Communicative Competence in Spiral Progression Curriculum: A Study Reinforcing the Implementation of MATATAG Curriculum in the Philippines

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Abstract

The Philippine English curriculum aims to produce communicatively competent individuals, considering that Filipinos are known to be proficient in the use of the English language. However, there has been a poor performance of Filipino learners in international assessments, and their English proficiency has been declining over the recent years. The English curriculum in the Philippines plays a crucial role in the development of communicative competence of students. One of its principles that is said to be disjointed and is presumed to have affected the communicative competence of students is the spiral progression approach. Accordingly, this research aims to identify and to interpret the teachers' implementation of the spiral progression approach in junior high school English in selected public schools in the second district of Ilocos Sur that could have influenced the communicative competence of students that prompted the Department of Education to revise the current Philippine curriculum. Findings revealed that teachers implemented the said approach. This was later substantiated through a documentary analysis and a semi-structured interview with the school managers. However, findings also revealed that there is an inconsistency in its implementation that can be linked to the poor performance of Filipino learners in international assessments. From these findings, it was concluded that teachers shall equip themselves with strategies and techniques through a series of training, and the reduction of learning competencies can address the broken continuity to ensure mastery. Hence, curriculum change is supported.

Keywords— Communicative Competence, MATATAG Curriculum, Spiral Progression

I. INTRODUCTION

Curriculum change is inevitable. The changes are dependent on the ever-changing needs of students and changes that occur in a society. This characteristic of the curriculum has been shown once more when the Philippine Department of Education (DepEd) introduced the MATATAG curriculum that covers Kindergarten through grade 10, with the purpose of meeting the evolving needs and demands of Filipino learners. The MATATAG curriculum comprises four critical components: (1) MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; (2) TAke steps to accelerate delivery of basic education facilities and services; (3)TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and (4) Give support to teachers to teach better. The curriculum change also places strong emphasis on foundational skills. As a result, the number of learning competencies will be reduced from over 11,000 in the 2016 K-10 curriculum to roughly 3,600 for a clearer and stronger demonstration of learning outcomes.

The review of the current curriculum is said to be associated with the poor performance of Filipino learners in international assessments. According to the National Report of the Philippines based on the Programme for International Student Assessment (PISA) (2018), the Philippines scored 340 in reading. This was below the average among 79 participating countries. The findings state that the majority of male and female students did not achieve the minimum proficiency level (Level 2) in overall reading literacy. The results show that 1 out of 5 Filipino students or only 19.4% met the minimum proficiency level (Level 2) in overall reading literacy.

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Furthermore, the Trends in International Mathematics and Science Study (TIMSS) (2019) reports that the Philippines scored 297 and 249 in Mathematics and Science, respectively. The figures are interpreted as the lowest among the 58 participating countries.

The spiral progression approach, one learning principle in the 2016 K-12 English curriculum (grade 1 to grade 10), shall allow students to apply the concepts and skills from simple to complex levels. The repetition of topics shall ensure mastery of the learned knowledge and skills. However, the aforementioned data contradict its goal for mastery and strong demonstration of learning competencies. The use of the spiral progression approach in the English curriculum can therefore be attributed to the poor performance of students in international assessments, which prompted the Department of Education to revise the current curriculum and launch the MATATAG curriculum.

This study seeks to identify the problems in the implementation of spiral progression approach in the k-12 English curriculum that can affect the communicative competence of students. Also, it aims to support the revision of the current curriculum in the Philippines and the pilot implementation of the MATATAG curriculum in 2024.

II. LITERATURE REVIEW

The spiral progression is one of the six language teaching principles that explains the natural processes of language development in the 2016 K to 12 English curriculum. This approach in curriculum is rooted in the constructivist learning framework by which it should start from what the learner knows and can relate to (Woodward, 2019). Content should be first taught in a simple manner for young learners to achieve a certain and better level of understanding. This content should be properly structured and presented to strengthen student's acquisition of learning and to contribute to the success of education program. (Bruner, 1960). This learning principle is not only integrated in the English curriculum but also and has become more known in other learning areas such as Mathematics and Science.

Communicative competence, on the other hand, is one of the expected outcomes of junior high school level using the K to 12 English curriculum of the Department of Education (DepEd) and is described as the ability to use the language effectively for communication in different situations and/or contexts. Students who can demonstrate grammatical knowledge and principles to communicate using any channels, to produce well-crafted outputs, to be a critical learner, to find ways to overcome problems and difficulties of communication, and to use the language

appropriately with respect to a specific audience and situation are manifestations that communicative competence has been acquired and mastered.

According to Dunton and Co (2019), the Department of Education (DepEd) believes that the spiral progression approach is the solution to the problems of education in the Philippines. However, they conclude that there is a poor level of implementation of the said approach in the Philippines in areas of technical support as a monitoring, mentoring, and motivating. They identified the top five problems in its implementation, and these are the following: (1) the massive distribution of teaching modules and learning guides; (2) the implementation of the said program is not well-thought-out; (3) the lack of qualified teachers; (4) the lack of academic conferences that results to incompetent teachers; and (5) the time spent in trainings and seminars is not enough to equip teachers in the implementation of spiral progression approach.

As explained by Sioco and De Vera (2018), in a spiral progression approach, students are expected to have mastered the prerequisite knowledge and skills, particularly in grammar lessons for them to cope with more advanced grammar lessons. However, what has happened among students is the exact opposite of the goal of the spiral progression approach in English. Students commit more obvious and problematic errors in the application of grammar. Subject-verb agreement for example is one of the serious and obvious problems when students are tasked to use the language in oral and/or written forms. This problem has been prevalent from the primary school towards university level, and worse, even the writings of colleagues in universities have had major lapses on the rule. (Tafida & Okunade, 2016 as cited by Sioco & De Vera, 2018).

In relation to language competence, Leyaley (2016) states that there have been studies that have proven the deterioration of the English language proficiency of Filipinos over the years. This prompted the government to order the use of English as a second language in elementary level and as a medium of instruction in high school level. Although the Philippines ranked 22nd in the 2022 English Proficiency Index (EPI) by EF Education First that included a total of 111 countries, which means Filipinos are highly proficient in the use of the English language, the trend has been declining even prior to the COVID-19 pandemic.

The problem of English proficiency among Filipinos can be the result of a broken spiral in the curriculum. According to Orale and Uy (2018), the occurrence of broken spiral is when students have not acquired and mastered the previous lessons, yet they have been introduced to a more complex activity. They conclude that

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mass promotion is one reason for the broken spiral. Students who move up to the higher-grade level without mastery and/or remedial programs to strengthen the foundation of the previous lessons will be a factor for not realizing the goal of the approach.

In addition, according to Care, Griffin, Valenzuela, Bacani, and Purnell (2013), the progression of the concepts and skills is not clear and disjointed in the English curriculum in the Philippines. Each stage may show spiraling development, but there is a broken continuity between the stages. Primary level students are not really prepared to meet the standards of secondary level caused by the discontinuity in English curriculum.

Although Gibbs (2016) believes that the spiral progression approach is the most effective way to use for acquisition and mastery of learning, the problems occur because of the implementation itself. He explains that spiral curriculum and content depend upon one another in skill growth and content complexity. However, he realizes that the goal of the curriculum does not transpire immediately, nor the outcome is demonstrated instantly. He assumes that teachers who use the approach with learning objectives targeting the same level of difficulty of a lesson in a spiral progression results in its inefficiency and issues.

The problems revealed in this paper can corroborate the poor performance of Filipino learners in international assessments as the lowest among the participating countries. It is clearly evident that there is a poor mastery of the supposed learned concepts, and skills are not strongly demonstrated by Filipino learners. Gibbs (2016) also added that the issue on spiral progression can be addressed if the content is narrowed instead of aligning the content of the curriculum to be sequentially dependent on the entire k to 10 education. The said curriculum and approach should be envisioned to focus and revolve around the growth and development of intellectual and academic skills of students in increasing levels of content difficulty in each year. This is the very purpose of the MATATAG curriculum where one emphasis is on the mastery of the foundational skills. This is said to be demonstrable if the learning competencies will be significantly reduced. Hence, there is a need for a curriculum change.

This paper claims that there is a poor implementation of the spiral progression approach in the K-12 English curriculum in the Philippines. As a result, the performance of Filipino learners in international assessments turned out to be the lowest or below average, and their English proficiency has been declining over the years. Thus, the researcher supports the revision of the current curriculum

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and the implementation of the MATATAG curriculum in 2024 with a significant decrease in the number of learning competencies for a clearer and stronger demonstration of learning outcomes, especially in the English subjects.

III.   METHODOLOGY

The study used a qualitative research design to identify the problems in the implementation of spiral progression approach in the K-12 English curriculum from grade 7 to grade 10 that can affect the communicative competence of students based on the felt problems and needs of teachers. The responses were interpreted using a thematic analysis. Furthermore, the researcher conducted a document analysis and a semi-structured interview with school managers to substantiate the responses of the teacher-participants.

A. Participants

The participants of this study were fifteen (15) junior high school English teachers and seven (7) school managers from selected public schools in the second district of the province Ilocos Sur in the Philippines. The teachers were chosen based on their involvement in teaching English subjects using the K-12 English curriculum within 2016 – 2019 or during the pre-pandemic period. On the other hand, the school managers were two principals, one assistant principal, and four master teachers who generously shared their observations, experience, and expertise to probe the result in the implementation of spiral progression approach. All the participants were selected using a purposive sampling.

B. Data Collection, Processing, and Analysis

The data were obtained from a questionnaire that consists of five (5) short-answer questions answered by the junior high school English teachers in order to identify the problems in the implementation of spiral progression approach in the K-12 English curriculum that can affect the communicative competence of students on the basis of their felt problems and needs. The data were carefully analyzed using a thematic approach or through looking into patterns or common responses answered by the chosen participants. Recurring patterns or codes of the responses were used in formulating the syntheses and/ or making inferences. Furthermore, a document analysis of the curriculum guide and daily lesson logs and a semi-structured interview with the school managers were conducted to substantiate the responses of the participants regarding the implementation of spiral progression approach that can affect the communicative competence of students.

IV.   RESULTS AND DISCUSSION

Table 1: Interpretation of the Qualitative Responses Using Thematic Analysis

1. What are the top three problems in mind on the implementation of spiral progression approach in English?	
Recurring Codes	**Theme/ Synthesis**
- Contextualization of activities - Time-consuming - Lack of trainings - No consistency of lessons - Poor mastery - Disjointed Progression of the lessons	There is an inconsistency in the implementation of spiral progression approach caused by lack of training for teachers. Hence, the following can be its consequences (the problems): - Students easily forget the lesson (no intensity/ lack of retention/ lack of comprehension) - Familiarity with the lessons leads to negative response to learning - Discussions are time-consuming because lessons are not effectively linked to previous ones.
2. What are the common problems of students in terms of their English skills or proficiency in using the language?	
Recurring Codes	**Theme/ Synthesis**
- Grammar - Fluency - Comprehension - Confidence - Inability/ Difficulty to express using English - Word Usage	(1) Poor comprehension ability and (2) difficulty to express using correct rules and words in English are the common problems of students in terms of their English skills or proficiency in using the language.
3. Does the implementation of spiral progression approach affect the communicative competence of students in English? If yes, how?	
Recurring Codes	**Theme/ Synthesis**
- Yes, there is retention and mastery. - Yes because simple topics are introduced first before complex ones.	Retention and mastery of simple topics for students to be prepared for complex tasks are caused by spiral progression approach.
4. How effective is the implementation of spiral progression approach in enhancing the communicative competence of students based on your felt problems and needs in using the said approach?	
Recurring Codes	**Theme/ Synthesis**
- Effective because it develops critical thinking and improves the mastery of the lesson - Not effective to slightly effective because of lack of mastery, and other students find it only a repetition.	Although the spiral progression approach aims to improve communicative competence, it is slightly manifested in this study due to lack of mastery, and topics are perceived to be simply repetitions.
5. What can you recommend to circumvent the felt problems and needs to achieve smooth progression in English curriculum?	
Recurring Codes	**Theme/ Synthesis**
- To master the basics - New strategies through trainings - New knowledge is related to previous	Problems in achieving smooth progression in English curriculum can be avoided through trainings on mastery of basic concepts and skills and strategies to relate new concepts to previous ones.

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Grand Synthesis:
Inconsistency in the implementation of the spiral progression approach in English due to lack of training and new strategies for teachers results in a number of problems in the development of language proficiency of students.

The table 1 presents the five (5) qualitative questions and their analyzed responses necessary for this study. The responses from each question were closely examined using thematic analysis. The written responses of the participants were organized for close interpretation by creating their initial codes. The initial codes were then interpreted to identify the recurring codes. All the recurring codes were combined into themes and/or syntheses of the responses based on the questions asked during the data gathering.

The last row presents the grand or major synthesis of the qualitative findings or based on the five syntheses. According to the analyzed data, there is an inconsistency in the implementation of the spiral progression approach in English. The inconsistency appears to be the consequence of the lack of training and new strategies for teachers that may result in a number of problems in the development of the proficiency of students in the said learning area.

Based on the item number 3 in the table above, the chosen participants believed that the spiral progression approach affects the communicative competence of students through retention and mastery of the basic concepts and skills when the said approach is effectively implemented to carry out a full course. However, it was also shown in the table (item #4) that the effectiveness of the said approach was slightly manifested in this study due to lack of mastery contrary to its purpose as perceived by the participants. Consequently, this could be the case of the poor comprehension ability of students and their difficulty to express using the correct rules and words in English as their common problems with respect to their proficiency in using the language.

As discussed in the previous part of this paper, the progression of the concepts and skills is not clear and disjointed in the English curriculum in the Philippines. Each stage may show spiraling development, but there is a broken continuity between the stages. (Care, Griffin, Valenzuela, Bacani, & Purnell, 2013). It can be inferred that the aforesaid evidence or the broken spiral is appertained to the inconsistency in the implementation of the spiral progression approach in English. In addition, the broken spiral that was presumed to be the cause of the

inconsistency results in the common problems that were cited and identified in this study. For instance, the poor comprehension skills of students can be braced by the National Report of the Philippines based on the Programme for International Student Assessment (PISA) (2018) that Philippines scored 340 in reading that was below the average among 79 participating countries. Also, the difficulty to express in English may conceivably be the cause as to why the English proficiency in the Philippines has been declining over the years based on the English Proficiency Index (EPI) by EF Education First (2016-2022).

As stated by Gibbs (2016), spiral progression approach is the best way to implement for acquisition and mastery of learning, but the problems occur because of the implementation itself. This is accurate to the findings of this study that in spite of the goal of the said approach, its effectiveness was slightly manifested in this study due to lack of mastery, and topics are perceived to be simply repetitions.

Semi-Structured Interview and Document Analysis

The participants of the semi-structured interview were seven school managers in the second district of Ilocos Sur. The interview was conducted simultaneously with the analysis of the daily lesson logs while the curriculum guide was earlier analyzed for the scope and sequence of the topics in spiral progression approach (*see appendix A. K-12 English Curriculum Guide Scope and Sequence*). All responses and evidence obtained from both interview and document analyses were combined to formulate the conclusions with respect to the implementation of spiral progression approach.

The table 2 below presents the recurring codes or ideas extracted from the summary transcription of interview responses and from the analyzed documents, and states the synthesis formulated for each question. The detailed presentation and interpretation of semi-structured interview responses and document analysis are incorporated in the appendices (*see Appendix B. Summary Transcription of the Semi-Structured Interview Responses Supported by Document Analyses*).

Table 2: Summary of Responses from the Thematic Analysis of the Semi-Structured Interview and the Documentary Analysis

Question 1: During the classroom observation, were the learning goals/ learning competencies based on the k-12 curriculum guide in English?	
Extracted Ideas	**Synthesis**
The use of curriculum guide is required. There is an alignment among the objectives, instruction, and activities through the curriculum guide Objectives were based on learning competencies in the curriculum guide Codes were used to specify the competencies.	Learning goals were based on the learning competencies in the K-12 English curriculum. Codes prescribed by DepEd were used to check and monitor the incorporation of learning competencies in the lesson logs and to evaluate the alignment of objectives, instruction, and activities as one of the features of spiral progression approach.
Question 2. Was there a real-life application of the topics for students to realize and strengthen the acquired concepts and skills? If there was, how was it incorporated in the teaching-learning process?	
Extracted Ideas	**Synthesis**
Performance tasks were crafted from real-life situations. Performance tasks were contextualized.	More advanced applications of the content of the topic and increased proficiency through real-life experience were manifested in the performance tasks through contextualization.
Question 3: If, by any chance, you had observed two different teachers teaching the same topic in different grade levels, was there a difference in the approach and the level of difficulty of the lesson? If there were, how did the different domains in the K-12 English curriculum demonstrate the progression/ difficulty of concepts and skills of the same lesson?	
Extracted Ideas	**Synthesis**
Reading Comprehension: Reading materials were prescribed by DepEd. Literary texts as a reading material were different across grade levels because each level has a required literary context. Vocabulary Development: Their vocabulary skills should have been integrated in different tasks. Unfamiliar words are defined through literary pieces different from each grade level Writing Composition: Difficulty and difference of writing activities rely on the forms of writing indicated in the curriculum guide. Oral Fluency and Listening Comprehension: Difficulty and difference in the activities rely on competencies indicated in the curriculum guide. Grammar Awareness: The difficulty was based on the application of rules to different forms of communication with respect to the writing and speaking expectations of each grade level. Same rules were used but in different forms of speaking and writing tasks	The six language domains that were analyzed showed the progression or varying difficulty of concepts and skills of the same topic in different grade levels. The analysis on the curriculum guide and a few daily lesson logs clearly shows that the principle of spiral progression approach was implemented through the learning competencies used to plan a lesson and through activities designed by teachers to meet the performance standard set by DepEd. Contextualization of activities and integration of lessons played an important role in increasing the difficulty of the lesson.

Question 4: Were there observations for teachers teaching in different grade levels that showed the same level of difficulty of the same topic? If yes, what might be the cause?	
Extracted Ideas	**Synthesis**
Poor foundation of the knowledge and skills acquired in the previous years Needs of the learners Teaching practices	The needs and learning level of students and teaching practices are major considerations as to why the intended level of difficulty for a specific lesson prescribed in the curriculum guide was not achieved.
Question 5: Were there topics that were not remembered by students but had been discussed in the previous years? If yes, how did they approach the lesson?	
Extracted Ideas	**Synthesis**
Review sessions Longer review session but a reduced amount of time was allotted to the actual topic Reteaching	Review session is important in aiding students to remember topics that were previously discussed. This greatly contributes to the success of the implementation of spiral progression approach. The problem occurs when longer review session was conducted due to poor foundation of the topic. As a consequence, the time allotted for the main topic was compromised. A good suggestion was to give a task to students to study the forgotten topics that are needed to proceed with the main topic, instead of reteaching everything. This may prevent unexplored topics in the curriculum guide that might result in broken continuity.
Question 6: How were teachers informed if topics had been previously discussed?	
Extracted Ideas	**Synthesis**
Through curriculum guide Based on the performance of students	The teachers were informed about the topics approached using the spiral progression through the curriculum guide and some prescribed materials and documents from DepEd. The performance of students also helped the teachers in determining the level of difficulty of the topics.
Question 7: Based on your observation and learning plans submitted to your office, did the teachers implement spiral progression approach?	
Extracted Ideas	**Synthesis**
Yes It is required. It must be strictly followed	The teachers implemented the spiral progression approach because they all used the curriculum guide in designing the lessons and activities. It is required, thus everyone tried to use it rigorously with the supervision of their school managers.

V. CONCLUSION

The K-12 English curriculum (2016) clearly presents the principle of spiral progression approach. There were a number of topics approached using the spiral progression based on the analysis of the curriculum guide by identifying the topics from the learning competencies (*see appendix A*). Also, the school managers strictly monitored the implementation of the curriculum guide, the incorporation of the learning competencies in the daily lesson logs, and relevance of the topics to real-life experiences. These are all important features of the spiral progression curriculum. However, the retention and mastery of the lessons and skills to be communicatively competent through the said approach were not clearly demonstrated by students. There is a poor comprehension ability and difficulty to express using correct rules and words in English. This resulted in longer review sessions instead of devoting more time to the new knowledge by linking it to the previous ones. The longer time allotted for the review can also result in unexplored competencies in the curriculum and can be the cause of a broken spiral.

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More importantly, the inconsistency in the implementation of the spiral progression approach in English that can result in the aforementioned problems was inferred to be the consequence of the lack of training and new strategies for teachers.

The Philippine Department of Education is yet to publish the full content of the MATATAG curriculum. However, through the findings presented in this paper, the Department shall design training programs for the teachers to reinforce the implementation of the revised curriculum since it has been the problem in the current English curriculum based on the analysis of one of its six principles.

The reduction of learning competencies from over 11,000 in the 2016 K-10 curriculum to roughly 3,600 in the MATATAG curriculum can ensure mastery and retention since there will be more time for review sessions without the fear of a broken continuity. Hence, the MATATAG curriculum has the potential to improve the international assessments of Filipino learners, to establish strong foundation skills among students, and develop their communicative competence , but it is also made clear in this paper that the success of the curriculum and its principles lies in its implementation.

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APPENDIX

APPENDIX A: Scope and Sequence in the K-12 English Curriculum from Grade 7 to Grade 10 (2016) Based on the Learning Competencies Showing the Principle of Spiral Progression Approach

Grade 7	Grade 8	Grade 9	Grade 10
Reading Comprehension			
Reading Styles			
Scanning	Scanning	Scanning	Scanning
Skimming	Skimming	Skimming	Skimming
Sequencing	Sequencing	Sequencing	Sequencing
Making Inferences	Making Inferences	Making Inferences	Making Inferences
Predicting Outcomes			
Noting Author's Style	Noting Important Details		
	Fact or Opinion	Fact or Opinion	
		Interpretative Reading	
	Taking Down Notes		
Gathering Information from print and non-print media			Gathering Information from Primary and Secondary Sources
Following Directions		Understanding Narratives	Drawing Conclusion
Making Generalization		Drawing Conclusion	Interpreting Graphics
		Interpreting Graphics	
Vocabulary Development			
Figurative Language	Figurative Language	Figures of Speech	Synonyms and Antonyms
Synonyms and Antonyms	Synonyms and Antonyms		
Local Colors			
Prefixes and Suffixes	Adding Affixes	Affixes	
Context Clues	Context Clues		
Colloquial Language			
Analogy			
Words with Multiple Meanings			
Shades of Meanings		Connotation and Denotation	Connotation and Denotation
	Commonly Misspelled Words	Improving	
	Idiomatic Expressions		

	Homophones	Comprehension Analogy Understanding Word Relationships	Analogy Mythological Derivation of English Words and Phrases Expanded Definition of Words
Writing and Composition			
Outlining Paraphrasing Characteristics of a Paragraph Academic and Literary Writing Journal Writing Letter Writing Anecdotes Travelogue Biographical Sketches Summarizing Interpreting Non-Linear Visuals	Outlining Descriptive Paragraph Writing Dialogues Narrative Writing Research Writing Organizing Ideas in an Outline Writing a Summary Poetry Writing Essay Writing (Persuasive)	Outlining Narrative and Descriptive Writing Paragraph Writing (Persuasive) Topic Sentences Transitional Devices Research Writing (Introduction, Review of Related Literature) Filling out Forms Proofreading ad Editing Expository Writing	Outlining Persuasive Writing (Cohesion and Coherence) Argumentative Writing Research Writing Expository Writing
Oral Language and Fluency/ Listening Comprehension			

Speech Mechanism	Speech Mechanism	Speech Mechanism	Speech Mechanism
Breathing (Pace, Pause, and Rhythm)	Breathing (Pace, Pause, and Rhythm)	Breathing (Pace, Pause, and Rhythm)	Breathing (Pace, Pause, and Rhythm)
Pitch and Intonation	Pitch and Intonation	Pitch and Intonation	Pitch and Intonation
		IPA	
Stress and Emphasis	Stress and Emphasis	Stress and Emphasis	
	Poem Interpretation		
	Declamation		
	Vocoids and Conoids		
	Public Speaking	Creative Speaking	
	Speech Writing and Delivery		
Minimal Pairs, Vowels, Diphthongs and Consonants			
Jazz Chants			
		Mock Interview	
Readers Theatre		College Interview	
Oral Interpretation			
Grammar Awareness			
Sentence and Fragments	Basic Sentence Patterns	Sentence and Fragments	
Kinds of Sentences			
-According to Function			
-According to Structure			
Direct and indirect Speech	Direct and Indirect Discourse	Direct and Indirect Speech	
Verbs			
-Auxiliary			
-Tense	Verb Tenses	Verb Tenses	Verb Tenses
-Voice	(Perfect and Progressive)		
Subject Verb Agreement		Subject Verb Agreement	Subject Verb Agreement
Pronoun- Antecedent Agreement	Subject Verb Agreement		
Run-ons	Pronouns Antecedents		Modals
Misplaced and Dangling Modifiers			
	Prepositional/ Adverbial and Adjectival Clauses		
			Sentence Errors
		Run-on Sentences	Pronouns (Intensive & Reflexive Pronouns)
		Sentence Errors	

	Parallelism	(Dangling Modifiers) Kinds of Clauses (Adverbial, Prepositional, Adjectival) Parallelism Tense Shift/ Sequence Subjunctive Mood Coordination Conjunctions	Parallelism Tense Shift

APPENDIX B: Summary Transcription of the Semi-Structured Interview Responses Supported by Document Analyses

INTERVIEW QUESTION #1:

During the classroom observation, were the learning goals/ learning competencies based on the k-12 curriculum guide in English?

KEY PERSON	Summary Transcription of the Interview Responses	Evidence from the Analyzed Documents to Affirm and Substantiate the Responses
Participant #1: Principal	• The use of the curriculum guide is required and must always be monitored in order to attain the alignment of objectives, instruction, and activities. • The incorporation of learning competencies and objectives in the lesson logs was checked using the prescribed codes in the curriculum (e.g. EN10V-Iva-30).	• In the curriculum guide, there are codes that teachers use to identify easily the specific learning competencies used in the discussion. Each code represents the learning area, grade level, domain, quarter and week number, and the specific competency in the curriculum. • In the daily lesson logs, the specific codes were stated in sections I and II or the objectives and content respectively.
Participant #2: Principal	• Yes. It is required.	
Participant #3: Assistant Principal	• Yes. The objectives were formulated based on the learning competencies in the curriculum guide. • Codes were indicated to specify the learning competency used in the discussion.	
Participant #4: Master Teacher	• Yes. It is always required.	
Participant 5: Master Teacher	• Yes. It is always required.	
Participant #6: Master Teacher	• Yes. It is always required.	
Participant #7: Master Teacher	• Yes. It is always required.	

SYNTHESIS:	Learning goals were based on the learning competencies in the K-12 Language Arts and Multiliteracies Curriculum. Codes prescribed by DepEd were used to check and monitor the incorporation of learning competencies in the lesson logs and to evaluate the alignment of objectives, instruction, and activities as one of the features of spiral progression approach.	

Interview Question #2:

Was there a real-life application of the topics for students to realize and strengthen the acquired concepts and skills? If there was, how was it incorporated in the teaching-learning process?

KEY PERSON	**Summary Transcription of the Interview Responses**	**Evidence from the Analyzed Documents to Affirm and Substantiate the Responses**
Participant #1: Principal	• Performance tasks were crafted in the context of real-life situations. Example is the use of current events in speaking and writing topics.	In the sample daily logs, some activities found were contextualized. The following were a few activities with contextualization or application to real-life:
Participant #2: Principal	• Performance tasks were based on the real-life situations.	a. Interview with barangay officials
Participant #3: Assistant Principal	• Performance tasks were based on real-life through contextualization.	b. Short movie or brochures to help the Department of Tourism to advertise the province of Ilocos Sur.
Participant #4: Master Teacher	• Performance tasks were crafted in the context of real-life situations. Example is the use of current events in speaking and writing topics.	c. Mock interviews d. On the spot news writing e. Speech delivery
Participant 5: Master Teacher	• Performance tasks were based on real-life on context. For example, students were asked to interview barangay officials or create a short movie promoting the product of the province.	*The activities were contextualized based on the performance standard of the curriculum guide.*
Participant #6: Master Teacher	• Performance tasks were based on real-life on context. For example, students were asked to interview barangay officials or create a short movie promoting the product of the province.	
Participant #7: Master Teacher	• Yes through the approach of localization of the activities.	
Synthesis:	More advanced applications of the content of the topic and increased proficiency through real-life experience were manifested in the performance tasks through contextualization.	

Interview Question #3:

If, by any chance, you had observed two different teachers teaching the same topic in different grade levels, was there a difference in the approach and the level of difficulty of the lesson? If there were, how did the different domains in the K-12 Language Arts and Multiliteracies Curriculum demonstrate the progression/ difficulty of concepts and skills of the same lesson?

KEY PERSON	**Summary Transcription of the Interview Responses**	**Evidence from the Analyzed Documents to Affirm and Substantiate the Responses**

Participant #1: Principal	Reading Comprehension: • Some of the reading materials were prescribed by DepEd. • There was an obvious difference because some reading materials were literary pieces extracted from the context of literature different across grade levels. • The selection of materials was dependent of the needs of learners. Vocabulary Development: • The difficulty on the use of vocabularies was based on the kind of performance tasks/ instructional materials administered to students. Writing Composition: • Difficulty and difference rely on the forms of writing indicated in the curriculum guide and prescribed by DepEd. Oral Language and Listening Comprehension • Difficulty and difference rely on the forms of writing indicated in the curriculum guide and prescribed by DepEd. Grammar Awareness • Basics of grammar were revisited and applied when writing different kinds of text.	The following domains present topics repeated in different grade levels at increasing level of difficulty. These topics were identified from the random analysis of the daily lesson logs and interview with the school managers. The analyzed curriculum guide was also used to identify more topics to point out the implementation of spiral progression approach. Reading Comprehension: • As answered by the participants, the difference and difficulty of reading materials were based on the context of literature different across levels. - Grade 7: Philippine Literature - Grade 8: Afro-Asian Literature - Grade 9: English Literature - Grade 10: World Literature • In the interview with the school managers using the analyzed curriculum guide and analysis of sample available daily lesson logs, a few topics repeated in higher levels were mentioned and identified. These topics were integrated in new topics. - Reading styles - Predicting outcomes and/or making inferences - Making generalizations Vocabulary Development
Participant #2: Principal	• The difficulty of topics was based on the learning competencies in the curriculum. Discussing the same topics does not mean employing the same approach because the content and performance standard are not the same in every grade level.	• One topic in this domain that show spiraling approach is the figurative language. It is evident in the curriculum guide that there were new figures of speech being introduced as students move up to higher levels. The difficulty increases based on the number of figures of speech taught and their application or integration to the reading and writing activities.
Participant #3: Assistant Principal	• Intervening activities are different among teachers teaching the same topic in different grade levels. The intervening activities might be the cause not to cover all the topics in the curriculum guide. • Lack of technical assistance or incapacitated school managers to provide technical assistance causes the inconsistency to implement the curriculum and to increase the difficulty of the topics. This could also be the possible reason of unexplored topics in the curriculum.	• The topics of synonym and antonym and affixes that were identified in the curriculum guide, according to the master teachers, the difficulty of the said topics had increased when they were used to accomplish different sets reading and writing activities.
Participant #4: Master Teacher	Reading Comprehension: • Some of the reading materials were prescribed by DepEd. • There was an obvious difference	• Defining unfamiliar words as a skill and topic was repeated across junior high school levels. The level varies

	because some reading materials were literary pieces extracted from the context of literature different across grade levels. • The selection of materials was dependent of the needs of learners. Vocabulary Development: • The difficulty on the use of vocabularies was based on the kind of performance tasks/ instructional materials administered to students. Writing Composition: • Difficulty and difference rely on the forms of writing indicated in the curriculum guide and prescribed by DepEd. Oral Language and Listening Comprehension • Difficulty and difference in the activities rely on competencies indicated in the curriculum guide. Grammar Awareness • Basics of grammar were revisited and applied when writing different kinds of text.	depending on the literary context/ literary piece assigned to each grade level. Writing Composition • The difficulty of writing topics was manifested in the different types of texts indicated in the curriculum guide and prescribed by DepEd. • From simple writing tasks like writing a narrative/ descriptive text or writing a letter to a friend to writing more complex texts like argumentative text or news and other academic writings were observed in the documents. Oral Fluency and Listening Skills • The difficulty of topics that were repeated was manifested in the speaking activities prescribed by the curriculum guide and modified or contextualized by teachers. The concepts that were repeated across all levels were applied differently. Example was a mock interview for grade 9 while oral interpretations for grade 7. Both require the skills with respect to oral fluency and listening skills. • Another example is the application of prosodic features to different speaking tasks. Grammar Awareness • The difficulty of grammar-related topics was demonstrated through speaking and writing activities. Same rules were used but in different forms of speaking and writing tasks.
Participant #5: Master Teacher	Reading Comprehension • Reading materials were different across grade levels because each level has its required background/ context of literature. • The different levels of difficulty of the same topic in different grade levels were shown through the different strategies of teachers for students to understand the material and improve their comprehension. Vocabulary Development: • The difficulty of the domain was based on the performance task and instructional material. An example is the application of context clues to the reading material for a specific grade level. Writing Composition • Difficulty and difference rely on the forms of writing indicated in the curriculum guide and prescribed by DepEd. Oral Language and Listening Comprehension • Difficulty and difference in the activities rely on competencies indicated in the curriculum guide. Grammar Awareness • The difficulty was based on the	

	application of grammar to different forms of communication with respect to the writing and speaking expectations of each grade level.	
Participant #6: Master Teacher	Reading Comprehension • Reading materials were different across grade levels because each level has its required background/ context of literature. • The different levels of difficulty of the same topic in different grade levels were shown through the different strategies of teachers for students to understand the material and improve their comprehension. Vocabulary Development: • The difficulty of the domain was based on the performance task and instructional material. An example is the application of context clues to the reading material for a specific grade level. Writing Composition • Difficulty and difference rely on the forms of writing indicated in the curriculum guide and prescribed by DepEd. Oral Language and Listening Comprehension • Difficulty and difference in the activities rely on competencies indicated in the curriculum guide. Grammar Awareness • The difficulty was based on the application of grammar to different forms of communication with respect to the writing and speaking expectations of each grade level.	
Participant #7: Master Teacher	• Varied approaches were employed depending on the kind of students enrolled in a specific section.	
Synthesis:	The six language domains that were analyzed showed the progression or varying difficulty of concepts and skills of the same topic in different grade levels. The analysis on the curriculum guide and a few daily lesson logs clearly shows that the principle of spiral progression approach was implemented through the learning competencies used to plan a lesson and through activities designed by teachers to meet the performance standard set by DepEd. Contextualization of activities and integration of lessons played an important role in increasing the difficulty of the lesson.	

Interview Question #4:

Were there observations for teachers teaching in different grade levels that showed the same level of difficulty of the same topic? If yes, what might be the cause?

KEY PERSON	**Summary Transcription of the Interview Responses**
Participant #1:	• There were instances that teachers did not increase the level of difficulty of a topic

Principal	discussed in the previous years because of the poor foundation of learners.
Participant #2: Principal	• The needs of learners are considerations in increasing the level of difficulty of a lesson previously discussed.
Participant #3: Assistant Principal	• The level of difficulty of a lesson that is repeated in different grade levels highly dependent on the teaching practices, strategies of teachers, and the learning level of students.
Participant #4: Master Teacher	• There were instances that teachers did not increase the level of difficulty of a topic discussed in the previous years because of the poor foundation of learners.
Participant #5: Master Teacher	• The needs of learners are considerations whether a teacher has to increase the difficulty of a lesson previously discussed in the lower years or not.
Participant #6: Master Teacher	• The needs of learners are considerations whether a teacher has to increase the difficulty of a lesson previously discussed in the lower years or not.
Participant #7: Master Teacher	• The needs of learners are considerations whether a teacher has to increase the difficulty of a lesson previously discussed in the lower years or not.
Synthesis:	The needs and learning level of students and teaching practices are major considerations as to why the intended level of difficulty of a specific lesson prescribed in the curriculum guide was not achieved.

Interview Question #5:

Were there topics that were not remembered by students but had been discussed in the previous years? If yes, how did they approach the lesson?

KEY PERSON	Summary Transcription of the Interview Responses
Participant #1: Principal	• It is evident and expected that students cannot remember topics discussed in the previous years. • Longer review session or reteaching was conducted. There were times that the whole period was only a review of the lesson needed to introduce a new topic and link it to what should have been acquired in the previous years because students could no longer remember it.
Participant #2: Principal	• Longer time for review was allotted instead of the main lesson of the day.
Participant #3: Assistant Principal	• Reteaching of the lesson was conducted. • Assignments to study the forgotten topics should have been given so that the time allotted for the main topics would not be compromised.
Participant #4: Master Teacher	• It is evident and expected that students cannot remember topics discussed in the previous years. • Longer review session or reteaching was conducted. There were times that the whole period was only a review of the lesson needed to introduce a new topic and link it to what should have been acquired in the previous years because students could no longer remember it.
Participant #5: Master Teacher	• Reteaching was conducted, especially to lower sections. • Poor retention of topics was observed through recitation or interaction with the teacher.
Participant #6: Master Teacher	• Reteaching was conducted, especially to lower sections. • Poor retention of topics was observed through recitation or interaction with the teacher.

Participant #7: Master Teacher	• Concerned teachers conducted remedial program for students who could not remember the lessons that are important in the higher levels.
Synthesis:	Review session is important in aiding students to remember topics that were previously discussed. This greatly contributes to the success of the implementation of spiral progression approach. The problem occurs when longer review session was conducted due to poor foundation of the topic. As a consequence, the time allotted for the main topic was compromised. A good suggestion was to give a task to students to study the forgotten topics that are needed to proceed with the main topic, instead of reteaching everything. This may prevent unexplored topics in the curriculum guide that might result in broken continuity.

Interview Question #6:

How were teachers informed if topics had been previously discussed?

KEY PERSON	Summary Transcription of the Interview Responses
Participant #1: Principal	• They were informed through the review of the curriculum guide and some supplementary materials provided by DepEd like the teacher's and student's manuals.
Participant #2: Principal	• They were informed through the curriculum guide and informal brainstorming in preparation for the next school year.
Participant #3: Assistant Principal	• Teachers were informed based on the Results-Based Management Performance. It aims to assess the performance of teachers using the prescribed criteria and objectives. It includes report of accomplishments of teachers like topics discussed and kinds of activities administered in the class.
Participant #4: Master Teacher	• They were informed through the review of the curriculum guide and some supplementary materials provided by DepEd like the teacher's and student's manuals.
Participant #5: Master Teacher	• They were informed through the curriculum guide and based on the performance of students.
Participant #6: Master Teacher	• They were informed through the curriculum guide and based on the performance of students.
Participant #7: Master Teacher	• They were informed through the curriculum guide and based on the performance of students.
Synthesis:	The teachers were informed about the topics approached using the spiral progression through the curriculum guide and some prescribed materials and documents from DepEd. The performance of students also helped the teachers in determining the level of difficulty of the topics.

Interview Question #7:

Based on your observation and learning plans submitted to your office, did the teachers implement spiral progression approach from 2016-2019 or during the pre-pandemic period?

KEY PERSON	Summary Transcription of the Interview Responses
Participant #1: Principal	• Everyone is required to follow strictly the curriculum guide.
Participant #2: Principal	• Yes. All teachers maximized the use of curriculum guide in the teaching-learning process.
Participant #3: Assistant Principal	• It is prescribed; it is non-negotiable.
Participant #4: Master Teacher	• Everyone is required to follow strictly the curriculum guide.

Participant #5: Master Teacher	• Yes, because it is required.
Participant #6: Master Teacher	• Yes, because it is required.
Participant #7: Master Teacher	• It is a must.
Synthesis:	The teachers implemented the spiral progression approach from 2016-2019 or during the pre-pandemic period because they all used the curriculum guide in designing the lessons and activities. It is required, thus everyone tried to use it rigorously with the supervision of their school managers.