



LOCALIZED LEARNING RESOURCE MATERIALS IN TEACHING AFRO-ASIAN LITERATURE AS SUPPLEMENTARY MATERIAL IN ENGLISH 8

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ABSTRACT

This study was conducted to evaluate the localized Learning Resource Material (LRM) for selected Grade 8 Afro-Asian Literature where English Master teachers and teachers I – III from public secondary schools in Cluster III, Division of Laguna which include Pagsanjan, Pila and Santa Cruz districts served as respondents for this study. Specifically, it sought answers to the following questions: What is the mean level of the evaluation made by the Grade 8 English teachers with respect to contents and parts? What is the mean level of the evaluation made by the Grade 8 English Master teachers with respect to its characteristics: physical quality, social consideration, instructional design, suitability, usefulness/usability, attainability and relevance? Is there a significant difference on the evaluation made by the selected Grade 8 English teachers and Master Teachers in Cluster III on the components and characteristics of the localized Learning Resource Material? The study made use of descriptive method of research. A total of (56) fifty-six respondents comprised of (50) fifty English teachers teaching Afro-Asian literature and (6) six English Master Teachers from Cluster III, Division of Laguna composed of Pila with the schools Linga National High School, Masico National High School and Don Manuel Rivera Memorial National High School, Pagsanjan with Unson National High School and Pagsanjan National High School and Santa Cruz with two public secondary schools namely Pedro Guevara Memorial National High School and Gov. Felicisimo T. San Luis Integrated Senior High School were involved. This research made use of questionnaires as the main tool to gather necessary data about the localized Learning Resource Material (LRM) as to its components and characteristics. The over-all weighted means of 4.46 and 4.80 for the content and 4.26 and 4.79 for the parts implies that the components of the localized LRM were evaluated as extremely acceptable. The English Master teachers and the Teachers I-III rated the localized LRM as extremely acceptable in terms of physical quality, social consideration, instructional design, usability, attainability and relevance.

INDEX TERMS— *Localized learning Resource Material, Afro-Asian Literature, Supplementary Material*

1. INTRODUCTION

Numerous reasons such as current worldwide trends in teaching, government reforms, and the technological advancement, motivated the Department of Education to refit the education system to be aligned to these changes. As the years progress, since it started in 2012, minor refurbishing every school year was done to further suit the education system in the Philippine setting. This was the reason why K-12 Basic Education Program was launch and perhaps created the major overhaul in the Philippine education system.

Trending nowadays is the localization of learning resource materials developed by the teachers to adapt to the locality where they teach. In addition, freedom for schools or local authorities according to Bringas (2014) is necessary to adapt the curriculum to local conditions and relating the context of the curriculum and the process of teaching and learning to the local environment. Localization plays a major role in the success of the K-12 program since it is anchored in the development of the learner starting from its roots. Early grade levels focus on

the level of the community where the learners belong but as they progressed, they are introduced to a broader spectrum of learning.

In the furtherance of this approach on localization, the Implementing Rules and Regulations (IRR) states that for RA 10533, curriculum shall be contextualized and globalized. It is in this way that the Department of Education introduced localization that although the learner reached the point of studying other country's literature and culture, one should keep its feet on his locality.

Since these changes are in the preliminary stage, especially the localization part, the proponent of this study delved on the matter of developing a localized Learning Resource Material (LRM) for selected Grade 8 Afro-Asian literature. It will be of great comfort on the part of English teachers in Cluster III of Division of Laguna if a localized learning resource material will be developed as an aid to their teaching.



2 OBJECTIVES

The study's general objective was to determine the development and evaluation of localized Learning Resource Material (LRM) for selected Grade 8 Afro-Asian literature as supplementary material in English 8 particularly.

1. The mean level of the evaluation made by the Grade 8 English teachers with respect to Contents and Parts.
2. The mean level of the evaluation made by the Grade 8 English Master teachers with respect to Physical Quality, Social Consideration, Instructional Design, Usefulness/Usability, Attainability and Relevance.
3. Significant difference on the evaluation made by the selected Grade 8 English teachers and Master Teachers in Cluster III on the components and characteristics of the localized Learning Resource Material

3. METHODOLOGY

The researcher utilized the descriptive survey method to determine the level of awareness, acceptance, dissemination and congruency of the vision and mission of the Laguna State Polytechnic University.

With the main focus of this study, the development and evaluation of localized LRM for selected Grade 8 Afro-Asian Literature, the whole population of English teachers and master teachers was used. The population was composed of fifty-six (56) respondents, fifty (50) English teachers and six (6) master teachers from the public secondary schools in Cluster III Division of Laguna covering Pila, Pagsanjan and Santa Cruz specifically. These neighboring municipalities are located in the Fourth Congressional District in the province of Laguna.

Questionnaires were devised by the researcher for English teachers aimed to generate assessment for the evaluation of the localized LRM in teaching Afro-Asian Literature. The questionnaire was divided in two parts namely: contents and parts; and the second were characteristics which include physical quality, social consideration, instructional design, usefulness/ usability, attainability and relevance. The questionnaire for the master teachers was composed of the criteria similar to the questionnaire for English Teachers I-III.

4. LITERATURE REVIEW

Physical quality of the developed localized LRM is of great importance in the learner since it greatly affects the teaching and learning processes based on the above statements. Learning resources offer durability and high physical and technical quality. They are appealing to the intended audience.

UNESCO (2014) EFA Global Monitoring Report states that learning resources are fair and equitable concerning age, ability, culture, gender, socioeconomic status, religion, occupation, and sexual orientation. They are as free from bias as reasonably possible, and they are appropriate for the general age

and maturity level of the audience. Also, learning resources are free of intrusive advertising.

Learning resources are fair, equitable, and supportive of the belief that each individual has value as a human being and should be respected as a worthwhile person. Some resources, however, contain an inherent bias. For example, many classic works of literature and historical documents reflect viewpoints and biases of the era in which they were written. These resources can be used to aid in the development of critical thinking. Lessons can be structured to help students recognize the bias, to interpret it within a historical or cultural framework, and to relate it to the world of today.

Pacific Policy Research Center (2010) argues that civic literacy speaks to the need for students to be able to understand and influence civic decision-making. This theme focuses on the importance of staying informed and understanding governmental processes, being able to participate in civic life, and recognizing the local and global implications of civic decisions.

Donald Lazere's recent text, *Reading and Writing for Civic Literacy: The Critical Citizen's Guide to Argumentative Rhetoric* (2005) addresses a documented need for students to develop critical reading, writing, and thinking skills for participation in civic society. Lazere provides a number of lesson plans and classroom exercises for teachers to help students understand the ideological positions and the rhetorical patterns that underlie opposing viewpoints in current political debates.

Saskatchewan Ministry of Education (2013) implies that learning resources play a significant role in shaping students' views about themselves and the world. Therefore, it is important that these resources portray respect and dignity for both genders, for those in specific cultural groups, for people with varying physical and intellectual abilities, for people of various ages, and for people of differing sexual orientation.

Horvat II, (2016) affirms that learning resources are fair and equitable concerning age, ability, culture, gender, socioeconomic status, religion, occupation, and sexual orientation. They are as free from bias as reasonably possible, and they are appropriate for the general age and maturity level of the audience. Also, learning resources are free of intrusive advertising. From our earliest youth, we were taught that each one is the center of the world. We do not think in social terms anymore. We do not think in terms of generations. Rather everything is oriented toward instant gratification of our desires. The only important thing is each one's comfort and happiness. We simply do not care what other people think or do.

Sometimes people were seen in the streets who present themselves without any consideration of how they look or offend people according to Correa and Muntarhorn, (2016). Bad manners abound in the dirty ragged clothes, multiple piercing and undisciplined ways of speaking or eating seen everywhere. Individuals are oblivious to the existence of another. The message is: they do their own thing, and they simply don't care if others are repulsed or offended by what they say or do. They were world unto themselves.



To address these deficiencies a consistent understanding of the comprehensive regime of international human rights law and its application to issues of sexual orientation and gender identity is necessary. It is critical to collate and clarify State obligations under existing international human rights law, in order to promote and protect all human rights for all persons on the basis of equality and without discrimination.

The statement above proves that social consideration should be taken into consideration in developing and using a localized LRM. Individual differences as effect of cultural diversities are very important in the process of localization. Since the topic will be put down to the communal level, culture of the learners will play a vital role in their understanding of the contextualized concept based on their way of living.

Considered to be a turning point in the Philippine Education system is the use of mother tongue or lingua franca in the foundation of the learners during the early schooling.

Table 1. Level of Assessment on the Components of the Localized LRM as to Content

Indicators	Master Teachers			Teachers		
	Mean	S.D.	Analysis	Mean	S.D.	Analysis
The LRM reflects the most important aspect of what is being taught as provided by English 8 Curriculum Guide.	4.29	0.408	EA	4.86	0.351	EA
The content is adequate in covering the scope specified by the objectives.	4.29	0.516	EA	4.82	0.438	EA
There is adequate presentation and discussion of the content regarding countries included.	4.43	0.516	EA	4.78	0.418	EA
The ideas, concepts and points in localized LRM presented are well-expressed.	4.57	0.516	EA	4.78	0.418	EA
The contents of localized LRM are within the comprehension of the target group.	4.71	0.516	EA	4.76	0.476	EA
Overall Mean	4.46 EA			4.80 EA		

Legend:

4.20 – 5.00 *Extremely Acceptable (EA)*

3.40 – 4.19 *Acceptable (A)*

2.60 – 3.39 *Moderately Acceptable (MA)*

1.80 – 2.59 *Slightly Acceptable (SA)*

1.00 – 1.79 *Not Acceptable (NA)*

The over-all means of 4.46 and 4.80 for the master teachers and teachers' ratings indicated that the content of the localized LRM were coherent to the curriculum framework in teaching Afro-Asian Literature for Grade 8 students which covered different learning competencies. As cited by Wiggins and McTighe (2012) in their Understanding by Design concept, the six facets of understanding that include explanation,

Learners at their early age will feel comfortable and confident in using their native language in learning. As they grow up, bilingualism is introduced in teaching. Creighton (2013) explains that teachers of bilingual students may limit the use of technology in their classes as well. There is often little use by English-as-second-language students of computer labs and applications. In addition, there may not be a bilingual teacher or aide to assist in the lab. Bilingual and English-as-a-second-language programs are also less likely to be given computers than mainstream programs or may receive obsolete machines with dated drill and practice software.

5. DISCUSSION

Table 1 presents the evaluation of the Grade 8 English teachers on the components of the localized LRM in terms of physical quality.

interpretation, application, perspective, empathy and self-knowledge are tools to further develop the learner's understanding of the different competencies included in the K-12 curriculum.

Table 2 presents the evaluation of the English Master Teachers and Teachers I-III on the components of the localized LRM in terms of its parts.

**Table 2. Level of Assessment on the Components of the Lo-calized LRM as to Content**

Indicators	Master Teachers			Teachers		
	Mean	S.D.	Analysis	Mean	S.D.	Analysis
Objectives are clearly indicated in the localized LRM.	4.00	0.548	A	4.84	0.370	EA
The activities are stated based on the Grade 8 English 8 curriculum guide.	4.14	0.548	A	4.84	0.422	EA
Analysis on the localized LRM's activities reflects on the level of comprehension of the learners.	4.14	0.816	A	4.74	0.527	EA
The abstraction shows the comparison of the culture of other countries in the way of living in their community.	4.43	0.548	EA	4.76	0.431	EA
The applications are measurable in terms of the result in every activities and anchored in the objectives.	4.57	0.548	EA	4.76	0.431	EA
Overall Mean	4.26		EA	4.79		EA

Legend:

4.20 – 5.00 *Extremely Acceptable (EA)*

3.40 – 4.19 *Acceptable (A)*

2.60 – 3.39 *Moderately Acceptable (MA)*

1.80 – 2.59 *Slightly Acceptable (SA)*

1.00 – 1.79 *Not Acceptable (NA)*

The parts of a learning material were carefully designed so as not to cause confusion for the users. In the developed localized LRM, the parts reflected the current trend in teaching which was the use of Four A's.

The first indicator of the developed localized LRM with regards to the component in its part was the objectives. The Master Teachers and Teachers I-III weighted mean and standard deviation were interpreted as acceptable and extremely acceptable.

The activities stated based on the Grade 8 English Curriculum Guide got a weighted mean of 4.14 and standard deviation of 0.548 from the Master Teachers and remarked as acceptable. While the evaluation from Teachers I-III got a weighted mean of 4.874 and standard deviation of 0.422 and was interpreted as extremely acceptable.

Analysis on the localized LRM's activities reflected on the level of comprehension of the learners as third indicator for the parts of the localized LRM got a weighted mean of 4.14 and standard deviation of 0.816 from the Master Teachers while 4.74 as a weighted mean and standard deviation of 0.527 came from Teachers I-III. The former was interpreted as acceptable and the latter extremely acceptable.

The abstraction showed the comparison of the culture of other countries in the way of living in their community got a 4.43 weighted mean and standard deviation of 0.548 from the

Master Teachers is interpreted as extremely acceptable. Teacher's I-III gave an evaluation of 4.76 weighted mean and 0.431 for standard deviation which was also interpreted same as the former.

The Master Teachers evaluated the learning material developed with the weighted mean of 4.57 and standard deviation of 0.548 in the last indicator which is the application were measurable in terms of the result in every activity and anchored in the objectives. Teacher's I-III evaluated it with 4.76 weighted mean and standard deviation of 0.431. Both were interpreted as extremely acceptable.

Overall mean of this component was 4.26 for Master Teachers and 4.79 for Teachers I-III was interpreted as extremely acceptable. The finding denoted that the parts of the developed localized LRM were evident as evaluated by the respondents.

This evidently supports the claim of BeEderico (2012) where teaching models are ideal processes of instruction. These have established patterns that are worth doing in the classroom. By the large, teaching models are anchored on certain theories of learning and instruction with accompanying syntax – the logical phases of instruction of a particular teaching model – that guide teachers in the unfolding of lessons.

The developed localized LRM followed a logical phases of instruction based on the current trends in teaching.

**Table 3. Level of Assessment on the Localized LRM as to Physical Quality**

Indicators	Master Teachers			Teachers		
	Mean	S.D.	Analysis	Mean	S.D.	Analysis
The localized LRM reflects high technical quality through typography, visuals, and attractiveness to learners	4.14	0.516	A	4.82	0.388	EA
The localized LRM is durable enough to last for its period of intended use	4.00	0.516	A	4.74	0.527	EA
The localized LRM represents oral traditions, including stories and songs in appropriate and accessible formats	4.14	0.516	A	4.76	0.431	EA
The localized LRM accommodates current technologies	4.29	0.516	EA	4.74	0.443	EA
The graphics in the localized LRM are integral part of text	4.71	0.516	EA	4.78	0.418	EA
Overall Mean	4.26		EA	4.77		EA

Legend:

4.20 – 5.00 *Extremely Acceptable (EA)*

3.40 – 4.19 *Acceptable (A)*

2.60 – 3.39 *Moderately Acceptable (MA)*

1.80 – 2.59 *Slightly Acceptable (SA)*

1.00 – 1.79 *Not Acceptable (NA)*

Table 3 presents the Level of Assessment on the Localized LRM as to Physical Quality under the characteristics.

Developed localized LRM's durability and high physical and technical quality should be appealing to the intended learners. For the first indicator where the localized LRM reflected high technical quality through typography, visuals, and attractiveness to learners, the Master Teachers' weighted mean and standard deviation had an interpretation of acceptable while extremely acceptable for Teachers.

The localized LRM was durable enough to last for its period of intended use got a weighted mean of 4.00 and standard deviation of 0.515 from the Master Teachers and 4.74 and standard deviation of 0.527 from Teachers I-III. The former was interpreted as acceptable and the latter extremely acceptable.

The localized LRM represented oral traditions, including stories and songs in appropriate and accessible formats results was with the mean level of 4.14 and standard deviation of 0.516 for Master Teachers with an acceptable interpretation. A mean level of 4.76 and standard deviation of 0.431 for Teachers I-III got an interpretation of extremely acceptable.

The fourth indicator- the localized LRM accommodated current technologies under the physical content

of the localized LRM was extremely acceptable as analyzed by the Master Teachers with the mean level of 4.29 and standard deviation of 0.516 and for Teachers I-III, the mean level of 4.74 and standard deviation of 0.443.

The graphics in the localized LRM were integral part of text gave a weighted mean of 4.71 for Master Teachers with a standard deviation of 0.516 and 4.78 as the mean level from Teachers I-III with standard deviation of 0.418 which were interpreted also as extremely acceptable.

The durability and high physical and technical quality of the localized LRM depended on its physical quality. The developed work text was appealing to the intended learners. The developed localized LRM in Afro-Asian Literature as evaluated by the Grade 8 English teacher – respondents validated and sustained its value as a very effective tool in learning

This is parallel to the claim of McShane (2009) who stated that modules will be more effective in delivering good quality learning if they have been addressed in a consistent way, and if all part of the module fit together. In the development of localized LRM, the assessment should be given emphasis to measure the understanding of the student regarding the content.

**Table 4. Level of Assessment on the Localized LRM as to Social Consideration**

Indicators	Master Teachers			Teachers		
	Mean	S.D.	Analysis	Mean	S.D.	Analysis
The localized LRM demonstrates consideration for the human worth and dignity of all people regardless of age, ability, gender, sexual orientation, socio-economic states, occupation or ethnocultural background.	4.14	0.516	A	4.82	0.388	EA
The localized LRM shows a strong commitment to equal rights and responsibilities for all citizens	4.14	0.548	A	4.58	0.575	EA
The localized LRM shows unbiased concern for religious, political and intellectual freedom	4.43	0.516	EA	4.78	0.463	EA
The localized LRM treats with sensitivity and respect, portrayals of sacred items and ceremonies	4.71	0.408	EA	4.78	0.418	EA
The localized LRM contains appropriate multi-cultural content and perspective	4.86	0.408	EA	4.72	0.454	EA
Overall Mean	4.46 EA			4.72 EA		

Legend:

4.20 – 5.00 *Extremely Acceptable (EA)*

3.40 – 4.19 *Acceptable (A)*

2.60 – 3.39 *Moderately Acceptable (MA)*

1.80 – 2.59 *Slightly Acceptable (SA)*

1.00 – 1.79 *Not Acceptable (NA)*

Table 5 presents the evaluation of the English teachers on the components of the localized Learning Resource Materials in terms of Assessment.

The localized LRM identified of its controversial or offensive elements that may exist in the content or presentation, and to highlight where resources might support pro-social attitudes and promote diversity and human rights. It should account many considerations, such as the age and maturity of the learner, within a context of the locality and societal values and standards, in order to determine the suitability.

The first indicator- the localized LRM demonstrated consideration for the human worth and dignity of all people regardless of age, ability, gender, sexual orientation, socio-economic states, occupation or ethnocultural background- got a weighted mean of 4.14 and standard deviation of 0.516 from the Master Teachers with an interpretation of acceptable and 4.82 and standard deviation of 0.388 from Teachers I-III which was interpreted as extremely acceptable.

**Table 5. Level of Assessment on the Localized LRM as to Social Consideration**

Indicators	Master Teachers			Teachers		
	Mean	S.D.	Analysis	Mean	S.D.	Analysis
The localized LRM demonstrates consideration for the human worth and dignity of all people regardless of age, ability, gender, sexual orientation, socio-economic states, occupation or ethnocultural background.	4.14	0.516	A	4.82	0.388	EA
The localized LRM shows a strong commitment to equal rights and responsibilities for all citizens	4.14	0.548	A	4.58	0.575	EA
The localized LRM shows unbiased concern for religious, political and intellectual freedom	4.43	0.516	EA	4.78	0.463	EA
The localized LRM treats with sensitivity and respect, portrayals of sacred items and ceremonies	4.71	0.408	EA	4.78	0.418	EA
The localized LRM contains appropriate multi-cultural content and perspective	4.86	0.408	EA	4.72	0.454	EA
Overall Mean	4.46	EA		4.72	EA	

Legend:4.20 – 5.00 *Extremely Acceptable (EA)*3.40 – 4.19 *Acceptable (A)*2.60 – 3.39 *Moderately Acceptable (MA)*1.80 – 2.59 *Slightly Acceptable (SA)*1.00 – 1.79 *Not Acceptable (NA)*

The localized LRM showed a strong commitment to equal rights and responsibilities for all citizens was also acceptable for the respondents' analyses with the mean level of 4.14 and standard deviation of 0.548 for Master Teachers. A mean level of 4.58 and standard deviation of 0.575 for Teachers I-III was interpreted of extremely acceptable.

Indicators 1 and 2 focused mainly on all people's human worth and dignity and citizens' equal rights and responsibilities.

Indicator 3 under the social consideration characteristic of the localized LRM was the localized LRM showed unbiased concern for religious, political and intellectual freedom was extremely acceptable as analyzed by the Master Teachers with the mean level of 4.43 and standard deviation of 0.516 and for Teachers I-III, the mean level of 4.78 and standard deviation of 0.463.

The localized LRM treated with sensitivity and respect, portrayals of sacred items and ceremonies gained the average mean of 4.71 for Master Teachers with a standard deviation of 0.408 and 4.78 as the mean level from Teachers I-III with standard deviation of 0.418 which were interpreted as extremely acceptable.

The localized LRM contained appropriate multi-cultural content and perspective got a weighted mean of 4.86

and standard deviation of 0.408 from the Master Teachers and 4.72 and standard deviation of 0.454 from Teachers I-III. Both were also interpreted as extremely acceptable.

The over-all average weighted mean of 4.46 for Master Teachers and 4.72 for Teachers I-III were interpreted as extremely acceptable. This means that the developed localized LRM supported pro-social attitudes and promoted diversity and human rights. It accounted many considerations, such as the age and maturity of the learner, within a context of the locality and societal values and standards in teaching Afro-Asian Literature for Grade 8 students delving deeper on these very sensitive aspects as human rights issues are timely being investigated at the moment by the United Nations in our current involvement in human rights violations.

The American Philosophical Society Protocols for the Treatment of Indigenous Materials (2014) declares that culturally sensitive indigenous materials are defined as tangible or intangible property and knowledge which pertains to the distinct values, beliefs, and ways of living for a culture. It often includes property and knowledge that is not intended to be shared outside the community of origin. What is culturally sensitive to one community may not be sensitive to another, but in general such materials include any indigenous material that depicts a tribal spiritual or religious place, object, belief or



activity. A spiritual or religious activity may include prayers, ceremonies, burials, songs, dances, healings, and medicine rituals.

Anew, this aspect has moreover rationalized and supported one of the most sensitive and humane issues now being debated and hopefully absolved in the global scene that the LRM was proven to be more than suitable on the aforementioned aspects.

Table 5 shown on the next page presents the Level of Assessment on the localized LRM as to Instructional Design.

The localized LRM determined the effectiveness of its organization, teaching strategies, and assessment provisions in supporting the goals and objectives of the K-12 curriculum.

The first indicator of the developed localized LRM with regards to the characteristic in its instructional design was the localized

LRM supported the philosophy of the curriculum framework. It got 4.29 as weighted mean and standard deviation of 0.408 from the Master Teachers and 4.74 weighted mean and 0.443 from Teachers I-III. Both were interpreted as *extremely acceptable*.

Table 6. Level of Assessment on the Localized LRM as to Instructional Design

Indicators	Master Teachers			Teachers		
	Mean	SD	Analysis	Mean	SD	Analysis
The localized LRM supports the philosophy of the curriculum framework	4.29	0.408	EA	4.74	0.443	EA
The localized LRM is suitable for a range of learning styles and instructional approaches	4.14	0.548	A	4.76	0.431	EA
The localized LRM compatible with the general age and maturity level of the audience for whom it is intended	4.14	0.516	A	4.74	0.443	EA
The localized LRM can be useful in challenging pupils/students to be creative, imaginative, inquisitive and reflective	4.43	0.548	EA	4.70	0.505	EA
The localized LRM can be useful in promoting the development of communication skills	4.57	0.548	EA	4.74	0.487	EA
Overall Mean	4.31		EA	4.74		EA

Legend:

- 4.20 – 5.00 *Extremely Acceptable (EA)*
- 3.40 – 4.19 *Acceptable (A)*
- 2.60 – 3.39 *Moderately Acceptable (MA)*
- 1.80 – 2.59 *Slightly Acceptable (SA)*
- 1.00 – 1.79 *Not Acceptable (NA)*

The localized LRM was suitable for a range of learning styles and instructional approaches as well as compatibility in terms of general age and maturity level as intended audience both got a weighted mean of 4.14 and standard deviation of 0.548 from the Master Teachers and remarked as *acceptable*. While the evaluation from Teachers I-III got a weighted mean of 4.76 and standard deviation of 0.431 and was interpreted as *extremely acceptable*. The former was interpreted as *acceptable* and the latter *extremely acceptable*.

The localized LRM compatible with the general age and maturity level of the audience for whom it was intended as indicator 3 for the characteristic in term of instructional design the localized LRM got a weighted mean of 4.14 and standard deviation of 0.516 from the Master Teachers while 4.74 as a weighted mean and standard deviation of 0.443 came from Teachers I-III. The former was interpreted as *acceptable* and the latter *extremely acceptable*.



The localized LRM can be useful in challenging pupils/students to be creative, imaginative, inquisitive and reflective got a 4.43 weighted mean and standard deviation of 0.548 from the Master Teachers was interpreted as *extremely acceptable*. Teachers I-III gave an evaluation of 4.70 weighted mean and 0.505 for standard deviation which was also interpreted same as the former.

The Master Teachers evaluated the learning material developed with the weighted mean of 4.57 and standard deviation of 0.548 in the last indicator which was the localized LRM can be useful in promoting the development of communication skills. Teachers I-III evaluated it with 4.74 weighted mean and standard deviation of 0.487. Both were interpreted as *extremely acceptable*.

Overall mean of this component was 4.31 for Master Teachers and 4.74 for Teachers I-III was interpreted as *extremely acceptable*. The finding denoted that the parts of the developed localized LRM was evidently qualified and competent as evaluated by the respondents.

With the design of the K-12 curriculum which strengthens the use of technology in the classroom, the statement

of Christova (2011), which says that the E-modules are often used to complement the academic programme of the institute and access is given to students of the institute in preparation for the attendance of the master programmes, summer school or specific trainings, seminars, etc., the suitability of the developed localized LRM in teaching Afro-Asian literature for the Grade 8 students was in line with the vision of the Department of Education.

Table 7 above presents the evaluation of the English Master Teachers and Teachers I-III in the Level of Assessment on the Localized LRM as to Usability.

Usability determined the ease by which the localized LRM in Afro-Asian Literature was understood and the characteristic of the learning material was easily operated by a learner.

First indicator above got a weighted mean of 4.00 and standard deviation of 0.548 from the Master Teachers with an interpretation of *acceptable* in line with its usefulness and 4.80 and standard deviation of 0.404 from Teachers I-III which was interpreted as *extremely acceptable*.

Table 7. Level of Assessment on the Localized LRM as to Usability

Indicators	Master Teachers			Teachers		
	Mean	S.D.	Analysis	Mean	S.D.	Analysis
The localized LRM is a useful supplementary instructional material in teaching Afro-Asian literature.	4.00	0.548	A	4.80	0.404	EA
The localized LRM outcome can be related to real life situations.	4.14	0.548	A	4.84	0.370	EA
Concepts discussed are integrated to other subject matters.	4.29	0.548	EA	4.66	0.479	EA
The localized LRM enable students to be more creative and be critical thinkers.	4.43	0.548	EA	4.78	0.465	EA
The localized LRM can help students develop 21 st century learning skills.	4.57	0.548	EA	4.78	0.465	EA
Overall Mean	4.29		EA	4.77		EA

Legend:

- 4.20 – 5.00 *Extremely Acceptable (EA)*
- 3.40 – 4.19 *Acceptable (A)*
- 2.60 – 3.39 *Moderately Acceptable (MA)*
- 1.80 – 2.59 *Slightly Acceptable (SA)*
- 1.00 – 1.79 *Not Acceptable (NA)*

The localized LRM outcome can be related to real life situation was also *acceptable* for the respondents' analyses with the mean level of 4.14 and standard deviation of 0.548 for Master Teachers. A mean level of 4.84 and standard deviation of 0.370 for Teachers I-III was interpreted of *extremely acceptable*.

Under Indicator 3, in the usability characteristic of the localized LRM was the concepts discussed were integrated to other subject matters was *extremely acceptable* as analyzed by the Master Teachers with the mean level of 4.29 and standard

deviation of 0.548 and for Teachers I-III, the mean level of 4.66 and standard deviation of 0.479.

The localized LRM enabled students to be more creative and be critical thinkers. It gained the average mean of 4.43 for Master Teachers with a standard deviation of 0.548 and 4.78 as the mean level from Teachers I-III with standard deviation of 0.465 which were interpreted as *extremely acceptable*.

The localized LRM can help students develop 21st century learning skills got a weighted mean and standard



deviation from the Master Teachers and Teacher I-III which were interpreted as *extremely acceptable*.

The over-all average weighted mean of 4.29 for Master Teachers and 4.77 for Teachers I-III were interpreted as *extremely acceptable*. This means that the developed localized LRM used in the real life situation which propelled learners to think more creatively and critically.

The result of this characteristic of the localized LRM supported the statement of Dumas (2003) who explains that over the last twenty years, usability researchers and practitioners have applied their methods not only to hardware but to productivity

software, direct-manipulation interfaces, secondary support systems, documentation, and most recently to e-learning environments. Overall results proved that the LRM was very useful and highly recommended to help learners develop critical thinking skills which they will eventually apply in other facets of learning.

For Table 8, shows the Level of Assessment on the Localized LRM as to Attainability under its characteristics, adequacy in the outcomes and results in using the localized LRM in Afro-Asian Literature as it covers the content standards provided by the curriculum guide.

Table 8. Level of Assessment on the Localized LRM as to Attainability

Indicators	Master Teachers			Teachers		
	Mean	S.D.	Analysis	Mean	S.D.	Analysis
The learning outcomes are identified through the materials provided in the localized LRM.	3.86	0.816	A	4.74	0.487	EA
The localized LRM outcomes are explicitly made on how it could be achieved.	4.00	0.816	A	4.68	0.513	EA
Additional resources are adequate and made available to the learners.	4.14	0.816	A	4.70	0.505	EA
The localized LRM relates the outcome to the specific content of the topic.	4.29	0.816	EA	4.72	0.497	EA
The localized LRM covers the learning competencies identified in the curriculum guide.	4.43	0.816	EA	4.78	0.465	EA
Overall Mean	4.14		A	4.72		EA

Legend:

4.20 – 5.00 *Extremely Acceptable (EA)*

3.40 – 4.19 *Very Acceptable (VA)*

2.60 – 3.39 *Moderately Acceptable (MA)*

1.80 – 2.59 *Slightly Acceptable (SA)*

1.00 – 1.79 *Not Acceptable (NA)*

The first indicator -the learning outcomes were identified through the materials provided in the localized LRM- got a weighted mean of 3.85 and standard deviation of 0.816 from the Master Teachers with an interpretation of *acceptable* and 4.74 and standard deviation of 0.487 from Teachers I-III which was interpreted as *extremely acceptable*.

The localized LRM outcomes were explicitly made on how it could be achieved was also *acceptable* for the respondents' analyses with the mean level of 4.00 and standard deviation of 0.816 for Master Teachers. A mean level of 4.68 and standard deviation of 0.513 for Teachers I-III was interpreted of *extremely acceptable*.

Indicator 3 under attainability characteristic of the localized LRM was additional resources were adequate and made available to the learners was *acceptable* as analyzed by the Master Teachers with the mean level of 4.14 and standard

deviation of 0.816 and for Teachers I-III, the mean level of 4.70 and standard deviation of 0.505.

The localized LRM related the outcome to the specific content of the topic gained the average mean of 4.29 for Master Teachers with a standard deviation of 0.816 and 4.72 as the mean level from Teachers I-III with standard deviation of 0.497 which were interpreted as *extremely acceptable*.

The localized LRM covered the learning competencies identified in the curriculum guide had a weighted mean of 4.43 and standard deviation of 0.816 from the Master Teachers and 4.78 and standard deviation of 0.465 from Teachers I-III. Both were also interpreted as *extremely acceptable*.

The over-all average weighted mean of 4.14 for Master Teachers and 4.72 for Teachers I-III were interpreted where the former got an *acceptable* remark and the latter as *extremely acceptable*. This means that the materials used, related the outcome to the specific content of the topic and the



competencies in the curriculum guide were attainable in teaching Afro-Asian Literature for Grade 8 students.

According to Ehrlich and Kommel (2008) the need to develop life-long learners is becoming increasingly more urgent as we move into the 21st century. Traditional methods of delivering instruction are no longer meeting the needs of retaining and attracting students; adult learners need to relate to the material presented, see an almost immediate application for the knowledge or skills, and have this information be readily available to them when they need it.

The overall mean given by MTs clearly manifested the LRM's attainability to be capable and competent as learning

outcomes can be identified, achieved and be made available to learners while for teachers, all indicators were rated with flying colors. The other last 2 indicators confirmed specific content and learning competencies beyond expectation.

Table 9 presents Level of Assessment on the Localized LRM as to Relevance.

Relevance is the characteristic of the localized LRM in Afro-Asian Literature with regards to the understanding of the concepts and answering to the needs of the learners.

Table 9. Level of Assessment on the Localized LRM as to Relevance

Indicators	Master Teachers			Teachers		
	Mean	SD	Analysis	Mean	SD	Analysis
The localized LRM content are connected on the current issues for the understanding of the topic.	4.00	0.548	A	4.82	0.388	EA
The localized LRM addresses the knowledge and skills in relevant ideas especially in the use of technology in the learning process.	4.14	0.548	A	4.82	0.388	EA
The localized LRM answers to the present needs of the community.	4.14	0.516	A	4.76	0.431	EA
The localized LRM engages learners in tasks that are closely aligned to the way of living in their community.	4.43	0.548	EA	4.78	0.465	EA
The localized LRM presents concepts and skills relevant and useful to improve the awareness in their locality.	4.43	0.516	EA	4.76	0.476	EA
Overall Mean	4.23			4.79		
	EA			EA		

Legend:

- 4.20 – 5.00 *Extremely Acceptable (EA)*
- 3.40 – 4.19 *Acceptable (A)*
- 2.60 – 3.39 *Moderately Acceptable (MA)*
- 1.80 – 2.59 *Slightly Acceptable (SA)*
- 1.00 – 1.79 *Not Acceptable (NA)*

In the first indicator of the characteristic in study above, the localized LRM content were connected on the current issues for the understanding of the topic got a weighted mean of 4.00 and standard deviation of 0.548 from the Master Teachers with an interpretation of *acceptable* and 4.82 and standard deviation of 0.388 from Teachers I-III which was interpreted as *extremely acceptable*.

The localized LRM addressed the knowledge and skills in relevant ideas especially in the use of technology in the learning process were also *acceptable* for the respondents' analyses with the mean level of 4.14 and standard deviation of 0.548 for Master Teachers. A mean level of 4.82 and standard deviation of 0.388 for Teachers I-III was interpreted of *extremely acceptable*.

Indicator 3 - relevance characteristic of the localized LRM was present needs of the community was *acceptable* as analyzed by the Master Teachers with the mean level of 4.14 and standard deviation of 0.516 and for Teachers I-III, the mean level of 4.76 and standard deviation of 0.431 which is interpreted as *extremely acceptable*.

The localized LRM engaged learners in tasks that were closely aligned to the way of living in their community gained the average mean of 4.43 for Master Teachers with a standard deviation of 0.548 and 4.78 as the mean level from Teachers I-III with standard deviation of 0.465 which were interpreted as *extremely acceptable*.

The localized LRM presented concepts and skills relevant and useful to improve the awareness in their locality got



a weighted mean of 4.43 and standard deviation of 0.516 from the Master Teachers and 4.76 and standard deviation of 0.476 from Teachers I-III. Both were also interpreted as *extremely acceptable*.

The over-all average weighted mean of 4.23 for Master Teachers and 4.79 for Teachers I-III were interpreted as *extremely acceptable*. This means that the developed localized LRM was relevant especially in the locality where it will be used. Parts of the learners' materials dealt mainly on the issues and concerns within the community where the learner will connect into. Again, on this part, the relevance of the suggested LRM surpassed the expectations marked by MTs to give an extensive and thorough evaluation on this matter still underscored the entire analyses.

Saskatchewan Ministry of Education.(2010) states that aboriginal peoples' oral literature encompasses stories, songs, poems, and personal historic narratives. Each form has a specific societal relevance and preserves a nation's cultural story. This explains that the more the learners understand about the content of the materials, the more he can connect and gives elaboration to the topic.

DIFFERENCE ON THE CHARACTERISTICS OF THE LOCALIZED LEARNING RESOURCE MATERIALS AS EVALUATED BY THE ENGLISH MASTER TEACHERS AND TEACHERS I-III

Table 10 presents the difference on the characteristics of the localized learning resource materials as evaluated by the English Master Teachers and Teachers I-III.

This implied that among the English Master Teachers and Teachers I-III have no significant difference in their evaluation

of the localized LRM in terms of content, parts, physical quality, social consideration, usability, and attainability except for relevance with significant difference.

There was a significant difference on Master teachers and teachers' assessment on the relevance of the localized LRM ($F=4.698, p= 0.035$). Master teachers' tasks include developing learners' materials and serving as coordinator in their locality.

In addition, they have more workloads as well as seminars attended. This is indicated in Deped Order 66, s. 2007 which is the Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions where it was stated that Master Teachers should have introduced/ initiated curriculum or instructional materials which has been adopted or used by the school or district and coordinator of community project or activity or of a program of another agency or coordinator of a rural service improvement activity in a community. It was therefore substantiated that Master teachers are more adept in evaluating the relevance of a learners' material.

However, the ratings of the master teachers and teachers on the content of the LRM do not significantly differ ($F=0.098, p=0.0531$). Also, it was found that there is no significant difference on the Master teachers and teachers assessment on the part of the localized LRM ($F=3.927, p= 0.053$) and physical quality ($F=3.647, p=0.062$).

No significant differences were noted on English Master teachers and teachers' assessment on social consideration ($F= 0.014, p = 0.906$), instructional design ($F = 1.648, p = 0.205$), usefulness ($F = 2.682, p = 0.107$), and attainability ($F = 3.792, p = 0.057$).

Table 10. Difference in the Assessment on the Localized LRM as Perceived by the English teachers and Master Teachers

Variables	Mean		F-value	p-value	Analysis
	Master teacher	English teacher			
Content	4.46	4.80	0.398	0.531	Not significant
Parts	4.26	4.79	3.927	0.053	Not significant
Physical quality	4.26	4.77	3.647	0.062	Not significant
Social consideration	4.46	4.72	0.014	0.906	Not significant
Instructional design	4.31	4.74	1.648	0.205	Not significant
Usefulness	4.29	4.77	2.682	0.107	Not significant
Attainability	4.14	4.72	3.792	0.057	Not significant
Relevance	4.23	4.79	4.698	0.035	Significant

The developed localized LRM is extremely acceptable as to its characteristics as to its physical quality, social consideration, instructional design, usability and attainability though the master teachers and teachers I – III have different views on the relevance. Hence, there was a significant difference between the assessments of the English Master Teachers and Teachers I-III in the components characteristics of

the developed localized LRM in terms of its as significant. Thus, the null hypothesis was rejected.

In support to the findings of the study by Irani and Walia (2010), indigenous knowledge is unique to every culture and society. It is embedded in community practices, institutions, relationships and rituals. This indigenous knowledge is an underutilized resource in the educational process. In this



manner, the learners can contextualize the contents and activities in the localized LRM based on their own point of view.

Through objects, symbols and other information connected to their locality which was used in the developed LRM, the students will have a deeper understanding on the content, hence, it will be more effective as what the findings on the aforementioned statement said.

6. CONCLUSION

From the data gathered and discussed, the following conclusions were derived:

1. The localized LRM contained one selected Afro-Asian literature per quarter and has followed the 4 A's which indicates that it was a suitable supplementary material where students can expand their learning through the use of localization and contextualization.
2. The localized LRM is uniquely designed based on DepEd's REACT (Relating, Experiencing, Applying, Cooperating and Transferring) localization strategy which definitely makes the students' learning more engaging, interactive, collaborative and interesting.
3. The localized LRM is extremely acceptable as to its characteristics as to its physical quality, social consideration, instructional design, usability and attainability though the master teachers and teachers I – III have different views on the relevance. Hence, there is a significant difference between the assessments of the English Master Teachers and Teachers I-III in the components characteristics of the developed localized LRM in terms of its as significant. Thus, the null hypothesis was rejected.

7. RECOMMENDATION

In view of the findings and conclusions of the study, the following recommendations are given:

1. Contents should be updated based on the current trends in teaching as well as changes in the context.
2. English teachers are encouraged to localize LRM using other strategies. Indigenization of the material could also be the focal point of the future studies.
3. Teachers should attend seminars and update themselves as to how localization could help them teach the subject and help the students understand more their lessons.
4. Directive on the use of the localized LRM can be considered. The material may be utilized by students with difficulties for remedial teaching or as additional task for fast learners especially in Science and Technology Engineering Mathematics classes.
5. Administrators may strengthen their faculty and staff development programs such as seminars and workshops on localization which can be adopted in the teaching and learning processes.
6. A follow-up study on the same conceptual framework may be conducted among other English teachers in the Division of Laguna especially in the cities.