

Curriculum Concurrence in Grade 2 English and Filipino Learning Areas: An Analysis of Intended and Implemented Competencies

Jeralden F. Ratcho¹, Lariza T. Ebeo²

¹Student, Northwestern Mindanao State College of Science and Technology Labuyo, Tanguib City, Philippines

²Faculty Northwestern Mindanao State College of Science and Technology Labuyo, Tanguib City, Philippines

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ABSTRACT

In the Philippine basic education system, under the country's bilingual policy, English and Filipino are taught concurrently to develop communication skills, cultural belonging, and biliteracy among young pupils. Pupils acquire cognitive and language skills by developing the ability to relate things to each other, not only through direct experience but also through abstract and flexible relationships. This qualitative study explored curriculum concurrence in Grade 2 English and Filipino learning areas. The study adopted a qualitative research design and employed content analysis as the analytic approach. It was conducted in one of the city divisions of the Department of Education (DepEd) located in the Second Congressional District of Misamis Occidental. The Most Essential Learning Competencies (MELCs) document and one hundred twenty-eight (128) Daily Lesson Logs served as the data sources. The instruments used were the Competency Concurrence Checklist, English and Filipino daily lesson logs, and the Inter-rater Reliability Checklist, which supported the document-review process. Content analysis was the method employed to examine the documents. Results revealed six emergent themes: misalignment of cognitive and cultural demands across languages; fragmented bilingual curriculum design; instructional divergence and teaching authority in curriculum implementation; fragmentation of competency development; inconsistency in curriculum sequencing and delivery; and functional bilingual integration with uneven fidelity. Conclusion: There is a systemic tension in bilingual curriculum implementation. Across the six themes, the evidence points to a lack of coherence between cognitive demands, cultural expectations, and instructional practices. Future researchers are encouraged to investigate the translation of curriculum policies into classroom realities in Philippines Basic Education.

Keywords: alignment, concurrence, implemented curriculum, intended curriculum

INTRODUCTION

In the Philippine basic education system, under the country's bilingual policy, English and Filipino are taught concurrently to develop communication skills, cultural belonging, and biliteracy among young pupils. Pupils acquire cognitive and language skills by developing the ability to relate things to each other, not only through direct experience but also through abstract and flexible relationships; at the Grade 2 level, parallel instruction is intended to develop foundational competencies in both languages that will promote cognitive flexibility and the cross-linguistic transfer of skills (DepEd, 2020; Dela Cruz, 2022).

To deal with instructional issues and to highlight essential competencies, the Department of Education produced the Most Essential Learning Competencies (MELCs) and directed the delivery of lessons in the classroom, providing teachers with more precise guidance on how to implement English and Filipino classes (DepEd, 2020; McClymont, 2019). In this context, translation and cross-language mapping are often employed instructional strategies: translation is viewed as a procedure as well and a product that needs to be functionally equivalent in order to facilitate understanding and lessen linguistic barriers (Molina & Hurtado Albir, 2002; Langga & Alico, 2020). Concurrent instruction is derived from bilingual education, which assumes that metalinguistic abilities

and mastery of a learner's first language (L1) can make it easier for them to pick up additional second or third languages (L2/L3); thus, coordinated English-Filipino instruction is justified (Cummins, 2021; De Guzman et al., 2018). However, the Philippines' multilingual reality, where non-Tagalog speakers might have to acquire Filipino as a second language in addition to English, makes implementation more difficult and could have an impact on student results and fluency (Tana, 2021; Magno, 2022).

In practical terms, parallel instruction—such as teaching English nouns alongside Filipino pangalan—is meant to allow students to compare, contrast, and apply grammatical principles to other languages, which, when used effectively, can improve language sensitivity and critical thinking (Aguion et al., 2021; Mathur, 2022; Orakcı & Khalili, 2024). Considering theoretical justification and policy directives to ascertain the level of agreement between the intended curriculum (MELCs and K–12 guides) and the real-world application of grade 2 linguistic disciplines in the classroom, this study therefore examines curriculum concurrence in grade 2 English and Filipino learning areas.

THEORETICAL FRAMEWORK

This study is anchored to Relational Frame Theory (RFT) by Steven C. Hayes (1980), and Jim Cummins' Common Underlying Proficiency (CUP) model (1981) serves as the foundation for the present inquiry.

Relational framing, or the acquired capacity to infer relationships between inputs (such as equivalency, opposition, and comparison), is where RFT finds the fundamental components of human language; it demonstrates how language generation and flexible reasoning are produced by these derived relational reactions (Wang & Zhu, 2019; Hughes & Barnes-Holmes, 2015). Empirical work on derived relational responding and stimulus equivalence (Sidman, 1971; Stewart, 2018) shows that learners are capable of producing untrained, inferential relationships from a small number of taught relationships, a system that describes how labels, vocabulary, and cross-modal mappings (spoken word ↔ picture ↔ printed word) become interchangeable (Stricker et al., 2024). As pupils learn scholastic concepts and abilities in their native tongue. Additionally, they receive knowledge about their abilities that is independent of language and can be used while learning a second language (Goodrich & Lonigan, 2017).

The typical underlying proficiency paradigm is a behavior-analytic explanation of language. This cognition explains the emergence of sophisticated verbal skills through learning and relationship patterns that are controlled by context (Hayes, Barnes-Holmes, & Roche, 2001; Stewart, 2011). He refers to these abilities and knowledge as common underlying proficiency (CUP), and the iceberg analogy serves as an example of this. It is evident that the CUP serves as the foundation for the formation of both the first language (L1) and the second language (L2). Therefore, any CUP expansion in one language will benefit the other language or languages. This assumption also explains why learning new languages gets easier.

Cummins' Common Underlying Proficiency (CUP) model and Relational Frame Theory (RFT) provide a framework for understanding how Grade 2 students in the multilingual Philippines acquire and transfer linguistic knowledge between Filipino and English. RFT explains language learning through relational networks and generalizations, while CUP highlights the development of metalinguistic and cognitive skills that support bilingual education. Effective bilingual teaching requires more than just language instruction; it requires explicit cross-language mapping and a focus on relational learning. This study aims to evaluate how Grade 2 learning in English and Filipino fosters relational networks and metalinguistic awareness, crucial for successful bilingual education as identified by CUP and RFT.

Scope and Limitations

The study focused on curriculum document review by applying the Grade 2 English and Filipino Most Essential Learning Competencies (MELCs) as the intended curriculum and approved Daily Lesson Log (DLL) as the curriculum implemented, wherein the researcher will assess the level of concurrence of learning competencies as well as the budget of work per grading quarter. The Department of Education's K–12 curriculum guide will serve as the researcher's source of data. The information were collected from the chosen City Division of the Second Congressional District of the Province of Misamis Occidental for Grade II in S.Y. 2024–2025.

Research Questions

This study explored curriculum concurrence in grade 2 English and Filipino learning areas. In particular, it aimed to comprehend the main query.

1. What competencies are prescribed in the intended English and Filipino 2 curricula and whether these competencies concurrently align across both learning areas?
2. What patterns of alignment or divergence emerge between the implemented curricula of both learning areas?
3. What themes emerge from the analysis between the intended and implemented curricula across both learning areas?
4. What policy recommendation can be proposed based on the findings of the study?

LITERATURE REVIEW

Language Transfer Acquisition

One key element in learning a second language is language transfer, which is the subconscious use of prior language knowledge to generate responses in a target language (Feng, 2017). This transfer can be positive, where language patterns are similar, or negative, where they differ. Additionally, interlanguage refers to the unique linguistic system developed by L2 learners, incorporating elements from both their mother tongue and the target language (Wang & Fan, 2020). This leads L2 learners to often use their mother tongue's aspects while communicating in their L2. Students begin learning to read with comprehension in Grade 2, progressing to reading simple sentences and leveled stories by Grade 3. By Grade 4, they must demonstrate an understanding of various text types, linguistic nodes, text elements, and writing styles, building upon these skills in subsequent grades (Bastida, 2022; Olobia, 2025).

Learning a second language, especially English, poses challenges influenced by the mother tongue (Reyes, 2023). Effective L2 instruction considers this influence on discourse and cultural identity (Olobia, 2025). Second language acquisition is seen as habit formation, where input significantly affects learning outcomes, underscoring the impact of language transfer from the mother tongue. In the Philippines, the mix of Filipino, English, and regional languages complicates learning. Early literacy in the mother tongue supports cognitive development and cultural identity, essential for the MTB-MLE policy. Differing home and school languages can lead to comprehension issues, grammar mistakes, and anxiety, highlighting the need for culturally responsive teaching and an understanding of language transfer to cultivate proficient, culturally aware learners.

Linguistic Alignment

Linguistic alignment fosters mental alignment, with Kim and Michaels (2023) indicating that L2 alignment is significantly influenced by L1 alignment efforts. The alignment phenomenon has been extensively researched in both first language acquisition and psycholinguistics, as noted by Kormos et al. (2022). It occurs when speakers mimic each other's speech patterns, which can result from priming or influenced by speakers' perceptions of their interlocutor's language proficiency (Zhang & Nicol, 2022).

Leaño et al. (2019) investigated the English semantic challenges faced by indigenous learners in the Results from a study on Grade 2 pupils in the Philippines reveal significant deficiencies in English vocabulary and expression, particularly in identifying objects and recalling events. Findings indicate a struggle with synonyms and antonyms, underscoring the need for language intervention. Tekin et al. (2022) noted a correlation between communicative effectiveness and interactional alignment, while Renegado (2022) highlighted the effectiveness of the Filipino language in enhancing comprehension. In a multilingual education context, Parba (2018) and Segundo (2025) emphasize the importance of tailored curricula and integrative assessments for improved engagement. Rouffet (2023) supports the role of curricular alignment in effective instruction, while Wallace and

Ke (2023) caution against misalignment between assessments and curricular standards, which leads to unreliable evaluations of speaking skills.

Fidelity in Curriculum Implementation Curriculum

The concept of fidelity in curriculum refers to how closely formal programs align with their executed versions. In this context, instructors play a vital role, as their attitudes and actions in implementing the curriculum significantly influence innovation and development in education (Süer & Kinay, 2022). The National Standards of Education restrict teachers from creating their own curricula, making them implementers of a centralized curriculum. This scenario necessitates a high level of fidelity from teachers (Iskandar, 2020). Educators who grasp the curriculum meaningfully and align it with their instructional strategies tend to better reflect its goals in their teaching (Kutluay & Şentürk, 2026).

Educators' understanding of the curriculum positively affects their implementation fidelity, with teachers from the Faculty of Education demonstrating greater curricular literacy than others. However, experience can negatively impact adherence despite not affecting literacy. Curriculum literacy is vital for ensuring faithful implementation (Ürbüz & Şen, 2023; Karakuyu, 2023). Educational resources play a significant role in instructional adaptability and fidelity, and implementation science highlights the necessity of maintaining integrity for effective educational interventions (Muzaale et al., 2026; Clayback et al., 2022). Early childhood educators often face challenges accessing evidence-based curricula, resulting in lower fidelity, particularly in private settings. Furthermore, the adherence of ELT teachers to the freshman English curriculum is crucial, with even minor modifications affecting fidelity. The studies illustrate that curricular fidelity relies on compliance, teacher expertise, and resources, emphasizing the connection between curriculum literacy and its faithful application amid contextual challenges.

METHODOLOGY

Research Design

Qualitative content analysis (QCA) was used in this investigation. This was once a quantitative method for finding patterns in qualitative data, but it has since developed into a popular qualitative approach (Nirmanis, 2024). Both inductive and deductive approaches can be applied to qualitative content analysis. Organizing and deriving meaning from the gathered data is the aim of content analysis, and to make reasonable inferences from it (Bengtson, 2016) by analyzing the degrees of agreement between intended and applied learning competencies in the English and Filipino learning domains for Grade 2. This method works especially well for educational research that aims to be incorporated into documents; rich data sources include the Daily Lesson Log (DLL) and the Most Essential Learning Competencies (MELCs).

Research Environment

This study focused on a Department of Education (DepEd) City Division in Misamis Occidental, examining the public school system's integration with DepEd policies. It involved two elementary schools that provided daily lesson logs (DLLs) for analysis, reflecting actual classroom activities. These schools, typical of the district with diverse pupil demographics and varying resources, illustrated the implementation of lesson planning within the framework of DepEd's curricular standards.

Data Sources

The DepEd's responsibility is executed by schools, ensuring that instructional strategies meet national curriculum standards. This results in uniform implementation through Daily Lesson Logs (DLLs) aligned with Most Essential Learning Competencies (MELCs). Teachers document lesson details in DLLs, crucial for monitoring instructional quality. Located in Misamis Occidental, the schools navigate diverse sociocultural contexts, influencing instructional strategies and resource availability. The collected DLLs and MELCs serve as authentic documentation of educational planning, highlighting strengths and challenges in lesson preparation across the district.

Research Instrument & Validation

A competency concurrence checklist is utilized to compare the intended curriculum (MELCs) with the implemented curriculum (DLL), focusing on aspects such as competency similarity, frequency of matched competencies, and remarks on discrepancies.

B. Daily Lesson Log (DLL) served as the primary research tool to assess curriculum alignment in Grade 2 English and Filipino subjects. The study analyzed 64 DLLs from two schools in Misamis Occidental to reflect teachers' implementation of the Most Essential Learning Competencies (MELCs) and validate the logs' role in aligning with curriculum standards and designing lessons that integrate cognitive, cultural, and linguistic components.

C. Inter-rater validity for Daily Lesson Logs (DLLs) was established through a multi-stage procedure involving independent coding by three external validators using a standard rubric, comparative rating for evaluative consensus, calibration discussions, and consensus building to resolve disagreements, potentially involving a third rater.

Data Gathering Procedure

The dean of the School of Graduate Studies authorized the researcher to collect data for the study, with formal permission secured from the Tangub City Division Office of the Schools' Superintendent. Notifications were sent to the School Heads of selected schools for copies of Daily Lesson Logs (DLLs) used by Grade 2 teachers in the 2023–2024 academic year, alongside obtaining Curriculum Guides (CGs), specifically the Mother Tongue Subject Curriculum Guide for K–12. These documents outline lesson content, performance standards, subject standards, and expected learning competencies. DLLs were provided by participating schools and compiled for review alongside authorized competency checklists for Assessing English 2 and Filipino 2 Most Essential Competencies (MELCs). In the study, a structured three-stage review process was implemented to assess the alignment of weekly learning competencies in the DLLs with curriculum requirements. Stage 1 involved a competency checklist to evaluate alignment and identify discrepancies in competencies, including those in the MELCs. An additional reviewer confirmed these findings in Stage 2 for accuracy. Stage 3 included a comprehensive validation by a third reviewer to ensure reliability. Throughout the process, strict ethical standards and confidentiality were maintained, enhancing the study's credibility and foundation for further research, while adhering to methodological rigor.

Data Analysis

Content analysis, as articulated by Hsieh & Shannon (2005) and Kleinheksel et al. (2020), is employed for data analysis in this research. This method creates inductive descriptive categories from textual materials, particularly when few theories exist on a phenomenon. The study aims to evaluate the concurrency of English and Filipino learning domains in Grade 2 by analyzing both the Daily Lesson Log (DLL) and Most Essential Learning Competencies (MELCs). Researchers will ensure alignment and consistency through internal assessments and external validation by three professionals specializing in curriculum and language instruction. Their evaluations will serve as a triangulating metric to uphold pedagogical and linguistic standards.

Ethical Considerations

The researcher ensured informed consent by fully explaining the study's goals and procedures to participating schools, enabling their voluntary submission of materials. Confidentiality was maintained throughout, with careful handling of data and coding or anonymization of identifiable information. Only the research team had access to the data, and results were presented to protect participant identities.

RESULTS AND DISCUSSION

Competencies are prescribed in the intended English and Filipino 2 curricula, and whether these competencies concurrently align across both learning areas

The tables' analysis demonstrates how the alignment of the English and Filipino MELCs moves from divergence in the early grading periods to increased complementarity and convergence in subsequent weeks. English competencies highlight the following throughout the first grading period: phonics (classify/categorize sounds heard & read the alphabets of English and associate them to phonemes); grammar (recognize common or proper nouns in simple sentences listened to & recognize common or proper nouns in simple sentences listened to); and structural recognition (identify the English equivalent of words in the mother tongue or in Filipino; give the beginning letter of the name of each picture; Recognize common action words in retelling, conversation, etc.; identify and discuss the elements of a story) .

While Filipino focuses more on comprehension/Pag-unawa (Nagagamit ang naunang kaalaman o karanasan sa pagunawa ng napakinggang teksto and Nakasasagot sa mga tanong tungkol sa nabasang kuwentong kathang-isip, tekstong hango sa tunay na pangyayari), pragmatic communication/praktikal or pragmatikong komunikasyon (Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar, pakikipag-usap sa matatanda, pagtanggap ng paumanhin, pagtanggap ng tawag sa telepono, pagbibigay ng reaksiyon o komento), Nasasabi ang mensahe, paksa, o tema na nais ipabatid sa patalastas o kuwentong kathang-isip), and contextual use of language/paggamit ng wika ayon sa sitwasyon/konteksto (Nakasusunod sa nakasulat na panutong may 1-2 at 3-4 na hakbang*, napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat & nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas, at gamit ng malaki at maliit na letra).

This discrepancy implies that students' literacy development may be fragmented at first, because mastery of one language does not guarantee mastery of another. because proficiency in one language does not immediately support proficiency in another. By the end of the grading period, however, there is a discernible increase in convergence and dominant complementarity of competencies as the curriculum moves into the second, third, and fourth grading periods. For instance, languages start to prioritize narrative comprehension in the third grading period, where weeks four and five exhibit complementary alignment. (English targets genre awareness (fiction vs. nonfiction); Filipino targets cause–effect reasoning and character analysis & different comprehension skills. English focuses on information extraction from expository texts; Filipino focuses on personal response and text-to-self connections but, with the exception of Week 7, which has convergence criteria, demonstrates various comprehension strategies and primarily complementary competence in the fourth grading period. (English: read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them; Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipagusap)

This implies that whereas early divergence in bilingual curricula may impede the transfer of skills, later convergence offers chances for integrated literacy development when educators implement bridge activities. (e.g., Filipino vocabulary enrichment with English phonics) that strengthen outcomes when deliberately aligned. According to Gunaban and Panolong (2021), transferability is hampered by divergence (incomplete MELC coverage); conversely, intentional alignment promotes integrated learning. There were gaps in skill transmission because several MELCs were not thoroughly covered in the teaching materials. Harmonizing MELCs across languages is crucial to preventing compartmentalization and fostering balanced literacy development, according to research on bilingual education in the Philippines. Learners are better able to transfer skills across languages when competencies are linked, improving communication and comprehension outcomes (Bautista & Bernardo, 2021; Tupas, 2020). This suggests that deliberate cross-linguistic techniques are required to address the early divergence, whereas integrated assessment and instructional design should optimize later convergence. This guarantees that literacy growth is reinforced rather than fragmented by competencies. While convergence—aligning instruction with learners' language—improves productivity and integrated literacy, divergence—linguistic mismatch—hinders learning (Abrego et al., 2025).

A curriculum improvement to guarantee proficiencies to completely represent and achieve an improved MELCs-based reading curriculum In order to eliminate linguistic mismatches and increase learning productivity in MTB-MLE instruction, writing under blended pedagogy is required.

Table 1: Competencies are prescribed in the Intended English and Filipino 2 curricula.

Budget of Work in terms of Week	English	Filipino
	Intended Curriculum (MELCs)	Intended Curriculum (MELCs)
First Grading Period		
Week 1	Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto
Week 2	Read the alphabets of English and associate to phonemes	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar, pakikipag-usap sa matatanda, pagtanggap ng paumanhin, pagtanggap ng tawag sa telepono, pagbibigay ng reaksiyon o komento
Week 3	Recognize common or proper nouns in simple sentences listened to	Nasasabi ang mensahe, paksa o tema na nais ipabatid sa patalastas, kuwentong kathang – isip (hal: pabula, maikling kuwento, alamat), o teksto hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon)
Week 4	Recognize the use of a/an + noun in simple sentences listened to	Nakasasagot sa mga tanong tungkol sa nabasang kuwentong kathang-isip (hal: pabula, maikling kuwento, alamat), tekstong hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon), o tula*
Week 5	Identify the English equivalent of words in the Mother Tongue or in Filipino	Nakasusunod sa nakasulat na panutong may 1-2 at 3-4 na hakbang*
Week 6	Give the beginning letter of the name of each picture	Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat
Week 7	Recognize common action words in retelling, conversation, etc.	Nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra
Week 8	Identify and discuss the elements of a story (theme, setting, characters, and events)	Nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra
Second Grading Period		
Week 1	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	Nagagamit ang personal na karanasan sa paghinuha ng mangyayari sa nabasa/napakinggang teksto o kuwento.
Week 2	Generate ideas through prewriting activities	Nabibigkas nang wasto ang tunog ng patinig, katinig, kambal-katinig, diptonggo at kluster

Week 3	Writing some words, a phrase, or a sentence about an illustration or a character	Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita
Week 4	Discuss the illustrations on the cover and predict what the story may be about	Naibibigay ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari, pabula, tula, at tugma.
Week 5	Identify title, author and book illustrator and tell what they do	Nailalarawan ang mga elemento (tauhan, tagpuan, banghay) at bahagi at ng kuwento (panimula, kasukdulan, katapusan/kalakasan).
Week 6	Spell high-frequency words with short a, e, i, o and u sound in CVC pattern	Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggan/nabasang: a. kuwento, b. alamat c. tugma o tula d. tekstong pang-impormasyon
Week 7	Use common action words in retelling, conversations, etc.	Nababasa ang mga salita sa unang kita & Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra
Week 8	Identify the basic sequence of events and make relevant predictions about stories	Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra
Third Grading Period		
Week 1	Use clues to answer questions, clarify understanding and justify predictions before, during and after reading (titles, pictures, etc)	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari
Week 2	Create or expand word clines	Nagagamit ang pangngalan nang tama sa pangungusap.
Week 3	Recognize that some words may have the same (synonyms) or opposite (antonyms) meaning	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila
Week 4	Recognize the difference between “made-up” and “real” in texts listened to	* Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata at teksto * Nailalarawan ang mga tauhan sa napakinggang teksto batay sa kilos, sinabi o pahayag
Week 5	Identify important details in expository text listened	* Naipahahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari/pabula * Naiuugnay sa sariling karanasan ang nabasang teksto
Week 6	Retell and/or reenact events from a story	Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter)
Week 7	Talk about texts identifying major points and key themes	Nababaybay nang wasto ang mga salita tatlo o apat na pantig, batayang talasalitaang pampaningin, at natutunang salita mula sa mga aralin
Week 8	Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English & Listen and respond to texts	Nakapagbibigay ng mga salitang magkakatugma & Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar

	to clarify meanings heard while drawing on personal experiences	
Fourth Grading Period		
Week 1	Read words with short e, a, i, o, and u sound in CVC pattern & match the picture with its sight word	Napapantig ang mga mas mahahabang salita
Week 2	Spell 2-syllable words with short e, a, i, o, and u sound in CVC pattern	* Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan * Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan
Week 3	Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues	Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita
Week 4	Use demonstrative pronouns (this/that, these/those).	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan
Week 5	Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	Nakapagbibigay ng angkop na pamagat sa binasang teksto, talata, at kuwento
Week 6	Differentiate words with different medial vowels (e.g., cap-cop-cup; fan-fin-fun).	Nagagamit nang wasto ang mga pang-ukol ni/nina, kay/kina, ayon sa, para sa, at ukol sa & Naisusulat nang wasto ang mga idiniktang mga salita
Week 7	Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap.
Week 8	Write the names of pictures with the short a, e, i, o, and u words	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa

Table 2 Competencies Concurrently Align Across Both Learning Areas

Budget of Work in terms of Week	English	Filipino	Alignment (Convergence, Divergence, Complementary)
	Intended Curriculum (MELCs)	Intended Curriculum (MELCs)	
First Grading Period			
Week 1	Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)	Nagagamit ang naunang kaalaman o karanasan sa pagunawa ng napakinggang teksto	Divergence
Week 2	Read the alphabets of English and associate to phonemes	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar, pakikipag-	Divergence

		usap sa matatanda, pagtanggap ng paumanhin, pagtanggap ng tawag sa telepono, pagbibigay ng reaksiyon o komento).	
Week 3	Recognize common or proper nouns in simple sentences listened to	Nasasabi ang mensahe, paksa o tema na nais ipabatid sa patalastas, kuwentong kathang-isip (hal: pabula, maikling kuwento, alamat), o teksto hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon).*	Divergence
Week 4	Recognize the use of a/an + noun in simple sentences listened to	Nakasasagot sa mga tanong tungkol sa nabasang kuwentong kathang-isip (hal: pabula, maikling kuwento, alamat), tekstong hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon), o tula*	Complementary
Week 5	Identify the English equivalent of words in the Mother Tongue or in Filipino	Nakasusunod sa nakasulat na panutong may 1-2 at 3-4 na hakbang*	Divergence
Week 6	Give the beginning letter of the name of each picture	Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat	Complementary
Week 7	Recognize common action words in retelling, conversation, etc.	Nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	Complementary
Week 8	Identify and discuss the elements of a story (theme, setting, characters, and events)	Nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	Convergence
Second Grading Period			
Week 1	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	Nagagamit ang personal na karanasan sa paghinuha ng mangyayari sa nabasa/napakinggang teksto o kuwento*	Complementary
Week 2	Generate ideas through prewriting activities	Nabibigkas nang wasto ang tunog ng patinig, katinig, kambal - katinig, diptonggo at kluster	Divergence
Week 3	Writing some words, a phrase, or a sentence about an illustration or a character	Nakasusulat sa kabit -kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	Convergence
Week 4	Discuss the illustrations on the cover and predict what the story may be about	Naibibigay ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari, pabula, tula, at tugma*	Convergence
Week 5	Identify title, author and book illustrator and tell what they do	Nailalarawan ang mga elemento (tauhan, tagpuan, banghay) at bahagi at ng kuwento (panimula kasukdulan katapusan/kalakasan)	Convergence

Week 6	Spell high-frequency words with short a, e, i, o and u sound in CVC pattern	Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggan/nabasang: a. kuwento, b. alamat c. tugma o tula d. tekstong pang -impormasyon	Complementary
Week 7	Use common action words in retelling, conversations, etc.	Nababasa ang mga salita sa unang kita & Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	Complementary
Week 8	Identify the basic sequence of events and make relevant predictions about stories	Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	Complementary
Third Grading Period			
Week 1	Use clues to answer questions, clarify understanding and justify predictions before, during and after reading (titles, pictures, etc)	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	Complementary
Week 2	Create or expand word clines	Nagagamit ang pangngalan nang tama sa pangungusap.	Convergence
Week 3	Recognize that some words may have the same (synonyms) or opposite (antonyms) meaning	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila	Complementary
Week 4	Recognize the difference between “made-up” and “real” in texts listened to	* Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata at teksto * Nailalarawan ang mga tauhan sa napakinggang teksto batay sa kilos, sinabi o pahayag	Complementary
Week 5	Identify important details in expository text listened	Naipahahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari/pabula * Naiuugnay sa sariling karanasan ang nabasang teksto	Convergence
Week 6	Retell and/or reenact events from a story	Naiiulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter)	Convergence
Week 7	Talk about texts identifying major points and key themes	Nababaybay nang wasto ang mga salita tatlo o apat na pantig, batayang talasalitaang pampaningin, at natutunang salita mula sa mga aralin	Divergence
Week 8	Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English & Listen and respond to texts to clarify	Nakapagbibigay ng mga salitang magkakatumag & Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar	Complementary

	meanings heard while drawing on personal experiences		
Fourth Grading Period			
Week 1	Read words with short e, a, i, o, and u sound in CVC pattern & match the picture with its sight word	Napapantig ang mga mas mahahabang salita	Complementary
Week 2	Spell 2-syllable words with short e, a, i, o, and u sound in CVC pattern	* Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan. * Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	Complementary
Week 3	Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues	Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita	Complementary
Week 4	Use demonstrative pronouns (this/that, these/ those)	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	Complementary
Week 5	Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	Nakapagbibigay ng angkop na pamagat sa binasang teksto, talata, at kuwento	Complementary
Week 6	Differentiate words with different medial vowels (eg: cap-cop-cup; fanfin-fun)	Nagagamit nang wasto ang mga pang-ukol ni/nina, kay/kina, ayon sa, para sa, at ukol sa & Naisusulat nang wasto ang mga idiniktang mga salita	Complementary
Week 7	Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipagusap	Convergence
Week 8	Write the names of pictures with the short a, e, i, o, and u words	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	Complementary

Patterns of Alignment or Divergence Emerge between the Implemented Curricula of both learning areas

Theme No. 1. Misalignment of Cognitive and Cultural Demands Across Languages

Every week of the 32-week examination of the Grade 2 English and Filipino curriculum showed "no alignment," indicating a persistent absence of congruence. This suggests that the two languages have a basic cognitive mismatch. English training frequently stays at the level of basic grammar and decoding, emphasizing prepositions, phonics, and CVC spelling. Filipino instruction, on the other hand, pushes students toward higher-

order comprehension and response, necessitating contextual awareness, theme identification, and individual responses. For instance, in the First Quarter Week 1 (Q1W1) Daily Lesson Log (DLL), while Filipino requires learners to employ prior knowledge for text comprehension, English competencies focus on classifying sounds. English abilities concentrate on categorizing sounds, whereas Filipino demands learners to use past knowledge for text comprehension. This week brings to light a stark difference in the cognitive complexity of phonological mechanics and information literacy. While English instruction continues to refine fundamental phonemic awareness, Filipino training progresses to abstract information processing and composition. The cognitive mismatch is amply demonstrated by the DLLs. Within the same work budget, the DLLs demonstrate a glaring discrepancy in the cognitive depth needed by each individual.

Q1W1: The basic oral task of "talking about oneself and one's family" is the extent of English education, but "using prior knowledge or experience to understand a heard text" is instantly required in Filipino (Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto), a much greater cognitive burden including application and synthesis.

Q4W1: English emphasizes the essential literacy ability of "reading words with short e, a, i, o, and u sounds in a CVC pattern." Filipino, meanwhile, advances into structural linguistic analysis by "syllabifying longer words" (Napapantig ang mga mas mahahabang salita).

Q4W6: Phonemic distinction is the main focus. Pupils are required to differentiate between terms using "medial vowels" (e.g., differentiating cap-cop-cup or fan-fin-fun). This is a basic, low-level decoding ability. The focus of the curriculum changes to writing and information literacy. Pupils must "interpret simple graphs" (Nabibigyang-kahulugan ang mga simpleng graph) and "construct a paragraph by combining related sentences" (Nakabubuo ng isang talata sa pamamagitan ng pagsasamasama ng magkakaugnay na pangungusap).

There is a massive "cognitive gap" here. When an English learner is trying to distinguish between "o" and "u," the same Filipino student is expected to integrate many ideas into a coherent written paragraph and analyze data. This difference also shows up in domain siloing, where English emphasizes phonics and oral mechanics. Filipino, on the other hand, places more emphasis on written pragmatics and conventions such as orthographic rules and polite speech. The data confirms the finding that different teaching approaches are used even when both topics teach the same skill:

Q4W7: The English curriculum instructs students to use visual and structural cues such as "titles and pictures" to make and justify predictions. The Filipino curriculum anchors the same skill in narrative and experiential context, requiring students to "state the message of a picture or a witnessed event" and "identify cause and effect in the read text."

Q2W4: In English, prediction is tied to visual cues (using titles and pictures). In Filipino, prediction is tied to narrative/contextual cues (inferring from the story flow).

Q4W3: Grammar vs. Meaning: English focuses on the substitution rule of pronouns (replacing a noun with a pronoun), whereas Filipino focuses on semantics—understanding word meanings through "kasingkahulugan" (synonyms) and "kasalungat" (antonyms).

Teaching objectives are frequently divided into two categories: social/contextual application for Filipino and technical mechanics for English.

Q4W2: The English DLL is dedicated to the mechanical task of "spelling 2-syllable words with short sounds in a CVC pattern." Conversely, the Filipino DLL prioritizes social pragmatics, requiring students to "use action words in conversations about various activities at home, school, and the community."

Q4W4: English focuses on the grammatical identification of "demonstrative pronouns (this, that, these, and those)." Filipino instruction shifts toward the pragmatic use of adverbs to describe "how, when, and where an action or verb is performed."

Q1W3: The competency is auditory classification. Students are asked to "Classify sounds heard," specifically distinguishing between animal, mechanical, and musical instrument sounds. This isolates language to its most basic physical properties (sound recognition). Students must "identify the main idea or thought in a heard or read text" (Nakikilala ang mga pangunahing ideya o kaisipan sa napakinggan o binasang teksto).

The ear is viewed in English as a mechanical sensor (What made that noise?), Filipinos, on the other hand, view the ear as a doorway to critical thought (What is the message of this story?). This supports the "separation of skill domains," according to which Filipino emphasizes the "what" and "why" of communication while English is mired in the mechanical "how" of language. This example demonstrates Domain Siloing: Mechanics vs. Pragmatics and a notable difference between the two languages' treatment of "listening".

The imbalance is further exacerbated by linguistic and cultural bias: Filipino incorporates local narratives and situations like communal observations, *alamat*, and *pabula*, but English separates language mechanics without including cultural meaning. Even in cases when competencies seem identical, like "prediction" in the fourth week of the second grading period, the clues are very different: Filipino uses narrative context, whereas English uses visual cues.

Q1W2: Filipino: The curriculum explicitly integrates local cultural forms. References to *pabula* (fables) and *alamat* (legends) appear early (e.g., using these narratives to teach "*mapanuring pag-unawa*" (critical understanding)). English: English competencies remain largely "culture-neutral" or isolated, focusing on "English letters that do not have a corresponding letter in Filipino" or recognizing "environmental sounds."

Q4W3: English is isolated to the "substitution or replacement of a noun" with personal pronouns. Filipino instruction deepens vocabulary through cultural and semantic context, using "synonyms, antonyms, situational context, and formal definitions" to understand word meanings

When combined, the results highlight four clustered themes: cultural mismatch, domain siloing, cognitive level mismatch, and linguistic prejudice. This "cumulative effect" indicates a parallel yet divided curriculum that hinders multilingual literacy development, with English and Filipino competencies functioning independently. The adverse impact of curriculum silos on educational outcomes is noted, suggesting that a more integrated approach would improve relevance and engagement. The Connected Curriculum program aims to dismantle these silos to meet learning objectives effectively (Kirwan et al., 2022). Moreover, while all instruction is inherently cross-curricular, distinct educational domains remain, leading to curriculum misalignment that limits cohesive learning (Buck & Snook, 2017).

The effective knowledge transfer, low student motivation, and surface-level learning arise from poor alignment in educational practices (Bull, 2025). Proficiency in English and Filipino is crucial for students' academic success and literacy development (Olabiya et al., 2025). The Philippine K–12 curriculum focuses on enhancing language literacy, with the Language Arts and Multiliteracies Curriculum (LAMC) aimed at improving multiliteracies and communicative competence through innovative teaching techniques (Bastida et al., 2023). However, disparities in language learning standards and instructional support complicate these efforts, leading to subpar results on international tests, which necessitates teacher training and curriculum changes (Alvarado, 2023). Challenges in implementing the K–10 curriculum, such as congestion and inadequate planning, further contribute to misalignment and limited stakeholder involvement (Karakus, 2021). The role of spoken lessons in education and the relationship between learners' linguistic experiences and cognitive development remain areas needing further exploration (Leon Guerrero et al., 2024).

Learning a second language before age five enhances brain network efficiency through specific circuits, impacting functional organization (Gracia-Tabuenca et al., 2024). Educational curricula should shift to integrated bilingual literacy techniques to improve communication skills and cultural sensitivity, addressing discrepancies between English and Filipino competencies. This approach mitigates the risk of mechanical English skills without higher-order understanding, emphasizing the importance of bilingual literacy for developing multilingual citizens. Curriculum fragmentation in literacy, divided into oral versus written and different approaches to language, limits cross-linguistic transfer and hinders holistic skill development. The cultural bias in curricula creates inequities, favoring one language's context over the other, which affects students'

attitudes toward languages. The lack of overlaps in competencies indicates inadequate curriculum integration, making it difficult for learners to connect languages and for teachers to implement bilingual instruction. Urgent curriculum harmonization is needed to improve bilingual literacy, integrating cultural contexts and ensuring transferable skills.

Theme 2. Fragmented Bilingual Curriculum Design

The analysis of curriculum alignment data shows a consistent pattern of divergence between English and Filipino competencies in Grade 2. English instruction focuses on oral communication and self-expression, whereas Filipino emphasizes text comprehension and grammar mastery. This results in a complementary but uneven bilingual trajectory, with full alignment being rare and most competencies marked as "No" or "Partial." Partial alignments occur when both subjects discuss related domains, with Filipino often incorporating grammar or mechanical writing elements, reflecting different approaches to literacy development.

The divergence in cognitive emphases shows that English prioritizes functional and expressive language use, engaging through tasks like Wh-questions and role-playing. In contrast, Filipino emphasizes presentational accuracy, focusing on spelling, handwriting, phonics, and grammar. Data indicates that English is more about interpersonal communication, while Filipino concentrates on linguistic mechanics.

Q1W1; the English curriculum begins with "Talking about oneself and one's family." This is a functional, expressive task aimed at building confidence in oral communication. Filipino: In the same week, Filipino targets "Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto" (Using prior knowledge to understand heard text). This requires a higher level of cognitive processing and structured response compared to simple self-expression.

Q1W4: English is still focused on oral sounds, while Filipino explicitly includes "Nakagagawa ng pataas-pababang guhit" (handwriting mechanics), confirming the emphasis on presentational accuracy.

The divergence in cognitive demand is most visible in how "comprehension" is handled.

Q4W1: English competencies involve "Reading words with short vowel sounds in CVC patterns" and answering simple Wh-questions to check for basic understanding. The goal is the functional use of the language. Filipino (Presentation/Structure): Filipino instruction for the same period demands "Napapantig ang mga mas mahahabang salita" (syllabifying longer words). This requires students to understand the internal structure and orthography of the language, rather than just using it for communication.

As the statement suggests, "partial alignments" occur when both subjects touch on the same domain but with different intensities.

Q1W1 & Q1W2: Both subjects address nouns. However, English focuses on "classifying sounds" (auditory discrimination), while Filipino immediately jumps to "Nagagamit ang mga pangngalang nagsasaad ng ngalan ng tao, bagay, hayop, pook, at pangyayari" (using nouns for people, things, animals, places, and events). Filipino adds a layer of grammatical classification that English lacks at this stage.

Q4W7: Both subjects involve "prediction." English relies on "clues such as titles and pictures" (visual/structural), while Filipino draws from "sanhi at bunga" (cause and effect) and "mensahe ng larawan" (message of the image), requiring deeper inferential thinking.

The analysis shows a clear "separation of skill domains": English Silo: English often isolates language mechanics. For example,

Q1W2, a primary competency, is "Identifying English letters that do not have a corresponding letter in Filipino." This is a technical, contrastive-linguistic task. Filipino Silo: Filipinos embed language in cultural narratives; students are already "Answering questions about fables (pabula) and real-life events," prioritizing cultural-linguistic accuracy and narrative comprehension

Q4W5: The focus is on identifying prepositions. Students learn to show locations or positions using words like "in," "on," "under," "behind," and "beside." The activity is highly visual and functional (e.g., "The mother hides the gift under the table"). Filipino: The focus shifts to orthographic accuracy. Students are required to "correctly write dictated words" (Naisusulat nang wasto ang mga idiniktang mga salita).

While English is helping the student navigate physical space through simple vocabulary, Filipino is testing the student's internal cognitive map of spelling and auditory-to-written conversion (dictation). This supports the theme of Filipino prioritizing presentational accuracy.

Q4W7: The competency is pre-writing through drawing. Students "express ideas through illustrations or storyboards." The cognitive demand is expressive and creative—using visual art to bridge the gap to language. Filipino: The competency is inferential comprehension. Students must "Identify causes and effects in the read text." (Natutukoy ang mga sanhi at bunga sa mga pangyayari) and "State the message of a witnessed event."

English allows for a non-verbal, lower-stakes entry point to literacy (drawing), while Filipino requires the student to perform complex logical operations (identifying cause-and-effect relationships) within a text.

Q4W6: The focus is phonemic differentiation. The goal is for students to "differentiate words with different medial vowels" (e.g., cap vs. cup). At the end of the 4th quarter, English is still reinforcing basic CVC auditory mechanics. Filipino: The focus is information literacy. Students are expected to "interpret simple graphs" (Nabibigyang-kahulugan ang mga simpleng graph).

English instruction treats the learner as a "beginning decoder" still struggling with vowel sounds. Simultaneously, the Filipino curriculum treats the same learner as a "critical thinker" capable of reading and interpreting mathematical/visual data representations. Pupils, however, face persistent challenges in grammar proficiency, particularly with plural forms, sentence construction, and subject-pronoun agreement (Santos et al., 2022). Vocabulary acquisition also poses difficulties, as learners struggle with context clues, prefixes, and suffixes (Selda, 2025), while inadequate vocabulary instruction further exacerbates comprehension issues (Ramirez & Cruz, 2023). In reading comprehension, pupils often fail to identify cause-effect relationships and analyze literary elements (Lim, 2024), reflecting gaps in both vocabulary and grammar teaching as well as disparities in cognitive development (Garcia, 2023).

These findings identify three main themes: competency misalignment, divergent cognitive demands, and bilingual transition gaps. Weekly assessments show "no" alignment, as English focuses on phonics while Filipino prioritizes comprehension. This lack of integration leads to unbalanced skill development, with English enhancing decoding and vocabulary and Filipino fostering interpretive skills. Additionally, learners face challenges in transferring skills between languages, resulting in disengagement. The fragmented curriculum thus hinders balanced bilingual literacy, as English promotes expressive skills while Filipino strengthens comprehension, failing to connect oral fluency with textual understanding. This fragmentation impedes the goals of outcome-based education, which seeks transferable skills and holistic development.

The findings underscore the need for deliberate integration strategies. Linking English oral tasks with Filipino comprehension tasks, for example, could maximize cross-linguistic transfer and ensure balanced bilingual development. Embedding cultural contexts into English instruction while scaffolding Filipino grammar with communicative activities would create a more coherent bilingual pathway. Moreover, addressing vocabulary and grammar gaps through explicit, integrated instruction is essential to strengthen reading comprehension and higher-order literacy skills. Ultimately, the implications point toward curriculum harmonization that moves beyond parallel tracks to a genuinely integrated bilingual design.

Themes emerge from the analysis between the intended and implemented curricula across both learning areas

Theme 3. Instructional Divergence and Fragmentation of Competency Development

The curriculum alignment data reveals a significant gap between intended and implemented competencies in the

English learning area, particularly between School A and School B. School A often diverts from the intended competencies by focusing on meaning-making, oral communication, and grammar instead of essential skills like phonics and spelling, resulting in many weeks with no aligned competencies. Conversely, School B adheres closely to the intended curriculum, effectively implementing activities that promote foundational literacy skills such as phoneme awareness and text analysis. This indicates School A may prioritize functional language use over the development of technical skills, while School B ensures learners engage with specific competencies.

The analysis reveals a tension between curriculum design and classroom practice. School A adapts competencies for broader communicative goals, enhancing oral fluency but potentially neglecting technical literacy. In contrast, School B maintains stronger fidelity to the intended curriculum, which aids in skill acquisition but may hinder responsiveness to communicative needs. This comparison indicates that School B implements activities closely aligned with the intended curriculum, while School A prioritizes functional communication, resulting in a gap where learners may miss essential technical skills outlined in the curriculum.

First Quarter: Foundational Literacy & Phonics

Q1W1: Sound Classification: Intended Competency: Classify/categorize sounds heard (animals, mechanical, objects, musical instruments, environment, and speech). School A was reinterpreted as "talk about oneself and one's family"—prioritizing oral communication over auditory classification, while School B implemented "classify/categorize sounds heard", matching the technical requirement of the week.

Q1W2: Alphabet & Phonemes: Intended Competency: Read the alphabets of English and associate them to phonemes. School A focused on "Identifying English letters not in Filipino" and "Listening to paragraphs"—moving toward comparative language and comprehension, while School B implemented "Read the alphabets and associate to phonemes" and added "Recognize words with medial /e/", ensuring CVC word mastery."

Q1W 6: Phonics (Beginning Letters): Intended Competency: Give the beginning letter of the name of each picture. School A Observation: Diverged to "Use words denoting sequences in daily activities" and "Forming plural nouns by adding -s/-es"—substituting phonics for grammar, while School B strictly followed "Give the beginning letter of the name of each picture."

Q1W 8: Story Elements: Intended Competency: Identify and discuss the elements of a story (theme, setting, characters, and events). School A Observation: Implemented "Identify mass and count nouns" and "Use different Wh- questions"—replacing literary analysis with grammar and question-and-answer drills, while School B Observation: Adhered to "Identify and discuss the elements of a story."

Second Quarter: Writing & Textual Analysis

Q2W 2: Pre-writing Activities: Intended Competency: Generate ideas through pre-writing activities. School A focused on "Producing the sound of /oo/" and "Sharing information through role-playing," prioritizing oral expression over the writing process. School B specifically implemented "Generate ideas through pre-writing activities."

Q2W 6: CVC Spelling Patterns: Intended Competency: Spell high-frequency words with short a, e, i, o, and u sounds in the CVC pattern. School A substituted spelling with "Divide the spoken sentence into individual words" and "Categorize speech sounds heard in poems," focusing on auditory discrimination rather than writing/spelling. School B strictly followed "Spell high-frequency words with short a, e, i, o, and u sounds in the CVC pattern."

Q2W8: Sequencing & Prediction Intended Competency: Identify the basic sequence of events and make relevant predictions about stories. School A diverged into "Identify segments of sounds in words" and "Identify consonants not in the mother tongue." School B directly implemented "Sequence of events and relevant predictions."

Third Quarter Cognitive Comprehension & Grammar

Q3W2: Justifying Predictions: Intended Competency: Use clues to answer questions, clarify understanding, and justify predictions (titles and pictures). School A implemented "Identify and describe main characters" and "Use question words/interrogatives (who, what, where)"—focusing on literal comprehension rather than the skill of prediction. School B aligned with "Create or expand word clines" to support the specific vocabulary needed for justified predictions.

Q3W4: Fact vs. Fiction: Intended Competency: Recognize the difference between “made-up” and “real” in texts listened to. School A, focused on "Using adjectives to describe persons, places, and things" and "Identifying sequence of events", missing the evaluative "real vs. made-up" competency. School B directly addressed "Recognize the difference between ‘made-up’ and ‘real.’"

Q3W5: Expository Texts, Intended Competency: Identify important details in expository text listened to. School A substituted it with "Participate in oral interpretation of short poems" and "Share personal experiences about study habits"—turning a reading skill into an oral sharing session. School B directly followed "Identify important details in expository text."

Fourth Quarter: Decoding & Functional Language

Q4W1: CVC Reading & Sight Words: Intended Competency: Read words with short e, a, i, o, and u sounds in the CVC pattern and match pictures with sight words. School A replaced decoding with "Identify sequence of events" and "identify synonyms/antonyms," prioritizing vocabulary over word-level reading. School B strictly implemented "read words with short e, a, i, o, and u sounds in the CVC pattern."

Q4W4: Demonstrative Pronouns: Intended: Use demonstrative pronouns (this/that, these/those). School A: Substituted with "Express ideas through illustrations or storyboards" and "Predicting outcomes; School B directly implemented "Use demonstrative pronouns."

Q4W6: Medial Vowel Differentiation: Intended Competency: Differentiate words with different medial vowels (e.g., cap-cop-cup; fan-fin-fun). School A diverged into "Use personal experiences to make predictions" and "Recognize kinds of sentences" (declarative and interrogative), completely bypassing the phonics-based decoding skill. School B directly addressed "Differentiate words with different medial vowels."

Data indicates uneven curriculum alignment, with School B aligning more closely to intended competencies than School A, which deviates towards alternative skills. This text discusses the implications of the Department of Education's prescriptive curriculum on teacher training and monitoring, emphasizing the need for teachers to adapt lessons to their learners' contexts. It critiques the restrictive directives, which prioritize rigid grammatical rules without fostering an understanding of communication's contextual nuances (Barot, 2018). The centralized policy disregards the country's sociolinguistic complexities, leading to unclear curricular definitions and alignment issues. This lack of clarity forces school administrators and teachers to interpret the curriculum flexibly (Espino et al., 2021). Students developing English proficiency face challenges in learning within content areas, as established by Heineke et al. (2023). Teacher authority is essential yet complex, requiring educators to earn students' respect through professional and personal legitimacy (Lv & Hu, 2021). The dynamics of language evolution include convergence and divergence, affecting linguistic diversity and teacher agency, which is crucial for effective teaching in local contexts (Kayi-Aydar, 2019). Poor alignment in teaching can lead to reduced motivation and ineffective knowledge transfer (Bull, 2025). The Department of Education must address these pedagogical challenges highlighted by Espino and Barot.

Weak alignment between intended and implemented curriculum often leads to superficial learning and poor knowledge transfer, necessitating pedagogical coherence. An analysis of the Filipino curriculum reveals that School A frequently undermines instructional consistency, leading to diluted outcomes through partial alignment, while School B effectively adheres to the prescribed competencies, ensuring a cohesive learning trajectory. This variance highlights the importance of maintaining curriculum fidelity to achieve comprehensive skill mastery and avoid fragmented educational experiences.

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First Quarter: Pagbuo ng Pundasyon at Paunang Kasanayan

Q1W1: Naunang Kaalaman at Mekanikal na Kasanayan: Intended Competency: Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto, School A. It demonstrated partial alignment. Although Day 1 and 2 matched, Day 4 diverged toward a mechanical task: "Nakagagawa ng pataas-pababang guhit." School B demonstrated strong fidelity. It remained focused on understanding the text until Day 3 and transitioned to "nagagamit ang mga pangngalang nagsasaad ng ngalan ng tao, bagay, hayop, pook, at pangyayari" on Day 4.

Q1W2: Magalang na Pananalita, Intended Competency: Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar, pakikipag-usap sa matatanda, pagtanggap ng paumanhin, pagtanggap ng tawag sa telepono, pagbibigay ng babala). School A, Partial alignment. Implementation focused solely on "Pagbati" and answering questions, but did not cover broader situations such as receiving a phone call. School B, Full alignment. The activities specifically covered, "Pagbati," "Pagtanggap ng tawag sa telepono," at "Paghingi ngpahintulot,"...that directly reflects the scope of the MELCs.

Q1W4: Pagsusunod-sunod at Pangngalan: Intended Competency: Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan batay sa larawan, pahiwatig na pangungusap, at story ladder. School A, Diverge and the focus remained on "Pagkilala sa Pangngalan" at "Pangngalang Pantangi at Pambana" on all days, and missed the sequencing of events. School B Aligned the lesson balanced the identification of nouns with the activity of.. "Napagsusunod-sunod ang mga pangyayari sa kuwento."

Second Quarter: Istrakturadong Wika at Literasiya

Q2W3: Pagpapahayag sa Pagsulat, Intended Competency: Nakasusulat ng sariling talata na may wastong baybay, bantas at gamit ng malaki at maliit na letra. School A, Partial alignment. A significant portion of the week was substituted with "Pagkilala sa Kasingkahulugan" at "Pandiwa." The specific goal of paragraph writing was compromised (diluted). School B, Full fidelity. "The lessons are deliberately designed in accordance with what has been prescribed" Nakasusulat ng sariling talata na may wastong baybay..."

Q2W6: Pagbaybay at Pattern ng Salita; Intended Competency: Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita. School A, Divergent. The implementation shifted to "Pagsagot sa mga tanong na Wh" at "Brainstorming," highlighting communication over the technical proficiency of connected or continuous writing. School B Strong fidelity. The lessons are directed toward "Pagsulat sa kabit-kabit na paraan," ensuring that the technical benchmark is met.

Third Quarter: Pagsusuri ng Teksto at Pagpapalagay

Q3W2: Pag-unawa at Paghinuha: Intended Competency: Napagyayaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga bagong salita mula sa salitang-ugat at pagkilala sa mga kasingkahulugan at kasalungat na salita. School A, Fragmented. More emphasis was placed on "Pagkilala at paglalarawan sa pangunahing tauhan" and interrogative words. Although this supports comprehension, it did not directly equate to vocabulary enrichment through root words. School B. Aligned. The implementation involved the development of "word clines" and the linking of words, which supports a coherent flow of learning.

Q3W4: Katotohanan vs. Fantasya: Intended Competency: Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata at teksto. School A, Substitution. The week was devoted to "Pang-uri at paglalarawan ng tao, bagay, at pook." Instruction on cause and effect was replaced with grammar exercises. School B: Full alignment. The activities were deliberately designed around "Pag-uugnay ng sanhi at bunga."

Fourth Quarter: Praktikal na Aplikasyon at Sintesis

Q4W3: Panghalip Pano; Intended Competency: Nagagamit ang mga panghalip pano (ako, ikaw, siya, tayo, kayo, sila) sa usapan at pagsasabi tungkol sa sariling karanasan. School A, Partial alignment. The focus shifted to "Choral speaking" at pagbasa ng mga parirala. The use of pronouns became merely a byproduct of reading rather than a targeted skill in conversation. School B Full fidelity, directed toward "Paggamit ng mga panghalip pano sa usapan" as assigned.

Q4W6: Pagsulat ng Idiniktang Salita. Intended Competency: Naisusulat nang wasto ang mga idiniktang salita. School A, Substitution. directed toward "Paggamit ng wastong salitang pang-ukol na ni o nina, kay o kina." Despite the importance of grammar, the mechanical skill of transcribing dictated words was no longer evident in the observed days. School B, full alignment. Successfully integrated "Nagagamit nang wasto ang mga pang-ukol" and "Naisusulat nang wasto ang mga idiniktang mga salita" within a week.

The analysis of two schools reveals distinct instructional approaches. School A prioritizes comprehension and text-based skills, often at the expense of handwriting and vocabulary enrichment, leading to a dilution of key competencies like prediction and expressive writing. Conversely, School B adheres closely to structured language competencies, ensuring systematic skill acquisition and balanced curriculum coverage. Partial alignments in School A indicate related skills are sometimes practiced, but often the core goals are eclipsed. The findings suggest that School A would benefit from targeted training to strengthen alignment with competencies, while School B exemplifies the advantages of maintaining curriculum fidelity, which fosters comprehensive skill development in Grade 2 Filipino competencies.

The uneven distribution of tasks highlights a pattern of partial competency development, leading to fragmented skills and inconsistent literacy progression. Implementing a balance between English and Filipino instruction exposes challenges, as noted by Gonzalez (1990), which favors Tagalog-speaking regions, exacerbating disparities between Manila and non-Manila areas. This raises concerns about equitable access to quality education and the marginalization of non-Tagalog languages. Andronache et al. (2015) define competencies as encompassing knowledge, skills, and attitudes, indicating that effective skill acquisition requires practicing tasks with relevant knowledge.

Theme 4. Inconsistency in Curriculum Sequencing and Delivery

The uneven distribution of aligned versus misaligned tasks hinders skill acquisition and literacy progression, particularly due to the English-Filipino medium implementation. Gonzalez (1990) notes that this policy favors Tagalog speakers, exacerbating the educational divide between Manila and non-Manila regions, raising concerns about equitable access and the marginalization of non-Tagalog languages (Kilag et al., 2024). Andronache et al. (2015) emphasize that acquiring competence requires the integration of knowledge, skills, and favorable attitudes, which underscores the necessity of appropriate task practice for effective learning.

The analysis reveals that a budget of work serves as a framework for cumulative literacy development. Weak fidelity, as observed in School A, results in a collapse of this scaffold, leading to incomplete skill sets among learners. Disruptions in curriculum sequencing negatively impact the bilingual literacy trajectory, causing fragmented competency acquisition and reducing the effectiveness of simultaneous instruction in English and Filipino. The study compares "instructional looping" in School A with "curricular fidelity" and scaffolded progression in School B, highlighting the alignment or divergence of implemented competencies in both languages from the intended goals.

Q1W1: Intended Competencies: Filipino: Nagagamit ang naunang kaalaman sa pag-unawa ng teksto. English: Classify sounds heard.

School A (Day 4): Filipino: "Nakagagawa ng pataas-pababang guhit." English: (No implementation). Inconsistency: Shifted to motor skills, stalling linguistic development.

School B (Day 4): Filipino: "Nagagamit ang mga pangngalan..."

English: Classify/categorize sounds heard (animals, mechanical, environment).

Fidelity: Successfully transitioned from identifying sounds in English to naming objects (nouns) in Filipino.

Q1W4: Intended Competencies Filipino: Napagsusunod-sunod ang mga pangyayari. English: Use of a/an + noun.

School A (Day 3): Filipino: "Pagkilala sa Pangngalan." English: "Identify common nouns and proper nouns." Inconsistency: Stuck in a "Noun Loop," bypassing the sequencing milestone.

School B (Day 3): Filipino: "Napagsusunod-sunod ang mga pangyayari." English: "Use of a/an + noun." Fidelity: Adhered to the intended competencies; students organized story events while using grammar to identify specific objects within the narrative.

Q1W6: Intended Competencies Filipino: Nakasusunod sa nakasulat na panutong may 1-2 hakbang. English: Identify parts of a sentence.

School A (Day 2): Filipino: "Pangngalang Pambalana." English: "Recognize that some words may have the same spelling but different pronunciations." Inconsistency: Instruction stalled on word-level drills instead of moving to the functional task of following directions.

School B (Day 2): Filipino: "Pagsunod sa Panuto." English: "Recognize that a sentence may be made up of a word or a group of words." Fidelity: Integrated skills; learners followed instructions to identify and mark parts of a sentence.

Q2W1: Intended Competencies Filipino: Naibibigay ang susunod na mangyayari. English: Recognize common and proper nouns.

School A (Day Filipino: "Kasingkahulugan." English: "Give the meaning of words used in the story.") Inconsistency: Avoided the higher-order task of prediction to focus solely on word meanings.

School B (Day Filipino: "Naibibigay ang susunod na mangyayari sa kuwento." English: "Recognize common and proper nouns." Fidelity: Used recognized nouns from the text to "make predictions" about the plot, aligning both languages. Goals.

Q2W3: Intended Competencies Filipino: Nakasusulat ng maikling talata. English: Identify story elements.

School A (Day 4): Filipino: "Pandiwa" (Verbs). English: "Identify the elements of the story." Inconsistency: Paragraph writing was sacrificed for isolated grammar drills.

School B (Day 4): Filipino: "Nakasusulat ng maikling talata." English: "Identify and discuss the elements of a story (theme, setting, characters)." Fidelity: High alignment; students used the story elements identified in English as the blueprint to write their Filipino paragraphs.

Q2W8: Intended Competencies Filipino/English: Natutukoy ang mga bahagi ng aklat (Identify parts of a book).

School A (Day 1): Filipino: "Pandiwa" (Verbs). English: Identifying the parts of the book. Inconsistency: Filipino remained stuck in grammar, causing a disconnect in technical literacy.

School B (Day 1-4): Filipino: "Natutukoy ang mga bahagi ng aklat." English: "Identifying the parts of the book (table of contents, title page, etc.)." Fidelity: Conducted a unified "book walk" across both subjects.

Q3W2: Intended Competencies Filipino: Nakapagbibigay ng sariling wakas. English: Make predictions. School A (Day 1): Filipino: "Pagtukoy sa bida at kontrabida." English: "Make predictions about the story." Inconsistency: Filipino stayed at a literal level, bypassing the logical prediction being attempted in English.

School B (Day 1-4) Filipino: "Pagbibigay ng sariling wakas." English: "Make predictions about the story based on the cover or title." Fidelity: Engaged in "stop and predict" sessions in both languages to build logical reasoning.

Q3W4: Intended Competencies: Filipino: Napag-uugnay ang sanhi at bunga. English: Fact vs. Fiction. School A (Day 3): Filipino: "Pang-uri." English: "Identify the important details in expository text." Inconsistency: Prioritized "how things look" over the logical "why" (cause and effect).

School B (Day 3) Filipino: "Pag-uugnay ng sanhi at bunga." English: "Recognize the difference between 'made-up' and 'real.'" Fidelity: Both languages addressed logical thinking and critical evaluation of text.

Q3W7: Intended Competencies: Filipino: Nagagamit ang mga ekspresyong angkop sa kuwento. English: Use adjectives.

School A (Day 2): Filipino: "Pang-ukol." English: "Use adjectives in sentences." Inconsistency: Missed the expressive oral milestone in favor of structural grammar drills.

School B (Day 2): Filipino: Muling pagsasalaysay ng binasang teksto. English: "Use adjectives in sentences." Fidelity: Integrated delivery; students used English adjectives to enrich their oral retelling of the story in Filipino.

Q4W3: Intended Competencies: Filipino: Nakasulat ng simpleng liham/paanyaya. English: Express ideas through illustrations.

School A (Day Filipino: "Simuno at Panaguri." English: "Identify important details." Inconsistency: Reverted to sentence analysis (parsing) instead of practical writing.

School B (Day 3): Filipino: "Nakasulat ng simpleng paanyaya." English: "Express ideas through illustrations or storyboards." Fidelity: Students designed a "Birthday Invitation" in Filipino and a visual storyboard in English, fulfilling the creative synthesis goal.

Q4W6 Intended Competencies: Filipino: Naisulat nang wasto ang mga idiniktang salita. English: Medial vowels.

School A (Day 1): Filipino: "Paggamit ng Pang-ukol." English: "Differentiate medial vowels." Inconsistency: Technical spelling accuracy in Filipino was bypassed for preposition drills.

School B (Day 3): Filipino: "Naisulat nang wasto ang mga idiniktang mga salita." English: "Differentiate words with different medial vowels (cap-cop-cup)." Fidelity: Both languages focused on phonetic and orthographic precision as intended.

Q4W8: Intended Competencies: Filipino: Nakakasulat ng personal na impormasyon sa mga form. English: Use question words.

School A (Day 2): Filipino: Review of "Pandiwa." English: "Ask and answer simple questions (who, what, where)." Inconsistency: Replaced functional form-filling with a generic verb review.

School B (Day 2): Filipino: "Nakakasulat ng mga personal na impormasyon sa mga form." English: "Ask and answer simple questions (who, what, where, when, and why)." Fidelity: Taught learners how to fill out personal forms by answering the "who, where, and when" questions practiced in English.

School A experiences grammatical stagnation, leading to fragmented learning as instruction fixates on basic parts of speech, hindering higher-order synthesis. In contrast, School B excels in curricular fidelity by using grammar to achieve broader milestones. The lack of curriculum alignment can result in significant learning gaps, affecting student comprehension of new content (Shaltry, 2020). Enhancing alignment through educational taxonomies can guide effective instruction and assessment (Edwards, 2010) and suggest effective pedagogies to develop cognitive skills, proposing an opportunity for improved alignment (Johnson et al., 2020).

Implementing an aligned curriculum enhances student academic readiness by bridging curriculum with instructional practices; this requires adequate teacher training for effective implementation. Challenges such as curriculum misalignment and incoherent assessments hinder student learning, making it essential to address these issues for an inclusive, learner-centered education. A well-structured curriculum is vital for guiding instruction and assessment (Yurdakul, 2015; Bull, 2025; Ashbee, 2021).

Theme 5. Functional Bilingual Integration with Uneven Fidelity

The English and Filipino curricula demonstrate concurrent delivery of competencies, revealing both overlaps and divergences. While Filipino often emphasizes text comprehension and polite language, English focuses on phonics and grammar. Key areas of equivalence include grammar recognition and story sequencing, indicating bilingual reinforcement. However, divergence exists as Filipino incorporates phonological awareness and handwriting mechanics, contrasting with English's focus on phonics and spelling. Thus, the curricula complement each other while maintaining distinct educational structures.

Both curricula focus on remembering, understanding, and applying knowledge but differ in cognitive balance. English prioritizes application and oral communication via role-playing and predictions, while Filipino emphasizes structural accuracy through grammar and comprehension. Differences between schools also emerge; School B aligns competencies more effectively across subjects with concurrent delivery, while School A often replaces comprehension or grammar tasks with technical literacy skills, resulting in less coherence.

Q1W1: Filipino: Intended: Use prior knowledge to understand audio text. Implemented: Both schools followed this, focusing on listening comprehension. English: Intended: Classify sounds heard (animals, mechanical).

Implemented: School B followed this strictly, while School A diverged to "talking about oneself," showing early uneven fidelity.

Q1W2; Filipino: Intended: Use polite greetings (Magalang na Pananalita). Implemented: School B maintained high fidelity. School A showed "uneven fidelity" by substituting this technical skill with general story comprehension (answering questions about a fable).

English: Intended: Alphabet and phonemes. Implemented: Both schools stayed aligned, though School A added comparative linguistics (identifying letters not in Filipino).

Q1W3: Filipino: Intended/Implemented: Identifying nouns (Pangngalan) for people, places, and things. English: Intended/Implemented: Recognizing common and proper nouns. This is a clear example of functional integration, where both languages reinforce the same grammatical concept simultaneously.

Q2W1: Filipino: Intended: Use personal experience for inference. Implemented: School B focused on the cognitive process of "Hinuha" (inference), while School A shifted to "Main Idea" and "Pronouns," diluting the specific intended process.

English: Intended/Implemented: Book orientation (parts of a book). This diverges from Filipino to focus on the English-specific physical literacy of texts.

Q2W2: Filipino: Intended: Pronounce diphthongs and clusters. Implemented: School A focused on syllabication (Pagpapantig). This highlights the "functional" aspect: Filipino is a syllabic language, so implementation often prioritizes this over general clusters.

Q2W5: Filipino: Intended/Implemented: Describing elements of a story (Tauhan, Tagpuan, Banghay).

English: Intended/Implemented: Predicting outcomes using clues and identifying the author/illustrator. Both languages move toward a holistic understanding of storytelling, showing high functional integration.

Q3W1: Filipino: Intended/Implemented: Correct use of Verbs (Pandiwa) in narrating personal experiences.

English: Intended/Implemented: Retelling and sequencing stories. Here, Filipino provides the structural tool (the verb), while English provides the communicative application (sequencing).

Q3W3: Filipino: Intended/Implemented: Reading words with clusters and identifying possessive pronouns (Panghalip Pano na Paari).

English: Intended/Implemented: Action words and identifying synonyms. The languages are used here to expand vocabulary through different linguistic lenses.

Q3W4: Filipino: Intended/Implemented: Identifying synonyms and antonyms. English: Intended/Implemented: Using Demonstrative Pronouns (This/That/These/Those). The focus here is on precision—choosing the right word in Filipino and the right pointer in English.

Q4W2: Filipino: Intended/Implemented: Identifying Cause and Effect (Sanhi at Bunga) in a text. English: Intended/Implemented: Using personal experiences to make predictions. This pair builds higher-order thinking skills across both languages.

Q4W4: Filipino: Intended/Implemented: Using correct punctuation (bantas) and capitalization. English: Intended/Implemented: Recognizing types of sentences (declarative vs. interrogative). The languages reinforce the "technical literacy" mentioned in your analysis—Filipino on the symbols and English on the sentence purpose.

Q4W7: Filipino: Implemented: Reading phrases and identifying message in advertisements. English: Implemented: Reading short stories and answering Wh- questions. By the end of the year, the "functional integration" is complete: students use Filipino for structural understanding of media and English for reading fluency and comprehension.

The uneven fidelity is most apparent in School A during Quarters 1 and 2, where technical language skills (like polite speech or specific phonics) were often substituted for broader, easier-to-implement comprehension activities. In contrast, School B maintained a more systematic alignment with the intended curriculum, ensuring the "bilingual reinforcement" was consistently delivered.

Bilingualism is a multifaceted concept that allows investigation into long-term cognitive effects, influenced by when and how a second language is acquired (Gracia-Tabuenca et al., 2024). It involves having dual terms for the same idea (Garbin et al., 2010) and differentiates between primary bilinguals, who learn languages in natural settings, and secondary bilinguals, who learn formally (Houston, 2019; Ghafouri & Rezai, 2023). Research indicates that functional networks differ for first (L1) and second language (L2) speakers during language processing (Leon Guerrero et al., 2024). Additionally, challenges in curriculum implementation contribute to students' lack of preparedness across grade levels, complicating the assessment of educational objectives (Nevenglosky, 2018; Wiles & Bondi, 2014).

The concurrent delivery of English and Filipino competencies employs a bilingual instructional design, enhancing expressive and structural language aspects. English focuses on communicative fluency, while Filipino emphasizes comprehension, grammar, and literacy mechanics. This complementary approach fosters holistic language development but requires monitoring to prevent overshadowing intended competencies. Data indicates uneven curriculum integration, with some schools successfully reinforcing bilingual skills, while others adapt competencies for broader comprehension. Effective curriculum planning necessitates alignment strategies to ensure that concurrent delivery enhances skills across both languages rather than allowing them to diverge

Summary of Findings

The following are the findings of the study:

1. There is misalignment of cognitive and cultural demands across languages.
2. There is fragmented bilingual curriculum design.

3. There is instructional divergence and teaching authority in curriculum implementation
4. There is fragmentation of competency development
5. There is inconsistency in curriculum sequencing and delivery
6. There is functional bilingual integration with uneven fidelity

CONCLUSION

Based on the findings of the study, the following are the conclusions:

The study shows that structural and pedagogical gaps continue to be a problem for the bilingual curriculum in English and Filipino. The coherence of competency development is compromised by fragmented curriculum design, irregular sequencing, and misalignment of cognitive and cultural expectations across languages. Fidelity to planned learning objectives is further weakened by instructional difference and unequal use of teaching authority. The lack of systemic alignment is highlighted by the inconsistent implementation of functional bilingual integration. In order to guarantee fair and comprehensive bilingual literacy development, these findings collectively highlight the critical need for curriculum harmonization, improved instructional coherence, and culturally sensitive tactics.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following are the recommendations:

Department of Education may establish clear cognitive and cultural benchmarks across languages to ensure balanced demands by designing competency maps that show progression across languages and subjects, reducing fragmentation.

The school head may strengthen collaboration between curriculum developers, policymakers, and classroom practitioners to close the gap between design and implementation and pilot localized bilingual models that respect cultural contexts while maintaining national standards.

Teachers may be provided with clearer authority in curriculum interpretation and adaptation by implementing standardized curriculum sequencing to reduce instructional divergence.

Future researchers are encouraged to investigate the translation of curriculum policies into classroom realities in Philippines Basic Education

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