

Contextualized instructional materials in teaching reading and writing skills

Atondo, Hector B. ✉

Tabaco National High School / Bicol University, Philippines (hector.atondo@deped.gov.ph)

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Abstract

K to 12 highlights contextualized teaching to improve learning of the target competencies in a specific subject. With contextualization, teachers can present the lesson in a more meaningful and relevant context based on the learner's previous experiences and real-life situations. Using a mixed method of descriptive quantitative and qualitative research design, the researcher's purpose was to provide contextualized instructional materials for teaching Reading and Writing Skills after determining the extent of contextualization of instructional materials used by teachers in Tabaco City Division. Specifically, this study answered the questions: What are the instructional materials used by the teachers of Tabaco City Division in teaching Reading and Writing Skills? What is the extent of contextualization found in the instructional materials used by teachers? and, what contextualized supplemental material may be proposed for teaching Reading and Writing Skills? Results showed that the teachers in Tabaco City Division who teach Reading and Writing Skills subject used five reference books, and two teachers resorted to other materials, which they indicated as online materials. As to the extent of contextualization in these instructional materials along appropriateness, relevance, applicability and localization, it was rated 2.04 interpreted as moderate extent of contextualization. Thus, a contextualized teacher's guide which was the output of the study was proposed as a good supplemental material in teaching of Reading and Writing Skills subject. This may not only help students in learning the subject matters but also foster awareness among them about the rich and endearing history and culture of Tabaqueños and Bicolanos alike.

Keywords: reading and writing skills, contextualization, instructional materials, K to 12

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1. Introduction

Education, Mandela once said, is the “most powerful weapon which one can use to change the world” (Strauss, 2013). With its power to change, education has achieved prominence to be one of the priorities of many countries in the world as they are highly encouraged and supported by the international communities and organizations to promote a culture of education (UNESCO, 2000). The Philippines, as it adheres to international agreement, policies, and framework for action, carefully calibrates its short-term and long-term educational blueprint. Evidence of this is the several drafting, redrafting, ratifying, and legalizing of laws that deemed to be beneficial for the Filipino people as far as education is concerned. In 2013, President Benigno Ninoy Aquino III signed into law Republic Act No. 10533 otherwise known as “Enhanced Basic Education Act of 2013” to formally implement the K to 12 Program which covers Kindergarten and 12 years of basic education broken as follows: 6 years of primary education, four years of junior high school, and two years of Senior High School.

This new educational system in the country, which responds to the needs of national and global communities as it takes into account the nature and needs of the learners, aims for a holistically developed Filipino with the 21st century skills. It also highlights the following features: spiral progression, constructivism, differentiated instruction, and contextualization. The main objectives of the said program are focused on providing learners sufficient time for mastery of concepts and skills, developing lifelong learners, and preparing graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. This reform in education is also aimed at producing learners who are globally competitive and possess the 21st Century Skills like communication, creativity, collaboration, and critical thinking.

One of the features of the K to 12 Program is the idea of curriculum contextualization. DepEd defines it as “the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners” (RA 10533). The degree of contextualization may be described and distinguished as localization or indigenization. Localization refers to the process of relating learning content specified in the curriculum to local information and materials in the learners' community. On the other hand, indigenization refers to the process of enhancing curriculum competencies, education resources, and teaching-learning processes in relation to the bio-geographical, historical, and socio-cultural context of the learners' community. However, contextualization does not only confine itself to localization and indigenization, it also means ensuring the appropriateness of the curriculum to the learner's developmental stage, interest, skills and level. It also takes into account the relevance of the subject to the learner's social context like issues and situations, prior knowledge and other learning areas. Finally, this educational approach considers application of the skills, knowledge and values to real life situations as its integral part.

With contextualization, teachers can present the lesson in a more meaningful and relevant context based on the learner's previous experiences and real-life situations. Thus, learners are put in a natural and actual learning environment letting them to manipulate, relate, and adapt to various learning opportunities and resources available within the locality or community, profound learning will be assured and realized (Torres, 2015). This means to say that contextualization benefits both the teachers and the learners. It can dramatically boost teaching and learning outcomes (Andriotis, 2017). Contextualization is not just a feature of the K to 12 Program but also an essential part of DepEd's mandate to be included in the preparation of every lesson. In fact, the DepEd Order No. 42, series of 2016 reiterated that “teachers are encouraged to make full use of these contextualization strategies to make lesson more relevant and meaningful to learners” (DO 42 s. 2016).

In promoting and strengthening the efforts for contextualization, DepEd has launched an online portal called

the Learning Resource Management Development System (LRMDS) as promulgated in Deped Order No. 76 s. 2011 to accommodate quality assured learning resources made by the teachers and curriculum writers. A major objective of the system is to provide a technical basis for assessing, acquiring, adapting, developing, producing and distributing quality learning and teaching resource materials for students and instructional support materials for teachers (Chrisfrusa, 2012).

In other words, this serves as a repository of instructional materials like teachers' guide, learners' materials and lesson exemplars, and curriculum guides for Kindergarten up to Grade 12. These instructional materials can be harvested by the teachers for instruction all over the country. It exists to support distribution and access to learning, teaching and professional development resources. Furthermore, it supports the selection and acquisition of quality resources in response to localized and indigenized needs (Castillo, 2018 March 1). However, contextualization as far as the many public schools at present are concerned, has not yet reached its full implementation. Interviews with teachers who are actually in the grass root revealed that few teachers only do contextualize their lessons due to the following reasons: limited contextualized materials related to the subject they are teaching, lack of knowledge on how to contextualize their lessons, and the budgetary requirement in preparing the materials. Contextualization has been regarded as additional burden on their part. These are a few constraints teachers face along contextualization (Leite, Fernandes, & Figueredo, 2018).

In the Tabaco City Division which is the locale of the study, contextualizing the curriculum has been given attention. This is manifested in some trainings conducted along contextualization. Selected teacher writers were gathered to prepare lesson plans and activity matrices that apply contextualized instructional materials and teaching strategies. But these materials were not yet uploaded in the LRMDS portal of the division for the reason that teachers do not submit them to the committee in-charge for quality assurance. Upon looking at the LRMDS portal, there are contextualized learner's materials like teacher's guide, and lesson exemplars uploaded especially in the subjects offered in Junior High School. Sad to say, in Senior High School only the Oral Communication in Context, Mathematics subject, Humanities subjects are provided with uploaded and hard bound instructional materials such as textbook. Along the subject Reading and Writing Skills, the portal has none.

In view of this, the researcher nobly selected Reading and Writing Skills as the basis for the production of contextualized instructional materials. This subject is one of the core subjects in Senior High School. This means that this subject is taken by the students regardless of the track and strand they are in. This is usually offered during the second semester of the school year. Its course description is the development of reading and writing skills as applied to a wide range of materials other than poetry, fiction and drama. In the subject, the students are introduced to the reading and thinking strategies across text types, text and its context connection and purposive writing for the disciplines and professions. This is a prerequisite subject for the applied subject English for Academic and Professional Purposes. Learning the strategies for reading and writing entails a success in the other subjects. Through reading and writing, students improve their vocabulary and language skills (Cameverlands, n. d.). It expands the experiences of the reader. Furthermore, the more one reads, the better the mind gets at making connections, which helps him to become more creative and imaginative. In short, it makes one enjoy life to the fullest.

As to the teaching of the subject, the Deped has only provided the curriculum guide and allows the teachers to source out materials as aid in teaching the content of the subject. (DepEd order 42). Teachers utilize reference books and online sources as instructional materials. They innovate and recreate content of these materials to suit their learner's needs and interest. Knowing how to find the best instructional materials is a valuable skill for a teacher to have (Marbas, 2015). Marbas' statement as quoted by Lopez (2018) explicated the significance of the use of instructional materials as articulated below.

The importance of instructional materials or educational resources is to improve students' knowledge, abilities and skills, to monitor their assimilation of information and to contribute to their overall development and upbringing. It also clarifies important concepts to arouse and

sustain their interests, give them opportunity to share experiences necessary for new learning, and help make learning more permanent (Lopez, 2018).

Hence, the development of a contextualized supplemental instructional material in teaching Reading and Writing Skills is desired. DepEd Order No. 42 s. 2016 ‘Policy Guidelines on daily Lesson Preparation for the K to 12 Basic education Program’ empowers teachers to carry out quality instructions that recognize the diversity of learners in the classroom and mandates them to monitor learner’s success shown in their mastery and application of the competencies in real-life situations through varied instructional materials that are responsive to the needs of the learners. As such, this instructional material which is the output of the study will any how support that mandate and strengthen the thrust of contextualizing the curriculum.

Moreover, as pointed out by Lopez (2018) learning materials are important because they can significantly increase student achievement by supporting student learning and undeniably assist the teachers in an important professional duty. Moreover, the contextualized supplemental material will serve a roadmap for teachers concerned in contextualizing their lesson and even their modes of instruction. Furthermore, rather than accessing to sources online or referring to commercialized reference books, teachers will be offered a useful tool in teaching. The burden of preparing lesson plans and instructional materials will be minimized. This contextualized instructional material will also serve as a response to the innovative strategy of the DepEd to come up with prototype lesson plans to be used in the respective division.

Corollary to the foregoing, Article IV, Section 2 of the Code of Ethics for Professional Teachers expects every teacher to uphold the highest possible standards of quality education and shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his professions.” Thus, a huge amount of patience, dedication, creativity, and innovation is expected of the teachers in the field. As such, this study was conceptualized to determine what instructional materials are used by the teachers in teaching Reading and Writing Skills and examine the extent of contextualization in these instructional materials to provide a contextualized supplemental material as a response to further strengthen the DepEd’s mandate to contextualize the curriculum to make the competencies relevant and meaningful to all learners.

1.1 Research Questions

The study aimed to provide contextualized instructional materials in teaching Reading and Writing Skills subject. Specifically, it seeks to answer the following questions:

- What are the instructional materials used by the teachers of Tabaco Division in teaching Reading and Writing Skills?
- What is the extent of contextualization found in the instructional materials used by the teachers of Tabaco Division in teaching Reading and Writing Skills?
- What contextualized supplemental material may be proposed for teaching Reading and Writing Skills?

1.2 Scope and Limitation

The study covers the instructional materials used by the faculty members in teaching Reading and Writing Skills subject in the Senior High School. Specifically, the study delimits its scope on text-based instructional materials like textbooks, reference books, modules, workbooks, Strategic Interventions Materials (SIM), students’ manuals, study guides, and other text-based materials to be identified by the respondents. The faculty members included as respondents of the study, especially those who answered the checklist-questionnaire, are those teaching Reading and Writing Skills subject in the public secondary schools of Tabaco City Division, Albay.

The secondary schools included in Tabaco City Division are the following: Tabaco National High School,

San Miguel National High School, San Lorenzo National High School, Comon High School, San Antonio National High School, Bogñabong High School, Hacienda High School, Mariroc High School, and Bantayan National High School. There are 19 teachers in the nine schools in Tabaco Divisions. The nine teachers are from Tabaco National High School, three from San Lorenzo National High School, and one teacher from each of the rest of the schools. These 19 teachers participated in the Focus Group Discussion (FGD), while the English Subject Head and the Division Supervisor were interviewed by the researcher.

The extent of assessing the contextualization of the instructional materials covers the appropriateness, relevance, applicability, and localization. Some of these extents, like appropriateness and relevance, are related to the indicators found in the DepEd's "Tool for quality assurance of contextualized and localized learning materials". The tool includes standard on the following areas: content, instructional quality, language, grammar, format, visuals, book layout and design, and copyright. However, since the said tool is not suitable for this study, the researcher designed a tool for assessing the extent of contextualization of the instructional materials. But important elements from the quality assurance tool were adapted by the researcher. As regards the dimensions (appropriateness, relevance, applicability, localization), the researcher dissected the elements present in the definition of contextualization that is "the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners" (RA 10533). Hence, the dimensions of contextualization that became the bases of assessing the extent of contextualization, are anchored on the legal basis of K to 12 education, the Republic Act 10533.

The researcher-made tool for assessing the extent of contextualization of the instructional materials is divided into two parts: the first part is a checklist-questionnaire where the respondents checked the text-based instructional materials they used in teaching Reading and Writing Skills; the second part is a Likert scale where the respondents rated the extent of contextualization in the text-based materials they used in terms of appropriateness, relevance, applicability, and localization. In addition to the researcher-made tool for assessing the extent of contextualization, the researcher also used Focus Group Discussion (FGD) to reinforce the data gathered regarding the extent of contextualization that the teachers are doing. The FGD is meant to complement the information gathered from the researcher-made tool. To further enrich the data gathered, the researcher conducted an interview with the English Subject Head and the Division Supervisor of Tabaco City.

As regards the contextualized instructional materials produced by the researcher, they will serve as teachers' guide for contextualizing their lessons specifically in the teaching Reading and Writing Skills subject to Grade 11 students in Tabaco City Division. The teachers' guide is tailored to the contents and the target competencies of Reading and Writing Skills subject. There is also a learner's guide that shows how the teacher's guide will be actualized. Sources of the instructional materials are internet, school papers, magazines, and authentic documents filed in the school and LGU offices and the division office. Meanwhile, texts that do not have citation of source indicate that these are originally made by the researcher himself.

2. Methodology

This study used a mixed method of descriptive quantitative and qualitative research design. The principal purpose of the researcher is to provide contextualized instructional materials for teaching Reading and Writing Skills after determining the extent of contextualization of instructional materials used by teachers. To answer the first and second problems of the study, the researcher employed the survey method using the researcher-made tool that reflects some standards from the DepEd's tool for quality assurance of contextualized instructional materials. The Focus Group Discussion (FGD) and interview methods were also used to enrich the data provided by the respondents. The researcher made use of triangulation method to establish an even more reliable and consistent results of the data gathered.

The researcher secured permission from the Schools' Division Superintendent and from the principals of Tabaco National High School and other public secondary schools in Tabaco City Division where the study was

conducted. A letter was also prepared for the teachers who taught Reading and Writing Skills. The data gathering followed after the necessary approval and consent of the participants. The participants answered the survey questionnaire and joined the FGD. The researcher facilitated the data gathering and retrieved immediately the questionnaires after the respondents completed them. The interviews with the Education Program Supervisor in English and Subject Head were conducted at different schedules. Then, tabulation, interpretation, and analysis were done.

To determine the numerical value of the evaluation result, simple statistics was used in the study. It used frequency count, and General Weighted Mean to determine the status of the contextualized learning materials along the areas indicated in the tool. For the Mean that ranges from 0.01 to 1.00, the verbal interpretation is Least Extent of Contextualization; from 1.01 to 2.00, the verbal interpretation is Less Extent of Contextualization; from 2.01 to 3.00, the verbal interpretation is Moderate Extent of Contextualization; from 3.01 to 4.00, the verbal interpretation is High Extent of Contextualization; and from 4.01 to 5.00, the verbal interpretation is Very High Extent of Contextualization.

3. Results and Discussion

3.1 Instructional Materials used by the teachers of Tabaco City Division in teaching Reading and Writing Skills subject.

Table 1

Instructional Materials

Instructional Materials	Frequency
Textbook	
Reference Book	5
Module	
Workbook	
Strategic Intervention Material (SIM)	
Student's Manual	
Study Guide	
Others	2

Table 1 shows that 19 teachers use 5 reference books, and 2 teachers resort to other materials, which they indicated as online materials. However, the rest of the instructional materials like textbook, module, workbook, Strategic Intervention Materials (SIM), students' manual, and study guide were not used by the teachers in teaching Reading and Writing Skills subject.

3.2. Extent of contextualization found in the instructional materials used by the teachers of Tabaco Division in teaching Reading and Writing Skills.

Table 2

Extent of contextualization in the IMs

Dimensions	General Weighted Mean						
	RB1	RB2	RB3	RB4	RB5	O1	O2
Appropriateness							
The IM is appropriate to the developmental stage of the learners	2.05	2.11	2.00	2.05	2.11	2.50	2.50
The IM is appropriate to the learners' interests	2.16	2.21	2.21	2.21	2.21	2.00	2.00
The IM's level of difficulty is appropriate and linked with the learners' level and skills.	2.26	2.26	2.26	2.26	2.26	2.00	2.00
Relevance							
The IM is relevant to the learners' social context (issues, situations, activities, experiences, and environment)	2.16	2.21	2.16	2.16	2.21	2.00	2.00
The IM is relevant to the learners' historical context	2.00	2.00	2.00	2.00	2.00	2.00	2.00
The IM is relevant to the learners' cultural context	2.00	2.00	2.00	2.00	2.00	2.00	2.00

The IM is built upon the learners' informal and out-of-school knowledge	1.84	1.84	1.84	1.84	1.84	2.50	1.50
The IM integrates other learning areas	2.05	2.05	2.05	2.05	1.95	2.00	2.00
Applicability							
Knowledge, skills, and values obtained from the IM are applicable and useful in situations at home	1.74	1.95	1.95	1.95	1.95	3.00	2.00
➤ Communicating effectively with people at home.							
➤ Looking for ways in solving typical household issues and problems.							
Knowledge, skills, and values obtained from the IM are applicable and useful in situations in school.	2.26	2.00	2.11	2.16	2.11	3.00	2.00
➤ Communicating effectively with people in school							
➤ Performing school academic tasks like recitation, seatwork, projects							
Knowledge, skills, and values obtained from the IM are applicable and useful in situations in the community	2.05	2.05	2.05	2.05	2.05	3.00	2.00
➤ Communicating effectively with people in the barangay							
➤ Getting acquainted with the community's advocacies, programs and projects.							
Localization							
The IM promotes the local identity of the learners through the use of local concepts or ideas	1.53	1.63	1.63	1.84	1.63	2.50	2.00
The IM integrates local references and materials	1.74	1.79	1.79	1.79	1.79	2.00	2.00
GENERAL WEIGHTED MEAN							
	1.99	2.01	2.00	2.03	2.01	2.35	2.00
VERBAL INTERPRETATION							
	LsEC	MEC	MEC	MEC	MEC	MEC	LsEC

Table 2 shows the extent of contextualization found in the instructional materials, which are given alpha-numeric code. The RB1 (Reference Book 1), RB2 (Reference Book 2), RB3 (Reference Book 3), RB4 (Reference Book 4), and RB5 (Reference Book 5) are rated by the nineteen (19) teachers; while O1 (Other Resources 1) and O2 (Other Resources 2) are rated by two teachers. This reveals that with regard to the extent of contextualization of RB1 or Reference Book 1, the results show that in terms of appropriateness to the developmental stage of the learners, the Weighted Mean is 2.05 and its verbal interpretation is MEC or Moderate Extent of Contextualization. In terms of appropriateness to the learners' interests, the Mean is 2.16 and its verbal interpretation is MEC. With regard to its level of difficulty as appropriate and linked with the learners' level and skills, the Mean is 2.26, with the verbal interpretation MEC.

In terms of its relevance, the Mean of the first indicator which is relevance to the learners' social context is 2.16, with the verbal interpretation MEC. Its relevance to learners' historical context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' cultural context is 2.00, with the verbal interpretation LsEC. With regard to its being built upon the learners' informal and out-of-school knowledge, its Mean is 1.84, with the verbal interpretation LsEC. As regards the integration of the IM with other learning areas, the Mean is 2.05, with the verbal interpretation MEC. In terms of its applicability at home, the Mean is 1.74, with the verbal interpretation LsEC; its applicability in school is 2.26, with the verbal interpretation MEC; and its applicability in the community is 2.05, with the verbal interpretation MEC. With regard to its localization dimension, the Mean of the indicator "the IM promotes the local identity of the learners" is 1.53, with the verbal interpretation LsEC; and the Mean of the indicator "the IM integrates local references and materials" is 1.74, with the verbal interpretation LsEC. Its General Weighted Mean therefore is 1.99, with the verbal interpretation LsEC or Less Extent of Contextualization.

As regards the extent of contextualization of RB2 or Reference Book 2, the results show that in terms of appropriateness to the developmental stage of the learners, the Weighted Mean is 2.11 and its verbal interpretation is MEC. In terms of appropriateness to the learners' interests, the Mean is 2.21 and its verbal interpretation is MEC. With regard to its level of difficulty as appropriate and linked with the learners' level and skills, the Mean is 2.26, with the verbal interpretation MEC. In terms of its relevance, the Mean of the first indicator which is relevance to the learners' social context is 2.21, with the verbal interpretation MEC. Its

relevance to learners' historical context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' cultural context is 2.00, with the verbal interpretation LsEC. With regard to its being built upon the learners' informal and out-of-school knowledge, its Mean is 1.84, with the verbal interpretation LsEC. As regards the integration of the IM with other learning areas, the Mean is 2.05, with the verbal interpretation MEC. In terms of its applicability at home, the Mean is 1.95, with the verbal interpretation LsEC; its applicability in school is 2.00, with the verbal interpretation MEC; and its applicability in the community is also 2.05, with the verbal interpretation MEC. With regard to its localization dimension, the Mean of the indicator "the IM promotes the local identity of the learners" is 1.63, with the verbal interpretation LsEC; and the Mean of the indicator "the IM integrates local references and materials" is 1.79, with the verbal interpretation LsEC. Its General Weighted Mean therefore is 2.01, with the verbal interpretation MEC or Moderate Extent of Contextualization.

As regards the extent of contextualization of RB3 or Reference Book 3, the results show that in terms of appropriateness to the developmental stage of the learners, the Weighted Mean is 2.00 and its verbal interpretation is LsEC. In terms of appropriateness to the learners' interests, the Mean is 2.21 and its verbal interpretation is MEC. With regard to its level of difficulty as appropriate and linked with the learners' level and skills, the Mean is 2.26, with the verbal interpretation MEC. In terms of its relevance, the Mean of the first indicator which is relevance to the learners' social context is 2.16, with the verbal interpretation MEC. Its relevance to learners' historical context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' cultural context is 2.00, with the verbal interpretation LsEC. With regard to its being built upon the learners' informal and out-of-school knowledge, its Mean is 1.84, with the verbal interpretation LsEC. As regards the integration of the IM with other learning areas, the Mean is 2.05, with the verbal interpretation MEC. In terms of its applicability at home, the Mean is 1.95, with the verbal interpretation LsEC; its applicability in school is 2.11, with the verbal interpretation MEC; and its applicability in the community is 2.05, with the verbal interpretation MEC. With regard to its localization dimension, the Mean of the indicator "the IM promotes the local identity of the learners" is 1.63, with the verbal interpretation LsEC; and the Mean of the indicator "the IM integrates local references and materials" is 1.79, with the verbal interpretation LsEC. Its General Weighted Mean therefore is 2.00, with the verbal interpretation LsEC or Less Extent of Contextualization.

As regards the extent of contextualization of RB4 or Reference Book 4, the results show that in terms of appropriateness to the developmental stage of the learners, the Weighted Mean is 2.05 and its verbal interpretation is MEC. In terms of appropriateness to the learners' interests, the Mean is 2.21 and its verbal interpretation is MEC. With regard to its level of difficulty as appropriate and linked with the learners' level and skills, the Mean is 2.26, with the verbal interpretation MEC. In terms of its relevance, the Mean of the first indicator which is relevance to the learners' social context is 2.16, with the verbal interpretation MEC. Its relevance to learners' historical context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' cultural context is 2.00, with the verbal interpretation LsEC. With regard to its being built upon the learners' informal and out-of-school knowledge, its Mean is 1.84, with the verbal interpretation LsEC. As regards the integration of the IM with other learning areas, the Mean is 2.05, with the verbal interpretation LsEC. In terms of its applicability at home, the Mean is 1.95, with the verbal interpretation LsEC; its applicability in school is 2.16, with the verbal interpretation MEC; and its applicability in the community is 2.05, with the verbal interpretation MEC. With regard to its localization dimension, the Mean of the indicator "the IM promotes the local identity of the learners" is 1.84, with the verbal interpretation LsEC; and the Mean of the indicator "the IM integrates local references and materials" is 1.79, with the verbal interpretation LsEC. Its General Weighted Mean therefore is 2.03, with the verbal interpretation MEC or Moderate Extent of Contextualization.

As regards the extent of contextualization of RB5 or Reference Book 5, the results show that in terms of appropriateness to the developmental stage of the learners, the Weighted Mean is 2.11 and its verbal interpretation is MEC. In terms of appropriateness to the learners' interests, the Mean is 2.21 and its verbal interpretation is MEC. With regard to its level of difficulty as appropriate and linked with the learners' level and skills, the Mean is 2.26, with the verbal interpretation MEC. In terms of its relevance, the Mean of the first indicator which is relevance to the learners' social context is 2.21, with the verbal interpretation MEC. Its

relevance to learners' historical context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' cultural context is 2.00, with the verbal interpretation MEC. With regard to its being built upon the learners' informal and out-of-school knowledge, its Mean is 1.84, with the verbal interpretation LsEC. As regards the integration of the IM with other learning areas, the Mean is 1.95, with the verbal interpretation LsEC. In terms of its applicability at home, the Mean is 1.95, with the verbal interpretation LsEC; its applicability in school is 2.11, with the verbal interpretation MEC; and its applicability in the community is 2.05, with the verbal interpretation MEC. With regard to its localization dimension, the Mean of the indicator "the IM promotes the local identity of the learners" is 1.63, with the verbal interpretation LsEC; and the Mean of the indicator "the IM integrates local references and materials" is 1.79, with the verbal interpretation LsEC. Its General Weighted Mean therefore is 2.01, with the verbal interpretation MEC or Moderate Extent of Contextualization.

As regards the extent of contextualization of O1 or Others 1, the results show that in terms of appropriateness to the developmental stage of the learners, the Weighted Mean is 2.50 and its verbal interpretation is MEC. In terms of appropriateness to the learners' interests, the Mean is 2.00 and its verbal interpretation is LsEC. With regard to its level of difficulty as appropriate and linked with the learners' level and skills, the Mean is 2.00, with the verbal interpretation LsEC. In terms of its relevance, the Mean of the first indicator which is relevance to the learners' social context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' historical context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' cultural context is 2.00, with the verbal interpretation LsEC. With regard to its being built upon the learners' informal and out-of-school knowledge, its Mean is 2.50, with the verbal interpretation LsEC. As regards the integration of the IM with other learning areas, the Mean is 2.00, with the verbal interpretation LsEC. In terms of its applicability at home, the Mean is 3.00, with the verbal interpretation MEC; its applicability in school is 3.00, with the verbal interpretation MEC; and its applicability in the community is 3.00, with the verbal interpretation MEC. With regard to its localization dimension, the Mean of the indicator "the IM promotes the local identity of the learners" is 2.50, with the verbal interpretation MEC; and the Mean of the indicator "the IM integrates local references and materials" is 2.00, with the verbal interpretation LsEC. Its General Weighted Mean therefore is 2.35, with the verbal interpretation MEC or Moderate Extent of Contextualization.

As regards the extent of contextualization of O2 or Others 2, the results show that in terms of appropriateness to the developmental stage of the learners, the Weighted Mean is 2.50 and its verbal interpretation is MEC. In terms of appropriateness to the learners' interests, the Mean is 2.00 and its verbal interpretation is LsEC. With regard to its level of difficulty as appropriate and linked with the learners' level and skills, the Mean is 2.00, with the verbal interpretation LsEC. In terms of its relevance, the Mean of the first indicator which is relevance to the learners' social context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' historical context is 2.00, with the verbal interpretation LsEC. Its relevance to learners' cultural context is 2.00, with the verbal interpretation LsEC. With regard to its being built upon the learners' informal and out-of-school knowledge, its Mean is 1.50, with the verbal interpretation LsEC. As regards the integration of the IM with other learning areas, the Mean is 2.00, with the verbal interpretation LsEC. In terms of its applicability at home, the Mean is 2.00, with the verbal interpretation LsEC; its applicability in school is 2.00, with the verbal interpretation LsEC; and its applicability in the community is 2.00, with the verbal interpretation LsEC. With regard to its localization dimension, the Mean of the indicator "the IM promotes the local identity of the learners" is 2.00, with the verbal interpretation LsEC; and the Mean of the indicator "the IM integrates local references and materials" is 2.00, with the verbal interpretation LsEC. Its General Weighted Mean therefore is 2.00, with the verbal interpretation LsEC or Less Extent of Contextualization.

Of all the instructional materials rated by the teachers, the O1 material or online materials used by the two teachers have the highest extent of contextualization with the average of 2.35 of Moderate Extent of Contextualization. Apparently, not all teachers access the web due to the geographical location of their schools and the availability of facilities to access the online resources. Hence, only two teachers indicated the online resources. There is a big possibility that these online resources have higher extent of contextualization and would be of great help and assistance to the teachers and students but due to limited access, the teachers cannot

optimize the materials available online. The LRMDs of the school has none.

On the other hand, the reference books specially RB2, RB3, RB4, and RB5 rated by the 19 participants are shown to have a Moderate Extent of Contextualization (MEC). The RB1 is rated to have Less Extent of Contextualization (LsEC). This means that the reference books had issues along contextualization specifically in relevance, applicability and localization. Such books failed to consider the context of Bicolano learners, specifically the learners from Tabaco City Division, did not employ local references or concepts, and derailed from the applicability in real-life situations. Although appropriateness has moderate extent, this does not guarantee that 100% of the students learned the lessons and mastered the competencies as learners vary in multiple intelligences.

Table 3

General Weighted Mean of the Instructional Materials along Indicators

Dimensions	RB1	RB2	RB3	RB4	RB5	O1	O2	GWM
Appropriateness								
The IM is appropriate to the developmental stage of the learners	2.05	2.11	2.00	2.05	2.11	2.50	2.50	2.19
The IM is appropriate to the learners' interests	2.16	2.21	2.21	2.21	2.21	2.00	2.00	2.14
The IM's level of difficulty is appropriate and linked with the learners' level and skills.	2.26	2.26	2.26	2.26	2.26	2.00	2.00	2.19
Relevance								
The IM is relevant to the learners' social context (issues, situations, activities, experiences, and environment)	2.16	2.21	2.16	2.16	2.21	2.00	2.00	2.13
The IM is relevant to the learners' historical context	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
The IM is relevant to the learners' cultural context	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
The IM is built upon the learners' informal and out-of-school knowledge	1.84	1.84	1.84	1.84	1.84	2.50	1.50	1.89
The IM integrates other learning areas	2.05	2.05	2.05	2.05	1.95	2.00	2.00	2.02
Applicability								
Knowledge, skills, and values obtained from the IM are applicable and useful in situations at home	1.74	1.95	1.95	1.95	1.95	3.00	2.00	2.08
➤ Communicating effectively with people at home.								
➤ Looking for ways in solving typical household issues and problems.								
Knowledge, skills, and values obtained from the IM are applicable and useful in situations in school.	2.26	2.00	2.11	2.16	2.11	3.00	2.00	2.23
➤ Communicating effectively with people in school								
➤ Performing school academic tasks like recitation, seatwork, projects								
Knowledge, skills, and values obtained from the IM are applicable and useful in situations in the community	2.05	2.05	2.05	2.05	2.05	3.00	2.00	2.18
➤ Communicating effectively with people in the barangay								
➤ Getting acquainted with the community's advocacies, programs and projects.								
Localization								
The IM promotes the local identity of the learners through the use of local concepts or ideas	1.53	1.63	1.63	1.84	1.63	2.50	2.00	1.82
The IM integrates local references and materials	1.74	1.79	1.79	1.79	1.79	2.00	2.00	1.84

Looking at the extent of contextualization, Table 3 shows the General Weighted Mean of the instructional materials used by the teachers in terms of the indicators under appropriateness, relevance, applicability, and localization. The last column in the table reflects the General Weighted Mean (GWM) of all the seven (7) instructional materials rated by the teachers.

In terms of appropriateness, the three indicators under appropriateness have moderate extent of contextualization. Combining all the seven (7) rated instructional materials, the Mean of the first indicator under appropriateness – “The IM is appropriate to the developmental stage of the learners” – is 2.19, with the verbal interpretation MEC or Moderate extent of Contextualization. The IM’s appropriateness to the learners’ interests is 2.14 with the verbal interpretation MEC. The ‘IM’s level of difficulty is appropriate and linked to the learners’ level and skills’ is 2.19 with the verbal interpretation MEC. The results show that the materials used by the teachers are moderately contextualized in terms of their appropriateness to the learners’ developmental stage, interests, and level and skills. Although this is a good indication of bringing the lessons to the level of the learners, moderate extent of contextualization may not be enough to optimize the learning opportunity and capacity of the students.

Under relevance, the Mean of the first indicator, which is ‘the IM is relevant to the learners’ social context (issues, situations, activities, experiences, and environment)’, is 2.13, with the verbal interpretation MEC. The indicator ‘the IM is relevant to the learners’ historical context’ is 2.00, with the verbal interpretation LsEC. The third indicator ‘the IM is relevant to the learners’ cultural context’ is 2.00, with the verbal interpretation LsEC. The next indicator ‘the IM is built upon the learners’ informal and out-of-school knowledge’ is 1.89, with the verbal interpretation LsEC. The last indicator ‘the IM integrates other learning areas’, is 2.02, with the verbal interpretation MEC.

Although the relevance of the IMs to the learners’ social, historical, and cultural contexts has Moderate Extent of Contextualization, the fourth indicator has Less Extent of Contextualization. Moderate Extent of Contextualization seems to be insufficient for the students to effectively demonstrate the competencies expected of them. If there are sources of contextualization that should be counted as priorities, they should include the historical and cultural references. The historical and cultural information that contribute to the contextualization process are important factors that must be considered. Moreover, the fourth indicators under relevance has Less Extent of Contextualization and the last indicator barely made it to the Moderate Extent of Contextualization. The principles of connectionism state that meaningful learning is possible if the students are ready and prepared for the new lessons. Hence, considerations of the students’ prior knowledge and their relevance to other areas of studies should be part of the instructional materials.

Under applicability, the Mean of the indicator ‘Knowledge, skills, and values obtained from the IM are applicable and useful in solving and dealing with problems at home’ is 2.08, with the verbal interpretation MEC. The Mean of the indicator ‘Knowledge, skills, and values obtained from the IM are applicable and useful in solving and dealing with problems in school’ is 2.23, with the verbal interpretation MEC. And the Mean of the indicator ‘Knowledge, skills, and values obtained from the IM are applicable and useful in solving and dealing with problems in the community’ is 2.18, with the verbal interpretation MEC.

The three indicators under applicability have a Moderate Extent of Contextualization. Considering the principles of connectionism and scaffolding, the IMs used by the teacher do not seem to empower the students in the learning process due to their lack of application in the real life situations at home or in the community as a whole.

Under localization, the Mean of the indicator ‘IM promotes the local identity of the learners through the use of local concepts or ideas’ is 1.82, with the verbal interpretation LsEC. And the Mean of the indicator ‘the IM integrates local references and materials’ is 1.84, with the verbal interpretation LsEC. Both indicators under localization have Less Extent of Contextualization.

The results of indicators under localization show that the IMs do not have enough local materials and information incorporated in the IMs. This may cause some difficulties among the learners since the information are not easy to relate to, or not directly applicable in their local situations. The foregoing discussion presented the General Weighted Mean of all the rated IMs along the indicators under appropriateness, relevance, applicability, and localization. In the following discussion, the General Weighted Mean of all the rated IMs under the four dimensions will be discussed.

Table 4*General Weighted Mean of All the Dimensions*

Dimensions	GWM	Verbal Interpretation
Appropriateness		
The IM is appropriate to the developmental stage of the learners	2.19	MEC
The IM is appropriate to the learners' interests	2.14	MEC
The IM's level of difficulty is appropriate and linked with the learners' level and skills.	2.19	MEC
General Weighted Mean of Appropriateness	2.17	MEC
Relevance		
The IM is relevant to the learners' social context (issues, situations, activities, experiences, and environment)	2.13	MEC
The IM is relevant to the learners' historical context	2.00	LsEC
The IM is relevant to the learners' cultural context	2.00	LsEC
The IM is built upon the learners' informal and out-of-school knowledge	1.89	LsEC
The IM integrates other learning areas	2.02	MEC
General Weighted Mean of Relevance	2.01	MEC
Applicability		
Knowledge, skills, and values obtained from the IM are applicable and useful in situations at home	2.08	MEC
➤ Communicating effectively with people at home.		
➤ Looking for ways in solving typical household issues and problems.		
Knowledge, skills, and values obtained from the IM are applicable and useful in situations in school.	2.23	MEC
➤ Communicating effectively with people in school		
➤ Performing school academic tasks like recitation, seatwork, projects		
Knowledge, skills, and values obtained from the IM are applicable and useful in situations in the community	2.18	MEC
➤ Communicating effectively with people in the barangay		
➤ Getting acquainted with the community's advocacies, programs and projects.		
General Weighted Mean Applicability	2.16	MEC
Localization		
The IM promotes the local identity of the learners through the use of local concepts or ideas	1.82	LsEC
The IM integrates local references and materials	1.84	LsEC
General Weighted Mean of Localization	1.83	LsEC
General Weighted Mean	2.04	MEC

Combining all the rated instructional materials, Table 4 shows the General Weighted Mean in each dimension. The General Weighted Mean at the second column reflects the GWM of seven rated instructional materials with the General Weighted Mean for each dimension (appropriateness, relevance, applicability, and localization). The GWM below, is the total Mean of all the dimensions. The third column reflects the verbal interpretation of each dimension and indicators. In terms of appropriateness, the three indicators under appropriateness have moderate extent of contextualization. Combining all the seven (7) rated instructional materials, their General Weighted Mean under appropriateness is 2.17, with the verbal interpretation MEC or Moderate extent of Contextualization. These results show that the reference books used by the 19 teachers had issues on contextualization under appropriateness. The IMs are moderately appropriate to the developmental stage of the learners, their interests and level and skills.

In support of this, the participants during the FGD emphasized that the contents of these reference books are found to be difficult on the part of the students. The participants said "not all students are engaged in the tasks. There are even some who misbehaved." "Students do not display much interest because contents of these materials are only applicable to higher level students" another respondent added. Although the IMs have

moderate extent of contextualization, teachers should strive for IMs with even higher extent of contextualization. In fact, the Division Supervisor emphasized that “teacher should not rely only on the activities found in the book. Rather, they need to use materials that would speak about the culture, practices, and events in a particular locality, because when they are used in teaching, learning becomes more meaningful.” In this case, the IMs become even more appropriate.

Furthermore, the texts in the IMs contain difficult vocabulary, were developed using complex sentences and lengthy paragraphs and derailed from the students’ world of interests. In the book of Jose and Larioque (2016) titled *Reading and Writing for Senior High School*, for example, the texts ranged from at least 1 to a maximum of 12 pages. Besides, the books of Tandoc (2016), Dayagbil et al. (2016), Sandagan (2016) used many texts that tackled about foreign and out-of-the-country experiences and issues. It is clear that students in Tabaco would not appreciate these texts since they are far from their realm of interests and experiences. Furthermore, the following books, *Reading and Writing Skills for Senior High School* of Tandoc, *Critical Reading and Writing for Senior High School* by Dayagbil et al., and the *Academic Reading and Writing* by Barrot and *Reading and Writing Skills* by Sandagan were dominated by texts that only adult learners could easily understand because they dealt with adults’ issues and concerns. Thus, these IMs received moderate extent of contextualization.

Alongside relevance, the General Weighted Mean is 2.01, with the verbal interpretation MEC or Moderate Extent of Contextualization. This points to the fact that the IMs do not highly relate to the learner’s social, historical and cultural contexts, including their prior knowledge and integration of knowledge to other subjects in the school. This had been emphasized by the teachers during the FGD that most of the texts in the IMs tackle content with overarching international issues. Events did not occur in the Philippine setting especially in the Bicol setting. The interviewees, on the other hand, mentioned that IMs should promote the culture-based education through the use of contextualized localized materials.

Cultural context can be a custom or norm of a society, how people live in and how their culture affects their behavior and their opportunities (quora.com). In this study, cultural context is perceived as to how Bicolanos live and behave and what their traditions and customs are. Looking at the following books titled *Reading and Writing Skills* by Jose and Larioque, *Reading and Writing Skills for Senior High School* of Tandoc, *Critical Reading and Writing for Senior High School* by Dayagbil et al., and the *Academic Reading and Writing* by Barrot and *Reading and Writing Skills* by Sandagan, extant or mention of Bicol culture in general was not used by the authors, instead they relied on texts tackling foreign cultures. However, the incorporation of other learning areas in these reference books was notable. The learning areas where some of the texts were taken are Social Studies, Science, Values Education and Home Economics. Hence, under relevance, these IMs got moderate extent of contextualization.

The General Weighted Mean of Applicability is 2.01, with the verbal interpretation MEC or Moderate Extent of Contextualization which goes to show that the IMs do not highly assure the applicability of the concepts and skills in Reading and Writing to real-life situations alongside home, school, and community issues and concerns. With regard to the responses of the teachers in this dimension, teachers reiterated that there were some texts that were slightly applicable to home but highly applicable to school and community. The teachers emphasized that the use of contextualized IMs and contextualized teaching involved careful selections of materials that are in contexts that help the students recognize the purpose and value of basic skills development to their career enhancement or learning process. In contextualized teaching, the participants’ top considerations are the schema (to make lessons more relatable), the ZPD (Zone of Proximal Development) since it helps scaffold the contents of the lesson, the cultural and historical backgrounds of the students, the pop culture, the students’ needs and interests, and the tracks and strands of the students in the Senior High School. In this sense, the applicability of the lessons become even more evident in the IMs.

As to the researcher’s validation, it was found out that *Academic Reading and Writing for Senior High School* by Jessie S. Barrot and books of Sandagan, Tandoc, Dayagbil, and Jose et al. used texts that talk about

issues concerning school and the community but not much of home like the K to 12 curricula, types of classes, drinking alcohol, traffic, environmental problem, how to write academic texts and professional correspondence and the like. Applicability of the contents of the texts on home issues and problems was not evident. Therefore, the teacher respondents rated this indicator with Moderate Extent of Contextualization.

For localization, the General Weighted Mean is 1.83, with the verbal interpretation LsEC or Less Extent of Contextualization. The IMs did not utilize local references such as school papers, magazines, newspapers, school documents and the like and so local concepts such as words, materials, concepts in Bicol. The teacher respondents also pointed out the “foreign” touch in the ideas commonly found in the IM titled Reading and Writing Skills for Senior High School by Tandoc, Critical Reading and Writing for Senior High School by Dayagbil et al. (Dayagbil et al., 2016, pp. 24), Academic Reading and Writing by Barrot, Reading and Writing Skills by Sandagan and Reading and Writing Skills for Senior High School by Luijijm Jose and Ronaldo Larioque was evident.

Apparently, based on the book assessment of the researcher, the authors of these reference books incorporated foreign references such as the websites, books online and other sources unfamiliar to the learners of Tabaco. Thus, extent of contextualization is less. The interviewees, especially the Division Supervisor in English mentioned that the IMs should speak about the local setting since education should be culture-based. When asked why teachers should highlight culture-based education, the supervisor answered that: “We tend to forget who we are and where we came from. This might be attributed to technology and with the internet. Our youth in particular, they tend to love more other culture. So, contextualization is one way of nurturing the heritage, the culture of the Filipinos, the values of the Filipinos”. This answer justifies the pressing need to contextualize the IMs in teaching, not just in the subject Reading and Writing Skills but also in other subjects where contextualization and localization are possible.

The General Weighted Mean therefore of appropriateness, relevance, applicability and localization is 2.04, with the verbal interpretation MEC or Moderate Extent of Contextualization. The contextualization, therefore, of all the rated IMs is Moderate in Extent. The dimension with the highest extent is the appropriateness. This may mean that the contents of the rated IMs are moderately appropriate to the learners’ developmental stage, interests, and levels and skills. Relevance and applicability have also moderate extent of contextualization, both with General Weighted Mean 2.01, which almost still under Less Extent of Contextualization. This may mean that the contents of the book are moderately relevant to the social, cultural, and historical contexts of the students. There is also less consideration of their relevance to the students’ out-of-school knowledge, and it has moderate consideration of integrating the contents to other learning areas of the students. In the same manner, the IMs, based on the results, have moderate considerations of its application at home, school, and in the community. Lastly, it has less consideration also of developing the learners’ local identity and less consideration of incorporating local references and materials since most of concepts are devoid of Bicol culture, history and background.

Given the extents of contextualization above, there is a compelling need to provide materials that may contribute in the contextualization of Reading and Writing Skills subject. The materials may be modules, another book, or a guide book, modules, and the like. In this case, the researcher aims to contribute a type of teachers’ guide in contextualizing lessons in the subject Reading and Writing Skills. However, to strengthen the rationale behind the production of teachers’ guide for contextualizing lesson, the researcher picked up the ideas of the teachers who are teaching the said subject through the FGD and interviews with the English Subject Head and the Division Supervisor.

The interviews with the Subject Head and the Division Supervisor provided the researcher with pertinent insights. Specifically, the researcher deduced from their answers that contextualization is not an easy task for teachers. It requires time to find appropriate materials and activities, and knowledge to choose from the plethora of materials and information available both online and offline. With the hectic schedules of teachers, they found

little time to respond to the demand of contextualization process. Hence, they relied most of the time on the materials available in the reference books they use that are not prescribed by the Department of Education. The mandate of DepEd to contextualize and localize, as confirmed by the Division Supervisor, teachers are starting to contextualize. However, the scarcity of the materials that are contextualized and localized is one challenge to contend with. This is also true in teaching the subject Reading and Writing Skill. The teachers, with the sole guide of the CG, rely heavily on the available commercial reference books. Given this situation, the researcher proposes contextualized supplemental materials for the use and consumption of those teaching

3.3 Contextualized supplemental materials for teaching Reading and Writing Skills subject

Given this situation, the researcher proposes contextualized supplemental materials for the use and consumption of those teaching Reading and Writing Skills subject. In the following pages, the researcher provided the proposed supplemental materials.

The contextualized supplemental materials for teaching Reading and Writing subject which is called the Teachers' Guide. The teachers' guide is tailored according to the contents and the target competencies of Reading and Writing Skills subject. It contains the following: The contextualized supplemental materials that cover three major topics: Reading and Thinking Strategies across Text Types, Text and Context Connections (Critical Reading) and Purposeful Writing in the Disciplines and for Professions broken down into specific subtopics. For the first major topic, the following are the subtopics: Text as Connected Discourse, Techniques in Selecting and Organizing Information, Patterns of Development and Properties of a well-written Text. Under the second major topic, the following are the subtopics: Explicit and Implicit Claims in a Text, Context of Text Development, Formulating Evaluative Statements and Determining Textual Evidence. The last major topic is divided into two subtopics namely Writing for the Disciplines and Writing for Professions. As to the format, each major topic has the following parts: Content Standard, Performance Standard, Lessons and their Learning Tasks which are developed following the five phases namely Warm Up, Hook Up, Boost Up, Round Up and Check Up. An introductory sentence in each task explains what competencies they are to develop. Furthermore, the contextualized instructional materials in this teacher's guide refers to the texts which are carefully selected and made to fit in their expected users who are the Tabaqueños. There is also a learner's guide that shows how the teacher's guide will be actualized.

Sources of the instructional materials are internet, school papers, magazines, and authentic documents filed in the school, barangay and the division office. Meanwhile, texts that do not have citation of source indicate that these are originally made by the researcher himself.

These supplemental contextualized instructional materials proposed by the researcher were validated by the three jurors who were experts in the area of study using the same tool used in identifying the extent of contextualization in the instructional materials used by the teachers teaching Reading and Writing Skills. The results show that these instructional materials received 4.80 with the verbal interpretation of Very High Extent of Contextualization (VHEC).

4. Conclusion

The following conclusions were drawn based from the findings of the study.

- The Department of Education had not issued so far a prescribed book to be used by teachers in teaching Reading and Writing Skills. Hence, the teachers, relying on the Curriculum Guide issued by DepEd, used reference books and online materials that may be relevant to the contents of their subject.
- The extent of contextualization of the rated instructional materials was fairly moderate which means that these instructional materials were not very appropriate to the learner's interest, level and developmental stage, relevant to the learner's social, historical, cultural contexts, applicable for use at home, school, and

community and localized. The teachers did not completely perform the mandate of the DepEd to contextualize. Thus, there is a need to come up with a contextualized instructional material.

- The contextualized teacher's guide in Reading and Writing Skills as proposed by the researcher can be a good supplemental material in teaching Reading and Writing Skills and a tangible proof of a support to enhance or put to practice contextualization as a mandate of the Department of Education.

4.1 Recommendations

From the findings and conclusions above, the following recommendations were given:

- The teachers in the Tabaco City Division must be proactive and supportive of the DepEd's mandate to contextualize lessons for their learners.
- The Tabaco City Division through the LRMS should encourage teachers to submit contextualized instructional materials that they use not only in Reading and Writing Skills but also in other learning areas for quality assurance so that these materials can be uploaded in the LRMS portal for teachers' use.
- The Tabaco City Division should include in its Operational Plan the conduct of seminars and training regarding contextualization. It may seek assistance from DepEd, since contextualization is its mandate, by providing resource speakers and issuing memorandum regarding this undertaking.
- In the school level, the administrators should also include in its Operational Plan, with budget allocation, the seminars and trainings regarding contextualization. There must also be sessions in school or Division where the teachers have the opportunity to exchange ideas and IMs in teaching.
- Teachers should include in their priorities how they can be best in developing contextualized instructional materials and applying contextualization in teaching.
- Since the 21st century learners are being developed to become critical thinkers and collaborative persons, the teachers should also be critical when it comes to developing their teaching competencies and resources, and collaborative when it comes to sharing their knowledge and materials for the purpose of achieving the school's, Division's, and DepEd's goals.
- The teachers, not only those teaching Reading and Writing Skills, may promote the culture of sharing and learning from other teacher's best practices. This is because the learners today are not only varied in terms of learning styles and preferences, but also their interests and reasons for learning are affected by their personal goals in life. It is best to learn from other teacher's experiences, both from the seasoned and new generations of teachers.
- Schools and other local offices should preserve the local materials and references that can be used as instructional materials by teachers in teaching certain subjects.

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