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The Philippine Education Core Values Paths through the Senior High School English Curricula

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ABSTRACT

Gaps are manifest in instilling the core values among the Filipino basic education students. Thus, this documentary analysis was conducted on the senior high school English-related Curriculum Guides in order to determine how the design of language and literature curricula incorporates being *maka-Diyos* (godly), *makatao* (mindful of humanity), *makakalikahan* (respectful of nature) and *makabansa* (patriotic) in the competencies. Anchored on Speech Act Theory and Linear Communication Model and guided by the indicators in DepEd Order 8, s. 2015, this study unraveled the paths using four-step systematic coding discussed with two intercoders. Thematic patterning found 'open' paths with optional integration and 'direct' paths with straightforward core values inclusion in the instruction. The paths also employ the core values as subject of six activities: creating, synthesizing, applying/demonstrating, socialized activities, valuing, and understanding. Findings revealed that direct paths are available for the three values except for '*makakalikahan*', leaving environmentalism an optional value in senior high school language classrooms. The core values harmonization in all senior high school curricula must therefore be reevaluated. As language and literature are natural resources, it should also be efficiently employed as a roadmap for national transformation.

INTRODUCTION

Economic competitiveness and citizenship in the neoliberal globalization have made imperative the shift in the thrust of formal education away from the ideal, knowledge-oriented approach towards quality-assured systems. For this reason, governments had to centralize their curriculum and embrace accountability for the quality of their citizens. Such move amidst international pressure fulfills the observation of sociologist *Durkheim (1972)* on societies faced with uncertainty, "Never do we feel the need of the company of our compatriots so greatly as when we are in a strange country." Under transition, educational systems have persistently realized the need for the continued fosterage of national cohesion through the conservation of core values (CVs) and national identities (*Sarvi et al. 2015*). Real or imagined, these identities are best taught through language and literature to nurture collective consciousness and invoke a sense of solidarity in the onslaught of aggressive competition and unrestrainable change.

As the public education is the formal agency instituted by the state to transform individuals into the citizens who can positively contribute to the national social development, the direction of instruction should always be towards the aspirations of the nation. Language and literature, as the pedagogical tool for the conveyance of the intangible aspects of society, must be at the forefront of such efforts related to cultural, identity, and values transformation. Having said that, the CVs of the Philippine Department of Education (DepEd): *maka-Diyos* (godly), *makatao* (mindful of humanity), *makakalikahan* (respectful of nature), and *makabansa* (patriotic), the true moral ideals of the state, must be among the key qualities developed in language classes in DepEd. Hence, effective communication of which is vital in the strengthening of Filipino identities in the face of disappearing demarcation among nations.

Perceptibly, gaps are manifest in the inculcation of the CVs among the Filipino senior high students. The study of *Nuevo (2016)* found that godliness, mindfulness of humanity, and patriotism were integrated in grade five and grade six Social Studies in Pangasinan only to a moderate extent and respect of nature to a slight extent. Similar reality could be hypothesized in the English curricula in Senior High School (SHS) which this paper aimed to ascertain empirically. For one, the curriculum guides (CGs) might contain paths to virtues but not necessarily the ones that DepEd must foster in its graduates.

The effect is twice as worse in English-related curricula. As language carries the culture of its origin, *Mulder (2013)* strongly underscored that English used as a means of instruction could enlarge “the outright loss of roots.” English could continue hinder the inculcation of collective identity and encourage colonial mentality (*Mulder 2013*) with the non-identification and non-use of learning areas where the national motto can come in. On the contrary, if effectively employed, language has the tools of literacy, writing, and literature to chart new and humanistic, sociopolitical and economic course. As *Olaoye (2013)* strongly contended, “a re-branded language education curriculum... can lead to successful political mobilization, cultural re-orientation, moral rearmament, youth empowerment and language education reform that will eventuate in national rebranding.”

Values, in general, are the ethical parameters through which individuals gauge their conduct, choices and decisions. They are the “social conscience” (*Nuevo 2016*) that draws line around differences in judgments and in behaviors, and bounds them within certain limit. Correspondingly, values lead to the creation of expectations and predictability which are vital in the prevention of a state’s disintegration. Education, specifically language education, then is the government’s instrument to propagate the nation’s ideals through which the nation gains an edge.

Legislatively-deliberated from among the values, the CVs are the standards of behavior so-considered central to the development and sustenance of socio-political stability. According to *Falade and Falade (2013)*, every society across the globe attaches some priority to CVs which serve as its “ingredients for social transformation, peace, unity, stability, growth and development.” State-decreed, they become the duties of good citizens (*Malliong-Isberto 2009*).

A country without a national motto would find itself in want of unity and direction. In Nigeria, for instance, *Falade and Falade (2013)* evaluated that the people’s lack of national consciousness and the clear manifestation of uncivilized acts had distressingly caused social disorder and disorientation. As a solution, he strongly resolved that formulating CVs for their citizens was the one “major thing that can guarantee national integration, peace and unity.” To warrant such, the education agency should ensure the process of attitudinal change through evident value orientation in curricular and extra-curricular programs.

In the Philippines, the DepEd’s CVs, translated as “For God, People, Nature, and Country” (*Minahan 2009*) or “For the love of God, people, nature and country” (*Moon 2017*), is the national motto. Drawn from the last lines of the Pledge of Allegiance or *Panunumpa sa Watawat*, the virtues are specifically identified in *R.A. 8491, §40*. DepEd’s role, therefore, is to enforce them (*Midzid 2017*), as they are deemed important to the development of worthwhile habits and responsible citizens contributing to the building of the nation. *R.A. 9155 or the Governance of Basic Education Act of 2001* affirms the role of educational institutions in the renewal and rejuvenation of the society. It states that it shall be the ‘goal’ of basic education to provide Filipino children with the ‘values’ needed for them to become “caring, self-reliant, productive and patriotic citizens.” Limitless, the values that need eminence are the CVs.

Much as education plays immense role in the transference of the national motto, without a clear and decisive mandate to all teachers across the nation, uniformity and assurance could not be guaranteed. *DepEd Order 36, s. 2013* speaks of “One DepEd” with uniform vision, mission, and CVs for adoption of all offices and schools. CGs, however, seemingly contradict the aforesaid, as *DepEd Order 35, s. 2016* boasts the curriculum contextualization, localization, and indigenization design. To further undermine the learners’ value formation, *DepEd Order 8, s. 2015* mandates a non-existent program in SHS – the homeroom guidance program - with a supplemental note, “additional opportunities ‘may’ be integrated into class discussions.” Educators are the vehicles in the transmission of the moral and ethical standards that are based on national goals (*Ignacio 2017*). The DepEd, therefore, must set ‘clear directions’ on how they must be imparted in the language teaching-learning process. Hence, this paper investigated the clarity of the CVs’ integration in the sacred standard reference of educators for content – the CGs.

To detail the need for effective language in stating the CVs is the Speech Act Theory, specifically Grice’s Cooperative Principle and Austin’s Speech Act, applied in the linear model of communication. Austin’s speech act theory is a domain of inquiry in linguistics that is founded on the premise that speech is not just the act of transmitting information but is actually the performance of several acts at once (*Back 2006*). Due to the multiplicity of meanings, ambiguousness could misdirect the entire group of receivers. That is why, the correspondence between the literal meaning (locutionary act) and the intended meaning (illocutionary act) is a must to fire the aspired effect in the received meaning (perlocutionary act) (*Bach 2006*). As the perlocutionary effect may or may not be the intended effect of a command (*Bach 2006*), the aim of linear communication is to remove any discrepancy between locutionary and illocutionary speech acts to ensure the aspired effect. Grice’s four maxims furnished the rules for effective communications. Accordingly, there is a contractual obligation among participants in communication to speak the truth (maxim of quality) as informative as required (maxim of quantity) relevant to the needs of the audience (maxim of relation) in a concise and orderly manner (maxim of manner) (*Bach 2006*).

In an organization as large as the DepEd, many of the decisions are made top-down and reach the lower rung in the organizational structure through linear communication (*Eunson 2015*). The top administrators identify goals, generate alternatives, and weigh the likelihood of each before making decision. Such “clear, one-way communication is emphasized as means of impressing and

influencing others" (*Long 2017*) in anticipation that the transmission would produce exactly the desired effect without distortion. Large organizations usually have less opportunity for feedback retrieval; thus, *Long (2017)* posits that linear model serves as a means for transmitting control in a distributed space. Time and again, however, *Eunson (2015)* attested that robust variance in perceptions persists between those in the upper and lower ranks in downward communication. As the CGs are among those that are communicated in a linear manner, teachers at the receiving end must perform perlocutionary acts as how they assess orders are intended to be performed.

This research was launched to identify the paths in the CGs of English-related subjects in SHS where the CVs could be integrated in the classroom activities. Specifically, it undertook to answer the following questions:

1. What path(s) in the English-related CGs in SHS were open for the integration of the CVs in classroom teaching?
2. What were the direct paths for the CV integration and how do they function in the English-related CGs in SHS?
3. Which of the CVs were directly dealt with and not dealt with in English-related curricula in SHS?

MATERIALS AND METHODS

Document analysis in design, this paper aimed to investigate the paths towards the integration of the core values (CVs) in the six English-related curriculum guides (CGs) in the senior high school (SHS), namely: Reading and Writing (RW), Oral Communication in Context (OCC), 21st Century Literature from the Philippines and the World (21st CLPW), English for Academic and Professional Purposes (EAPP), Creative Writing (CW), and Creative Nonfiction (CNF). The aforesaid coverage was decided based on this researcher's specialization and the apprehended effect of Anglicized discussion to the values of the learners. To ensure the authenticity of the unsolicited documents, they were printed from the website of DepEd and compared to the official copies transmitted in the school. Among the many relevant information found in a CG, this study looked into the content standards, performance standards, and learning competencies, as their attainment in the classroom is a must.

Coding took four steps. Guided by the CVs' behavioral indicators specified in *DepEd Order 8, s. 2015*, coding commenced from marking all the open nouns and noun phrases as well as verbs in the performance standards and competencies. On the second coding, the Open Paths to the behavioral indicators were separated from the Direct Paths. The former was easily discernible for (1) their openness to any or all of the CVs, and (2) their nominal nature. Then, from the coded phrases, the Direct Paths to each of the four CVs were identified in each subject. The two important characteristics of Direct Paths were that (1) their expressions and statements could only apply to specific CV and (2) they match with one indicator specified in *DepEd Order 8, s. 2015*. Finally, having coded the strata, the tagged paths were retraced along with their competencies for thematic similarities. Thematic analysis reduced the findings to manageable number without disposing important variables. Patterns revealed the six functions of the CVs as subjects or topics of competencies.

Thematic patterning offered the Bloom's Taxonomy as an encouraging categorization. It was, nonetheless, insufficient to highlight some prominently recurring objectives. Data showed substantial entries on socialized activities (ex. 'peer-edit each other's draft...' in CNF 26; 'design a group blog' in CW 2), valuing (ex. 'appreciate literary texts in various genres...' in 21st CLPW 33), and writing. Moreover, some entries require tasks not preceded by verbs like 'draft of a short piece' (CNF 1) and 'appreciation of literary texts' (21st CLPW 38). Both begin with nouns that carry an open path for CVs' integration. For these reasons, Bloom's Taxonomy was consulted but a new categorization was drafted to identify how the CVs could function in instruction.

The book of *Marzano and Kendall (2007)* provided useful definition to each function. At the top tier of thinking in the cognitive dimension, creating involves "putting 'elements together to form a coherent or functional whole' and reorganizing 'elements into a [totally] new pattern or structure.'" Synthesizing primarily involves "generation of knowledge" by working with elements or parts of a knowledge and combining them to form a pattern or structure not clearly there before. Synthesis was preferred in this study than analysis and evaluation for two reasons: analysis forms a part of the process of synthesizing, and 'evaluation' on the process of 'valuing'. Valuing embraces both critical and affective processes of making judgment about the credence of knowledge or output. Applying entails "carrying out or using 'a procedure in a given situation'." Closely related to application is demonstration which entails the performance of a task to show comprehension of knowledge without necessarily producing something new. Also, a group of objectives was noted to be dealing with team and cooperative work is the socialized activities. The term was preferred since this study finds Bloom's affective domain to be too broad to highlight the prominence of the competencies. Lastly, a group of activities fell under comprehension or understanding, which is essentially about "taking in new information via some form of communication." Hence, expectations that are simply to accept and appreciate a piece of information fell under it.

Research methodologies ensured the trustworthiness and transferability of the findings by setting the indicators for each CV at the onset of the study. As all qualitative sampling method is purposeful according to *Patton (2015)*, criterion-based data identification ensured their uniformity and meaningfulness. *Patton (2015)* also suggested stratification to capture comprehensively variations; thus, this study also classified the data according to a) curricula, b) functions, and c) values.

The credibility of the study relied on the first-hand exposure of the researcher on the apparent inadequate emphasis given to the national ideals in English-related subjects. The findings of this study uncovered the paths that would inform teachers to be cognizant of the possible points of CV integration. To strengthen the dependability of the themes and patterns, two intercoders of respectable positions in the field of teacher education looked into them and discussed their opinions with the researcher.

Audit trail is also provided to enhance the objectivity of the methodology. In general, means were employed to ascertain the trustworthiness, credibility, dependability, conformity, transferability and reflexivity of the study.

RESULTS AND DISCUSSIONS

A. Open Paths for the Core Value (CV) integration in English-Related Curriculum Guides (CGs) in Senior High Schools (SHS). Analysis of the six English-related CGs in SHS showed that the paths open for the CV integration in the classroom are through the noun-topics or subjects which serve as gateway for skill development. These paths may incorporate CV as subjects of (1) creation, (2) synthesis, (3) application and/or demonstration, (4) valuing, (5) socialized activity, and (6) understanding.

Open noun-subject phraseologies in Creative Nonfiction (CNF) comes in the words like ‘a short piece’ and ‘a draft’; in 21st Century Literature from the Philippines and the World (21st CLPW) words like ‘a creative representation’ and ‘traditions’; in Reading and Writing (RW) words like ‘position paper’ and ‘a chosen sample’; in Creative Writing (CW) words like ‘blog’ and ‘poems’; in Oral Communication in Context (OCC) words like ‘communication activities’ and ‘social situations’; and lastly, in English for Academic and Professional Purposes (EAPP) noun-subjects like ‘performance arts’ and ‘community festival’.

The openness of the noun-subject competencies in the CGs is instrumental to the K+12 curriculum design. An enclosure to *DepEd Order 35, s. 2016* boasts the localized applicability of the K+12 teaching and learning to “the experiences, interests, and aspirations of the wider school community.” Hence, the open verbiage complements its inexplicit and non-prescriptive formulation.

Inexplicit noun-subject tools in English CGs also serve as entry points of the CVs. Indeed, of all the academic subjects, the language-related ones are the most natural to employ the paths for values integration (*Olaoye 2013*). ‘Stories,’ ‘texts,’ ‘samples,’ and ‘reviews’ could be value-laden materials effective in conveying deep messages about nature, patriotism, humanity, and faith. *Olaoye (2013)* has long recognized this power of language in transforming citizens; thus, he strongly recommended to the government of Nigeria to invest in language and literature to help the state achieve its national development goals.

How the Philippine language curriculum could achieve the same can be gleaned in the functions of the paths, which this study located by looking deeply into the verb-competencies for the open noun-subjects. Analysis unraveled that the open paths could be grouped according to the six functions shown in Table 1. Among all the six subjects, only the 21st CLPW caters to all the functions. The rest caters to four to five functions; hence, selectiveness is evident, which could be rationalized by the academic freedom deliberately given to instruction.

Table 1. Summary of the functions of the open paths in English-related curricula in Senior High School.

English-Related Subjects in Senior High School	Functions of the Open Paths					
	Subject of Creating	Subject of synthesizing	Subject of applying/demonstrating	Subject of valuing	Subject of socialized activities	Subject of understanding
Creative Nonfiction	?	?	?	--	?	?
21 st Century Literature from the Philippines and World	?	?	?	?	?	?
Reading and Writing	?	?	?	--	--	?
Creative Writing	?	?	?	?	?	--
Oral Communications in Context	?	?	?	?	--	?
EAPP	?	?	?	?	--	?

Corollary to the selectiveness of every curriculum was the repetitiveness of the open paths as well as the dominance of select subjects. Itemization uncovered the reiterative use of some words such as ‘text’ and a range of competencies for creation, synthesis and application. Table 1 also presents the consistent presence of the higher order thinking skill (HOTS) functions across the six curricula. Meanwhile, valuing, socialized activity, and understanding are catered to by only select subjects (i.e. valuing by CW, OCC, 21st CLPW, and EAPP; socialized activities by CNF and 21st CLPW; and understanding by CNF, 21st CLPW, RW, OCC, and EAPP).

The succeeding paragraphs detail how the CGs cover each function. CVs could serve as subject of creation when the students are expected to produce, come up, or make an output conceptualized by themselves guided by the knowledge gained from discussion (*Marzano & Kendall 2007*). Usually introduced by verbs like ‘produce,’ ‘write’ and ‘draft’, creating competencies are like those that state ‘produce a creative representation of a literary text’ (21st CLPW 2); ‘create hypertext literature’ (CW 1); and ‘writes a 250-word essay’ (OCC 1). As subject of creation, the CVs may be part of the students’ mandatory output. Essays, performances, industrial crafts among others may be about issues and observations relevant to the environment, people, and

country. Creation could give tangible form and shape to the abstract values and hopefully easily breed awareness among learners.

The CVs serve as subject of synthesis when the verb-competency requires processing the elements that may lead to an enlightenment or new knowledge. Synthesis are introduced by verbs like 'evaluate,' 'understand' and 'examine.' Examples of these are 'formulates evaluative statements about a text read' (RW 8); 'cull creative ideas from experiences' (CW 19); and 'forms opinions based on facts' (EAPP 18). From the examples, CVs could be the topic of debate, oral discourse, and blogs, so deeper cognitive relationship with the values is developed. Personal assessment, socio-environment observations, researching, and objective weighing of CV materials are key to the development of principles and personal commitment to specific values.

Under the subject of application and/or demonstration are the open topics that require carrying out 'a procedure in a given situation' (Marzano & Kendall 2007) to show comprehension without necessarily coming up with something new. They are introduced by a wide list of verbs that include 'choose,' 'discuss,' 'organize' and the likes. Sample statements from the CGs are 'delivers an artistic presentation' (CNF 21); 'delivers various speeches,' (OCC 9); and 'cites specific sources to support claims' (EAPP 30). Like creating, application concretizes abstract discernment of values and transforms them into actions measurable and perceptible by the senses. Among the six functions, application of the CVs requires the most emphasis in SHS education because the generation today is exhibiting an absurdly paradoxical idealism and moral decadence (George & Uyanga 2014). A reversal of the Filipino 'hiya', the youth of today "take pride in telling lies, engaging in ungodly practices and embellishment of various criminal acts." Doing the right is no longer a 'cool' behavior. Kissing the hands of elderly, picking garbage on the grounds, giving up seat to a woman are old Filipino etiquettes that are no more practiced. Schools through learning by doing have the power to influence the habits and behaviors of the youth.

Under the subject of valuing are paths that touch the critical and affective domains of learning. It is inclusive of the idea that to have an authentic affective experience, one's analytical and evaluative standards have been satisfied. These paths are preceded by verbs like 'appreciate,' 'value' and few others that primarily cater to valuing. Illustrative competencies are 'value the contributions of local writers' (21st CLPW 36); 'sensitivity to the different orientations of creative writing' (CW 26); and 'raises legitimate, contrary views in an appropriate manner' (EAPP 25). Ironical as it is, valuing the values is a needed stress. Manifestations should not just be cognitive but must encompass the three domains to be authentic. The "somewhat proud" about their environment in the findings of Castillo *et al.* (2016) on the sources of national pride of the Filipino youth is a manifestation of the level of valuing that must be further processed. Values may be negative as well; however, in the case of CVs, the material should be used positively to draw the must-be positive values.

Open paths for the CVs to become subjects of socialized activities are conspicuous in the words 'peer' and 'group.' This class of competencies encapsulates the expectation about working with others. Among the six subjects, only CNF and 21st CLPW contain open paths to CV integration in socialized activities. CNF includes a competency to 'peer-edit each other's draft based on clarity of idea' (26) and 21st CLPW includes a competency to 'do self- and/or peer assessment of the creative adaptation of a literary text' (30). One of the 21st century skills, socialization offers values and skills that go beyond the benefits of participation. Learners are learning from each other. Personalities are developed. Leadership is honed. The benefits would be enduring if the activity is processed well at the end so that the target skills are brought into the consciousness. The CVs must be linked well into the activities.

Finally, a comprehension group of competencies are labeled as 'understanding.' Under this are competencies that are related to realizing, inferring, interpreting, and discerning, such as those preceded by verbs like 'summarize,' 'outline,' and 'write' among others. Their presence in SHS CGs are found in statements like 'understands the delineation between creative and the nonfictional elements...' (CNF 28); 'understands the relationship of a written text and the context' (RW 23); and 'outlines reading texts' (EAPP 46). The lowest in the taxonomy of behavioral objectives, comprehension skills are an a priori need for HOTS. Most CV activities are placed under HOTS but their effectiveness can only be ensured if they stem from clear abstraction of the basics. With weak and vague basal knowledge, values performed at HOTS would be shallow demonstrations and performances of no enduring bearing. Thus, CV integration should jump from understanding of the fundamentals.

Two significant findings of the study are the identification of the subjects that carry less overt affective objectives, specifically the subjects of RW and CNF, and less prescriptive socialization activities in RW, OCC, and EAPP. The former could be attributed to the observation that indeed the affective domains of learning are difficult to define, evaluate, or encourage, as they are demonstrated in indirect and subtle ways (Snowman & McCown 2014). Indicators of affective domains are usually best shown in the real setting outside schools and are a crystallization of values formed over an extended period of time.

Nevertheless, as Snowman and McCown (2014) emphasized, some aspects of affective domain must still be stressed out in the classroom. Among them are receiving (willingness to attend), responding (active participation and acceptance of idea), valuing (attitude and belief), organization (internalizing values), and characterization by a value (making the value a way of life). The principle too of holistic development idealizes the inclusion of the affective domain among the learning objectives. Thus, ideally, each curriculum must hone all the three domains.

Germane to the discussion on affective domain and holistic learning is socialization. Queen (2009) stated that the development of affective domain has a positive effect on socialization and student interaction. Conversely, well-balanced cooperative learning is encouraged in RW, EAPP, and OCC. On the positive note, as different instructional models and strategies are employed,

interactive methods can be one of them. DepEd Order 42, s. 2016 lists some suggested strategies and adds notes in the different parts of the discussion statements like “teachers can employ and combine a variety of teaching strategies and methods to deliver instruction,” and “it shall still be up to the individual teacher to decide when to utilize differentiated instruction in the classroom.” Nonetheless, plotting the competencies unravels the deficiencies of the CGs.

B. Direct Paths towards the CV integration in the English-related CGs in SHS. The linear communication in big organizations requires the production of statements that are under the control of the organizational head and are free of unintentional ambiguities. Therefore, while indirect messages have their merits, huge organizations would function better with clear communications. Using the behavioral indicators of DepEd for the CVs, this study was able to find the common themes of the direct paths towards the CV integration in the English-related Curricula in SHS.

As analyzed, there are 45 direct paths towards the CVs. When each path is matched with the 41 indicators given in *DepEd Order 8, s. 2015*, they clump around 16 indicators that are listed in Table 2. Different subjects also maintain different direct paths. To illustrate, the theme of ‘considering diverse views’ (Makatao B3) are expressed in the lines, ‘Peer-edit each other’s draft’ (CNF 34), ‘do... peer assessment of the creative adaptation of a literary text’ (21st CLPW 55), and ‘demonstrate awareness of and sensitivity to the different orientations ...’ (CW 34). Other subjects, however, do not cater to the same theme. Some subjects cater to varied indicators as much as nine in OCC and seven in 21st CLPW. Others cater to as few as two in CNF and four in RW and CW. None covers all the 41 indicators.

Table 2. The common themes of the direct paths towards the core value integration in the English-related curricula in Senior High School (SHS).

Core Values	Common Themes (Indicators in DepEd Order 8, s. 2015)	English-Related Subjects in SHS					
		CNF	21 st CLPW	RW	CW	OCC	EAPP
Maka-Diyos (Godly)	Tells the truth (Maka-Diyos, B.1)	?				?	?
	Demonstrates intellectual honesty (Maka-Diyos, B.3)						?
	Aspires to be fair and kind to all (Maka-Diyos, B.5)			?		?	?
	Recognizes and respects one’s feelings and those of others (Maka-Diyos, B.7)			?	?	?	
	Identifies personal biases (Maka-Diyos, B.6)			?			
	Respects religious beliefs of others (Maka-Diyos, A.3)					?	
Makatao (mindful of humanity)	Recognizes and respect people from different economic, social, and cultural backgrounds (Makatao, A.7)		?	?	?	?	
	Recognizes and accepts the contribution of others towards a goal.(Makatao, B.2)		?				
	Considers diverse views (Makatao, B.3)	?	?		?		
	Cooperates during activities (Makatao, B.1)		?		?	?	
	Shows respect for all (Makatao, A.1)					?	
	Communicates respectfully (Makatao, B.4)					?	?
Makabansa (patriotic)	Takes pride in diverse Filipino cultural expressions, practices, and traditions (Makabansa, A.3)		?				
	Enables others to develop interest and pride in being a Filipino (Makabansa, A.6)		?				
	Promotes the appreciation and enhancement of Filipino languages (Makabansa, A.4)		?				
	Conducts oneself appropriately in various situations (Makabansa, B.3)					?	?

From the aforesaid facts, two (2) findings are drawn: 1) the pretermission of significant number of indicators and 2) the crowding of paths around select values. A significant part of the CV behavioral indicators should be generally observed in the homeroom guidance program (HGP) with the class adviser as per *DepEd Order 8, s. 2015*. Under the Revitalized HGP which is yet to be implemented in SHS, a daily 40-minute class will be allotted for HGP, during which students will have their regular classroom

discussion and activities. Ratings of student performance will be non-numerical and excellence in the target values will still be given special recognition at the closing of each school year. However, this research argues that their inclusion in the academic curricula must be encouraged. As *Jabaar (2015)* commented on how Nigeria needs education to transform society, “For any national transformation agenda to work, moral education of the citizens cannot be left to chance.” At least one competency statement for each CV must be specifically stated in the CG. Language is a potent tool to empower learners to perform their duties to the Creator, their fellow and to the environment. The government should utilize this resource.

Four subjects, nonetheless, stood out from the seeming crowding of the themes around some values. The 21st CLPW caters to interconnected values that revolve around the diversity theme under *makabansa* (patriotic) and *makatao* (mindful of humanity), RW on sensitivity and fairness under *maka-Diyos* (godly), OCC on intellectual honesty, sensitivity and diversity under *makabansa* and *makatao*, and EAPP towards honesty, and fairness under *maka-Diyos*.

The crowding and limited number of direct paths towards the CV integration could be due to their general subordination to the affective domain of human learning, which according to *Snowman and McCown (2014)* is difficult to measure inside the classroom. Whether the teachers succeeded in molding the values would be revealed only after sometime as values are not developed instantly. They entail habit formation and gradual behavior modification.

Though values generally cater to the affective domain of learning, the direct paths are generally still functioning as subject or topics through which the competencies may be developed. As such, the essential question that wanted answer was how the subjects use the direct paths. Table 3 presents the CV functions of the direct paths.

Table 3. Functions of the direct paths towards core value integration in English-related curricula in Senior High School.

English-Related Subjects in Senior High School	Core Value Functions (Subjects of...)					
	Creation	Synthesis	Application / demonstration	Valuing	Socialized activities	Understanding
Creative Nonfiction	--	?	--	--	?	--
21 st Century Literature from the Philippines & World	--	?	?	?	?	?
Reading and Writing	--	?	--	--	--	--
Creative Writing	?	--	--	?	?	?
Oral Communications in Context	--	?	?	?	?	--
EAPP	?	?	?	?	--	--

Given much fewer direct paths, the functions are dispersed. The 21st CLPW uses the CVs consistent with the findings in its open paths; it develops more varied levels of skills. Likewise, CW and OCC also use them in about majority of the functions. Noticeably, RW integrates only three direct paths and similarly uses them in synthesizing. RW’s direct path drops the used-to-be open paths for valuing and socialized activities, both are leading to the affective development of learners (*Queen 2009*). The principle of holistic development call for at least one direct statement about valuing (*Camiciotti 2008*). Nonetheless, this study is only tracing the CVs’ paths to the English-curricula in DepEd, other skill statements that deal with the affective development of learners could be present.

C. CVs’ Direct Integration in the English-Related Curricula in SHS. Table 4 presents the CVs that are directly integrated in the English-related curricula in SHS. Guided by *DepEd Order 8, s. 2015*, thematic analysis traced the relationship of the themes to two or three CVs in every subject. CNF, RW, and CW course direct paths to godliness and mindfulness of humanity; 21st CLPW to patriotism and mindfulness of humanity; and OCC and EAPP to godliness, mindfulness of humanity, and patriotism.

Three values are directly covered in SHS English subjects – godly, mindful of humanity, and patriotic. All curricula respond to the value for mindfulness of humanity. These paths are stated in competencies like ‘raises legitimate, contrary views in an appropriate manner’ (EAPP 59); ‘uses principles of effective speech delivery focusing on... rapport with the audience’ (OCC 44); and ‘create a group blog for poetry’ (CW 35). Analysis of itemization in Table 2 showed that they deal with sensitivity towards cultural, social, and individual differences and working towards solidarity.

Such direct emphasis allocated to mindfulness of humanity across curricula would seem a duplicate of the assumed “innate humanity” (*Wong 2012*) of the Filipinos. Thus, it affirms the observation of *Sarvi et.al (2015)* on the effort of governments to conserve national identity in the middle of global competition through CV statements. Filipinos are said to be naturally “highly-relational people, proficient in emotionally and socially connecting with others” (*Wong 2012*). The age-old concepts of ‘*bayanihan*’ (mutual assistance), ‘*kapwa*’ (fellow) and ‘*pakikipagkapwa*’ (the notion of shared identity with fellow human beings)

(*Aguas 2016*) prevail in the current Filipino psychology. The study of *Loyola (2016)* on helping professionals in Iloilo City also offers optimism on the effectiveness of education on enkindling empathy. Her study's mean scores point that older respondents, married, are teaching, and are finishing their degrees had higher levels of empathy. If the English-related CGs would be followed, Philippine SHS is geared towards producing Filipinos who care about the humanity.

Table 4. Philippine core values' direct integration in the English-related curricula in Senior High School.

English-Related Subjects in Senior High School	Core Values			
	<i>Maka-Diyos</i> (Godly)	<i>Makatao</i> (Mindful of humanity)	<i>Makakalikasan</i> (Respectful of nature)	<i>Makabansa</i> (Patriotic)
Creative Nonfiction	?	?	--	--
21 st Century Literature from the Philippines and World	--	?	--	?
Reading and Writing	?	?	--	--
Creative Writing	?	?	--	--
Oral Communication in Context	?	?	--	?
English for Academic Professional Purposes	?	?	--	?

Five subjects also respond to the learners' spiritual development, which are related to the ethical principles of honesty, truthfulness, fairness, respect, and objectivity. Indicative of these paths are competencies like 'determines textual evidence to validate assertions and counterclaims...' (RW 28), 'write a mini critique of a peer's work based on... use of factual information...' (CNF 36), and 'sensitivity to... religion' (OCC 36), and 'cites specific sources to support claims' (EAPP 57). Besides being mindful of humanity, Filipinos are also known for being religious. As Philippines is the third world's biggest catholic country, the direct emphasis in the CGs to godliness further supports the design of CVs as affirming common identity (*Sarvi et.al 2015*). Such equal strong attention afforded to godliness and mindfulness of humanity should also be understood from their inseparability in Filipino psychology. *Batara (2015)* presented a convincing argument in his quantitative study that there is a strong overlap in the Filipino religiosity and prosociality. Religiosity is associated with helping close social circle including family and friends whereas spirituality with both close and unknown people (*Batara 2015*). Filipinos' religiosity is deeply planted in the social nous that they are "willing to help regardless of the social categorization of the target" (*Batara 2015*). In the classroom, *Nuevo's (2016)* study indicated that Social Studies' teacher perceived that both got equal extent of integration in classes. The same, however, is indeterminable among English classrooms as yet until a study is done.

EAPP, OCC, and 21st CLPW are the only three that directly respond to the learners' need to develop nationalism and patriotism. Indicators show that these competencies include those about demonstration of national pride, exercise of one's rights and responsibilities as a citizen, and conducting appropriately in various situations. Indicatory statements are like 'raises legitimate, contrary views in an appropriate manner' (EAPP 59); 'engages in a communicative situation using acceptable, polite and meaningful communicative strategies' (OCC 41); and 'infer literary meaning from literal language based on usage' (21st CLPW 53). This direct integration of patriotism in English-related subjects in addition to social studies-related curricula in SHS is indicative of two things: a) the recognition of the potential of language and literature in strengthening social cohesion and b) the stress placed in the instilment of love for country among the citizens. Implied herein is the reconstruction of identities. Identities and values, like education, may be constructed along with the changes in the requirements of the global structure "to enhance character development and promote good moral upbringing and moral health in individuals" (*George & Uyanga 2014*). A cohesive sense of unity has been being shaped among Filipinos since independence from American colonialism, yet inconsistency still pervades in literatures after half a century. Students rated their practice or observance of the CVs including patriotism as "much extensive" in the study of *Midzid's (2017)*. However, very "limited success" is apparent for *Maca and Morris (2015)* and *Mulder (2012)*. For the later, the issue is not "shortage of love for the native land," but "a deficit of confidence in the State and the class that runs it." This paper then hopes that language could be useful in renewing the trust to the bureaucracy and the leaders.

Surprisingly, care for nature is omitted among the direct paths towards the CV integration in English classes in SHS. The findings is corroborated by *Nuevo's (2016)* descriptive study on the extent of CV integration by the grades five and six Social Studies teachers in Pangasinan. His study found that environmentalism was least practiced among the four values. The current study furnished *Nuevo's (2016)* findings an explanation. The absence of direct path towards environmental matters in the CGs could be channeling instructions towards the negligence of nature. Though CGs are contextualized, care for nature and awareness of its critical condition should be a significant part of the teaching-learning process in all classrooms. A sign of hope can be gleaned in two studies. *Labog (2017)* found in his descriptive correlational and comparative study that teachers in Calapan City, Mindoro

did actually integrate environmental awareness topics in their lessons and the schools were practicing proper waste disposal. *Castillo et al. (2016)* further affirmed that Filipino youths were “somewhat proud” of their environment, an attitude whose mean is higher than their attitude for politics and democracy, fair and equal treatment of all groups in the society, armed forces, and economy and social security.

CONCLUSIONS AND RECOMMENDATIONS

Philippine core values (CVs) encompass the inherent sensitivity of others and god-fearing qualities of Filipinos as well as the necessary qualities – patriotism and care for nature – that they should possess in order to succeed in the era of globalization. After four-step coding and processing of the CV paths around the English-related curriculum guides (CGs), the study uncovered the persistent characteristics of the paths, such that majority of them are noun-instruments for competencies; most are open and a few are direct. Those that are open offers optional service to any CV while the direct serves a specific CV. In addition, the usage of the paths led to the identification of six functions towards CV integration.

Data presented critical relationships. Firstly, the identification of the open paths affirms the non-prescriptive design of K+12 CGs in support of the contextualized, localized, and indigenized education to cater to the diverse academic environments in the country. Secondly, contextualization in accommodation of local realities and materials also rationalizes the functional non-specificity of the open paths. Lastly, the consistent emphasis of the open path functions on higher order thinking skills and the uneven allotment for valuing and socialized activities invite review on the holist content contained in the CGs.

Navigating the direct paths led to the identification of 44 paths which respond to 16 behavioral manifestations of the CVs that function as subjects of creation, synthesis, application/demonstration, valuing, socialized activity, and understanding. In English teaching, apparent clumping and pretermission exist, as some indicators are given repeated emphases. Meanwhile, justifications could lie behind the nature of the subject and the tolerance given to adopt instruction to learner preferences.

One disquieting finding is the absence of a direct path towards the integration of the value for environmentalism. Contingent on the presumption of equal importance of the four CVs to the growth of a holistic Filipino with 21st century skills, the care for nature should receive the same emphasis as the others in classroom learning. Speech act and effective communication in large vertical organizations demand verbalized specificity. Leaving the value to the discretion of teacher renders it uncertain. This findings is a demanded improvement in the CG design.

The ambiguities in the wording of the open paths violate the Gricean cooperative principles of speech act, particularly the maxims of quantity and manner. On this cause, communication may be ineffective opening doors for the receiver to fail to understand the intended meaning, ignore it, or choose to act on the interpretation that is favorable to them. As Austin’s speech act posits layers of meaning, these layers may or may not all be within the grasp of the receivers. Herein enters the possibility of miscommunication. Hence, the current CGs do not warrant the equal attention to all the CVs.

More empirical review is also necessitated on the holist content of the CGs and the direct paths to the CVs in other curricula. Monitoring the balanced inclusion of the four values is needed. Moreover, language teachers are a resource of the country. The education should tap them as an ally in the promotion of sustainable consumption and protection of the country’s limited natural resource.

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