INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 5, ISSUE NO. 5

The 21st Century Classroom: The Implementation of the Language Arts and Multiliteracies Curriculum (LAMC) in the Philippines

DOI: 10.5281/zenodo.23996270

Cries V. Lagnason
Research Coordinator, PAU Excellencia Global Academy Foundation, Inc., Toledo City, Cebu, Philippines

Osias Kit T. Kilag
Vice-President for Academic Affairs, PAU Excellencia Global Academy Foundation, Inc.,
Toledo City, Cebu, Philippines

Corresponding Author Email: lagnason.pegafi@gmail.com

Abstract

The implementation of the Language Arts and Multiliteracies Curriculum (LAMC) under the Philippine K–12 reform was designed to cultivate communicatively competent and multiliterate learners equipped for the demands of the 21st century. Despite its progressive theoretical foundations, concerns persist regarding its classroom enactment. This study explores how English teachers experience and interpret the implementation of the LAMC within their specific contexts of practice. Adopting a qualitative phenomenological research design, the study involved in-depth, semi-structured interviews with ten Junior High School English teachers from selected public and private secondary schools in the Philippines. Participants were purposively selected based on their teaching experience to ensure informed reflections on curriculum change. Data were analyzed using Interpretative Phenomenological Analysis (IPA) to capture shared meanings and lived realities of curriculum implementation. Findings reveal three major themes: (1) a "hit-or-miss" pedagogical approach resulting from limited curricular specificity, (2) the use of "alternative multiliteracies" as teachers adapt to ICT constraints and the digital divide, and (3) persistent challenges in achieving coherence across language macroskills and spiral progression. Teachers reported that curriculum flexibility often translated into ambiguity, shifting the burden of integration to individual practitioners. These conditions contributed to fragmented instruction and uneven realization of 21st-century learning goals. The study concludes that while the LAMC is conceptually aligned with contemporary language education paradigms, its effectiveness is constrained by insufficient instructional scaffolding and contextual guidance. The findings underscore the need for clearer curricular mapping, context-sensitive ICT integration, and stronger support mechanisms to bridge the gap between curriculum design and pedagogical practice.

Keywords: Language Arts and Multiliteracies Curriculum (LAMC), 21st-century learning, phenomenology, English teachers, curriculum implementation, multiliteracies, spiral progression

Introduction:

The rapid advancement of Information and Communication Technology (ICT) and the emergence of a globalized, knowledge-based society have necessitated significant reforms in educational systems worldwide. In the Philippine context, these shifts prompted the institutionalization of the K–12 Basic Education Program, a comprehensive reform designed to equip learners with competencies relevant to the demands of the 21st century.

Central to this reform is the Language Arts and Multiliteracies Curriculum (LAMC), which aims to develop communicatively competent, culturally aware, and multiliterate learners capable of navigating diverse linguistic, digital, and social landscapes (Barrot, 2019; Barrot, 2022). Grounded in contemporary theories of language education, the LAMC reflects a broader global movement toward integrating multiliteracies, communicative competence, and higher-order thinking skills into language instruction.

Comparative studies suggest that the Philippine curriculum shares similarities with other Asian language education models, particularly in its emphasis on learner-centeredness and functional language use (Eugenio & Ferrer).

Moreover, the inclusion of multiliteracies aligns with international frameworks that recognize creativity, critical thinking, and meaning-making across modes as essential outcomes of modern education (Rungduin & Papango, 2020).

Despite its progressive theoretical orientation, the implementation of the LAMC has been met with substantial challenges. Several studies have noted a lack of clarity and specificity in curriculum documents, particularly in translating broad 21st-century competencies—such as digital-age literacy, inventive thinking, and productivity—into concrete classroom practices (Barrot, 2019). Teachers often report difficulties in re-planning lessons, integrating macroskills, and aligning fragmented learning competencies into coherent instructional units, resulting in inconsistent classroom enactment of the curriculum.

Further complicating implementation is the curriculum's limited guidance on the practical integration of ICT and the management of linguistic and cultural diversity. Barrot (2019, 2022) observed that while the LAMC promotes multiliteracies, it remains largely silent on how teachers can operationalize these concepts in resource-constrained contexts.

Empirical studies on Filipino ESL teachers likewise reveal that multiliteracy practices are often adapted informally and creatively, shaped more by local constraints than by formal curricular support (De Leon). These realities underscore a widening gap between curriculum ideals and classroom practice.

In response to these concerns, the present study seeks to examine the implementation of the LAMC not through policy texts alone, but through the lived experiences of English teachers tasked with its delivery. By foregrounding the "context of practice," this phenomenological inquiry aims to illuminate how educators interpret, negotiate, and enact the curriculum within real classroom conditions. In doing so, the study addresses a critical gap between curriculum design and pedagogical reality, contributing to ongoing discussions on effective language curriculum reform in the Philippine educational landscape.

Literature Review:

Recent reforms in language education emphasize the need to equip learners with competencies suitable for a rapidly globalizing and digitally mediated world. In the Philippines, the adoption of the K–12 curriculum and the Language Arts and Multiliteracies Curriculum (LAMC) reflects this global shift toward communicative competence, creativity, and multimodal meaning-making. Barrot (2022) situates language education within broader socio-cultural and technological transformations, arguing that modern curricula must respond not only to linguistic proficiency but also to learners' ability to participate meaningfully in diverse communicative contexts.

This orientation places multiliteracies at the center of contemporary language education reforms. Comparative perspectives further illuminate the positioning of the Philippine language curriculum within regional and global trends. Eugenio and Ferrer's comparative study of language curriculum models in the Philippines and Hong Kong reveals shared commitments to learner-centeredness and functional language use, while also highlighting differences in curriculum coherence and instructional guidance.

Their findings suggest that while the Philippine curriculum is progressive in intent, it offers less structural clarity for teachers compared to more tightly scaffolded models abroad. Such comparisons underscore the importance of examining not only curriculum goals but also their practical enactment.

Several scholars have critically examined the implementation challenges of English curriculum reform in the Philippines. Barrot (2019) identifies persistent issues related to curriculum overload, lack of specificity, and weak alignment between competencies and classroom practices. Teachers, according to this study, often struggle to operationalize broad 21st-century learning goals due to insufficient pedagogical scaffolding. Similarly, Ballesteros-Lintao (2018) found that teachers perceived curriculum guides as either overly vague or impractical, resulting in inconsistent interpretation and uneven implementation across schools.

The concept of multiliteracies, while central to the LAMC, presents additional challenges in practice. Drawing on classroom-based research, De Leon documents how Filipino ESL teachers attempt to integrate multiliteracy practices

despite limited resources and minimal institutional support. Teachers often rely on improvisation and localized strategies rather than systematic curriculum guidance. Roman-Tamesis and Cruz further argue that multiliteracies integration in Philippine education remains uneven, constrained by structural inequalities and insufficient professional development, despite its potential to foster a more critically informed society.

Theoretical work on multiliteracies and multimodality provides a useful lens for understanding these challenges. Lacorte emphasizes that multiliteracies and learning by design require teachers to move beyond traditional text-based instruction toward pedagogies that integrate multiple modes, identities, and cultural resources. However, such pedagogical shifts demand clear curricular direction and sustained teacher support. Without these, multiliteracies risk becoming abstract ideals rather than lived classroom practices, particularly in contexts marked by material and institutional constraints.

Issues of cultural and linguistic diversity further complicate curriculum implementation. Jingyi and De Dios (2025) highlight the complexities of multicultural integration in Philippine public secondary schools through their analysis of Chinese language education policies. Their study demonstrates how policy intentions often clash with classroom realities, particularly when teachers are inadequately prepared to manage multilingual and multicultural dynamics. Parallel concerns are raised by Saysi and Batuctoc (2023), who document the pedagogical struggles of teachers working in Indigenous Peoples' education, emphasizing gaps in curriculum responsiveness to local linguistic and cultural contexts.

International assessment frameworks such as PISA offer an additional perspective on curriculum coherence and skill integration. Rungduin and Papango's (2020) analysis of the PISA Creative Thinking Framework vis-à-vis the Philippine Arts and English curricula reveals misalignments between intended outcomes and curricular structure.

While creativity and higher-order thinking are emphasized in policy, the absence of clear progression and integration limits their realization in classrooms. Collectively, these studies point to a persistent gap between curriculum design and the lived experiences of teachers—a gap that the present phenomenological study seeks to explore through the "context of practice" of English educators implementing the LAMC.

Methodology:

This study employs a qualitative phenomenological research design to explore the lived experiences of English teachers implementing the Language Arts and Multiliteracies Curriculum (LAMC) in Philippine secondary schools. Phenomenology is particularly suited to this inquiry as it seeks to describe the shared meanings individuals ascribe to a common phenomenon—in this case, curriculum enactment in real classroom contexts. In contrast to Barrot's (2018) policy-oriented text analysis, which examined curricular coherence at the document level, this study foregrounds the human dimension of curriculum reform by focusing on teachers' perceptions, interpretations, and pedagogical realities.

The study was conducted across selected public and private secondary schools in the Philippines to capture variations in institutional resources and the "digital divide" documented in previous research. Ten (10) Junior High School English teachers were purposively selected as participants. Selection criteria included a minimum of five years of teaching experience to ensure that participants had sufficient exposure to both the LAMC and earlier curriculum frameworks, enabling informed comparative reflection.

Data were collected through in-depth, semi-structured interviews, allowing participants to articulate their experiences within their specific "contexts of practice." This flexible interview format enabled the researcher to probe emerging insights while maintaining consistency across participants. Interview questions focused on teachers' understanding of 21st-century learning themes (such as civic, financial, and environmental literacy), their strategies for integrating ICT amid resource constraints, and the challenges encountered in implementing spiral progression and macroskill integration.

The study utilized Interpretative Phenomenological Analysis (IPA) to analyze the interview data. The analytical process began with repeated reading of transcripts to achieve familiarization, followed by the identification of

emergent themes related to curriculum clarity, coherence, and implementation challenges. These themes were then clustered to capture patterns across participants, ultimately illuminating the "lived reality" of teacher–curriculum interaction in the implementation of the LAMC.

Findings and Discussion:

The "Hit-or-Miss" Pedagogical Approach

Analysis of the interview data revealed three interrelated themes that characterize the implementation of the Language Arts and Multiliteracies Curriculum (LAMC) in the Philippine context. These themes reflect teachers' struggles with curricular ambiguity, resource constraints, and coherence in skills integration, highlighting the gap between curriculum intent and classroom reality. The findings are discussed in relation to existing literature on multiliteracies, curriculum guidance, and language education in diverse and resource-limited settings. The first dominant theme is the emergence of a "hit-or-miss" pedagogical approach resulting from the lack of explicit instructional guidance in the curriculum.

Teachers expressed uncertainty in integrating 21st-century themes—such as global awareness, civic literacy, and environmental literacy—into daily lessons. In the absence of quarter-by-quarter thematic mapping or concrete exemplars, educators relied on personal judgment when selecting texts and activities. Similar concerns were raised by Ballesteros-Lintao (2018), who found that teachers often perceive curriculum guides as either vague or misleading, leading to inconsistent classroom practices.

This perceived ambiguity undermines the intended flexibility of the LAMC. While flexibility is theoretically aligned with learner-centered and contextualized pedagogy, participants reported that it often translated into a lack of direction rather than professional autonomy. Roman-Tamesis and Cruz argue that effective multiliteracies integration requires structured support to help teachers move beyond traditional literacy practices. Without such scaffolding, teachers may default to familiar methods, limiting opportunities for critical and multimodal learning envisioned by the curriculum.

The second theme highlights challenges in operationalizing multiliteracies and multimodality within constrained educational environments. Although the LAMC promotes multiliteracies, teachers reported difficulties in implementing multimodal tasks due to limited access to ICT resources. As Lacorte emphasizes, multiliteracies and learning by design demand intentional pedagogical planning and institutional support. In practice, teachers adapted by emphasizing print-based or visual literacies, reflecting what Abarquez (2021) describes as contextualized yet constrained responses to the "new norm" in education.

Issues of cultural and linguistic diversity further shaped teachers' experiences of curriculum implementation. Participants acknowledged the presence of linguistically diverse learners but felt inadequately prepared to address multicultural realities within the LAMC framework. This finding parallels Jingyi and De Dios's (2025) analysis of multicultural integration in Philippine public schools, which reveals tensions between inclusive policy goals and limited classroom-level guidance. Similar pedagogical struggles were documented among teachers working with Indigenous Peoples' education, where curricular frameworks often fail to reflect learners' cultural contexts (Saysi & Batuctoc, 2023; Narita & Balasa, 2025).

The third theme centers on the lack of coherence in macroskill integration and spiral progression. Teachers reported difficulty linking reading, writing, listening, viewing, and speaking into cohesive lessons, describing the spiral progression as repetitive rather than developmental. This concern echoes Sukying and Barrot's (2025) findings on misalignment between curriculum standards and instructional materials, as well as Manuel's (2024) observation that literacy reforms often struggle at the implementation level despite strong policy rhetoric.

These pedagogical challenges have implications for learners' communicative competence and literacy development. Studies indicate that inconsistent curriculum enactment may affect students' language proficiency outcomes (Samaranos & Biol Jr, 2024), while non-intellective factors such as motivation and classroom environment further mediate language learning success (Ramos, 2023). When teachers are left to navigate curricular ambiguity independently, the burden of coherence shifts from systemic design to individual practice, reinforcing inequities across schools.

Thus, the findings suggest that the implementation of the LAMC is shaped less by its theoretical alignment with 21st-century learning and more by the realities of teacher interpretation, resource availability, and contextual constraints. The "hit-or-miss" pedagogical approach observed in this study reflects a broader structural issue in curriculum reform, where ambitious goals are not matched with sufficient instructional guidance. Addressing these gaps is essential to ensure that multiliteracies and communicative competence move beyond policy ideals and become lived classroom practices.

Bridging the Digital Divide with "Alternative Multiliteracies"

Despite the Language Arts and Multiliteracies Curriculum's (LAMC) recognition of Generation Z learners as digitally oriented, findings from this study reveal a pronounced mismatch between curricular assumptions and classroom realities. Teachers working in resource-constrained schools reported limited or inconsistent access to ICT infrastructure, including unreliable internet connectivity, insufficient devices, and outdated instructional technologies.

This digital divide significantly shaped how multiliteracies were interpreted and enacted in daily instruction, echoing broader concerns regarding inequitable curriculum implementation across Philippine schools (Ramos & Ulep, 2023). In response to these constraints, teachers adopted what may be described as "alternative multiliteracies"—pedagogical practices that prioritize visual, print-based, and performance-oriented modes of meaning-making in the absence of digital tools. Rather than abandoning multiliteracies altogether, educators creatively recontextualized the concept by using posters, storytelling, role-playing, and student-generated visual texts. These adaptive strategies highlight teachers' agency in mediating curriculum ideals and contextual limitations, reflecting a localized enactment of multiliteracies shaped by educational culture and resource availability.

However, this adaptive practice also raises questions about alignment with intended learning outcomes. Sukying and Barrot (2025) argue that curriculum coherence depends on the alignment between standards, instructional materials, and classroom practices. When digital multiliteracies are replaced or diluted due to resource scarcity, the intended competencies outlined in the curriculum risk being unevenly achieved. This concern is reinforced by Rahmawati and Calambro's (2020) comparative study, which found that curriculum implementation gaps often stem from contextual disparities rather than curricular design alone.

The consequences of these disparities are evident in learners' communicative competence. Samaranos and Biol Jr (2024) found that students' English communicative performance is closely tied to exposure to authentic, multimodal language experiences. When such exposure is limited, learners may develop functional literacy but fall short of the communicative flexibility required in diverse contexts. Teachers in the present study expressed concern that alternative multiliteracies, while pedagogically valuable, may not fully substitute for digitally mediated communicative practices envisioned by the LAMC.

Non-intellective factors further mediate the effectiveness of these alternative approaches. Ramos (2023) emphasizes that motivation, confidence, and classroom environment significantly influence second language competence. Teachers reported that while some learners thrived in visually oriented and collaborative tasks, others perceived the absence of technology as a limitation, potentially affecting engagement and self-efficacy.

These findings suggest that multiliteracies implementation must consider both material resources and learner dispositions. Cultural responsiveness emerged as a critical dimension of alternative multiliteracies. Studies on marginalized learner populations demonstrate that literacy practices rooted in local culture can be transformative when thoughtfully integrated.

Narita and Balasa's (2025) work with Badjao learners illustrates how culturally grounded multimodal activities can empower learners despite limited access to digital tools. Similarly, Pamintuan (2024) underscores the role of teacher pedagogical content knowledge in adapting instructional strategies to contextual realities, a competency evident among participants in this study.

Hence, broader stakeholder perspectives reinforce the need for contextualized curriculum enactment. Parents' beliefs about education and curriculum practices significantly shape classroom expectations and support structures (Beltran-

Almazan et al., 2020). Meanwhile, literature on video-based instruction (Ferrer & Ancheta, 2022) and values integration in English curricula (Khan, 2021) suggests that multimodality extends beyond technology alone. Taken together, these findings indicate that bridging the digital divide in LAMC implementation requires not only infrastructural investment but also policy-level recognition of alternative multiliteracies as legitimate, culturally responsive pathways to 21st-century learning.

The Struggle for Coherence in Macroskills

Corroborating Barrot's earlier findings on the disjunction between learning competencies, participants in this study consistently reported difficulty in integrating the core language macroskills—reading, writing, listening, speaking, and viewing—into cohesive and meaningful lessons. Teachers described the Language Arts and Multiliteracies Curriculum (LAMC) as fragmented, with competencies presented as discrete targets rather than as interrelated communicative practices. As a result, instructional planning often became a process of compliance rather than purposeful integration, limiting opportunities for holistic language learning.

A central issue identified by participants was the implementation of spiral progression, which was perceived as repetitive rather than developmental. Teachers reported encountering similar competencies across grade levels without clear indicators of increasing linguistic or cognitive complexity. This finding aligns with Menozo's (2020) systematic review, which highlights persistent challenges in translating spiral progression into progressive skill development in Philippine K–12 English classrooms.

Without a detailed table of structural and functional progression, teachers struggled to determine how skills should deepen over time. The lack of coherence was further exacerbated by inconsistencies between curriculum expectations and instructional materials. Ferrer and Ancheta (2022) note that while multimedia resources such as English video lessons are increasingly promoted, they are not always aligned with curriculum standards or macroskill integration. Teachers in the present study echoed this concern, reporting difficulty in designing lessons where materials meaningfully supported multiple language domains rather than isolating a single skill.

Pedagogical content knowledge (PCK) emerged as a mediating factor in addressing curriculum fragmentation. Pamintuan's (2024) study on Mandarin teachers in the Philippines demonstrates that strong PCK enables educators to integrate skills strategically despite curricular limitations. However, participants in this study noted that such integration often depended on individual teacher expertise rather than systemic support. This reliance on personal pedagogical capacity contributes to uneven curriculum enactment across schools.

Comparative and regional studies further contextualize these findings. Rahmawati and Calambro (2020), as well as Astuti (2023), reveal that similar struggles with macroskill coherence are evident across ASEAN countries, particularly in contexts where curriculum reforms outpace teacher preparation. Herda, Lampito, and Travero (2025) likewise found that teachers' pedagogical beliefs significantly influence how 21st-century learning principles are enacted, often compensating for—or exacerbating—curricular gaps.

Classroom-level practices, particularly feedback mechanisms, also shape macroskill integration. Vallente (2020) argues that oral feedback strategies can either empower or inhibit learners' communicative development, depending on how they connect speaking, listening, and reflective writing tasks. Participants in this study reported that the absence of clear guidance on feedback within the LAMC further complicated efforts to design integrated language experiences.

Broader sociocultural expectations influence how coherence in language instruction is perceived and valued. Beltran-Almazan et al. (2020) emphasize that parents often prioritize traditional literacy outcomes, such as reading comprehension and grammar accuracy, over integrated communicative competence. Khan (2021) similarly notes that values education embedded in English curricula is often treated as supplementary rather than integral. Denard and Budao-Teacher III (2020) observe that reading instruction remains largely skills-based, reinforcing compartmentalized teaching practices. Collectively, these factors contribute to a curriculum environment in which macroskill integration is aspirational but difficult to sustain in practice.

Implications for 21st-Century Learning

The essence of 21st-century learning lies not merely in knowledge acquisition but in learners' capacity to apply, critique, and transform knowledge in authentic contexts. However, the experiences of teachers in this study suggest that the Language Arts and Multiliteracies Curriculum (LAMC), while rhetorically aligned with 21st-century ideals, often results in rigid classroom practices due to its limited guidance on ICT integration and cultural diversity.

This gap encourages instructional approaches where students tend to "uncritically ingest information" rather than actively engage in meaning-making, a concern similarly observed in comparative curriculum analyses in Southeast Asia (Rahmawati & Calambro, 2020; Astuti, 2023). One major implication is the need to reconceptualize curriculum coherence as a prerequisite for meaningful 21st-century learning. Menozo's (2020) review of K–12 English language teaching in the Philippines highlights how fragmented competencies undermine higher-order thinking and communicative competence. When learning outcomes are presented as isolated skills, teachers struggle to design integrative tasks that promote collaboration, creativity, and critical reflection. Addressing this structural issue would allow learners to experience language as a dynamic, socially situated practice rather than a set of discrete exercises.

The findings also underscore the importance of context-sensitive multimodality in fostering active learning. Ferrer and Ancheta (2022) emphasize that video-based and multimodal resources can enhance engagement and comprehension when strategically integrated into instruction. However, without clear curricular direction, such tools are either underutilized or implemented superficially. Effective ICT integration should therefore be framed not as an add-on but as a means of expanding learners' communicative repertoires across modes and platforms.

Cultural and linguistic responsiveness emerges as another critical dimension of 21st-century learning. Studies on parental beliefs and community expectations reveal that stakeholders often value traditional literacy outcomes, shaping how teachers prioritize curriculum goals (Beltran-Almazan et al., 2020). At the same time, research on indigenous and localized instructional materials demonstrates the transformative potential of culturally grounded pedagogy (Baculi, 2025; Rojas, 2023). Embedding cultural narratives, local texts, and learners' linguistic resources within the curriculum can foster deeper engagement and inclusive learning environments.

Classroom interaction and feedback practices further influence learners' agency and communicative confidence. Vallente (2020) argues that oral feedback can either empower learners or inhibit participation, depending on how it is framed and delivered. Similarly, studies on L1 use and interlingual processes highlight the value of leveraging learners' existing linguistic resources to support L2 development (Bayless, 2023; De Leon & De Roxas, 2024). These findings suggest that 21st-century language classrooms should legitimize strategic code-switching and reflective feedback as tools for deeper learning.

Henceforth, the successful realization of 21st-century learning depends on teachers' pedagogical beliefs and adaptive capacities. Herda, Lampito, and Travero (2025) emphasize that teachers' interpretations of curriculum reform significantly shape classroom practice, particularly in contexts marked by rapid change and limited resources. Reading instruction studies in the "new normal" likewise reveal that teachers continue to negotiate between policy expectations and contextual realities (Denard & Budao-Teacher III, 2020; Hagid & Apostol, 2024). For the LAMC to fulfill its transformative potential, systemic support must enable teachers to move beyond compliance toward innovative, culturally responsive, and participatory pedagogies.

Conclusion:

This study concludes that the implementation of the Language Arts and Multiliteracies Curriculum (LAMC) in the Philippines is significantly constrained by a lack of curricular specificity and internal coherence. Although the curriculum is theoretically aligned with 21st-century learning principles—particularly in its emphasis on communicative competence, multiliteracies, and holistic learner development—its classroom enactment reveals persistent gaps between policy intentions and pedagogical realities.

Teachers' lived experiences indicate that curricular flexibility, in the absence of sufficient instructional scaffolding, often results in ambiguity rather than empowerment. Findings demonstrate that English teachers are frequently left to interpret and integrate broad competencies independently, leading to inconsistent instructional practices across

schools. The absence of explicit thematic mapping encourages a "hit-or-miss" pedagogical approach, while limited guidance on ICT integration compels teachers to redefine multiliteracies through alternative, often non-digital means.

Additionally, the spiral progression model, intended to support the gradual development of language proficiency, is commonly perceived as repetitive due to the lack of clearly articulated progressions across grade levels. These challenges collectively undermine the realization of coherent, integrated, and authentic language learning experiences.

To address these systemic issues, this study recommends several targeted actions for the Department of Education. First, the curriculum should explicitly map 21st-century learning themes—such as global awareness, environmental literacy, and civic engagement—to specific grade levels and quarters. Clear thematic alignment would support coherent lesson planning and ensure sustained and purposeful integration of key competencies.

Second, the Department should provide detailed progression frameworks that clearly illustrate how language structures, macroskills, and communicative functions increase in complexity within the spiral model. Such guidance would enable teachers to design developmentally appropriate and integrated lessons rather than repetitive skill drills.

Therefore, curriculum support must be contextualized to reflect the diverse realities of Philippine schools. This includes offering practical guidelines for differentiated instruction, culturally responsive pedagogy, and ICT integration that account for disparities in resources and access. Strengthening professional development and instructional support mechanisms will be essential in enabling teachers to move beyond compliance toward reflective and innovative practice. Ultimately, addressing these concerns is critical to ensuring that the LAMC fulfills its promise of producing truly multiliterate, critically engaged, and socially responsive learners prepared for the demands of the 21st century.

References:

Abarquez, A. (2021). Lens of Language and Literature Programs in the New Norm Educational Setting amidst Pandemic. *Journal of English Teaching*, 7(3), 382-394.

Astuti, E. P. (2023). Middle schools' English language curriculum implementation: A comparative analysis among the ASEAN countries. *Prosiding Konferensi Berbahasa Indonesia Universitas Indraprasta PGRI*, 308-322.

Baculi, J. A. (2025). Unravelling culture, traditions, and beliefs from folktales in a province basis for the development of English instructional resources to enhance language comprehension Jingle Amangan Baculi.

Ballesteros-Lintao, R. (2018). Guided or misguided?: Teachers' evaluation of an English curriculum guide in the Philippines. *Asian Journal of English Language Studies*.

Barrot, J. (2022). Language education. *International Encyclopedia of Education*, 216-223.

Barrot, J. S. (2019). English curriculum reform in the Philippines: Issues and challenges from a 21st century learning perspective. *Journal of Language, Identity & Education*, 18(3), 145-160.

Bayless, C. (2023). *L1 use in the L2 composition process: An empirical study of Philippine ESL writers* (Doctoral dissertation, University of British Columbia).

Beltran-Almazan, R. P., Patolot-Velasco, C. V., Almazan, R. R., Fajardo, A. C., Beltran-Almazan, R. P., Patolot-Velasco, C. V., ... & Fajardo, A. C. (2020). Parents' beliefs on Philippine educational and curriculum practices: What educators can learn from them. *Asia Pacific Journal on Curriculum Studies*, 3(1), 1-8.

De Leon, E. C. Exploring Multiliteracy Practices in 21st Century Education of Filipino ESL Teachers in Public High School.

De Leon, K. M., & De Roxas, J. A. (2024). Interlingual and intralingual analysis of ESL learners' translations: Its implications to English language education. *Ignatian International Journal for Multidisciplinary Research*, 2(5), 2572-2588.

Denard, L. S. C. T. I., & Budao-Teacher III, V. (2020). Between The Lines: The Case of Teaching Reading in the Philippine K to 12 Classrooms.

Eugenio, A. R., & Ferrer, C. N. A. Comparative Study on Language Curriculum Models in the Philippines and Hong Kong.

Ferrer, C., & Ancheta, Q. (2022). Utilization of English Video Lessons and Their Significance To The Philippine Language Curriculum: A Literature Review. *Available at SSRN 4222378*.

Hagid, M. M., & Apostol, E. P. (2024). Teaching Reading Strategies and Challenges in the New Normal: Context of a School District in Northern Luzon. *Research and Advances in Education*, 3(9), 1-13.

Herda, R., Lampito, O., & Travero, A. (2025). Uncovering the Philippines and Indonesian Teachers' Pedagogical Beliefs in the 21st Century Learning. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 10(2), 205-217.

Jingyi, X., & De Dios, A. (2025). Multicultural integration and future pathways: an analysis of Chinese language education policies and practices in Philippine public secondary schools. *Current Issues in Language Planning*, 26(2), 139-168.

Khan, R. (2021). The philippine education core values paths through the senior high school english curricula. *Instabright International Journal of Multidisciplinary Research*, 3(2), 61-71.

Lacorte, M. Multiliteracies, Multimodality, and Learning by Design in Second Language Learning and Teacher Education.

MANUEL, J. P. (2024, January). No child left behind, literacy challenges ahead: a focus on the Philippines. In *Frontiers in Education*.

Menozo, P. (2020). Reality bites: A systematic literature review of K to 12 English language teaching in the Philippines. *International Journal of Linguistics, Literature and Translation*, 3(12), 80-86.

Narita, R., & Balasa, K. (2025). Empowering the Margins: A Qualitative Impact Assessment of a Multicultural Literacy and Values Formation Program Among Badjao Indigenous Learners in the Philippines. *Available at SSRN 5226174*.

Pamintuan, C. F. (2024). Investigating the Classroom Implementation of Mandarin Teachers' Pedagogical Content Knowledge (PCK): Exploring Effective Strategies and Practices for Teaching Chinese as a Foreign Language in the Philippines. *International Journal of Language Education*, 8(1), 112-126.

Rahmawati, R., & Calambro, J. M. B. (2020). A Comparative-Case Study of Junior High School English Curriculum between Indonesia and the Philippines.

Ramos, A. B., & Ulep, J. P. (2023). A formative evaluation of the implementation of the K to 12 English program of public elementary schools. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(7), 2420-2443.

Ramos, A. R. (2023). Correlation of the non-intellective factors on the learners' second language competencies. *American Journal of Education and Technology*, 2(3), 58-68.

ROJAS, R. C. (2023). Effectiveness of Teacher-Made Manipulative Learning Materials in Improving the Word Recognition Skills of the Grade 2 Indigenous People Education (IPEd) Learners.

Roman-Tamesis, J., & Cruz, F. A. C. Integrating Multiliteracies into Philippine Education for a More Informed Society.

Rungduin, T. T., & Papango, M. C. (2020). PISA Creative Thinking Framework vis-à-vis K to 12 Philippine Arts and English Language Curricula. *Challenges of PISA: The PNU Report*, 193.

Samaranos, A. J., & Biol Jr, I. (2024). Communicative Competence in English Among Junior High School Students. *JPAIR Multidisciplinary Research*, 57(1), 1-26.

Saysi, J., & Batuctoc, L. V. (2023). Pedagogical struggles and gaps in language literacy enhancement: the case of indigenous peoples' education teachers in the Philippines: Teachers of indigenous people in the Philippines. *International Journal of Curriculum and Instruction*, 15(1), 142-165.

Sukying, A., & Barrot, J. S. (2025). Friend or Foe? Investigating the Alignment of English Language Teaching (ELT) Textbooks with the National English Curriculum Standards. *The Asia-Pacific Education Researcher*, 34(2), 793-801.

Vallente, J. P. C. (2020). Sources of Embarrassment or Empowerment? Oral Feedback Strategies in English Language Teaching Classrooms. *TESOL International Journal*, 15(1), 31-52.