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Approaches Utilized in Addressing the Learning Difficulties of the Students in Reading and Writing toward a Proposed Instructional Plan

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Abstract

This study aimed to describe approaches employed by teachers and instructors to enhance students' reading and writing skills, as well as the learning difficulties faced by the students, the challenges encountered by the teachers and instructors during instruction. Based on these identified difficulties and challenges, the researcher proposed an action plan that offered valuable insights for teachers, instructors and administrators. The study's implications primarily focus on enhancing professional development of English teachers and instructors, encouraging them to explore innovative teaching approaches. Additionally, schools are encouraged to strategically arrange writing class schedules and optimize institutional facilities.

Keywords: *English Teachers, English Instructors, Learning Approaches, Instructional Plan*

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Background of the Study

As globalization continues to advance, cooperation and exchanges among countries and regions are increasingly frequent. This trend puts forward higher requirements for education departments to train foreign language talents. It is clear that people with diverse skills and a global perspective are crucial in coping with fierce international competition, fostering close economic ties and facilitating multicultural exchanges. In addition, English education in China is taking on a new mission: to make a better China story and amplify its voice globally. English is not just a language but also a medium for cultural exchange. Proficiency in English reading and writing enables Chinese people to appreciate and integrate into diverse cultures.

The senior high school English curriculum further expands the breadth and depth of vocabulary and grammar knowledge and significantly focuses on the training of students' critical thinking and the cultivation of independent learning ability. The objectives of course for high school English have been changed into the core literacy. The newly revised *National English Curriculum Standard for Senior High School (2020)* proposed core literacy. Core literacy

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emphasizes the language ability, learning competence, thinking capacity, cultural awareness, which are characterized by the integration of communication tools and humanities values.

In addition, the writing task, which emphasizes integrated reading and writing, has been included in the *National Matriculation English Test* (NMET) exam content. It combines reading and writing, integrates language input and output in the same context, and mainly assesses students' ability to interpret texts, imagine reasonably, construct plots, and use language effectively. This method better reflects the four dimensions of the NMET: foundation, innovation, application, and comprehensive. Therefore, learners' reading and writing abilities are inseparable, and they need to complete authentic writing tasks based on reading.

Reading and writing skills are crucial in language teaching and application. Among the language skills, writing is the most concrete and systematic. The more developed one's writing skills are, the more systematic their overall language use becomes. This, in turn, enhances their ability to speak, read, and listen in a more accurate and effective manner. It not only increases direct teaching opportunities in reading and writing, but also improves the applicability of writing techniques.

High school textbooks have been revised to include sections that emphasize the learning process, the integration of skills, and the use of actual language. This provides a foundation for integrating English reading and writing in teaching practice. The process of writing is remarkably similar to the process of learning. Through writing, individuals can explore and reflect on their opinions, interpretations, and immediate responses to texts, making those responses explicit, substantial, and perceptible.

However, in the daily learning process, most students often found it difficult to produce high-quality writing that conformed to the logic requirements within the given time. Their understanding of the reading material often remains superficial, impeding the formation of a coherent writing framework. Lacking of understanding concerning the material completely hampers their ability to lay the foundation for meeting the prerequisites of continuation writing tasks. Consequently, the process tends to be more about input without sufficient output. Many teachers attributed these challenges to students' limited vocabulary, poor time management during exams, and poor handwriting. However, these factors do not effectively address the fundamental issue of "difficulty in generating output".

Almost all language teachers have at some point wondered why some students make leaps and bounds in language learning while others progress slowly no matter how hard the teacher tries to make language classes interesting and enjoyable. Part of this difference may be attributable to differences in student ability, motivation and effort. But an important factor appears to be differences in students' knowledge of and ability to apply "how to learn" techniques or learning approaches.

Learning approaches are the specific behaviors that students take to help understand, remember, produce, and manage language learning. Conversely, while unsuccessful language learners are not necessarily unaware of specific approaches, they often have difficulty choosing the most appropriate approach for a particular task. The action plan is a detailed outline that guides the teaching process. It includes methods for organizing and implementing instruction, managing classroom activities, assessing student progress. The

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learning approaches are implemented within the framework of the teaching instructional plan to ensure that teaching is effective, interesting, and responsive to the needs of students.

In this study, the researcher want to describe the learning approaches utilized by the teachers and instructors in reading and writing toward a proposed instructional plan.

Statement of the Problem

The study described the learning approaches employed by teachers and instructors. Additionally, the researcher made the comprehensive description about the leaning difficulties of the students and challenges encountered by teachers and instructors during reading and writing instruction. Through qualitative and quantitative analysis, this study would propose instructional plans to address these difficulties and challenges.

1. How do the teachers and instructors describe the teaching approaches to enhance students' English reading and writing skills:

- 1.1 Production-Oriented approach(POA);
- 1.2 Pre-While-Post(PWP);
- 1.3 Multi-modal Learning;
- 1.4 Project-Based Learning(PBL) ?

2. How do the teachers and instructors describe the learning difficulties of the students in English reading and writing along the following:

2.1 Reading

- 2.1.1 Language Ability;
- 2.1.2 Cultural Background;
- 2.1.3 Motivation?

2.2 Writing

- 2.2.1 Content;
- 2.2.2 Language;
- 2.2.3 Structure?

3.What are the challenges encountered by the teachers and instructors in teaching English reading and writing

- 3.1 Instructional Process;
- 3.2 Available Materials;
- 3.3 Schools' Management?

4.What instructional plans could be proposed to address these challenges?

5.What are the implications of the study to educational management?

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Significance of the Study

This dissertation would describe teaching approaches utilized by the teachers and instructors in English reading and writing. The purpose of research was to provide valuable insights for curriculum planners, school administrators, the teaching community, future researchers, as well as proposing the instructional plans for addressing the challenges encountered by the teachers and instructors.

To the **curriculum planners**: The results of the study can offer recommendations for curriculum planners to better adjust and design authentic instructional material content to more effectively meet the requirements of courses and actual needs of the students.

To the **school administrators**: They would support teachers and instructors after understanding their reading and writing teaching approaches, so as to develop the quality of instruction. Additionally, they can adjust and optimize curriculum arrangement based on teachers' actual needs to ensure the achievement of course objectives, as well as develop personalized teacher training programs to help teachers and instructors improve their professional skills.

To **teaching community**: Many innovative instructional approaches from the era of big data provided a unique perspective for high school English education. These instructional approaches not only can refresh or supplement teachers' teaching methods, but also promote teachers' professional development.

To **future researchers**: This study would provide reference for the research methods and analytical framework for future researchers, help them carry out and improve similar research, and supplement the high school learning approaches research.

Scope and Delimitation of the Study

This study focused on describing the learning approaches employed by teachers and instructors in reading and writing. A survey was conducted across ten (10) selected senior high schools in Guangxi, China, covering a total population of 2,500 students, 150 English teachers, and 30 instructors. The researcher developed a comprehensive questionnaire, drawing on extensive literature review. This questionnaire was distributed to 132 English teachers and 25 English instructors.

Additionally, the study aimed to describe the learning difficulties of the students and the challenges encountered by the teachers and instructors in reading and writing teaching. In order to get a deeper understanding about the statement of the problems, the researcher would like to conduct interviews with teachers, instructors, students and school administrators. The research instruments, including the questionnaire and guided questions in the interview, were validated by five (5) experts in the field of education.

Literature Review and Related Studies

Reading and Writing Teaching in Senior High School

The teaching of reading is not limited to improve thinking skills, but also involves the use of multiple structured experiences that are skillfully integrated into activities such as processing information, applying reasoning, asking questions, generating new ideas, and evaluating results (Hu, 2024). Reading is an interactive cognitive process in which the reader actively

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interacts with the material, drawing on their prior knowledge while applying appropriate approaches. English reading approaches, as a guiding principle for the successful development of reading classroom, have always been the focus of research by predecessors. Therefore, this section will review the current research status of English reading teaching.

The use of reading approaches and their effects on students' reading comprehension performance have garnered significant attention from researchers. In a study involving EFL, researchers investigated meta-cognitive used in English learning and their relevance to students' academic reading comprehension. The study revealed a close connection between students' performance in English reading comprehension and meta-cognitive approaches employed by them. Chaury (2015) conducted a meta-analysis to examine the impact of different approaches on EFL reading comprehension and the influence of moderating variables on this teaching effect.

The study of the Liu (2019) was in line with the *Curriculum Standards(2020 version)*, which pointed out that reading course was an important part of cultivating students' core literacy. Therefore, high school English teachers should not only guide students to activate background knowledge, but also guide them to carry out deep reading in English reading teaching, so as to obtain more learning experience.

Gu Yulan (2015) introduced the "writing-oriented English reading teaching". This teaching approach instructed students to employ logical thinking strategies and argumentation skills to focus, understand and practice, thereby broadening ideas and viewpoints. It aimed to enhance students' language proficiency, analytical and synthesis skills, critical reading abilities, and optimize language learning efficiency.

Reading comprehension difficulties arose from various reasons. Some factors contributing to students' difficulties in comprehending reading text included vocabulary, working memory, lack of extensive reading, type of texts (Shehu, 2015), and type of questions (Zuhra, 2015).

According to the *English Curriculum Standards for General High Schools(2022 version)*, the educational value of English courses for general high schools was gradually realized in the process of language learning. Teachers should actively explore effective teaching and learning approaches, study how to transform language knowledge into students' language ability in teaching, help students correctly understand and express meaning, intention, emotion and attitude, and strive to practice the theme-oriented English learning activities and implement in-depth teaching.

Writing in English was generally considered the most rigorous requirement for learning the language and can only be achieved after students have reached a certain level of vocabulary, grammar and discourse ability. There were considerable amount of researches done on it by prominent academicians.

A survey revealed(Pujianto, Emilia, &lhrom, 2014) that there was too much emphasis on certain aspects of writing practice, focusing mainly on "spelling, word formation, vocabulary, grammar, and writing theory", while ignoring context, student needs, and goals. The survey also noted that the writing sessions in the classroom involved very little actual writing activity, suggesting that although some writing exercises were conducted, they did little to improve students' writing skills. To enhance writing activities in the classroom, teachers should select approaches that accommodate time constraints, students' needs, and the practical aspects of writing.

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Yu Jinrong (2024) argued that clarifying the concept of “teaching, learning, and assessment integration” in high school English writing instruction can enhance the efficiency of writing teaching. This method guided students to construct English writing thinking, strengthened the cultivation of English writing skills, and promoted the creative development of writing instruction. “Teaching, learning, and assessment integration” means the flexible deployment of teachers’ teaching, students’ learning, and the evaluation of learning outcomes within a complete classroom teaching system, allowing the three-dimensional elements to collaborate effectively to achieve teaching objectives.

Reading was an important way for students to absorb English language skills, while writing was an important output mechanism for evaluating students’ internalization of these skills. In China, the inception of reading-writing integration teaching activities originated in the field of Chinese language instruction. This approach mainly explored the interaction between reading and writing, emphasizing the perspective of writing.

Li and Yang (2014) supported the idea that integrating reading and writing was a beneficial approach for enhancing the reading and writing skills of Chinese EFL students. Juhee and Diane Schallert (2015) designed a one-year classroom intervention at a middle school in South Korea and concluded that students can learn reading through writing.

Based on the current English teaching situation in China, Su (2017) believed that writing was a cognitive activity, a way for students to express their thoughts, and an important embodiment of language generation ability. She combined the KEEP-CRITICAL model to explore integrated reading and writing, where KEEP represented the four stages (compiling goals, activating experience, organizing and rebuilding, negotiating and extending) of reading-writing integration teaching, and CRITICAL represented the eight steps of integrated reading and writing teaching.

In recent years, the NMET (*National Matriculation English Test*) has placed increasing emphasis on evaluating students’ reading and writing abilities. Similarly, educators have prioritized the development of students’ reading and writing skills.

Yan and Zheng (2021) utilized a mixed-methods approach with qualitative and quantitative methods, in a six-week experimental study. Their findings revealed that the implementation of the “Reading-Thinking-Expressing” model not only improved students’ attitudes towards writing but also enhanced their ability to integrate ideas, content, language, structure, and articulation from reading texts into their writing. High school students expressed a positive attitude towards the “Reading-Thinking-Expressing” model and expressed the hope that teachers would use it more frequently in teaching.

Reading and Writing Approaches

Approaches were once effective may no longer hold the same efficacy and utility today. Therefore, it is time to break the old paradigm and update English teaching approaches to ensure the quality of education (Richards & Rodgers, 2014). Reading approaches include the skills and methods that individuals use to understand and interpret written materials. These approaches include skills such as previewing text, making predictions, identifying main ideas, summarizing, and connecting text to prior knowledge. Writing approach refers to the methods and techniques used by writers in planning, drafting, revising and editing written works.

Production-Oriented Approach (POA)

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To address the issue of “input-output separation” in China, Chinese scholar Wen Qiufang has developed an innovative theory—Production-Oriented Approach (POA). Wen Qiufang (2015) provided a comprehensive elaboration of the POA teaching principles, teaching hypotheses, and teaching procedures for the first time (figure 1). To address the current issue of “input-output separation”, there was a need to integrate learning and application. POA theory combined insights from second language learning research to create a teaching process centered on teacher mediation, which comprised of three core procedures: motivating, enabling, and assessing.

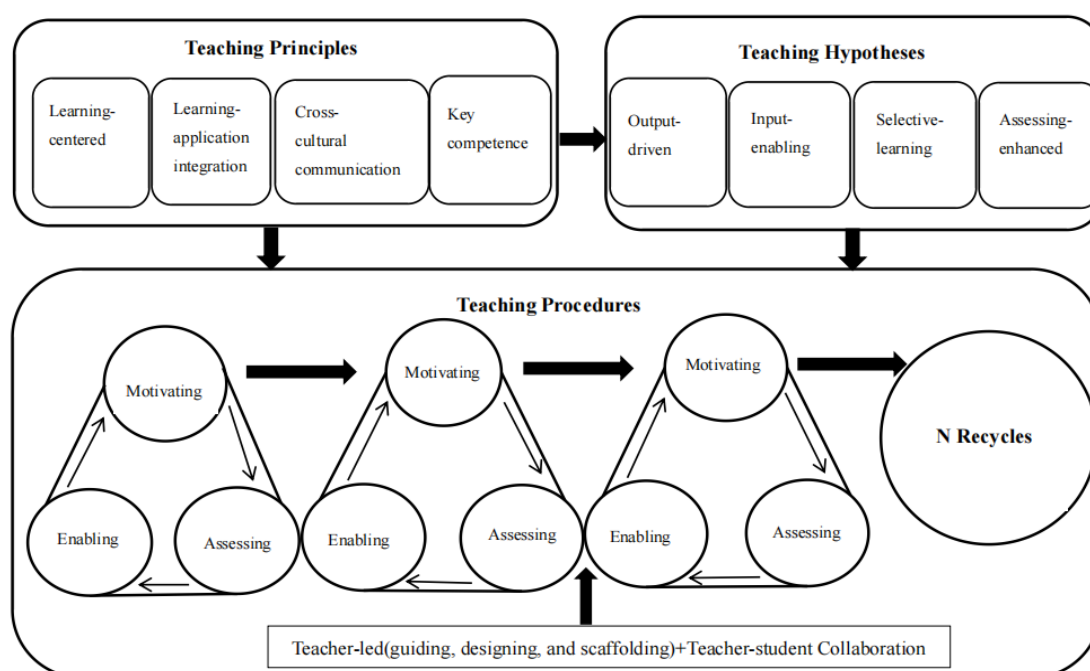


Figure 1. The system of the POA

Chu(2022) carried out an experimental study on the application of POA to English reading teaching in senior high school. The research showed that the POA can effectively improved the reading academic performance and learning attitude of students at different levels. According to the research data, he put forward the following suggestions: First, teachers should design output tasks reasonably; Secondly, teachers should improve their teaching ability continuously. Thirdly, stimulate students' interest in English learning. Finally, pay attention to classroom evaluation.

An(2023) conducted empirical research methods to carry out teaching experiments through tests, questionnaires and interviews. The experiment analyzed English writing ability from the aspects of “content”, “language” and “structure”. The results showed that the POA can effectively improve students' overall English writing performance. The POA improved the accuracy of students' writing language and content, but no significant difference in the “structure”. At the same time, she also noted that POA can effectively enhance high school students' self-efficacy in English writing. And the influence on the self-efficacy of students with the low and middle level proficiency was higher than those with high level proficiency.

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Fu(2023) conducted an action research on the application of Production-Oriented Approach to English writing teaching in senior high school. She found that, after the implementation of the POA, the writing quality of students has been significantly improved, mainly in the content, language and structure. Secondly, students' interest in English writing has also changed greatly, that was, students were more interested in the POA class.

Pre-activity, While-activity, Post-activity (PWP)

The Pre-While-Post (PWP) framework was a widely used instructional approach in English language education. It organized lessons into three stages: pre-activity, while-activity, and post-activity. Each stage had distinct objectives and activities that contributed to effective language learning.

Jiang (2015) believed that from the teaching experience, the PWP three-stage followed the logical and progressive nature of knowledge construction. This ensured that students can accumulate fundamental knowledge in the process of reading, naturally developed reading interest, and gradually improved their reading skills, which was one of the manifestations of the effectiveness of high school English reading instruction. From the perspective of schema theory, the PWP three-stage precisely met the requirements of schema construction in the reading process, allowing students to successfully complete each stage of construction while following the progression from words to sentences to texts.

Hua(2023) combined the PWP with the activity-oriented approach in senior high school English reading teaching to cultivate students' core literacy. It was believed that PWP only specified the teaching order, didn't highlight the importance of learning activities. Teachers should optimize the application of PWP under the guidance of English learning activities, and promote the improvement of reading teaching efficiency.

Multi-modal Learning

Multi-modality examined how various semiotic resources—such as visual, gestural, spatial, linguistic—operated and were structured. In education, multi-modality broadened the concept of literacy and extended it to the diverse multi-modal communication practices that young people engaged in the digital age.

Multi-modal pedagogy involved teachers designing learning experiences that utilized various multi-modal resources (Bezemer & Kress, 2016). Teachers made choices on how curriculum content was expressed, organized, and sequenced in a multi-modal manner. The multi-modal also provides students with the opportunity to explore a variety of meaning-making resources(Lim, Towndrow, & Tan, 2021). Through a multi-modal, teachers integrated multiple meaning-building resources to organize the reading and writing learning process to create a comprehensive and engaging educational experience.

Multi-modal Literacy (van Leeuwen, 2017) dealt with how to properly interact with multi-modal texts, both critically interpreting the meaning of the text and creatively making multi-modal works. Properly engaging with multi-modal texts required an understanding of the strengths of different meaning-building resources and how they worked together to produce coherent and consistent multi-modal texts.

Project-Based Learning

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PBL has gained significant attention in mainstream education, becoming a widely adopted instructional approach. This teaching approach was helpful for students to develop independent learning through collaborative group projects. It was increasingly recognized as an effective methods of teaching English as an EFL teacher(Ngadiso et al, 2021).

This approach empowered students to control their learning through inquiry-based activities. It fostered collaboration because students were able to work together when they developed projects that demonstrated the knowledge they have gained. In project-based learning (PBL) classes, students worked in small groups to plan, execute, and present their projects.

Soleimani, Rahimi and Sadeghi (2014) attempted to study the impact of PBL on the reading ability and the improvement of vocabulary in short-term and long-term memory. The study confirmed that improvements in the PBL group were statistically significant across all measurement ranges. Using PBL had a positive effect on reading ability and vocabulary improvement.

PBL was an inquiry-based learning method that required students to investigate or research around a topic, synthesize different learning resources and interdisciplinary knowledge and skills, solve real-life problems, complete practical tasks, and create authentic work(Xu & Shi, 2016).

Xie (2019) described the general steps and practices of PBL: identifying the inquiry problem, formulating the inquiry plan, implementing the project inquiry, communicating the project results, and summarizing and evaluating the project results. Handrianto and Rahman (2019) proposed that PBL was not only a learning method involving data analysis, teamwork, and product orientation, but also a teaching approaches, because teachers can use PBL to effectively develop and deliver teaching content based on expected learning outcomes.

Conceptual Framework

Conceptual frameworks serve as research blueprints to help visualize and execute research projects. It provides a structured guide to conducting research systematically, ensuring clarity and coherence in the research process. The study aimed to describe the approaches employed by teachers and instructors in enhancing students' reading and writing skills, and describe learning difficulties of students in reading and writing, as well as the challenges encountered by teachers and instructors in English teaching. The researcher would propose instructional plans based on the findings.

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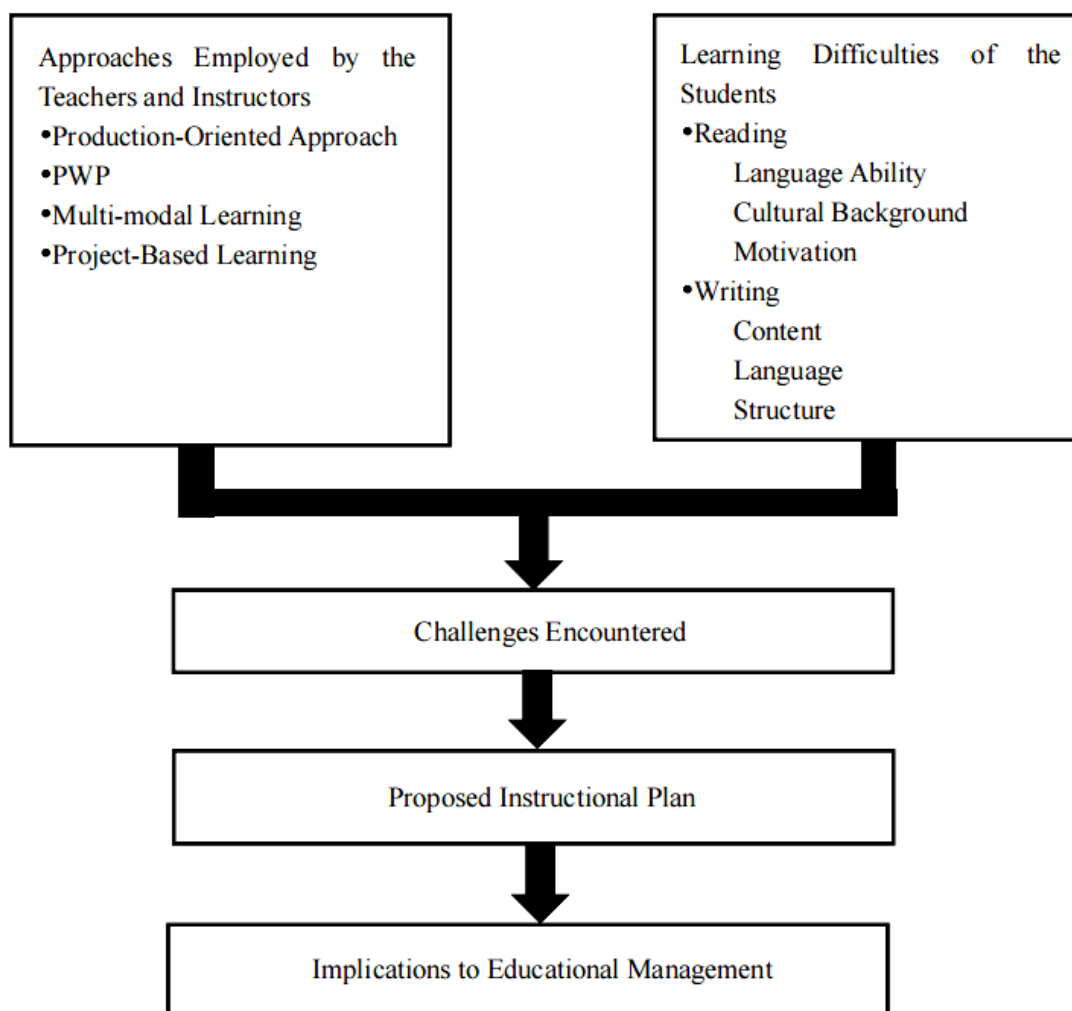


Figure 2. Paradigm of the Study

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Chapter 2 METHOD

Research Design

The deep integration of qualitative and quantitative data (mixed method) can make research results more explanatory. The research process of mixed method includes the following steps: First, during the data collection phase, researchers should understand the purpose and motivation of the research. Second, the research can start from two dimensions: sequencing and nesting. Sequencing identifies whether both research approaches are done sequentially, while nesting means whether both approaches employ a nested or non-nested design.

The motivation of this study was to propose the instructional plans. The research design was sequenced as qualitative analysis first, followed by quantitative analysis, that was, to describe the approaches utilized by the teachers and instructors through questionnaire and the interviewed would be conducted with the English teachers, instructors, students, and administrators.

Research Locale

The research study was conducted in ten (10) selected senior high school in Guangxi Zhuang Autonomous Region in China as shown in Figure 3. Situated in the southern part of China, Guangxi held the distinction of having the largest minority population in the country.



Figure 3. Map of China and Location of Guangxi

Participants of the Study

There were 150 English teachers and 30 instructors in ten (10) selected senior high school in Guangxi Zhuang Autonomous Region in China. The participants of the study were the 132 teachers and 25 English instructors.

English teachers are responsible for planning, delivering, and assessing lessons. English teachers provide individualized support to students, addressing their specific needs and

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challenges in learning. In addition to basic English teaching responsibilities with English teachers, instructors also undertake the following tasks: (1) responsible for the development and alignment of English courses to ensure that the courses meet educational standards; (2) guide less experienced teachers and provide advice on teaching strategies and approaches, classroom management and career development; (3) serve as a liaison between the English teachers and school management, reflecting the feedback, communicating the needs, goals and challenges of the department. The specific number of participants in each selected school were shown in the following table.

Categories	Teachers(N)	Instructors(N)	Percentage(%)
School 1	13	2	9.5
School 2	15	3	11.5
School 3	12	2	8.9
School 4	13	3	10.2
School 5	12	3	9.6
School 6	11	2	8.3
School 7	15	3	11.5
School 8	15	3	11.5
School 9	12	2	8.9
School 10	14	2	10.2
Total	132	25	100

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The participants' gender, age, teaching experience, and educational attainment have great influence on teachers' teaching approaches.

Items	Categories	N	Percent(%)	Cumulative Percent(%)
Gender	Male	33	21.0	21.0
	Female	124	79.0	100.0
Age	20~30	36	22.9	22.9
	31~40	66	42.0	65.0
	41~50	51	32.5	97.5
	51~60	4	2.5	100.0
Academic Degree	Bachelor's Degree	104	66.2	66.2
	Master's Degree	49	31.2	97.5
	Doctoral Degree	4	2.6	100.0

The table illustrated the striking difference in the gender distribution of teachers. The total number of participants were 157, including 132 English teachers and 25 English instructors. Among them, 33 were male, accounting for 21.0% of the total sample. There were 124 women, accounting for 79.0% of the total sample.

There were 66 teachers in the 31-40 age group, which had the largest proportion, accounting for 42.0%. In contrast, there were just four participants in the 51-60 age group, representing 2.5%. There were thirty-six participants in the 20-30 age group, representing 22.9% of the total sample. There were fifty-one participants in the 41-50 age group, representing 32.5% of the total sample.

The data showed that the distribution of educational attainment is very clear, with the largest group having a bachelor's degree at 66.2 percent; Followed by those with master's degrees, 31.2 percent; The proportion with a PhD is smaller, at 2.6 percent.

Research Instruments

The main research instrument was the questionnaire and interview. The reliability and validation of the study were assessed through statistical software SPSS 27.0 and five (5) capable experts.

The questionnaire underwent an initial review and validation by the researcher's adviser. Following revisions, the questionnaire was subsequently sent to five (5) education experts for content validation, feedback, and recommendations.

Their feedback was carefully reviewed and integrated into the revised version of the questionnaire. After thoroughly incorporating the feedback and recommendations from the five (5) validators, the researcher presented the questionnaire and interview survey design to

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her dissertation adviser. A pilot test was then conducted in two(2) senior high schools in Guangxi province.

Reliability refers to the consistency or stability of measurements. A coefficient closer to 1 suggests high reliability, meaning the measure consistently produces similar results. The overall and every dimension of reliability of questionnaire are shown in the following table.

Reliability Statistics (Cronbach Alpha)			
Items	N of Items	Corrected Item-Total Correlation	Cronbach Alpha if Item Deleted
Approaches	21	0.804	0.821
Learning Difficulties	17	0.819	0.825
Challenges	18	0.703	0.806
Cronbach a(standardized)		0.839	

According to the results from the SPSS, the reliability coefficient value of the approaches, learning difficulties and challenges was 0.821, 0.825 and 0.806, respectively. The overall cronbach alpha of the study was 0.839, which surpassed 0.800, indicating the high quality of the research data.

Validity indicates how well a measure accurately assesses the intended construct or variable. Validity coefficients are expressed between 0 and 1 as well. A higher coefficient suggests greater validity. The KMO coefficient are shown in the following table.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.712
	Approx Chi-Square	2833.152
	df	2556
Bartlett's Test of Sphericity	Sig.	.000

According to the KMO and Bartlett Test, the validity coefficient was 0.712, which surpassed 0.700, indicating that the questionnaire had a moderate level of validity.

Data Gathering Procedure

The researcher divided the data collection stage of the dissertation into two phases: preparation, data gathering.

On the preparation stage, the researcher got the permission and endorsement from the selective schools for conducting this study by using the instruments. Strict measures were taken to ensure the anonymity and confidentiality of all participants' information, including age, name, gender, grade, etc.

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For the second stage, after ensuring the questionnaire was both reliable and valid, researcher imported and coded all the items in the questionnaire on the Wenjuanxing platform.

The process of using the Wenjuanxing was divided into the following steps: (1)design the questionnaire online; (2)publish the questionnaire and set its attributes; (3)send the questionnaire link to the respondents through Wechat, SMS, QQ, Weibo, email and other channels; (4)check the survey results; (5)download survey data: if the survey is completed, users can download statistical charts to Word file for saving and printing, online SPSS analysis or download the original data to Excel and import it into SPSS for further analysis.

Data Analysis

Likert scale would be utilized in the questionnaire. The Likert scale provides a range of responses, often from "strongly agree" to "strongly disagree", allowing researcher to quantify attitudes or opinions that are otherwise difficult to measure. The scoring for questions to examine the learning approaches(Part I) based on the instrument(4-level Likert Scale questionnaire survey) was as below.

Scale	Range	Verbal Description
4	3.25-4.00	Very Often
3	2.50-3.24	Often
2	1.75-2.49	Occasionally
1	1.00-1.74	Never

The scoring for questions to examine the learning difficulties of students and challenges encountered by the teachers and instructors in teaching (Part II/III) based on the instrument(4-level Likert Scale questionnaire survey) was as below.

Scale	Range	Verbal Description
4	3.25-4.00	Strongly Agree
3	2.50-3.24	Agree
2	1.75-2.49	Disagree
1	1.00-1.74	Strongly Disagree

Reliability refers to the consistency or stability of measurements. A coefficient closer to 1 suggests high reliability, meaning the measure consistently produces similar results. The following was the coefficient range and interpretation of reliability.

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Reliability Coefficient Range	Interpretation
0.70-0.79	Acceptable Reliability
0.80-0.89	Good Reliability
0.90 and above	Excellent Reliability

Validity indicates how well a measure accurately assesses the intended construct or variable. Validity coefficients are expressed between 0 and 1 as well. A higher coefficient suggests greater validity. Here's a table outlining the range and interpretation of validity coefficients.

Validity Coefficient Range	Interpretation
0.00-0.20	Poor Validity
0.21-0.40	Fair Validity
0.41-0.60	Moderate Validity
0.61-0.80	Good Validity
0.81-1.00	Excellent Validity

During the process of data analysis, the mean/ average, standard deviation, t-test, percentage, frequency, were used in analyzing and interpreting the collected data from questionnaire.

Specifically, an average is a measure of central tendency that adds all the values in a data set and then divides by the number of values. It is a basic statistical indicator used to summarize data. The following was the formula of the mean:

$$\bar{X} = \frac{\sum_{i=1}^N X_i}{N}$$

Where \bar{X} is mean, X_i is the value of the i -th measurement, N is total number of measurements.

Subsequently, SD represents the degree to which values in a data set deviate from the mean (mean) of the data set. A large SD represents a large difference between most of the values and their mean. The formula for SD is :

$$SD = \sqrt{\frac{\sum (X_i - \bar{X})^2}{N - 1}}$$

Where X_i represents each individual value in the dataset, \bar{X} is the mean of the dataset, N is the total number of values, and \sum denotes the sum of the squared differences between

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each value and the mean. The denominator $N-1$ is used instead of N to apply Bessel's correction, which adjusts for the bias in the estimation of the population SD from a sample.

Furthermore, a percentage refers to the proportion of a particular category or value to the total number of observations. Percentages are a straightforward way to understand how a particular value or category compares to the total. The formula for calculating the percentage $P(X_i)$ of a specific value X_i is:

$$P(X_i) = \frac{f(X_i)}{N} \times 100\%$$

Where $P(X_i)$ is percentage of the value X_i , $f(X_i)$ is frequency count of the value X_i (number of times X_i appears), N is total number of observations in the data set, $\times 100\%$ is multiplier to convert the proportion to a percentage.

Ethical Considerations

All research involving human participants should be conducted with utmost consideration of ethical principles. The researcher provided sufficient research information to the participants, enabling them to participate voluntarily in this research.

Informed Consent: During the study, the researcher obtained the consent of the participants. Participants were informed of the objective of the study, the methods used, and their rights, including the right to decline participation at any time. Researcher are committed to observing all research ethics.

Confidentiality and Anonymity: The participants' identifying information was kept confidential and they were processed anonymously in the study. Additionally, all information pertaining to or supplied by the participants was strictly safeguarded and inaccessible to the public under any circumstances.

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Chapter 3

RESULTS AND DISCUSSION

1. Approaches Employed by the Teachers and Instructors to Enhance Students Reading and Writing Skills

In the process of learning English reading and writing, learning approaches refer to the methods and frameworks used to improve learners' language competence. These methods were based on pedagogical theories and aimed to improve students' specific skills such as, vocabulary acquisition, sentence structure, and overall literacy.

Table 1

Descriptive Analysis of Approaches Employed by the Teachers and Instructors(N=157)

Items	Mean			Verbal Description	Rank
	Teacher	Instructor	Total (Average)		
POA	3.53	3.48	3.505	Very Often	1
PWP	3.48	3.52	3.500	Very Often	2
Multi-modal	3.26	3.26	3.260	Very Often	4
PBL	3.32	3.57	3.445	Very Often	3

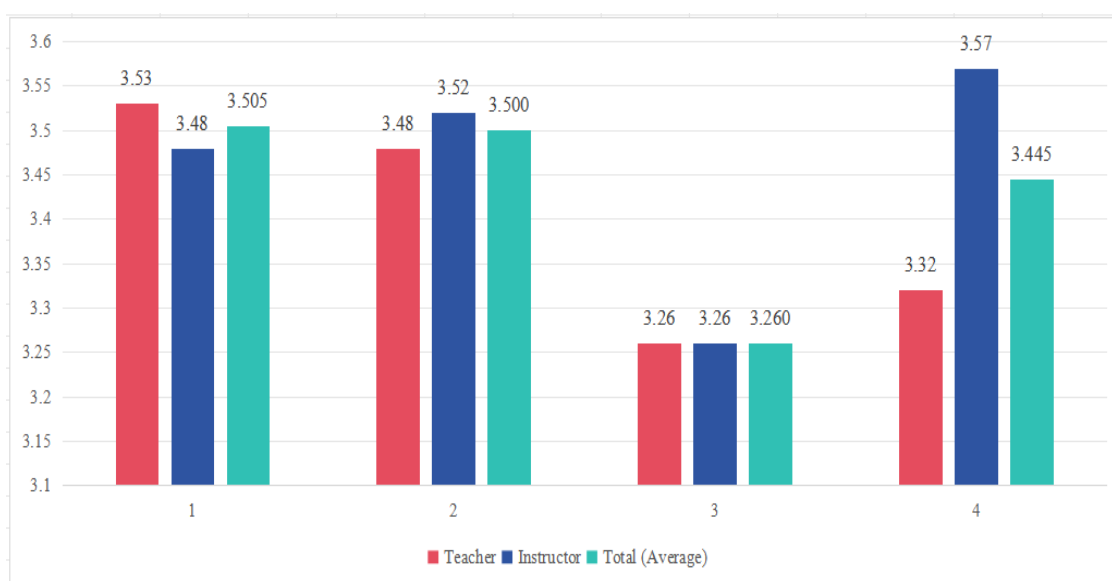


Figure 4. The Bar Chart of Mean Values for the Approaches

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The table 1 provided the mean of four teaching approaches employed by teachers and instructors to enhance students' English reading and writing skills. The approaches evaluated were the Production-Oriented Approach (POA), Pre-While-Post (PWP), Multi-modal learning, and Project-Based Learning (PBL). It can be showed that the total mean of POA was 3.505 with the verbal description of "Very Often". The POA was used very often by both teachers and instructors, ranking highest among the four approaches.

The total mean of PWP was 3.500 with the verbal description of "Very Often". Of these four approaches, it ranked second. The total mean of PBL was 3.445 with "Very Often", it placed third. The total mean of Multi-modal was 3.260 with "Very Often", it ranked fourth.

From the bar chart above, the POA showed a composite mean of 3.53 for teachers and 3.48 for instructors, and the total average was 3.505. Both teachers and instructors have similar high mean scores, indicating both of them usually employed POA.

The Pre-While-Post (PWP) approach showed a composite mean of 3.48 for teachers and 3.52 for instructors and the total average was 3.500. Both groups showed high and similar mean scores, slightly lower than POA.

Multi-modal Learning showed a composite mean of 3.26 for both teachers and instructors and the total average being 3.260. This approach had the lowest mean score among the four approached for both groups, indicating less frequent use compared to the other approaches.

Project-Based Learning (PBL) showed a mean score of 3.32 for teachers and 3.57 for instructors and the total average was 3.445. There was a notable divergence, with instructors showing a significantly higher mean score in comparison to teachers, suggesting that instructors employ PBL more frequently.

This data suggested that while there was a general preference for POA and PWP approaches across both groups, instructors are more inclined to integrate PBL into their teaching practices to enhance students' reading and writing skills.

2. Learning Difficulties of Students in English Reading and Writing

English reading instruction should focus on developing students' reading skills and helping students acquire independent reading ability, that is, they can directly read non-professional articles and can read general newspapers and magazines. Teachers should not only focus on the relationship between English language knowledge and skills, but also concentrate on many factors that affect the reading efficiency, such as emotional attitude, cultural awareness and learning approaches.

Writing was commonly regarded as the most difficult among the four language skills for many foreign language learners. Various factors can affect the development of students' L2 writing, such as their L1 writing skills, their proficiency in L2, and their writing experiences in both languages. Students struggled for a variety of reasons, including transcribing ideas, organizing ideas, maintaining accuracy, and misinterpreting instructions (Ceylan, 2019).

From the perspective of reading, the items included the following questions: Q1 (Students encounter reading difficulties when a passage contains numerous new words); Q2 (Students struggle to understand sentences due to difficulties in analyzing subordinate relationships); Q3 (Students can't understand the detail information of article due to the complexity of tense); Q4 (Students overlook the connections between paragraphs and the function of topic sentences); Q5 (Student feel difficult to understand the western idioms in the reading text);

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Q6(Students lack understanding of the social structure, political system, or current events in the target culture); Q7(Students don't think that English reading is very essential and important for them); Q8(Students are not motivated to learn and use texts and carry out reading activities in English); Q9(Students only read for tasks);

From the perspective of writing, the items included the following questions: Q1(Students can't cover all the information that should be dealt within a given topic); Q2(Students can't provide sufficient arguments and examples to support their points of view in the writing); Q3(Students' writing content is not highly relevant to the given topic); Q4(Students can't write grammatically correct sentences on their compositions); Q5(Students can't use synonyms in a composition, instead repeating the same words over and over again); Q6(Students can't make long and complex sentences flexibly); Q7(Students are unable to determine the appropriate discourse genres (narration, argumentation, exposition, description) based on different writing purposes); Q8(Students lack logical and clear connections between words and sentences, making the whole article appear chaotic and disorganized during writing activities.)

**Table 2
Descriptive Analysis of the Learning Difficulties in English Reading and Writing(N=157)**

Categories	Items	Mean			Rank
		Teachers	Instructors	Total	
Reading	Q1	3.33	3.52	3.43	8
	Q2	3.39	3.40	3.40	9
	Q3	3.42	3.48	3.45	7
	Q4	3.58	3.56	3.57	3
	Q5	3.65	3.72	3.69	1
	Q6	3.65	3.64	3.65	2
	Q7	3.61	3.48	3.55	5
	Q8	3.54	3.40	3.47	6
	Q9	3.52	3.60	3.56	4
Writing	Q1	3.57	3.48	3.53	5.5
	Q2	3.64	3.64	3.64	1
	Q3	3.62	3.44	3.53	5.5
	Q4	3.53	3.60	3.57	3.5

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Q5	3.61	3.52	3.57	3.5
Q6	3.53	3.44	3.49	6
Q7	3.52	3.60	3.56	4
Q8	3.57	3.68	3.63	2

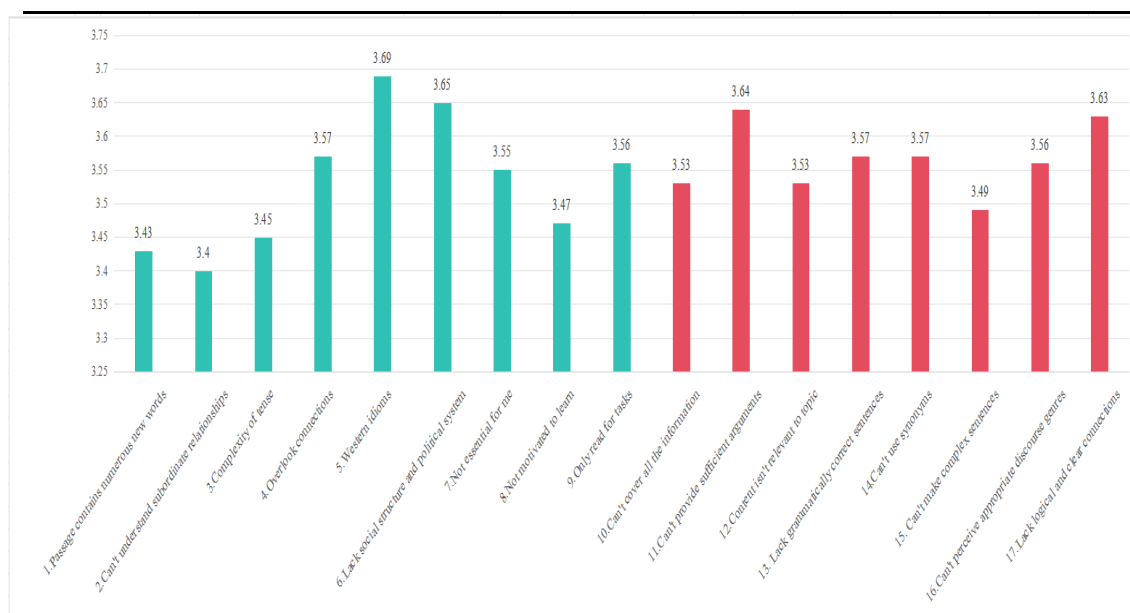


Figure 5. The Bar Chart of Mean Values for the Learning Difficulties

In the table and bar chart above, the learning difficulties in reading ability, cultural background and motivation mainly focus on (1) Student feel difficult to understand the western idioms in the reading text with the mean of 3.69; (2) Students lack understanding of the social structure, political system, or current events in the target culture with the mean of 3.65; (3) Students overlook the connections between paragraphs and the function of topic sentences with the mean of 3.57.

The learning difficulties in writing content, language and structure mainly focus on (1) Students can't provide sufficient arguments and examples to support their points of view in the writing with the mean of 3.64; (2) Students lack logical and clear connections between words and sentences, making the whole article appear chaotic and disorganized during writing activities with the mean of 3.63; (3) Students can't write grammatically correct sentences on their compositions and Students can't use synonyms in a composition, instead repeating the same words over and over again with the mean of 3.57.

3. The Challenges Encountered by the Teachers and Instructors in Teaching English Reading and Writing

Given the importance of writing and reading, many EFL teachers found them challenging to teach. Indeed, developing English reading and writing skills involving improving learners' linguistic and communicative abilities, which made this task particularly difficult.

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In addition to challenges encountered in teaching reading and writing, English teachers also faced inadequate teaching resources and challenges in school teaching management, such as teaching materials that may be inadequate or outdated, failing to meet the diverse needs of students, and schools evaluating teachers' performance based on students' academic performance, etc.

In this section, the challenges encountered in reading and writing would be described from three dimensions: instructional process, available materials, and schools' management.

Table 3

Descriptive Analysis of the Challenges Encountered by the Teachers and Instructors during Reading and Writing Teaching (N=157)

Items	Mean		Total	Rank
	Teacher s	Instructors		
Challenges in Instructional Process				
Education policies and curriculum standards may have unclear or insufficient requirements for cultural awareness, which may leave me lacking clear guidance in my reading and writing teaching.	3.510	3.560	3.535	1
I have difficulty in motivating students to prepare for the lessons in advance and review the knowledge we've learned.	3.460	3.600	3.530	2
I find it challenging to apply various teaching strategies and techniques to address the reading and writing issues of students with different levels of competence.	3.540	3.440	3.490	3
Limited class time make me feel challenge to provide comprehensive assessment about students' performance in Class.	3.370	3.600	3.485	4
I don't know how to design the innovative activities for developing students' critical ability in writing and reading lessons.	3.600	3.240	3.420	5
Challenges in Available Materials				
I have few chances for off-campus training concerning reading and writing, which limits my professional growth in teaching.	3.780	3.960	3.870	1

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I'm only provided with textbooks, lacking sufficient supplementary materials such as audio, visual, and audiovisual resources.	3.820	3.800	3.810	2
I don't know how to effectively integrate technology into reading and writing instruction, such as using digital tools for drafting and collaborative assessment.	3.710	3.720	3.715	3
I don't thoroughly understand the new teaching methods advocated by the curriculum standards, making it difficult to grasp and manage the activities in the textbooks.	3.470	3.880	3.675	4
The textbooks contain a large amount of teaching content, but the class hours are limited, making it difficult for me to complete teaching tasks both qualitatively and quantitatively.	3.390	3.920	3.655	5
I believe the textbooks are too difficult and feel overwhelmed by some of the new requirements set forth by the curriculum standards.	3.420	3.840	3.630	6
Textbooks often provide a limited view of English-speaking cultures, which leads to an incomplete understanding of the target language's culture.	3.500	3.520	3.510	7
Challenges in Schools' Management				
The school does not provide policies that motivate me to conduct research-based projects concerning reading and writing, thus separating teaching from research.	3.810	3.800	3.805	1
The school doesn't offer me sufficient opportunities to collaborate with teachers in other subjects, which hinders the development of interdisciplinary teaching strategy.	3.460	3.920	3.690	2
There is limited networking and communication about reading and writing strategies among the English teaching staff of different grades in our school.	3.600	3.760	3.680	3

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The insufficient allocation of writing instruction hours by the school results in students lacking adequate classroom practice time.	3.700	3.400	3.550	4
The schedule is too tight, thus the time to prepare for the next class is inadequate for me.	3.500	3.320	3.410	5
There are numerous responsibility assigned to me aside from the teaching, leaving me insufficient time to adequately prepare for my reading and writing lessons.	3.240	3.520	3.380	6

As shown in the table, to the instructional process, the problems mainly focus on (1)Education policies and curriculum standards may have unclear or insufficient requirements for cultural awareness, which may leave teachers and instructors lacking clear guidance in their reading and writing teaching with the mean of 3.535; (2)Teachers and instructors had difficulty in motivating students to prepare for the lessons in advance and review the knowledge they've learned with the mean of 3.530; (3)Teachers and instructors found it challenging to apply various teaching strategies and techniques to address the reading and writing issues of students with different levels of competence with the mean of 3.490.

To the available materials, it mainly focus on (1)Teachers and instructors had few chances for off-campus training concerning reading and writing, which limited their professional growth in teaching with the mean of 3.870; (2)Teachers and instructors were only provided with textbooks, lacking sufficient supplementary materials such as audio, visual, and audiovisual resources with the mean of 3.810; (3)Teachers and instructors didn't know how to effectively integrate technology into reading and writing instruction, such as using digital tools for drafting and collaborative assessment with the mean of 3.715.

To schools' management, it mainly focus on (1)The school didn't provide policies that motivated teaches and instructors to conduct research-based projects concerning reading and writing, thus separating teaching from research with the mean of 3.805; (2)The school didn't offer teachers and instructors sufficient opportunities to collaborate with teachers in other subjects, which hindered the development of interdisciplinary teaching strategy with the mean of 3.690; (3)There was limited networking and communication about reading and writing approaches among the English teaching staff of different grades in our school with the mean of 3.680.

4. Proposed Instructional Plans

English teachers described the learning difficulties of students in English reading and writing as related to reading language ability, cultural background, and motivation, as well as writing content, language, and structure. They also identified challenges encountered in teaching English reading and writing, including issues in the instructional process, available materials, and schools' management. The aim of this comprehensive solution plan is to address these challenges, ensuring that the educational efforts are both significant and sustainable. The details of instructional plans were presented below.

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4.1 Learning Difficulties in Reading Ability, Cultural Background and Motivation

Students feel difficult to understand the western idioms in the reading text. Teachers should select some reading books on the cultural interpretation behind idioms and organize idiom knowledge contest.

Students lack understanding of the social structure, political system, or current events in the target culture. Teachers can integrate cultural studies into the curriculum, including teaching of social structures, political systems, and current events (integration moral education). Instructors can carry out Model United Nations (MUN) competition; Schools should organize classes to build English culture corners, and provide class funds for the purchase of related books.

4.2 Learning Difficulties in Writing Content, Language, Structure

Students can't provide sufficient arguments and examples to support their points of view in the writing. Teacher should conduct workshops on argumentative writing techniques and implement peer review sessions to practice argumentation skills, as well as provide targeted feedback on students' use of examples and arguments.

4.3 Challenges Encountered in Instructional Process

Education policies and curriculum standards may have unclear or insufficient requirements for cultural awareness, which may leave teachers lacking clear guidance in my reading and writing teaching. School should provide feedback to the syllabus designer in hopes of developing clear complementary guidelines and curriculum standard for integrating the cultural awareness in the curriculum.

4.4 Challenges Encountered in Available Materials

Teachers have few chances for off-campus training concerning reading and writing, which limits my professional growth in teaching. (a) School should work with educational institutions to increase opportunities for online training programs and webinars, as well as establish a mentorship program where experienced teachers share knowledge and resources; (b) Training Fund: a special training fund is set up to support teachers to attend external seminars, training courses or academic conferences; (c) Travel support: travel and accommodation subsidies are provided to teachers participating in external training to reduce their financial burden; (d) Study Leave: paid study leave is provided to encourage teachers to pursue further studies or higher degrees.

4.5 Challenges Encountered in Schools' Management

The school does not provide policies that motivate teachers and instructors to conduct research-based projects concerning reading and writing, thus separating teaching from research. (a) Schools develop policies to allocate time and resources for teachers to engage in research-based projects; (b) Research Grants: special research funds are provided to encourage faculty to undertake research projects related to reading and writing; (c) Performance Incentives: establish a performance incentive mechanism that links research outcomes to teachers' annual evaluations, salary increases, and promotions to motivate teachers to participate in research.

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5. Implications of the Study to Educational Management

The findings of this study have the important implications for educational management.

To English teachers professional development. This study can draw more attention from teachers and instructors to teaching approaches in reading and writing. To successfully implement teaching approaches like the Production-Oriented Approach (POA), Pre-While-Post (PWP), Multi-modal learning, and Project-Based Learning. English teachers and instructors can engage in continuous learning and skill enhancement. In particular, the exploration of multi-modal teaching approaches can improve teachers' ability to use instructional resources comprehensively, which in line with the *New Standard of English Curriculum* in senior high school. This commitment not only fosters their professional growth but also significantly improve the effectiveness of their teaching approaches.

To English instructors: By describing the learning approaches and analyzing learning difficulties of students' in reading and writing, instructors can organize more activities and workshops to discuss and share their practical experience about the POA, PWP, Multi-modal and PBL, thereby raising the overall teaching standards of the team. In addition, as a liaison between teachers and school administrators, instructors are able to communicate students' learning difficulties and teachers' challenges to the school administrators in a promptly way.

To the curriculum planners: Through this study, curriculum designers will realize the numerous challenges teachers and instructors faced in using textbooks. The results of the analysis can provide curriculum planners with recommendations to better adjust and design authentic textbook content. They can provide teachers with clear guidance and sufficient supplementary materials to more effectively meet the learning needs of teachers and students.

To the school leaders and school administrators: School administrators will focus on these challenges and assess whether similar problems exist in their own institutions. They will implement effective measures, such as: optimizing the scheduling of English writing classes, offering incentives to encourage teachers to engage in pedagogical research, and fostering interdisciplinary communication.

To future researchers: This study can provide future researchers with a reference for research methods and analytical frameworks, helping them conduct and enhance similar studies, as well as make complement for the learning approaches research in senior high school.

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Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Findings

Learning Approaches

This present study depicted that the English teachers and instructors in selected senior high school mostly employed the learning approaches were Production-Oriented Approach(POA). It can be explained by the data that the grand mean of POA was 3.51, PWP(3.50), PBL(3.45), Multi-modal (3.26), which meant most of the teachers and instructors focused on the production of the knowledge, and creating real-life scenarios to engage students in reading and writing activities, focusing on output-driven tasks, teachers-students collaborative assessment and teachers and instructors being the designer of instructional steps, the guider of classroom activities, and the builder of knowledge scaffolding.

Learning Difficulties of Students in Reading and Writing

To the reading language ability, cultural background and motivation, the grand mean of teachers was 3.52 and the SD was 0.688 with the verbal description of "Strongly Agree". The grand mean of instructors was 3.53 and the SD was 0.524 with the verbal description of "Strongly Agree". The learning difficulties of students concerning reading ability, cultural background and motivation mainly focus on: (1)Student feel difficult to understand the western idioms in the reading text; (2)Students lack understanding of the social structure, political system, or current events in the target culture; (3)Students overlook the connections between paragraphs and the function of topic sentences.

To the writing content, language, structure, the grand mean of teachers was 3.57 and the SD was 0.678 with the verbal description of "Strongly Agree". The grand mean of instructors was 3.55 and the SD was 0.510 with the verbal description of "Strongly Agree". The learning difficulties concerning writing content, language, structure mainly focus on: (1)Students can't provide sufficient arguments and examples to support their points of view in the writing; (2)Students lack logical and clear connections between words and sentences, making the whole article appear chaotic and disorganized during writing activities; (3)Students can't write grammatically correct sentences on their compositions; (4)Students can't use synonyms in a composition, instead repeating the same words over and over again.

The Challenges Encountered by the Teachers and Instructors in Teaching English Reading and Writing

To the instructional process, the challenges mainly focus on (1)Education policies and curriculum standards may have unclear or insufficient requirements for cultural awareness, which may leave teachers lacking clear guidance in their reading and writing teaching, which ranked the first; (2)Teachers have difficulty in motivating students to prepare for the lessons in advance and review the knowledge they've learned, which ranked the second; (3)Teachers find it challenging to apply various teaching strategies and techniques to address the reading and writing issues of students, which ranked the third.

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To the available materials, it mainly focus on (1)Teachers have few chances for off-campus training concerning reading and writing, which limits their professional growth in teaching, which ranked the first; (2)Teachers are only provided with textbooks, lacking sufficient supplementary materials such as audio, visual, and audiovisual resources, which ranked the second; (3)Teachers don't know how to effectively integrate technology into reading and writing instruction, such as using digital tools for drafting and collaborative assessment, which ranked the third.

To the schools' management, it mainly focus on (1)The school don't provide policies that motivates teachers to conduct research-based projects concerning reading and writing, thus separating teaching from research, which ranked the first; (2)The school don't offer teachers sufficient opportunities to collaborate with teachers in other subjects, which hinders the development of interdisciplinary teaching strategy, which ranked the second; (3)There is limited networking and communication about reading and writing approaches among the English teaching staff of different grades in our school, which ranked the third.

Conclusions

Based on the results and findings of the study, the following conclusions were drawn:

It was manifested that teachers and instructors particularly employed the POA, PWP and PBL, which meant most of them focusing on the production of the knowledge, creating real-life scenarios, highlighting output-driven tasks, emphasizing teachers-students collaborative assessment.

However, according to the data, the Multi-modal ranked the fourth. That meant most teachers and instructors had the limited exploration of multi-modal teaching, which failed in line with the 2022 version new standard curriculum in senior high school. Schools should organize training courses and seminars on multi-modal teaching to help teachers understand the concepts of Multi-modal, motivating them to master relevant instructional technologies, and encouraging teachers and instructors to jointly explore Multi-modal elements and share resources. Initiate a pilot project of Multi-modal in schools, select some teachers of instructors as pioneers, and gradually promote the application of multi-modal.

The learning difficulties of students in reading and writing mainly focused on: (a)Student feel difficult to understand the western idioms in the reading text; (b)Students can't provide sufficient arguments and examples to support their points of view in the writing.

For the challenges encountered in instructional process mainly focus on (a)Education policies and curriculum standards may have unclear or insufficient requirements for cultural awareness, which may leave teachers lacking clear guidance in reading and writing teaching. For the challenges encountered in available materials, school can work with educational institutions to increase opportunities for training programs and webinars, establishing the mentor-ship programs, and providing the travel and accommodation subsidies for the teachers for off-campus training. For the challenges encountered in schools' management, school should adjust the writing class schedule and purchase accounts of the online platform resources for the teachers and instructors.

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Recommendations

Based on the preceding discussion of the findings and conclusions, the following recommendations are offered:

1. Instructors should organize workshops and training sessions that focusing on various effective reading and writing approaches. Especially for Multi-modal, which was consistent with the new curriculum standard in English. They should organize training courses and seminars on Multi-modal to help teachers understand the concepts of Multi-modal and master relevant instructional technologies, so as to encourage teachers to jointly explore multi-modal elements and resources(such as Nearpod, Padlet, and ChatGPT-4.0). They should initiate a pilot project of Multi-modal in schools and select some teachers as pioneers, and gradually promoting the application of Multi-modal.

2. Teachers should pay more attention to the teaching approaches and professional development growth. Regarding to the teaching approaches, teachers should implement some targeted grammar teaching focusing on sentence structure and common errors(tense, clauses, non-finite verbs, and passive voice), utilizing thesaurus activities and vocabulary-building approaches(based on the prefix, suffix, stems), as well as carrying out the Model United Nations(MUN) competition, along with organizing after-school tiered tutoring classes for fostering students' ability in reading and writing. To the professional development growth, teachers should be encouraged to actively participate in lesson study activities, such as "Different Approaches to the Same Lesson", teaching demonstrations and competitions.

3. School should focus on the schedule arrangement, supporting instructional resources and teachers training programs. For the schedule arrangement, school should put much attention to English writing courses and allocate enough time for students to practice in class. For the instructional resources, school should strategically allocate additional resources to address the challenges associated with limited availability. This allocation should include advanced instructional technologies and comprehensive essential materials for enhancing students' reading and writing competence and academic performance. For the teachers training programs, school should(a)work with educational institutions to increase opportunities for online or offline training programs and webinars; (b)establish a mentor-ship program where experienced teachers share knowledge and resources; (c)a special training fund(transportation and accommodation subsidies) should be set up to support teachers to attend external seminars, training courses or academic conference.

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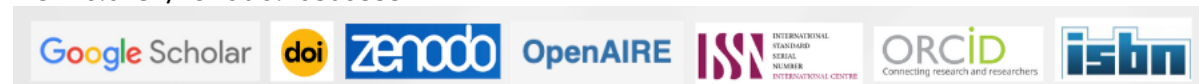
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