

International Journal of Learning, Teaching and Educational Research
 Vol. 25, No. 7, pp. 981-999, July 2026
<https://doi.org/10.26803/ijlter.25.7.44>
 Received Apr 16, 2026; Revised Jun 15, 2026; Accepted Jun 16, 2026

Assessing Contextualization in the Grade 10 MATATAG English Curriculum: A Document Analysis

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Abstract. This study conducted a document analysis of the Grade 10 MATATAG English Curriculum to assess the degree of contextualization across four school-year quarters using the Curriculum Contextualization Assessment Framework (CCAF), a literature-derived analytical framework synthesized from scholarship on curriculum contextualization, culturally responsive pedagogy, multilingual education, and authentic assessment. The analysis focused on Grade Standards (GS), Content Standards (CS), Performance Standards (PS), and Learning Competencies (LCs) through six interrelated dimensions of contextualization: content localization, cultural representation, linguistic contextualization, pedagogical contextualization, authenticity, and resource alignment. Data were drawn from the official curriculum documents released by the Department of Education (DepEd, 2023) and examined through qualitative document analysis supplemented by descriptive quantification to summarize patterns observed across curriculum components. Findings indicate moderate levels of pedagogical contextualization ($M = 3.0$), assessment authenticity ($M = 3.0$), and content localization ($M = 2.75$), alongside opportunities to further strengthen cultural representation ($M = 2.19$), linguistic contextualization ($M = 2.0$), and resource alignment ($M = 2.0$). The overall mean of 2.49 suggests an uneven profile of contextualization across dimensions. The analysis also identified an aspirational-operational gap, referring to the discrepancy between contextualization commitments articulated in broader curriculum standards and the degree to which these commitments are reflected in the learning competencies that guide classroom practice. The findings offer insights into curriculum enhancement, teacher development, and future research in multilingual educational contexts.

Citation :
 Tardaguila, P. J. G. (2026). Assessing Contextualization in the Grade 10 MATATAG English Curriculum: A Document Analysis. *International Journal of Learning, Teaching and Educational Research*, 25(7), 981-999. <https://doi.org/10.26803/ijlter.25.7.44>

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Keywords: aspirational-operational gap; curriculum contextualization; Curriculum Contextualization Assessment Framework (CCAF); English language curriculum; MATATAG English curriculum

1. Introduction

Curriculum contextualization is a critical dimension of educational quality because it ensures that learning materials, tasks, and assessments are culturally relevant, linguistically appropriate, and responsive to learner's lived experiences (Fernandes et al., 2013; Inocian et al., 2019). When curricula fail to reflect the cultural and linguistic backgrounds of the students they serve, a disconnect may emerge between what is taught and what learners perceive as meaningful. Research has linked this disconnect to lower levels of learner engagement, weaker identity formation, and reduced academic achievement (Gay, 2018; Ladson-Billings, 2014). The challenge is particularly evident in multilingual, culturally diverse, and post-colonial societies, where education systems must balance internationally informed standards with local cultural and linguistic realities (Widodo et al., 2017; Yoon, 2023).

In the Philippines, curriculum contextualization is a longstanding policy direction. DepEd Order No. 42, s. 2016 identifies contextualization and localization as core principles of basic education and encourages teachers to adapt curriculum content to local needs, situations, and contexts (Adlit, 2022). However, despite this policy commitment, studies continue to report difficulties in translating contextualization from policy into classroom practice (Garrido & Niez, 2025; Pariscal & Gonzales-Aboy, 2022). The MATATAG Curriculum, introduced by the Department of Education in 2023, represents the most recent reform of Philippine basic education. In English, the curriculum aims to develop multiliteracies, communicative competence, and cultural awareness through engagement with literary, informational, and transactional texts across increasingly broader cultural contexts (DepEd, 2023).

The Grade 10 English curriculum is organized through four interconnected components: Grade Standards (GS), Content Standards (CS), Performance Standards (PS), and Learning Competencies (LCs). The important question, however, is whether contextualization is explicitly embedded within these curriculum components or whether it is largely left to teacher interpretation and implementation. This distinction is important because curriculum documents shape instructional priorities, assessment practices, and learning experiences and when contextualization is not clearly articulated within the curriculum itself, its implementation may vary considerably across schools and learning environments (Cabaya et al., 2025; Leite et al., 2018).

Document analysis provides a systematic means of examining this issue by focusing on the curriculum document as the unit of analysis (Bowen, 2009; O'Leary, 2014). Using document analysis, it is possible to examine the extent to which a curriculum incorporates local content, cultural representation, linguistic responsiveness, pedagogical relevance, authentic assessment, and instructional

support with such an examination allowing for a closer understanding of how contextualization is represented across different levels of curriculum design.

Grade 10 was selected as the focus of this study for two reasons. First, it is the final year of junior secondary education under the MATATAG Curriculum and therefore serves as the culmination of the K–10 English learning sequence. Second, it encompasses a broad range of genres and communicative tasks, including world literature, documentary and vlog production, research writing, and transactional correspondence. These characteristics make Grade 10 an appropriate context for examining contextualization across content, pedagogy, assessment, and resources. The progression from Philippine literature in Grade 7 to broader global literary traditions in Grade 10 also places increasing emphasis on cultural awareness and identity, making contextualization particularly relevant at this level.

nonetheless, despite the policy emphasis on contextualization and the significance of the Grade 10 English curriculum, limited research has examined how contextualization is represented within the MATATAG Curriculum as a curriculum document. Existing studies have focused primarily on classroom implementation, teacher practices, and localized instructional materials and less attention has been given to the curriculum itself as an object of analysis. Consequently, there remains a need for a systematic examination of how contextualization is embedded across curriculum standards, competencies, assessments, and supporting resources.

The significance of this study extends beyond the Philippine context. Education systems worldwide, particularly those in multilingual, culturally diverse, and post-colonial settings, continue to face the challenge of balancing national curriculum goals with locally meaningful learning experiences. Examining how contextualization is represented within an official curriculum document contributes to broader discussions of curriculum quality, coherence, and educational equity. It also offers an analytical approach that may be useful for evaluating curriculum contextualization in comparable educational contexts.

1.1 Statement of the Problem

This study investigates the extent to which the Grade 10 MATATAG English Curriculum is contextualized for Filipino learners. Specifically, it examines how contextualization is represented across the curriculum's four quarters and four curricular components—Grade Standards (GS), Content Standards (CS), Performance Standards (PS), and Learning Competencies (LCs)—through six dimensions: content localization, cultural representation, linguistic contextualization, pedagogical contextualization, assessment authenticity, and resource alignment.

The overarching research question guiding the study is:

To what extent is contextualization represented across the four quarters and curricular components of the Grade 10 MATATAG English Curriculum?

The following sub-questions correspond to the six dimensions of the Curriculum Contextualization Assessment Framework (CCAF):

1. Content Localization. To what extent do the curriculum's standards, competencies, and learning tasks incorporate Filipino and local contexts?
2. Cultural Representation. To what extent do the curriculum's standards and competencies reflect Filipino cultural identity, heritage, and lived experiences?
3. Linguistic Contextualization. To what extent does the curriculum demonstrate responsiveness to the linguistic realities of Grade 10 Filipino learners?
4. Pedagogical Contextualization. To what extent do the curriculum's prescribed learning activities and instructional approaches support contextually relevant learning experiences?
5. Assessment Authenticity. To what extent do the curriculum's assessments and expected outputs reflect authentic and contextually relevant applications of learning?
6. Resource Alignment. To what extent do the curriculum's recommended resources support the implementation of contextualized learning experiences?

2. Literature Review

Curriculum contextualization is formally defined as the deliberate process of adapting standardized curriculum content to fit the specific social, cultural, and local realities of a given school community (Fernandes et al., 2013). In the Philippine context, this principle is institutionalized through DepEd Order No. 42, s. 2016, which requires alignment of curriculum content and competencies with learners' local contexts and encourages the development of contextualized instructional materials (Adlit, 2022). Despite this policy direction, however, studies show that implementation is often constrained by centralized curriculum structures, limited teacher preparation, and insufficient localized resources (Leite et al., 2018).

When effectively implemented, contextualization supports deeper learning by connecting instruction to learner's lived experiences and promoting meaningful knowledge application (Badajos et al., 2025; Salgado et al., 2024; Yoon, 2023). The MATATAG English Curriculum is designed to develop multiliteracies, communicative competence, and cultural awareness (DepEd, 2023). However, there is still limited evidence as to whether contextualization is systematically embedded across its structural components. This study addresses that concern by examining curriculum contextualization through six interrelated dimensions.

2.1 Content Localization

Content localization refers to the integration of local, regional, and national contexts into curriculum materials so that learners engage with content grounded in their lived experiences (Cabaya et al., 2025; Labiste, 2019). Studies consistently show that students learn more meaningfully when instruction connects to familiar cultural and social realities.

In the Philippine setting, Labiste (2019) found that embedding local culture in English instruction strengthens learner engagement and identity formation. At a

broader level, Picardal (2023) identified that contextualization improves learner performance across learning areas. However, implementation is not always consistent. Pariscal and Gonzales-Aboy (2022) noted that localization in English classrooms often depends on individual teacher initiative rather than being systematically embedded in curriculum design.

2.2 Cultural Representation

Cultural representation ensures that learners see their identities, histories, and lived experiences reflected in curriculum content, which supports engagement and a sense of belonging (Dayson et al., 2024; Fuentes, 2025; Labiste, 2019). In the MATATAG English Curriculum, cultural representation is reflected through Filipino literature, local narratives, and culturally grounded examples alongside global texts (DepEd, 2023). However, research suggests that global materials still tend to dominate classroom content (Cabaya et al., 2025; Soriano, 2025). Soriano (2025) further argues that culturally grounded instruction strengthens identity development and intercultural understanding, reinforcing the importance of balanced representation.

2.3 Linguistic Contextualization

Linguistic contextualization focuses on making curriculum language accessible by aligning it with learners' linguistic backgrounds (Garrido & Niez, 2025; Pishghadam et al., 2016; Yoon, 2023). This is particularly important in the Philippines where, due to strong multilingual diversity, learners bring different home languages into English-medium classrooms. Research shows that allowing strategic use of home languages through translanguaging supports comprehension, participation, and deeper understanding (Hamman-Ortiz et al., 2025). This challenges strict monolingual approaches in instruction, especially in secondary education. In addition, studies consistently show that language learning becomes more effective when vocabulary and structures are taught within meaningful contexts rather than in isolation (Pishghadam et al., 2016; Yoon, 2023).

2.4 Pedagogical Contextualization

Pedagogical contextualization refers to designing teaching strategies that are responsive to learners' cultural backgrounds and lived experiences (Fuentes, 2025; Matiso, 2024; Widodo et al., 2017). It emphasizes learning that is active, meaningful, and grounded in real-life contexts.

The MATATAG Grade 10 English Curriculum promotes strategies such as project-based learning, inquiry tasks, and performance-based outputs (DepEd, 2023). Research supports these approaches on the proviso that they are culturally grounded. For instance, Salgado et al. (2024) found improvements in writing and grammar skills when instruction is culturally responsive, while a study by Soriano (2025) highlighted increased motivation and engagement under culturally situated pedagogy. Similarly, Chen and Wright (2017) showed that task-based language learning is more effective when tasks are authentic and culturally relevant.

2.5 Assessment Authenticity

Authentic assessment refers to evaluation tasks that reflect real-world language use and require learners to apply knowledge in meaningful contexts (Badajos et al., 2025; Palsa & Mertala, 2019; Salgado et al., 2024). Wiggins (1998) emphasized that such assessments must go beyond recall and require judgment, application, and real-world relevance. The MATATAG Curriculum includes performance tasks such as multimedia outputs, research projects, and functional writing tasks (DepEd, 2023), and, as such, align with the idea of authentic assessment. Studies also show that assessments become more effective when they consider learners' cultural and linguistic backgrounds (Gallagher et al., 2023; Salgado et al., 2024), thereby reinforcing the importance of alignment between assessment design and learner context.

2.6 Resource Alignment

Resource alignment refers to the availability of appropriate instructional materials that support contextualized curriculum implementation (Inocian et al., 2019; Yoon, 2023). Across studies, lack of localized and culturally relevant resources is repeatedly identified as a key implementation challenge.

In Philippine classrooms, teachers often compensate for limited materials by developing their own resources (Fuentes, 2025; Garrido & Niez, 2025). However, while this shows initiative, it is not always sustainable in the long term. Community partnerships are seen as one way to address this gap (Cabaya et al., 2025; Soriano, 2025). However, Inocian et al. (2019) warned that relying heavily on teacher-generated materials may not be scalable. At the same time, Leite et al. (2018) noted that such practices can also strengthen teacher creativity and professional autonomy.

2.7 Synthesis and Research Gap

Across the literature, there is strong agreement that curriculum contextualization is most effective when it is systematically integrated across all dimensions of curriculum design, including content, culture, language, pedagogy, assessment, and resources (Fernandes et al., 2013; Fuentes, 2025; Yoon, 2023). Studies consistently show that contextualization improves learner engagement, achievement, and identity development (Picardal, 2023; Salgado et al., 2024).

However, existing research remains fragmented with most studies focusing on teacher practices, implementation challenges, or broad curriculum reforms rather than examining curriculum documents in a structured and multi-dimensional way. No study has yet systematically analyzed the Grade 10 MATATAG English Curriculum across all four quarters using a six-dimensional framework. This gap highlights the need for a more structured analytical approach, which this study addresses through the development of the CCAF framework.

2.8 Conceptual/Analytical Framework

This study is guided by the Curriculum Contextualization Assessment Framework (CCAF), a literature-derived analytical framework developed to examine the extent to which contextualization is embedded in curriculum design. The framework is grounded in the premise that curriculum contextualization is

not a singular characteristic, but a multidimensional construct reflected across different components of a curriculum. Rather than focusing on isolated indicators, the CCAF conceptualizes contextualization as the degree to which curriculum content, language, pedagogy, assessment, and resources are responsive to learners' sociocultural realities.

The framework was synthesized from recurring constructs identified in the literature on curriculum contextualization, culturally responsive education, multilingual pedagogy, authentic assessment, and curriculum implementation. Across these bodies of scholarship, six dimensions consistently emerged as central indicators of contextualized curriculum design: content localization, cultural representation, linguistic contextualization, pedagogical contextualization, assessment authenticity, and resource alignment. Together, these dimensions provide a comprehensive lens for examining how curriculum documents represent and operationalize local contexts.

The six dimensions are organized into two complementary analytical layers. The first is the content-facing layer, which focuses on what the curriculum contains. This layer comprises content localization, cultural representation, and linguistic contextualization, reflecting the extent to which local knowledge, cultural identities, and learners' linguistic realities are represented within curriculum standards and competencies. The second is the operational layer, which focuses on how the curriculum functions and comprises pedagogical contextualization, assessment authenticity, and resource alignment, reflecting the extent to which contextualization is enacted through instructional approaches, assessment practices, and supporting resources.

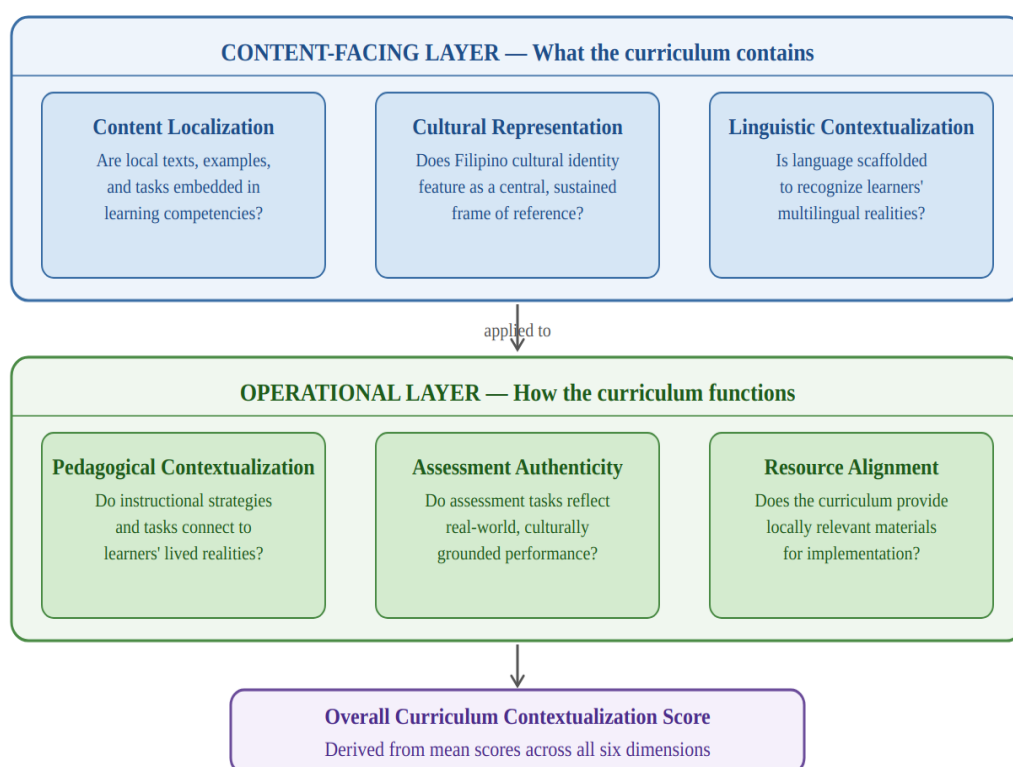


Figure 1: The Curriculum Contextualization Assessment Framework (CCAF): two-layer structure showing content-facing and operational dimensions

Note. Content-facing dimensions examine what the curriculum contains; operational dimensions examine how it functions through pedagogy, assessment, and resources. The overall curriculum contextualization score is derived from the combined assessment of all six dimensions.

The distinction between the two layers is analytically significant. A curriculum may acknowledge local culture, identity, and multilingual realities within its standards while providing limited guidance for translating these principles into classroom practice. Although the curriculum document provides limited resource guidance, the literature suggests that such gaps are often addressed through teacher adaptation and local material development (Fuentes, 2025; Inocian et al., 2019). Conversely, a curriculum may promote authentic learning activities and performance-based assessment while offering minimal cultural or linguistic grounding. Examining both layers simultaneously enables a more comprehensive assessment of contextualization as both a representational and operational characteristic of curriculum design.

By integrating these six dimensions within a single analytical structure, the CCAF provides a systematic means of identifying strengths, gaps, and patterns of contextualization across curriculum components. The framework therefore serves as the primary analytical lens for evaluating the Grade 10 MATATAG English Curriculum and determining the extent to which contextualization is embedded across its various structural elements. The operationalization of the CCAF, including the units of analysis, rating procedures, and scoring rubric used in the

evaluation of the curriculum document, is described in the following methodology section.

3. Methodology

This section presents the research design, data sources, analytical framework, and procedures used in the qualitative document analysis of the Grade 10 MATATAG English Curriculum.

3.1 Research Design

To examine how contextualization is embedded in the Grade 10 MATATAG English Curriculum, this study employed a qualitative document analysis design, a systematic method for examining educational texts to identify explicit content and implicit meanings embedded in policy and curriculum documents (Bowen, 2009; O’Leary, 2014) and employed descriptive quantification as a supplementary technique to summarize coded patterns without engaging in inferential statistical analysis. The study is primarily qualitative in orientation, focusing on the interpretation of textual features, meanings, and structural patterns within official curriculum documents.

3.2 Data Source

The data consisted of the official Grade 10 MATATAG English Curriculum documents issued by the Department of Education (DepEd, 2023), covering Grade Standards, Content Standards, Performance Standards, and Learning Competencies across four quarters. These documents were retrieved from the official DepEd MATATAG curriculum portal. Only officially published curriculum materials were included in the analysis and unofficial adaptations, teacher-developed materials, and third-party interpretations were excluded to ensure fidelity to the intended curriculum design. Supplementary DepEd curriculum documents were also consulted to support contextual understanding of curriculum intent.

3.3 Analytical Framework

The analysis was guided by the Curriculum Contextualization Assessment Framework (CCAF), a literature-derived analytical framework developed for this study. These dimensions served as predefined analytical categories for systematic coding and interpretation of curriculum content.

3.4 Data Analysis Procedure

The analysis followed Bowen’s (2009) iterative close-reading approach to qualitative document analysis. Each curriculum component—Grade Standards (GS), Content Standards (CS), Performance Standards (PS), and Learning Competencies (LCs)—was examined across the four quarters of the curriculum. A deductive coding strategy was used whereby textual data were analyzed according to the six CCAF dimensions.

Each identified segment was evaluated using a four-point descriptive rubric:

- 4 = Highly Contextualized
- 3 = Moderately Contextualized
- 2 = Minimally Contextualized
- 1 = Not Contextualized

Mean scores were computed per dimension and component to summarize patterns descriptively.

3.5 Inter-Rater Reliability Procedure

Inter-rater reliability was calculated using the intraclass correlation coefficient (ICC), following the two-way mixed model for absolute agreement (Koo & Mae, 2016). The ICC for a single rater was 0.985 and averaged 0.996 for the four raters, both indicating excellent reliability. All rater means fell within 0.25 of the researcher's scores across all dimensions, yielding 100% agreement within this tolerance band. Complete agreement was observed for linguistic contextualization and resource alignment. Minor variations were observed in content localization, cultural representation, pedagogical contextualization, and assessment authenticity – dimensions require greater interpretive judgment – but these did not alter the pattern of findings or the overall curriculum profile, which remained consistently within the minimally contextualized range across all raters.

To assess inter-rater reliability, three independent raters with backgrounds in English language education and curriculum studies were oriented on the CCAF and its scoring rubric prior to the rating process. Each rater independently evaluated the curriculum documents across all six dimensions and four quarters. Table IR1 presents the mean dimension scores assigned by the researcher and each independent rater, along with the overall rater mean.

Table 1: Inter-Rater Reliability Scores Across Six CCAF Dimensions

Dimension	Researcher	Rater 1	Rater 2	Rater 3	Rater Mean
Content Localization	2.75	2.75	2.63	2.88	2.75
Cultural Representation	2.19	2.13	2.25	2.19	2.19
Linguistic Contextualization	2.00	2.00	2.00	2.00	2.00
Pedagogical Contextualization	3.00	3.00	2.88	3.00	2.97
Assessment Authenticity	3.00	3.00	3.00	2.88	2.96
Resource Alignment	2.00	2.00	2.00	2.00	2.00
Overall Mean	2.49	2.48	2.46	2.49	2.48

3.6 Trustworthiness

Trustworthiness was ensured through iterative reading, systematic coding, and triangulation of interpretive judgments. All coding decisions were grounded in explicit textual evidence from the curriculum documents.

The analytical framework was derived from established literature on curriculum contextualization and culturally responsive education, ensuring theoretical grounding of all dimensions.

Transparency was maintained through detailed documentation of coding decisions, allowing for traceability of interpretations from curriculum text to analytical outcome. The study reflects curriculum intent as expressed in official documents rather than classroom implementation.

3.7 Ethical Considerations

This study analyzed publicly available curriculum documents issued by the Department of Education. No human participants were involved; therefore, ethical clearance for human subject research was not required.

4. Results and Findings

The following findings address all six CCAF dimensions across four quarters and curricular components. The curriculum emphasizes multimodal performance tasks across all quarters. Despite this consistency, pedagogical tasks are generally framed using broad descriptors and only occasionally specify contexts that directly reflect learners' local realities and experiences.

3.8 Assessment Authenticity

Table 6: Assessment of Authenticity Dimension Ratings Across Curriculum Components and Quarters

Text Focus / Indicator	Q1	Q2	Q3	Q4	Mean (1-4)	Interpretation
Grade Standard (GS)	3.0	3.0	3.0	3.0	3.0	Moderately Contextualized
Content Standard (CS)	3.0	3.0	3.0	3.0	3.0	Moderately Contextualized
Performance Standard (PS)	3.0	3.0	3.0	3.0	3.0	Moderately Contextualized
Learning Competency (LC)	3.0	3.0	3.0	3.0	3.0	Moderately Contextualized
Overall					3.0	Moderately Contextualized

Assessment authenticity also yielded an overall mean score of 3.0, indicating moderate contextualization. All curriculum components consistently received ratings of 3.0 across the four quarters. The findings indicate that the curriculum promotes authentic forms of assessment through outputs and performances that extend beyond traditional recall-based measures. Learners are expected to demonstrate understanding through multimodal products and real-world communication tasks, including documentaries, informational reports, and

formal correspondence. However, these assessment opportunities are more strongly characterized by genre authenticity than by explicit contextual grounding in Filipino settings.

3.9 Resource Alignment

Table 7: Resource Alignment Dimension Ratings Across Curriculum Components and Quarters

Text Focus / Indicator	Q1	Q2	Q3	Q4	Mean (1-4)	Interpretation
Grade Standard (GS)	2.0	2.0	2.0	2.0	2.0	Minimally Contextualized
Content Standard (CS)	2.0	2.0	2.0	2.0	2.0	Minimally Contextualized
Performance Standard (PS)	2.0	2.0	2.0	2.0	2.0	Minimally Contextualized
Learning Competency (LC)	2.0	2.0	2.0	2.0	2.0	Minimally Contextualized
Overall					2.0	Minimally Contextualized

Resource alignment obtained an overall mean score of 2.0, indicating minimal contextualization. Grade Standards, Content Standards, Performance Standards, and Learning Competencies consistently scored 2.0 across all four quarters. These findings suggest limited specification of localized instructional resources within the curriculum document. References to Filipino texts, community-based materials, culturally responsive learning resources, and locally produced media are generally absent from the official curriculum guide. As a result, the identification and adaptation of contextually relevant materials appear to depend largely on teacher initiative and available school resources.

3.10 Overall Contextualization

Table 8: Overall Curriculum Contextualization Scores Across the Six CCAF Dimensions

Dimension	Q1	Q2	Q3	Q4	Mean	Interpretation
Content Localization (CL)	2.75	2.75	2.75	2.75	2.75	Moderately Contextualized
Cultural Representation (CR)	2.75	2.0	2.0	2.0	2.19	Minimally Contextualized
Linguistic Contextualization (LC)	2.0	2.0	2.0	2.0	2.0	Minimally Contextualized
Pedagogical Contextualization (PC)	3.0	3.0	3.0	3.0	3.0	Moderately Contextualized
Assessment Authenticity (AA)	3.0	3.0	3.0	3.0	3.0	Moderately Contextualized
Resource Alignment (RA)	2.0	2.0	2.0	2.0	2.0	Minimally Contextualized
Overall Curriculum Score					2.49	Minimally Contextualized

The Grade 10 MATATAG English Curriculum obtained an overall contextualization mean score of 2.49, placing it within the minimally contextualized range based on the CCAF rubric. Among the six dimensions, pedagogical contextualization ($M = 3.0$), assessment authenticity ($M = 3.0$), and content localization ($M = 2.75$) received relatively higher ratings. In contrast, cultural representation ($M = 2.19$), linguistic contextualization ($M = 2.0$), and resource alignment ($M = 2.0$) recorded lower ratings. These findings indicate variation in the extent to which contextualization is reflected across the curriculum dimensions, with stronger representation in pedagogical and assessment-related provisions than in cultural, linguistic, and resource-related aspects.

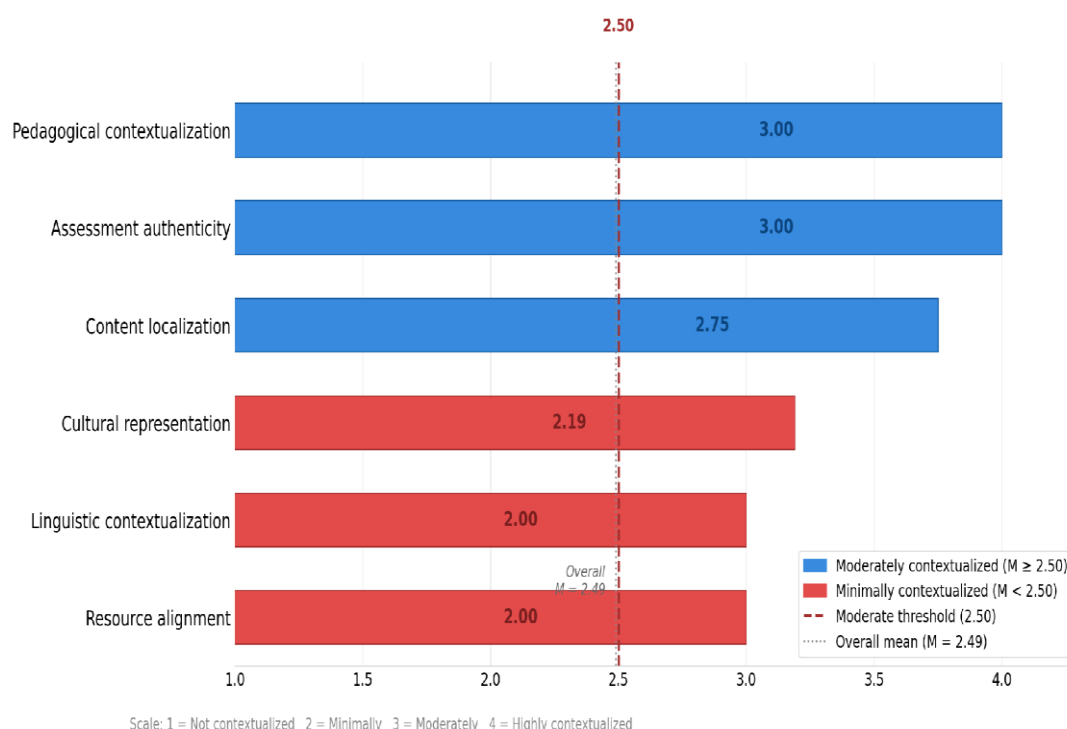


Figure 2: Mean scores across the six dimensions of the Curriculum Contextualization Assessment Framework (CCAF) for the Grade 10 MATATAG English Curriculum

Note. The dashed line represents the threshold ($M = 2.50$) separating the minimally contextualized and moderately contextualized categories based on the CCAF rubric.

5. Discussion

The findings indicate a curriculum characterized by a consistent aspirational-operational gap: the Grade 10 MATATAG English Curriculum articulates a more contextualized vision through its Grade Standards, Content Standards, and Performance Standards than it operationalizes through its Learning Competencies. The principal contribution of this study lies in identifying and explaining this gap through a systematic, multi-quarter analysis of the curriculum document. While the gap resonates with the distinction between the intended and enacted curriculum (Remillard & Heck, 2014), the phenomenon identified in this study occurs within the intended curriculum itself. Specifically, it reflects a

discrepancy between higher-order curricular aspirations and the competency specifications designed to guide classroom practice. As such, it represents a design-level phenomenon that precedes and potentially shapes curriculum enactment.

In relation to content localization, the moderate score obtained suggests that curriculum developers recognized the importance of grounding English instruction in Filipino and Afro-Asian contexts. However, the consistently lower ratings for Learning Competencies indicate that this aspiration was not systematically translated into the texts, examples, and task specifications that shape daily instruction. This pattern mirrors findings from previous studies showing that contextualization is often articulated more strongly in curricular intentions than in operational specifications (Cabaya et al., 2025; Posso-Pacheco et al., 2024).

The findings on cultural representation similarly point to uneven operationalization. Although the MATATAG Curriculum identifies cultural identity as a central educational goal, explicit references to Filipino identity and experiences become less visible beyond the first quarter. The minimal representation observed at the competency level suggests that cultural responsiveness is not sustained consistently across the full range of communicative domains addressed by the curriculum. This pattern aligns with Soriano's (2025) assertion that meaningful cultural representation requires deliberate integration throughout instructional units rather than isolated inclusion.

Likewise, Gay's (2018) framework of culturally responsive teaching emphasizes that consistent cultural visibility is essential for identity affirmation. When cultural references remain concentrated within literary contexts, opportunities to connect Filipino identity with informational, research, and transactional forms of communication may be diminished. Linguistic contextualization emerged as the most uniform finding of the study, with minimal representation across all components and quarters. Given the multilingual nature of Philippine classrooms, this finding identifies an important area for curriculum enhancement. Hamman-Ortiz et al.'s (2025) review demonstrates that translanguaging practices can support learner engagement and meaning-making, underscoring the potential value of integrating more explicit forms of linguistic responsiveness into curriculum design.

In contrast, pedagogical contextualization and assessment authenticity represent notable strengths of the curriculum. The consistent use of multimodal, performance-based tasks reflects an instructional orientation that prioritizes authentic language use and active learner participation. These findings support previous work demonstrating the benefits of learner-centered and task-based approaches in improving language proficiency, confidence, and engagement (Gallagher et al., 2023; Salgado et al., 2024). At the same time, the distinction between moderate and high contextualization suggests opportunities to strengthen these existing structures through greater cultural and contextual

specificity. The findings indicate that the curriculum already possesses sound pedagogical foundations; what remains is the more deliberate integration of local experiences and realities within those structures.

The findings on resource alignment provide an important context for interpreting the curriculum as a whole. Limited guidance regarding localized instructional materials suggests that teachers assume a substantial role in translating contextualization from curricular aspiration into classroom practice and previous studies have similarly documented how teachers adapt and indigenize resources to address local needs (Inocian et al., 2019). However, while this flexibility may foster professional creativity and localized responsiveness (Leite et al., 2018), it may also contribute to variability in implementation across educational contexts. Resource alignment therefore emerges not only as a structural challenge but also as a potential site of teacher agency.

Taken together, the six dimensions reveal a curriculum characterized by partial and uneven contextualization. Content localization, pedagogical contextualization, and assessment authenticity exhibit relatively stronger integration, whereas cultural representation, linguistic contextualization, and resource alignment remain less fully embedded across curriculum components. Thus, the Grade 10 MATATAG English Curriculum demonstrates stronger contextualization in its pedagogical and assessment orientations than in its cultural, linguistic, and resource-related provisions.

The broader significance of this study lies in demonstrating that contextualization gaps may emerge not only between curriculum policy and classroom enactment but also within curriculum documents themselves. Through the application of the Curriculum Contextualization Assessment Framework, this study provides an approach for examining how consistently contextualization is embedded across curriculum dimensions and offers a basis for future analyses of curriculum reforms in multilingual and culturally diverse educational settings.

6. Conclusion

This study applied the Curriculum Contextualization Assessment Framework (CCAF) to conduct a systematic, six-dimensional evaluation of the Grade 10 MATATAG English Curriculum across all four school-year quarters and all four curricular components. The overall mean score of 2.49 places the curriculum at the upper boundary of the minimally contextualized range, reflecting a document with notable structural strengths – particularly in pedagogical contextualization ($M = 3.0$) and assessment authenticity ($M = 3.0$) – while also revealing substantial gaps in cultural representation ($M = 2.19$), linguistic contextualization ($M = 2.0$), and resource alignment ($M = 2.0$).

The central finding of this study is the presence of a consistent aspirational-operational gap. The curriculum articulates a culturally responsive and locally grounded vision through its broader standards but does not systematically translate that vision into the Learning Competencies that shape daily classroom instruction. This finding extends prevailing understandings of curriculum

contextualization by demonstrating that misalignment may emerge not only between intended and enacted curricula but also within curriculum documents themselves. In this sense, the gap identified in the present study constitutes a design-level phenomenon with implications for how curricular aspirations are operationalized prior to classroom implementation.

The Curriculum Contextualization Assessment Framework introduced in this study offers curriculum scholars and evaluators a structured approach for identifying and examining patterns of contextualization across curricular dimensions. Beyond its application to the MATATAG Curriculum, the framework is a promising analytical tool for investigating aspirational-operational misalignment in national curriculum documents, particularly within post-colonial, multilingual, and recently reformed educational systems. The framework provides a basis for advancing more nuanced and systematic approaches to curriculum evaluation in multilingual and post-colonial educational contexts.

7. Recommendations

The findings of this study have implications for curriculum development, educational practice, and future research. For curriculum developers and Department of Education policymakers, the most immediate implication is that the aspirational-operational gap identified in the Grade 10 MATATAG English Curriculum represents a structural design challenge requiring greater alignment between broader curricular standards and Learning Competencies. While the curriculum articulates a meaningful vision of contextualized and culturally responsive English education, additional specification at the competency level may strengthen the realization of these goals in everyday classroom practice. For teachers, the findings suggest that the integration of Filipino cultural content, locally relevant examples, and linguistically responsive strategies should not be viewed as departures from curricular intent but as legitimate enactments of the curriculum's commitment to contextualization.

Four recommendations are proposed for future curriculum refinement. First, Learning Competencies can be strengthened through the inclusion of culturally and locally specific examples, such as Filipino literary texts, community-based inquiry topics, and contextually relevant communication scenarios. Second, curriculum support mechanisms should incorporate explicit guidance on linguistically responsive practices that recognize learners' multilingual repertoires and provide teachers with strategies for integrating home-language resources into English instruction.

Third, companion guides aligned with each quarter of the curriculum could be developed to provide curated repositories of Filipino literary and informational texts, locally produced media resources, community inquiry frameworks, and culturally grounded instructional exemplars. Such resources may help promote greater consistency in contextualization practices across schools and regions. Finally, future curriculum revisions should consider adopting a cultural threading approach that deliberately distributes Filipino-contextualized tasks and

experiences across all quarters rather than concentrating them within literature-focused units.

Future research could extend the present investigation through mixed methods designs that triangulate curriculum analysis with teacher perspectives, classroom observations, and learner experiences to examine how contextualization is enacted in practice. Additional applications of the Curriculum Contextualization Assessment Framework across other MATATAG grade levels and subject areas may further establish its utility within curriculum evaluation. Intervention studies targeting cultural representation, linguistic contextualization, and resource alignment could likewise contribute to the evidence base informing future curriculum development. Beyond the Philippine context, comparative applications of the framework in multilingual, post-colonial, and recently reformed educational systems can potentially offer valuable insights into how contextualization is conceptualized and operationalized across diverse curriculum traditions.

Conflict of Interest

The author declares no conflict of interest related to the conduct, authorship, or publication of this study.

8. Acknowledgments

The author wishes to acknowledge the use of LeapSpace and Claude AI in the preparation of this manuscript. The tool was used to assist with language refinement, grammar checking, improving clarity and coherence, and enhancing the scholarly presentation of the manuscript during the revision process. All research decisions, study design, data collection procedures, analytical interpretations, and conclusions remain the sole responsibility of the author. The final manuscript represents the author's original intellectual work and scholarly contributions.

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