

# Contextualized Language Instruction: A Practical Teaching Guide for Grade 7

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## ABSTRACT

This study developed and validated a contextualized practical teaching guide for Grade 7 English instruction in the Ragay District, Camarines Sur, addressing persistent challenges faced by teachers. Employing the descriptive method and the Research and Development (R&D) approach, the investigation identified the most difficult domains of the English curriculum, reading comprehension, listening comprehension, writing composition, vocabulary development, and grammar awareness, based on teacher assessments. Guided by the ADDIE model, a modified approach, the researcher designed a contextualized teaching guide integrating localized examples, scaffolded activities, and structured lesson components tailored to learners' needs. Expert validators assessed the material for functionality, usability, and applicability, yielding highly valid ratings across all criteria. Findings indicate that the guide effectively addresses instructional gaps and supports teachers in delivering meaningful, relevant, and context-based English instruction. The study concludes that teacher-informed, context-anchored, and systematically validated instructional materials can significantly enhance the teaching-learning process in Grade 7 English.

**Keywords:** Contextualized Teaching Guide, Grade 7 English Instruction, Instructional Challenges, and Curriculum Development

## INTRODUCTION

Educators worldwide are increasingly adopting contextualized language instruction to make learning relevant, culturally connected, and applicable to real-life situations. This approach empowers students by linking lessons to their culture, environment, and daily experiences, while practical teaching guides provide structured, localized materials that support teachers in delivering effective instruction despite challenges. Together, these strategies strengthen each other: contextualization offers the pedagogical foundation, and teaching guides translate it into clear procedures and activities. International scholarship affirms that contextualization fosters learner-centered engagement and validated guides enhance curriculum fidelity and adaptability, while complementary innovations such as phenomenon-based units and multimedia integration sustain deeper learning. This study aligns with the United Nations' Sustainable Development Goal 4 on Quality Education by developing a locally relevant Grade 7 English teaching guide in Ragay, Camarines Sur. In the Philippine context, persistent challenges such as limited resources, overcrowded classrooms, and generic materials underscore the urgent need for contextualized

instructional resources. Local research and national policy frameworks, including Republic Act No. 10533 and DepEd Orders, reinforce the mandate for contextualization and highlight its effectiveness in improving reading, vocabulary, and speaking skills. In Ragay District, where teachers face diverse learner needs and resource constraints, the development of a validated, practical teaching guide addresses instructional gaps, strengthens teacher quality, and improves learner outcomes. By responding to the needs of learners, parents, teachers, administrators, policymakers, and researchers, this study ensures that contextualization becomes a sustainable practice in Grade 7 English classrooms, ultimately advancing inclusive and quality education.

### Research Objectives

This study developed and validated a contextualized language practical teaching guide for Grade 7 students in the Ragay District, Camarines Sur Division. It aimed to: identify the difficulties teachers encountered in implementing the English curriculum across key domains of instruction, reading comprehension, listening comprehension, viewing comprehension, vocabulary development, literary comprehension, writing composition, oral language and fluency, and grammar awareness; design a contextualized language instruction practical teaching guide responsive to these challenges; and evaluate the curricular validity of the guide in terms of functionality, usability, and applicability.

### METHODOLOGY

The study employed both the Descriptive Method and the Research and Development (R&D) Method. The descriptive method was used to identify Grade 7 English teachers' difficulties across eight instructional domains: reading, listening, viewing, vocabulary, literary comprehension, writing, oral language and fluency, and grammar, and to evaluate the curricular validity of the developed guide. The R&D method guided the design, refinement, and validation of the contextualized practical teaching guide. Respondents included seven Grade 7 English teachers from Ragay District and eight expert validators (Master Teachers, Head Teachers, and English specialists). Data were gathered through a validated survey questionnaire rated on a four-point Likert scale:

Difficulties teachers encountered in the implementation of the English curriculum for Grade 7

Weight	Scale Interval	Interpretation
4	3.26-4.00	Very Difficult (VD)
3	2.51-3.25	Difficult (D)
2	1.76-2.50	Easy (E)
1	1.00-1.75	Very Easy (VE)

An evaluation checklist for Curricular Validity

Weight	Scale Interval	Interpretation
4	3.26-4.00	Highly Valid (HV)
3	2.51-3.25	Valid (V)
2	1.76-2.50	Less Valid (LV)
1	1.00-1.75	Not Valid (NV)

Both instruments underwent pilot testing and expert review to ensure clarity, reliability, and curriculum alignment, enabling the study to establish instructional challenges and confirm the practical value of the

developed guide.

## RESULTS AND DISCUSSION

**Difficulties Encountered in the Implementation of the English Curriculum for Grade 7.** Table 1 provides the difficulties encountered in implementing the Grade 7 English curriculum. It consolidates the challenges across the eight core domains, highlighting the areas where learners struggle most. Among aspects, the highest was “Vocabulary Development” with an average weighted mean of 3.21, followed by “Grammar Awareness” at 3.14, next was “Writing Composition” at 3.03, then “Reading Comprehension” at 2.97, “Listening Comprehension” at 2.90, following was “Literary” at 2.83, and “Oral Language Fluency” at 2.69, all interpreted as “Difficult.” The lowest was “Viewing Comprehension” at 2.21, interpreted as “Easy.” The overall average weighted mean was 2.87, interpreted as “Difficult.”

Aspects	AWM	Int
Vocabulary Development	3.21	D
Grammar Awareness	3.14	D
Writing Composition	3.03	D
Reading Comprehension	2.97	D
Listening Comprehension	2.90	D
Literary	2.83	D
Oral Language Fluency	2.69	D
Viewing Comprehension	2.21	E
Overall AWM	2.87	Difficult

*Note: 1.00-1.75, Very Easy; 1.76-2.50, Easy; 2.51-3.22, Difficult; 3.26-4.00, Very Difficult*

These findings are consistent with prior studies documenting persistent learner difficulties in core English skills such as reading comprehension, vocabulary, and fluency (Sambayon et al., 2023; Acedillo et al., 2023; Galang et al., 2024; Ruing et al., 2025). They also align with research highlighting challenges in curriculum implementation due to misalignment of materials and limited resources (Aslam et al., 2019; Saleem & Akbar, 2021). The observed difficulties reflect Bruner’s Constructivist Theory (1960), which emphasizes that learners actively construct knowledge through meaningful engagement, and Vygotsky’s Sociocultural Theory (1978), which underscores the role of guided interaction and contextual learning. The findings affirm the need for contextualized, scaffolded interventions to strengthen students’ foundational skills in vocabulary, grammar, and writing, while sustaining support in reading and listening comprehension.

**Contextualized Language Practical Teaching Guide.** The Contextualized Language Practical Teaching Guide was systematically developed using a modified ADDIE framework (Analyze, Design, Develop) to address persistent challenges in Grade 7 English instruction in Ragay District, focusing on reading comprehension, listening comprehension, writing composition, vocabulary development, and grammar awareness. The analysis stage identified instructional gaps based on teacher-reported difficulties, ensuring that the guide was anchored on real classroom needs. The design phase established competency-based

objectives aligned with the curriculum, structured lessons into manageable units, and incorporated contextualized strategies and assessments. The development phase produced the actual guide with localized examples, scaffolded activities, and engaging visuals to support gradual skill mastery. Recent studies affirm the effectiveness of ADDIE-based instructional models in English language teaching, highlighting their adaptability and learner-centered design (Zhang, 2020; Srinawati, Bahri, & Yuliasuti, 2023; “The ADDIE Model in English Language Teaching,” 2024). In the Philippine context, curriculum analyses emphasize the importance of contextualization, inclusivity, and technological integration in language instruction (Ceremonia-Cerda, 2024; British Council, 2024; Ortizano, 2024). Anchored on Bruner’s Constructivist Theory (1960, cited by McLeod, 2024), Vygotsky’s Sociocultural Theory (1978, cited by McLeod, 2023), and Taba’s Grass Roots Approach (1962, cited by Tanveer, 2020), this study situates language learning as a learner-centered, socially interactive, and context-responsive process. These underscore the guide’s relevance in enhancing language instruction by bridging curriculum demands with learners’ lived experiences

**Curricular Validity of the Practical Teaching Guide.** The validity evaluation of the Contextualized Language Practical Teaching Guide confirmed its strong instructional soundness across all dimensions. As shown in Table 3d, usability, functionality, and applicability each obtained a weighted mean of 4.0, interpreted as Highly Valid, resulting in an overall average of 4.0. This indicates that the guide is fully aligned with instructional goals and learner needs, making it a versatile resource for English instruction.

**Table 3d**  
*Summary Practical Teaching Guide Validity*

Indicators	WM		Interpretation
Usability	4.0		HV
Functionality	4.0		HV
Applicability	4.0		HV
Overall AWM	4.0		Highly Valid

*Note: 1.00-1.75, Less Valid; 1.76-2.50, Fairly Valid; 2.60-3.25, Moderate Valid; 3.26-4.00, Highly Valid*

Its high functionality supports explicit instruction and modeling of diverse text types, consistent with findings by Malone & Banaag (2019), Gonzales (2020), and Abu-Al et al. (2022), while its usability and applicability underscore its adaptability as a primary teaching aid, supplementary reference, or remedial tool. The results resonate with Rebollo and Oliveira (2024), who emphasized the effectiveness of validated instructional tools in enhancing teacher practice. Theoretical grounding is anchored on Bruner’s Constructivist Theory (1960), which highlights learner-centered and discovery-based approaches; Vygotsky’s Sociocultural Theory (1978), which emphasizes social interaction and contextual learning; and Taba’s Grassroots Approach (1962), which advocates curriculum development responsive to local needs. These uphold that the guide fosters communicative competence, multiliteracies, and critical language skills, validating its readiness for broader classroom integration and curriculum use.

### **Conclusions.**

The Grade 7 English teachers in Ragay District face significant challenges in multiple instructional domains, particularly in vocabulary development, grammar awareness, writing composition, reading comprehension, and listening comprehension. In response to these needs, a contextualized language

practical teaching guide was successfully developed, systematically designed to address the most persistent instructional difficulties. Validation results confirmed that the guide is highly valid across functionality, usability, and applicability, demonstrating its effectiveness as a versatile instructional resource. Overall, the guide provides a reliable, learner-centered tool that can enhance English language teaching and learning, supporting curriculum implementation and improving student outcomes.

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