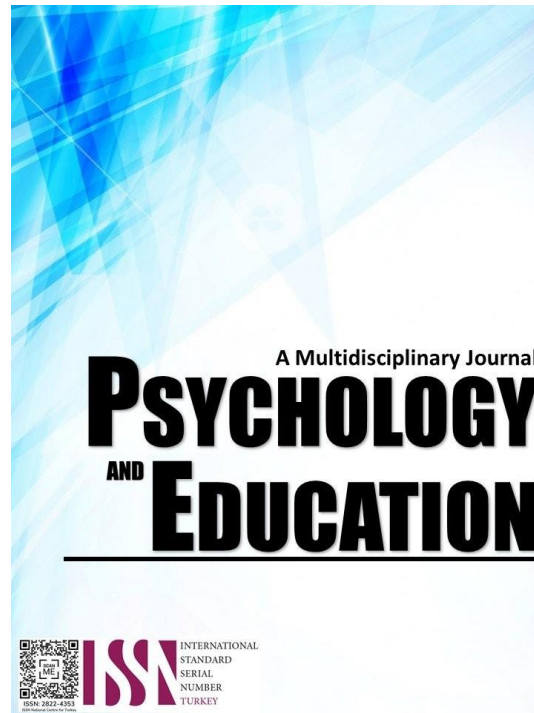


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ARALING PANLIPUNAN 9 FOR SECONDARY
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A VALIDATION**



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Contextualized and Localized Modules in Araling Panlipunan 9 for Secondary Schools in the Division of Marinduque: A Validation

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Abstract

This study aimed to determine the validity of contextualized and localized modules in Araling Panlipunan 9 for secondary schools in the Division of Marinduque. This study used a descriptive, evaluative research methodology that concentrated on the validation of the generated contextualized and localized module in Araling Panlipunan 9 (Economics) in order to precisely evaluate the validity of the contextualized and localized module. They were recognized as the junior high school instructors from the Marinduque division who teach economics. Based on their qualifications to serve as module evaluators, all of the teacher-respondents who met the requirements were included. The data gathered by the researchers were analyzed and interpreted using percentage and mean. The mean of each item was computed to get the total mean that represent the total evaluation of the module as to whether it is recommended for use or not. The result was analyzed to determine the validity of the module in terms of objectives, presentations, assessment, contextualization, and localization. Findings revealed that the content of the modules are very much valid, and it's recommended for use. Comments and suggestions of the evaluators are taken to consideration for the improvement of the module. School Heads may integrate the localization and contextualization of learning materials in teaching any subject that will determine this significant difference in imparting lifelong learning outcomes. Araling Panlipunan 9 teachers and teachers from other levels may also create and think of techniques/strategies which are localized and contextualized that are suitable to the learning needs of the students.

Keywords: *contextualization, localization, araling panlipunan, economics, validation*

Introduction

Learning materials are important tools in the teaching and learning process. They serve as useful guides in the delivery of instruction and can enhance students' performance and interest in the lesson. Materials like work texts, workbooks, and modules are necessary to support students' learning with different backgrounds, abilities, and styles (Agorilla, 2015). The module is a book or workbook of references made by lecturers individually to fulfill the students' unique needs and interests. Many of these modules include directions for students to perform a task as a means of practicing learning to assess students' comprehension. Thus, using modules presents a more flexible learning environment for teachers and learners.

Consequently, contextualized and localized learning such as teacher-created modules and instructional materials are essential. Moreover, to encourage students to continue learning for life, relevant and appropriate learning materials must inspire them to see value in whatever they learn and that the lessons learned are applicable and related to their lives.

Module-based learning resource has been used successfully employed at elementary, secondary, and higher levels of education in European and developing countries worldwide. Modules were also recommended for the training of educational personnel

in the five years plan of ASEAN countries. Education scholars and researchers in developed and developing countries have recognized modules as the most beneficial and effective learning resource. It is a specific type of learning resource which ensures the active participation of students to make the learning process alive and dynamic.

Today, contextualized and localized learning materials would allow students to process new concepts in a way that makes sense to them in their frames of reference. Studies have shown that students favored the use of contextualized modules due to the presence of their mother-tongue language (Morales, 2014), the representation of their culture and values (Acorda & Furigay, 2015), and improvement in their achievement scores (Iji, Ogbole, & Uka, 2014).

Shore et al. (2014) reported that students who received contextualized instruction performed better in mathematics than those who were in a conventional course. As an instructional approach, Perin (2019) argued that contextualization has its methodological limitations but "has the potential to promote short-term academic achievement". The studies she reviewed suggest that teachers have to work and learn together across disciplines to implement contextualization. Further, Olumorin et al. (2011) recommended that teachers attempt to produce improvised materials for

their teaching from local resources. To contextualize curriculum, Utech (2018) suggested that classroom teachers must use genuine materials, activities, interests, issues, and needs from the lives of their students to help them learn, practice, and evaluate specific skills and competencies.

With the implementation of the K to 12 curriculum in the Philippines, teachers in all subject areas are expected to adjust their pedagogies based on their respective social and educational contexts. This is in response to the implementing rules of Republic Act 10533 mandating the contextualization of the curriculum, which is “flexible enough to enable and allow schools to localize, indigenize, and enhance the same” (Rule II, section 10.2h). Contextualization presents a meaningful and relevant lesson based on previous experiences and real-life situations. On the other hand, localization, one of the degrees of contextualization, is adapting and relating the curriculum content and teaching and learning to local conditions, environments, and resources. In commonality, both adhere to making the lesson flexible, fit, creative, relevant, meaningful, and adaptive to students’ level of understanding and instructional needs (DO 32, series of 2015).

The integration of localization and indigenization as an educational process in the lessons is now being considered to ensure improved comprehension and retention skills of the learners, which will improve students’ performance (Bete, 2018). Teachers are encouraged to use the process to make learning effective, relevant, relatable, and significant. This should be reflected in the teachers’ lesson logs or lesson plans and, most importantly, in the teaching and learning process. Since the country has a very varied culture across its sixteen regions, the textbooks provided to the students may not cater to their local needs. Likewise, in response to the public health emergency brought about by COVID-19, DepEd developed the Basic Education Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are safely provided to our learners through different learning delivery, and one of these is the modular learning (DO 018, series 2020).

In the Araling Panlipunan subject for Grade 9, there was no record of a self-made contextualized and localized module for this subject in the Division of Marinduque. This remains a loophole in the alternative to solve the problem of the delivery of each content in Araling Panlipunan. In this context, the researcher would like to make a contextualized and localized module specifically for the subject of Araling Panlipunan 9 Economics in the Division of

Marinduque. Thus, this study attempted to develop contextualized and localized module for Araling Panlipunan 9 after the teachers made its validation.

Research Questions

The main purpose of this study is to develop and validate the contextualized and localized modules for the Grade 9 Araling Panlipunan subject. The module was supplementary instructional material for implementing the K to 12 Program at the Division of Marinduque. More specifically, the study answered the following questions.

1. What are the features and contents of the developed modules in terms of;
 - 1.1 Objectives;
 - 1.2 Presentations;
 - 1.3. Assessment; and
 - 1.4 Contextualization and Localization?
2. What is the result of the validation of the respondents about the prepared module in terms of;
 - 2.1 Objectives;
 - 2.2 Presentations;
 - 2.3. Assessment; and
 - 2.4 Contextualization and Localization?
3. What are the areas that need improvement as suggested by the evaluators of the module?
4. What improved contextualized and localized module could be produced by the researcher based on the validation made?

Literature Review

Contextualization and Localization

Curriculum localization and the localization of school resources have their ultimate objective and justification for improving educational delivery. UNESCO(2002;13) notes a crucial dimension of quality education is the relevance of curricula content; the diversity of local (sub-national), cultural, and socio-economic realities.

A key factor driving the localization of school curricula and the localization of schooling content is many nations' ethnic and linguistic diversity. This diversity must be considered when designing school lessons regarding local relevance and linguistic delivery to create the vital links previously mentioned between learners and materials (UNESCO, 2002; 34). This means that the local delivery must be associated with the natural environment, social environment, and cultural and environmental needs of the region.

Integration of Contextualization and Localization

Establishing an integrated system of education relevant to the needs of the people and society is one of the aims of the society as stated in the 1987 Philippine Constitution. The learning environment should maintain the connection between the community to promote patriotism among the learners. The learners should know all the information on the community he/she belongs including its history, culture, and traditions (Official Gazette, 2013).

The teaching of Araling Panlipunan is expected to contribute to the development of a holistically developed citizen who is aware and knowledgeable of and critically analyzes current issues and concerns in the local and global levels. Effective teaching of Araling Panlipunan is characterized as meaningful because the learners see the relevance and connection of the lesson to their lives because it is a real-world application. It is also integrative because Araling Panlipunan is an interrelated discipline which requires to process and think about what they are learning making learning as “hands-on, minds-on and hearts-on (Nuqui, 2017).

Research shows that effective teachers organize and plan instruction. With content and performance standards and learning competencies firmly articulated in the K to 12 curricula, it is easier for teachers to carry out short-term and long-term instructional planning. Teachers can guarantee curriculum coverage by planning student learning for a year, a semester, a unit, or a lesson under the K–12 Basic Education Program (DepEd Order No. 42, s. 2016).

The Department of Education (DepEd) encouraged teachers to highlight the K to 12 features in preparing the daily lessons. Contextualization techniques may be used in lessons by K to 12 teachers. However, DepEd Order No. 51, s. 2014 entitled “Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture,” states in its Policy Background that the localization and contextualization thrusts of the Enhanced Basic Education Curriculum direct all schools and learning programs to relate the curriculum content and competencies to the social and educational context of communities being served. Students will learn better if they experience a curriculum that is personalized, taking into account different learning styles, meaningful, and relevant to their lives in the “real world.” Teaching in broad generalizations to cover all of the required standards and prepare students for a standardized test can take away from the students'

learning experiences.

As stated in Republic Act 9155, commonly known as the Governance of Basic Education Act of 2001, enhancing the quality of basic education should be empowered by the local initiatives by the state. The State might guarantee that the qualities, needs, and aspirations of a learning environment are reflected in the program of instruction for the learners, out-of-school youth, and adult students. This means that schools and learning institutions should be able to decide what is best for the students they serve.

According to DepEd Order No. 32 s. 2015 entitled “Adopting the Indigenous Peoples Education Curriculum Framework,” the school should perceive the privilege of indigenous people groups to fundamental instruction that is culturally rooted and responsive. The IPed Curriculum Framework guides schools and other public and private training programs as they draw in indigenous groups to localize, indigenize, and enhance the K to 12 Curriculum in light of their respective educational and social settings.

Furthermore, DepEd Order No. 35 s. 2016 entitled “The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning,” states that the teachers must modify teacher's guide and learner materials to accommodate the unique contexts of a particular locality.

The steps suggested by Wyatt (2011) are flexible such that they allow the teacher to use contextualization despite the varied factors that may come along with the instruction. These factors include the level of diversity among the students, their diverse experiences and background, and the myriad cultural understanding.

Equally, Moghaddas (2013) highlighted various sources of contextualization factors in an Iranian study on the effect of contextualization on performance in reading tasks. These sources include the interdisciplinary content introduced in class, the learner's prior experiences, the collaboration in developing learning materials, the student's learning styles, the instructional strategies, and the authentic assessment to determine how learning content can be applied to real-world tasks. These sources allow the teacher to contextualize and provide an opportunity for the teacher to utilize contextualization to achieve a more culture-sensitive, meaningful, and authentic education.



Relationship of Contextualized and Localized Learning Activities to Learners' Academic Performance

One of the distinct features of localized learning materials has been its ability to integrate the culture and local knowledge of the learners to have meaningful learning. Florentino (2018) saw the significant role of the local culture in the plans or lesson guides issued to teachers. This integration of local culture was a welcome innovation that benefited the learners since their lessons were rooted in their cultural heritage, thus attaining the objective of the language curriculum. Since the development of communication skills is connected to how local culture is used in teaching, contextualized teaching can be adopted at varying degrees using different kinds of contexts. One of the concerns the teacher may be confronted with is how a particular local culture can be embedded in the teaching and learning of a language, what components can be found in the process of contextualization, and what principles should be considered while incorporating a particular local culture, in this case, maritime culture.

Peralta (2017) cited that for students to develop an understanding of the subject matter requires that teachers know what students already understand and believe about the world. These prior conceptions serve as foundations for building new understandings. Teachers can only use students' prior knowledge if they know what it is. For instance, in science, we know that students are likely to hold a continuous model of matter rather than a particulate model. Localization activities help relate the ideas to be learned to students' prior ideas. For example, benchmark lessons and bridging activities challenge students to make predictions or explain findings and elicit prior understandings on which new understandings can be built.

Positively, students might bring knowledge and experience unique to their cultural, ethnic, and socioeconomic backgrounds. Due to lack of access to certain experiences, students may also lack the prior knowledge and background required to participate in discussion and collaboration around specific scientific issues. However, students may bring epistemological stances and ways of knowing that diverge from those valued in science classrooms and communities.

Some strategies were used that make instructional materials accessible to students and teach science in deep and meaningful ways. The strategies draw from, incorporate, extend, and challenge students'

community-based ways of knowing and funds of knowledge, such as locating community problems related to the concepts under study. Also, engaging youth in specific activities related to those problems and involving parents and community members as classroom participants who discuss their knowledge and experiences regarding science concepts and related community problems. This literature is associated with the current study since it gives the prerequisite on how to utilize modules in teaching,

Balderas (2016) emphasized on the characteristics of the module where he stressed that learning modules are the offspring of two reform movements in education that included programmed learning and mastery learning. Mastery learning plans contain the major features of the present-day modules, such as the educational objectives specified. Learning units were used to structure the instruction. After each unit, diagnostic progress tests were given. Before moving on to the following module or unit, the learner had to demonstrate mastery of the previous one. Modules should be self-contained, self-paced, short and well-defined, adequately motivating, properly sequenced, providing opportunities for learner interaction, clearly written with the correct language, accurate, not in conflict with other subject matter and values, and utilizing every opportunity to achieve learning outcomes.

Furthermore, Balderas (2016) described the modules in the following distinctive, identifiable skills or sets of skills or outcomes other than skills. It is relatively short making students use their study time efficiently and essentially self-teaching, even though it may encourage group work. It blends theory and practice and combines doing with reading and reflecting. It provides a list of further readings or sources related to the promoted skill and suggestions to students for participating in the design of their projects, explanatory activities, and evaluation criteria. It is reality-oriented because it involves the students in an actual situation, if not possible, tried to use stimulation technique. It provides feedback for improvement and redesign. With these characteristics, modules are needed in teaching.

The first is to develop learning autonomy, ensure satisfactory minimum standards, provide remedial units, provide basic education, upgrade content, enhance competencies of teachers, integrate theory and practice, cater to individual differences in learning, cater to different groups within the one course, consolidate critical points in a course, facilitate industrial certification, provide resources for distance



education, encourage mastery and encourage a changed role for the teachers.

Balderas (2016) further defines module as providing an opportunity for organizing numerous sequences of experience to reflect the teacher's or student's special interests. Self-instructional units allow the teacher to focus on student deficiencies in subject matter that must be corrected and eliminate the necessity of covering subjects already known to the student. It provides a way of assessing students' progress in learning and reduces the routine aspects of instruction learning. The teacher is free to engage in personal contact with the student. The independent nature of self-instructional units facilitated updating study materials without major revisions. It is a model for teachers who wish to develop their materials and insert their personalities. Hence, this literature is important since it describes a module and how it can help the students.

The European Learning Path Organization, as mentioned by Vergara (2017), talks about the difference between a "module" and a "unit." A module aims to develop an identifiable and certifiable portion of the curriculum, expressed in competence objectives. These objectives should be achieved within a clear and realistic time limit (language modules usually range between 20 and 30 hours). This time limit is an important feature of the modular organization since the whole curriculum is built around the idea that time and human and material resources should be spent to achieve foreseeable results. This may introduce an element of rigidity – this is why a modular organization implies constant monitoring and feedback to ensure that learning is work-in-progress.

However, it appears that modules are aiming higher to help students develop a level of proficiency that is more appropriate to be described than only in terms of grammar, vocabulary, or functions. Units often remain a sub-division of modules (although they may also be called in different ways: stages, steps, etc.), but the focus of modules – their overall organizing principle - should be of a different kind. Additionally, Vergara also defines a module as having the statement of purpose, desirable prerequisite skills, instructional objectives, implementers of the modules, the modular program, related experience, evaluative pretest, and assessment of the module. This literature is important because it clearly defines other forms of independent learning.

Meanwhile, Cullata (2015) argued that situated learning, as it typically occurs, is a function of the

activity, context, and culture in which it occurs. The integration of contextualization and localization as an educational process in the lessons is now being considered to ensure improved learners' comprehension and retention skills, improving students' performance. Regardless of their learning areas, teachers are encouraged to use the process to make learning effective, meaningful, relatable, and significant. This should be reflected in the teachers' lesson logs or plans and, most importantly, in the teaching and learning process.

This contrasts with most classroom learning activities which involves knowledge that is abstract and out of context. Social interaction is a critical component of situated learning- learners become involved in a community of practice that embodies certain beliefs and behaviors to be acquired. As the beginner or newcomer moves from the periphery of this community to its center, they become more active and engaged within the culture and hence assume the role of the expert or old-timer. Furthermore, situated learning is usually unintentional rather than deliberate. These ideas are what Lave and Wenger (1990) call the process of legitimate peripheral participation.

Pearl (2015) emphasizes that localization and contextualization can be done in all learning areas. He reminds teachers to maximize the use of available materials that the school has and that they must utilize authentic materials and anchor teaching in the context of learners' lives. Aside from that, he added, "Teachers should encourage students to pose problems and issues and use strategies to address these." Similarly, Pecson (2014) believes that teachers should be adaptive and creative in using localization and contextualization in teaching. Such principles were made in the academe to make the curriculum respond, conform, reflect, and be flexible to the needs of the learners, especially the 21st-century learners who need holistically and skillfully developed.

By connecting concepts to things we can easily grasp, value, and relate to, we can sometimes better understand them. However, the requirements of a good education should always be taken into account and should not be sacrificed for the sake of a lesson that is localized and contextualized.

Localization is defined as "freedom for schools or local education authorities to adapt a curriculum to local conditions, and relating the content of the curriculum and the processes of teaching and learning to the local environment" (Taylor, 2014). The flexibility in adapting the program of education for



students to local conditions, often away from the capital city and urban population centers, is a direct response to traditional curriculum design, which Taylor (2014: 46) has described as too full, rigid, inflexible and irrelevant to lives of learners. This idea of relevance is critical to understanding localization and the policy planners who have been active promoters. Considering local populations' cultural and socio-economic realities (UNESCO, 2002) when designing educational content is critical in engaging these students in the learning process. A crucial failing of educational systems worldwide has been their lack of relevance to the lives of learners.

The lack of relevance weakens the mentioned connection and bond between communities, learners, and schools; and, thus, damages educational outcomes through decreased student, community, and teacher engagement in the learning process.

Although the world is multilingual, Mahanand (2016) noted that most classes are monolingual. Learners bring a wealth of materials in their first languages to the classroom, including those from tribal, speaking, and immigrant backgrounds. But for a variety of reasons, these are not acknowledged or used in the classroom. Such learners have a hard time connecting to the new information. They also feel alienated and unaccepted and consequently give up their studies, thus, the rise in school dropouts. However, Mouraz et al. (2013) discussed that curriculum contextualization has gradually become a central theme in discussions about teaching and learning. Understood as a way to bring teaching learning closely to students' realities, contextualization is a prerequisite in addressing content and organizing activities in the classroom. By helping students to relate the educational tasks with their knowledge and everyday experiences, curricular contextualization facilitates the linking of theory and practice. Furthermore, it allows students to give meaning and value to what they learn in school. Therefore, contextualizing knowledge at school is a process that aims to produce a meaningful curriculum for students.

Mahanand (2016) further mentioned that their National Curriculum Framework (2015) also recommends using learners' local and folk traditions, including tales, riddles, songs, proverbs, etc. These resources have been educating their people since time immemorial, and there is a need to bring them to the classroom and integrate them with English language education. They will help their local languages and culture grow and continue to make their learners multilingual. Such an approach facilitates effective language learning

(Kenea, 2014). Whether curriculum planning and development occurs at the center or the regional/state level, curriculum relevance is important. It is important because it determines the place formal education has in children's normal growth (and development) and the roles formal education plays in local and national development.

Maintaining the curriculum's relevance is contextualizing it to the learners' experiences and the situation where it is being implemented. As used in everyday language, contextualization is taken as linking or relating, or adapting the curriculum

Torres (2015) said that localization, one of the degrees of contextualization, relates learning content specified in the curriculum to local information and materials from the learner's community. With these processes, teachers can present the lesson as more meaningful and relevant based on the learner's previous experiences and real-life situations. With contextualization, learners are put in a natural and actual learning environment, letting them manipulate, relate and adapt to various learning opportunities and resources available within the locality or community. Profound learning will be assured and realized.

However, Torres (2015) also stressed that teachers must be extra careful in overusing them. Like all other learning areas, not all concepts, especially in Araling Panlipunan, can be localized. Otherwise, the purpose of bringing more meaningful and relevant learning to the classroom may also be defeated. Nonetheless, teachers should be adaptive and creative in using localization and contextualization

Meanwhile, Moltz (2010) considers contextualization a form of "deep learning," which happens through linking ideas and concepts across courses. As far as language teaching is concerned, it refers to placing the target language in a realistic setting to make the learning process meaningful to the students. Reese (2011) added that in contextualizing teaching and learning, the concepts of learning by doing, applied learning, and manipulative learning apply. Learning by doing means learning from experiences resulting directly from one's own actions, as contrasted with learning from others performing and reading others' instructions or descriptions, or lectures. However, according to Pendor (1997), effective teaching occurs when students participate and are not just made recipients of information and knowledge delivered by the teacher. The pupil's participation in the classroom activities is encouraged for more internalization of lessons. Further, Bonwell and Eison (2000) defined

learning as simply having the students engage in some activity that forces them to think about and comment on the information.

Lesson planning is one of the vital roles of a teacher. Planning is the systematic process of deciding what and how students should learn. Planning is mostly the responsibility of teachers.

Hudson, C. & Whisler, V. (2015), stated that contextual teaching and learning has been defined to introduce content using a variety of active-learning techniques designed to help students to connect what they already know to what they are expected to learn and construct new knowledge for the analysis and synthesis of this learning process. A theoretical basis for contextual teaching and learning process has been outlined with a form of connection, constructivist and learning theories. According to Perin (2011), contextualization is believed to aid information retention and transfer from a cognitive perspective. However, one should use previously obtained skills by knowing to whom and where. The likelihood that students will apply their newly learned skills in that specific environment may be increased by directly connecting fundamental skills in developmental education instruction to real-world applications in the subject matter that they would experience in disciplinary courses.

Rao (2011) describes students as the center of the learning process. He added that the learning experiences should be active-oriented, and teaching should encourage students to learn independently. Nevertheless, Laeen et'al (2019) states that students must understand the situation. The setting of the problem and appreciation of the significance of studying the concepts. It is important to know where and when to apply the concepts rather than how they can be applied.

As noted by Ruiz de Forsburg and Borges Mansson (2012), the local curriculum introduces content that is relevant at the local level to meet local learning needs and develop life skills, attitudes and values. In addition to those life skills, attitudes and values, they also develop full participation in their communities political, social and cultural life. However, Dack (2012) stressed that a teacher who differentiates robustly creates an environment and processes that make room for the student's varied approaches to learning- including those shaped by culture.

Contextualization is a prerequisite in addressing the content and organization of activities to be undertaken in the classroom. It helps the students to relate the educational tasks with their knowledge and everyday

experiences. Hence, curricular contextualization facilitates the linking of theory and practice.

Validation of Module

It can be said that the use of the learning module can help students improve their achievement level and motivation for the subject. According to Estremera (2017), the module should meet instructional material development's quality and acceptability standards. Hence, the provision of a learning module determines its validity and quality. The module development and implementation concept provided comprehensive information and adequately explained the learning objectives, learning content, learning experiences, learning outcomes, knowledge, skills, and concepts.

The learning module must be contextualized or localized based on the needs of the learners in response to the learning environment (Estremera, 2017; Hizon, (2017); and Claridades, 2017; and Gianan, 2016). Instructional materials motivate students to learn more about the concepts by providing challenging activities that require them to move to the next content. Both teachers and students perceived the effectiveness of contextualized concepts and activities as a tool for teaching and learning (Hizon, 2017).

According to Claridades (2017), utilizing localized and contextualized modules was deemed effective in uplifting the performance of grade 8 learners in teaching science. Localized and contextualized materials should be reproduced and immediately distributed upon implementing the K to 12 curricula.

Educators in any field should try to apply or integrate localization and contextualization of learning materials in teaching any subject because it positively affects the performance of the learners and is an effective means of imparting lifelong learning outcomes (Ballesteros, 2015).

Related Studies

The related studies cited in this chapter tackle the different concept, understanding, and ideas, generalization or conclusions and different development related to study.

Contextualization and Localization

Localization is relating learning content according to the curriculum to local information and using materials available in a particular community. On the other hand, indigenization enhances learning competencies about the biogeographical, historical, and sociocultural

context of the learner's community, guided by the standards and principles adhered to in the curriculum (Nuqui, 2017).

One of the definitions found in the study presented by Kalchik and Oertle (2010) is that contextualization is a diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student. Similarly, Policarpio (2018) defined localization as a subfield of contextualization, wherein teachers utilize local knowledge, material, language, culture in designing curriculum instructions. In the same line of thought, for whom curricular contextualization is called Context-based learning, a group of learning experiences that encourages students to transfer their understanding of key concepts to situations that mirror real life.

In a comparative study between content-based and context-based approaches in education, “context-based approaches help students to make connections between chemistry concepts and real-world applications” (King et al., 2007, p. 379). These definitions point towards contextualization as a pedagogical approach that improves the odds of the curriculum being meaningful to students and valuable in everyday life, an educational feature considered crucial for successful learning. This supports Gillespie’s (2002) statement that “research shows that learning transfers from one context to another more effectively when the learner. The Asia-Pacific Educational Researcher (TAPE-D-12-00113R3) 6 understands the facts and the big picture. This means that using contextualization by teachers to reach transferable learning is a promising approach. Yamauchi (2003) corroborates this when stating that “when teachers contextualize instruction, students become motivated because what they are learning is more meaningful and relevant to their lives outside of school”.

All of these authors appear to rely on a model of education that emphasizes the need to think more deeply about curriculum development and teaching and learning processes, as well as giving schooling meaning and significance outside of merely imparting academic knowledge. The literature presents curriculum contextualization as a crucial idea for encouraging meaningful learning. Therefore, it is important to consider the curriculum while taking into account the people, regions, and cultures. These studies, while providing useful insight into some of the processes involved with localizing curriculum, did not

address how the learning took place in a localized curriculum process, although Hogan’s (2018) study and Ramsarup’s (2005) study both indicated that active learning approaches were important and that there was a need to engage different voices and perspectives on issues in the localized curriculum process.

Lynch (2015) stated that 94% of the students said they learned much more in CTL strategy classes than in traditional courses in that same subject area (Predmore, 2015, p23). Similarly, a recent study utilizing CTL indicated that as a result of their experience, more than 80% of the participants expressed that they were able to think more deeply about the topics and participate more actively in learning (Choo, 2007, p. 198).

The study of Graham (2011) suggests that using this teaching method in associate’s level community college courses was positively related to student academic success. However, instruction involving contextualized teaching and learning was negatively associated with the academic success of students in subsequent sequence English and mathematics courses that did not use this teaching method.

Meanwhile, Johnson (2002) specifically highlighted contextualization as a key instructional strategy in his study about A Blueprint for High Performance. The word contextual’ naturally replaced applied academics because the word ‘applied’ was simply too small to encompass the startling innovations achieved by this grassroots reform. The more comprehensive contextual—context implies the interrelatedness of all things. Everything is connected, including ideas and actions. Contextual also directs our thinking toward experience. Ideas have meaning when experienced in context (p. 10).

The findings of the study of Bete (2018) about the impact of contextualizing and localizing teaching-learning processes on students' academic performance in social studies revealed that there is a significant relationship between the school's practices of localizing teaching and learning and student’s performance in social studies. promoting historical contextualization: the development and testing of pedagogy, the developed pedagogy showed positive results and improved the historical contextualization of the students. In contextualizing or localizing the social studies content, the teacher's role will shift to merely facilitator. According to the study by Marione (2015), the non-availability of a laboratory affected their teaching of Social Studies. It was also the opinion of



the respondents that field trips were important to the teaching of Social Studies as well as the importance of teaching aids in Social Studies.

In addition, Okon and Archibong (2014) claim that students who perceived their teachers' attitudes as positive performed better than those who perceived their teachers' attitudes as negative. Students' interests and teacher factors also played an important role in the student's academic performance in Social Studies. This has been projected in the study of Ekpenyong (2015), which revealed that students' interest in social studies significantly relates to their academic achievement in the subject. This research pointed out the importance of the teacher as a facilitator and the ultimate key that affects students' academic performance.

Further, Smith (2011) believes that the benefits of contextualized teaching and learning are to be as follows: (a) pupils are more responsive when using their knowledge and skills in real-world situations; (b) pupils are more likely to engage in their own learning if it applies directly to their lives as family members, citizens, and present/future workers; and (c) parents, pupils, and community members can all use and relate to these ideas.

Yagci (2010) studied grade eight students by exposing them to concrete instructions and examined their views on concrete model instructions. It was found that students positively understood the concepts by using concrete materials in teaching. Using concrete examples, students can easily connect concepts to reality. However, in the study of Reyes, Ingreso, and Hilario (2019) about conception and application of contextualization in mathematics education, they argued that teachers should focus on designing lessons in connection with the students' lives. Samples that can be seen in their community or locality should be the priority during discussions so that learners can actively engage because they can relate to the lesson. Localized teaching materials can also improve the reading skills of the students.

In another SADC REEP linked study on localized (or contextualized curriculum) – Hogan (2008) referred to a similar process of bringing local socio-political and environmental issues into the classroom. Unlike Namafe (2008) wherein she consulted parents, learners, villagers and teachers to identify ways of contextualizing and localizing a module of the formal curriculum. Her research found that allowing local issues such as the control of forest logging or the marketing of mushrooms into formal education curriculum provided openings for students to get the

'insight and knowledge and 'social skills needed for their engagement in concrete action with their communities for the environment. Hogan's study provided useful findings on what happens when the curriculum is localized or contextualized.

According to the study by Hilario (2019) of the Philippine Normal University, teachers may use pictures of sceneries or environments to represent the math concepts, local games, or materials immediately available within the community to facilitate concept development in the mind of the students. However, according to Labindao (2022), students need to be exposed to a wide variety of different pictures, such as reference materials, modules, and websites, to enhance their visual abilities as one of the significant factors that need to be given focus and consideration. To emphasize the visual knowledge area in analyzing pictures domain goes along with writing and viewing. Visual images are becoming increasingly important as most information is presented as a combination of words and pictures. It is essential that students not only can derive literal meaning from texts but also develop an understanding of how the texts are produced. Students need visual images to help them read and understand texts. Visual information can support reading and help make meaning of the text.

Similarly, Egcas (2017) mentioned that localized curriculum helped increase the students' reading achievement level. Furthermore, De La Paz and Felton (2010) asserted that both historical reasoning and writing can improve students' reading achievement. The school must establish a school-based curriculum localization matrix aside from using regional and division curriculum localization matrix and ensure continuous capability building for teachers on localizing curriculum.

As studied by Baraquia (2018), knowledge is constructed within the human minds and social communities if contextualizing is backed up by the educational philosophy of constructivism. However, Reyes et al. (2017) showed that the pretest and posttest performance of the students exposed to contextualized and localized teaching is higher than that of students exposed to contextualized and but not localized teaching on the empirical type of test. Still, they had lower performance on the theoretical type of test. For me, students engaged and empowered by localization and contextualization have the highest capability to pass the post-test.

Based on the results and findings of Hipolito (2019), the following conclusions were derived: (1) The use of

Indigenized Module improved the academic performance of the IP learners. They obtained a higher mean in their posttest than their pretest which led to a higher mean percentage score.; (2) Posttest and Delayed posttest gained the same test result and still in high level mean percentage score.; (3) Accepting that innovative teaching approaches had a great influence in encouraging IP learners to perform better with the help of the culture bearer which confirms that Indigenized Module was effective.; (4) The non-IP teacher explained the lesson to the IP students in Capampangan and Tagalog so that they could understand it, which made the IP students more engaged in the class, especially when the culture bearer used the indigenous language to do so.

However, Agustin (2019) said that majority of the senior high school mathematics teachers belonged to the age group 31 – 35 years old and their average age is 34.80. Mostly Teacher III had been in the service for 6 – 10 years. Teachers have met the qualifications standards to teach in the Senior High School regarding educational qualifications, training, and experience. A typical senior high school mathematics teacher's performance evaluation is very satisfactory. Teacher-respondents practice contextual teaching very often regarding the topic functions under General Mathematics.

Nevertheless, senior high school mathematics teachers practice contextual teaching regarding business mathematics. This means that there is no significant difference in the contextual teaching practices of teacher-respondents as to functions and business mathematics when grouped according to profile variables. There is no significant relationship between contextual teaching practices and the performance of teachers.

According to a study conducted by Selvianiresa and Prabawanto (2017), contextual teaching and learning can be successful when learning uses a collaborative interaction with students, a high level of activity in the lesson, a connection to real-world contexts, and an integration of science content with other content and skill areas. It also implies that cooperative and interactive learning was the main strategy and gave importance to posing a mathematical task to students in learning exponential functions. Many researchers found that cooperative learning was especially beneficial to students' reasoning and conceptual understanding. Kilpatrick (2002) stated that one of the best ways for students to improve their reasoning is to explain or justify their solutions to others. When one can use what they are learning by listening, speaking,

doing, and teaching (to their peers), the concept or idea becomes more thoroughly understood and ingrained in one's mind, whether it is math or any other subject matter.

Learning Module

It can be said that the use of the learning module can help students improve their achievement level and motivation for the subject. According to Estremera (2017), the module should meet instructional material development's quality and acceptability standards. Hence, the provision of a learning module determines its validity and quality. The module development and implementation concept provided comprehensive information and adequately explained the learning objectives, learning content, learning experiences, learning outcomes, knowledge, skills, and concepts. The learning module must be contextualized or localized based on the needs of the learners in response to the learning environment (Estremera, 2017; Hizon, 2017; Claridades, 2017; and Gianan, 2016).

Moreover, instructional materials motivate students to learn more about the concepts by providing challenging activities that require them to move to the next content (Clevado, 2017). Both teachers and students perceived the effectiveness of contextualized concepts and activities as atoll for teaching and learning (Hizon, 2017). According to Tomlinson (2011) in his book about materials development, more and more institutions, both public and private are realizing that learners' achievement and learning will improve if they start developing localized learning materials. Educators in any field should try to apply or integrate localization and contextualization of learning materials in teaching any subject because it positively affects the performance of the learners and is an effective means of imparting lifelong learning outcomes (Ballesteros, 2015). Moreover, educators have been enthusiastic about contextualization for many years, trends in the available research have been positive, and it is consistent with contemporary theories of learning and motivation (Perin, 2011).

Overall, these studies provide the foundation of knowledge for this research study. These helped identify inconsistencies, research gaps, conflicts in previous studies, and open questions left from another research. These serve as additional research to justify this undertaking within the context of existing literature, making a case for why further study is needed.

Methodology

The study employed a descriptive, evaluative research design that focuses on the validation of the developed contextualized and localized module in Araling Panlipunan 9 Economics. Calmorin (2011) suggested that the descriptive, evaluative survey method is designed to appraise the current study's worthiness carefully. It involved collecting data to answer questions about the current status of the study. Since the nature of the study consists of gathering and interpreting detailed information, the researcher believed that it is the most appropriate to be used as the basis for developing and evaluating the module.

Participants

The respondents of the study include all public secondary high school teachers in the Schools Division of Marinduque who are teaching Araling Panlipunan 9. They were identified as the junior high school teachers in the Division of Marinduque who are teaching Economics 9. To demonstrate their expertise, their profiles were provided. The teacher-respondents were enumerated based on their area of teaching as qualifying to be the module evaluators. The respondents of the study are the Grade 9 Araling Panlipunan teachers employed in the Division of Marinduque. The participants are composed of 64 public secondary school teachers who were enumerated to evaluate and validate the module's content in Araling Panlipunan 9. The evaluation was conducted by the teachers based on the content in terms of its objective's presentations of the lesson and the assessment activities prepared by the teachers. Their profile were described to justify their expertise in the subject. According to their areas of expertise as teachers, all of the teacher-respondents were listed as qualified to serve as the module's evaluators.

Instruments of the Study

The instrument used in evaluating the modules was adapted from the study of Macalalad (2019). It was modified and validated by master teachers with expertise in the said area for the better suit of the study.

It made use of a five-rating scale to describe the degree of validity of the evaluators on each of the items, along with objectives, presentations, assessments, contextualization and localization of the modules. This was based on the assessment of the content of the activities and procedure of the module in terms of its

objectives as prescribed by the learning competencies and the presentation procedures that are made in a different context, as well as the localized activities prepared for the students. The questionnaire was intended for the assessment to be used by experts in terms of the content of the module developed. The module was assessed and validated by the Grade 9 teachers using the 5-point Likert scale, with 1 as the lowest and 5 as the highest, which is described as follows.

Procedure

The researcher developed a module with contextualized and localized activities in Araling Panlipunan 9 in the grading period with the competencies set by the Department of Education. The researcher first analyzed the possibility of using contextualized and localized module in Araling Panlipunan 9 in the school. Then it was followed by designing an appropriate learning module with corresponding activities before developing it. The activities of the module were developed with localized and contextualized exercises that would fit the learner's needs.

The developed module was presented to the experts in the Araling Panlipunan for further evaluation of objectives, presentation, assessment and contextualization and localization. It was assessed based on its content conducted by the teachers in the field. Moreover, the module was evaluated through the respondent's responses and feedback about the material in terms of its content in terms of its objectives based on the learning competencies set by the Department of Education for Araling Panlipunan for Grade 9. The experts in Araling Panlipunan evaluated the module's objectives, presentation, assessment, contextualization, and localization. Field teachers rated its content. The module was evaluated based on respondent replies and input regarding its content and aims based on the Department of Education's Araling Panlipunan for Grade 9 learning competencies. The lesson's presentation and the assessment conducted with contextualized and localized activities will also be evaluated. To complete the conduct of the study, possible evaluators will be identified as teachers who are experts in the field of teaching the subject. They were identified as the junior high school teachers in the division of Marinduque who are teaching Economics.

Ethical Considerations

The researchers made sure that the health and safety,

integrity, and confidentiality of the participants must be all protected and ensured all costs from the beginning to the end of the study. The questionnaire and the modules have been validated using a modified evaluation tool. The evaluators validate the modules conform to the theoretical basis of teaching approaches anchored to the MELC's.

Results

Features and Contents of the Developed Modules

Objectives

The module is divided into four quarters. Each part includes the contents, content standards, performance standards, learning competencies, code, and suggested learning activities. The contents pertain to the topics that are discussed in each grading period. Every topic has a format part (DepEd Order No.31, s.2019). The first part is the introduction (panimula) where the teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, the purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners' awareness of their own knowledge regarding the content and skills required for the lesson.

The developed modules were based on the DepEd Most Essential Learning Competencies (MELCs) in terms of objectives. Likewise, MELCs is the major resource for schools, schools' division offices (SDOs), and regional offices (ROs) in developing and implementing learning delivery techniques relevant to the local context and diversity of learners while adjusting to COVID-19. Hence, the objectives set in utilizing the module were clearly stated in the module and were simply formulated so these can be easily attained and measured. Utilizing the MELCs for contextualizing and localizing may resemble the creativity of the learners' colorful and imaginative cognitive skills. The beauty and depth of contextualized instruction lie between moral wisdom and Filipino ideals that must be given to young generations, who will carry the torch of independence and incomparable Filipino idealism (Lorbis 2019). This implies that the students should have complete knowledge of their community, including its history, culture, and traditions. The curriculum also promotes collaborative learning, one of its primary K-12 curricula. Through this, the learners are taught that success is found not only in the outcome but in the process. The learning objectives are proof that Araling Panlipunan 9 curriculum features collaborative

learning. Contextual and experiential learning is another outstanding characteristic of this curriculum. Content standards offer contextual learning, while performance standards offer experiential learning.

Presentations

Learning activities are contextualized and localized to suit the needs of the learners in terms of presentations.

Development (pagpapaunlad) is the learning process where the teacher presents activities, tasks, and contents of value and interest to the learners. This may expose the learners to what they know, what they do not know, and what they want to know and learn. Most activities and tasks must simply and directly revolve around the concepts to develop and master the skills of the MELC. In commonality, both adhere to make the lesson flexible, fit, creative, relevant, meaningful, and adaptive to students' level of understanding and instructional needs (DepEd Order n32 s 2015).

Another is engagement (pakikipagpalihan), where the teacher allows the learners to be engaged in various tasks and opportunities in building their KSAs to meaningfully connect their learnings after doing the tasks in the development. This part exposes the learner to real-life situations/tasks that shall ignite their interests to meet the expectation, make their performance satisfactory, or produce a product or performance which leads them to understand the skills and concepts fully. It helps learners to gain a deeper understanding of the subject matter by relating the material to meaningful situations that learners encounter in real-life and offers one promising approach to help learners learn more effectively.

Moreover, the module activities are helpful because these make learning relevant, engaging, and motivating among hard-to-reach students to increase their confidence and enthusiasm, and enhance interest in long-term goals and education. Contextualized and localized modules feature things familiar to learners such as tourist attractions, products, and situations to the locale of students in the Province of Marinduque. Effective teaching of Araling Panlipunan is meaningful because the learners see the relevance and connection of the lesson to their lives. After all, it is a real-world application. It is also integrative because Araling Panlipunan is an interrelated discipline. It also requires them to process and think about what they are learning, making learning "hands-on, minds-on, and hearts-on (Del Rosario et'al, 2021).

Assessment

Assessment (pagtataya) is a process where learners demonstrate ideas, interpretation, mindset, or values and create pieces of information that will form part of their knowledge in reflecting, relating, or using it effectively in any situation or context. In This part encourages learners to create conceptual structures, allowing them to integrate new and old learnings. This was also contextualized and localized based on the learning objectives. The holistic assessment process emphasizes the formative or developmental purpose of ensuring student learning (DepEd Order no 8, s2015). It is also standards-based as it seeks to provide that teachers will teach to the standards and that students will aim to meet or even exceed them. Therefore, the students' attainment of standards in content and performance is critical evidence of learning.

Contextualization and Localization

Based on contextual learning strategies of the Center for Educational Research and Development (Artiza 2019), contextualization and localization should be structured to encourage five essential engagement strategies. It is named as the REACT strategy: Relating, Experiencing, Applying, Cooperating, and Transferring. The REACT strategies are designed to help learners build new skills and knowledge regardless of their starting point.

Relating - Learning in the context of life experience everyday sights, events, and conditions allows learners to then relate those familiar situations to new information to be processed or problems to be solved.

Experiencing - Learning in the context of exploration, discovery, and invention is the heart of contextual learning. However, motivated or tuned-in learners may become as a result of other instructional strategies such as video- or text-based activities, these remain relatively passive forms of learning. And learning appears to "take" far more quickly when learners are able to manipulate equipment and materials

Applying - Learning by using new concepts and information in a useful context allows learners to envision future success in careers and postsecondary education. In contextual learning courses, applications are often based on occupational activities ideally authentic, non-contrived, real-world tasks. These contextual learning experiences may be supplemented with presentations by guest speakers and followed up with firsthand experiences such as plant tours, mentoring arrangements, and internships.

Cooperating - Learning in the context of sharing, responding, and communicating with others is a primary instructional strategy in contextual teaching. The experience of cooperating not only helps the

majority of learners learn the material, it also is consistent with the real-world focus of contextual teaching. Employers value employees who can communicate effectively, who share information freely, and who can work comfortably in a team setting. We have ample reason, therefore, to encourage learners to develop these cooperative skills while they are still in the classroom where we can facilitate the process.

Transferring - Learning in the context of existing knowledge, or transferring, uses and builds upon what the learner already knows. Learning to transfer familiar information to new contexts helps learners approach unfamiliar situations and problems with confidence

Contextualized and localized modules featured things familiar to learners such as tourist attractions, products, and situations to the locale of students in the Province of Marinduque. These features of the learning materials are set in the local conditions in terms of geography, cultural diversity, and individuality. Activities have meanings, easily to comprehend, appreciate, and relevant in their lives. Strategies used are situational and will change based on the environment and circumstances. Learning standards and competencies are always preceding contextualization and localization. Learning materials conform, reflect, and are flexible to the needs of the learners, especially to the 21st-century learners who need to be holistically and skillfully developed. Lessons are flexible, fit, creative, relevant and meaningful and adoptive to student's level of understanding and instructional needs. Instructional materials used in the learning process are adaptable to the local needs and preferences of students to make learning more accessible and open to all. Students are put in natural learning environment letting them to manipulate, relate, and adapt various learning resources within the locality/community where profound learning will be assured and realized.

The use of the available resources within the community and real-life experiences to connect concepts to issues that are relevant in the needed skills and competencies are evident. Lastly, it shows positive effects on the performance of the students and effective as a strategy from imparting the lifelong learning outcomes.



Result of the Validation

Table 1. *Content in terms of Objectives*

Objectives	Weighted Mean	Verbal Interpretation
1. Objectives of the localized and contextualized module were based on the Most Essential Learning Competencies issued by the Department of Education.	4.66	Very Much Valid
2. Objectives of the localized and contextualized module were clearly stated.	4.66	Very Much Valid
3. Objectives of the localized and contextualized module were simple, attainable, and measurable	4.84	Very Much Valid
Overall Weighted Mean Rating	4.72	Very Much Valid

Table 1 presents the contents in terms of objectives. As observed in the table, it revealed that the objectives in validating contextualized and localized modules in Araling Panlipunan 9 were described as very much valid which garnered a general average of 4.72.

The results also clearly showed that the objectives set in utilizing the module were clearly stated in the module and simply formulated that can be easily attained and measured. This means that the module’s objectives were set according to the needs of the students in terms of the process of presenting the lesson using the developed module and the assessment activities prepared for the student’s comprehension of the lesson. The table also illustrates that the evaluators of the module agreed to recommend the module for use.

The mastery of the learning competencies in Araling Panlipunan 9 is expected to contribute to developing a holistically developed citizen who is aware, critical and knowledgeable of current social issues and concerns on local and global levels.

This awareness leads them to respond ethically and participate actively in resolving these issues and concerns (Corpuz and Salandanan, 2015). Meanwhile, Cox (2019) mentioned that the lesson provides a systematic guide that outlines the objectives the students need to accomplish during the teaching and learning process. Creating a lesson guide involves setting objectives, developing teaching strategies, and determining instructional materials used during the process. It should contain specific components or steps to attain the objectives easily.

Table 2. *Content In Terms of Presentations*

Presentation/Contents	Weighted Mean	Verbal Interpretation
1. Motivation of the learners to engage in the class discussion and actively participate in the learning activities was enhanced in the activities indicated	4.73	Very Much Valid
2. Provision of the localized and contextualized activities was clearly stated in the module	4.8	Very Much Valid
3. Student’s attention was caught by the localized and contextualized activities indicated in the module	4.7	Very Much Valid
4. Presentation of the lesson was clear and sequential.	4.66	Very Much Valid
The procedures in the presentations of the lesson are clearly specified as it is stated and enumerated.	4.73	Very Much Valid
Presentation of the lesson with relative learning tasks was undertaken.	4.6	Very Much Valid
Varied and related tasks and activities were stated in the module.	4.8	Very Much Valid
8. Activities to generalize the lesson were provided in the module.	4.78	Very Much Valid
Presentation of the lesson, which made learning Araling Panlipunan fun and exciting, was provided through the localized and contextualized module in Araling Panlipunan	4.72	Very Much Valid
The contents of the module were congruent with the objectives.	4.84	Very Much Valid
Overall Weighted Mean Rating	4.72	Very Much Valid

This table 2 shows the validation of the contextualized learning materials content in terms of presentation. Statistics show that teachers rated the presentations as very much valid with an overall weighted mean rating of 4.72. It indicates that the presentations of the content of the validated module were congruent with the objectives and the provision of the localized and contextualized activities was clearly stated in the module.

The concept of localization and contextualization of learning activities is one of the key features of the K-12 Social Studies (Araling Panlipunan) curriculum as stipulated in the provisions of our 1987 Philippine Constitution, particularly on Article XIV, Section 14 of the 1987 Philippine Constitution. It falls on the idea that students learn best when experienced in the classroom and have meaning and relevance in their lives. This means that things students do and associate with them are the learning that lasts forever. Implementing localization and contextualization in the classroom also requires following the guidelines for learning by doing, applying to learning, and manipulative learning. If students were put in an actual



learning environment, letting them manipulate, relate, and adapt to various learning opportunities and resources available within the locality or community, profound learning would be assured and realized. It helps teachers and students comprehend concepts by relating and presenting a lesson in the context of the prevailing local environment, culture, and resources. Hence, lessons are becoming more real-life, customized, and appropriate.

This validates the study of Selvianiresa and Prabawanto (2017) that contextual teaching and learning can be successful when learning uses a collaborative interaction with students, a high level of activity in the lesson, a connection to real-world contexts, and an integration of science content with other content and skill areas.

Table 3. *Content in terms of Assessment*

<i>Assessment</i>	<i>Weighted mean</i>	<i>Verbal Interpretation</i>
1. The assessment activities provided will clearly determine whether the objective is met and learning takes place.	4.7	Very Much Valid
2. Encouragement of the students to interact and respond to the lesson was executed through a localized and contextualized module in Araling Panlipunan.	4.62	Very Much Valid
3. The assessment activities for the learners indicated in the module are engaging that help the students to understand the lesson	4.7	Very Much Valid
4. Encouragement of the learners to be inspired to value and set high-performance targets for themselves was fostered.	4.66	Very Much Valid
5. The assessment activities for the learners are engaging that help the students to understand the lesson	4.7	Very Much Valid
6. Provision of the assessment activities and homework to retain skills and knowledge was evident.	4.75	Very Much Valid
7. Thought-provoking questions were used as a formative assessment of the lesson	4.73	Very Much Valid
8. Assessment activities were stated to provide a reflection of the students about the lesson	4.69	Very Much Valid
9. Assessment activities were congruent with the objectives of the lesson	4.8	Very Much Valid
10. Formative and summative assessments were given	4.84	Very Much Valid
Overall Weighted Mean Rating	4.72	Very Much Valid

Table 3 illustrates the validation of the contextualized and localized modules in Araling Panlipunan in terms of assessment. Results showed that teachers rated the assessment in the validation of contextualized and localized modules in Araling Panlipunan 9 with an

overall weighted mean rating of 4.72 described as very much valid.

Furthermore, it revealed that the assessment activities would clearly determine whether the objective was met and whether the retention of skills and knowledge was evident. The assessment was also stipulated in DepEd Order no8, S. 2015 – policy guidelines on classroom assessment for the k to 12 basic education programs. This means that the diversity of the learners inside the classroom recognizes the multiple ways of measuring their varying abilities and learning potentials. Therefore, it must be consistent with curriculum standards.

It only proved that assessment activities could increase the internal motivation of the pupils to learn and sustain their interest (Mamais, 2018). The learners have a prolonged interest and engagement with the activity. This is fundamental since learning cannot be forced on the learners/students. Assessment activities should introduce variety and encourage the students' thinking skills to work out from different perspectives. It also creates connections that are useful for the memory and creativity of the students. This allows students to integrate their knowledge and skills about the topics learned in specific real-life situations or through localized and contextualized assessment.

Table 4. *Content in terms of Contextualization and Localization*

<i>Contextualization And Localization</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
1.Contextualized and Localized activities in the learning materials are set in the local conditions in terms of geography, cultural diversity and individuality.	4.81	Very Much Valid
2.Activities have meanings, easily to comprehend, appreciate, and relevant in their lives	4.45	Very Much Valid
3 Strategies used are situational and will change based on the environment and circumstances	4.55	Very Much Valid
4.Learning standards and competencies are always precede contextualization and localization.	4.70	Very Much Valid
5.Learning materials conforms, reflects, and flexible to the needs of the learners, especially the 21st-century learners who need to be holistically and skillfully developed	4.64	Very Much Valid

6. Lessons are flexible, fit, creative, relevant and meaningful and adoptive to students level of understanding and instructional needs.	4.55	Very Much Valid
7. Instructional materials used in the learning process are adaptable to the local needs and preference of students to make learning more accessible and open to all.	4.63	Very Much Valid
8. Students are put in natural learning environment letting them to manipulate, relate and adapt various learning resources within the locality/community where profound learning will be assured and realized.	4.70	Very Much Valid
9. The used of available resources within the community and real life experiences to connect concepts to issues that are relevant in the needed skills and competencies are evident	4.55	Very Much Valid
10. Shows positive effects on the performance of the students and effective as a strategy from imparting the lifelong learning outcomes.	4.75	Very Much Valid
Overall Weighted Mean Rating	4.63	Very Much Valid

Table 4 illustrates the validation of the contextualized and localized modules in Araling Panlipunan in terms of Contextualization and Localization. Results showed that teachers rated the validation of contextualized and localized modules in Araling Panlipunan 9 with an overall weighted mean rating of 4.63, described as very much valid.

It can be said that the use of the learning module can help students improve their achievement level and motivation for the subject. According to Estremera (2017), the module should meet instructional material development's quality and acceptability standards. Hence, the provision of a learning module determines its validity and quality. The module development and implementation concept provided comprehensive information and adequately explained the learning objectives, learning content, learning experiences, learning outcomes, knowledge, skills, and concepts. The learning module must be contextualized or localized based on the needs of the learners in response to the learning environment (Estremera, 2017; Hizon, 2017; Claridades, 2017; and Gianan, 2016).

Moreover, contextualization and localization of learning materials help them relate the ideas learned by the students' prior ideas. Bridging activities challenge students to make predictions or explain findings and elicit prior understandings on which new understandings can be built. Teachers' creativity, flexibility, and resourcefulness of teachers came in when material scarcity was experienced. Improvised teaching materials from local products may be used as an alternative tool for teaching. Several strategies can be utilized to make instructional materials accessible to students to be able to make the teaching and learning process in Araling Panlipunan more meaningful. It is developed to produce and provide alternative instructional materials expected to enhance the students' learning about the subject. It will serve as a useful guide in the delivery of instruction and can improve students' performance and interest in the lesson.

Areas that Need Improvement as Suggested by the Evaluators in the Module

The following are some suggestions of the evaluators for the improvement of the contextualized and localized module in Araling Panlipunan 9.

Different products in Marinduque could be a great help in some learning activities. According to Labindao (2022), the use of localized made materials or products is a good practice to meet the local need that can be applied to a prepared learning style of the students where they may use to align themselves to the content of the localized activities. This localized material may adapt to the students' different learning environments and address the students' cultural diversity needs and fit the district's curriculum standards. This concludes that the localization of resources will serve as an opportunity to generate authentic learning for 21st-century learners and beyond. Castillo (2019) states that localization maximizes materials, activities, events, and issues readily available in the local environment. Hence, to contextualize, teachers must use authentic materials and anchor teaching in their daily lives.

Avoid the repetitions of example pictures. According to Labindao (2022), students need to be exposed to a wide variety of different pictures, such as reference materials, modules, and websites to enhance their visual abilities as one of the significant factors that need to be given focus and consideration. To emphasize the visual knowledge area in analyzing pictures, the domain goes along with writing and viewing. Visual images are becoming increasingly important as most information is presented as a

combination of words and pictures. It is essential that students not only can derive literal meaning from texts but also develop an understanding of how the texts are produced. Students need visual images to help them read and understand texts. Visual information can support reading and help make meaning of the text.

Additional rubrics for learning activities. Rubrics can be used for various learning contexts, such as virtual learning, essays, lab work, presentation, exhibits and performances, portfolios of student work, artwork, and even internships (Karkehabadi, 2013). Moreover, Menéndez-Varela and Gregori-Giralt (2016) discovered that by involving rubrics in distance learning courses, students' achievement and satisfaction are better enhanced. Therefore, they suggest considering rubrics as a scoring tool and a first-order teaching resource. Rubrics are educational tools constructed to standardize assessment, stimulate learning, and facilitate instruction. Experts and teachers' suggestions, recommendations, and comments were considered for the material's revision. The revised contextualized and the localized module was then subjected to final printing.

Improved Contextualized and Localized Module

This improved module considered the comments and suggestions of the validators to make it constructively aligned with the intended outcomes for the learners specially in teaching activities and assessment. The new features of the module used the local material's contexts in the introduction and learning activities as a platform to ensure the learning transfer in everyday life. Learning activities in this module are put into perspective and linked concepts into practical real-world situations meaning the content becomes meaningful and relevant to them. It used precise and simple language, concrete illustrations, and the relate each economics concepts to explain the context of economy. This was also made meaningful and fun to help sharpen students' minds. According to Estremera (2017), the module should meet instructional material development's quality and acceptability standards. Hence, the provision of a learning module determines its validity and quality. The module development and implementation concept provided comprehensive information and adequately explained the learning objectives, learning content, learning experiences, learning outcomes, knowledge, skills, and concepts. The learning module must be contextualized or localized based on the needs of the learners in response to the learning environment (Estremera, 2017; Hizon, 2017; Claridades, 2017; and Gianan, 2016).

Discussion

The research's principal goal is to determine the validity of contextualized and localized modules in Araling Panlipunan 9 for secondary schools in the Division of Marinduque.

Features and content of the developed modules. The objectives were clearly stated and made simple, attainable, and measurable. The learners' motivation to actively participate through the provided activities enhanced meaningful learning for the students. Varied learning and related tasks and activities were provided in the module. The assessment activities for the learners indicated in the module are engaging that help the students understand the lesson. Assessment activities were stated to reflect the students about the lesson. Contextualized and localized modules features are set in the local conditions in terms of geography, cultural diversity and individuality. The use of local material's contexts in the introduction and learning activities is a platform to ensure the learning transfer in everyday life.

Result of validation. The content of the module in terms of how the objectives were set according to the needs of the students is highly recommended and as the process of presenting the lesson using the developed module and the assessment activities prepared for the student's comprehension of the lesson and fell under "very much valid". Presentations of the content of the validated module were congruent with the objectives, and the provision of the localized and contextualized activities was clearly stated in the module and fell under "very much valid". The assessment activities were consistent with curriculum standards and fell under "very much valid". This means that the diversity of the learners inside the classroom recognizes the multiple ways of measuring their varying abilities and learning potentials. Contextualization and localization of learning materials help students to relate the ideas to their prior ideas. The use several learning strategies that make instructional materials accessible to students and teach Araling Panlipunan in deep and meaningful ways are evident and fell under "very much valid".

Areas that need improvement as suggested by the evaluators in the module. The recommendations of the validators for improving the module were considered for the material revision. The use of localized made materials or products is a good practice to meet the local need that can be applied to a prepared learning style of the students where they may use to align



themselves to the content of the localized activities.

The new features of improved module constructively aligned with the intended outcomes for the learners specially in teaching activities and assessment. It used the local material's contexts in the introduction and learning activities is a platform to ensure the learning transfer in everyday life. Learning activities in this module are put into perspective and linked concepts into practical real-world situations meaning the content becomes meaningful and relevant to them.

Conclusion

Based on the findings of the study, the following conclusions were drawn: (1) The content of the developed module in terms of objectives, presentations, assessment, contextualization and localization was presented with varied learning tasks and activities that will enhance meaningful learning. (2) The result of the validation made by the Araling Panlipunan 9 teachers is very much valid; thus, it is recommended for use. (3) The suggested recommendation of the validators for improving the module was considered for the material revision. It was aligned for better outcomes of the learners and was then subjected to final printing.

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