

# A COMPREHENSIVE REVIEW OF LITERATURE ON CREATING LOCALIZED MODULES AS SUPPLEMENTARY RESOURCES FOR FILIPINO INSTRUCTION

<sup>1</sup>DANICLAIRE H. MAYOS; <sup>1</sup>MARILYN E. SABELING; <sup>1</sup>ROWENES L. BUGTONG;  
<sup>1</sup>CARINA P. COPAS; <sup>1</sup>MYRA SOL M. CALICDAN; <sup>1</sup>ALLYN MAY G. PUSOT

<sup>1</sup>Student, Graduate School Baguio Central University, Baguio City, Philippines

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## ABSTRACT:

This paper aims to provide a comprehensive overview of numerous publications that delve into the significance of developing and utilizing locally tailored teaching materials, crafted by educators themselves, as an adjunctive resource to enrich the teaching-learning continuum. The central objective is to elucidate the intricate interplay between students' learning experiences and achievements and the instructional resources employed by teachers in the educational process. The primary sources of information for this paper are drawn from articles sourced from various global internet publications, forming the backbone of the analysis. The primary focus lies in distilling the key findings and recommendations offered by these scholarly journals.

By leveraging a diverse range of worldwide internet publications, the paper strives to compile insights that contribute to a nuanced understanding of the relationship between instructional resources and student outcomes. The emphasis is placed on the conclusions and recommendations emanating from these journals, seeking to distill practical implications for educators and educational policymakers.

**Keywords:** Development, Localized Module, Supplementary Material, Teaching Filipino

## INTRODUCTION

The effectiveness of the teaching-learning process relies heavily on the instructional materials chosen by educators. When these materials are easily accessible to students, the potential for successful learning significantly increases. Conversely, a scarcity of materials, such as books and modules, can result in lower academic achievement. According to Seven and Engin (2007), learning materials play a crucial role in the overall learning process. They contribute to meaningful learning by offering tangible activities and visual representations of the content. Right (2018) emphasized the significance of instructional materials in shaping instructional objectives and procedures, as these depend on the availability of teaching resources. Arianto (2018) highlighted that instructional materials act as a systematic guide for learners. These materials, whether in the form of traditional aids, comic strips, modules, e-learning portals, or

others, are instrumental in facilitating enhanced learning outcomes for students.

Ensuring the quantity and availability of learning materials for each learner is crucial, but equally important is guaranteeing the quality of resources utilized by teachers. According to Zulyadaini (2017), teachers should prioritize the relevance of teaching materials to students' lives, focusing on materials that can shape learners into community-builders within the curriculum. Teachers hold a pivotal role in crafting learning materials tailored to learners' needs. UNESCO highlights the necessity for teachers to possess diverse learning resources beyond textbooks to enhance student learning. In the realm of curriculum development, the innovation of materials should encompass training programs for educators, as emphasized by Mouraz and Leite (2013). Compiling a range of journals and papers to create a literature review broadens the researcher's understanding of the implications of creating and implementing teacher-made, locally relevant instructional materials. As a result, this study will act as a basis for future research on a related issue. The overarching conclusion drawn from the review is the discernible positive impact of locally tailored instructional materials, conceived and implemented by teachers, on students' academic performance. The synthesis of findings across various publications substantiates the claim that instructional resources that are finely attuned to the local context and designed by educators themselves play a pivotal role in enhancing students' learning and achievement. The paper, therefore, serves as a synthesis of global perspectives, highlighting the consensus among scholarly sources regarding the efficacy of locally crafted teaching materials in positively influencing educational outcomes.

In essence, this work not only consolidates diverse perspectives from worldwide publications but also provides a compelling argument in favor of empowering educators to create tailored teaching materials. It underscores the potential of such an approach to serve as a catalyst for improved academic performance and overall student success. This synthesis contributes to the ongoing discourse on pedagogical practices, advocating for a more localized and teacher-driven approach to instructional resource development as a means to optimize the teaching-learning process.

## RESULTS/DISCUSSIONS

### **Excessive dependence on textbooks**

Numerous factors influence the academic performance of students. Some factors that may help or impede a learner's development, achievement, and learning include his preparedness, cultural background, surroundings, socioeconomic level, and innate ability. The pupils themselves are the source of all these elements. The teaching-learning process is undoubtedly facilitated by a variety of elements used by teachers, including pedagogies, topic mastery, teaching tactics, and—most importantly—the instructional materials. Out of all the teacher factors mentioned, the one that needs improvement in order to increase student learning outcomes is the ability to choose appropriate instructional resources. The over-reliance on textbooks was identified as one of the problems with the current educational system after reviewing the following research.

According to the 2015 EFA report in the Philippines by UNESCO, the use of textbooks is highlighted for enhancing instructional quality and overall student learning. However, Puse, Awata, and Atobe (2005) argue, based on their study on innovative classroom instructional materials for teaching nuclear topics, that materials created by teachers surpass the effectiveness of nationally prescribed textbooks. Similarly, Sumarsih's (2017) research on the development of exposition text writing material indicates that an excessive reliance on textbooks among teachers results in factual learning without meaningful integration by the students. He suggests that educators should create materials tailored to their learners' needs. In 'A Textbook Example of What's Wrong with Education,' Ansary (2004) contends that many school textbooks are disconnected from current learner needs, featuring outdated information and irrelevant activities, ultimately promoting rote memorization over comprehension. Wena (2014) adds that the books available in the market often fall short of addressing students' needs, prioritizing the delivery of facts without considering broader educational goals. Richards (2012), in 'The Cambridge Guide to Pedagogy and Practice of Second Language Teaching,' argues that textbooks disempower teachers and learners by removing initiative, lacking engagement, and lacking relevance.

### **Localized Teaching Materials in the Learning Process**

A scrutiny of various journals and articles was conducted to validate the creation, application, and efficacy of teacher-generated localized instructional materials within the educational framework. According to Policarpio (2018), localization is a subset of contextualization, involving the incorporation of local knowledge, materials, language, and culture into curriculum design. It entails adapting the curriculum to the specific learning content relevant to the learners' community. Dimacali (2018) concurred in her work on the development of localized materials, emphasizing that localization grants schools the autonomy to tailor their curriculum according to local necessities.

According to Tomlinson (2011)'s book on materials development, an increasing number of public and private educational institutions are discovering that creating locally relevant learning resources can boost students' learning and accomplishment. According to Sorcar, Strauber, Loyalka, Kumar, and Goldman's (2017) research, using localized content can enhance the pupils' learning. The similar outcome may be seen in Mahabadi's (2013) investigation of the contribution of locally relevant resources to FFL students' learning. Because the students loved working on tasks that were relevant to their experiences, she comes to the conclusion that using localized content enhances the results. Garin, Reyes, and Rosals (2017) found that when contextualized and localized education was used as a way to teach fundamental statistics, students' performance improved dramatically since they were receiving training based on real-world, community-based experiences.

The study's findings indicated that students utilizing localized materials in statistics outperformed those using conventional modules. Consequently, the researchers recommend teachers to incorporate local samples, knowledge, and culture into their curriculum instructions. In a separate study by Reyes, Ingreso, and Hilario (2019) on contextualization in mathematics education, the emphasis is on connecting lessons to students' lives. They contend that prioritizing samples from the community fosters active engagement as learners can relate to the content. Additionally, the use of localized teaching materials has shown promise in enhancing students'

reading skills, as demonstrated by the findings of Egcas, Tabotabo, and Geroso (2017) in their study on the impact of localized curriculum on the reading achievement of grade 8 students. They discovered that a curriculum that has been localized aids students in comprehending the texts and enables them to quickly draw connections between the new information that teachers are presenting and their preexisting schemas.

Localized learning materials stand out for their distinctive capability to incorporate the culture and local knowledge of learners, ensuring meaningful learning experiences. UNESCO has consistently advocated for member countries to design curricula that align with local needs and learner relevance. The Philippines, as highlighted in the 2002 Regional Seminar's final report, has the opportunity to enhance its curriculum by considering the diverse cultural backgrounds within the country. Over the past decade, several researchers have successfully demonstrated the positive impact of incorporating localized materials in the teaching-learning process. Bulusan (2019) emphasizes the authenticity of learning materials when they establish strong relevance and a solid connection to the motivation, needs, and backgrounds of learners. Ozele (2012), focusing on contextualizing Nigerian stories, proverbs, and idioms, argues that students appreciate their cultural heritage when instructional materials align with their culture and needs. Spring (2010), in his work on contextualization and realia, asserts that students' learning experiences improve when lessons are presented in connection with their cultural context. According to the Career Ladder Project's article, "Contextualized Teaching and Learning as a Key Strategy," optimal learning occurs when instructional design incorporates the local knowledge of students. In Hafis, Harahap, and Ansyari's (2018) research on developing recount text teaching material based on local language and comics in Indonesian high schools, they found that students learn more effectively when instructional materials relate to language values within their community. Similar findings were reported by Situmorang and Sitorus (2015) in their study on innovative chemistry learning materials for bilingual senior high school students in Indonesia, highlighting the effectiveness and motivational impact of the developed learning materials. Perin (2011) supports the idea that contextualized and localized curricula are more effective than non-contextualized instructions in facilitating student learning. Shugorova's (2017) research on learning local knowledge and place emphasizes the intercultural nature of education, urging teachers to consider learners' cultural backgrounds for meaningful learning.

### **Filipino Localization**

Discovering learning materials that captivate students' interest in learning Filipino poses a challenging task for teachers. The intricacies of the Filipino language often create learning obstacles, leading to a disconnect between students and the material. Consequently, many students lack a profound understanding of the language (Kearns, 2015). Reisman (2015) notes that teachers face challenges in implementing language contextualization due to a dearth of instructional tools engaging learners in such pedagogy. Achinstein and Fogo (2015) argue that contextualizing Filipino is an unfamiliar pedagogy for most language teachers. Swan, Hofer, and Locascio's study (2007) highlights that traditional teaching methods offer abstract knowledge without illustrating its relevance to students' lives, resulting in short-term retention and forgetfulness. Kelly (2020) emphasizes that Filipino teachers often resort to rote memorization, neglecting to prompt critical thinking among students. Language instruction frequently focuses

on conversational aspects without connecting to the learners' contemporary context of time, place, events, and names.

The focal point of communication research has been on the efficacy of contextualizing or localizing Filipino. Rogayan's (2017) study on the relevance of Filipino in the 21st century suggests incorporating localized or indigenized information in language instruction, emphasizing the importance of connecting the local context to make learning meaningful for students. Jimes, Weiss, and Keep (2013) propose modifying Filipino textbooks to align with the cultural, geographic, and socio-cultural contexts of learners. Pecson (2014) stresses the need for adaptability and creativity in pedagogy, even in areas where localization may not be straightforward. Laeen (2012) highlights the inclusion of local language, beliefs, and traditions in Filipino content to connect with national and global experiences. Bete's (2018) study reveals a significant correlation between localized teaching practices and students' academic performance in Filipino. Huijen, Boxtel, and Holthuis's (2018) pedagogical approach demonstrates positive results in enhancing students' language contextualization. Chick (2006) suggests that, in localizing content, teachers transition to facilitators, and learners, when aware and connected to Filipino content, become active participants. Havekes, Van Voxel, and Coppen's (2012) research emphasizes combining knowing language (the what, who, when, and where) with doing language to effectively facilitate contextualized teaching and learning.

### Teachers' Role in the Localization

Creating localized teaching materials becomes a crucial responsibility for teachers, deviating from the conventional approach of central offices in the Department of Education designing textbooks. This shift is essential as central offices lack familiarity with the diverse local cultures and knowledge across the country, making teachers better suited for this task. Garin *et al.* (2017) suggest the incorporation of indigenous data into teaching strategies, emphasizing the need for teachers to use localized examples, exercises, and illustrations. Mahabadi (2013) stresses that teachers play a pivotal role in developing a pedagogy tailored to learners' needs. Sharma (2014) notes that teachers serve as facilitators, connecting learners' past experiences with new knowledge through the use of localized materials. Handler (2010) underscores teachers' significance in curriculum development, a sentiment echoed by Alsubaie (2016), emphasizing the importance of teachers' ideas and opinions in crafting curriculum designs. Carl (2009) advocates for giving teachers autonomy in curriculum design, recognizing their role as mediators between the curriculum and students. Teachers bridge the gap by revising the curriculum, incorporating real-life scenarios, and integrating local knowledge, ensuring learners' existing schema serves as a foundation for acquiring new knowledge.

The individual most knowledgeable about the learners' needs and ways to enhance learning outcomes is undoubtedly the teacher. As teachers bear the responsibility of creating localized teaching materials, it becomes imperative for them to participate in seminars and training programs focused on the effective development of learning materials. In Obi and Obi's (2019) study on the impact of improvised instructional materials on academic achievement, the recommendation was made for teachers to undergo training on improvisation techniques for enhancing teaching and learning. Emphasizing the teacher's role as the curriculum maker, Patankar and Jadhav (2013) advocate for prioritizing training programs centered on teachers.



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Given their wealth of knowledge, experiences, and competencies, teachers play a central role in any curriculum development initiative. Increased teacher involvement in curriculum development correlates with improved learning outcomes for learners.

### CONCLUSION

The evaluated publications shed light on the pivotal role that instructional resources play in the teaching-learning dynamic, encompassing diverse tools such as textbooks, modules, and audio-visual materials. These resources constitute a linchpin in shaping the educational experience, influencing students' learning outcomes significantly. However, a noteworthy finding surfaced in the research, indicating that textbooks, a traditionally integral component of instructional materials, face criticism for being outdated and inadequate in meeting the evolving needs of students. This critical perspective has led a substantial number of educators to perceive textbooks as less effective teaching tools in contemporary educational settings.

Moreover, insights gleaned from journals and articles underscore a prominent trend in the teaching landscape, particularly in the Filipino context. Current educational practices are witnessing a paradigm shift towards the development and utilization of locally tailored learning materials by instructors. This shift is not merely a preference but a response to the identified shortcomings of generic, outdated textbooks. Teachers are increasingly recognizing the value of crafting instructional materials that are culturally relevant and responsive to the specific needs of their students.

A consensus among various types of literature indicates that the adoption of locally relevant instructional materials has a positive impact on students' engagement in the learning process. The localized approach not only addresses the shortcomings of generic resources but also fosters a more dynamic and participatory learning environment. The literature suggests that students are more likely to connect with and actively engage in their studies when the instructional materials resonate with their cultural context and daily experiences.

In summary, the evaluated publications highlight the critical importance of instructional resources in the teaching-learning process. While textbooks have traditionally been a cornerstone, their effectiveness is questioned due to issues of obsolescence and a lack of alignment with students' needs. The emerging trend of creating and using locally tailored learning materials is positioned as a solution, enhancing student engagement and enriching the overall learning experience. This shift reflects a nuanced understanding of the diverse and dynamic needs of students, underscoring the ongoing evolution of instructional practices in the field of education.

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