

Collaborative Inquiry: Secondary English Teachers on Learners' Writing Proficiency

Dareen A. Quimada

Abstract. Amidst the evolving challenges in the educational landscape, secondary English teachers take on a crucial role in shaping learners' writing proficiency. This study examined the experiences, coping strategies, and educational insights of secondary English teachers in Sulop, Davao del Sur, as they engaged in collaborative inquiry to enhance learners' writing skills. The study employed thematic analysis to interpret the data, utilizing a qualitative research approach with in-depth interviews (IDIs) from ten secondary teachers. The findings revealed that teachers' experiences were characterized by two emerging themes: managing dynamics and limited support. Teachers utilized technology integration, collaborative learning design, and reflective professional practice to address these challenges. The study also highlighted the educational insights from the collaborative inquiry process, including structured collaborative practices and shared instructional goals. These findings underscore the transformative potential of collaborative inquiry in improving writing proficiency and emphasize the importance of teacher collaboration and strategic design in enhancing learner outcomes. The study recommends enhancing professional development and resource accessibility for teachers, enabling effective inquiry-based practices in writing proficiency. This targeted support will foster a collaborative environment, empowering educators to improve their teaching strategies and learner writing outcomes.

KEY WORDS

1. Collaborative inquiry
2. writing proficiency
3. English teachers
4. secondary level

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1. Introduction

Writing is a fundamental macro skill of language. It encompasses the signs and symbols that carry meaning, subjective to each culture. Moreover, writing has been an integral part of human identity and history. Consequently, the educational system incorporates these skills throughout various disciplines of learning. Nonetheless, writing is more than just transferring thoughts to paper—it is a complex process. Thus, educators and learners find writing to be a challenging undertaking. Currently, the integration of digital technology has made writing even more challenging than before. According to a study by Mudra (2020) in Indonesia, digital technologies have detrimental effects on writing, influenced by the trend of online texts using contractions and slang. It diverted learners to the essential elements of writing, such as spelling, punctuation, and grammar- leading to reduced writing profi-

ciency. Nonetheless, the proper implementation and regulation of technologies in the classroom can lead to improved writing performance. In Hong Kong, a study by Teng and Huang (2019) found that teachers in high schools encountered difficulty in improving the writing proficiency rate of their learners. Critical issues in grammar and spelling were found in the learners' writing process. They are challenged to construct compound and complex sentences free from grammar errors in their essays. The misspelling was also commonly observed when learners used second-tier vocabulary words. Moreover, the findings revealed that the lack of innovative teaching strategies and methodologies contributed to the poor performance of learners in writing their essays. Comparably, a study by Hosseinpour et al. (2019) in Iran revealed that traditional teaching styles for writing lead to a decline in learners' writing proficiency. This includes generalized and repetitive tasks, which learners find boring and demotivating. Moreover, it revealed that the relevance of the topics influenced how learners write. The more relatable a topic is, the better their performance. While topics that are far-fetched lead learners to poor writing performance. In the Philippines, writing is a fundamental concern in the teaching-learning process. According to the study by Robles and Torres (2020), teachers find writing to be a stressful area of learning to teach. Aside from the multifaceted nature of writing, it also requires various tasks for teachers and learners to complete. Specifically, feedback on the learners' writing is often overlooked. The lack of clear identification of strengths and weaknesses limits learners' progress in improving their writing proficiency. Moreover, in Zamboanga, Saavedra (2020) highlights that teaching writing in languages such as English and Filipino shares similar challenges. Based on the findings, learners develop a set perspective that writing is difficult in any language. Consequently, learners tend to lose motivation in en-

gaging and improving their writing, regardless of the strategies applied by the teachers. This further highlighted the need to address learners' perceptions of writing. On the other hand, the study by Santiago Jr. et al. (2023) found that learners are addicted to artificial intelligence; excessive reliance and improper use can further degrade learners' writing proficiency. Moreover, this significantly impacts the critical thinking of learners and the originality of their work. Instead of aiding writing, it became a replacement for learners to write their written tasks. Ultimately, learners can become less enticed and proficient in writing. The issue of writing proficiency continuously challenges the global, national, and, more so, local educational contexts. In the local scenario among high school learners in Sulop, Davao del Sur, a deterioration in writing proficiency was observed. Learners often find writing to be rigid and uninteresting. Moreover, learners often struggle to express their ideas effectively in written text and complete writing tasks on time. Additionally, teachers are facing challenges in optimizing their learners' writing while keeping them actively engaged in class. The research gap highlights the need to address the writing proficiency of young learners. It further suggests a more profound understanding of the domains of writing and the strategies that support both teachers and learners. Hence, this study aims to fill the gaps by exploring the collaborative inquiry implemented by the secondary teachers in the writing proficiency of grade 9 and 10 learners in Sulop, Davao del Sur. Moreover, it aims to describe the influence of collaborative inquiry in creating a dynamic space for writing instruction to be more meaningful and effective in local classroom settings.

1.1. Purpose of the Study—The study aimed to investigate the collaborative inquiry and writing proficiency of teachers in Sulop, Davao del Sur. The research aimed to provide a foregrounding understanding of the relation-

ship between collaborative inquiry and writing proficiency. Furthermore, the study explored the expansion of knowledge relating to collaborative inquiry as an effective teaching strategy for enhancing learners' writing proficiency. The study's goal of the data collection process was to investigate the facets of collaborative inquiry and its influence on writing proficiency. The results of this phenomenological study aimed to contribute to the existing literature on collaborative inquiry and writing proficiency. Moreover, the insights of this study substantiated the value of inquiry-based practices, reflective practice, peer collaboration, and teamwork. These

supported teachers in effectively integrating collaboration in their writing instruction. At the same time, it fostered learners' agency and co-creation towards their writing proficiency. Ultimately, it helped foster the development of a conducive and meaningful learning environment that catered to the diverse needs of learners.

1.2. Research Questions—The study aims to investigate collaborative inquiry and writing proficiency of learners. The study was conducted to address the following research inquiries:

- (1) What are the experiences of secondary English teachers on collaborative inquiry in the writing proficiency of learners?
- (2) What are the coping mechanisms employed by the secondary English teachers in the writing proficiency of the learners?
- (3) What educational insights can be drawn from the findings of the study?

1.3. Review of Significant Literature—

1.3.1. Collaborative Inquiry—Collaborative inquiry is a learner-centered approach that empowers students to co-construct knowledge through purposeful group work. It promotes critical thinking, communication, and teamwork—skills vital for language acquisition and 21st-century learning (Leijen et al., 2024; Suthers Hundhausen, 2023). Teachers guide the process by establishing clear expectations and frameworks for collaboration (Brown et al., 2021), managing group dynamics, and using tools like prompts, assigned roles, and feedback (Lu et al., 2021; Gholam, 2019).

Challenges include balancing guidance with learner autonomy and addressing issues like unequal participation. To overcome these, teacher training is essential, focusing on inquiry skills, group processes, and digital tools (Akiba et al., 2019). Technology platforms such as Google Docs and discussion boards enhance collaboration, feedback, and engagement (Mercer et al., 2019; Lee, 2020).

Teachers' attitudes and school culture also influence the success of collaborative inquiry (Yang et al., 2022). When effectively implemented, it enhances intercultural communication, promotes inclusion, and supports real-world skills (Castillo et al., 2020; Burke Chaseling, 2022).

Research shows collaborative inquiry enhances writing through peer editing, group drafting, and metacognitive awareness (Agbi Yuangsoi, 2022; Chen, 2021). It improves lexical diversity, grammatical accuracy, and higher-order thinking by providing meaningful contexts for writing (Adhami Taghizadeh, 2024; Wale Bogale, 2021). Effective teacher facilitation and feedback loops also contribute to improved writing quality (Cravens Hunter, 2021; Oates, 2019).

Furthermore, collaborative inquiry supports culturally responsive teaching, validating diverse voices and motivating learners (Gordon Espinoza, 2020). It scaffolds learners academically and socially, promoting participation, self-

confidence, and critical thinking (Secules et al., 2021).

1.3.2. Writing Proficiency—Writing proficiency involves mastering linguistic, organizational, and analytical skills. It is shaped by motivation, self-efficacy, instructional support, and feedback quality (Berge et al., 2019; Rashid et al., 2022). Poor writing often stems from fear of failure, perfectionism, or lack of clarity in instruction. Addressing these requires supportive environments and a focus on writing as an iterative process (Dauba Jullanda, 2024; Cahyono Rahayu, 2020).

Critical thinking is essential for writing quality. Learners must organize ideas logically and support arguments with evidence (Han et al., 2021). Teachers' self-efficacy and time constraints can hinder writing instruction (Al-Jarf, 2022), but motivation and revision opportunities enhance outcomes (Alisha et al., 2019).

Technological tools like Automatic Writing Evaluation (AWE) systems and grammar checkers aid in mechanical skills but often neglect coherence and content development. Collaborative inquiry helps bridge this gap by encouraging peer critique and content refinement (Fan Ma, 2022; Wen Walters, 2022).

Group writing, peer editing, and shared accountability foster stronger writing skills and reduce writing-related anxiety (Hobbs Coiro, 2019; Hyland, 2019). Collaborative environments promote a growth mindset and demystify the writing process. Writing, when framed as a social and cognitive activity, becomes more accessible and motivating (Camacho et al., 2021).

Ultimately, collaborative inquiry paired with constructive feedback and technology supports a holistic model of writing development—enhancing skills, confidence, and academic readiness (Fajrina et al., 2021; Budianto et al., 2020; Wale Bogale, 2021).

1.4. Synthesis—Collaborative inquiry and writing proficiency share a potent, research-backed relationship that highlights the value

of interactive learning environments in developing writing skills. Collaborative inquiry emphasizes shared exploration, problem-solving, and the co-construction of knowledge among learners, all of which are critical for effective writing. Cognitive and social activities benefit writing by requiring idea generation, organization, and refinement—skills enhanced when learners engage in meaningful dialogue and receive peer feedback. According to the literature cited, collaborative inquiry significantly enhances writing proficiency by fostering an environment where learners engage in meaningful dialogue, peer feedback, and shared problem-solving. Writing requires organizing and refining ideas, skills that are sharpened when learners collaborate. By working together, learners can discuss their ideas, receive feedback, and revise their work, improving clarity and coherence in their writing. Studies show that learners who participate in collaborative writing tasks produce better-written work, as they benefit from diverse perspectives and collective brainstorming. The social nature of collaborative inquiry also helps learners develop essential skills for writing, such as communication, critical thinking, and audience awareness. Peer interactions expose learners to different writing styles and vocabulary, enriching their writing. By giving and receiving constructive feedback, learners improve the content and structure of their work. This collaborative process not only enhances writing proficiency but also prepares learners for real-world writing situations, where teamwork and feedback are often crucial to success.

1.5. Theoretical Lens—The theoretical underpinnings of this study include Cooperative Learning Theory, Metacognition Theory, and Social Constructivist Theory. These focus on understanding the significant relationship between collaborative inquiry and the writing proficiency of learners. The study is primarily grounded in the concept of Cooperative Learning Theory, as proposed by Johnson and John-

son (2019). It emphasizes the significance of collective effort and shared knowledge in achieving common goals. Rooted in the belief that individuals accomplish more together than alone, Cooperative Learning Theory highlights the value of pooling expertise, resources, and perspectives. This theory underscores the benefits of cooperation among learners and educators in educational settings, where participants engage in cooperative activities to deepen understanding and improve learning outcomes. The theory posits that through collaborative engagement, individuals learn from each other and refine their skills by reflecting on shared experiences, ultimately leading to a more effective and meaningful learning process. In the context of this study, Cooperative Learning Theory provides a framework for understanding how teachers in Sulop engage in collaborative inquiry to improve the writing proficiency of their learners. By working together in a collaborative environment, teachers can exchange ideas, evaluate learner progress, and co-create solutions to the challenges learners face in writing. This cooperative process fosters a sense of collective responsibility among teachers, allowing them to share their expertise and strategies for improving learner writing. As teachers collaborate, they deepen their understanding of effective teaching practices and enhance their ability to address the unique needs of their learners. This aligns with the core principles of Collaborative Learning Theory, which emphasizes the power of collective engagement to achieve more effective educational outcomes. The study also gleaned from the Metacognition Theory of Flavell (1979, cited in Öztürk, 2024). The theory involves the awareness and regulation of one's cognitive processes, enabling individuals to reflect on their thinking, learning, and problem-solving. In writing, metacognitive skills enable learners to evaluate their writing processes, identify areas for improvement, and apply strategies to enhance their work. This

theory posits that learners become more effective writers when they can monitor their thought processes and actively engage in self-regulation. By fostering metacognitive awareness, learners can better understand their strengths and weaknesses in writing, allowing them to make informed decisions about improving their writing skills. In the context of this study, Metacognition is particularly relevant as it provides a lens for understanding how learners' awareness of their writing processes can influence their writing proficiency. As teachers engage in collaborative inquiry, they encourage learners to develop metacognitive skills by reflecting on their writing strategies and assessing their progress. This reflective process is vital for learners to take ownership of their writing and become more independent learners. By incorporating metacognitive strategies, teachers can help learners refine their writing techniques, set achievable goals, and build confidence in their writing abilities. Combining teacher collaboration and learner metacognitive engagement creates a dynamic learning environment that supports teaching effectiveness and learner growth. Social Constructivism, proposed by Vygotsky (1978, cited in Wibowo et al., 2025), provides the final theoretical lens for this study. This theory asserts that learning is inherently social and knowledge is constructed through interaction. Social Constructivism emphasizes the role of dialogue, collaboration, and cultural context in the learning process. It suggests that individuals learn not in isolation but through their participation in social activities and the shared understanding that emerges from these interactions. In an educational context, this theory emphasizes the importance of teachers and learners co-constructing knowledge, with the teacher serving as a facilitator who supports learners as they develop their understanding of concepts and skills. Social Constructivism helps contextualize the relationship between collaborative inquiry and writing proficiency in this

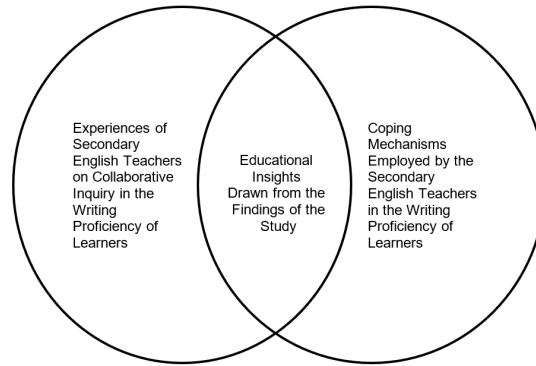


Fig. 1. The Conceptual Framework of the Study

study. The interactions between teachers and learners are considered essential for developing writing skills. As teachers collaborate to refine their practices, they create an environment where learners engage in social learning, share ideas, and collectively build knowledge. Teachers facilitate the social construction of writing proficiency by encouraging peer discussions, group work, and dialogue between teachers and learners. This interaction enables learners to learn from their teachers and peers, resulting in a more comprehensive understanding of writing and more effective learning outcomes. Theories such as Cooperative Learning Theory, Metacognition, and Social Constructivism offer a comprehensive framework for understanding the complex relationship between teacher collaboration, learner writing proficiency, and the cognitive processes involved in writing. Through collaboration, teachers improve their pedagogical skills and create a supportive learning envi-

ronment, while learners develop metacognitive skills that allow them to reflect on and improve their writing. Social Constructivism ties these elements together, emphasizing the importance of social interaction in learning and suggesting that writing proficiency is best developed through collaborative and reflective processes. This theoretical lens offers valuable insights into how teachers and learners contribute to the development of writing skills in a dynamic, interconnected educational context. Figure 1 presents the conceptual framework of the study, illustrating the inclusive variables and indicators considered. It visually illustrates the relationship between the challenges faced by secondary English teachers, their coping strategies, and the educational insights gained through collaborative inquiry. This framework serves as a guide in understanding how each component interacts and contributes to the improvement of learners' writing proficiency.

2. Methodology

This chapter provides a thorough overview of the methodical processes and techniques used in qualitative research, effectively addressing the study's particular goals. The chosen research design and the roles of the researcher throughout the study's execution are also described. Additionally, the chapter provides thorough explanations of the research subjects' methods and selection criteria. Lastly, it explores the methods for gathering and analyzing data as well as the tactics utilized to uphold ethical standards during the study. The researcher employed artificial intelligence methods to proofread this work meticulously during its preparation. Artificial Intelligence (AI) enhanced the manuscript's quality, coherence, and precision. This methodology is being openly

communicated to adhere to ethical norms in research. Leveraging AI for proofreading underscores a commitment to the responsible use of cutting-edge technologies and acknowledges AI's growing role and potential in professional and academic writing

2.1. Philosophical Assumptions—Philosophical and qualitative presumptions serve as the cornerstone of the research design in qualitative research, directing the researcher's methodology throughout the investigation. It encompasses the ontological, epistemological, axiological, and methodological presumptions that influence the course of scholarly inquiry (Morio, 2021). Furthermore, the researcher's study methodology, question formulation, data collection, analysis, and interpretation of the findings are all guided by philosophical assumptions. It is a thorough framework incorporating theories, methods, and beliefs, guiding how the researcher conceptualizes and conducts investigation. The selected paradigm influenced the approach and strategies used in this study to maintain coherence throughout (Kamal, 2019).

Ontology

This study examines the relationship between the problem and reality through the ontology dimension. According to Creswell (2018), participants' perceptions of reality vary and are subjective. The secondary teachers differ in their perceptions of the current issues surrounding the application of creative teaching techniques. Although each participant's story and piece of information is unique, taken collectively, they can provide a better understanding of their experiences. My duty as a researcher is to employ thematic analysis to capture the varied realities of the participants. At the same time, it enables the creation of a framework that provides a comprehensive understanding of the experiences and coping strategies of secondary teachers in creative teaching approaches influenced by collaborative inquiry.

Epistemology

Epistemology is another philosophical presumption that centers on the nature of know-

ing. It elucidates the relationship between the knower and the known. Under this assumption, the researchers try to close the distance between the subjects and themselves. Researchers can create a more genuine and primary data collection approach by interacting directly with participants (Creswell, 2018). As a researcher, one of my responsibilities in this study was gathering participant data. This enabled me to interact with the participants and validate their information; in this way, I can evaluate not just the facts but also the behavioral and emotional elements that are discernible during the data collection process. This helped to gain a deeper understanding of the participants' subjective experiences.

Axiology

The philosophical assumption known as axiology asserts the importance and impact of the researcher's values on the research. It is crucial to recognize and discuss the values that influence the research process, as Creswell (2018) points out. The values guide the presentation and interpretation of data. The data provided by participants in this study were treated with honesty and decency. These pledges ensured that the study's conclusions were accurate and truthful, accurately reflecting the participants' values and the study's setting.

Rhetoric

Rhetoric in the context of research refers to the use of language, communication, and information presentation that is designed to be persuasive. Begiri (2018) asserts that rhetoric's primary goal is to convey ideas, assertions, and conclusions effectively. As a result, it aims to influence the opinions and viewpoints of the audience regarding the study. Hence, as I engage with the secondary teachers in this study, I used a narrative approach that is both courteous and

engaging. In addition to providing participants with a space to discuss their experiences and thoughts on the study freely, this allowed me to skillfully explain the study's goal and their significant contribution to it. Additionally, this approach motivated the participants to provide objective and significant input for a deeper understanding of the connection between creative teaching methods and teacher effectiveness.

2.2. Qualitative Assumptions—Using a phenomenological study, I investigated the relationship between collaborative inquiry and writing proficiency among secondary teachers in Sulop and Davao del Sur. I aim to provide a thorough understanding of the individual and collective significance of the variables within this qualitative framework. More importantly, I choose to learn about the participants' experiences in detail and from their unique perspectives. As a committed researcher, I aim to delve further into the intricacies and variances of individual experiences in order to validate superficial observations. Therefore, my objective is to understand the complex human experience and navigate various circumstances, backgrounds, and histories. The primary focus of the data collection strategy for this study was in-depth interviews. In addition, the study of the participants' narratives and contemplative discussions was prioritized. This study aims to investigate the depths of early childhood educators' creative teaching methods and aspects of collaborative inquiry in Sulop, Davao del Sur. I also thoroughly grasp the experiences, coping techniques, and educational management insights related to collaborative inquiry and creative teaching methods, applying phenomenological principles.

2.3. Design and Procedure—In research, selecting the appropriate strategy for a study was crucial for contextualizing the research design, data collection plan, and analysis protocol to the study's objectives. A qualitative research approach served as the foundation for

this investigation. Unlike quantitative statistical studies, qualitative research has been suggested as suitable for verbal analysis (Hammerley, 2013, as cited in Aspers Corte, 2019). Since my study also focused on analyzing secondary teachers' experiences, perceptions, and coping strategies in collaborative inquiry toward writing proficiency, a qualitative research approach is the most suitable. Furthermore, my objective is to describe and expound on the phenomenon covered in the study rather than to develop or disprove ideas. Qualitative research employs a variety of specialized methodologies. Grounded theory, ethnography, phenomenology, case studies, and narrative analysis are all included in this approach. In this study, I employed a qualitative phenomenological research approach to gather data on participants' perceptions and experiences. I chose this approach because phenomenological research strongly emphasizes well-being and fosters empathy. Additionally, it acknowledges the importance of the participants' experiences and emphasizes their perspectives before examining them scientifically. According to Creswell (2018), a phenomenology investigation is an inquiry technique that uses participants' experiences to try and explain a phenomenon in which they were involved. Phenomenology aims to translate interpretations of a particular occurrence into generalizable contextual descriptions. In this regard, my research centered on an event that centers on learners' involvement in implementing creative teaching techniques through collaborative inquiry. I produced thorough and precise descriptions by gathering information directly from individuals with firsthand knowledge.

2.4. Ethical Considerations—A significant area of research was the consideration of ethical issues. It deduces the moral standards and rules that regulate a researcher's behavior. It also includes guidelines that ensure responsible research, considerate participant treatment, and the production of accurate and trustworthy data.

Respecting accepted ethical norms is crucial for ensuring participant safety, maintaining scientific integrity, and fostering community trust in research (Resnik, 2022). As a researcher, I adhered to the principles of ethics while conducting my investigation. From planning to the actual execution of the study until its conclusion, methodical and ethical commitment was followed. Furthermore, any information disclosed by study participants was treated with the highest confidentiality and respect. As a result, each participant in the study was given freedom to make their own decisions. Qualification of Researcher

The educational background, professional experience, and specialized knowledge in a given field are all components of a researcher's qualifications. These credentials ensure that the researcher possesses the knowledge and abilities to conduct a successful study. I ensured that other variables, such as conflicts of interest, do not affect the participants' answers in this study. The study's results and the school administrators of the participating schools were made available to the participants. The information was made public if the participants adhere to the correct procedures to preserve their confidentiality. Furthermore, I recognized the efforts of everyone who contributed to the study's success; the Division of Davao del Sur received a provided copy of the research results, which were made available to participants for learning and future study.

Adequacy of Facilities

For a study to be carried out successfully and safely, the necessary infrastructure, equipment, and resources must be available and suitable. Contextually, I ensured that the facility was appropriate and easily accessible, which helped minimize hazards for the instructors participating in the study and produce consistent and dependable results. Collecting and analyzing data when the proper facilities are available is possible. It preserved participant information

while upholding safety regulations and maintaining the study's integrity. The critical foundation for adequacy were also be the proficiency and alignment of the analysis and outcomes obtained.

Community Involvement

Community people, stakeholders, or the target study population must be actively included at every step of the research process. It is used from the very beginning of planning till the results are shared. In light of this, I intend to disseminate the results to the community. Priority was given to community input when deciding on the research agenda, selecting suitable techniques for their setting, and determining how to apply the findings. It specifically seeks to enrich the academic community in Sulop, Davao del Sur, by exchanging insightful ideas that improved the processed of teaching and learning in classrooms. With this, it can also provide further knowledge of the influences that affect pupils' learning in their community.

2.5. Research Participants—Sample sizes in qualitative research differ from those in quantitative research. A sample size adequate to collect feedback from most participants, if not all of them, is crucial for qualitative research. It is crucial to reach saturation when no more people can yield fresh ideas. Saturation is a valuable concept for determining the sample size, according to Albuquerque et al. (2018). Additionally, Morse (2020) specifies a minimum of six participants for phenomenological investigations, whereas Creswell (2018) suggests a range of five to twenty-five. In qualitative research, there are no hard-and-fast guidelines for choosing the appropriate sample size; instead, it mostly depends on the study's goals, time, and resources (Patton, 1999, as cited in Mullet, 2018). A total of ten (10) secondary teachers from Sulop, Davao del Sur, were included in this study. In-depth interviews (IDI) were conducted with the participants to explore their experiences, perspectives, and coping methods for creative

teaching approaches. In addition, I used purposive sampling to select the participants, who were chosen according to specific standards: they must be currently working as secondary teachers in schools under the district of Sulop, Davao del Sur: Sulop National High School, Felipe Innocencia Deluao National High School, and Perfecto O. Sagarino Sr. National High School; teaches English subject for grades 9 and 10; have five years or more of teaching experience; and have no administrative case records. This screening process guarantees that the study's findings are impartial and authentic (Creswell, 2018).

2.6. *Data Collection*—This study used a methodical approach to data collection. Several actions were taken to ensure compliance with the correct protocol for data collection. This was done to ensure the objectivity and accuracy of the data collection.

2.6.1. *Securing endorsement from the Dean of the Graduate School, The Schools Division Superintendent and the School Principal*—Following protocol, the researcher sought approval from the relevant authorities prior to starting the study. With the Graduate School Dean's approval, the researcher obtained a permit to utilize the Faculty Room at Rizal Memorial Colleges, Inc. The principals of the chosen secondary schools in Sulop, Davao del Sur—Sulop National High School, Felipe Innocencia Deluao National High School, and Perfecto O. Sagarino Sr. National High School—were formally requested to grant permission through this letter of recommendation. Secondary teachers in Sulop, Davao del Sur, who were identified as participants, were also notified to convey the significance and goal of the study, as well as to obtain their consent to participate. In addition to ensuring that all relevant ethical standards are followed, such efforts foster collaboration amongst all stakeholders.

2.6.2. *Asking permission from the Schools Division Superintendent*—Once all permits have

been granted, I requested authorization from the Superintendent of the Schools Division. This entails sending an official letter outlining the importance of the research idea to the academic community. I have included the research instrument and Chapters 1 and 2 of my dissertation with the letter, which clearly outlines the study's goals and the procedure for identifying participants. I wait for the SDS to respond before I start gathering data. By being proactive, this strategy guarantees that all necessary permits were obtained by the month of April 2025, enabling morally sound and productive research.

2.6.3. *Asking for permission from the school heads*—Following this, before seeking the permission of the school heads, the endorsements of the relevant authorities are obtained. To do this, formal letters of request must be sent to each school's head, precisely outlining the study's purpose and the data collection time frame. Permission to conduct the study in April 2025 was requested. Obtaining consent from the participants After consulting with the school principals, I requested permission from the research participants, who are secondary teachers. Informed consent papers were given to the participants. These forms thoroughly outline participants' goals, rights, and interests and the confidentiality that a particular study maintained. As a result, it is ensured that everyone is aware of the situation and willing to act with both sides' consent. April 2025 was the anticipated date of this consent procedure.

2.6.4. *Conducting the interview*—All participants were contacted and interviewed at a suitable time after obtaining their consent. A structured or semi-structured interview were used to preserve the study's validity and trustworthiness. The first two weeks of April 2025 is when these interviews were scheduled.

2.6.5. *Transcribing the responses of the interviewees*—After the interviews, I meticulously transcribed the participants' responses. It entails transforming the data into text that

stresses contextually essential elements, accompanying para-verbal phenomena, and word-of-mouth. I recorded the participant on audio and took field notes to document these emotions in detail. Transcription work began in the last two weeks of April 2025.

2.7. Data Analysis—Data coding and thematic content analysis were conducted after data collection. Sorting the transcribed data into categories, subcategories, and topics based on interview dialogues is part of this methodical procedure. As a result, I examined the connections among the gathered data and drew conclusions that yield insightful information directly related to the study's objectives. It ensures that the results closely resemble the testimonies of the participants. To gather participant feedback for this study, I employed Creswell's thematic Analysis technique, which promises to include a variety of theme representations. Thematic analysis helps classify the patterns of observed replies and validates how participants portrayed various aspects. Thematic analysis is a qualitative research method that enables the researcher to classify and examine data methodically. It focuses on the procedures for identifying broad trends that group study subordinates. This procedure involves carefully examining and re-examining the transcriptions until one is confident that they have accurately comprehended the data as intended by the study's goals. In my research, I chose Creswell's Thematic Analysis, which consists of numerous critical steps. I began by thoroughly examining and understanding the data. The data were categorized semantically and separated based on two distinct criteria pertaining to the many component parts. In order to accomplish this, I created themes that capture the database and offer the core of the established goals. Each theme was labeled and explained to improve comprehension of critical concepts. In this research study, I applied Colaizzi's method (1978, as cited in Liu, 2019) to analyze, interpret, and present the data.

Through interviews and discussion sessions, it was possible to evaluate the participants' experiences and opinions regarding the effectiveness of teachers in implementing creative teaching techniques. Colaizzi explained a phenomenological technique, elaborating on a rigorous seven-step data analysis process. According to individuals with firsthand experience of the phenomenon being examined, this method enables the creation of a succinct yet thorough account of the phenomenon. Learn about the reliance on qualitative descriptions and data collection methods, which include in-person interviews, written reports, blogs, research diaries, and internet interviews. It was discovered that applying Colaizzi's method enables the analysis of connections between different data elements and the identification of emerging themes.

Data Familiarization

To understand the motivations behind the participants' behaviors, I reviewed the data multiple times during the data familiarization phase, which aims to make me more comfortable with the transcripts. Understanding even the most minor details of their statements and conducting a sound follow-up analysis of their experiences requires such a thorough analysis.

Identifying Significant Statements

Throughout the data analysis process, I was cautious in selecting all the claims from the offered narratives that had some connection to the phenomenon under investigation, applying precise and frequent quantitative analysis, such as in written instances, narratives, or interview transcripts. I highlighted a few sentences and descriptions highlighting the players' circumstances. This stage keeps my study thorough and pertinent for identifying themes by helping me locate the precise components I am comparing.

Formulating Meanings

In creating meanings, I examined the essential assertions required for the subject and determined whether they are relevant to the oc-

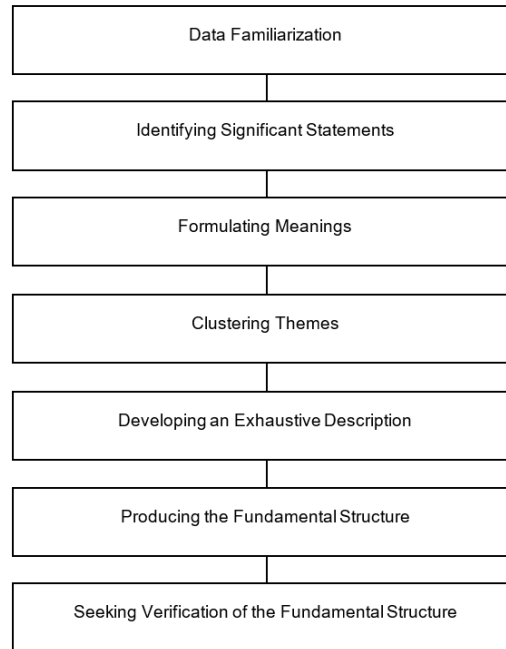


Fig. 2. Analytical Framework of the Study

currence at hand. I try to bracket off my assumptions and patterns of interpretation, albeit I may not be able to bracket my existence as a phenomenologist, as Colaizzi has suggested. This makes it easier to keep the variance as close to the individuals' experiences as feasible.

Developing an exhaustive description

In the last phase, I composed a paragraph that reframes and summarizes all the topics from the earlier research. These generalizations and characterizations convey that the phenomenon is wide-ranging and intricate. To reiterate, I examined accounts for recurring themes to streamline the final representation and ensure that each participant's primary issues are included.

Producing the fundamental structure

In the final step of the process, I created a comprehensive description that encompasses every theme identified in the analysis above. Using such a traditional and comprehensive term

aims to convey the idea of the phenomenon and its complexity. The final depiction systematically incorporates and reflects the participants' misconceptions by aggregating the regularities of the themes from various parts of their disclosure.

Seeking verification of the fundamental structure

In the verification process, I questioned participants if the statement suggested in the fundamental structural statement aligns with their experiences. This indicates that all participants, or in some more extensive research, a sample subset, receive the statement back. This procedure enhances the validity and reliability of findings that align with participants' opinions. This rigorous procedure is also illustrated in the following graphic, which highlights each stage to provide a clear picture of the actions taken to evaluate the data thoroughly.

3. Results and Discussion

This chapter presents the research questions alongside the participants' responses, aiming to clarify shared perspectives and deepen the understanding of the topic. It explores the experiences, coping mechanisms, and educational insights of secondary teachers regarding the implementation of collaborative inquiry on learners' writing proficiency. Through thematic analysis, the following emerging themes were identified. The first research question about the English teachers' experiences found two emerging themes: managing dynamics and limited support. Meanwhile, the second research question about coping strategies revealed three themes: technology integration, collaborative learning design, and reflective professional practice. Finally, the third research question, regarding educational insight, identified two themes: structured collaborative practices and the impact of extended learning.

3.1. Experiences of Secondary English Teachers in Implementing Collaborative Inquiry on Writing Proficiency—In the shared classroom space, secondary teachers often grapple with the complexities of guiding learners to express their thoughts effectively in writing. They are tasked with addressing the diverse range of writing skills in their students and fostering an environment where learners feel confident enough to develop these skills. This challenge becomes even more significant, as writing is not just about mechanical correctness, but also about communication and self-expression. As teachers face these challenges, many have turned to collaborative inquiry as a means of professional development. By engaging in collective problem-solving and sharing insights, they gain a deeper understanding of their students' struggles, thereby enhancing their teaching practices. In this context, exploring how teachers collaborate to address writing proficiency provides valuable insights into their strategies and experiences.

3.1.1. Managing Dynamics—Classroom group work often brings with it a mixture of energy and unpredictability. For teachers, what may seem like a simple instructional choice, like placing learners in groups, can quickly unfold into a complex task of balancing personalities, resolving conflicts, and keeping every learner engaged. Unequal participation, behav-

ioral issues, and varying levels of motivation often test the ideal of collaboration among learners. Teachers must constantly shift roles between facilitator, mediator, and motivator, all while trying to maintain the lesson's objectives. These realities underscore the complex nature of guiding group activities, particularly in writing tasks, where cooperation and focus are crucial. Faced with these circumstances, participants in this study shared experiences that reveal the day-to-day challenges of managing learner groups within the writing classroom. Furthermore, some participants emphasized that the significant challenge of managing diversity in the classroom is assessing individual student progress. This is supported by the responses extracted from the participants. The participants' responses strongly align with the insights of Gholam (2019), who emphasized the everyday struggles teachers face in managing group dynamics during collaborative inquiry. Teachers in the study frequently highlighted issues such as unequal contributions, student disengagement, and difficulty maintaining productive discussions. He pointed out that these challenges often stem from unclear objectives and a lack of structured group processes. The participants' accounts supported this, noting that setting specific expectations and fostering inclusive classroom norms helped reduce off-task behavior and improve group collaboration. The

emphasis on promoting classroom citizenship mirrors this assertion that creating a respectful and inclusive environment is foundational to practical group work. Similarly, the observations of Lu et al. (2021) provide practical relevance to the experiences shared by the teachers. In response to the unpredictable nature of group work, teachers discussed how assigning roles and using checkpoints helped maintain focus and accountability. It identified the strategies: informational prompts, role division, and activity monitoring, effectively mitigating the risks of overly loose or strict facilitation. The teachers agreed that while too much control could hinder creativity, insufficient guidance often led to disorganized or unproductive inquiry. Their reflections highlight a shared understanding of the delicate balance between structure and autonomy in collaborative writing environments. In line with this, Akiba et al. (2019) stressed the importance of equipping teachers with the necessary training to navigate group processes effectively. The participants echoed this need, expressing concerns over their ability to manage group behavior, ensure equal participation, and address emerging conflicts without formal preparation. The study advocates for professional development programs that enhance inquiry skills, group facilitation, and technology integration in collaborative learning. Teachers in this study similarly valued reflective practices and collegial support as key to improving their confidence and effectiveness in managing group-based writing activities. Cravens and Hunter (2021) further affirmed the critical role of teacher facilitation in enhancing collaborative writing outcomes. Their research showed that when teachers provide structural supports, learners are more likely to produce cohesive and technically sound work. The participants' narratives reflected this practice, with many noting that their presence as active facilitators helped maintain momentum and kept learners engaged. By scaffolding instruction and monitoring group

dynamics, teachers could influence participation and the overall quality of students' written outputs. Finally, the study by Oates (2019) highlighted the importance of peer feedback within group settings, particularly in enhancing clarity, coherence, and audience awareness. Teachers in the current study observed that collaborative writing allowed students to receive immediate, meaningful responses from peers, encouraging revision and deeper engagement with the writing process. This immediate feedback loop helped learners recognize their strengths and areas for improvement. The participants emphasized that peer input during group tasks often made students more mindful of how their ideas were communicated, reinforcing writing as a process of reflection and refinement.

3.1.2. Limited Support—In the pursuit of improving writing proficiency, teachers often work within constraints that shape how they implement classroom strategies. Time becomes a frequent hurdle, with the demands of lesson planning, grading, and administrative tasks leaving little room for extended collaboration or experimentation. Resources, too, can be scarce—whether in the form of instructional materials, technological tools, or even consistent access to professional development. These limitations create a tension between the ideals of inquiry-based practice and the realities of day-to-day teaching. Despite their commitment to enhancing learning, many educators must navigate these restrictions creatively and often with minimal support. In light of this, the participants in the study described how these conditions affected their ability to fully engage in collaborative inquiry for writing instruction.

In addition to limited support in terms of instructional materials and resources, participants also expressed a need for training and professional development support. The responses of English teachers revealed that limited support in training often hinders their effective implementation of collaborative inquiry, especially

in writing instruction. It aligns with the findings of Akiba et al. (2021), emphasizing that teacher training is crucial in equipping educators with the necessary skills for collaborative learning. Their study identified effective training programs, including those that focus on inquiry skills, group process management, and the use of technology. They also found that many teachers lack the confidence to manage group dynamics, such as ensuring equal participation and resolving disputes. Teachers often struggle to implement collaborative strategies effectively in their classrooms without structured support systems like workshops or professional development forums. Brown et al. (2021) further support that effective collaborative inquiry depends heavily on teacher facilitation. Their research highlighted that when teachers successfully set clear expectations and use established frameworks for group interaction, learners are more likely to participate meaningfully. However, this level of structure requires planning and classroom management- areas where teachers often report a lack of institutional guidance or time. The study underlined the importance of preparing students to engage responsibly in collaborative activities, which places an additional burden on teachers if professional support is inadequate. Similarly, Lu et al. (2021) addressed teachers' difficulties in balancing. Structured guidance with learner autonomy during collaborative inquiry. The study noted that excessive teacher control can hinder creativity, while insufficient control may lead to unproductive inquiry. This tension reflects the challenges shared by English teachers, who struggle with

limited support in developing effective collaborative writing tasks. Lu et al. recommended strategies such as role delegation, informational prompts, and frequent monitoring to ease these difficulties. However, without proper training or collaborative planning time, such strategies may be difficult for teachers to adopt consistently. In addition, Mercer et al. (2019) noted that technology can significantly enhance the implementation of collaborative inquiry by providing platforms where student interaction can be monitored and supported. Tools like discussion boards and collaborative documents enable teachers to provide real-time feedback and track student engagement. However, the benefits of these tools depend on the teacher's access to training and digital resources. Teachers who lack technological support or professional development in this area may struggle to use these tools effectively, thereby limiting their ability to fully leverage collaborative inquiry in writing instruction. Finally, Lee (2020) also emphasized the role of digital platforms in supporting collaborative writing activities. His study found that shared online tools improve writing outcomes by enabling asynchronous collaboration and revision tracking. These tools provide learners with more time to reflect and refine their writing, contributing to improved engagement and writing quality. Nevertheless, the effective use of these platforms requires ongoing support, including access to technology, time for planning, and institutional encouragement. The absence of such support systems often leads teachers to limit or avoid using collaborative inquiry in their writing instruction.

3.2. Coping Strategies of Secondary English Teachers In Implementing Collaborative Inquiry on Writing Proficiency —In the ever-changing landscape of an English classroom, promoting collaboration among learners during writing assignments offers a mix of benefits

and obstacles. Teachers strive to create spaces where learners can exchange ideas, construct meaning together, and develop their writing through dialogue and peer interaction. However, the process often unfolds within a context shaped by limited resources, diverse learner

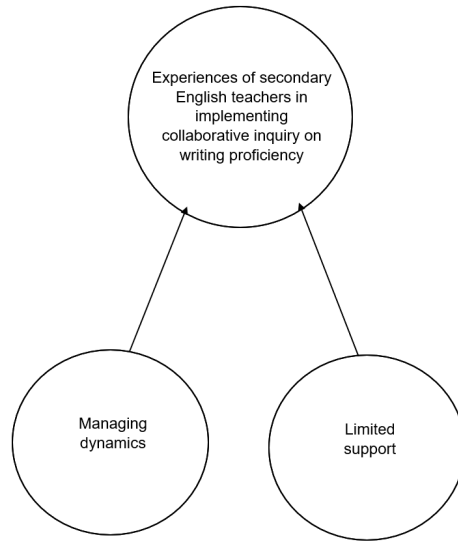


Fig. 3. Experiences of Secondary English Teachers in Implementing Collaborative Inquiry on Writing Proficiency

abilities, and the complex nature of group work. As they navigate these realities, teachers continuously adjust their practices, experimenting with routines, managing classroom dynamics, and finding ways to maintain learner engagement. Their efforts reveal a deeper commitment to learner growth and a reflective approach to teaching that evolves in response to the everyday demands of collaborative learning.

3.2.1. Technology Integration —In the classroom, where time is often limited and the variety of learner needs is vast, finding ways to maintain a steady flow of collaboration can be a delicate balancing act. Teachers seek tools that help manage the logistics of group work and enhance the interaction and engagement between learners. In moments when face-to-face guidance is insufficient, specific resources enable learners to continue their learning independently, refining their contributions and deepening their understanding of the task. This approach enables more nuanced collaboration, allowing feedback to be shared instantly and providing learners with the opportunity to revisit and refine their work. As teachers reflect on their experiences, many express how these resources have become essential in ensuring the collaborative process remains structured and dy-

namic, even when faced with challenges. Substantiating the theme, the participants also elaborated on the significance of utilizing digital platforms in the learners' writing. Based on the responses, maximizing technology is fundamental in fostering learner engagement and proficiency in writing tasks. The participants' responses reveal how the integration of technology has supported their efforts to implement collaborative inquiry in writing instruction. Their experiences reflect a growing recognition that equipping teachers with the necessary digital skills enhances their ability to guide students in collaborative learning environments. This is supported by the study of Akiba et al. (2021), which emphasizes that integrating digital tools into teacher training can help educators manage the complexities of collaborative writing tasks. Technology is an elemental coping mechanism for challenges such as uneven participation and conflict resolution during group work. By learning to use collaborative platforms and communication tools, teachers can more effectively monitor student engagement, provide immediate feedback, and guide the writing process. Professional development programs that include digital competencies, alongside inquiry and group facilitation skills, equip teachers with

practical strategies to navigate and overcome the demands of collaborative inquiry. Research by Mercer et al. (2019) further supports the role of digital tools in shaping the introduction of collaborative inquiry in writing lessons. Platforms like discussion boards and shared writing spaces allow teachers to observe student interactions and provide timely feedback. For instance, Google Docs enables real-time collaboration, making it easier for teachers to monitor group contributions, suggest improvements, and adapt instruction based on learners' needs. This improves the effectiveness of collaborative activities and supports a more informed approach to teaching writing. Additionally, Lee (2020) emphasizes the effectiveness of technology in promoting meaningful collaboration among students. Digital tools such as shared documents and online discussion platforms provide learners with opportunities for asynchronous interaction, allowing them to reflect on their input and revise their work more thoroughly. These platforms foster a higher level of engagement and contribute to the creation of higher-quality writing outputs. Moreover, Fan and Ma (2022) explore how programs like Automatic Writing Evaluation (AWE) offer immediate feedback on grammar, vocabulary, and sentence structure. While these tools may fall short in addressing deeper elements such as content organization and coherence, collaborative inquiry can complement them by encouraging peer feedback on more complex aspects of writing. Through this process, learners can collaborate to strengthen idea development and enhance the overall flow of their compositions. Similarly, Wen and Walters (2022) emphasize the importance of technology in enhancing writing proficiency. Tools such as grammar checkers, writing prompts, and collaborative platforms provide instant feedback, helping students organize their thoughts more effectively. These digital supports streamline the writing process and motivate students to write more frequently by offering a more en-

gaging and interactive learning experience.

3.2.2. *Collaborative Learning Design*—

One effective way teachers have addressed the challenges of guiding learners in writing tasks is by creating spaces where learners actively engage to share insights, offer feedback, and build on each other's ideas. This interactive process helps learners move beyond isolated efforts and encourages a more thoughtful and reflective approach to writing. Through these peer exchanges, learners become more confident in articulating their thoughts, identifying areas for improvement, and refining their drafts. For teachers, this dynamic not only lightens the load of individual instruction but also fosters a more supportive and participatory classroom environment. Such practices were evident in the experiences shared by the participants, who highlighted how learner interaction played a key role in supporting the writing process. As mentioned, the relevance of collaborative learning opportunities is imperative. Moreover, the participants infer that these are crucial to be integrated into the learning frameworks and school culture.

The participants' responses underscore how shared learning experiences among students have made the writing process more manageable and effective. Teachers observed that students who work together are more engaged, confident, and willing to revise and improve their work. This observation aligns with the findings of Burke and Chaseling (2022), who emphasized that meaningful interaction and collaboration help language learners apply their skills in authentic contexts. Activities such as peer reviews, group writing tasks, and collaborative editing allow learners to express their ideas while learning from their peers. These interactions enhance writing fluency and foster mutual support, allowing students to benefit from one another's strengths and build deeper understanding through shared inquiry. Agbi and Yungsoi (2022) similarly found that writing activities

embedded in group processes promote critical thinking. Through collaborative tasks, students learn to evaluate and refine ideas, improving their ability to structure logical arguments and coherent compositions. This method enables learners to move beyond surface-level writing, encouraging them to reason, synthesize, and problem-solve alongside their peers. In turn, teachers are supported by the fact that these collaborative moments help shift some of the cognitive load onto student groups, making writing instruction more interactive and student-centered. Chen (2021) also observed that students engaged in group writing tasks show stronger vocabulary use and sentence construction. Exposure to varied writing styles and expressions during group activities contributes to learners' linguistic growth, particularly for those still developing language proficiency. Collaborative writing settings enable students to borrow, adapt, and refine language patterns, resulting in more dynamic and accurate written outputs. This process has proven especially helpful in secondary classrooms, where writing development varies widely among learners. Comparably, Yang and Zhang (2023) cited that collaboration in writing encourages deeper social and cognitive engagement. Learners benefit from investigating writing-related challenges together, leading to more thoughtful and relevant compositions. Teachers using this approach find it valuable because it encourages students to take ownership of their learning and participate actively, creating a more motivated and cooperative classroom environment. The shared nature of inquiry also lightens the individual burden on the teacher by fostering shared accountability within groups. Fajrina et al. (2021) further found that collaborative inquiry and performance-based tasks improve writing proficiency. Unlike passive strategies such as rote memorization, collaborative methods promote active involvement and personal engagement. Students tend to be invested in writing when working on meaningful

tasks with peers. For teachers, this approach transforms writing instruction into an interactive process, making it easier to guide students through complex writing skills while addressing motivational challenges. Moreover, Hobbs and Coiro (2019) highlighted how group writing assignments and peer editing promote writing improvement and interpersonal growth. Students learn to constructively assess each other's work, fostering analysis, teamwork, and revision skills. This demystifies writing and reduces anxiety among learners, making writing tasks more accessible. These collaborative strategies provide teachers with a structured yet flexible approach to help students progress while fostering a classroom culture of cooperation and shared responsibility.

3.3. *Reflective Professional Practice*—

Navigating the complexities of collaborative writing tasks often presents teachers with challenges related to varying skill levels and group dynamics. Many educators find that through consistent reflection on their practices, they can develop strategies that effectively address these issues. As they observe the positive effects of their instructional decisions on student engagement and outcomes, their confidence grows, enabling them to create a more supportive and interactive learning environment. This increased assurance encourages them to actively foster peer interactions, which enriches all learners' collaborative experience. Participants in these reflective practices often share transformative experiences, noting how their evolving self-belief in their teaching capabilities directly enhances their ability to manage and improve writing instruction through effective collaborative methods. This was reinforced in the following statements, which highlight the need for retrospection- evaluating and continuously improving their teaching efficacy and skills in the classroom. The experiences shared by participants stress the importance of ongoing reflection in navigating the complexities of collaborative

inquiry. According to Akiba et al. (2019), engaging in reflective activities such as workshops and professional forums empowers educators to critically assess their teaching methods and address challenges like uneven participation and interpersonal conflicts. By fostering a habit of reflection, teachers can gain valuable insights into their practices, build their confidence, and refine their strategies to better align with the dynamics of their classrooms. This continuous cycle of reflection and adaptation improves group management and creates more engaging and supportive learning environments for students. Moreover, the role of self-reflection in motivating teachers and learners is evident in the study by Berge et al. (2019). The authors noted that motivation and self-efficacy are foundational in improving writing proficiency. Many students, particularly in secondary and tertiary education, struggle with expressing ideas in writing due to a lack of personalized feedback and instructional scaffolding. Through reflective teaching practices, teachers can identify these gaps and adjust their strategies to foster more effective writing instruction. Thus, reflection allowed them to recognize learner needs and adjust their instructional support accordingly. In a related vein, Al-Jarf (2022) highlighted the impact of teacher preparedness and self-efficacy on student writing outcomes. According to the study, when teachers are not given adequate time or resources to reflect and plan their writing instruction, the quality of student outputs, particularly in clarity and coherence, suffers. Reflec-

tive practice becomes a key strategy in overcoming these constraints, enabling teachers to refine their writing tasks and adapt to curriculum limitations. The participants' narratives supported this by noting how regular reflection helped them develop more precise and organized collaborative writing activities. Furthermore, Yang et al. (2022) drew attention to the influence of teacher attitudes on the success of collaborative inquiry. The study found that educators who engaged in reflective practice were inclined to develop positive attitudes toward collaboration, making them more committed to implementing such strategies despite the time and effort required. In contrast, teachers who lacked such opportunities often viewed collaborative inquiry as burdensome. Participant responses mirrored this idea, as they described how reflection gradually shifted their perspectives and encouraged them to invest more in the strategy. Lastly, Castillo et al. (2020) emphasized the broader value of collaborative inquiry, extending beyond academic performance and linking it to real-world skill development. Their research suggested that teachers can better equip learners for multicultural environments by reflecting on how to integrate global and intercultural dimensions into collaborative tasks. This aligns with participant reflections on how thoughtful planning and reflection helped them design writing tasks that fostered academic growth, global awareness, and adaptability- essential skills in today's diverse classrooms.

3.4. —Educational Insights in Implementing Collaborative Inquiry on Writing Proficiency Teachers navigating the demands of writing instruction often find clarity and renewed direction through their classroom experiences. As they guide students through interactive and reflective writing tasks, they notice patterns- what engages learners, which strategies foster deeper

thinking, and how peer interactions influence writing outcomes. These day-to-day observations shape how teachers adjust their methods, prompting them to shift from rigid routines to more student-centered approaches. Over time, these insights inform their planning and beliefs about what effective writing instruction looks like in collaborative settings.

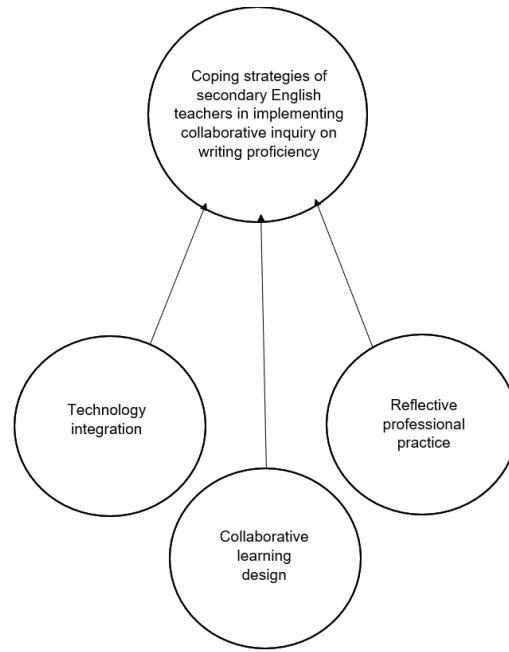


Fig. 4. Coping Strategies of Secondary English Teachers in Implementing Collaborative Inquiry on Writing Proficiency

3.4.1. Structured Collaborative Practices—Clear roles and structured steps in group writing tasks often lead to more focused and productive outcomes. Teachers notice that when students understand their responsibilities, participation becomes more balanced, and collaboration flows smoothly. By refining these practices, teachers see improvements in both writing and group dynamics. Participants supported this, noting that assigning specific roles and maintaining structure helped enhance collaboration and writing proficiency.

The nature of teaching and learning equally emphasizes the significance of the output and its process. Hence, the proper structurization of collaborative implementation is essential in fostering a supportive and meaningful learning environment. The participants highlighted that providing structure in collaborative writing tasks significantly enhanced learner engagement and the quality of their work. This aligns with the findings of Cravens and Hunter (2021), who emphasized that effective teacher facilitation is crucial for translating collaborative inquiry into writing improvement. By offering struc-

tured supports like guiding questions or graphic organizers, teachers help learners navigate the writing process more effectively. Additionally, the study noted that teachers who model writing strategies and monitor group dynamics ensure that all learners participate equally, resulting in improved writing outcomes. This structured approach fosters a more cohesive and productive learning environment, where learners feel supported and can refine their writing in a collaborative setting. In a similar vein, Agbi and Yungsoi (2022) highlighted that collaborative inquiry helps develop higher-order thinking skills in writing, particularly in terms of critical analysis, synthesis, and evaluation. Their study found that these collaborative activities encourage learners to think deeply, directly enhancing their ability to craft well-structured, coherent, and persuasive written texts. Learners improve their reasoning and argumentation skills, which are essential to effective writing, by engaging in group tasks involving analyzing and debating information. Furthermore, Dauba and Jullanda (2024) identified fear of failure and perfectionism as significant barriers to writing proficiency,

as many learners hesitate to write freely due to concerns about making mistakes. Their study highlighted the importance of creating a supportive environment where learners can take risks and revise their work without fear of judgment. When teachers structure tasks to encourage revision and offer constructive feedback, learners are more likely to develop a growth mindset, viewing writing as a skill that improves over time. This approach helps learners overcome their anxieties and experiment with new writing strategies, leading to greater writing proficiency. In addition, Budianto et al. (2020) emphasized the importance of providing specific, timely, and constructive feedback to improve writing proficiency. The study found that feedback focused on the content and structure of writing, rather than just grammar and mechanics, had a greater impact on learners' development. By providing learners with opportunities to revise their work based on this feedback, teachers reinforce the iterative nature of the writing process. This feedback-driven process, particularly with collaborative inquiry, helps learners refine their writing skills and become more confident in producing high-quality written work. Finally, Kazemian et al. (2021) argue that writing proficiency is essential for academic success, as it enhances critical thinking and problem-solving abilities. Writing tasks require learners to analyze information, synthesize ideas, and construct coherent arguments, which are transferable to other areas such as decision-making and teamwork. The study emphasized that learners develop these cognitive skills by engaging in structured collaborative writing activities, preparing them for complex tasks in various contexts. With its structured approach, collaborative inquiry helps foster these essential life skills, equipping learners for success in an evolving world.

3.4.2. Shared Instructional Goals—A unified sense of direction often drives effective instructional practices. Aligning expectations

and instructional objectives fosters a consistent and purposeful learning environment, which becomes easier. It allows learners to understand what is expected and why certain skills and processes are emphasized. It also encourages collaborative efforts among educators, where shared priorities support coherence across lessons and assessments. Over time, this collective focus enhances learners' ability to meet writing standards with clarity and confidence. These insights resonated similarly in the participants' responses, who emphasized the importance of having common instructional targets to ensure consistency and collaboration in writing instruction.

Learning is a shared responsibility among learners, educators, and other stakeholders. Notably, strengthening this collaborative relationship is essential for an improved learning process and outcomes. A unified instructional focus is essential in supporting collaborative writing practices, especially when implementing inquiry-based strategies. As participants in the study affirmed, having clear, shared goals helps streamline lesson planning and promotes coherence across instructional activities. Yang et al. (2022) emphasize that teachers' attitudes toward collaboration are instrumental in achieving this alignment. Educators who value teamwork and shared responsibility are more likely to invest time and effort in practices that prioritize common writing outcomes. When school environments cultivate this shared mindset, collaborative inquiry becomes more manageable and effective, reinforcing teachers' collective commitment to enhancing learners' writing proficiency. Similarly, Burke and Chaseling (2022) underscore that a shared understanding of the social nature of language is vital in shaping instructional priorities. Through structured peer interactions, like group assignments and collaborative writing, learners benefit from collective learning experiences that reflect a unified instructional approach. Teachers who inten-

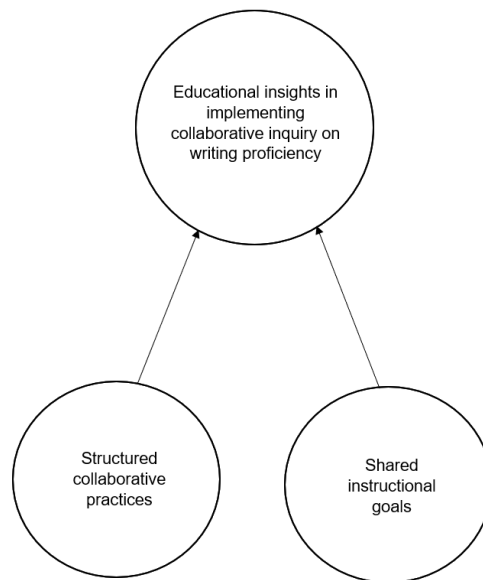


Fig. 5. Educational Insights in Implementing Collaborative Inquiry on Writing Proficiency

tionally design these activities based on mutual goals provide learners with coherent opportunities to apply language skills meaningfully, which is critical for language acquisition and writing development. Adhami and Taghizadeh (2024) also note that writing proficiency is enhanced when learners are engaged in meaningful social exchanges. This aligns with shared instructional goals, where writing tasks are framed as communicative acts rather than isolated exercises. By embedding writing within collaborative processes that reflect real-world contexts, teachers reinforce that writing serves a purpose beyond the classroom, strengthening learner investment and performance. In line with this, Cravens and Hunter (2021) assert that instructional coherence is achieved when teachers provide structured support through tools like guiding questions and graphic organizers.

These structures reflect a shared pedagogical vision, helping learners navigate the collaborative writing process more clearly. Teacher modeling and group facilitation also ensure that learning remains focused on agreed-upon writing outcomes, leading to improved technical accuracy and content development. Lastly, Oates (2019) highlights that real-time peer feedback during collaborative writing tasks aligns with shared instructional goals by reinforcing critical aspects of writing, such as clarity and coherence. This ongoing dialogue among learners mirrors the expectations set by teachers and promotes a classroom culture where writing improvement is a shared endeavor. These insights reflect the participants' responses, who emphasized the importance of a unified instructional direction in making collaborative inquiry successful and impactful for writing proficiency.

4. Implications and Future Directions

This chapter presents a summary of the study's findings, followed by the implications and suggestions for future research. This study aimed to explore the experiences, coping strategies, and insights of secondary English teachers about collaborative inquiry on the learners' writing proficiency.

4.1. Findings—A qualitative phenomenological approach was employed to achieve the research objectives, utilizing thematic analysis. Following the guidelines set by Creswell (2018), open-ended interview questions were used to gain an authentic understanding of the participants' experiences. Through this interview method, I encouraged participants to openly share their definitions or meanings of the phenomenon being explored- the narratives of secondary English teachers in implementing collaborative inquiry on writing proficiency. The thematic analysis of the participants' responses revealed the following findings, along with their corresponding themes: the experiences of secondary English teachers revealed two emerging themes- managing dynamics and limited support. The coping strategies employed by the teachers are technology integration, collaborative learning design, and reflective professional practice. Finally, the educational insights gained are structured collaborative practices and shared instructional goals. The first theme that emerged from the experiences of secondary English teachers was managing dynamics. Teachers expressed the challenge of balancing various classroom dynamics, such as differing student abilities, engagement levels, and curriculum demands. These dynamics can often be unpredictable, requiring teachers to adjust their strategies to maintain an effective learning environment continuously. The teachers highlighted that collaborative inquiry with colleagues helps them adapt to these challenges, as it provides opportunities for sharing insights and strategies for managing diverse classroom situations. This theme underscores the importance of collaboration in addressing the complex nature of teaching writing and improving learners' proficiency. The second theme under teachers' experiences is limited support. Several teachers discussed the lack of institutional support for improving writing proficiency initiatives. Despite their enthusiasm for col-

laborative inquiry, teachers noted that they often face constraints such as limited access to professional development, insufficient teaching resources, and the absence of structured support from school leadership. These challenges can hinder the full implementation of collaborative inquiry practices. Teachers emphasized the need for stronger institutional support to sustain and enhance such efforts, highlighting the importance of resources, training, and a supportive school culture in improving student writing proficiency. Regarding coping strategies, the first theme that emerged was technology integration. Teachers recognized the role of digital tools and online resources in enhancing students' writing skills. Through the use of technology, teachers were able to create engaging and interactive writing activities that catered to diverse learning styles. Technology also allowed teachers to provide real-time feedback and foster collaborative writing exercises, essential for improving writing proficiency. This theme underscores how technology can be a powerful tool in addressing the challenges of teaching writing and supporting collaborative inquiry practices. The second coping strategy identified was collaborative learning design. Teachers intentionally created structured environments that promoted student-to-student collaboration, using digital tools and organized frameworks to support active engagement and peer learning. This strategic approach enhanced students' communication and writing skills and helped teachers adapt and refine their instructional methods. By designing meaningful collaborative activities, teachers strengthened both student outcomes and their professional efficacy. The final coping strategy was reflective professional practice. Teachers emphasized the importance of reflection in improving their teaching methods. By regularly assessing their instructional practices and seeking feedback from students and colleagues, teachers were able to identify areas for improvement and refine their strate-

gies. Reflective practice also enabled teachers to tailor their teaching to students' needs and continually refine their approach to teaching writing. This theme emphasizes the importance of self-reflection as a coping mechanism that enables teachers to grow professionally and refine their methods to support student learning better. Regarding educational insights, the first theme revealed was structured collaborative practices. Teachers identified the need for more formalized and structured collaboration among colleagues to address the challenges of teaching writing. Structured collaboration allows teachers to plan and execute common goals and strategies more effectively. This theme emphasizes the importance of intentional, organized collaboration in enhancing writing instruction and fostering a more cohesive teaching environment. The second insight was shared instructional goals. Teachers acknowledged that having clear, shared instructional goals was essential for aligning their teaching practices and ensuring consistency in student outcomes. By working toward common objectives, teachers were able to facilitate their efforts and provide students with a unified approach to learning. This theme emphasizes the importance of having a collective vision for instruction, as it can lead to more focused and effective teaching practices that benefit both students and teachers. Overall, the findings suggest that while secondary English teachers face challenges in managing classroom dynamics and receiving adequate support, they employ various coping strategies, such as integrating technology, promoting collaborative learning, and engaging in reflective practice, to enhance their teaching and support students' writing proficiency. Furthermore, the insights gained from structured collaboration and shared instructional goals highlight the importance of fostering a collaborative and goal-oriented teaching environment to improve student outcomes.

4.2. Implications—The analysis of secondary English teachers' collaborative inquiry experiences reveals a dynamic process of navigating instructional challenges and developing effective strategies to enhance learners' writing proficiency. As teachers aimed to improve writing instruction, they encountered systemic barriers, pedagogical complexities, and a growing need to refine classroom practices. Through collaborative inquiry, these educators confronted these issues and cultivated adaptive methods that emphasized cooperation, reflective practice, and purposeful engagement. These efforts ultimately led to deeper insights into writing instruction, the importance of shared goals, and the transformative impact of peer collaboration on shaping instructional effectiveness. The Cooperative Learning Theory, Metacognition Theory, and Social Constructivist Theory provide valuable perspectives for interpreting these findings. Cooperative Learning Theory emphasizes the role of structured group work and shared responsibility in promoting learning, mirroring how teachers benefited from working together toward common goals. Metacognition Theory highlights the importance of self-awareness and reflection in improving one's learning or practice, which relates closely to how teachers evaluate and refine their instructional methods. Meanwhile, Social Constructivist Theory emphasizes the importance of social interaction and collaboration in meaning-making, highlighting how peer support and dialogue influence teachers' instructional decisions. These theories collectively illuminate the deeper value of collaborative inquiry as a method and a mindset rooted in reflection, cooperation, and shared growth. The results of my analysis revealed the following significant findings. The collaborative inquiry experiences of secondary English teachers were shaped by various challenges and strategic responses aimed at improving learners' writing proficiency. One of the key challenges teachers encountered was managing classroom dynam-

ics. They discussed the challenges of balancing diverse learner needs, instructional goals, and curriculum demands. These dynamics required them to adjust their strategies to maintain effective writing instruction continually. Teachers found collaborative inquiry helpful in this area, offering them a platform to share experiences and solutions with fellow educators navigating similar classroom complexities. Another theme under the challenges faced by the teachers was limited support. Teachers expressed concerns about the lack of institutional backing for collaborative inquiry efforts, including insufficient time, resources, and formal training. Despite these limitations, many remained committed to the practice and emphasized how peer collaboration often filled the gap left by institutional shortcomings. However, the limited support restrained the full potential of their instructional innovations and highlighted the need for stronger support systems in schools. To address these challenges, teachers employed several coping strategies. One of the primary strategies was the integration of technology. Teachers used digital tools to support writing instruction, provide feedback, and encourage learner engagement. Another coping mechanism was the collaborative learning design, where teachers structured learner-centered activities that fostered peer collaboration, enhanced writing proficiency, and refined instructional strategies. The third coping strategy was reflective professional practice, where teachers assessed and re-evaluated their teaching methods in light of their learners' needs. These strategies allowed them to adapt and grow, even in the face of institutional barriers. From their experiences, teachers also developed valuable educational insights. The first insight was the importance of structured collaborative practices. Teachers emphasized that collaboration is most effective when it is well-organized and focused on clear objectives. This structure helped ensure that meetings were productive and ideas were im-

plemented. The second insight was the value of shared instructional goals. Teachers found that working toward a common purpose could create more coherent and compelling learning experiences for their learners. These insights reflected a growing understanding that teaching writing is not an isolated task, but one that benefits significantly from collective effort and unified direction. In conclusion, the experiences of secondary English teachers with collaborative inquiry in writing proficiency reveal both challenges and resilience. Teachers utilized technology, collaborative learning activities, and reflective practices to address classroom demands and gaps in writing instruction. Through this process, they gained valuable insights into the effectiveness of structured learner collaboration, shared instructional goals, and the impact of peer and group work. Grounded in established learning theories, these findings emphasize the transformative potential of collaborative inquiry in improving writing proficiency and supporting learner achievement.

4.3. Future Directions—Based on the study's findings, significant stakeholders can effectively relay and utilize the insights to foster learner writing proficiency through collaborative inquiry. The learners. The study's findings could guide learners in understanding the benefits of collaborative inquiry for improving their writing proficiency. Learners may relate to the experiences of their peers and utilize the strategies identified in the study to enhance their engagement in group writing activities, build confidence in their writing, and develop stronger communication and problem-solving skills. The teachers. The study's findings could provide teachers with valuable insights into the role of collaborative inquiry in enhancing writing proficiency. Teachers could use these insights to design more structured collaborative learning activities that target writing skills. They might also incorporate peer feedback and group work into their instructional practices to foster learner

engagement, skill-building, and mutual support in writing tasks. The school heads. They would be better informed about the dynamics of learner collaboration in writing proficiency. By utilizing these findings, school heads can design more effective curricula and instructional strategies that incorporate group work and peer collaboration, ensuring learners benefit from cooperative learning environments that support writing development. The educational leaders. They would be more aware of learners' collaborative strategies, challenges, and coping mechanisms in improving their writing skills. With these insights, they could implement programs, workshops, or training sessions that strengthen collaborative inquiry in writing, encourage peer collaboration, and provide resources that help teachers foster effective learner interactions. Other stakeholders. These include parents, community members, and educational partners who could support the implementation of collaborative inquiry in writing. They might help by providing resources, organizing workshops, or creating opportunities for learners to collaborate beyond the classroom, thereby enhancing their writing proficiency. Future researchers. They could conduct mixed methods or longitudinal studies to explore how collaborative inquiry impacts writing proficiency over time. They also examine the effectiveness of specific collaborative strategies in various contexts, comparing learner outcomes in peer-based learning environments with those in traditional instruction methods.

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