

Contextualized English Instruction Framework in the Division of Mabalacat City: A Structural Modeling of the Effects of Localized Instructional Materials

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ABSTRACT

This study aimed to develop a Contextualized English Instruction Framework in the Division of Mabalacat City through structural modeling of the effects of localized instructional materials on student engagement and academic performance in Grade 10 English. Using a quantitative-descriptive, correlational, and structural equation modeling approach, the study examined the level of utilization of contextualized instructional materials, student engagement, academic performance, significant relationships among variables, predictors of student performance, and the validity of the proposed framework. Findings revealed that teachers demonstrated a very high level of utilization of contextualized instructional materials, particularly in integrating local culture, real-life examples, and learner experiences into instruction. Students showed a high level of engagement and achieved very satisfactory academic performance in English. Correlation analysis indicated significant positive relationships between contextualized instruction and student engagement as well as academic performance. Regression analysis further established that utilization of contextualized materials, student engagement, access to learning materials, and frequency of contextualization significantly predicted student performance, whereas teaching experience and

socioeconomic background did not significantly influence outcomes. The measurement model demonstrated strong validity and reliability, supported by acceptable reliability coefficients and excellent goodness-of-fit indices. Structural equation modeling confirmed that contextualized instruction significantly affected student engagement and academic performance, with student engagement serving as a significant contributor to academic achievement. The study concluded that contextualized English instruction enhances learner participation and academic success and that the proposed framework may serve as a basis for improving English instruction, curriculum development, and policy formulation in secondary education.

INTRODUCTION

The development of English language proficiency remains a major educational priority in the Philippine basic education system because it equips learners with essential communication, critical thinking, and lifelong learning skills. However, many students continue to experience difficulties in reading comprehension, writing, oral communication, and language application despite various instructional reforms. These challenges underscore the need for innovative teaching approaches that make learning more relevant, meaningful, and responsive to learners' diverse contexts.

One instructional approach that has gained considerable attention is contextualized instruction. Contextualization refers to the process of connecting lesson content, learning activities, instructional materials, and assessment tasks to learners' real-life experiences, local culture, community issues, and sociocultural environment. By linking abstract concepts to authentic situations, contextualized instruction enables students to construct knowledge more effectively, promotes active participation, and enhances motivation and engagement. This learner-

centered approach is strongly advocated in the Philippine K–12 curriculum, which emphasizes localization and contextualization as essential strategies for improving learning outcomes.

Educational theories likewise support the effectiveness of contextualized instruction. Constructivist learning theory posits that learners actively construct knowledge by relating new information to prior experiences, while experiential learning emphasizes authentic and meaningful learning activities. Similarly, culturally responsive pedagogy recognizes that students learn more effectively when instruction reflects their cultural backgrounds, identities, and lived experiences. These theoretical perspectives collectively suggest that contextualized instructional materials can enhance learner engagement and improve academic achievement.

Previous studies have reported positive relationships between contextualized instruction and various educational outcomes, including learner motivation, participation, comprehension, and academic performance. Learners who are exposed to localized examples, culturally relevant instructional materials, and authentic classroom activities demonstrate greater interest in learning and are better able to apply acquired knowledge in practical situations. Nevertheless, empirical evidence remains limited regarding how contextualized instructional materials influence student engagement and academic performance in secondary English education, particularly within the Division of Mabalacat City.

The present study addresses this gap by examining the utilization of contextualized instructional materials in Grade 10 English classes and determining their influence on student engagement and academic performance. Specifically, the study evaluates teachers' implementation of contextualized instructional practices, assesses students' engagement and academic achievement, examines the relationships among these variables,

identifies significant predictors of academic performance, validates the measurement model through Confirmatory Factor Analysis (CFA), and develops and tests a structural model using Structural Equation Modeling (SEM).

The study hypothesizes that contextualized instructional materials positively influence learner engagement and academic performance, both directly and indirectly. It further assumes that contextualized teaching practices enhance learners' cognitive, behavioral, and emotional engagement, which subsequently contributes to improved academic achievement in English. Through advanced statistical modeling, the study seeks to establish an evidence-based instructional framework that explains the mechanisms through which contextualized instruction promotes learning outcomes.

The findings of this study contribute to educational research by providing empirical evidence on the effectiveness of contextualized instruction in secondary English education. The validated instructional framework may guide teachers in designing learner-centered instructional materials, assist school leaders in strengthening instructional support systems, and inform curriculum developers and policymakers in promoting contextualized and culturally responsive teaching practices. Ultimately, the study supports ongoing educational reforms aimed at improving English language instruction and learner achievement through relevant, authentic, and context-sensitive pedagogical approaches.

METHODS

Research Design

This study employed a quantitative, non-experimental explanatory research design to examine the influence of contextualized instructional

materials on Grade 10 students' engagement and academic performance in English. The design enabled the researcher to determine the extent of contextualized instructional practices, assess levels of student engagement and academic achievement, examine relationships among the study variables, identify significant predictors of academic performance, validate the measurement model, and test the proposed instructional framework. Advanced multivariate statistical techniques, including Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM), were utilized to establish the validity of the constructs and evaluate the hypothesized relationships among variables.

Research Locale and Participants

The study was conducted in public secondary schools under the Schools Division of Mabalacat City, Pampanga, Philippines. The division was selected because of its implementation of the K–12 curriculum, which promotes contextualized and localized instructional practices in English education.

The respondents comprised approximately 240 participants, including 180 Grade 10 learners, 40 English teachers, and 20 school heads or department coordinators. A stratified random sampling technique was employed to ensure proportional representation of participants from the participating schools. Eligible respondents included Grade 10 students currently enrolled in English classes, English teachers implementing contextualized instructional practices, and school administrators involved in instructional supervision.

Research Instruments

Multiple research instruments were employed to collect the required data. Teachers completed a structured questionnaire measuring the extent of their utilization of contextualized instructional materials, including the

integration of localized content, culturally relevant examples, authentic learning activities, and contextualized assessment practices.

Students responded to a validated engagement questionnaire assessing behavioral, emotional, and cognitive engagement during English instruction. Academic performance was determined using learners' written work, performance task scores, quarterly assessment results, and overall English grades obtained from official school records.

To complement the survey data, structured classroom observation checklists were used to document actual instructional practices and learner participation. Documentary analysis of lesson plans, contextualized instructional materials, curriculum guides, and school records further strengthened data triangulation.

Prior to administration, the research instruments underwent expert validation and reliability testing to establish content validity and internal consistency. Confirmatory Factor Analysis (CFA) was subsequently conducted to verify the measurement properties of the latent constructs.

Data Collection Procedure

Following approval from the Schools Division Office and participating school administrators, informed consent was secured from all respondents. For student participants who were minors, parental consent and learner assent were likewise obtained.

Data collection was conducted through the administration of structured questionnaires to teachers and students, classroom observations, and retrieval of academic performance records. Relevant instructional documents and school records were also reviewed to support the analysis. Completed instruments were checked for completeness before coding and encoding into statistical software for analysis.

Statistical Analysis

Descriptive statistics, including frequency counts, percentages, weighted means, and standard deviations, were computed to describe the utilization of contextualized instructional materials, levels of student engagement, and academic performance.

Pearson Product–Moment Correlation Coefficient was employed to determine the strength and direction of relationships among contextualized instruction, student engagement, and academic performance. Multiple regression analysis identified the variables that significantly predicted students' academic achievement.

To establish construct validity and reliability, Confirmatory Factor Analysis (CFA) was performed by examining standardized factor loadings, composite reliability, convergent validity, discriminant validity, and model fit indices. Structural Equation Modeling (SEM) was subsequently utilized to test the hypothesized instructional framework by evaluating both direct and indirect relationships among contextualized instruction, student engagement, and academic performance. Statistical analyses were performed using SPSS and AMOS, with the level of significance set at 0.05.

Ethical Considerations

The study strictly adhered to accepted ethical standards governing educational research. Approval to conduct the study was obtained from the appropriate educational authorities and participating schools prior to data collection. Participation was voluntary, and respondents were informed of the study's objectives, procedures, potential benefits, and their right to withdraw at any stage without penalty.

Confidentiality and anonymity were maintained throughout the study by assigning identification codes to participants and excluding

personally identifiable information from all reports. Electronic and printed data were securely stored and used solely for academic purposes. The researcher ensured honesty, objectivity, transparency, and integrity in data collection, analysis, interpretation, and reporting while safeguarding the welfare and rights of all participants

RESULTS

Utilization of Contextualized Instructional Materials

English teachers demonstrated a very high level of utilization of contextualized instructional materials, with an overall composite mean of 4.27 (SD = 0.69). Among the instructional practices, contextualization improves lesson delivery obtained the highest mean ($M = 4.46$, $SD = 0.61$), followed by the use of real-life examples ($M = 4.41$, $SD = 0.63$), modification of instructional materials ($M = 4.35$, $SD = 0.64$), and adaptation of lessons to learners' experiences ($M = 4.32$, $SD = 0.66$). Although still positively rated, incorporating local issues ($M = 4.09$) and contextualizing assessments ($M = 4.11$) received comparatively lower ratings.

These findings indicate that contextualization has become an established instructional practice among Grade 10 English teachers. The consistently high ratings suggest that teachers regularly integrate culturally relevant content, authentic learning experiences, localized examples, and learner-centered instructional strategies into classroom instruction. The relatively small standard deviations further indicate consistency in instructional practices across participating schools.

Student Engagement

Students exhibited a high level of engagement in English classes,

obtaining a composite mean of 4.17 (SD = 0.74). The highest-rated indicators were understanding lessons through real-life examples (M = 4.38, SD = 0.65), enjoyment of contextualized learning activities (M = 4.35, SD = 0.67), and exerting effort to perform well in class (M = 4.29, SD = 0.70). Comparatively lower ratings were observed for participation in class discussions (M = 3.97) and completion of assigned tasks (M = 4.05), although these remained within the favorable range.

Overall, the results demonstrate that contextualized instructional approaches promote students' behavioral, cognitive, and emotional engagement. Learners appeared to respond positively to instructional activities that reflected authentic situations, local experiences, and culturally familiar contexts.

Academic Performance

Students achieved a Very Satisfactory level of academic performance in English, with an overall mean grade of 86.44 (SD = 3.88). Among the performance indicators, Performance Tasks obtained the highest mean (88.16), followed by Written Work (86.42). Quarterly Assessment recorded the lowest mean (84.75), although it remained within the Satisfactory performance category.

The pattern of results indicates that learners performed better in authentic, application-oriented assessment activities than in conventional written examinations. Performance-based tasks appeared to provide greater opportunities for students to demonstrate communication skills, creativity, collaboration, and meaningful application of English language competencies.

Relationship among Contextualized Instruction, Student Engagement, and Academic Performance

Correlation analysis revealed significant positive relationships among contextualized instructional practices, student engagement, and academic performance. Higher levels of contextualized instruction were associated with greater learner engagement and improved academic achievement. Likewise, students who reported stronger engagement demonstrated higher levels of academic performance, indicating that engagement serves as an important component of successful English language learning.

Predictors of Academic Performance

Multiple regression analysis identified contextualized instructional practices and student engagement as significant predictors of academic performance. The findings indicate that improvements in contextualized teaching and learner engagement contribute significantly to variations in students' English achievement. These results suggest that effective instructional practices and active learner participation jointly influence academic success.

Validation of the Measurement Model

Confirmatory Factor Analysis (CFA) supported the adequacy of the measurement model for contextualized instruction. The latent constructs demonstrated acceptable levels of construct validity, convergent validity, discriminant validity, and internal consistency. Standardized factor loadings and composite reliability indices met accepted statistical criteria, confirming that the observed indicators adequately represented the underlying constructs.

Structural Equation Model

Structural Equation Modeling (SEM) supported the proposed instructional framework. The structural model demonstrated acceptable goodness-of-fit indices and confirmed both direct and indirect effects of contextualized instructional materials on academic performance through student engagement. The findings indicate that contextualized instruction not only directly improves learning outcomes but also enhances student engagement, which subsequently contributes to improved academic achievement.

Overall, the results provide strong empirical evidence that contextualized instructional materials positively influence learner engagement and academic performance among Grade 10 English students. The validated structural model supports the proposed Contextualized English Instruction Framework and highlights the importance of integrating authentic, culturally responsive, and learner-centered instructional strategies into English language teaching.

DISCUSSION

The findings demonstrate that English teachers in the Division of Mabalacat City extensively utilize contextualized instructional materials in classroom instruction. The very high level of utilization indicates that teachers consistently integrate localized content, culturally relevant examples, authentic learning activities, and learners' real-life experiences into English lessons. This finding suggests that contextualization has become an integral component of instructional practice, reflecting the implementation of the Department of Education's K–12 curriculum, which emphasizes localization and contextualization as essential teaching strategies.

The widespread use of contextualized instructional materials supports the principles of Constructivist Learning Theory, which posits that learners construct knowledge by connecting new information with prior experiences. When instructional content is closely related to students' daily lives and sociocultural contexts, learning becomes more meaningful, resulting in improved comprehension and knowledge retention. Likewise, the findings affirm the assumptions of Experiential Learning Theory, which emphasizes authentic learning experiences as catalysts for deeper understanding and long-term learning.

The results likewise revealed that students demonstrated a high level of engagement in English classes. Learners reported greater understanding of lessons when teachers used real-life examples and contextualized learning activities. These findings indicate that contextualized instruction positively influences students' behavioral, cognitive, and emotional engagement by making classroom activities more relevant, enjoyable, and meaningful.

The strong learner engagement observed in this study may be attributed to the authentic nature of contextualized instruction. Students are more likely to participate actively when learning activities reflect familiar situations, community experiences, and cultural realities. Contextualized learning reduces the perceived distance between academic concepts and everyday life, thereby increasing motivation, participation, and sustained attention during classroom instruction. These findings are likewise consistent with learner-centered pedagogical approaches that emphasize active participation, collaboration, and meaningful knowledge construction.

Students also achieved a Very Satisfactory level of academic performance in English. Notably, performance tasks received higher ratings than written work and quarterly examinations. This pattern suggests that learners perform better when they are given opportunities to

demonstrate learning through authentic, application-based activities rather than through traditional paper-and-pencil assessments alone.

The superior performance in authentic assessment tasks further reinforces the effectiveness of contextualized instruction. Activities such as role-playing, contextualized writing, collaborative projects, and community-based learning allow students to apply language skills in realistic situations. Such instructional practices not only strengthen English proficiency but also develop higher-order thinking skills, creativity, communication, and collaboration, which are essential competencies in twenty-first-century education.

The significant relationships observed among contextualized instruction, student engagement, and academic performance indicate that these variables are closely interconnected. Students who experienced higher levels of contextualized instruction tended to demonstrate greater engagement and better academic achievement. These findings suggest that contextualized instruction contributes to improved learning outcomes both directly and indirectly through increased learner engagement.

The regression analysis further confirmed that contextualized instructional practices and learner engagement significantly predict academic performance. This finding implies that improving instructional quality alone may not be sufficient unless students also become cognitively, behaviorally, and emotionally engaged in the learning process. Engagement serves as an important mechanism through which contextualized instruction influences academic success.

The findings from the Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) provide additional empirical support for the proposed instructional framework. The validated measurement model confirms that contextualized instruction, learner engagement, and academic performance are measurable constructs with acceptable validity

and reliability. More importantly, the structural model demonstrates that contextualized instruction exerts both direct and indirect effects on academic performance through learner engagement. These results provide robust statistical evidence supporting the theoretical proposition that meaningful instructional experiences improve educational outcomes by enhancing students' active participation in learning.

Collectively, the findings highlight the educational value of contextualized instruction within secondary English education. Teachers who deliberately connect instructional content to learners' experiences, culture, and community realities create learning environments that are more responsive, inclusive, and engaging. Such environments encourage students not only to acquire knowledge but also to apply language skills meaningfully in authentic situations.

The validated Contextualized English Instruction Framework developed in this study provides an evidence-based model for strengthening English language instruction in public secondary schools. The framework may guide teachers in designing contextualized learning materials, assist school administrators in planning professional development programs, and support curriculum developers in strengthening localization initiatives within the K–12 curriculum. Ultimately, the findings contribute to the growing body of evidence demonstrating that contextualized instruction enhances learner engagement and academic achievement while promoting meaningful, culturally responsive, and learner-centered English education.

CONCLUSIONS

1. Teachers in the Division of Mabalacat City highly utilize contextualized instructional materials, reflecting strong implementation of learner-centered and culturally responsive

English instruction.

2. Contextualized learning approaches contribute to increased student engagement and improved academic performance in English.
3. The integration of localized instructional materials significantly enhances both students' participation and achievement in English classes.
4. Student performance is strongly influenced by contextualized instructional practices, student engagement, accessibility of learning resources, and consistent contextualization strategies.
5. The developed measurement model is statistically valid and reliable in explaining the constructs associated with contextualized English instruction and student learning outcomes.
6. The proposed contextualized English instruction framework effectively explains the relationships among instructional contextualization, engagement, and academic performance and may serve as a basis for instructional enhancement initiatives.

RECOMMENDATIONS

1. English teachers should continue integrating localized and culturally relevant instructional materials to sustain meaningful and engaging classroom learning experiences.
2. Schools should strengthen programs that promote active student participation and contextualized learning activities to further improve academic performance.

3. Curriculum developers and instructional leaders should institutionalize contextualized instruction as an essential component of English language teaching.
4. Educational administrators should ensure adequate access to contextualized learning materials and provide professional development opportunities focused on contextualized teaching strategies.
5. Future researchers may validate the measurement model in other educational settings and subject areas to establish wider applicability and generalizability.
6. The Division of Mabalacat City may adopt the proposed Contextualized English Instruction Framework as a guide in developing evidence-based policies and instructional interventions for English education.