

Curriculum Delivery of English Language Macro-skills vis-à-vis Strategic Approach of Bukidnon Jesuit Mission School Teachers

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Abstract. This study explores the curriculum delivery of English language macro-skills in all Senior High Schools of Jesuit Mission Schools of Bukidnon Province. The participants of the study are all English teachers in Bukidnon Mission District teaching the 21st Century Literature from the Philippines and the World, English for Academic and Professional Purposes, Creative Nonfiction, Reading and Writing, Oral Communication, and Creative Writing. The study employed data triangulation to confirm research findings, reduce deficiencies, and provide credible and valid insights into the phenomenon. The quantitative result shows a high congruency of intended and observed curriculum in antecedent, transaction, and outcome; the 21st-century Literature from the Philippines and the World requires in-depth curriculum review and re-alignment in all areas, and Reading and Writing, and Creative nonfiction subjects suggest improvement in the Transaction. Three significant essences are produced in Moustaka Phenomenology as to how the curriculum is delivered: potentials in the developmental stage, pedagogical appropriation in the implementation stage, and actual results in the assessment stage. Twelve (12) syntheses derived from the data triangulation became the rationale for the contextualized development plan.

Keywords: Macro-skills; Curriculum; Strategies; Triangulation; Contextualized development plan.

1.0 Introduction

In this post-pandemic situation, the K-12 curriculum in Philippine education is shaken by unprecedented demands between curriculum per se and strategies. The radical shift in learning the English language macro-skills from online or blended learning to face-to-face classes suggests educators' challenging effort between "what to teach" and "how to teach" (Nasution et al., 2021). Today, educators develop an awareness and application of diverse considerations of techniques from different sciences of education. However, deference to the curriculum depends on teachers' strategic approach and teaching context. Thus, the researcher focuses on curriculum delivery in English language macro-skills vis-à-vis strategic approaches.

The curriculum, unarguably, is the backbone of learning that teachers are bound to follow. Although teachers have autonomy as to what and how to teach (Cirocki & Anam, 2024), the simultaneous pandemic shift allows teachers to alter or adapt the curriculum, further integrating strategies like technological innovation (Daragmeh et al., 2021; Al-Shehri, 2020). But Tavoosy and Jelveh (2019) affirm teachers should compile a comprehensive resource library of approaches, concepts, and methods for language instruction to utilize when implementing inquiry-driven courses, not only technology. Hence, optimal language development will support the signs of the times. Moreover, the context of the study – the Jesuit Mission Schools in Bukidnon – is marked by the diverse cultural background of seven tribes: Bukidnon, Manobo, Talaandig, Umayamnon, Higaonun, Matigsalug, and Tigwahanon, notwithstanding participants' profile regarding sex, school affiliation, and educational attainment

which proposes another challenge. Each Catholic schools have different pedagogics using multilingualistic instructional delivery. Thus, teachers' strategies in teaching English macro-skills with diverse social, cultural, linguistic, and pedagogical backgrounds need a collective effort of every teacher (Mishra & Singh, 2021).

Meanwhile, English subjects in the Senior High School Curriculum (2016) are fundamental in this study to explore radical changes, particularly the curriculum delivery vis-a-vis strategic approaches of Bukidnon Mission School teachers. Delivery of curriculum and strategies creates a gap in a diverse context such as the intercultural locus of Bukidnon thus challenging educators with strategic approaches. Nonetheless, problems and situations are also identical in the studies of Krishnapatria (2021), Ruman (2021), Alvarez (2020), Khalil et al. (2020), and Baticulon (2021) which affect the continuous disparity of teaching strategies and curriculum amenability. Additionally, this study centers on the five macro-skills; hence, it differs from Kwee (2021), which focuses only on three macro-skills: reading, writing, and speaking. Other studies focus on one domain of macro-skill only: listening (Intan et al., 2022); on speaking (Dağtan & Cabaroğlu, 2021; Marzuki & Kuliahana, 2021; Zaitun et al., 2021; Saed et al., 2021; Bawanti & Arifani, 2021; and Khan et al., 2021); on reading (Isagjon, 2022; Mawlood & Abbas, 2022), on writing (Zahari, 2022; Nourazar, 2022; Rodgers et al., 2022; Zeleke, 2022; Galang, 2021; & Zhang & Cheng, 2020); and on viewing (Faloye et al., 2021).

Concurrently, this study determined the level of congruency of English macro-skills in terms of the variables anchored in the theory of Robert Stake (1988) on the congruence-contingency model. Stake's model helps to evaluate the alignment of what to teach (curriculum) and how to teach (strategies) in the realms of "antecedents, transactions, and outcome." This prompted the researcher to operate Stake's congruence-contingency model to determine the significant differences between the intended curriculum and to observed curriculum of English macro-skills (listening, speaking, reading, writing, and viewing). However, in terms of how the curriculum is delivered, strategies vary in multiculturalism classrooms and deviate from the curriculum to accommodate the learning context. Besides, pedagogy in the global landscape experienced intense volatility, uncertainty, compatibility, and ambiguity, referring to the "VUCA world" that denominates contextualization.

Despite the VUCA environment, schools are responding to the demand for continuing education, "more efforts to increase and develop inclusive cultures, policies, and practices in education" are emerging (Molster & Nes, 2018). With this, the researcher explored curriculum delivery in English language macro-skills concerning Senior High School teachers' strategic approaches in Bukidnon Jesuit Mission Schools. After data analysis, the researcher crafted a contextualized enhancement program contributing to the Catholic schools in Bukidnon province.

2.0 Methodology

This study utilized a mixed method – triangulation – in exploring the curriculum delivery in the English language macro-skills vis-à-vis the strategy of teachers in Jesuit Mission Schools of Bukidnon Province. The focus of the study rounds in English subjects of Senior High School: 21st Century Literature from the Philippines and the World, English for Academic and Professional Purposes, Creative Nonfiction, Reading and Writing, Oral Communication, and Creative Writing. The participants of the study are all Senior High School English teachers in Bukidnon Mission District in the academic year 2022-2023. Meanwhile, the study employed a descriptive approach using a validated researcher-made questionnaire. The questionnaire was pilot-tested and passed the reliability test. The first part comprises the descriptive approach with mean and standard deviation and the t-test. The second part employed Moustaka Phenomenology (Figure 1) to extract "essences" where synthesis of the texture and structure into an expression derived. The third part of the analysis triangulated the data (Bans-Akutey & Tiimub, 2021) to form a synthesis as a rationale for the contextualized development plan. Their result will be compared, integrated, and interpreted through triangulation. Data triangulation is appropriate when presented with data in different times, spaces, and people. Hence, it increased the credibility and validity of the data.

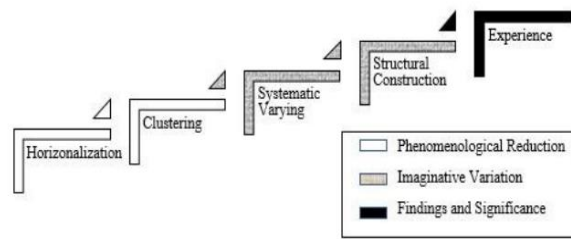


Figure 1. Moustaka phenomenology

2.1 Ethical Considerations

The researcher ensured the informed consent of the School Presidents, School Principal, and participants. The researcher asked permission by sending request letters: first, a request letter addressed to the President of the Bukidnon Mission District of the Society of Jesus for approval; second, a letter addressed to the School President or Principal of each school under Jesuit mission areas asking permission to administer the research instrument to the target participants. The questionnaires underwent the process of validity by experts and reliability tests through Cronbach Alpha. The participants' information and responses will be kept confidential (Republic Act No. 10173, Data Privacy Act). After retrieval of the questionnaires, the data gathered were tallied, tabulated, analyzed, and interpreted. However, the confirmability of the data was communicated and modified, and the experts validated the credibility of the interpretation to avoid conflict of interest and prejudices.

3.0 Results and Discussion

3.1 Quantitative Findings

This part presents the quantitative, qualitative, and triangulation results and analysis of data gathered from the participants. For quantitative results, Tables 1, 2, and 3 present the significant difference in curriculum delivery regarding antecedent, transaction, and outcome.

Table 1. Test of difference between the level of congruency of English macro-skills in Jesuit mission school teachers on the intended curriculum and observed curriculum of English subjects in terms of antecedent

English Subjects	t	p-value	Decision on Ho
a) Oral communication	2.676	0.116	Not Rejected
b) English for Academic and Professional Purposes	0.664	0.554	Not Rejected
c) 21st Century Literature from the Philippines and the World	3.991	0.028	Rejected
d) Creative Writing	1.312	0.281	Not Rejected
e) Reading and Writing Skills	1.615	0.182	Not Rejected
f) Creative Nonfiction	2.311	0.147	Not Rejected

The intended and observed curricula for the five (5) English subjects—Oral Communication, English for Academic and Professional Purposes, Creative Writing, Reading and Writing Skills, and Creative Nonfiction—do not significantly differ in terms of Antecedent. Only 21st-century literature from the Philippines and the world, nevertheless, makes a meaningful distinction; the planned and actual curricula concerning Antecedent present significant differences. It is conceivable that teachers find it difficult to plan how different aspects, genres, structures, contexts, and traditions will be taught. Furthermore, the competencies found in the literature on the 21st century point to endless unspecified prerequisites that provide a multifaceted learning outcome that should be taken into account. The literature covers a wide range of topics, but it is necessary to approach both national and international literature equally (Alerta, 2021) and with specificity.

Table 2. Test of difference between the level of congruency of English macro-skills in Jesuit mission school teachers on the intended curriculum and observed curriculum of English subjects in terms of transaction

English Subjects	t	p-value	Decision on Ho
a) Oral communication	3.625	0.068	Not Rejected
b) English for Academic and Professional Purposes	1.603	0.207	Not Rejected
c) 21st Century Literature from the Philippines and the World	6.015	0.009	Rejected
d) Creative Writing	5.725	0.011	Rejected
f) Reading and Writing Skills	2.160	0.097	Not Rejected
g) Creative Nonfiction	5.412	0.032	Rejected

The learning approach or activity takes center stage in the curriculum delivery transaction shown in Table 2. Of the six (6) English courses, three (3)—Oral Communication, English for Academic and Professional Purposes, and Reading and Writing Skills—show no discernible variation or congruency in the teachers' approach between the intended and observed curriculum.

Nevertheless, there are notable distinctions between 21st Century Literature from the Philippines and the World, Creative Writing, and Creative Nonfiction; the planned and observed curricula concerning the Transaction. However, 21st Century Literature from the Philippines and the World is the same as Creative Nonfiction and Creative Writing; it repeats reading and writing issues and weaves writing approaches with reading skills. Hence, simplifying the conundrum by horizontal alignment between planning the approach and carrying out the reading and writing exercises in class is a must. A curricular challenge offers suggestions on how to close the gap between the methods instructors utilize and the competencies expected to satisfy the diverse needs of students. Educational reformists must address the issue of standard-based curriculum implementation. Failure to do so will result in persistent adaptive issues, such as low academic performance or poor comprehension (Pak et al., 2020; Nation, 2019).

Table 3. Test of difference between the level of congruency of English macro-skills in Jesuit Mission school teachers on the intended curriculum and observed curriculum of English subjects in terms of outcome

English Subjects		t	p-value	Decision on Ho
a)	Oral communication	2.125	0.168	Not Rejected
b)	English for Academic and Professional Purposes	0.751	0.507	Not Rejected
c)	21st Century Literature from the Philippines and the World	3.814	0.032	Rejected
d)	Creative Writing	2.054	0.132	Not Rejected
e)	Reading and Writing Skills	2.282	0.085	Not Rejected
f)	Creative Nonfiction	3.469	0.074	Not Rejected

Table 3 illustrates the noteworthy disparity in Outcome between the intended and observed curricula. Oral communication, English for Academic and Professional Purposes, Creative Writing, Reading and Writing Skills, and Creative Nonfiction are all quite similar to one another. The Outcome, peculiarly, the assessment, is carefully designed and given to the students. It explains how competencies, strategies, and assessments are related to one another.

The 21st century literature has a significance level of 0.03. This is interpreted as no congruency between the intended and observed curriculum; the assessment that is planned fails to match the conducted assessment. This means that the performance standard for written analysis is intricate, and its content standard on the elements and context of Philippine literature is difficult. It also taps into a seemingly incomprehensible variety of genres throughout national literature and culture. This gives an idea of a volatile and time-constrained curriculum. To have a high-quality assessment of learning, literature of the region and the world should be taught and evaluated separately – literature of the Philippines vs literature of the world – using different literary lenses, or inseparably, that is with an eye of parity.

Yet only this subject has the consistent result of no congruency in antecedent, transaction, and outcome. Indeed, a problem with aligning competencies, strategies, and assessments is at stake. Loughlin et al. (2021) compare this to Hallow Man, the transition from theory to practice has led to a false sense of systemic academic integrity that is not in line with reality. According to the study, restoring "constructive alignment" ought to be given top priority to support high-quality instruction.

3.2 Qualitative Findings

For qualitative results, figures 2, 3 & 4 show the “essences” derived from the textural (left) and structural (right) descriptions using Moustaka Phenomenology.

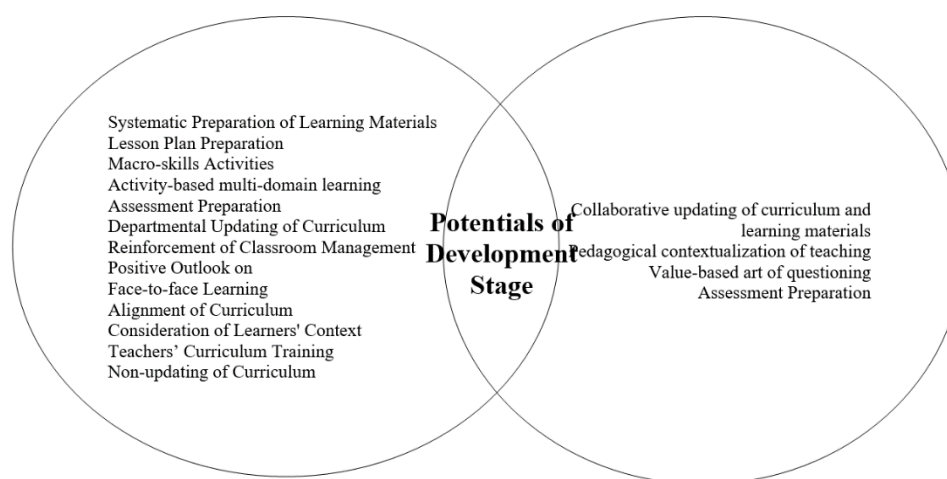


Figure 2. Significant essence of antecedent

Moreover, Figure 2 presents the textural and structural descriptions of antecedents direct to the "potentials in development stage" (Darrin, 2022). In Stake's congruency-contingency model, "potential prerequisites, potential curriculum, and potential results" are emphasized in the developmental stage. Both textural and structural generated from participants confirmed the so-called "potentials" of the development stage. The potential prerequisites allow teachers to foresee student's motivation and attitude; thus, "pedagogical contextualization" in teaching is applied as a tailor-fit approach to every learner's engagement. The raw experiences of teachers, such as unmotivated students, learning deficiencies, and class misbehavior, serve as guiding principles in potential pre-requisites. However, teachers maintain a 'positive outlook' regarding the untoward experiences in the pre-requisite stage, such as considering the context of learners in terms of sociocultural, economic, and behavioral responses to English learning. Yet teachers provide opportunities to achieve expected learning and behavioral outcomes or potential results with consistent implementation of policies, reinforcement of classroom management, expectation setting, and assessment preparation.

A1: "I make sure that I prepare all the needed materials before go to the classroom."

C3: "Like for example, first, we will meet with my co-english teachers and then we plan and we align our sa objectives kay somehow we have same learning competencies and whatnot."

C8: "That's why I implemented a classroom discipline plan during my subject."

I4: "Before my class, I prepare my learning materials the week before."

F12: "So if there's changes in the curriculum ... ay and also sir, we've connected our curriculum based from the BUACS if there's something new over there."

Indubitably, teachers develop a potential curriculum through systematic preparation of learning materials and lesson plans by updating the curriculum or aligning the competencies based on the PVMGO of the institution. This process of departmental updating posits tedious yet collaborative and inclusive modifications. Although some schools are practicing curriculum updating including pre-service and in-service training, several reports on non-updating of curriculum are conceivable to some schools. Such problems lead to poor teachers' performance, unable to meet even the bare minimum standards of teaching, and low students' academic behavior and performance. In effect, the potential curriculum and observational curriculum is impossible to meet. Nonetheless, whatever English competency or activity-based multi-domain learning or macro-skills activities are planned, implemented, and aligned with the assessment, none will be achieved in the intertwined ill-fated struggles of teachers and students.

B25: "So, dira ko nag-lisod, kung unsaon ko pag-pasabot sa ilaha nga naa pa jud na siya'y lahi nga meaning."

C7: "There are learning gaps, there are something with their behaviours."

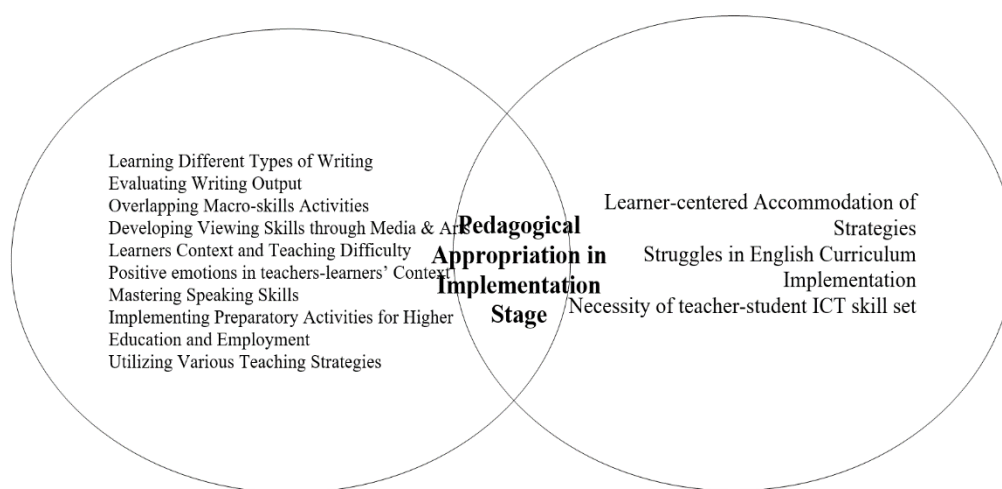


Figure 3. Significant essence of transaction

Robert Stake's (1988) description of transactions displays the teaching-learning process between the intended and observed curriculum. All the potentials in the development stage are implemented in Figure 2. Transactions are called the how in teaching employing multifaceted learner-centered teaching strategies in catering to different types of learners and to achieve macro-skills competence in reading, writing, listening, speaking, and viewing. Activities such as film-showing, script writing, reflection writing, role-playing, speech delivery, reporting, laboratory surveys, research writing, reading printed materials, business writing, storytelling, graphic organizers, and mock job interviews enable learners to participate. These are activity-based multi-domain learning where immersion in one activity incorporates other macro-skills.

B10: "In terms of their performance task, if they perform or act in the class, like storytelling or drama/dramatization, it includes all the macro-skills."

However, not all potential curriculum is observed in the operational curriculum of transaction due to poor writing ability, low comprehension, and weak communication skills, as well as a lackluster ICT skill set, which directly affect academic performance in 21st-century literature from the region and the world, English for Academic Professional Purposes, Creative Nonfiction, and Creative Writing. As a result, not all potential curriculum is observed in the operational curriculum. The lack of technological pedagogical integration in classroom procedures in the twenty-first century continues to be problematic, particularly in rural areas (Sumardi, Rohamn & Wahyudiati, 2020; Alda, Boholano, & Dayagbil, 2020). Yet a call to both teacher and student to be equipped with ICT skills is decisive.

C17: "So the most, maybe difficult, not that kind pero somehow is that 21st-century literature from the Philippines and the world."

F20: "Among the subjects that I teach in the senior high school, one of those is English for academic purposes, which finds me difficult due to time constraints."

Nevertheless, transaction displays various teaching strategies accommodated by teachers, none solve a singular method and even collective pedagogies. All of the recurring problems have yet to be solved but settled to a mere introduction of further novel methods without uprooting the main cause. Accommodation of strategies had been accumulated that cover the authentic purpose of learning – alleviation from ignorance to arrive in truth – without finding the solution until serious repercussions in higher education, employment, and even problems in the politics and economy endure. As a result, a spiral, unending, interconnected dilemma of teaching-learning haunts the Philippine education system.

E17: "We could prepare themselves, set their mood before they could watch the movie or any videos, or presentation so that, they can be more attentive base on my preparation of lesson."

J6: "Whereas the students do their own tasks, and the teacher is only a facilitator of learning."
 K10: "In addition pa diay, aside from the ICT. Naa pu'y mga group, mga collaborative activities, mga like discussions – group discussions, naa usahay dyad ug mga ingon ana."
 L7: "Actually, mostly, some of the topics before we start our discussions, we are doing a brainstorming."

Evaluating that no single top-down strategy is the solution, and no bottom-up approach is an undisputable key method, a pedagogical appropriation which is teaching in the context or understanding how to learn in a specific context pave to deeper learning, i.e., meta-learning. With our multi-faceted background, teachers who immerse in and through the learners' context through pedagogical appropriation relate to students' depth and breadth, resulting in a positive and harmonious learning experience. Pedagogical appropriation describes the operational needs of Bukidnon Jesuit Mission Schools.

K5: "Then, integrated mga moral values, and also so mga customs and traditions sa mga IP or mga lumads."
 F1: "At first, I want to know the context of my students because most of the population are lumad."

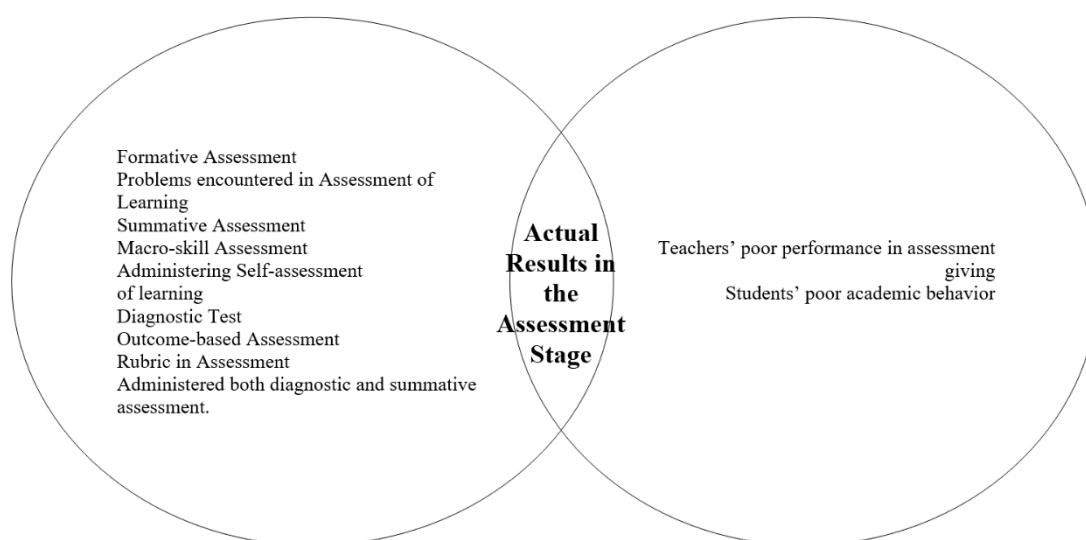


Figure 4. Significant essence of outcome

Figure 4 presents the actual results in the assessment stage. It includes measuring the potentials in the developmental stage and the pedagogical appropriation in the implementation stage. Actual results are outcomes that refer to judgments from external standards and show the effectiveness of strategies. The Outcome was made operational by administering the assessments to students. These assessments are diagnostic assessment (Huang et al., 2020), formative assessment (Schildkamp, 2020), and summative assessment (Bacquet, 2022). Assessment of learning is grade-based, which includes exams, portfolios, performance tasks, and standardized tests. Some teachers also reinforce assessment as and for learning, allowing students to take an active or ongoing learning process.

In diagnostic assessment, teachers use pre-tests (short quizzes) and inquiry-based activities such as student interviews and reflection sharing to connect the prior knowledge with the current lesson. Teachers expose the cognitive ability of students to discover possible English macro-skill strategies to enrich learners through formative assessment. Teachers then utilize portfolios, individual or collaborative tasks, and further discussion. Summative assessments are administered to measure students' progress and provide a data-driven decision for the implementation and improvement of the curriculum.

C23: "After each lesson, I gave them different tests."
 D20: "So I make sure that I gave my summative assessment or the graded assessment so I have an idea on how to give them grades or how they perform in my class."

F27: "Let's say, for example, I also give the diagnostic test in which I would know that particular students learned from the past *nga ilahang na learn na* when they are in grade 10 or when they are in grade 7 or 8, 9, and so on."

F26: "As I've mentioned, I gave many activities, especially formative and summative. "

Teachers employ outcome-based education, expecting the learners to achieve learning and behavioral competencies. Yielding that rubrics and instructions are given properly to meet the curriculum standards, reality still presents fragments of teachers' poor work performance and students' poor academic behavior. Thus, it contributes to the worsening problems in education, such as PISA results in the Philippines, whose performance lags behind other countries (Chi, 2023). Indeed, either positive or negative, actual outcomes should be treated with integrity as a proposal for the desired contextualized curriculum and achieve the desired Outcome.

3.3 Synthesis

Concurrently, the syntheses below result from triangulation of data derived from quantitative and qualitative results with related literature.

Synthesis 1: Congruent and Standard-Based English Curricula Involve the Alignment of Standards and Appropriation of Activities and Materials in Context

A congruent and standard English curriculum involves streamlining, unpacking, and aligning – horizontal alignment of standards, competencies, activities, materials, and assessment, and vertical alignment to form the head, heart, and hands competencies. Despite the Department of Education's mandate to achieve the curriculum standards, different academic upheaval persists, and schools posit different contexts. To unravel this, the contextualization of curriculum becomes an adaptive response to align each competency to institutional philosophy, vision, mission, goal, and objectives. A separate portion of the column in the curriculum map must be included to guide teaching contextualization.

Synthesis 2: Inception of Digital Literacy and Sustainable Development In English Macro-Skills Teaching

English macro-skills teaching should consider the inception of digital literacy and sustainable development. This synthesis should consider the "P21 framework for 21st-century learning such as life and career skills, learning and innovation skills, and information, media, and technology skills" to keep track of progress and development by anchoring to sustainable development goals. Situating English macro-skills teaching in this global context framework and goals will not limit the curriculum within a certain context but will become globally sound. This adaptive framework is necessary today where learners are in-depth yet vulnerable to technological advancement and especially ensure the 4-exits in Senior High School (higher education, employment, mid-level skills, and entrepreneurship). However, teachers and administrators must balance cultural values and modernization ideologies through a collective decision-making process to produce not an ethnocentric but contextualized curriculum where transactional activities are all-encompassing.

Synthesis 3: Crafting Quality Standard Assessment in English Teaching

Assessment results from learning progress, competency mastery, and academic readiness. The alignment of assessment is part of the horizontal alignment in the process of curriculum updating. If the competencies are properly unpacked and streamlined, followed by the appropriation of activities, horizontal aligning of assessment is expected to be standard, too. Teachers must not consider assessment inseparable from the learning process or dichotomous with activities. Assessment preparation, may it be diagnostic, formative, or summative, shall exist within the process of horizontal alignment to avoid poor consequences in the learning process. Further, plotting questions in a table of specifications is pivotal in crafting a standard and aligned assessment.

Synthesis 4: Adaptive Curriculum Toward Pedagogical Contextualization in English Teaching

While academic behavior is the nearest non-cognitive factor in achieving meaningful transactions facilitated by the teachers, a curriculum-making disposition is crucial to crafting a standard contextualized curriculum during the Antecedent. Teachers, by nature, are curriculum designers, implementers, and evaluators; without proper disposition including seminar training will be unable to unpack, streamline, and align standards vertically and horizontally. The problem mentioned, such as "non-updating of the curriculum," is the result of non-disposition, lack of training, and further study. Only a disposed and equipped teacher will participate in departmental

curriculum updating with systematic preparation of lesson plans and materials. A well-prepared, congruent, contextualized curriculum with aligned competencies and appropriate activities will result in effective class engagement, e.g., a contextualized curriculum.

Synthesis 5: Emergence of Accommodated Strategies in English Macro-Skills Transaction

The emergence of accommodated strategies in English macro-skills teaching refers to accommodating holistic strategies not confined to a singular method. Teachers' response to a contextualized curriculum necessitates accommodation in a world classified as VUCA (volatile, uncertain, complex, and ambiguous). Indeed, teaching one English macro-skill touches the grounds of other macro-skills, such as role-playing consists of reading the scripts, speaking the lines, and listening to actors; film showing consists of viewing the moving pictures, listening to the conversation, and reading the subtitles; and mock job interview consists of writing the professional correspondence, responding orally to the interviewer, and reading the result of an interview. With this, various transactional strategies must be accommodated to accomplish the macro-skills curriculum standards.

Synthesis 6: Strategic Assessment as Basis for English Subject Judgment Matrix Improvement

As the Philippines is left behind according to PISA 2022 results in math, science, and reading, factors such as teachers' poor performance and students' poor academic behavior contribute to the worsening education system. The non-strategic and linear assessment, where the test is administered only without interpreting the result, communicating intervention activity, and providing another test, had been the re-occurring dilemma. On the other hand, plotting the result in a judgment matrix for improvement allows teachers to monitor the progress, apply intervention activity, and administer another test. This then describes a strategic, cyclical assessment to enrich learners yet should be treated with scrupulous planning in the curriculum, especially in outcome.

Synthesis 7: Translanguaging Reinforcement as Critical socio-cultural Approach in Oral Communication

Translanguaging in multilingual English language teaching is deemed to be significant and effective in any English subject. Translanguaging allows teachers to employ words and phrases from another dialect to communicate learning competency and activities. Translanguaging supports students' communicative competence, increases comprehension, and encourages learning engagement. Displaying the home languages of lumad or non-lumad affirms socio-cultural background and empowers learning prowess inside and outside the classroom. Yet Oral Communication presents significant differences in the transaction, effective communication through "translanguaging" advances communicative competence efficiently in various situations or contexts.

Synthesis 8: Relevance of teaching Information, Media, & Technology Skills in English for Academic and Professional Purposes

Nowadays, learning is characterized by tremendous technological advancement and quick access to an array of information. Through information, media, and ICT literacy, effective learners exhibit a wide range of functional and critical-thinking skills in English for both professional and academic use. As a means to develop the communication abilities stated in the course description, students will need to master techniques like reading academic texts, writing reaction papers, reviews, and critiques, concept papers, position papers, report surveys, field reports, laboratory reports, and scientific reports but integrated with information, media and technology skills. These techniques encompass managing information, obtaining and evaluating information, creating media products, and integrating technology into the course.

Synthesis 9: Treating with an "eye of parity": Reclaiming Constructive Alignment in 21st Century Literature from the Philippines and the World

In the 21st Century Literature from the Philippines and the World, treating with an eye of parity unravels the complexity and universality of the curriculum towards simplicity and specificity. Yet the quantitative result shows a significant difference between the intended and observed curriculum and confirms by qualitative data the struggles in teaching 21st-century literature, such as poor learners' comprehension, dissecting the standards and competencies yields to objectivity. Immersion in a variety of dimensions, genres, materials, structures, situations, and literary traditions raises questions about how best to understand literature. Thus whatever adjustments the teachers made, the observed curriculum deviates from the intended curriculum. Loughlin et al. (2021) proposed reclaiming a "constructive alignment" to treat literature with an eye to parity. Chunking

complex topics into smaller specified and comprehensible lessons through constructive unpacking and aligning will reclaim the beauty of studying literature.

Synthesis 10: A Comparative and Corrective Writing Strategies in Teaching Creative Writing

Writing enables learners to communicate effectively but through comparative and corrective approaches. Corrective writing includes enhancing spelling, grammar, syntax, and techniques such as outlining, paraphrasing, summarizing, note-taking, interpreting, and researching. Creative writing stands on the ground of writing principles and processes to create stories, fiction, poetry, drama, and any genre. Thus, it consists of elements, devices, and characters. The reinforcement of comparative approaches will address problems in class transactions by examining imagery, diction, figures of speech, and variations in language, presenting sample works of well-known local or foreign authors, and comparing indigenous written literature with other literature.

Synthesis 11: Examining Reading and Writing Relations Towards an Effective Activity-based Learning in Reading and Writing Course

Although a 0.85 p-value is described as no significant difference, the struggles mentioned in qualitative data advise improvement, such as examining reading and writing relation strategies. From the input of data by reading, and less likely from listening, towards the output of data by writing, teachers discover learners' difficulty in selecting and organizing information, distinguishing patterns of development across disciplines, identifying well-written text, evaluating assessments, and composing academic text. These problems are rooted in the early stage of learning considering the multi-faceted reasons across the aspects of life. Additionally, the cognitive skills of "attention, verbal working memory, executive functioning, and processing speed" are covered by the intertwined nature of reading and writing (Rania, 2021) yet the approach to a more teacher-directed approach, but a more student-directed, i.e., from the exposition stage of lecture-telling to the generation stage of outcome-based.

Synthesis 12: Metacognition in Reflection Writing as Strategy in Teaching Creative Nonfiction

Creative Nonfiction is a literary form focusing on formal elements and writing techniques such as autobiography or blogging. Applying metacognition in Creative nonfiction permits learners to "think beyond thinking"; hence in the aspect of reflection, writing transcends the students' writing: from the openness of personal experiences without restricting to disciplinary discourse or formal structures towards open-ended reflective questions such as "How is the text responding to you and others?". Metacognition in Creative Nonfiction becomes a holistic approach encompassing psychological, social, cultural, & spiritual spheres. Even Creative Nonfiction at 0.074 level of significance is described as having no significance of congruency, nearest to 0.05 decision significance value, it prompts modifications to learn the best Creative Nonfiction such as metacognition in reflection writing.

4.0 Conclusion

The quantitative result shows a high congruency of intended and observed curriculum in antecedent, transaction, and outcome; the 21st-century Literature from the Philippines and the World requires in-depth curriculum review and re-alignment in all areas, and Reading and Writing, and Creative nonfiction subjects suggest improvement in the Transaction. Three significant essences are produced in Moustaka Phenomenology as to how the curriculum is delivered: potentials in the developmental stage, pedagogical appropriation in the implementation stage, and actual results in the assessment stage. Twelve (12) syntheses derived from the data triangulation became the rationale for the contextualized development plan.

5.0 Contributions of Authors

The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

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7.0 Conflict of Interests

All authors declare that they have no conflicts of interest.

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