

## TEACHERS' PERSPECTIVES ON THE READING AND WRITING SUBJECT OF THE SENIOR HIGH SCHOOL CURRICULUM

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### Abstract

*The Enhanced Basic Education Act of 2013, K+12 Program, in the Philippines has caused stakeholders to look into the addition of two more years in Senior High School (SHS) as one of the basis in determining the success of the educational reform. The purpose of this paper is to present the Senior High School teachers' perceptions of the reading and writing subject in the senior high school curriculum based on their classroom experiences using the Strength, Weaknesses, Opportunities and Threats (SWOT) Analysis framework. The methodology utilized the qualitative data to categorize the respondents' expressed concerns as they were grouped and clustered based on the topics and teaching-learning activities implemented in class. It was found out that contents are organized from simple to complex and competencies are skills-based to develop critical thinking and to provide students more exposure in reading and writing. However, the topics and competencies set very high expectations from the students and most topics are idealistic, complex, and demanding thus some were not achieved in a given context due to time constraint. Teachers expressed that some activities need to be contextualized to make them relevant to tailor-fit to students' level of comprehension and their learning needs. As a new curriculum, most teachers were just required to teach the subject even with limited background knowledge of the topics that lead to different interpretations and varied classroom implementation. This resulted to teachers unable to provide immediate and quality feedback on students' outputs. It is then recommended that the curriculum be revisited to incorporate the teachers' feedback so as to have an effective and efficient implementation to achieve the expected learning outcomes.*

**Keywords:** curriculum implementation, K+12 program, Reading and Writing subject, Senior High School, SWOT analysis

### Introduction

The implementation of the Senior High School (SHS) curriculum in the Philippines has been a crucial issue in the K+12 educational reform. The challenges encountered by varied stakeholders drive curriculum implementers to document their journey on how the curriculum is laid out in the in the classroom. The intention of the educational reform is to ensure that the intended learning outcomes laid by the intended curriculum be clearly manifested and achieved among its graduates

in order to be globally competent not only in the academic arena but also in the workplace. The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School (SHS) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, and middle-level skills development.

There are fifteen (15) core subjects that all Senior High School (SHS) students will take. Two of these are different if you are under the Science, Technology, Engineering, and Mathematics (STEM) strand. These core subjects include Language, Humanities, Communication, Mathematics, Science, Social Science, Philosophy, and PE and Health subjects. One of these core subjects in Language is Reading and Writing which is considered an essential subject across the disciplines. Teachers in general have observed the declining reading and writing skills among students as reflected in their outputs in class. This scenario requires teachers to reflect on how they are teaching and will also have implications on what the curriculum requires. It is well-said that Philippines is apparently has high reading ability rate of about 88.6 % but sad to say that numerous numbers of Filipinos can hardly read and write (Selangan, 2015).

### **Purpose of the Study**

The purpose of this paper is to present the Senior High School teachers' perceptions of the reading and writing subject in the senior high school curriculum based on their classroom experiences. Using the Strength, Weaknesses, Opportunities and Threats (SWOT) Analysis framework, teachers' feedback on the Language Curriculum specifically the Reading and Writing subject in Senior High School in order to:

1. identify teaching challenges in teaching the new subject; and
2. determine the strengths, weaknesses, opportunities, threats in implementing the Reading and Writing curriculum in Senior High School.

### **Review of Related Studies**

The teachers play a big role in the SHS curriculum implementation as well as their students' learning process. Umil and Viray (2012) cited the account of France Castro, secretary general of the Alliance of Concerned Teachers (ACT) that the time spent for teachers' training is not enough. Thus he appealed that teachers must be trained well to have a full grasp of the new curriculum. One or two months training provided by authorities presently are not sufficient. Quintas (2016) quoted Antonia Lim the president of Alliance of Concerned Teachers (ACT) statement that most teachers are "not prepared" and "competent" enough to teach the SHS subjects after undergoing only five days of training. Desimone, L. (2009) concludes that the "success or failure" in education reforms and curriculum implementation depend mainly on the teacher. While, Waseka et.al. (2016) stressed that the quality teacher in the classroom promotes quality education as a whole. Calderon, M. (2014) believes that to attain quality education, the quality of teachers must be improved because for her "*Students don't fail, teachers do.*" Bronikowski, M. (2010) added that content, resources, activities and pedagogy are important in educational development and explains that educators must possess skills and repertoire of pedagogies. Tucker and Stronge (2017), specified that effective teachers are particular in the learning of the students as well as their results of assessment. Because according to Downes (2011) it is a gauge of learning achievement. Desimone, L. (2009) anticipates to augment students' performance by adopting change.

Reading - Writing curriculum and instructional exercises or practices in the classroom are in a straight line pretentious in the educative process and much more in language guidelines. Senior High School (SHS) students confronted struggles in writing essays which need to be addressed by

the Instructional Supervisor and Teachers in order to equip the students with skills and competence in order to be ready in journeying higher education and such for individual ingesting. The study of Pablo, J.C, & Lasaten, R.C, (2018), the findings of the study discusses that the Grade -11 (SHS) students in the Schools Division of Laoag City students have difficulties in writing academic essays such as lack of diversity of concepts as to the topic and thoughts, deficiency in organization of ideas, inappropriate term or phrase and the selection of vocabulary words, hard up sentence structures, the usage of first person pronoun in relation of conventionalism and impartiality, the absence of documents in standing referencing. Furthermore, it states that the general excellence of the students' academic essays arrays from poor to fair.

Writing academic essays encompasses procedure in order to have quality output that conveys audience to become interested, and much more for as the student to follow the distinctive asset of being a writer Valdez, P. M. (2016). In writing academic essays, a student must be skillful and knowledgeable about the topic where he could expound and express the things which he wanted to bring on in order to share insights. One problematic aspect in writing academic essays is significantly knowing what to transcribe and what to place in details. The absence of proofs in the academic essay is originated by thoughtless selection of the topic. So, students may end up having an inadequate fact, (Middlebury 2016).

Reading is the most essential skill that a human being must acquire in order to comprehend and to figure out their own terminologies that helps improve understanding. Reading covers two aspects: listening and understanding. Reading serves as a doorway to each students to acquire the diverse subjects because when a certain student has struggle in reading, he may experience difficulties in all subject areas. The study of (Atwell, 2015) stresses that *interest-based independent reading* has occurred most often as an operative approach in helping poor readers grow in their reading development phase. Li (2015) cited that scholars (Cavdar & Doe, 2012; Gao, 2013) hold the view that reading widely can improve the learners' writing abilities, and in the process of writing, the logical thinking abilities will be enhanced. Critical thinking abilities include the abilities to organize "structures or elements of thought implicit in all reasoning" (Weissberg, 2013) or the abilities to find out the problems and then to provide the solutions (Saxton et al., 2012). In addition, Fitzgerald & Shanahan (2000) stressed that research has clearly shown that reading and writing entail metacognitive and pragmatic knowledge (Langer, 1986; Shell, Colvin, & Bruning, 1995). Metaknowledge refers to several subcategories of knowledge, including knowing about the functions and purposes of reading and writing; knowing that readers and writers interact; monitoring one's own meaning-making (metacomprehension) and monitoring word identification or production strategies; and monitoring one's own knowledge. The metacognitive aspect of reading and writing includes motivational factors such as expectations for success. Also, Hanrahan (2009) emphasized that that success in reading should not be seen simply as the aggregation of skills, but as an interpretation process requiring both metacognitive awareness and control. As cited in Yore et al 2003, the process, involved interpreting the print text, remembering prior knowledge of the topic, and recognizing the limits of the sociocultural context and with regard to writing, Yore *et al.* (2003) found that, in parallel with an improved understanding of the complexity of reading, there has recently been an increasing understanding of the power of writing-to- learn (Tynjala, Mason & Lonka, 2001). The knowledge- transforming model of writing described by Yore *et al.* (2003) includes a more explicit focus on the tools of language and on developing metacognitive awareness and control by the students of the writing process and writing strategies. However, there could be also be difficulties encountered in learning reading and writing as a course in Senior High School as stated by Tsai (2015) that when it comes to English reading difficulties, most of the readers considered vocabulary and poetic texts as the most challenging when reading English. Also, studies

have identified individuals who could read but not write, or who could write a message but not read it themselves. Stotsky (1983) and Tierney (1983) successfully identified groups of good readers–good writers, poor readers–poor writers, good readers–poor writers, and good writers–poor readers. Similar work has been done with reading and spelling (Frith, 1980). Lefever-Davis and Pearman (2015) on the other hand highlighted some recommendations to use challenging texts, teach foundational skills (such as phonological awareness and fluency), focus on comprehension, develop writing skills and to acquire disciplinary literacy. Disciplinary literacy is defined as a focus on the distinct manner in which reading, writing and language are used in specific content disciplines and practices that engage students in ways of thinking and communication particular to each field (International Reading Association, 2012). Supplementary to the explanations of the researcher that it is factual, most particularly to those who are living in a far-flung area of the country. Someone once commented that we are not a country of readers but we are a nation of storytellers. Our culture is of oral history passed it on by expression of mouth and not by written word.

### **Method**

A descriptive survey research design was used for this paper. This study employed the Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis framework in analyzing the teachers' perceptions on their classroom practices in implementing the Senior High School curriculum in the Philippines particularly in handling the Reading and Writing subject. The data were gathered using an open ended survey questionnaire supported by the interview to validate the solicited information on the teachers' perspectives on how they handle the subject. Using the researcher-made descriptive survey questionnaire using the SWOT Analysis matrix, teachers were asked to describe their classroom experiences in teaching the Reading and Writing subject. Their responses were categorized based on the frequency and on how they are relate to the areas on topics, competencies and learning activities.

### **Results and Discussion**

The Reading and Writing curriculum as offered in Senior High School posed challenges among the teachers as they are at the forefront of the curriculum implementation. Based on the results of the survey questions using the SWOT Analysis matrix, teachers were asked to describe their classroom experiences in teaching the Reading and Writing subject in Senior High School. Their responses were coded and categorized based on their similarities and on how they relate to the teaching-learning process based on the topics, competencies and learning activities. The objective of the methodology was to utilize the qualitative data to categorize the respondents' expressed concerns as they were grouped and clustered using key terms and focus areas as discussed below.

### **Strengths**

The identified strengths in the reading and writing subject of the senior high school curriculum as perceived by the SHS teachers in terms of topics, competencies and teaching-learning activities enable students to move between reading and writing towards the development of these two macro skills. In terms of topics, participants denote that

*“contents are organized from simple to complex and are arranged according to the level of difficulty”*

This is one of the basic principles of cognitive learning. In the study of Welch (2012) he reported that the simple to complex form of learning yields to (a) an increase in the efficiency of the interactivities of the following mental processes; perception, memory, recall, generalization,

association, and the recombination of ideas; (b) a greater number of these interactivities occurring simultaneously or consecutively and; (c) factors pertaining to conditioning, trial and error, insight, imitation, and practice. When applied, the principle of “simple to complex” provides additional insights to make students learn most effectively. At times this simple to complex experience is treated as part of the “law of readiness” in learning. It is worthwhile to start a topic with something simple leads to connectedness, attention, concentration and eagerness. Moreover, according to the participants the competencies offered in the said curriculum are skill-based and performance-based which aimed to develop the critical thinking and in-depth understanding of the students that furnish varied learning activities and opportunities. As what they said:

*“it provides plenty of writing activities for students; students can really engage and be responsible of his/her own learning”*

Participants aforementioned that competencies in the Reading and Writing subject in the SHS is *great for contextualizing* to make the lesson flexible, fit, creative, relevant, meaningful and adoptive to students’ level of understanding, instructional and learning needs. In which it allows teachers to present their lesson in a more meaningful and relevant context based on the students’ real-life situations in relation to reading and writing. Tiongson (2016) said that understanding English, especially through developing the essential skills of reading and writing, can only happen effectively if we begin where the students are. The goal of valuable language learning can only be reached if student are able to appreciate and apply their language use to relevant and real situations. Torres (2015) affirms that such principle should be made and adapted in the academe to make the curriculum responds, confirms, reflects and be flexible to the need of the learners, specially the 21st century learners who used to be holistically and skill fully developed. Furthermore, in implementing the TLAs SHS do not find any difficulty in it since there could be a number of teaching and learning activities that can be used since they are highly appropriate to the topics in the reading and writing subject in the SHS. As participants highlighted that they *provide writing activities that improves the students’ ability to outline possible topics, controlling ideas and hands-on experience in selecting and organizing information*. Winthrop et. al (2016) stated that implementing a hands-on, minds-on approach at a large scale will take a number of transformations in a way that students will be equipped with mastery of subject-matter content and breadth of skills simultaneously. Hands-on learning incorporates the applicability of cognitive active learning, making it a practical and feasible learning approach. Not only does hands-on learning draw on positive qualities of more extreme types of behavioral and cognitive active learning, but it also supported by Piaget’s theory of the stages of cognitive development. However, Ivers and Helton (2012) indicated in their study that hands-on learning, when applied to language arts, does not lead to significantly greater retention in students than more traditional approach, at least in the short-term. Nevertheless, the traditional group did not significantly outperform the hands-on group either, indicating that the hands-on method does not hinder learning, and, in one out of three cases, students will enjoy the lesson significantly more.

The K-12 curriculum is designed to promote quality education in the Philippines. This reform of education system aims to produce ideal, productive and effective students ready to face life-long learning in the different arena. One of the core subjects in Senior High School (SHS) Curriculum is Reading and Writing. The Philippine Curriculum Guide (PCG), the course description states that *“The development of reading and writing skills as applied to a wide range of materials other than poetry, fiction and drama.”* In order provide an understanding on how the reading and writing subject is implemented in the classroom, teachers feedback on how they teach



the subject were solicited and their responses were categorized to identify the Strengths, Weaknesses, Opportunities and Threats of the subject based on their classroom experiences.

### Weaknesses

The weaknesses in the implementation of the Reading and Writing curriculum in Senior High School indicates that the common experience of all respondents is that they find the topics too broad. Topics are too many to handle in a given time frame. As such, some lack in substance while other topics are overlapping that some of these are unnecessary since they can also be found in other subjects. On the other hand, some topics have very high expectations that cannot be realized due to time constraints. Teachers also expressed that their students have low comprehension and vocabulary skills thus they have difficulty complying with their activities in class.

*“The topics are too broad and time frame is too short.”*

*“More of them are broad/general.”*

*“Lacks depth in topics.”*

*“The contents are idealistic and time consuming.”*

*“Sometimes on the last contents of the curriculum, teacher finds it hard to insert unique activities.”*

Among the expressed concerns in the presentation of the topics were the time allotment, alignment of the competencies and the performance standards with the assessment measures which focus more on the cognitive skills of the students. On the contrary, the respondents find the competencies idealistic, complex, and demanding as they may not be attainable in a given context especially there are also extra curricular activities that affect the classes.

*“Competencies are not elaborated or simplified and more on focusing only on the assessment of the cognitive skills of the students*

*“Some of the competencies are demanding in terms of complexity.”*

*“The competencies are attainable by the academic students but difficult to meet.”*

*“Competencies state that students will just “identify” but the performance standard will allow students to write.”*

Moreover, learning materials are not provided by the government and they do not have common reference to be used in implementing instruction. As a result, designing and implementing teaching-learning activities become challenging for the Senior High School teachers. They find it difficult to execute the tasks since the time is limited and that topics need thorough discussion. Implementation demands patience from these teachers since students have low proficiency in understanding texts due to inadequate vocabulary. Since topics lack depth and are varied, it demands the skills of the teachers to choose supplementary materials that are appropriate to specific specialization of the students.

*“There is no learning resource/material provided by the government.”*

*“There is no common reference to follow.”*

*“Since there are varied tracks and specialization, there are no specific texts to provide appropriate specialization for the students”*

Topics and competencies that are broad, according to the respondents, have their direct effect to the implementation of the teaching-learning activities. Therefore, the Reading and Writing curriculum, as it is conveyed, can pose a great challenge for teachers to implement in their respective classes. In such a case, the data imply the need of the learners to be engaged in authentic

literacy than merely focusing only on the assessment of the cognitive skills of the students, as expressed by the respondents. Modifications in the teaching-learning process are needed. Marzhar Bal (2018) affirms that teachers can integrate the informative aspect of in-school reading and writing with the aesthetic aspect of out-of-school reading and writing activities by the students.

To account for the learners' individual needs aforementioned such as low reading comprehension and limited vocabulary, there is a need to diversify teaching strategies. Falcon (2018) presented strategies such as the balanced literacy approach or BLA in reading and writing which includes daily classroom activities such as read-aloud, shared reading, independent reading, modeled writing, shared writing, and independent writing. Moreover, Madikiza et. al stated that teachers need to master understanding of and ability to implement strategies in the reading process. On the other hand, Sulisty (2017) give emphasis on the ability of the teachers to devise classroom-based assessments that are wide-ranging and consider measures of students' competencies as very significant. In addition, Madikiza et. al. (2018) suggests that teachers should undergo trainings on the teaching of reading while Swanson et.al. (2017) recommended a multi-tiered system of reading instruction that would meet the needs of the students in all content areas.

### Opportunities

The identified opportunities encountered by teachers in teaching Reading and Writing in Senior High School in terms of topics, competencies and teaching-learning activities reflect limited learning resources and the need for more comprehensive training and retooling of teachers. Although the topics were carefully chosen and arranged as expressed by these two teachers saying that:

*“topics are arranged according to the level of difficulty”*

*“ topics touches the basic of reading and writing skills”*

*“Allow the students to improve the writing and comprehension skills”*

The teachers stated their appreciation that topics are arranged in an orderly manner that they can easily follow through. However, they were also overwhelmed by the expected outcomes and expressed their limitations due to limited materials and support. On the other hand, they found opportunities to modify some parts of their presentation depending on their capacity to teach and the availability of teaching materials. As such, they made use of what they can do to help the students to achieve the intended outcomes.

*“Unavailability of student learning materials that made teachers use their initiative”*

*“It provides opportunity for the students to work collaboratively”*

*“Assessment of learning activities is on outcomes-based approach”*

These realizations provide opportunities for teachers to design their own classroom activities that will to suit their students' needs in their respective classes. There were opportunities reflected in the curriculum which link to quality and effective delivery in the teaching-learning process. Based on the interview, there are four (4) essential points that teachers emphasized which are: 1) the unavailability of teaching and learning materials made the teachers use their own initiative in modifying and selecting most relevant reading and writing topics as instructional materials from the most reliable sources to make the teaching-learning process interactive. This affirms Park's (2015) study that teachers must take initiative in selecting suitable and relevant reading materials for reading and writing subject. In the study of Macalister (2015), he confirmed that in handling English Reading subject it could be functional without having a bulk of instructional materials for

the students. Correspondingly, Stoller (2015) remarked that thought-provoking books might irritate students and destructively disturbed their inspiration to read more. 2) Reading and Writing can improve writing and comprehension skills of the students. Park (2015) and other correlated studies on English Reading in writing contexts revealed that ER can have constructive influences on writing growth. Thus, the study of Yamashita (2015) stated, that when students have greater emotional involvement it will help spike cognitive process like attention and comprehension of what he has read. Moreover, Solikhah, I. (2015), signified that acquiring the academic knowledge in English Academic Program (EAP) is significant and it comprises with vocabulary, grammar, reading and writing which are essential to students fundamental learning. 3) Provides the students to work collaboratively. Indeed, working with one another or with the group is of great help because everyone can share their concepts, skills and even talents in making their task or assignment. Collaborative learning is an instructive method in the teaching-learning process that comprises two or more students working together to accomplish a task and produce a creation demonstrating their abilities and skills. The study of De Wever et al., (2015), provisioned that collaborative works had found significant helpful elements related to collaborative work in doing accomplishing activities or task in students' state of mind of collective duties. Additionally, the study of Vassilios, G. & Darra, M. (2019), promoted the significant of collaborative learning that comprises the development of a more constructive attitude on the way to collaboration showed to be a fruitful in accomplishing task or responsibilities. 4) Assessment of learning activities is on outcomes-based approach. In teaching Reading and Writing, two significant approaches are needed for better and effective delivery. The Learner-Centered Approach that begin with meaningful knowing who are the learners – individually and collectively where teaching delivery is based on the pace and capability of the students learning ability. The other is the Outcomes-based approach that highlights purposeful interaction and the use of authentic materials so students can demonstrate what they have learned. The study of Boyacı, D.B. (2018), confirmed that the use of authentic task-based of material in the Turkish language course enhanced the reading comprehension and writing skills of the students. Summative assessments are considered assessments of learning while formative assessments are linked with the assessment for learning and assessment as learning as described by the (Department of Education, 2015). In the study of Reston, E.D. & Arawiran J.M. (2018), specified the significance of authentic assessments in aligning instruction and evaluation to student learning products and commended the practice of organizing frameworks in both preparation and observation of the teaching-learning process and assessment methods or practices.

### **Threats**

These threats were encountered by teachers who were teaching Reading and Writing in Senior High School in terms of topics, competencies and teaching-learning activities. Participants expressed that there were too many topics to discuss and that they had the inability to cover all the lessons due to time constraints in the writing process. With that, they stressed the possibilities of not being able to deliver effective teaching as they resorted to doing such that of

*“oversimplifying concepts; on chances of just defining terms rather than in-depth discussion”*

This can be a big factor for students not having the full grasp of the lessons and not being able to produce quality compositions as they lack the basic theories and principles in reading and writing which eventually results to students having poor writing skills. This dilemma is evident in the study of Muftah (2015) that those problems are caused by a number of factors; in teaching writing the lecturer assigns the students to write an essay without guiding them in the process of



writing so they have never expressed their ideas in the process of producing essay using systematic stages (the writing activities done by the students are only product oriented), the lecturer does not give a model of writing to write an essay making the students know what to do for writing, the lecturer has never held a conference with their students to discuss the stages they did in producing a piece of writing and help them to identify the errors and mistakes they made for improvement in writing, the lecturer does not provide a model of writing to write an essay making the students know what to do for writing, the lecturer has never held a conference with their students to discuss the stages they did in producing a piece of writing and help them to identify the errors and mistakes they made for improvement in writing, the lecturer does not provide a model of essay organization of various types of essays stated in the syllabus of the Writing-III Course at the university.

*“lack of basic command in language and grammar/basic learning from oral and students may get ideas from the internet hence taking away the opportunity for them to use their creativity and originality”*

*“ write ups are sometimes for compliance”*

*“the task may be accomplished but proper feedback and evaluation of their output may not receive substantial treatment”*

Moreover, the ‘*lack of basic command in language and grammar*’ is another concern that was highlighted by the teacher-participants, which according to them may lead to this - ‘*students may get ideas from the internet hence taking away the opportunity for them to use their creativity and originality*’. As mentioned by Dixon & Nessel, (1983) writing is considered as the most difficult and complicated language skill to be learned compared to other language skills – listening, speaking and reading. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading. Similarly, Nunan (1999:271) considers it as an enormous challenge to produce “a coherent, fluent, extended piece of writing” in one’s second language. This is magnified by the fact that the rhetorical conventions of English texts – the structure, style and organization – often differ from the convention in other languages. It requires effort to recognize and manage the differences (Leki, 1991).

Since the subject entails a lot of reading and writing activities aside from the discussions on the different writing techniques involved in the writing process, it was also found out that students would be bored and get tired in dealing with the course and may have write-ups which are sometimes done for compliance purposes only as mentioned by the research-participants.

*“coverage might be too much/not enough time to allow a thorough pre-writing process for students/inability to cover all the topics”*

*“ write ups/outputs are sometimes for compliance only, no feedback”*

According to Mukminatien (1991), the difficulties are not merely caused by the students’ themselves but they can also be caused by the unvaried and uninteresting techniques of the lecturers in teaching writing. These will result to their boredom and less motivation in learning it. Additionally, Muftah (2015) asserts that the lecturer does not try to find out appropriate techniques or strategies in teaching writing, and the material conveyed to the students is not related to the real life that it is so far from their context. In addition to this, as stated by one of the participants,

*“the task may be accomplished but proper feedback and evaluation of their output may not receive substantial treatment”*

This is another serious predicament that teachers who are teaching any reading and writing class should look into. With the fact that students find it difficult to write and to come up with quality written outputs, it is then imperative that teachers must do the critiquing of the students' work. This is to monitor their writing abilities and to help them improve in their deficiencies in writing. Church's statement in O'Malley & Pierce (1996) pointed out that conferencing is an important component of the writing process in which the lecturer meets with the students individually and asks questions about the process they use in writing. The findings showed that having mini-conference could give a positive impact on the students' drafts. At first, the students were reluctant to come to the lecturer's and collaborator's tables, but later on they enjoyed the activities very much. As a result, most of the students could work cooperatively by giving comment or suggestion although it was still in simple one.

### **Conclusion**

The Reading and Writing subject as one of the Core Subjects in Senior High School (SHS) Curriculum poses varied concerns among the teachers handling the subject due to congestion of topics and competencies that overlap each other. The contents were congested as topics were lumped together that the coverage becomes too broad and that performance outputs do not allow much time to have room for feedback sessions. Likewise, there are teachers who are not confident in teaching the subject because of the demands of the curriculum considering the fact that most of them had limited training and they are not content experts. In addition, since it is a new subject, most teachers were just required to teach even if they do have the background of the subject and the topics. As a result, they merely rely on their background and limited instructional materials that lead to different interpretations and mixed up classroom implementation. This resulted to teachers unable to provide quality instruction and immediate much more quality feedback on the students' outputs.

### **Recommendation**

It is then recommended that the curriculum be revisited to incorporate the teachers' feedback so as to have a unified understanding and implementation in achieving the expected learning outcomes. Likewise, teachers must be oriented to the expectations of the subject through an in-service training and should be provided with enough learning materials and references so they can implement what is expected. Implications for a more specialized teacher training need to be considered in proposing a responsive and developmental teacher training scheme. The teachers being at the forefront of the curricular reform must be provided with the needed content, pedagogical, and technical support so they can efficiently deliver the new subject in the curriculum with ease and competence.

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