



Philippine MATATAG English curriculum: a Tyler-based document analysis

Ahmad Dindang Mababaya¹, Rojab Siti Rodliyah², Galang Adhitha Mahardhika³

¹ Wisdom Islamic School, Davao City, Philippines

^{1,2,3} Universitas Pendidikan Indonesia, Bandung, Indonesia

ahmad_m@upi.edu¹, rojab@upi.edu², galangadh@upi.edu³

ABSTRACT

The Philippine MATATAG Curriculum has prompted discussions of implementation challenges based on early teachers' experiences; however, the internal design coherence of the English curriculum guide remains underexamined. This study aims to evaluate the internal alignment of the MATATAG English curriculum guide using Tyler's curriculum development model and to identify design strengths and limitations across its objectives, content direction, organization of learning experiences, and evaluation guidance. The study employs qualitative document analysis of the MATATAG English curriculum guide (Grades 4 and 7), mapping relevant statements and sections to Tyler's four guiding questions and organizing evidence in an analytic matrix to trace alignments, gaps, and internal tensions. Findings suggest that the guide generally reflects a coherent objectives-content-organization-evaluation logic, supported by clear standards, spiral progression with vertical and horizontal articulation, and an emphasis on authentic and formative assessment. The areas for improvement remain, particularly in the operational clarity of learning strategies, the provision of more concrete assessment exemplars, and the articulation of implementation supports for resource-diverse and linguistically varied classrooms. These results offer insights to help educators and policymakers refine MATATAG English enactment across Philippine school contexts.

ARTICLE INFO

Article History:

Received: 7 Oct 2025

Revised: 17 Jan 2026

Accepted: 24 Jan 2026

Publish online: 8 Feb 2026

Keywords:

curriculum analysis; ESL;
Philippine MATATAG
curriculum; Ralph Tyler model

Open access

Curricula: Journal of Curriculum
Development is a peer-reviewed
open-access journal.

ABSTRAK

Penerapan nasional Kurikulum MATATAG di Filipina memicu diskusi tentang tantangan implementasi berdasarkan pengalaman awal guru. Namun, koherensi rancangan internal panduan kurikulum Bahasa Inggris masih jarang ditelaah. Penelitian ini bertujuan mengevaluasi keselarasan panduan Kurikulum MATATAG Bahasa Inggris dengan model pengembangan kurikulum Tyler serta mengidentifikasi kekuatan dan keterbatasan desainnya. Studi ini menggunakan analisis dokumen kualitatif terhadap panduan Kurikulum MATATAG Bahasa Inggris (Kelas 4 dan 7) dengan memetakan bagian-bagian relevan ke empat pertanyaan Tyler dan menyusun bukti dalam matriks analitik untuk menelusuri keselarasan, celah, dan tegangan internal. Temuan menunjukkan bahwa panduan tersebut umumnya mencerminkan logika tujuan-konten-organisasi-evaluasi yang koheren, ditopang oleh standar yang jelas, progresi spiral dengan artikulasi vertikal/horizontal, serta penekanan pada asesmen autentik dan formatif. Meski demikian, penguatan masih diperlukan pada kejelasan operasional strategi pembelajaran, contoh asesmen yang lebih konkret, dan perumusan dukungan implementasi bagi kelas dengan sumber daya dan latar linguistik yang beragam. Hasil ini memberikan wawasan untuk membantu pendidik dan pembuat kebijakan menyempurnakan penerapan MATATAG dalam bahasa Inggris di berbagai konteks sekolah di Filipina.

Kata Kunci: analisis kurikulum; ESL; kurikulum MATATAG Filipina; model Ralph Tyler

How to cite (APA 7)

Mababaya, A. D., Rodliyah, R. S., & Mahardhika, G. A. (2026). Philippine MATATAG English curriculum: a Tyler-based document analysis. *Curricula: Journal of Curriculum Development*, 5(1), 261-274.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

Copyright

2026, Ahmad Dindang Mababaya, Rojab Siti Rodliyah, Galang Adhitha Mahardhika. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

<https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: ahmad_m@upi.edu

INTRODUCTION

Curriculum analysis plays a fundamental role in English language education, particularly in English as a Second Language (ESL) contexts where learners are expected to develop functional communicative competence for participation in multilingual local settings and wider global communication (Emilia et al., 2025; Reinders & Benson, 2017; Santos et al., 2022). Because English learning outcomes are influenced not only by classroom practices but also by how curriculum guides articulate competencies, progression, and assessment signals, curriculum analysis offers a necessary lens for judging whether a curriculum's internal design and alignment plausibly support the language development it intends to promote (Barrot, 2021; Chhatra et al., 2024; Graves, 2021). In the Philippines, this concern is especially timely as the Department of Education (DepEd) seeks to strengthen foundational learning and recalibrate curricular expectations across grade levels through the republic's latest instructional shift, the MATATAG Curriculum. As a national reform, MATATAG inevitably raises questions about how English learning objectives, content emphases, learning experiences, and evaluation directions are articulated and aligned within the official curriculum guide.

Recent scholarship on MATATAG has grown, and much of it has understandably focused on implementation realities and teachers' experiences during early uptake. Several studies document practical challenges and adaptive responses, including instructional adjustments, classroom constraints, and the need for institutional support and teacher capacity-building (Cachero, 2025; Hernández & Ngilangil, 2025; Montero & Ducot, 2025; Soriano, 2025). Other works concentrate on concrete instructional artifacts and curriculum-aligned materials, such as learning activity sheets and modality-specific resources intended to support teaching under MATATAG (Enorme & Punzalan, 2025). Emerging analyses also consider how MATATAG may interact with longstanding issues in the Philippine curriculum tradition, including spiral progression and the pursuit of communicative competence within structured curricular designs (Alvarado, 2023). These studies contribute valuable insight into how MATATAG is experienced and operationalized on the ground; however, they tend to treat the curriculum guide largely as a background policy text rather than as the primary object of systematic analysis.

This pattern points to a clear research gap: while implementation-oriented and materials-oriented research is expanding, there remains limited work that interrogates the internal coherence of the MATATAG English curriculum guide itself, specifically, the strength of alignment among objectives, learning experiences, organization of content and progression, and evaluation directions as presented in the guide. Curriculum analyses in Southeast Asia, including comparative work on English education departments and curricula, show how structured frameworks can reveal design assumptions and alignment issues that may not surface through descriptive commentary alone (Asyifa et al., 2025; Muhamad & Ibrahim, 2025; Nasir et al., 2023). Building on this trajectory, a focused, model-guided analysis of MATATAG English can contribute a more defensible account of what the policy document prioritizes and what kinds of learning and assessment relationships it implicitly constructs.

In this study, Tyler's curriculum development model serves as the analytical framework for examining MATATAG English. In his book entitled "*Basic Principles of Curriculum and*

Instruction”, Tyler’s rationale offers a disciplined set of questions that foreground alignment across four curriculum components: 1) Educational purposes; 2) Learning experiences; 3) Organization of experiences; and 4) Evaluation. Although Tyler’s model is often characterized as objectives-centered and linear, recent scholarship re-examines Tyler’s objectives-based rationale within contemporary curriculum innovation frameworks (Al-Awaid & Hussain, 2025; Burns, 2024; Ibeh, 2022). For a curriculum reform such as MATATAG, where policy texts provide explicit competencies and suggested approaches, Tyler’s framework can serve as a systematic lens to identify both areas of alignment and points at which curricular intent may be under-specified, unevenly supported, or difficult to evaluate in practice.

Accordingly, the scientific novelty of this article lies in its systematic, framework-guided analysis of the MATATAG English curriculum guide as a policy document, using Tyler’s model to examine coherence across objectives, content direction, organization of learning experiences, and evaluation guidance (Burns, 2024). Rather than centering implementation perceptions alone, the study positions the curriculum guide itself as the primary evidence base. It uses Tyler’s four-part structure to surface strengths, tensions, and design implications relevant to ESL instruction in multilingual Philippine classrooms (Graves, 2021).

Based on this framing, the study addresses two main research problems: the extent to which the MATATAG English curriculum guide demonstrates alignment among objectives, learning experiences, organization, and evaluation, and the strengths and limitations that emerge when the guide is examined through Tyler’s curriculum development model. Accordingly, this study asks how the MATATAG English curriculum aligns with Tyler’s model, particularly in relation to objectives, content, organization of learning experiences, and evaluation, and what strengths and limitations are evident from such an analysis. The purpose of this study is to provide a structured curriculum analysis of the MATATAG English curriculum guide using Tyler’s model in order to generate theory-informed and evidence-based insights that can inform curriculum refinement and support educators, curriculum developers, and school leaders as the implementation of MATATAG progresses.

LITERATURE REVIEW

English Curriculum Reform and Coherence in Philippine ESL Contexts

Curriculum reforms in English education rarely emerge in isolation; they arise within enduring debates about English’s societal role, curriculum purpose, and the evidence by which learning is judged (Burner & Carlsen, 2023; Kreijkes & Greateorex, 2024). In the Philippines, English serves dual purposes: as a vehicle for local academic engagement, and as a bridge to global participation, creating ongoing tension between communicative aims and assessable competencies (Santos et al., 2022). This dynamic is most evident during reforms, when shifts in skills, text types, and progression patterns must be translated into curriculum language that teachers can operationalize (Barrot, 2021; Graves, 2021). Philippine efforts to embed communicative competence within spiral designs, for instance, highlight the challenge of sustaining such a balance amid resource variability (Alvarado, 2023).

These reform pressures are reflected in MATATAG, a national initiative to streamline curricular requirements and refine grade-level sequencing. At the same time, concerns about the enactment of the English curriculum did not begin with MATATAG. Earlier evaluations of

K-12 English implementation documented persistent gaps between curricular expectations and classroom realities, creating a baseline of implementation pressures that the current reform seeks to address (Estrellado, 2023; Miradora, 2022; Saro et al., 2024). While policy rhetoric emphasizes learner-centered principles, a more pressing concern is whether the curriculum guide establishes a coherent trajectory from broad aims to concrete, evaluable outcomes. Such coherence proves essential in ESL contexts, where language and literacy development demands deliberate pacing suited to varied classroom conditions (Graves, 2021; Reinders & Benson, 2017).

MATATAG English Scholarship and the Coherence Gap

That question of design clarity has driven recent scholarship on MATATAG, which has centered on initial implementation, identifying persistent obstacles including time constraints, resource limitations, and disparate learner preparedness (Cachero, 2025; Gulmayo & Subillaga, 2025; Hernández & Ngilangil, 2025; Montero & Ducot, 2025; Soriano, 2025; Wabingga & Tomakin, 2024). Concurrently, researchers have produced aligned resources, such as instructional modules and context-specific activity sheets, to render outcomes more feasible amid practical delivery demands (Eludo-Lamanilao & Lamanilao-Agdana, 2025; Enorme & Punzalan, 2025; Malinao & Miano, 2025; Torrefiel et al., 2025). These combined contributions reveal implementation pressures while assuming underlying design clarity in the curriculum guide, a premise amenable to direct scrutiny of the document. Still, their strength in capturing teacher realities comes at the expense of limited engagement with the guide's internal architecture, leaving foundational questions of alignment unanswered.

Building on these implementation-focused strands, a clearer account of MATATAG's design coherence as a curriculum guide remains necessary. It is precisely this kind of methodical approach that remains infrequent amid expanding MATATAG literature on enactment barriers and adaptive materials, particularly regarding systematic scrutiny of the guide's internal coherence as a design system (Cachero, 2025; Enorme & Punzalan, 2025; Hernández & Ngilangil, 2025; Montero & Ducot, 2025; Soriano, 2025). This gap matters because design ambiguity can amplify teachers' interpretive demands in heterogeneous settings. To address this, the present study applies Tyler's model to the MATATAG English guide, acknowledging its constraints while harnessing its strengths for alignment appraisal (Al-Awaid & Hussain, 2025; Burns, 2024). Through this scholarly positioning, the study clarifies what the guide prioritizes and what design implications follow for ESL pedagogy in multilingual Philippine classrooms (Graves, 2021; Santos et al., 2022).

Tyler's Model and Alignment as an Analytic Lens

Such gaps call for rigorous examination using an analytical framework that highlights structural relationships, such as Tyler's model, which is enduring for its capacity to assess alignment among curriculum purposes, learning experiences, organization, and evaluation. Critics note its ties to linear, objectives-led design, which may sideline spontaneous learning (Al-Awaid & Hussain, 2025). However, contemporary reassessments affirm its utility for coherence evaluation, demanding explicit benchmarks (Burns, 2024; Ibeh, 2022). For official

policy texts, this approach suits well: learner-centered intentions still require articulated goals and measurable attainment signals, with Tyler's questions exposing where rationales may streamline complex language processes, including emergent ESL interactions, thereby bolstering structural integrity.

The stakes of alignment are especially high in English curricula, where it extends beyond procedure to shape instructional priorities and what becomes visible in assessment (Barrot, 2021; Graves, 2021). Disparities characterized by robust communicative objectives paired with vague evaluation undermine realizable intent. Framework-driven analyses, therefore, retain relevance even as curriculum discourse expands beyond rigid linearity (Al-Awaid & Hussain, 2025). Regionally, Philippine-Indonesian comparisons illustrate how structured approaches reveal design presuppositions and progression rationales that move beyond cursory observation, reinforcing the value of treating curriculum documents as substantive data sources and of using explicit analytic frames to increase transparency about design implications (Asyifa et al., 2025; Muhamad & Ibrahim, 2025; Nasir et al., 2023).

METHODS

This study employed a qualitative document analysis to examine the Philippine MATATAG English curriculum guide using Tyler's curriculum development model as the primary analytical lens (Morgan, 2022). Tyler's framework provides a structured set of criteria for interrogating curriculum coherence through four interrelated components: 1) Educational purposes or objectives; 2) Selection of learning experiences and content; 3) Organization of learning experiences; and 4) Evaluation. In the present study, Tyler's model was used not as a prescriptive template for curriculum design but as a systematic guide for analyzing alignment and identifying strengths and limitations within the curriculum document.

The primary document analyzed was the official 2023 MATATAG English curriculum guide issued by the Philippine Department of Education (DepEd). The analysis focused on curriculum components that correspond directly to Tyler's four questions, including the stated learning objectives and intended learning outcomes, the recommended content and text-related emphases, the suggested pedagogical and learning experiences, the implied sequencing or organization across learning areas, and the forms or directions of assessment and evaluation described in the guide. Because the study was document-based, it did not involve human participants, classroom observations, or the collection of empirical interview/survey data.

The analysis proceeded in three stages. First, the curriculum guide was read iteratively to identify statements and sections relevant to the four Tyler components. Second, these extracted segments were coded and organized into an analytic matrix aligned with Tyler's model (objectives, content/learning experiences, organization, and evaluation), thereby enabling systematic examination of patterns of alignment, gaps, and internal inconsistencies (Morgan, 2022). Third, interpretive memos were developed to connect the document-level patterns to relevant curriculum and ESL scholarship, with particular attention to coherence between intended outcomes, suggested learning experiences, and assessment direction, while remaining attentive to how "intended" curriculum claims may shift when enacted in diverse multilingual classrooms (Barrot, 2021; Graves, 2021).

To strengthen analytic rigor, interpretations were grounded in explicit textual evidence from the curriculum guide (e.g., stated outcomes, prescribed practices, and assessment directions), and claims were framed to reflect what the document supports rather than what implementation might look like across contexts (Morgan, 2022). As a document-based curriculum analysis, the study's conclusions are necessarily bounded by what is specified within the curriculum guide and do not attempt to generalize teacher enactment, learner performance, or school-level implementation outcomes.

RESULTS AND DISCUSSION

Objectives in MATATAG English

The latest English curriculum has identified the range of foundational and advanced skills required of Filipino learners to meet the demands of multilingualism and multiculturalism. Specifically, these objectives are articulated through skill-based outcomes that focus on core areas such as reading, writing, listening, and speaking. As indicated on page 26 of the official MATATAG English Curriculum Guide, the Learning Area Standard for English frames proficiency not only in the four macro skills but also in learners' capacity to use English "in multiple modes" and to engage with texts critically and meaningfully. This emphasis on functional and situational proficiency in language aligns closely with the criteria set forth by Tyler in his book, *"Basic Principles of Curriculum and Instruction"* which state that objectives should be specific, actionable, contextual, and clear. These objectives help guide teachers to align their instruction with both national priorities and internationally recognized standards in English proficiency.

Furthermore, the DepEd guidelines, on page 26, detail the development of literacy and communicative competence, indicating that learners are expected to "critically analyze, appreciate, and respond to a wide array of literary and informational texts, utilizing these resources to broaden their understanding, perspectives, and creativity." These objectives align with the attention Tyler gave to developing intellectual capacities and proficiency useful in both academic and social settings.

Likewise, on the same page, the Philippine curriculum sets cultural awareness as an important educational purpose, which directs students to develop "a deep appreciation and understanding of their cultural heritage, instilling a sense of pride and identity that fosters cultural literacy and promotes mutual respect and understanding in diverse social and educational environments." This places a dual emphasis on cultural and linguistic competence, underscoring a holistic approach to preparing learners for meaningful engagement in local and international contexts. Notably, these standards are stated at the level of the learning area, serving as broad anchors that must subsequently be operationalized through grade-level content standards, performance standards, and learning competencies.

In a related vein, the MATATAG curriculum demonstrates an awareness of the diverse linguistic backgrounds of Filipino students. This inclusivity is essential, as language education in the Philippines must not only advance English proficiency but also respect the country's multilingual context. Compared with Tyler's framework, the curriculum's objectives are designed to promote holistic growth, equipping students with language skills necessary for

active participation in global contexts while reinforcing national identity and cultural values (Emilia et al., 2025; Reinders & Benson, 2017). This dual focus aligns with Tyler's view that objectives should be both academically rigorous and personally meaningful, fostering both technical proficiency and personal development.

Content Focuses on MATATAG English

The MATATAG English curriculum encompasses a thoughtful selection of content to improve language proficiency and ensures that materials are prepared to address the developmental needs of a multilingual society. The curriculum focuses on foundational skills, including vocabulary building, reading fluency, and comprehension, and selects materials designed to advance language proficiency in a structured manner. It prioritizes practical language skills and offers a range of reading passages, writing exercises, and conversational scenarios tailored to various language levels. For instance, on page 22, strategies such as "Shared Reading," in which teachers read aloud while students follow along with the text, aim to teach students "how to follow text from left to right and top to bottom" and to use "context clues to understand unfamiliar words." The document on page 8 defines multimodal texts as those combining two or more modes, such as linguistic, visual, audio, gestural, and spatial modes. Hence, multimodality is treated not as an add-on, but as part of how learners encounter and make meaning from texts. In the same glossary-style explanation, examples of multimodal texts include film/animation, digital stories, and web pages, suggesting that the curriculum's concept of text is not limited to print-based literacy. This content is clearly aligned with Tyler's objective-based framework and supports the development of both foundational and complex language skills.

Moreover, the curriculum incorporates diverse, culturally responsive texts and activities relevant to Filipino learners, allowing students to see reflections of their own experiences and identities in the material. This cultural anchoring is also evident at the grade-specific standards level. For instance, on page 42 under Grade 4 performance standards (Quarter 3), DepEd expects learners to produce "culture-specific" narrative and expository texts aligned to purpose, context, and audience, while observing "age-appropriate and gender-sensitive language". Complementing this, Grade 4 competencies emphasize expressing ideas in ways that are "age-appropriate, gender-responsive, [and] culture sensitive" for a given purpose and audience. This focus on cultural identity supports not only student engagement but also awareness of their heritage, a key feature in ensuring meaningful learning experiences.

Relatedly, the curriculum's selection of content aims to bridge local and global perspectives, preparing students for international communication while reinforcing their cultural identity. By incorporating topics related to Filipino heritage alongside universal contexts, the curriculum ensures that learners feel connected to the material while gaining skills applicable across diverse settings. This dual focus on local and global content is evidence of how the curriculum prepares learners to explore diverse contexts with confidence while aligning with Tyler's emphasis on relevant and impactful content, highlighting that meaningful language development extends beyond classroom boundaries and depends on learner agency (Graves, 2021; Reinders & Benson, 2017).

Organization of Learning Experiences in MATATAG English

The MATATAG English curriculum on page 16 describes a spiral progression where core concepts are revisited “at a higher level each time,” aiming for “deep, long-lasting understanding” rather than one-off coverage. This organization reflects Ralph Tyler’s principles of sequential content and gradual language proficiency. The structure introduces skills progressively, beginning with foundational aspects such as basic vocabulary and syntax in the early stages, then advancing to more complex tasks, including analytical reading and writing. This logical progression is designed to help students build confidence and competence in their English skills, aligning with Tyler’s view that well-organized instruction reinforces and expands student learning. On the same page, under the domain of literary comprehension, the curriculum illustrates this cumulative approach: while early-grade learners focus on basic story elements such as characters and settings, older students are tasked with analyzing deeper literary constructs, including “conflict, characterization, and narrative techniques.” This alignment with Tyler’s framework ensures that instruction effectively reinforces and expands upon prior knowledge through structured, cumulative experiences.

The curriculum guide further explains vertical articulation as the process of ensuring a smooth transition across grade levels. In contrast, horizontal articulation refers to how the curriculum can complement and integrate with other learning areas. Besides this, horizontal articulation is integrated into the MATATAG curriculum to ensure coherence across learning areas. The document notes on page 16 that “horizontal articulation refers to the quality of a curriculum to complement and integrate with another seamlessly,” thereby enabling learners to apply their language skills across disciplines and real-life contexts. This interrelatedness enhances English proficiency both inside and outside the classroom for various purposes. In this respect, learners will not only develop linguistic competence but also put it to constructive use (Graves, 2021; Reinders & Benson, 2017).

In terms of instructional support, the curriculum emphasizes guided participation before independent performance. It explicitly notes on page 20 that collaborative and guided tasks provide learners with opportunities to consolidate understanding before applying skills independently. This sequencing reflects a practical form of scaffolding embedded in recommended classroom routines, where learners are supported through structured practice and gradual release. As a result, the organization of learning experiences is not only vertical (from simpler to more complex skills) but also pedagogically supported through staged participation.

Evaluation strategies in MATATAG English

The MATATAG curriculum employs a variety of evaluation strategies to assess students’ progress toward the curriculum objectives. The strategies are intended to reflect Tyler’s emphasis on assessing whether learners achieve intended outcomes through structured, meaningful assessments. For example, the curriculum calls for “authentic assessment” on page 23, which is defined as “a teacher observes a learner in the process of working on something real, provides feedback, monitors the learner’s use of the feedback, and adjusts instruction and evaluation accordingly.” Tools such as portfolios, journals, and anecdotal

records were recommended to document and assess students' learning across different stages, thereby promoting a more holistic understanding of their abilities.

Formative assessment is typically integrated into day-to-day teaching through activities such as shared reading, role-playing, and class discussion. These promote continual feedback. As outlined by DepEd on page 24 of the curriculum guide, teachers are encouraged to use oral prompts, role-playing, and oral interviews to assess learners' oral language development. These will also align with Tyler's model as the continuous alignment between objectives and instructional strategies is maintained.

At higher key stages, the curriculum guide notes on page 23 that assessment should capture learners' ability to use language effectively and appropriately across contexts, including sociolinguistic competence (e.g., grammar, vocabulary, pronunciation, and discourse strategies), implying that evaluation extends beyond discrete-item testing. Such assessments are employed to portray a clear picture of how learners' competencies align with curriculum objectives. Summative assessments, such as end-of-unit tests and standardized exams, are culminating evaluations of students' accomplishment of objectives. These evaluations are structured to measure the four core language skills (i.e., reading, writing, listening, and speaking) so that students are assessed across a comprehensive spectrum of competencies. By aligning its assessments with Tyler's emphasis on objective-based evaluation, the MATATAG curriculum supports students' progress in both accuracy and fluency, skills essential for effective communication in ESL contexts (Graves, 2021; Reinders & Benson, 2017).

The evaluation techniques in MATATAG also promote self-reflection and peer assessment, enabling learners to practice metacognitive activities that facilitate learning. For example, on page 24, the curriculum guide recommends retelling using picture books as visual cues. It frames this strategy as a means to assess comprehension and sequencing (e.g., whether learners can retell logically and identify key points), thereby providing a window into how learners organize oral meaning-making. This aligns with current assessment practices that encourage learner autonomy while reinforcing Tyler's focus on evaluative processes that foster growth. This is also consistent with the framework that posits formative assessment is integral to pedagogy and learner agency, as well as with Tyler's belief that evaluation should contribute to students' self-awareness as learners (Black & Wiliam, 2018).

Discussion

Analyzing the MATATAG English curriculum guide through Tyler's model foregrounds a largely coherent design logic across objectives, content direction, organization of learning experiences, and evaluation guidance. In broad terms, the guide communicates what English learning is expected to accomplish (learning-area and grade-level standards), suggests classroom routines and text engagement that plausibly support those aims, and articulates assessment directions intended to capture the attainment of those outcomes. This coherence matters in ESL settings because curriculum clarity often determines whether teachers can translate policy goals into teachable sequences, particularly when learners bring diverse linguistic resources and varied starting points (Graves, 2021; Reinders & Benson, 2017; Santos et al., 2022).

A first strength that emerges from the analysis is the curriculum's emphasis on literacy and meaning-making as core purposes of English learning, rather than treating English solely as a discrete set of grammatical rules (Chia & Xavier, 2025; Kusumawati, 2025). The guide's learning area standards emphasize critical engagement with literary and informational texts and cultural literacy as part of language learning. This combination aligns with widely accepted curriculum principles that encourage purposeful language use grounded in authentic text engagement, while still recognizing the realities of multilingual classrooms where identity and language learning are intertwined, reflecting regional efforts to align curriculum goals with communicative and identity-oriented English education (Emilia et al., 2025; Graves, 2021). At the same time, as noted in the Results, these learning area standards operate at a broad level; the practical test of coherence therefore lies in whether the grade-level standards and learning competencies consistently operationalize these intentions across the progression.

Second, the guide's content direction reflects a deliberate attempt to balance local relevance and broader communicative reach. The inclusion of culture-linked text production expectations, particularly visible in grade-level performance standards, signals that "what counts" as English output is not culturally neutral, but situated and audience-aware. This is consistent with long-standing recommendations in language curriculum and vocabulary/literacy development, where engagement and uptake are supported when texts connect to learners' realities while still offering structured pathways to more complex language use (Graves, 2021; Reinders & Benson, 2017). Importantly, emerging scholarship on English teaching under MATATAG also suggests that teachers are navigating precisely this tension between curricular goals and practical classroom constraints, making curricular clarity and feasibility especially consequential (Hernández & Ngilangil, 2025; Montero & Ducot, 2025).

In terms of organization, the guide's explicit articulation of spiral progression and the explanations of vertical and horizontal articulation strengthen the impression of planned sequencing rather than fragmented coverage. This is a notable point of alignment with Tyler's emphasis on organizing learning experiences so that learning accumulates and deepens over time. However, Tyler's model also highlights a recurring vulnerability in curriculum documents: organization can be clearly articulated at the macro level while remaining uneven at the level of classroom-enactable guidance. Studies on early MATATAG implementation repeatedly point to the workload of interpretation and adaptation placed on teachers and schools, suggesting that how progression is operationalized in actual planning, materials, and assessment remains a crucial hinge for the curriculum's success (Cachero, 2025; Soriano, 2025). In this sense, the guide's organization is a strength, but it still depends on the availability of practical support structures that translate progression into consistent classroom routines and materials.

Evaluation is another area where Tyler's framework is especially telling because it forces alignment questions: if the curriculum values broad communicative and literacy outcomes, assessment guidance must be capable of consistently capturing those outcomes. The MATATAG guide's emphasis on authentic assessment and formative routines indicates an intention to evaluate learners through meaningful performance rather than solely through decontextualized testing. Nevertheless, the Results also suggest that some assessment guidance remains general enough to invite wide interpretation, especially when schools

operate under resource constraints or when teachers have uneven access to assessment training. This concern resonates with emerging MATATAG studies documenting the practical realities of implementation and assessment planning, in which teachers report needing clearer guidance and institutional support to meet curriculum expectations consistently (Cachero, 2025; Gulmayo & Subillaga, 2025; Montero & Ducot, 2025).

Recent reappraisals of Tyler argue that his rationale remains valuable for examining curriculum coherence, even while its objectives-centered orientation can underplay emergent learning and contextual negotiation typical of real classrooms (Al-Awaid & Hussain, 2025; Burns, 2024; Ibeh, 2022). This tension is visible when MATATAG is read as a policy text: the guide presents structured aims and directions, but implementation studies suggest that classroom enactment requires flexibility, adaptation, and local decision-making that cannot be fully captured in curriculum text alone (Hernández & Ngilangil, 2025; Soriano, 2025). Rather than framing this as a weakness of MATATAG per se, the more defensible implication is that curriculum coherence should be complemented by implementation supports, such as materials, assessment exemplars, and teacher development, which reduce interpretive burden and promote consistent enactment.

These implications matter for both practice and policy. From a practice perspective, work on MATATAG-aligned materials indicates that teachers and researchers are already producing resources to make curriculum expectations more teachable, particularly in contexts shaped by modality constraints or limited instructional time (Eludo-Lamanilao & Lamanilao-Agdana, 2025; Enorme & Punzalan, 2025). From a policy perspective, teacher-reported challenges underscore that curriculum reforms succeed not only through improved design but also through sustained support systems that help teachers operationalize objectives, align assessments, and manage diverse learner needs (Cachero, 2025; Montero & Ducot, 2025). Overall, the curriculum guide's internal coherence, as evidenced by its rational curriculum design, can be read as a promising foundation. At the same time, the current MATATAG literature identifies the practical supports needed to ensure that foundation is consistently realized across classrooms.

CONCLUSION

This study examined the Philippine MATATAG English curriculum guide using Tyler's curriculum development model to assess the extent to which the guide demonstrates internal alignment among objectives, content direction, learning experience organization, and evaluation guidance. Overall, the curriculum guide demonstrates a coherent design logic: intended outcomes are clearly stated, learning experiences are organized to support staged progression, and evaluation is oriented toward a mix of formative classroom routines and performance-based evidence of learning. In this sense, MATATAG English reflects a purposeful attempt to strengthen literacy and communicative competence in multilingual Philippine classrooms.

Nevertheless, the analysis suggests that some key statements remain overly broad, thereby placing a heavier interpretive burden on teachers when translating standards into teachable sequences and when applying assessment guidance consistently across resource-diverse settings. To support more stable enactment, the guide would benefit from clearer operational

supports, notably sample learning sequences that illustrate progression across key stages, and concrete assessment exemplars that show what aligned evidence of learning looks like in practice. Beyond document-level refinement, sustained teacher development and school-level support remain important to ensure that the curriculum's priorities are implemented more consistently without widening gaps between schools.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author also affirms that the data and contents of this article are free from plagiarism. The author is grateful to the editor and reviewers for their constructive feedback, which helped improve the quality of this manuscript.

REFERENCES

- Al-Awaid, S. A. A., & Hussain, N. M. A. (2025). English modern curriculum development. *Forum for Linguistic Studies*, 7(10), 1-19.
- Alvarado, C. C. P. (2023). Communicative competence in spiral progression curriculum: a study reinforcing the implementation of MATATAG curriculum in the Philippines. *International Journal of Humanities and Education Development (IJHED)*, 5(6), 11-29.
- Asyifa, F., Rodliyah, R. S., Amalia, L. L., & Mababaya, A. D. (2025). A comparative analysis of the Philippine and Indonesian English curricula at the elementary education level. *IJECA (International Journal of Education and Curriculum Application)*, 8(2), 193-208.
- Barrot, J. S. (2021). K to 12 curriculum reform in the Philippines: towards making students future ready. *Asia Pacific Journal of Education*, 43(4), 1193-1207.
- Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in Education Principles Policy and Practice*, 25(6), 551-575.
- Burner, T., & Carlsen, C. (2023). Teachers' multilingual beliefs and practices in English classrooms: a scoping review. *Review of Education*, 11(2), 1-29.
- Burns, J. P. (2024). The Tyler rationale: a reappraisal and rereading. *Prospects*, 54(1), 121-135.
- Cachero, M. J. C. (2025). Teachers' practices, challenges and adaptive mechanisms in the implementation of MATATAG curriculum. *Cognizance Journal of Multidisciplinary Studies*, 5(5), 715-721.
- Chhatrria, S., Pani, B., Digal, A. K., & Sangeeta, M. (2024). Principles and approaches to curriculum development. *Journal of Higher Education Theory and Practice*, 24(1), 1-14.
- Chia, A., & Xavier, C. A. (2025). Grammar as a meaning-making resource: fostering meaningful, situated literacy development. *TESOL Journal*, 16(1), 1-12.

- Eludo-Lamanilao, J. a. C., & Lamanilao-Agdana, F. M. P. (2025). Development and evaluation of grade 7 English instructional modules in the Matatag curriculum integrated with 21st century skills. *International Journal of Multidisciplinary Research and Growth Evaluation*, 6(4), 417-424.
- Emilia, E., Siagian, E. N. M., Novianti, N., Dwiyan, R., Muniroh, R. D. D., & Fikrianto, M. (2025). Unveiling English language education policies across primary and secondary levels in ASEAN. *Indonesian Journal of Applied Linguistics*, 14(3), 484-495.
- Enorme, C., & Punzalan, R. D. (2025). A proposed MATATAG-aligned learning activity sheet for English asynchronous learning modality. *International Journal on Integrated Education*, 8(4), 361-373.
- Estrellado, C. J. (2023). MATATAG curriculum: why curriculum [must] change?. *Journal of Interdisciplinary Perspectives*, 2(1), 6-10.
- Graves, K. (2021). Mind the gap: a tale of two curriculum fallacies. *Language Teaching*, 56(2), 197-209.
- Gulmayo, J. K., & Subillaga, R. (2025). Lived experiences of teachers and emerging readers in English 7 under the MATATAG curriculum. *Psychology and Education: A Multidisciplinary Journal*, 36(5), 580-606.
- Hernández, F. D. M., & Ngilangil, K. (2025). Teaching English under MATATAG: a closer look at Grade 7 teachers' experiences. *Psychology and Education: A Multidisciplinary Journal*, 45(2), 166-184.
- Ibeh, A. I. (2022). Curriculum theory by Ralph Tyler and its implication for 21st century learning. *UNIZIK Journal of Educational Research and Policy Studies*, 4(2), 52-61.
- Kreijkes, P., & Greateorex, J. (2024). Differential effects of subject-based and integrated curriculum approaches on students' learning outcomes: a review of reviews. *Review of Education*, 12(1), 1-40.
- Kusumawati, A. J. (2025). A qualitative inquiry into students' attitude of peer teaching with technology-enhanced feedback in an English grammar class. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 13(3), 456-467.
- Malinao, A. J. N., & Miano, M. R. (2025). Implementing the MATATAG curriculum: a qualitative study on teachers' challenges, adaptation strategies, and support needs. *Journal of Interdisciplinary Perspectives*, 3(5), 362-374.
- Miradora, S. S. M. (2022). Teachers' evaluation of the K-12 junior high school English curriculum and its implementation in the 4th district of Camarines Sur, Philippines. *International Multidisciplinary Research Journal*, 4(4), 1-9.
- Montero, R. P., & Ducot, L. A. (2025). Exploring the challenges in implementing the MATATAG curriculum. *Psychology and Education: A Multidisciplinary Journal*, 46(10), 1410-1424.
- Morgan, H. (2022). Conducting a qualitative document analysis. *The Qualitative Report*, 27(1), 64-77.

- Muhamad, H. H., & Ibrahim, R. B. (2025). A comparative study of English education department. *Journal La Edusci*, 6(4), 604-615.
- Nasir, A., Yawan, H., & Saifullah, S. (2023). A comparative study: similarities and differences between Indonesia's curriculum and Philippine's curriculum. *International Journal of Education, Social Studies, and Management*, 2(3), 64-75.
- Reinders, H., & Benson, P. (2017). Research agenda: language learning beyond the classroom. *Language Teaching*, 50(4), 561-578.
- Santos, A., Fernandez, V., & Ilustre, R. (2022). English language proficiency in the Philippines: an overview. *International Journal of English Language Studies*, 4(3), 46-51.
- Saro, J. M., Montejo, C. B., Sucong, J. A., Bustamante, M. F. O., & Perez, J. B. (2024). A qualitative exploration on the perceived impact of the MATATAG curriculum on basic education teaching in the school year 2024-2025. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 952-966.
- Soriano, M. (2025). Navigating challenges MATATAG curriculum implementation in grade 7 first quarter. *International Journal for Multidisciplinary Research*, 7(2), 1-16.
- Torrefiel, V. B., Prestoza, D. L., & Dinopol, J. (2025). Teachers' lived experiences in the transition to the MATATAG curriculum: a phenomenological inquiry into adaptation, challenges, and growth. *Journal of Interdisciplinary Perspectives*, 3(4), 344-350.
- Wabingga, N., & Tomakin, S. (2024). Challenges, coping strategies, and resilience in implementing the MATATAG curriculum: insights from elementary teachers. *Journal of Interdisciplinary Perspectives*, 3(1), 120-127.