

Teachers' Experiences in Implementing the Mentor-Text Approach in Research Writing

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ABSTRACT: This study aimed to explore teachers' experiences and reflections in implementing the Mentor-Text Approach in teaching research writing. Specifically, it sought to understand how this pedagogical model fosters mastery and confidence among teachers as they guide students through the research-writing process. Using a qualitative action research design, the study involved a purposive sample of three senior high school teachers who integrated the Mentor-Text Approach in their research classes. Data were gathered through interviews and focus group discussions. Thematic analysis following Braun and Clarke's (2021) six-phase framework was employed to identify emerging themes from the participants' narratives and reflections.

Findings revealed that the Mentor-Text Approach significantly enhanced teachers' instructional clarity, confidence, and ability to scaffold complex research concepts. Teachers reported improved student engagement and output quality as they modelled writing through exemplar texts. However, challenges such as limited time for reflection, insufficient exemplars, and varied student proficiency were noted. The study concludes that the Mentor-Text Approach is an effective instructional strategy in teaching research writing when supported by reflective practice and peer collaboration. It is recommended that professional development programs integrate this approach to enhance teachers' research pedagogy and learners' writing competence.

KEYWORDS- Mentor-Text Approach, research writing, qualitative action research, teachers' experiences, reflective teaching

I. INTRODUCTION

Research writing remains one of the most challenging components of the Senior High School (SHS) curriculum. Across strands, teachers consistently report that students struggle to articulate their research ideas, organize their thoughts, and express academic arguments with clarity and coherence. This difficulty is evident in all stages of research writing even in the early stage of crafting the research title, writing the background of the study, and formulating the statement of the problem. Despite the inclusion of Practical Research 1 and 2 in the K-12 curriculum, many learners perceive research as abstract, technical, and intimidating. These recurring challenges highlight a persistent gap between content knowledge and writing performance, which traditional instruction alone has not been able to address.

At Malvar Senior High School, this challenge was likewise observed among Grade 11 and 12 students. Teachers noticed that although learners could define research terms and identify variables, they often failed to apply these concepts in actual writing. Their drafts were either disorganized or patterned after memorized templates, resulting in superficial understanding. The difficulty was not merely in skill but in conceptual transfer—students knew what research writing required but could not visualize how it should look. Recognizing this problem, the school's research teachers collectively sought an instructional innovation that would make the writing process more explicit, accessible, and motivating for learners.

In response to this need, the teachers explored the Mentor-Text Approach, an instructional strategy that uses authentic, high-quality examples of writing (called mentor texts) to model specific skills and structures. This approach is grounded on the principle that students learn to write more effectively when they are shown concrete examples of successful writing and are guided to analyze, imitate, and apply the observed features in their own work. Originating from the writing workshop movement (Graves, 1983; Calkins, 1994), this strategy views modeling and imitation as essential to developing writing competence. Later scholars such as Gallagher (2011) and Dorfman and Cappelli (2017) reinforced the use of mentor texts in composition instruction, emphasizing that it "shows, rather than tells," learners what good writing looks like.

In the Philippine classroom context, however, the Mentor-Text Approach has rarely been applied to academic and research writing. Most applications focus on narrative or creative writing in the elementary and junior high school levels. The research teachers at Malvar Senior High School saw an opportunity to extend this approach to Practical Research instruction—a context where students require both structure and creativity. They posited that exposing learners to well-crafted examples of research sections could serve as scaffolds for understanding academic conventions such as argumentation, coherence, and citation.

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The initiative began with a focus group discussion and orientation held on September 6, 2024, where the researcher conducted a focus group discussion with three research teachers who then implemented lessons and instructional materials anchored on the Mentor-Text Approach. They researcher produced mentor-text exemplars, student worksheets, and writing rubrics tailored to SHS research requirements. The implementation covered key areas of research writing: crafting titles, writing the background of the study, formulating the statement of the problem, developing the research methodology, and writing the results and discussion. These lessons were delivered throughout School Year 2024–2025 across various strands.

Throughout implementation, teachers observed significant changes in student engagement and writing quality. Learners who once hesitated to write became more confident after seeing and analyzing sample works. They began to internalize the structure of academic writing by identifying its essential features within mentor texts. By the end of the school year, the teachers collected student outputs that demonstrated improved coherence, structure, and confidence. A post-implementation reflection and validation session was conducted in July 2025, confirming the positive instructional outcomes and professional insights gained from the experience.

Previous studies in writing pedagogy support these findings. Smith and Brown (2018) emphasized that mentor texts help students understand both the form and function of writing, bridging the gap between theory and practice. Jones and Simmons (2021) found that using mentor texts fosters critical reading and writing awareness, especially when learners annotate and discuss model texts collaboratively. In the Philippine context, the integration of modeling techniques aligns with DepEd's (2016) initiatives promoting explicit instruction and differentiated learning, yet few classroom-based studies document its sustained application in research writing.

This study is necessary to provide evidence-based insights into how the Mentor-Text Approach can enhance research writing instruction in the SHS setting. It contributes to addressing a documented instructional gap where students struggle to translate conceptual understanding into coherent written outputs. Moreover, it supports teachers' professional growth by fostering collaboration and reflective practice in designing research-based pedagogical interventions.

The purpose of this action research is to document, analyze, and reflect on the full-year implementation of the Mentor-Text Approach by three research teachers at Malvar Senior High School. Specifically, it seeks to: Examine teachers' experiences in implementing the Mentor-Text Approach in teaching research writing. Identify the challenges and insights gained during implementation. Reflect on how the approach enhanced both student learning and teachers' professional practice.

This study utilized a qualitative action research design, employing reflective journals, focus group discussions, and document analysis to capture teachers' experiences and reflections throughout the implementation process. Data were analyzed thematically to generate insights that inform future instructional practices in research writing.

A. Research Questions

This action research aimed to explore and document the experiences, reflections, and professional insights of research teachers in implementing the Mentor-Text Approach in teaching research writing among Senior High School students of Malvar Senior High School during School Year 2024–2025.

Specifically, the study sought to answer the following questions:

- How do research teachers describe their experiences in implementing the mentor-text approach throughout a full year of instruction?
- What observable changes and improvements do teachers perceive in their students' research writing performance and engagement after using the mentor-text approach?
- What challenges and contextual factors did teachers encounter in sustaining the mentor-text approach in their classes?
- How has the mentor-text approach influenced teachers' professional growth, instructional practices, and perspectives on teaching research writing?
- Based on teachers' reflections, what recommendations and best practices can be proposed to further enhance the implementation of the mentor-text approach in research writing instruction?

B. Proposed Innovation, Intervention, And Strategy

The proposed innovation in this action research is the Mentor-Text Approach, a model-based instructional strategy designed to enhance the teaching and learning of research writing among Senior High School students. The approach was implemented by three research teachers of Malvar Senior High School during School Year 2024–2025 as an intervention to address the recurring difficulties of students in developing coherent, well-structured, and academically sound research components.

- **The Innovation: The Mentor-Text Approach.** The Mentor-Text Approach is a writing pedagogy that uses authentic, exemplary pieces of writing—called mentor texts—as models for instruction. It is grounded in the belief that students learn to write effectively by examining, analyzing, and emulating well-crafted examples of the kind of writing they are expected to produce. Through guided analysis and scaffolded practice, learners observe how ideas are organized, how transitions are made, how arguments are structured, and how academic tone is maintained. This approach draws from the theoretical and pedagogical traditions of process writing and modeling pedagogy, as emphasized by Donald Graves

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(1983), Lucy Calkins (1994), and later expanded by Kelly Gallagher (2011) and Dorfman & Cappelli (2017). They assert that “students become better writers when they are explicitly shown what good writing looks like.” The approach also aligns with Vygotsky’s Social Constructivist Theory (1978), which emphasizes learning through modeling, guided participation, and gradual release of responsibility—from teacher modeling to student independence.

- **Rationale for Innovation.** In the context of Practical Research instruction, many students exhibit fragmented understanding of academic writing conventions. They can often describe concepts such as variables or research gaps but struggle to apply them when drafting their own work. Traditional lecture-based instruction—focused on definitions and checklists—often leads to rote compliance rather than comprehension. The Mentor-Text Approach addresses this gap by shifting instruction from telling to showing. Instead of simply explaining research parts, teachers show students how effective writing is constructed through actual examples. This visual and analytical engagement allows learners to identify patterns, internalize structures, and apply them creatively in their own writing. Furthermore, this approach promotes equity and accessibility. Students who may not have strong academic language skills benefit from concrete models and guided practice, making research writing less intimidating and more achievable.
- **Components of the Mentor-Text Approach.** The approach is structured around a seven-step instructional cycle collaboratively developed by the research teachers, reflected in Table 1. The Mentor-Text Approach follows a structured seven-step instructional cycle designed to make the process of writing explicit, guided, and reflective.

Table 1. Seven-step Instructional Cycle of the Mentor-Text Approach

<i>Step</i>	<i>Instructional Focus</i>	<i>Description / Classroom Application</i>
1. Set a Clear Writing Goal	Defining the focus of the lesson	The teacher specifies the writing target (e.g., crafting an SOP, writing a background).
2. Select an Appropriate Mentor Text	Using authentic or localized samples	A model text is chosen that exemplifies the target writing skill, aligned with students’ strand and level.
3. Guided Reading and Analysis	Learning to “read like a writer”	The teacher leads students in analyzing structure, tone, transitions, and variable presentation.
4. Identify and List Key Features	Extracting conventions and techniques	Students highlight or annotate parts that make the sample effective (e.g., purpose statements, variable alignment).
5. Guided Practice (Imitation and Application)	Writing with scaffolding	Students begin drafting their own work using the same organizational pattern or sentence starters from the mentor text.
6. Independent Writing	Applying learning to original work	Students produce their own complete section (title, background, SOP) based on their topic.
7. Reflection and Revision	Metacognitive and collaborative feedback	Students reflect on what they learned and revise their outputs; teachers provide feedback and guidance.

As seen in the table, it begins with setting a clear writing goal, in which the teacher defines the specific focus of the lesson—such as crafting a research title, writing the background of the study, or formulating the statement of the problem. This ensures that students understand the learning target and the purpose of the writing activity.

The second step, selecting an appropriate mentor text, involves choosing authentic, high-quality, or localized samples that exemplify the targeted writing skill. These texts serve as concrete models of effective writing and are aligned with the students’ academic strand and level of understanding.

The third step, guided reading and analysis, trains learners to “read like writers” by closely examining how ideas are structured and conveyed in the mentor text. Teachers facilitate discussions that draw attention to transitions, tone, organization, and presentation of variables. From this analysis, students proceed to identify and list key features, extracting conventions, patterns, and techniques that make the mentor text effective. This may include recognizing purpose statements, alignment of variables, and logical flow of ideas—elements that can guide students in developing their own writing.

Next, in the guided practice stage, learners begin drafting their work with the teacher’s scaffolding. They imitate the organizational pattern and linguistic features of the mentor text, using sentence starters or paragraph frames as support. This is followed by independent writing, where students apply the skills learned from the model to create their own original piece—demonstrating their ability to internalize the features of effective academic writing. Finally, the process culminates in reflection and revision, where

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learners engage in metacognitive activities by evaluating what they have learned, revising their work based on teacher feedback, and sharing insights with peers.

This seven-step cycle reflects the gradual release of responsibility framework (Pearson & Gallagher, 1983), emphasizing movement from teacher modeling to student independence. It is grounded in the pedagogical traditions of process writing (Graves, 1983; Calkins, 1994) and modeling pedagogy (Gallagher, 2011; Dorfman & Cappelli, 2017), which assert that students become better writers when they are explicitly shown what effective writing looks like. Furthermore, it aligns with Vygotsky's Social Constructivist Theory (1978), which highlights learning through modeling, guided participation, and scaffolding within the Zone of Proximal Development (ZPD). Through this structured and reflective approach, students' progress from guided imitation to creative independence, while teachers transition from lecturer to facilitator—cultivating both confidence and mastery in research writing.

- **Implementation Process.** During School Year 2024–2025, the three research-teachers systematically implemented the Mentor-Text Approach across multiple Practical Research classes at Malvar Senior High School. The process was carried out in three main phases: preparation and orientation, implementation, and observation with reflection.

In Phase 1: Preparation and Orientation held in September 2024, the teachers collaboratively designed lesson exemplars and instructional materials aligned with the K–12 curriculum competencies. They carefully selected mentor texts from both published academic works and exemplary student outputs, ensuring relevance to the learners' strand and proficiency level. This phase also included the alignment of instructional goals and the creation of tools such as worksheets, rubrics, and reflection guides to support consistent delivery across classes.

Phase 2: Implementation, which spanned from October 2024 to March 2025, marked the integration of the Mentor-Text Approach into the teaching of the core components of research writing—formulating the Research Title, writing the Background of the Study, developing the Statement of the Problem, Developing the Research Methodology and writing the Results and Discussion. The teachers conducted mentor-text lessons that encouraged active student engagement through guided analysis, collaborative discussions, and scaffolded writing activities.

Finally, Phase 3: Observation and Reflection took place from April to July 2025. Throughout this phase, the teachers documented classroom observations, collected student outputs, and reflected on their instructional experiences. They analyzed patterns of learner improvement, challenges encountered, and instructional adjustments made throughout the process. The cycle culminated in a post-implementation reflection and validation session in July 2025, where the research team reviewed evidence of student learning gains and professional insights. This reflective phase not only consolidated findings but also informed recommendations for sustaining and scaling the Mentor-Text Approach in future research writing instruction.

- **Instructional Shift and Pedagogical Significance.** Traditional research writing instruction often relies on direct explanation and format-driven templates. In this conventional setup, students are typically informed of the structural components of a research paper and are expected to reproduce them mechanically, with little emphasis on modeling or authentic examples. As a result, many learners exhibit surface-level understanding and mechanical compliance rather than meaningful comprehension and skill development. Hence, the Mentor-Text Approach presents a pedagogical shift from rote instruction to apprenticeship learning. Instead of relying on prescriptive outlines, this approach provides authentic examples of academic writing that serve as concrete models for students to analyze and emulate. It encourages analytical reading before writing, allowing learners to understand the purpose, structure, and logic of well-written research texts. Through scaffolded activities and opportunities for reflection, students gradually gain independence in their writing process. Moreover, this approach makes writing visible to students no longer must guess how effective research writing works, as they can clearly observe and dissect examples of successful output. This transition from abstract instruction to modeled, guided learning develops both competence and confidence among students. They learn not only to follow a structure but also to internalize the reasoning behind academic conventions. For teachers, the process becomes equally transformative: it encourages reflective practice, promotes professional collaboration, and strengthens evidence-based instruction. Ultimately, the Mentor-Text Approach redefines research writing as a dynamic and interactive process—one that fosters deeper understanding, authentic engagement, and shared growth between teachers and learners.

- **Expected Outcomes of the Innovation.** The implementation of the Mentor-Text Approach was envisioned to produce meaningful improvements at multiple levels — among students, teachers, and the school as a learning community. For students, the approach aimed to enhance their ability to construct coherent and well-structured sections of research papers. By learning through model analysis and guided writing, learners were expected to demonstrate stronger organization of ideas, clearer articulation of arguments, and more logical presentation of research components. Equally important, the intervention sought to boost students' motivation, engagement, and confidence in academic writing. Exposure to authentic examples of quality work was anticipated to reduce writing anxiety and foster a greater appreciation for the process of research composition. Through this process, students were also expected to gain a deeper understanding of academic writing conventions, particularly in terms of tone, coherence, and adherence to scholarly standards.

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For teachers, the innovation aimed to strengthen reflective and evidence-based instructional practices. By collaboratively designing and implementing mentor-text lessons, research teachers were able to engage in professional dialogue and classroom-based experimentation that promoted continuous improvement. The experience encouraged teachers to analyze their own pedagogy, assess the impact of modeling strategies, and make informed adjustments to instruction. Additionally, the process fostered collaboration and professional growth among the teachers involved, who collectively developed localized mentor-text materials that could be sustained and adapted for future use.

At the school level, the innovation contributed to the establishment of a contextualized, school-based model for effective writing instruction. The Mentor-Text Approach served as a prototype for integrating research-based strategies into classroom practice, aligning with the school's commitment to continuous instructional improvement. A repository of mentor-text materials for Practical Research was developed, ensuring that the resources created during the study could be shared and utilized by other teachers. Furthermore, the approach was intended to be integrated into Learning Action Cell (LAC) sessions to ensure continuity, scalability, and sustainability of the innovation.

- **Significance of the Innovation.** The Mentor-Text Approach serves as a pedagogical bridge between theory and practice, transforming research writing from a rigid, procedural task into a dynamic process of guided discovery and expression. By integrating authentic model texts into instruction, this approach demystifies the process of academic writing and provides learners with a tangible reference for understanding how ideas are organized, arguments are built, and scholarly tone is maintained. It goes beyond rote instruction by allowing students to see, analyze, and apply the principles of effective writing in a scaffolded manner—making abstract research concepts more concrete and accessible.

The significance of this innovation lies in its potential to elevate both student learning and teacher practice. For students, it fosters independence, creativity, and critical thinking as they progress from imitation to innovation in writing. The use of mentor texts cultivates deeper comprehension of academic structures while simultaneously promoting confidence and motivation, which are often barriers to research performance. For teachers, the approach offers a structured framework for reflective practice. It encourages educators to examine their instructional strategies, assess learner responses, and continuously refine their methods based on observed outcomes and collaborative insights. This reflective process transforms the classroom into a learning community where both teachers and students engage in shared growth.

At the institutional level, the implementation of the Mentor-Text Approach strengthens Malvar Senior High School's commitment to the DepEd MATATAG vision of providing quality, learner-centered, and contextualized education. By institutionalizing this strategy, the school upholds its mission to empower students to learn through meaningful engagement and self-directed inquiry. It also enhances professional collaboration among teachers by integrating the approach into Learning Action Cell (LAC) sessions and embedding it within the school's School Improvement Plan (SIP). In doing so, the innovation becomes not merely an instructional experiment but a sustainable model of excellence in research writing pedagogy—one that promotes lifelong learning, continuous reflection, and the shared pursuit of mastery.

II. METHODOLOGY

This study employed a qualitative action research design anchored in Kemmis and McTaggart's Plan–Act–Observe–Reflect cycle. During the Plan phase (August–September 2024), the team identified persistent difficulties in SHS research writing, oriented three research teachers on the Mentor-Text Approach (FGD on 6 September 2024), and co-developed strand-appropriate mentor texts, lesson exemplars, and worksheets. In the Act phase (October 2024–March 2025), the teachers implemented the approach in Practical Research 2 classes, foregrounding modeling, guided analysis of mentor texts, scaffolded drafting, peer review, and structured reflection.

The Observe phase (October 2024–July 2025) involved systematic documentation of classroom processes and products through teacher journals, observation notes, and curated student artifacts (titles, backgrounds, SOPs). In the Reflect phase (July–August 2025), the researcher conducted semi-structured individual interviews and a validation FGD, consolidated evidence, and refined insights for action. Data were analyzed thematically (Braun & Clarke, 2021) using a hybrid deductive–inductive approach; credibility was strengthened through triangulation of sources, member checking, reflexive memos, and an audit trail. Ethical safeguards included informed consent, use of pseudonyms, and secure data storage. This design was chosen because it simultaneously generated understanding and practical improvements while capturing the lived experience of implementing the Mentor-Text Approach over the full SY 2024–2025 at Malvar Senior High School.

A. Sampling

The research took place at Malvar Senior High School in the Division of Batangas during SY 2024–2025. Practical Research 2 served as the authentic instructional contexts in which the innovation was embedded. These subjects involve explicit teaching of academic writing, making them ideal venues for implementing mentor texts and for observing how students and teachers negotiate structure, tone, and argument in research prose.

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Participants were three research teachers who implemented the Mentor-Text Approach across their PR2 sections for the entire school year. They functioned both as primary data sources and as reflective co-researchers, documenting their choices, adjustments, and observations while teaching. Focusing on teachers rather than on students was intentional: the study sought to understand professional practice—how teachers introduced models, scaffolded analysis, and converted mentor-text insights into guided and independent writing tasks.

Selection followed purposive, criterion-based sampling to ensure information-rich cases that were directly tied to the intervention. The aim was not representativeness but depth—capturing sustained, mature implementations from teachers who could speak to planning, delivery, and reflection. This sampling strategy enhanced the credibility and usefulness of findings for colleagues who may later adopt the approach.

Inclusion criteria ensured comparability across cases. Each participant taught Practical Research during SY 2024–2025; attended the 06 September 2024 orientation/FGD and helped co-plan the lessons; implemented the Mentor-Text Approach for at least two grading periods (allowing observation of patterning, consolidation, and revision cycles); and maintained reflective documentation such as journals, logs, and classroom artifacts. Willingness to participate in interviews and to share de-identified instructional materials was also required so that claims could be anchored in evidence.

Teachers who did not apply mentor-text lessons across the year or could not provide reflections or artifacts were excluded. This ensured that analyses drew from complete implementations rather than isolated lessons, thereby increasing coherence across cases and strengthening the logic of cross-case comparisons.

To protect confidentiality and encourage candid reflection, participants were assigned pseudonyms—Teacher A, Teacher B, and Teacher C—in all transcripts, analytic files, and reports. Identifying details were removed from shared artifacts, and data were stored securely. These measures safeguarded participants while keeping the analytic focus on instructional practice and the mechanisms by which the Mentor-Text Approach supported research writing.

B. Data Collection

The collection of data for this action research was designed to capture both the process and outcomes of implementing the Mentor-Text Approach in Practical Research instruction over a full school year. Because the study aimed to understand the lived experiences and reflections of teacher-implementers, a qualitative, multi-source strategy was adopted to ensure depth, authenticity, and triangulation of perspectives. Data were gathered through a sequence of complementary methods—focus group discussions, reflective journals, instructional artifacts, individual interviews, and validation sessions—that corresponded to the stages of the Plan–Act–Observe–Reflect cycle. Each source provided a distinct yet interconnected lens: FGDs revealed collective planning insights; journals chronicled classroom realities; artifacts demonstrated instructional practice and student outcomes; interviews captured teachers' narratives; and member-checking ensured interpretive accuracy. This comprehensive approach produced a rich, credible evidence base from which thematic patterns could be drawn and meaningful reflections about the Mentor-Text Approach could emerge.

C. Data Sources and Instruments

The study drew on multiple qualitative sources to ensure depth and triangulation. First, an initial orientation and focus group discussion (FGD) on September 6, 2024 established the planning context for the innovation. During this session, the three research teachers surfaced persistent difficulties in teaching research writing and clarified expectations for the Mentor-Text Approach. An FGD protocol guided the conversation toward perceived learner needs, current practices, and intended strategies for integrating mentor texts into Practical Research. This baseline conversation captured teachers' starting assumptions and served as the reference point for evaluating change over the year.

To document classroom enactment, the teachers maintained informal reflective teaching logs from October 2024 to March 2025. These records included brief narrative entries on lesson flow, student engagement, visible difficulties, and adjustments made in real time (e.g., scaffolds, pacing, grouping). Reflection prompts encouraged systematic noting of what worked, what did not, concrete evidence from student work, and next steps. These logs provided a continuous stream of data on how the approach functioned under typical constraints and how teachers reasoned through their instructional decisions.

The study also analyzed instructional artifacts that evidenced the intervention: mentor texts actually used in class, task worksheets, and sample student outputs from key sections. Artifacts were valuable because they showed the tangible forms of modeling and scaffolding as well as the resulting student products. Side-by-side consideration of materials and outputs helped trace how specific modeling moves translated into more coherent drafts.

After a full year of implementation, individual semi-structured interviews in July 2025 elicited teachers' in-depth narratives about experience, perceived student outcomes, challenges, professional growth, and views on sustainability. The interview guide followed five sections mirroring the action research questions—teacher experience; student outcomes; implementation challenges; professional learning; and impact and sustainability—allowing comparability across cases while leaving space for rich, personal accounts.

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Finally, an August 2025 validation FGD (member-checking) invited participants to review preliminary codes and themes, affirm accurate interpretations, and refine areas needing nuance. A short validation checklist and guided prompts structured this meeting, ensuring that the analytic story remained faithful to teacher perspectives. Together, these sources—baseline FGD, reflective journals, artifacts, post-implementation interviews, and validation FGD—constituted a coherent evidence set suitable for rigorous thematic analysis.

D. Procedures

The project followed the full Plan–Act–Observe–Reflect cycle across the SY 2024–2025 implementation. During the Plan phase (August–September 2024), the team identified recurrent learner difficulties in research writing, co-designed mentor-text lessons and worksheets aligned to Practical Research competencies, and conducted the September 6 baseline FGD to align expectations and procedures. Planning yielded a shared repertoire of strand-appropriate mentor texts and a calendar for integrating modeling sessions into classroom routines.

In the Act phase (October 2024–March 2025), teachers embedded the Mentor-Text Approach in Practical Research classes. Lessons regularly began with close examination of a carefully chosen mentor text, followed by guided analysis of structure, language features, and logic, then scaffolded practice in which students imitated patterns with their own topics, and finally independent drafting and reflection. This cycle was used for the three targeted sections—title, background of the study, and statement of the problem—so students repeatedly experienced modeling, application, and feedback.

The Observe phase (October 2024–July 2025) emphasized systematic evidence gathering. Teachers wrote brief but regular entries in their reflection logs, collected representative student outputs at key checkpoints, and noted visible indicators of engagement (e.g., time-to-start writing, quality of peer talk) and product quality (e.g., coherence, alignment of variables). These observations were not isolated anecdotes but accumulated records showing patterns across time, sections, and strands.

The Reflect phase (July–August 2025) consolidated insights from the year. Individual interviews captured each teacher's narrative of enactment, perceived impacts, and challenges; journals and artifacts were organized for analysis; and a validation FGD invited the teachers to confirm or nuance the preliminary themes. This final sense-making step translated raw experience into actionable understanding and recommendations. The full report and presentation were then prepared from August to October 2025.

E. Documentation

All interviews and FGDs were conducted with informed consent, audio-recorded, and transcribed verbatim to preserve teacher voice and ensure analytic accuracy. Reflective journals, lesson plans, mentor texts, and student outputs were de-identified prior to analysis. This documentation supported credibility, dependability, and confirmability.

F. Ethical Issues

Participation in this study was strictly voluntary. Each teacher received an information sheet describing the study's purpose, procedures, potential risks and benefits, and their rights as participants. Written informed consent was obtained prior to any data collection, including permission to audio-record interviews and FGDs and to use anonymized quotations and instructional artifacts (e.g., mentor texts, lesson plans, sample student outputs) for academic reporting. Participants were reminded that they could decline to answer any question, pause the interview, or withdraw at any time without penalty and without any repercussions on workload assignment, performance appraisal, or collegial relations.

Confidentiality was safeguarded throughout. Pseudonyms (Teacher A, Teacher B, Teacher C) replaced real names in transcripts, analytic files, and the final report. All personally identifying details (names, class sections, specific dates that could reveal identity) were removed from artifacts before analysis.

The study posed minimal risk because it focused on routine teaching practices and teacher reflections. No sensitive personal information was solicited. Nevertheless, interviews were scheduled at mutually convenient times and locations to minimize disruption and prevent discomfort. Teachers could review their transcripts and request corrections or redactions ("member checking") before inclusion in analysis.

Given the researcher's role as a colleague, particular attention was paid to power and role dynamics. The researcher adopted a reflective, non-evaluative stance and avoided any language that might imply appraisal or ranking. Data gathered were not shared with line supervisors for performance evaluation and were used solely for research and professional development. Group activities (e.g., validation FGD) emphasized collaborative learning rather than judgment, and care was taken to ensure that no participant felt compelled to disclose beyond their comfort level.

Finally, the conduct of the study aligned with school/division research protocols and DepEd's guidance on School-Based Action Research and ethical handling of participant data. Procedures were consistent with principles of respect for persons, beneficence, and justice. Any dissemination (school presentation, division research congress) will continue to use anonymized data and composite descriptions to protect participant identity while communicating findings for instructional improvement.

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G. Data Analysis

This section presents how the gathered data were analyzed to come up with themes as answers to the research questions set for the study. It includes the analytical framework, coding, and reporting.

- **Analytical framework.** Data were analyzed using thematic analysis following Braun and Clarke's six-phase procedure. First, the researcher engaged in familiarization, reading and rereading interview transcripts, teacher journals, and instructional artifacts to gain an overall sense of content and context. Second, initial coding was performed at both the semantic level (what was explicitly said) and the latent level (underlying assumptions and meanings). Third, codes were collated into candidate themes that directly addressed each research question (e.g., patterns around modeling practices, perceived student change, or constraints). Fourth, themes were reviewed for internal coherence and distinctiveness; discrepant excerpts were revisited, recoded where needed, and boundary decisions were logged in analytic memos. Fifth, themes were defined and named to capture their central organizing concepts, with clear notes on scope, inclusion, and exclusion. Finally, the analysis was reported as an RQ-organized narrative in Chapter 4, using illustrative excerpts to show how conclusions were grounded in the data.
- **Coding and Codebook Development.** A hybrid coding strategy was used. Deductive codes were drawn from the study's aims and questions—teacher experience, student outcomes, implementation challenges, professional growth, and impact/sustainability—to ensure a direct analytic line to the SOP. Alongside these, inductive codes emerged from close reading of the data (e.g., Modeling Shift, Student Confidence, Coherence Gains, Time Constraints, Differentiation Needs, Collaboration, Reflective Practice, Institutionalization). A working codebook was maintained throughout analysis, documenting each code's label, definition, inclusion/exclusion rules, and exemplar quotes. The codebook evolved iteratively as new nuances appeared; memoing captured rationale for merges, splits, or renamings. To strengthen credibility, peer debriefing/member-checking was conducted during the validation FGD, where participants reviewed emergent themes and sample extracts and confirmed or refined interpretations.
- **Evidence Selection and Reporting.** Textual excerpts were selected using three criteria: clarity (the quote clearly communicates the idea), representativeness (it typifies a larger pattern found across data), and diversity of perspective (voices from Teachers A, B, and C are all reflected). Quotations were lightly edited for readability without altering meaning and are presented with participant codes to preserve anonymity. Themes are presented per research question, followed by a cross-theme synthesis that articulates the overarching insights—namely, modeling as a pedagogical mindset and the parallel empowerment of teachers and students. This reporting structure preserves the audit trail from raw data to conclusions and demonstrates how interpretations were warranted by the evidence.

III. RESULTS AND DISCUSSION

This section presents and interprets the qualitative findings from the year-long implementation of the Mentor-Text Approach at Malvar Senior High School, integrating insights from interviews, reflective journals, instructional artifacts, and FGDs. Analysis followed Thematic Analysis (Braun & Clarke, 2021) using a hybrid deductive–inductive strategy. The process involved: (1) familiarization with the data through repeated reading of transcripts and notes; (2) initial coding of meaningful segments at semantic and latent levels; (3) collation of related codes into potential themes; (4) review and refinement of themes for internal coherence and distinctiveness; (5) clear definition and naming of themes supported by analytic memos; and (6) presentation of a thematic narrative aligned to each research question.

The presentation is organized per research question (RQ1–RQ5). For each RQ, we (a) state the question, (b) identify and name the themes that emerged, and (c) discuss each theme with representative evidence from Teachers A, B, and C, noting convergences and nuances. Brief reflective notes close every RQ subsection to surface implications for practice and the next cycle of action. A short synthesis at the end of the section connects cross-cutting insights and sets up the ensuing action plan.

RQ1. How do research teachers describe their experiences in implementing the mentor-text approach throughout a full year of instruction?

Table 2. Experiences in Implementing the Mentor-text Approach

Theme	Description	Supporting Narratives / Evidence
Transformative Teaching Practice	Teachers described the experience as transformative, changing how they approached teaching research writing—from delivering lectures to guiding discovery. They viewed the approach as a form of reflective teaching that made learning more interactive and purposeful.	- Teacher A: "It shifted the responsibility to them; they became active learners, not just listeners." - Teacher B: "It changed the classroom energy from compliance to creativity." - Teacher C: "It was more reflective and creative compared to the old 'fill-in-the-template' type of teaching."

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Shift from Explanation to Modeling	Teachers realized that students learned better when they saw concrete examples. Modeling became central to instruction, replacing abstract explanation.	- Teacher A: "When I showed them the same concepts inside a real sample, the confusion disappeared." - Teacher B: "Good teaching is modeling, not merely telling." - Teacher C: "Even quiet students became participative."
Increased Student Engagement and Confidence	All teachers noted improved student participation and enthusiasm. Mentor texts served as a motivator, giving students confidence to write.	- Teacher B: "They said it's no longer a guessing game—they had a pattern to follow."

The teachers described their experiences as transformative, characterized by a shift from conventional lecture-based instruction to a modeling-centered and reflective pedagogy. All three participants shared that the Mentor-Text Approach redefined their understanding of teaching research writing. Instead of explaining abstract concepts first, they began each lesson with a concrete model that students could analyze and emulate.

Teacher A reflected that "the approach shifted the responsibility to the students; they became active learners, not just listeners." Teacher B added that it "changed the classroom energy from compliance to creativity." Similarly, Teacher C described the lessons as "more reflective and creative compared to the old fill-in-the-template type of teaching."

Another recurring theme was increased student engagement and confidence. The teachers reported that students participated more actively in discussions and were eager to write after seeing authentic examples. The Mentor-Text Approach allowed students to visualize success, promoting discovery-based learning. This transformation turned the classroom into a collaborative learning space where students were guided, not dictated to. Overall, teachers' experiences reflect that the mentor-text approach was not just a new strategy but a pedagogical shift—from telling to showing, from passive to participatory, and from abstract to authentic learning.

RQ2. What observable changes and improvements do teachers perceive in their students' research writing performance and engagement after using the mentor-text approach?

Table 3. Perceived Changes and Improvements in Writing Performance and Engagement after using the Mentor-text Approach

<i>Theme</i>	<i>Description</i>	<i>Supporting Narratives / Evidence</i>
Improved Writing Structure and Coherence	Students demonstrated significant progress in producing well-organized titles, backgrounds, and SOPs. They internalized academic structures through pattern recognition.	- Teacher A: "Their titles became concise and focused." - Teacher B: "Organization improved the most; even citations looked cleaner." - Teacher C: "Paragraphs flowed better; the number of revisions dropped."
Development of Student Confidence and Independence	Students began writing independently, using mentor texts as scaffolds. Confidence replaced hesitation.	- Teacher A: "They stopped asking, 'Ma'am, is this correct?' every time." - Teacher C: "They began drafting without waiting for me to check every line."
Increased Authentic Engagement with Writing Tasks	Students perceived research writing as manageable and even enjoyable. They became more participative and motivated.	- Teacher B: "They even brought copies to annotate and highlight transitions." - Teacher C: "Students became more conscious of tone and structure."

Teachers consistently observed notable improvement in students' writing structure, coherence, and confidence. Through consistent modeling, students began producing research titles, backgrounds, and statements of the problem that were logically organized and aligned with academic standards.

Teacher A recalled that "before, titles were long and redundant, but after several mentor-text sessions, they became concise and focused." Teacher B noted that "organization improved the most; even citations looked cleaner."

Beyond technical improvements, teachers emphasized a significant boost in student confidence and independence. Students no longer hesitated to begin writing and required less teacher prompting. Teacher A observed that "they stopped asking, 'Ma'am, is this correct?' every time," while Teacher C shared that "they began drafting without waiting for me to check every line."

Students also displayed authentic engagement, showing motivation to annotate, compare, and apply mentor-text patterns to their own work. Teacher B narrated how one student remarked, "Before, making the statement of the problem felt like guessing, now there's a pattern to follow." In summary, the Mentor-Text Approach helped students internalize writing conventions, boosted their self-efficacy, and cultivated a deeper sense of authorship—turning research writing from a mechanical task into a meaningful learning process.

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RQ3. What challenges and contextual factors did teachers encounter in sustaining the mentor-text approach in their classes?

Despite the positive outcomes, teachers encountered several challenges that affected the sustainability of implementation. Three dominant themes emerged: time constraints, student diversity, and resource limitations. Teachers admitted that the Mentor-Text Approach demanded more class time than traditional instruction. Teacher A noted that “doing modeling and analysis consumed more sessions than usual,” while Teacher B added that “analyzing mentor texts takes longer than a typical lecture.” The time needed for discussion and reflection sometimes delayed the pacing of the research curriculum.

Table 4. Challenges and Contextual Factors Encountered in Sustaining the Mentor-text Approach

<i>Theme</i>	<i>Description</i>	<i>Supporting Narratives / Evidence</i>
Time Constraints and Pacing Issues	Teachers found that mentor-text lessons required more time for analysis and reflection, affecting the research schedule.	- Teacher A: “Doing modeling and analysis consumed more sessions than usual.” - Teacher B: “Analyzing mentor texts takes longer than a typical lecture.”
Varied Student Writing Abilities	Class diversity made it difficult to maintain uniform progress. Some students quickly grasped structure while others struggled.	- Teacher C: “My classes were mixed—some students had excellent skills, while others struggled.”
Resource Limitations and Material Development Needs	Finding strand-appropriate and localized mentor texts posed a challenge. Teachers often created or adapted their own samples.	- Teacher B: “It was hard to find mentor texts appropriate for each strand.” - Teacher C: “I’d like to create strand-specific mentor-text kits next time.”

Another challenge was the variation in students’ writing abilities. Teacher C shared, “My classes were mixed—some students had excellent English skills, while others struggled.” This diversity required differentiated instruction and additional support. To address this, teachers grouped students strategically and used visual aids, such as color-coding text elements, to assist learners at different proficiency levels.

The third challenge involved resource limitations, particularly the availability of strand-appropriate mentor texts. Teacher B explained, “It was hard to find mentor texts suitable for each strand, so we often created our own.” The teachers suggested developing a localized repository of mentor texts and lesson exemplars to make future implementation more efficient.

These challenges highlight the practical realities of classroom innovation. While the approach was effective, it required careful pacing, differentiation, and shared material development to sustain success across sections and strands.

RQ4. How has the mentor-text approach influenced teachers’ professional growth, instructional practices, and perspectives on teaching research writing?

The teachers’ narratives revealed that the Mentor-Text Approach contributed substantially to their professional growth, collaboration, and reflective practice. They described themselves as becoming more evidence-based and reflective educators, recognizing that teaching can be both instructional and investigative.

Teacher B noted that “the action-research mindset pushed me to collect classroom evidence,” while Teacher C emphasized that “it helped me appreciate evidence-based teaching.” The practice of reflection—documenting what worked, what failed, and what could be improved—became a hallmark of their teaching process.

Table 5. Influence of Mentor-text Approach on Teachers’ Professional Growth, Instructional Practices, and Perspectives on Teaching Research Writing

<i>Theme</i>	<i>Description</i>	<i>Supporting Narratives / Evidence</i>
Reflective and Evidence-Based Teaching	Teachers began documenting and analyzing their teaching impact, becoming more reflective practitioners.	- Teacher B: “The action-research mindset pushed me to collect classroom evidence.” - Teacher C: “It helped me appreciate evidence-based teaching.”
Enhanced Collaboration and Collegial Learning	Regular sharing and co-planning among teachers created a learning community that sustained innovation.	- Teacher A: “We shared materials and observed each other’s strategies.” - Teacher B: “Our group became a small learning community—it didn’t feel like compliance anymore.”

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Reinforced Teacher Identity as Facilitators and Mentors	Teachers embraced a coaching mindset, guiding students through modeling and reflection.	- Teacher A: "Students learn best when they can visualize what success looks like." - Teacher C: "Teaching research writing is like coaching—it's gradual, guided, and relational."
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Collaboration among research teachers also emerged as a critical factor in sustaining motivation and improving instruction. Teacher A mentioned, "We shared materials and observed each other's strategies," while Teacher B described the team as "a small learning community—it didn't feel like compliance anymore." This collegiality created an informal support system where teachers could exchange mentor texts, share insights, and co-develop strategies.

Most significantly, the experience reshaped teachers' sense of identity. They transitioned from being mere "information deliverers" to becoming facilitators and mentors. Teacher C expressed, "Teaching research writing is like coaching—it's gradual, guided, and relational." The mentor-text approach helped them rediscover the joy of mentoring learners through authentic modeling.

RQ5. Based on teachers' reflections, what recommendations and best practices can be proposed to further enhance the implementation of the mentor-text approach in research writing instruction?

From their experiences, teachers proposed actionable steps to enhance and sustain the mentor-text approach. Three major themes surfaced: institutionalization and support, continuous professional development, and expansion of application.

Teachers strongly recommended formalizing the approach through school policies and professional learning structures. Teacher B said, "If the administration recognizes it as a school innovation, more teachers will commit." Similarly, Teacher C suggested including the approach in the annual LAC Plan and School Improvement Plan (SIP) to ensure long-term continuity.

Table 6. Proposed Recommendations and Best Practices to Enhance the Implementation of the Mentor-text Approach in Research Writing Instruction

<i>Theme</i>	<i>Description</i>	<i>Supporting Narratives / Evidence</i>
Institutionalization and Resource Support	Teachers advocated for the approach to be included in LAC sessions and school programs, emphasizing the need for sustained support and materials.	- Teacher B: "If the administration recognizes it as a school innovation, more teachers will commit." - Teacher C: "Include it in the annual LAC Plan or SIP for sustainability." - Teacher A: "Formalize this as part of LAC sessions — a 'Mentor-Text Workshop Series.'"
Continued Professional Development	Teachers saw value in regular sharing and reflective sessions to refine practices.	- Teacher B: "Reflect after every cycle; the reflection part is where real improvement happens."
Expansion and Sustainability	The approach has potential for scaling up beyond research classes to other subjects involving writing.	- Teacher B: "It can be used in English or even TVL subjects." - Teacher C: "Any subject that involves composition can benefit."

They also highlighted the importance of ongoing professional development through reflective LAC sessions. Teacher A proposed conducting "a Mentor-Text Workshop Series every semester," while Teacher B emphasized that "reflection after every cycle is where real improvement happens." Lastly, the teachers advocated for expanding the mentor-text approach beyond research writing. Teacher B shared that English teachers had already begun applying it in essay writing, and Teacher C suggested its use in Inquiries, Investigation, and Immersion and other writing-intensive subjects. Overall, the teachers envisioned the approach as a scalable instructional model that could enhance writing instruction across the senior high school curriculum.

Overall Thematic Synthesis

Table 7 presents the overall thematic synthesis of the findings derived from the five research questions. It highlights two overarching themes that capture the broader meaning of the teachers' experiences with the mentor-text approach: Modeling as a Pedagogical Mindset and Empowered Teachers, Empowered Students. These themes illustrate how the approach influenced not only students' research-writing development but also teachers' instructional practices, professional growth, reflection, and collaboration.

Teachers' Experiences in Implementing the Mentor-Text Approach in Research Writing

Table 7. Overall Thematic Synthesis

<i>Overarching Theme</i>	<i>Explanation</i>
Modeling as a Pedagogical Mindset	Teachers collectively discovered that using mentor texts is not merely a teaching strategy, but a mindset grounded in modeling, reflection, and collaboration. It redefined both teaching and learning in research writing.
Empowered Teachers, Empowered Students	The approach created parallel growth: students became confident writers, and teachers became reflective mentors. The act of modeling fostered a culture of shared learning and continuous improvement.

The findings across the five research questions converge into two overarching themes that explain the broader significance of the mentor-text approach in research-writing instruction. These themes show that the approach extended beyond the use of sample texts and became a meaningful process of teacher development, student empowerment, reflection, and collaborative learning.

The first theme, Modeling as a Pedagogical Mindset, emphasizes that the mentor-text approach evolved from a simple instructional technique into a guiding philosophy of teaching. Teachers recognized that presenting authentic and relevant examples enabled students to understand research-writing concepts more concretely than abstract explanations alone. Through modeling, students were able to examine how research titles, backgrounds, statements of the problem, and other components were developed and organized. This process made the expectations of academic writing more visible and accessible. It also encouraged teachers to become more intentional in selecting examples, explaining writing processes, and reflecting on the effectiveness of their instruction. The second theme, Empowered Teachers, Empowered Students, highlights the parallel growth experienced by teachers and learners. As teachers engaged in modeling, collaboration, and reflective practice, they developed greater confidence in guiding students through the complexities of research writing. At the same time, students gained clearer understanding, increased confidence, and a stronger sense of ownership of their written work. The mentor-text approach therefore established a learning environment in which teachers functioned not only as instructors but also as reflective mentors, while students became more active and capable participants in the writing process.

Overall, the thematic synthesis demonstrates that the mentor-text approach supported mutual growth among teachers and students. Its value was not limited to improving students' writing performance; it also encouraged teachers to continuously examine and improve their instructional practices. This reciprocal development reflects the central principles of action research, particularly the use of reflection, collaboration, and evidence-informed practice to promote continuous improvement in teaching and learning.

Summary of the Study

This action research titled "Modeling Mastery in Action: Teachers' Experiences in Implementing the Mentor-Text Approach in Research Writing" explored the yearlong experiences of three research teachers from Malvar Senior High School in implementing the Mentor-Text Approach in Practical Research classes during School Year 2024–2025.

The study was anchored on the principle that students learn best when they can observe and model exemplary writing, and that teachers, as reflective practitioners, continually refine their practice through evidence-based inquiry. Specifically, this study sought to explore research teachers' experiences in implementing the mentor-text approach over a full year of instruction, including the observable changes and improvements in students' research-writing performance and engagement. It also examined the challenges and contextual factors teachers encountered, the approach's influence on their professional growth and instructional practices, and the recommendations and best practices that may further enhance its implementation in research-writing instruction.

Qualitative data were collected through semi-structured interviews, post-implementation reflections, and focus group discussions, then analyzed thematically following Braun and Clarke's (2021) framework.

After a full year of applying the Mentor-Text Approach, the participating research teachers affirmed that it effectively supported students' development of research writing skills while enriching their own instructional practice. The process fostered collaboration, reflection, and innovation within the research teaching community.

The approach proved to be sustainable, adaptable, and aligned with DepEd's goal of promoting contextualized, evidence-based classroom practices. The research underscores that mentoring through models transforms both teaching and learning—helping students see what quality research writing looks like and helping teachers grow as reflective practitioners who learn from their own classroom actions.

Table 8 presents the key findings and insights regarding the implementation of the mentor-text approach in research-writing instruction. The findings highlight its perceived effectiveness in improving teacher practice, student learning outcomes, and the overall delivery of research-writing instruction. The table also identifies implementation challenges and provides actionable recommendations to sustain and enhance the approach.

Teachers' Experiences in Implementing the Mentor-Text Approach in Research Writing

Table 8. Summary of Key Findings and Insights

Focus Area	Findings / Results	Actionable Recommendations
Teacher Experience	Teachers viewed the mentor-text approach as an effective and replicable strategy that improved clarity and engagement in teaching research writing. It fostered structured modeling and deeper instructional reflection.	Institutionalize mentor-text integration in the Practical Research curriculum and conduct LAC sessions for continuous teacher training.
Student Learning Outcomes	Teachers observed significant improvement in students' ability to structure their research titles, backgrounds, and SOPs. Students demonstrated increased confidence and coherence in writing.	Develop a school-based repository of mentor texts and writing exemplars accessible to all SHS strands.
Implementation Challenges	Teachers cited constraints such as limited instructional time, variation in student writing skills, and the need for differentiated guidance.	Create pacing guides and differentiated mentor-text tasks to support learners with varying writing proficiencies.
Professional Growth	Teachers reported improved collaboration, reflective teaching habits, and a stronger understanding of scaffolded instruction.	Sustain teacher learning communities through regular LAC-based sharing of classroom innovations and reflection cycles.
Impact on Instructional Practice	The mentor-text approach bridged the gap between theory and practice, promoting student-centered and evidence-based writing instruction.	Scale up the approach to other subjects that involve academic writing (e.g., English for Academic and Professional Purposes).

The findings under Teacher Experience indicate that teachers viewed the mentor-text approach as an effective and replicable instructional strategy. Through the use of models and exemplars, teachers were able to present research-writing concepts more clearly and guide students through structured writing processes. The approach also encouraged teachers to reflect on their instructional practices and consider more appropriate ways of explaining difficult research concepts. In response, the integration of mentor texts into the Practical Research curriculum and the conduct of Learning Action Cell (LAC) sessions are recommended to support continuous professional development and consistent implementation.

In terms of Student Learning Outcomes, teachers observed improvements in students' ability to construct research titles, develop research backgrounds, and formulate statements of the problem. Students also demonstrated greater confidence and coherence in expressing their ideas in writing. These findings suggest that mentor texts served as concrete examples that helped students understand the organization, language, and expectations of academic research writing. To sustain these improvements, schools may develop a repository of mentor texts and writing exemplars that can be accessed by teachers and students across different Senior High School strands.

The findings concerning Implementation Challenges reveal that the approach was not without limitations. Teachers identified limited instructional time, differences in students' writing abilities, and the need for differentiated guidance as major concerns. These challenges indicate that the effective use of mentor texts requires careful planning, appropriate pacing, and adjustments based on learners' needs. Thus, the development of pacing guides and differentiated mentor-text activities is recommended to ensure that students with varying levels of writing proficiency can participate meaningfully in the learning process.

Under Professional Growth, teachers reported improvements in collaboration, reflective teaching habits, and their understanding of scaffolded instruction. The mentor-text approach encouraged teachers to share strategies, evaluate their classroom experiences, and refine their methods of teaching research writing. This suggests that the approach contributed not only to student learning but also to the continuing development of teachers as reflective and collaborative practitioners. Establishing teacher learning communities through regular LAC-based sharing and reflection activities may help sustain these professional gains.

Finally, the findings on Impact on Instructional Practice show that the mentor-text approach helped bridge the gap between theoretical concepts and actual research-writing practices. It promoted a more student-centered and evidence-based approach to instruction by allowing students to examine concrete examples and apply the observed writing techniques to their own work. Based on this insight, the approach may be extended to other subjects involving academic writing, such as English for Academic and Professional Purposes. Overall, Table 8 demonstrates that the mentor-text approach has the potential to strengthen research-writing instruction when supported by teacher training, accessible instructional resources, differentiated activities, and institutional commitment.

Teachers' Experiences in Implementing the Mentor-Text Approach in Research Writing

IV. CONCLUSIONS

Based on the summary of the findings, the following conclusions were drawn:

1. The Mentor-Text Approach is an effective and replicable instructional strategy for improving both student learning outcomes and teacher instructional competence in research writing.
2. The approach promotes a culture of modeling, reflection, and collaboration, which aligns with the principles of action research and DepEd's continuous professional development framework.
3. Sustained implementation requires adequate time allocation, resource support, and professional collaboration among teachers.
4. Teachers who engaged in the process developed stronger reflective habits and a renewed sense of purpose in facilitating student-centered research instruction.
5. Institutional recognition and structured support through LAC-based professional learning are crucial to maintain and expand the gains achieved by the mentor-text approach.

V. RECOMMENDATIONS

Grounded on the conclusions and teachers' reflections, the following recommendations are proposed for the school, research teachers, and the broader teaching community:

A. For Malvar Senior High School

1. Institutionalize the Mentor-Text Approach. Integrate the approach into the Practical Research curriculum across strands. Include "Mentor-Text Pedagogy" in the school's Annual LAC Plan and School Improvement Plan (SIP) as an official instructional innovation.
2. Develop a Local Repository of Mentor Texts. Compile exemplary student outputs and teacher-developed mentor texts into a digital or printed library accessible to both teachers and students. Categorize texts by strand (STEM, HUMSS, ABM, TVL) for contextual relevance.
3. Support for Time and Resources. Allocate class hours and reproduction budgets to allow teachers to fully implement mentor-text lessons without compromising the research timeline.

B. For Research Teachers

4. Sustain Reflective Practice. Continue documenting lesson outcomes, student responses, and challenges as part of ongoing classroom action research cycles.
5. Collaborative Development of Materials. Conduct quarterly peer-sharing sessions to update and enhance mentor-text lessons. Create strand-specific teaching kits and differentiated worksheets.
6. Mentor New Teachers. Mentor new or incoming Practical Research teachers through co-teaching or demonstration lessons using mentor-text modules.

C. For Professional Development and Division Level

7. Conduct Division-Wide LAC Sessions or Training Workshops. Share the findings of this action research to encourage adaptation of the mentor-text approach across schools. Feature it as part of best practices dissemination during research congresses or INSET programs.
8. Encourage Further Research and Evaluation. Undertake follow-up studies exploring the impact of mentor texts on other writing components (e.g., literature review, methodology). Examine student perceptions and learning outcomes through mixed-method or quantitative designs.

D. For Future Action Research

9. Widen the Scope of Implementation. Apply the mentor-text approach in other subjects requiring writing skills, such as English for Academic and Professional Purposes (EAPP), Inquiries, Investigation and Immersion (III), and Creative Writing.
10. Focus on Differentiation and Inclusivity. Future research may explore how mentor texts can support learners with varied proficiency levels or learning needs.
11. Evaluate Long-Term Effects. Investigate the sustained impact of mentor-text instruction on students' academic writing competence and research performance across academic years. Table 9 presents the action plan for sustaining and strengthening the implementation of the Mentor-Text Approach in Senior High School research-writing instruction. It outlines the proposed activities, persons involved, time frames, and expected outputs related to institutionalization, resource development, teacher capacity-building, dissemination, and monitoring. The action plan also supports the long-term sustainability of the intervention by promoting continuous teacher collaboration, the development of instructional resources, regular evaluation, and future research cycles.

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Table 9. Action Plan for Sustainability

Focus Area	Action Steps	Persons Involved	Time Frame	Expected Output
Institutionalization	Include the Mentor-Text Approach in the SHS Research Curriculum, SIP, and Annual LAC Plan	School Head, Research Teachers, LAC Coordinator	2025–2026 School Year	Official inclusion in school documents and programs
Resource Development	Compile and digitize mentor-text exemplars for each strand	Research Teachers, ICT Coordinator	2025–2026	Digital repository / printed resource kit
Teacher Capacity-Building	Conduct “Mentor-Text Pedagogy” LAC Series	Research Teachers, LAC Team	Quarterly	LAC session reports and shared outputs
Dissemination	Present study in the Division Research Congress	Action Researcher, Principal	October 2025	Research presentation and published abstract
Monitoring	Evaluate continued implementation and teacher reflections yearly	School Research Committee	Ongoing	Annual reflection report and follow-up research cycle

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