaching Academic Writing in Synchronous Modality**

DATE : 25 September 2025

This has reference to the request of Mr. Darren Rey C. Javier, Senior Education Program Specialist (English, SHS) of the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD), and currently pursuing his Master of Arts in Education, Major in English Language Teaching (MAEd-ELT) at the Philippine Normal University – Manila, relative to the conduct of his study titled “**Instructional Technologies in Teaching Academic Writing in Synchronous Modality.**” The study aims to describe and document the online teaching practices of “second language” (L2) writing teachers in secondary schools for academic writing and to develop a technology-oriented training program for synchronous academic writing instruction.

In line with promoting evidence-based decision-making in the Department, this Office endorses the conduct of the following data gathering activities and the participation of your teachers on the following:

1. **Survey-Interview.** This will provide initial data on the experiences of teachers in teaching academic writing synchronously through a survey administration software (SAS) or Google Forms.
2. **Online Semi-Structured Interview.** This will provide follow-up questions based on teachers’ survey-interview responses to elicit richer and more detailed experiences. Participants who agree to be interviewed will receive another Google Form to schedule the interview at their most convenient time.
3. **Recorded Synchronous Class Observation.** This activity will examine how pedagogical approaches are integrated with instructional technologies in actual synchronous classes. Participants may attach a recorded session to the Google Form or email it directly to the researcher. The recording may come from a previous lesson during the pandemic or from more recent classes.
4. **Lesson Plan Analysis.** This activity shall supplement initial findings through documented instructional planning. Lesson plans may be attached to the

Google Form or emailed to the researcher. Preferably, the lesson plan should correspond to the recorded synchronous class.

A purposive-convenience sampling will be employed in identifying teacher participants using the following criteria: (1) a **secondary school English language teacher**; and (2) **have taught academic writing synchronously for at least one school year since the pandemic began**.

In this regard, Regional Offices (ROs) are requested to:

- Coordinate with School Division Offices (SDOs) and schools to support the researcher in the identification of participants and implementation of the data gathering among L2 writing teachers. The researcher will laterally coordinate with the ROs for the details of the data gathering activities mentioned including the schedule and selection of participants. All activities will be conducted through an online platform;
- Submit feedback on the actual conduct of the study as a result of monitoring to the Policy and Planning Service - Policy Research and Development Division (PPS-PRDD) at email address: ps.prd@deped.gov.ph. See **Annex 2** for the template of monitoring report;
- Share the links of the forms, materials, and platforms to the participants once the list of participants is finalized.

Kindly note that participation in this data gathering activity is entirely voluntary. Participants reserve the right to refuse or discontinue their involvement at any stage without any penalty or negative consequence. Furthermore, participation will not compromise or disrupt scheduled classes, as the survey may be accomplished during the participants' free time, in adherence to the Department of Education's "Time-on-Task" policy under DepEd Order No. 9, s. 2005. All responses will be treated with the utmost confidentiality and will be used solely for research purposes.

Attached here as **Annex** is the **brief project profile of the study**, for your **reference**. For further inquiries, kindly contact the Policy and Planning Service - Policy Research and Development Division (PPS-PRDD) at email address ps.prd@deped.gov.ph.

For lateral coordination, contact Mr. Darren Rey C. Javier, Senior Education Program Specialist (English, SHS) of the Bureau of Learning Delivery - Teaching and Learning Division (BLD-TLD), 4/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City through mobile number, 09210648636 and email address, darrenrey.javier@deped.gov.ph.

For consideration and appropriate action. Thank you.

Copy Furnished:

GERSON MARVIN M. ABESAMIS

Director IV, Bureau of Learning Delivery

Annex: Project Profile

Project Title:	Endorsement of Data Gathering for the Study titled, "Instructional Technologies in Teaching Academic Writing in Synchronous Modality"
Program Duration:	July 2025 – November 2025
Proponent/s:	Darren Rey C. Javier & Ma. Jhona B. Acuña
Address:	4/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City

BACKGROUND

Teaching academic writing demands a solid foundation of discipline-specific discourses and the pedagogical approaches best suited to support them. The present thesis aims to describe and document the academic writing online teaching practices of L2 writing teachers in secondary schools and to develop a training program for teaching academic writing synchronously (i.e., technology-oriented). This thesis will employ phenomenological research design. The use of the said research design allows the study to examine the phenomenon in online writing instruction practices and why, how, and what instructional technology L2 writing teachers choose and employ in synchronous modality. The participants in the current study are chosen using the purposive-convenience sampling technique. To be eligible, L2 writing teachers must meet the following criteria: (1) be a secondary school English language teacher; and (2) have taught academic writing synchronously for at least one school year since the pandemic began. The expected findings of the current thesis shall provide guidance to the secondary school English language teachers who are teaching academic writing synchronously. Pedagogical implications and suggestions for teacher development are also provided at the conclusion of this paper.

OBJECTIVES

This study seeks to:

- explores and describes the current practices in teaching academic writing synchronously; and
- design and develop a training program that integrates technology and pedagogy for online writing instruction.

BENEFIT

The following are the potential benefits of the present study:

1. Presents how L2 writing teachers integrate pedagogy with technology in conducting online academic writing classes in secondary schools.
2. Helps teachers understand why, how, and what technology-enhanced pedagogical approaches are most effective in synchronous teaching.
3. Recommends technology-driven approaches aligned with discipline-specific discourses in academic writing.
4. Develops a training program that harmonizes technology and pedagogy to improve the delivery of academic writing lessons.

PROCEDURE

The following are the data collection procedures of the present study:

1. **Survey-Interview.** Initial data on instructional technology use and pedagogical practices will be gathered through a survey administration software (SAS) or *Google Forms*.
2. **Online Semi-Structured Interview.** To explore teachers' insights and experiences more deeply. Participants who agree to be interviewed will receive another *Google Form* to schedule the interview at their most convenient time.
3. **Recorded Synchronous Class Observation.** To examine how pedagogical approaches are integrated with instructional technologies in actual synchronous classes. Participants may attach a recorded session to the *Google Form* or email it directly to the researcher. The recording may come from a previous lesson during the pandemic or from more recent classes.
4. **Lesson Plan Analysis.** To supplement findings with documented instructional planning. Lesson plans may be attached to the *Google Form* or emailed to the researcher. Preferably, the lesson plan should correspond to the recorded synchronous class.

Annex 2: Template for Monitoring Report

I. Schools and Field Office

Date of Data Gathering	Research Activities Conducted	Reported Feedback
	<i>(Indicative research activities conducted such as KII and FGD and the number of participants)</i>	<i>(Discuss feedback of participants regarding the conduct of research activities, and challenges and difficulties encountered in facilitating the activity)</i>