PHILIPPINE K TO 12 CURRICULUM AND PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) 2018 READING LITERACY PARALLELISM AND TEACHING-LEARNING EXPERIENCES

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ABSTRACT This study is made to capture the instructional system and learning milieu of the PISA 2018 Reading Literacy-Related Senior High School Subjects aiming to evaluate its curriculum design and implementation. The study used Illuminative Evaluation Model to evaluate the curriculum design and implementation by gauging the instructional system through heat mapping and the learning milieu of teacher participants and graduate respondents through survey, interview, and researcher's past observation. In the study, it was found out that: (a) the K to 12 program through the learning competencies is 28.64% parallel with the PISA 2018 Reading Literacy Skill Framework; (b) teachers implement the curriculum in which the Reading Literacy Skills are reflected even under various teaching-learning constraints.; (c) the graduate respondents (GRs) are good in terms of locating information but need improvement in evaluating and reflecting on and/or among texts specifically the skill 'detecting and handling conflict'. Moreover, GRs associate learning the PISA 2018 Reading Literacy Skills the most from the subjects Reading and Writing Skills and Practical Research and the least from 21st Century Literature. The K to 12 programs through learning competencies is 28.64% parallel with PISA 2018 Reading Literacy Skill Framework. This shows one of the characteristics of the written curriculum or the instructional system.

Keywords: *Illuminative Evaluation Model, Instructional System, K to 12 Program/Curriculum, Learning Milieu, PISA 2018 Reading Literacy Skill*

A.   INTRODUCTION

In the advent of the K to 12 Program and its implementation in the Philippines from 2016, as legalized by the Lower House through Republic Act No. 10533 or also known as an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education, numerous controversies have been linked to it especially regarding the implementation extension of the basic education from ten (10) to twelve (12) years. Thus, this brings forth the two new grade levels, Grade 11 and 12 or also known as Senior High School (SHS) (Official Gazette of the Republic of the Philippines, 2013). Invento, Lerias, & Ceniza (2017) identified program cost, facilities, staff and others as concerns that need to be address in the light of the Philippines' K-12 curriculum. It is also imperative to note the preparation being undertaken by higher education institutions as senior high school is imbedded in the curriculum. Acosta & Acosta (2016) identified five factors as determinants of the readiness to implement the senior high school program: "eligibility, staffing guidelines, course streamlining, workforce surplus management, and alternative programs."

Moreover, another related current issue that makes the program's foundation questionable is Programme for International Student Program (PISA) 2018 results in which the country ranks last in Reading with 340 points, and second to the last, in Mathematics with 353 points and Science with 336 points (Organization for Economic Co-operation and Development [OECD], 2018). This result alarms experts in curriculum and education, especially those in the Department of Education (DepEd).

> *"With the PISA results also reflecting the learners' performance in the National Achievement Test, DepEd recognizes the urgency of addressing issues and gaps in attaining quality of basic education in the Philippines (DepEd, 2019)."*

Having such issue at hand and considering the health condition of the country as whole, the Department aims to decongest the curriculum and they arrived at the list of Most Essential Learning Competencies (MELCs). School leaders are expected to be equipped with technical know-how and various perspectives on quality as this impacts the academic success of students (Ancho, 2019).

> *"As the result of the curriculum review, which started almost two years ago, DepEd undersecretary Nepoluceno Malaluan said that the agency's Bureau of Curriculum Development (BCD) had compressed the curriculum to the Most Essential Learning Competencies (MELCs) to be implemented this coming school year (Manila Bulletin, 2020)."*

Therefore, to capture the IS and LM of the RL-Related SHS Subjects curriculum design and implementation, the study aims to answer the following specific questions?

1. *How parallel is the PISA Reading Literacy Framework with the K to 12 RL-Related SHS Subject Learning Competencies? (IS)*

2. *How do the teacher participants manage the implementation of curriculum through instruction focusing on the use of curriculum guide, their good practices, their instruction challenges, their solutions, and their execution of PISA 2018 RL skills in class based on their experiences? (LM)*

3. *How do the SHS graduate respondents perceive their learned RL skills as developed from the RL-related SHS subjects? (LM)*

B. REVIEW OF LITERATURE

To understand fully the foci of the study, it is a must to define the vital elements of the empirical process to give light to the whole concept of this curriculum evaluation research. The

following are the key elements to deal with, to perform the critiquing and elucidating process properly providing insights to curriculum development and educational policy formulation.

Reading Literacy Defined. As defined in PISA 2018 Assessment and Analytical Framework (2018), Reading Literacy (RL) includes a wide range of cognitive and linguistic competencies, from basic decoding to knowledge of words, grammar and the larger linguistic and textual structures needed for comprehension, as well as integration of meaning with one's knowledge about the world. It also includes metacognitive competencies: the awareness of and ability to use a variety of appropriate strategies when processing texts. Therefore, RL is composed of three sub-skills: locating information, understanding, and evaluating and reflecting.

K to 12 Program is a curriculum honed to address the rising needs of the Filipino students and the country in the 21st Century specifically in business, employment, and higher education (Official Gazette of the Republic of the Philippines, 2013). However, since the program cannot be critiqued as a whole in only one study, the research only focuses on one of its chunks. The target is 'higher education' since the PISA 2018 results are to deal on. Furthermore, the research zeroed in on the academic facet of the curriculum particularly on RL thus, the following subjects under the curriculum were evaluated.

As set in the parameters, this study is to evaluate solely the subjects related to RL such as Reading and Writing Skills (RWS) having its innate nature of the skill, 21st Century Literature from the Philippines and the World (21st CL) having reading as a tool in understanding literature, Media and Information Literacy (MIL) having RL as its basic pre-requisite, English for Academic and Professional Purposes (EAPP) having the literacy as a hidden skill and as a preparation for higher learning towards research, Practical Research 1 (PR1) and Practical Research 2 (PR) having RL as its instrument to gather data to arrive at empirical conclusions and recommendations.

To narrow down, this evaluative study of the curriculum is set within the parameters PISA 2018 Reading Literacy and the related SHS subjects.

Reading Literacy. It is selected because of two things: (a) RL being last in PISA 2018 Reading Literacy Test and (b) being the tool in learning science and mathematics. Thus, the targets are the programs related to RL. According to Mar & Ancho (2019), issues related to reading level or literacy may be accounted for school dropout, thus making this area a crucial inquiry.

RL-Related SHS Subjects. All the SHS subjects may require reading skills but these subjects are selected because explicitly covers the upskilling of RL as reflected in the learning competencies (LCs).

The study is developed based on the principles of Illuminative Evaluation Model (IEM) in which the main facets are considered – (a) instructional system (IS), what have been planned and written up in documents to guide teaching and learning, and (b) learning milieu (LM), what teachers say and do in lessons accessed through naturalistic observation, coupled with probing interviews (cited by Chirwa, n.d.).

C. METHOD

To perform the process of evaluation, Illuminative Evaluation Model (IEM) is employed. As cited by Chirwa (n.d.) in his work *An Illuminative Evaluation of the Standard 7 and 8 Expressive Arts Curriculum in Malawi*, IEM is claimed to belong to the anthropological research paradigm where the approach entails an intensive study of the whole programme. It is an approach to evaluation that seeks to address and illuminate a complex array of questions about the implementation of innovative educational project: how it operates, how it is influenced by the various school situations in which it is applied, what those directly concerned regard as its advantages and disadvantages, and how students' intellectual experiences are most affected. It aims to discover and document what it is like to be participating in the programme, whether as teachers or pupils; and, in addition, to discern and discuss the innovation's most significant features and recurring issues (Tuah, 1982).

Furthermore, he also explained that illuminative evaluation is informed by two concepts: 'the instructional system' and the learning milieu. Its first concept, the instructional system, refers to what have been planned and written up in documents to guide teaching and learning. These documents include syllabuses, teachers' and pupils' books, and all other relevant teaching and learning materials. An illuminative evaluator would study all documents relating to the instructional system in order to get an idea of what the programme is about and how it operates (Basson, 2006).

In addition, as he stated in his work, Parlett and Hamilton (1976) refer to the context as the learning milieu. Thus, the second concept of illumination, the 'learning milieu', refers to what teachers and learners actually do in classrooms.
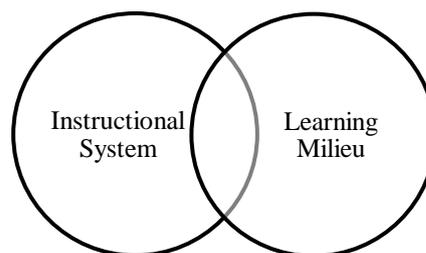

Figure 1. Illuminative evaluation model paradigm

The tools are divided into two sets. The first set of tool targets to identify the instructional system, and the second one attempts to gauge the learning milieu of the participants and respondents in the teaching-learning process. Furthermore, the evaluative study used three tools which are (a) hit mapping matrix, (b) researcher-made interview questionnaire for teachers and (c) survey-type questionnaire for students.

Instructional System Assessment Tool

Class-Developed Heat Mapping Matrix. This matrix is made to check the congruence of the PISA 2018 Reading Literacy Framework with the K to 12 Program RL-related subjects. It is a matrix composed of main two parts: (a) the columns consisting of the reading literacy skills which are divided into sub-columns such as locating information, understanding, and evaluating and reflecting and (b) the rows consisting of the learning competencies of the subject on focus with their curriculum guide codes. The task is to identify whether a learning competency hits the RL skills as stated in the framework. The hits are then counted and subjected for further analysis and interpretation.

Learning Milieu Assessment Tools

Interview Questionnaire for Teachers. An interview questionnaire is created for teachers. This questionnaire used for the study is composed of (a) the teachers' profile (age, gender, educational attainment, teaching position, years in service in senior high school), and (b) open-ended questions regarding their curriculum guide implementation, their good practices, instructional challenges (IC), their IC coping mechanisms, and their classroom experiences in the execution of RL skills as suggested in PISA 2018 Framework. Moreover, these why-how questions elicit non-numerical explanatory responses that are helpful to capture the implementation of curriculum through instruction leading to its sound evaluation. In addition, there are seven (7) teachers from the same district who participated in this study. These participants taught and teach RL-related SHS subjects.

Survey-Type Questionnaire for Students. The survey-type questionnaire for students is also constructed. This questionnaire is composed of the RL-related SHS subjects on the columns and the PISA 2018 RL learning competencies. The aim is to ask the respondents which subject they learn the skills. This is done to gauge which among the SHS subjects reflect and educate the respondents in and on RL skills the most and the least based on the respondents' perception. This is a springboard for the further scrutiny of the curriculum implementation. There are sixty-nine (69) SHS graduates in the same school who responded in this survey. They are chosen

since they are the ones who fully experienced the implementation of the subjects through instruction.

Naturalistic Observation. Observations are also made to further perform triangulation and to better understand the learning milieu of the teachers and students. However, under the constraints of time and the community's health condition, the observations reflected in the evaluation are based on the past encounters of the researcher with the research participants and respondents.

D. FINDINGS AND DISCUSSION

As set in the parameters, there are two (2) aspects to consider in this evaluative study: the instructional system and the learning milieu of the teachers and students involving in the curricular experiences done through the RL-related SHS subjects. These are further discussed in the following themes as presented in both numerical and non-numerical data.

K to 12 Program and PISA 2018 Reading Literacy (Instructional System)

The first focus is the written curriculum which comes from the centralized implementation of the prescribed curriculum in the country. The parallelism between the subjects in focus and the PISA 2018 RL framework are evaluated. This is done to check if the curriculum design hits the framework set by PISA.

As shown in Table 1 below, the subjects in the curriculum, the total number learning competencies in the subject, and the total number of learning competencies parallel to PISA 2018 RL framework are indicated below. This serves a springboard for further evaluation and revision of the curriculum to meet the local standards set by the Philippine Department of education and global standards set by Organization for Economic Co-operation Development through PISA.Moreover, there are 199 learning competencies identified among the subjects. However, focusing on their parallelism with the PISA RL framework, only 28.64% of the learning competencies meet the standard. Focusing more on the details, as per percentage and ratio between the total learning competencies (TLC) and total parallel learning competencies (TPLC), the subject Reading and Writing Skills (RWS) hits the standard the most with 69.23% of TPLC highlighting the skills 'accessing and achieving information within a text' with two (2) heats, 'acquiring representation of literal meaning of a text' with three (3) heats, 'reflecting on content and form' with three (3) heats, and 'detecting and handling conflicts' with one (1) heat. The reason behind its high TPLC is its nature being a reading subject. The remaining mismatch percentage of 30.77% focuses on writing skills. Thus, the program of this subject is effective since it hits most of the RLS set by PISA 2018. However, the other subjects have less than 50%

of TPLC due to their nature, but since they are RL-related, learning competencies must also be given higher priority.

RL-Related SHS Subjects	Total Number of Learning Competencies per	Total Number of Learning Competencies Parallel to PISA 2018 RL	PISA 2018 Reading Literacy Skills (RLS)						
			Locating Information		Understanding		Evaluating and Reflecting		
			Accessing and achieving information within a text	Searching for and selecting relevant text	Acquiring representation of literal meaning of a	Integrating and generating inferences	Assessing of quality and credibility	Reflecting on content and	Detecting and handling conflict
Reading & Writing Skills	13	9 (69.23%)	2	0	3	0	0	3	1
21st Century Literature	22	8 (36.36%)	0	0	2	0	0	6	0
Media & Information Literacy	58	16 (27.59%)	1	3	3	2	6	1	0
English for Academic & Professional Purposes	36	13 (36.11%)	3	1	1	4	0	4	0
Practical Research 1	34	7 (20.59%)	1	3	0	3	0	0	0
Practical Research 2	36	4 (11.11%)	0	2	0	1	0	1	0
TOTAL	199	57 (28.64%)	7 (12.28%)	9 (15.79%)	9 (15.79%)	10 (17.54%)	6 (10.53%)	15 (26.32%)	1 (1.75%)

Furthermore, the subject with the least heats is Practical Research 2 with 11.11% of TPLC reflecting the skills 'searching and selecting relevant text' with two (2) heats, 'integrating and generating inferences' with one (1) heat, and 'reflecting on content and form' with one (1) heat. Being the subject with least heats, it is quite alarming that a research subject, which is supposed to be reading-oriented, has low percentage of TPLC. Curricular revisions must be made to decongest and add more RL learning competencies.

Moreover, on the one hand, analyzing the TPLC with a total of fifty-seven (57) heats, the Reading Literacy Skill (RLS) with the highest heat percentage of 26.32% is 'reflecting on content and form'. On the other hand, the RLS with lowest heat percentage is 'detecting and handling conflicts' with 1.75%. As whole and shown, TPLC reflects the parallelism of K to 12 Program

with PISA 2018 RL framework and this entails that the strength of the curriculum design is its innate ability to provide learning in 'reflecting on content and form'. Furthermore, it is expected that students learn this skill the most. Nonetheless, the design's weakness is its failure to give more weight on 'detecting and handling conflicts' in a text; thus, it entails that students learn this competency the least. In other words, this must be addressed to improve the curricular experience delivered to the students through instruction.

After checking the instructional system reflected in the program (curriculum guides), the learning milieu must also be checked since it provides inputs on the practical implementation of the curriculum. The experiences of teachers and perception of students are beneficial insights for curricular innovation.

Teachers' Experiences in the Implementation of Curriculum Specifically in Reading Literacy-Related Senior High School Subjects (Learning Milieu)
Curriculum Guide Use

All teacher participants (TPs) use and follow the curriculum guides provided by the Department of Education (DepEd). A curriculum guide (CG) is provided by the government to help guide the teachers in executing the curricular aspirations through instruction. It also includes the philosophy, goals, objectives, learning experiences, instructional resources and assessments to be undertaken (Connecticut's Official State Website, n.d.). There are several reasons that the TPs use a CG. One of which is that it is prescribed by DepEd and monitored by the supervisors and school heads.

> *"…it (following the CG) is required to do so (TP3).*

> *"I use the curriculum guide provided by DepEd since this is monitored by our supervisors and school heads (TP6)."*
> *"The curriculum guide provided by the Department of Education is non-negotiable; it should be strictly implemented through the execution of the learning competencies. According to numerous speakers of different DepEd organized seminars which I have attended, these CG's are product of the elaborate and efficient researches conducted by Curriculum Designers, who are expert in their very own field (TP7)."*

Their other reasons are CG helps them organize their lessons, though one does re-arrangement of lessons based on the situation, and ultimately, it creates a means for students to

learn a target of the courses. Since it is a guide, by nature it helps the teachers to organize their lessons in such a way that students can learn best.

> *"I teach the competencies needed by the students as prescribed in the CG because they are related to the course and they help the student to gradually develop a research topic (one of the course targets) (TP1)."*
>
> *"Also, the CG helps me to get myself and my lessons organized. Though there are times that I had to rearrange some learning competencies to maximize time (TP6)."*

However, there are some challenges and failure in the execution of the CG. Students' low academic dexterity and lack of teaching materials required by the curriculum are seen to the challenges to overcome in the teaching-learning process. Moreover, there is also a failure in the execution due to unavoidable circumstances such as inclement weather condition, school activities and the likes.

> *"I still need to look for better references since the textbook provided for students plainly contains reading materials without guide questions and activities. Frustrating, because of the other problems I should solve before proceeding to the actual lessons. These problems include [students'] comprehension in reading and mechanics in writing since my subject deals with these two major skills (TP7)."*
>
> *"I follow the CG and LCs, but I couldn't finish due to class interruptions [such as] typhoon, program, etc. (TP4)."*

Another reason is observed is the numerous most essential and least essential learning competencies to be executed. This is also to say that some CGs are made for ideal circumstances meaning no class interruptions are expected. Thus, the move to decongest the curriculum must be continued.

In general, teachers use the CGs to organize their lessons and to help achieve their course targets. However, challenges and failures also occur in the course of the implementation.

Curriculum Implementation Good Practices

To implement a program well, it is necessary to cope up with its challenges and the TPs have their own authentic way to do so. They develop good practices as they go along with the teaching-learning experience.

There are many LCs to accomplish, but one of the keys to succeed is to do it one at a time. As observed, when too many LCs are covered in one lesson, students' learning development is

weak. In the subject Reading and Writing Skills, one of the TPs said that executing the LCs must be done step by step, one at a time.

> *"Execution of the LCs [must be done] one at a time (TP2)."*

In terms of reading literacy skill development, the encouragement to read online journals to hit the course targets, is shared. This realizes the development of the RL skills 'locating information', 'understanding text', and 'reflecting and evaluating text' in the instruction. Moreover, the contextualization of lessons and the use of audio-visual materials are given emphases since they are believed to strengthen the learning retention and relevance.

> *"One good practice I developed in the execution of the LCs is contextualizing a topic (TP1)."*
> *"Also, it is important to relate lessons in real-life experiences (TP5)."*
> *"Encouraging my students to read Since research writing is something new to students, I let them read online journals and I also show them local studies so they can see concrete examples of what they are expected to accomplish in the subject (TP4)."*
> *"I use audio visual materials to help my learners get a better understanding of the lessons. Most of our learners tend to easily forget key topics so it is essential to show and tell (TP5)."*

However, remedial instruction is also practiced in case there is a need to do so. No student must be left behind before the teacher proceeds to the next lesson. This can help students to achieve if not mastery, at least their optimal learning they can gain.

> *"And when they find trouble, I have to reteach certain lessons so they can move on to the next (TP5)."*

In summary, the good practices of the TPs cover gradual and limited lesson execution, lesson contextualization, audio-visual material use, and remediation. In reading literacy, students are encouraged to read online to achieve program goals.

Instructional Challenges and Solutions

Though good practices are done, there are still challenges that the TPs encounter and they attempt to solve those. Indeed, instructional troubleshooting is necessary. This is to impart the learning that the students must achieve, even under challenging circumstances.

One of the instructional challenges is students' lack of interest and the solution made is to make the lessons specific and contextual. Engaging students in the lessons helps a lot to hook them up in the competencies they need to develop.

"Some instructional challenges I encountered include the interest of the students in the subject matter. In order to solve the problem, I use specific situations where they can use the subject matter (TP1)."

Students' readiness for the lessons in the program is also a challenge. They are not ready for research which requires the three (3) major reading literacy skills. The solution shared is to further review the pre-requisite lessons and to give additional instructional materials to meet the standards needed to achieve better learning.

"Another instructional challenge include the readiness of the students in dealing with research subjects. They are not exposed to sample researches, how to properly cite sources, how to look for related literatures, how to identify whether a literature is helpful or not and others. Because of the aforementioned difficulties, I include lessons that help them to cite properly, how to properly search for literatures and give them handouts that contains sample research topics (TP1)."

Considering the level of the students' competence, the LCs are perceived to be too complex for the students seeming idealistic for them. The simplification and contextualization of the competencies are deemed as the solution to this problem.

"TP2 Some of the LCs are unattainable and too idealistic for the students so I always try to make them simpler and more realistic (TP2)."

Insufficient learning and teaching materials are still a problem due to lack of budget for making them. However. With the aid of technology, this problem is addressed. Teachers' resourcefulness is indeed an important element to troubleshoot this problem.

"Initially, there is insufficient number of books so I have decided to distribute it per group just to have them access to the reading selections. Since our SHS Department is newly established we do not have a library too for my students to personally check academic reading materials, so copies where provided and shared through an app in their phone. Technology is utilized to somewhat replenish what's missing (TP7)."

Another challenge is the incapacity of the teachers to deliver the lessons required by the curriculum. It is quite alarming, but teachers have ways to tackle the issue. Asking the help of other teachers (peer teaching) is a good solution to equip them with the teaching skill requirements that must be achieved as soon as possible.

" Perhaps, I was really challenged to teach selected learning competencies which I am not capacitated (PROB: TEACHERS' INCAPACITY). In teaching research, I find it hard to teach areas related to statistics since it is my weakness but I did not stop finding ways to solve

this problem. I asked help from my colleagues who are more competent in this field. They taught
me how to teach these lessons with little hesitation (TP5)."

Instructional challenges encountered are students' lack of interest, their learning readiness, too complex LCs, insufficient learning and teaching materials and pedagogical incapacity of the teachers which are addressed by the solutions the lesson specification and contextualization, review of pre-requisite lessons and use of additional instructional materials, simplification of the lesson, technology and teachers' resourcefulness, and peer teaching respectively.

Unsolved Instructional Challenges

Despite the efforts of the TPs, there are problems that must still be solved. However, these must be addressed within the experts of the campus or an external practitioner whose expertise are in curriculum and instruction.

Due to too many learning competencies in each subject, it becomes hard for both the teachers and students to accomplish the implicit and explicit tasks set in the curriculum. In other words, since there are many competencies to accomplish, it entails that there are a lot of course requirements to do; thus, a semester is not sufficient.

"LCs are too many and they are impossible to execute for 1 semester (TP2)."

Another problem to be solved is students' low English language proficiency which is persistent in the academe. Teaching English must be strengthened more from Kindergarten until Senior High School. High level learning competencies in RL requires high English language proficiency.

"For some students, due to their limited command of the English language, no amount of
encouragement can make them become interested in the subject (TP4)."
"I just hope there is English 101 subject in the Senior high School just like what College offers
before as core subject focusing in Grammar Structure (TP7)."

The difficulty level of the lessons can also make students feel unmotivated. Lessons that students cannot understand drive them to stop from learning. This hampers the continuous process of student edification. Though efforts are made to motivate the students, there are still students who need extra attention to serve their individual needs.

"I find it hard to keep my learners' motivation. Most of the time, I feel that they easily feel
unmotivated when the lesson/s are difficult for them to understand (TP5)."

Though there are many efforts made by the teachers and other education experts to improve learning, schools must still further address the problems that remain unsolved such as too many learning competencies, students' low English language proficiency, and difficulty level of the lessons leading to students' lack of motivation.

Teaching and Learning Accessing and Achieving Information within a Text

Locating information draws on readers' understanding of the demands of the task, their knowledge of text organizers and their ability to assess the relevance of a piece of text. Jazmines and Ancho (2019) state that individuals undergo "releasing or reframing of knowledge" whenever they learn new things. The ability to locate information depends on readers' strategic awareness of their information needs and their capacity to quickly disengage from irrelevant passages (PISA 2018 Assessment and Analytical Framework, 2018). This is the skill that students must acquire to enhance their reading literacy skills. Nonetheless, teachers strive to achieve this for the students.

To the TPs, this RL skill is reflected in the curriculum guide since it is implemented in class. Due to the nature of the subjects especially in research subjects, students are supposed to access and achieve information within a piece of text.

> *"Accessing and achieving information within a text is reflected in the CG and is realized by allowing students to locate the needed information that can be useful to their research topics (TP1)."*
> *"I think in my subject it is reflected because the research can gather and communicate through text to the respondence (TP4).*
> *"As far as PR2 is concerned, I think there are some parts of the curriculum that allows accessing and achieving information within a text (TP5)."*

Students learn this skill in many ways. They learn it with the guidance of their teachers especially when they deal with research. They decipher new ideas of a given text through connected discourse from eclectic references.

> *"With the guidance of the research teacher, students can be able to locate the needed ideas from the sentences, within paragraphs or within the text (TP1)".*
> *"Students were able to decipher new ideas out of a given text through connected discourse (TP3)."*
> *"For instance, in writing the introduction and the review of related literature and studies, students have to select, read, and analyze scholarly texts in order for them to come up with the necessary written output for the said parts of a research (TP5)."*

> *"Most of the competencies aim to provide necessary information among learners through reading various texts. They were given ample references to be read and comprehend (TP6)."*

As reflected in the CG, the TPs allow students to learn the skill by exposing them to the different materials especially when they conduct research. Indeed, this skill is essential to let the students come up with a high-quality synthesis.

Teaching and Learning Searching for and Selecting Relevant Text

Proficient readers are able to select information when faced with not just one, but also when faced with several pieces of text. In electronic environments, the amount of available information often largely exceeds the amount readers are able to actually process. In these multiple-text reading situations, readers have to make decisions as to which of the available pieces of text is the most important, relevant, accurate or truthful (PISA 2018 Assessment and Analytical Framework, 2018). In the era of Education 4.0, this skill is necessary since research is in trend to develop quality empirical works. This extends in the curriculum in focus.

This skill is evident in the CG based on the TPs responses. They believe that such skill is taught and developed in research subjects since relevant texts are required in coming up with a research paper. It also allows student to think critically to check for relevance.

> *"Searching for and selecting relevant texts is reflected in the CG and is realized when my students are able to select relevant studies and literatures for their research paper (TP1)."*
> *"It is reflected in the curriculum since writing a research requires input from relevant theories and related studies (TP5)."*
> *"Since it encourages learners to have critical thinking, the design asks learners to completely search for facts and compare it from false news. Activities promoting critical thinking are highly suggested in the curriculum (TP6)."*

As students learn the lessons, they develop this skill. Their exposure to varieties of texts allow them to be familiarized and exercise the use of the RL skill. This is usually developed in research subjects.

> *"Although not all students can be able to determine which literatures are relevant or not, many students are still aware on how to search for the said literatures in different databases (TP1)."*
> *"…students were able to comprehend with the interrelationship between a simple text and other simple texts and interpret it on their own (TP3)."*

Teaching and Learning Acquiring Representation of Literal Meaning of a Text

This skill requires readers to comprehend sentences or short passages. Literal comprehension tasks involve a direct or paraphrased match between the question and target information within a passage. The reader may need to rank, prioritize or condense information at a local level (PISA 2018 Assessment and Analytical Framework, 2018). This skill is deemed to be important in any scholastic activities. To some extent, to some TPs, this skill is reflected in the curriculum design and can be realized when students attempt to understand a given text.

> *"Acquiring representation of literal meaning of text is reflected in the curriculum design and is realized when my students can understand paragraphs and can paraphrase them without changing the idea from the original text (TP2)."*
>
> *"Some parts of the curriculum call for students' understanding of the literal meaning of a text (TP4)."*

However, a TP explained that it is less evident in the CG and in the implementation since it is supposed to be learned in Junior High School. Nonetheless, he extrapolated that it is still possible to further develop the skill.

> *"Not really. I think, since the curriculum asks learners to have this acquisition in Junior High School, there is lesser opportunity to have this chunk of knowledge in Senior High School (TP5)."*

In learning the skill through the CG and instruction, students' ability vary from being advanced to being poor or limited. Some students find it hard to do such skill in a given task. Thus, further teaching must be done to enhance the level of proficiency in this skill.

> *"However, not all students can summarize or at least paraphrase the idea they get from the literatures they've gathered (TP2)."*
>
> *"In the case of research, students sometimes need to just get the literal meaning of the text that they read and they are confined within the literal meaning alone to avoid giving opinions and subjective reactions to texts (TP4)."*

Teaching and Learning Integrating Texts and Generating Inferences

Constructing an integrated text representation requires working from the level of individual sentences to the entire passage. The reader needs to generate various types of inferences, ranging from simple connecting inferences (such as the resolution of anaphora) to more complex coherence relationships (e.g. spatial, temporal, causal or claim-argument links) (PISA 2018 Assessment and Analytical Framework, 2018).

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In this skill, the intertextual identification and inference are targeted. This higher form of understanding text is indeed an instructional obstacle to overcome. Furthermore, this skill is reflected not only in the curriculum, but also in the instruction.

> *"Integrating texts and generating inferences is reflected in the CG (TP1)."*
>
> *"It (the skill) is reflected in the curriculum since research requires the integration of findings and conclusions from previous studies (TP5)."*
>
> *"Through instruction, learners generate their inferences in given scenarios in a text. Higher order thinking skills were mostly prioritized (TP6)."*

Students do learn tasks to achieve the goals of the curriculum. Synthesizing information from different sources and its practical application is primarily part of the learning experience; thus, indeed RL skill is highly required.

> *"When my students can synthesize the information from the various reading materials they had gathered for their research (TP1)."*
>
> *"Students were asked to connect what they have learned to actual setting, inferring the possible impact (TP7)."*

Teaching and Learning Assessing of Quality and Credibility of the Information in a Text

Competent readers can evaluate the quality and credibility of the information in a piece of text: whether the information is valid, up-to-date, accurate and/or unbiased. Proficient evaluation sometimes requires the reader to identify and assess the source of the information: whether the author is competent, well-informed and benevolent (PISA 2018 Assessment and Analytical Framework, 2018).

Furthermore, this skill is reflected in the CG and implemented in the classroom because of the nature of the research subjects and Media and Information Literacy. This skill is taught to allow students discern which information can be accepted or rejected.

> *"Assessing of quality and credibility of the information in a text is reflected in the CG (TP1)."*
>
> *"Most of the competencies focus on how learners will evaluate information They are given competencies to avoid fake news, misinterpretation, and fallacies (TP4)."*

Students experience the enhancement of this skill through the research subjects. In choosing the appropriate literature, such as findings, for their research projects, students need to assess the various texts for credibility and quality check.

> *"When my students can be able to stay away from the obsolete texts or findings. They may also assess whether the findings of the literatures they had gathered are valid and up to date (TP1)."*
>
> *"Students need to be critical in choosing relevant articles for their paper. Credibility of related literature is very important in research that is why they are always reminded to look for texts only from reliable websites and online repositories (TP3)."*

Teaching and Learning Reflecting on Textual Content and Form

Competent readers must also be able to reflect on the quality and style of the writing. This reflection involves being able to evaluate the form of the writing and how the content and form together relate to and express the author's purposes and point of view (PISA 2018 Assessment and Analytical Framework, 2018).

Furthermore, the skill is subtly part of the curriculum design since reading always goes writing; however, in the execution of the curriculum, in the classroom setup, some students do not practice such skill often or at all. Reflecting on the text's content and form, however, must be honed more.

> *"Reflecting on textual content and form is reflected since students must know how to differentiate academic texts and not. However in reality, most students do not go beyond understanding the text. Reacting to the findings of their own research study or reflecting is not natural to them (TP1)."*
>
> *"Part of the implementation of the curriculum is the focus on content and form of a research since the objective of the subject is to equip students with the proper way of writing a research (TP5)."*

In the subject English for Academic and Professional Purposes, this skill is apparent since it is obviously part of the lessons included in the CG. The TP narrates how she teaches and the students experience the development of the skill through the implementation of curriculum.

> *"EAPP starts with the determination of specific structures of different reading text then later focuses on different forms such as reaction paper/review/critique, concept paper, position paper and writing different reports (TP2)."*

Teaching and Learning Detecting and Handling Conflict

When facing multiple pieces of text that contradict each other, readers need to be aware of the conflict and to find ways to deal with it. Handling conflict typically requires readers to assign

discrepant claims to their respective sources and to assess the soundness of the claims and/or the credibility of the sources (PISA 2018 Assessment and Analytical Framework, 2018). Moreover, the TPs believe that the skill is shown in the program, but it is implicitly implemented in the activities delivered in class. However, it is also emphasized that the analysis of contrast and comparison within the text content is given priority.

> *"Detecting and handling conflict within a text is reflected and is shown when students can identify the same findings as with their study or findings that is in contrast with their research's findings (TP1)."*

> *"It's more of implied rather than reflected (TP5)."*

In class, students are taught to look for the findings to check for the links and lapses in order to come up with an unbiased presentation of data. Moreover, this is also applied in activities in which real life situations are given to students; thus, meta-textual contemplation is done.

> *"In research, teachers need to teach students to look for conflicting findings in order to see gap in literature that will become the basis of their research problem(TP5)."*

> *"They are asked to apply the conflict in reality so they can easily identify ways on how to solve it (TP6)."*

Students' Perception towards Learning PISA 2018 Reading Literacy Skills through Related Senior High School Subjects (Learning Milieu)

Aside from the narratives of the teacher participants, it is also important to check the perception of the students towards learning the PISA 2018 RL skills through the related SHS subjects as designed and implemented through instruction. The graduate respondents (GRs) show their perception by taking part in the survey regarding the skills in PISA 2018 and the subjects in the curriculum. The GRs are free to choose which subject they learn an RLS and free not to give response if they have not learned the skill.

As shown in Table 2, based on the students' perception, one the one hand, the most learned RL Skills are 'accessing and achieving information within a text' and 'searching for and selecting relevant text' (locating information) with a total of 69 responses each. On the other hand, the least learned RL Skill is 'detecting and handling conflict' with a total of 57 responses. Thus, it can be assumed that GRs believe that they are good in terms of locating information but need improvement in evaluating and reflecting on and/or among texts specifically the skill 'detecting and handling conflict'.

Table 2. Students' Perception towards learning PISA 2018 reading literacy skills through related senior high school subjects

RL-Related SHS Subjects	PISA 2018 Reading Literacy Skills (RLS)							
	Locating Information		Understanding		Evaluating and Reflecting			
	Accessing and achieving information within a text	Searching for and selecting relevant text	Acquiring representation of literal meaning of a text	Integrating and generating inferences	Assessing of quality and credibility	Reflecting on content and form	Detecting and handling conflict	TOTAL RLS Learned per Subject
Reading & Writing Skills	39	8	16	15	11	15	12	**116**
21st Century Literature	4	11	17	11	4	10	5	**62**
Media & Information Literacy	17	5	11	11	13	6	9	**72**
English for Academic & Professional Purposes	5	10	14	12	3	13	10	**67**
Practical Research 1	1	25	6	8	18	12	10	**80**
Practical Research 2	3	10	4	7	17	11	11	**63**
TOTAL Learned Specific RLS	**69**	**69**	**68**	**64**	**66**	**67**	**57**	

Furthermore, the subject with the most number of responses is Reading and Writing Skills with 116 responses and this is due to the nature of the subject. In other words, since the focus is Reading Literacy Skills, it is given that the GRs would choose the subject the most. Thus, focusing on the subject with the second highest responses must also be considered. That subject is Practical Research 1 with 80 responses. On the other hand, the subject with the least number of responses is 21st Century Literature from the Philippines and the World with 62 responses. Therefore, it can be assumed that the GRs associate learning the PISA 2018 Reading Literacy Skills the most from the subjects Reading and Writing Skills and Practical Research and the least from 21st Century Literature. Furthermore, it entails that reading is developed through research, but less with literature.

E. CONCLUSION

Upon analyzing the data gathered the following are the elucidating points emerged from the research process such the parallelism between PISA Reading Literacy Framework and K to 12 RL-Related SHS Subject Learning Competencies, K to 12 Program's implementation through instruction as managed by the teacher participants, and the perception of student participants towards their learned RL skills developed from the RL-related SHS subjects.

From the results shown in Table 1, the K to 12 Program through the learning competencies is 28.64% parallel with the PISA 2018 Reading Literacy Skill Framework. This shows one of the characteristics of the written curriculum or the instructional system. Hence, this only means that PISA 2018 Reading Literacy Skill Framework and K to 12 Program has low parallelism since the hits of learning competencies is below 50% as mentioned.

Based on the responses of TPs, it can be assumed that curriculum guides are used in the implementation of the curriculum. Furthermore, it can be concluded that instructional challenges encountered are students' lack of interest, their learning readiness, too complex LCs, insufficient learning and teaching materials and pedagogical incapacity of the teachers which are addressed by the solutions the lesson specification and contextualization, review of pre-requisite lessons and use of additional instructional materials, simplification of the lesson, technology and teachers' resourcefulness, and peer teaching respectively. Moreover, it can be claimed that though there are many efforts made by the teachers and other education experts to improve learning, schools must still further address the problems that remain unsolved such as too many learning competencies, students' low English language proficiency, and difficulty level of the lessons leading to students' lack of motivation.

Moreover, the participants believe that the RL skills are explicitly and implicitly reflected in curriculum design and implementation. However, they also modify the delivery of the curriculum through instruction by providing learning experiences, instructional materials, and remediation if it is necessary. Therefore, through evident adaptability, teachers managed to implement the curriculum in which the Reading Literacy Skills are reflected even under various teaching-learning constraints. Their adaptative capacity as a teacher is evident since they are able to adjust even when they are challenged in all facets of pedagogy.

As shown in Table 2, it can be assumed that GRs believe that they are good in terms of locating information but need improvement in evaluating and reflecting on and/or among texts specifically the skill 'detecting and handling conflict'. Moreover, it can be assumed that the GRs associate learning the PISA 2018 Reading Literacy Skills the most from the subjects Reading and Writing Skills and Practical Research and the least from 21st Century Literature. Thus, the SHS graduate respondents perceive their learned skills as an ability developed from the different subjects taught under K to 12 Program.

To improve the Reading Literacy Skills of the Filipino learners, the three (3) points for educational policy and curriculum development must be considered. First, the PISA Reading Literacy learning competencies lacking and/or not emphasized in the K to 12 Curriculum design must be added and/or highlighted and the existing ones must be enhanced and modified in the course of instruction or even in curriculum development. Second, teachers must also be given proper training and provided with sufficient learning materials that can apparently improve their effectiveness and efficiency in the teaching-learning process. Lastly, it is also important to emphasize reading in all RL-related subjects, not only to improve the association of learning with those subjects, but also to strengthen the reading literacy skills of the Filipino learners.

Furthermore, since teachers are religious in following the curriculum guide, aside from the revising the curriculum, they must be equipped with how the program should be implemented along with professional and instructional material support coming from the national government.

In addition, since research and reading are obviously intertwined based on the TPs and GRs' perception, this must be strengthened. Further support coming from the school heads, supervisors, and other concerned individuals must be reinforced. However, it is surprising that literature is deemed as a least source of learning Reading Literacy Skills. Due to this reason, teachers, experts and authorities must make the skills obvious in the curriculum design and implementation.

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