



**CULTURE-BASED MODULAR INSTRUCTION AND ACADEMIC
PERFORMANCE OF LEARNERS IN ENGLISH**

EDELYN S. CALAMAAN, LPT, MAED¹

Master Teacher-1

Lambayong National High School

JAIME BOY U. NGAG JR., LPT, PhD²

Assistant Professor IV

South Cotabato State College

Abstract

The task of instructing English has presented a formidable obstacle to language educators in light of the multifarious cultural backgrounds of their students. It has been observed that certain students experience difficulty in connecting with the pedagogical approach employed by educators, leading to a consequential impact on their scholastic achievement. Due to this diversity, learners become least participative in their classes since most of them can hardly understand the lessons taught due to irrelevant teaching approaches. Generally, the vital purpose of this study is to determine the impact of Culture-Based Instruction to the academic performance of Grade 7 learners in English at Lambayong National High School during the school year 2022-2023 during the in-person classes.

Based on the result, the culture-based module in English has passed the qualities expected by the target users, English Teachers and it met the above quality standard. This indicates that the module in English has good content, has relevant content. Accepted by the readers, and excellent in terms of its instructional aspect. Moreover, the results also imply that both experimental and control group did not perform well in the beginning of the experiment prior to the usage of culture-based module in English. However, during the post test, it has been revealed that there is a significant increase on the students' academic achievements, especially to the experimental group who used the culture-based module in English. Control group is in fairly satisfactory level without the intervention of the module

Keywords: *Culture-Based Modular Instruction, English, Teaching*

1. INTRODUCTION

Teaching English has become a challenge to all language teachers considering the diversity on learners' cultural aspects. It is observed that there are learners who cannot relate with the mode of teaching being used by the teachers which definitely affects their academic performance. Due to this diversity, learners become least participative in their classes since most of them can hardly understand the lessons taught due to irrelevant teaching approaches.

In India, Sudiarmika, and (2018) conducted a research on culture-based teaching and showed improvement on learners' achievement in a science class. Thus, a child's education must be social, emotional, and with the integration of ethical competencies as well as academic priorities to make teaching-learning more meaningful and effective. Further, schools and indigenous communities agree with these ideas and envision to accomplish this in a culturally compatible and supportive environment (Demmert, 2011).

Moreover, In the Philippines, research believes that, a learner must understand his culture or must be culturally responsive for him to communicate and learn other specific skills. It is rectified by Guilani (2012) that learners should be exposed to their cultural ideas to be reinforced to a new language. Knowledge of culture can demonstrate a full communication of the target language.

On a more specific issue, learners of Lambayong National High School are showing low level of competency in their English classes based on the observation of their English teachers through an interview conducted by the researcher. This problem is supported by the findings of Ngag (2019) that when students could not relate to the lesson, there is a chance of losing their interest in learning which will result to their poor academic performances.

Furthermore, researchers on culture-based approach of education has been studied but using culture integration to improve learner's achievement and developing lessons are very limited. Culture-based approach is mainly contained in the instructions within the text and the examples however, failed to scaffold or guide learners to a culturally responsive and culturally aware involvement in the classroom for social growth and involvement.

Hence, this study intends to solve the situational problem of the researcher's school, despite the fact that teachers are giving their best to offer the best teaching strategies to help learners participate in class discussion, teachers' effort were not successful.

Generally, the vital purpose of this study is to determine the impact of Culture-Based Module to the academic performance of Grade 7 learners in English at Lambayong National High School during the school year 2022-2023 during the in-person classes.

The conceptual framework of the study is presented in Figure 1. It illustrates that the methods of teaching affect the level of academic achievement of students in Grade 7 English, within two sections of Lambayong National High School, Lambayong, Division of Sultan Kudarat.

Independent variable includes the Culture-Based Instruction, in terms of Content, Relevance, Acceptability, and Instructional Value. While, dependent variable is the students' academic performance in English in terms of Pretest and Post-test.

Generally, this study aimed to determine the effects of the Culture-Based Modular Instruction to the academic performance of Grade 7 students in English at Lambayong National High School during the school year 2022-2023.

This study will enlighten readers on the importance of Culture-Based Instruction in the effective teaching-learning process. This will also make them understand the important role of culture in the aspect of Education.

This study mainly accentuated in determining the effects of the Culture-Based Instruction to the academic performance of Grade 7 students in English at Lambayong National High School during the school year 2022-2023.

The respondents of this study were the officially enrolled Grade 7 students at Lambayong National High School during the in-person classes.

2. MATERIALS AND METHODS

This study used a True Experimental Research design through assigning two groups of respondents, the control and experimental group to determine the effectiveness of the Culture-Based Modular Instruction to the academic performance of the Grade 7 learners in English.

The respondents of the study were officially enrolled Grade 7 students at Lambayong National High School, Lambayong, Sultan Kudarat during the school year 2022-2023 during the in-person classes.

Considering the big number of Grade 7 students from different sections, the researcher used a Simple Random Sampling Technique to randomly select the 60 students; 30 for the control group, and 30 for the experimental group. All of these identified students took part in this study.

The study was conducted at Lambayong National High School, Division of Sultan Kudarat, Lambayong, Sultan Kudarat for the school year 2022-2023. This locale is being considered by the researcher considering the cultural diversity in the school. The integration of Culture-Based Instruction.

To evaluate the effectiveness of the Culture-Based Instruction through Daily Lesson Log (DLL), an evaluation instrument was answered by the panel of evaluators which were composed of knowledgeable, and Master English Teachers. They evaluated the innovative strategy as to its effectiveness in terms of content, relevance, acceptability, and instructional aspect.

A survey instrument and a five-point Likert Scale type of questionnaire will be also employed in the study which borrowed and patterned after Ngag (2019)

The progress on the academic performance of the Grade 7 students in English with the assistance of the Culture-Based Instruction was tested using the Classroom Assessment tool adopted from DepEd, DO 8, s, 2015.

When the Dean of the Graduate School of EWMCI, grants the permission to conduct the study. The researcher performed the necessary means to solve the research problems.

A letter of request was sent to Schools Division Superintendent of Sultan Kudarat to allow the researcher to conduct the study at Lambayong National High School and to use her official time during the process of gathering the data.

Another letter was sent to the Principal of Lambayong National High School to conduct the study through in-person classes.

The Culture-Based Instruction through Daily Lesson Log (DLL) was then developed and edited by the researcher herself. It was evaluated and validated using the Evaluation

and Validation instrument adopted from the study of Ngag (2019). Evaluation and validation instrument was composed of English teachers.

To determine the students' academic performance, the researcher was conducted Pretest using the Culture-Based Instructions.

The pupils' Academic Performance was then evaluated during the pretest and post-test using the assessment tool adopted from DepEd, DO 8, s, 2015).

After the validation of the Culture-Based Instructions, the pretest was conducted to the learners. The conduct of post-test the follows.

Finally, the approval of the Final Management of the CGS was observed in this study.

After the conduct of the study, the data was organized, tabulated, analyzed and interpreted.

The following statistical tools were used in answering the statement of the problem stipulated in Chapter I.

Mean, and standard deviation was used to get the level of evaluation of the Culture-Based Instruction in terms of content, relevance, acceptability and instructional aspect and to be used to describe the performance of the students in the pretest and post-test from both control and experimental groups.

Finally, t-test was used for the computation of the significant difference of the students' academic performance between control and experimental groups in the pretest and the post-test and the significant difference between the mean gain scores of the control and experimental groups.

3. RESULTS AND DISCUSSION

Level of Evaluation of the Module in terms of Content.

As shown from above table, the highest indicators module aligns with the Education Curriculum goals in teaching local literature, the pictures and figures used are interesting to the students, the translation of the text follows good English language usage, the stories and exercises are suited to the learners need, the module allows experiential learning, and the content provides a drive for further enhancement" have the highest mean of 5, which means "excellent". The indicator, the module contains process questions for the learners, the module contains process questions for the learners, the texts are readable for the readers/learners, and the questions are relevant in the story" have the mean of 4.84 which also means "excellent".



Data Interpretation, Collation and Presentation

Figure 3. Flow Process and Data Gathering Procedure

Generally, the quality of the literary genres module has a grand mean of 4.96, which has a verbal description of “excellent”. The evaluation simply means that the module meets 91 % and above quality standards in general. This indicates that the module has found to be excellent in terms of its content as validated and evaluated by the panel of expert validators.

The result has something to do with the idea of Freeman and Freeman’s, (2007), as quoted by Mosquera 2021 that for starting student of English and Literature at any age, it is better to produce culture-based materials, which incorporate quality contents concerning the culture and interest of the learner inside content. This form of content is not only more practical for teacher, but it has additional benefit of establishing a love of oneself, a respect for one’s culture, and passion of reading literature. It improves the cultural appreciation among students as well towards reading literature.

Level of Evaluation of the module in terms of Relevance.

Table 3 shows the mean level of evaluation of module in terms of relevance. As observed, indicator 5 “The module meets the minimum requirements in developing students’ academic skills”, and indicator 10 “The module package is appropriate for teaching secondary school learners” obtained the highest mean of 5 with the description of “excellent”.

Over all, the quality of the module in terms of relevance obtained the grand mean of 4.88 which described as “excellent”. This reveals that the module in literary genres adheres with the standard in developing a module and relevant to the needs of its target users. It also entails that the module in terms of its relevance qualitatively describes 91% and above quality standard. This also means that its relevance is excellent to cater the grade 7 students within the approved timetable of the study.

The above result is supported by Samuels (1997) as cited by Fernandez (2019) stresses that the relevant teaching literary approach is conceived it is because of the special features of academic content of literature and also because these methods of teaching literature is context-based where learners’ interest is captured. Thus, the role of the teacher in literature course is basically that of teacher and transmitter. Regarding this view, the teaching of literature in some universities has become mainly learner-centred approach.

Level of Evaluation of the Module in terms of Acceptability.

Table 4 reveals the mean level of evaluation of Module in terms of acceptability. As indicated above, it can be seen that all the indicators pertaining to the acceptability of the module got “excellent” remarks ranging a section mean of 4.89 to 4.94. However, indicator 9 “The module meets the minimum standard of literary module writing” got the highest of 5 which is also described as excellent. Generally, level of evaluation of Module in terms of acceptability obtained the grand mean of 4.9 and has been described as “excellent”.

The above result indicates that the module follows good format and contains relevant contents in teaching literary genres among the students at Lambayong National High School. The result also entails that the target users appreciated and accepted the module because of its relevant and meaningful contents.

Level of Evaluation of the module in terms of Instructional Value.

The table above indicates the experts’ validation of the module in terms of instructional value, Based on the result, indicator 4 “The Module is based on the DEPED

goals and objectives”, and indicator 9 “The Module facilitates interactive and engaging learning” got the perfect mean of 5 which interpreted as “excellent”. Although there are some indicators which got below 5, these are still excellent in terms of its instructional function. Generally, the level of the module’s instructional value is “excellent” with the mean of 4.88. This displays that the created literary genres module meets its goal in the area of instructions, This also means that it achieved the purpose for which it is intended to and it can be used to motivate the students especially in learning literary genres. Further, based on the result, it implies that the module in terms of its instructional aspect contains easily understandable direction, variety of exercises, easy to navigate, non-threatening positive feedback and simplified form concept.

Grand Mean Ratings on the Content, Relevance, Acceptability, and Instructional Value of the Module.

As shown in the table above, the summary of the grand mean ratings in terms of content, relevance, acceptability, and instructional aspect of the module resulted to a verbal description of “excellent” with a grand mean of 4.91. This means that the overall mean rating of the module has passed the qualities expected by the target users, English Teachers and it met the above quality standard.

The result also indicates that the culture-based module has good content, has relevant content. Accepted by the readers, and excellent in terms of its instructional aspect.

This vouches the findings of Omrod (2011) study as cited by Ferenbdez (2018), who asserted the importance of instructional materials to the ELL’s experience. She contends, “cooperating children’s culture as well as their native language into the classroom curriculum can further promote their academic success”. As a global language of many developing countries formal instruction, the entire world needs instructional materials written in English.

Level of the Students’ Achievement of the Control and Experimental Group in the Pretest and Post-test

Table 7 shows the level of students’ academic performance in the Pretest and Post-test. As displayed, the scores of the students in pretest under experimental is described as “Did not meet the expectation or failed”, (M=15.23, SD=2.75) with the transmuted score of 30. The control group got the same verbal description of “did not meet the expectation or failed” (M=18.733, 83, SD= 7.06) with a transmuted score of 33.46. The above results imply that both experimental and control group did not perform well in the beginning of the experiment prior to the usage of the module in English.

On the other hand, the scores of the students in post-test under experimental is described as “Very Satisfactory”, (M=44.30, SD=13.78) with he transmuted score of 86. This implies that students under experimental group performed well in posttest which can be attributed to the effectiveness of the module in literary genres. While, the control group obtained a verbal description of “Fairly Satisfactory” (M=35.50, SD= 4.80) with a transmuted score of 71. The result implies that control group performed fairly in the posttest without the use of the module in literary genres.

The results generally imply that the two strategies had a different effect on students’ performance on the pretest and post-test. The outcome also implies that the students’ posttest scores were higher than their performance on the pretest. According to the chart, the students’ pretest results were poor and either did not meet expectations or they failed. The students’ performance on the post-test improved since their scores were higher, and

the findings indicate that it was generally acceptable.

According to the Savkar et al., (2017) research, a pretest was given before the presentation on the specific subject. On the other hand, a posttest was administered after the lecture and used to gauge how well the students understood the subject's central idea. This supports the study's findings and explains why the two teaching approaches used resulted in students doing better on the post-test than they did on the pretest.

Mean comparison between Pretest and Post-test of the Control Group

As shown in the Table 8, the Mean difference of the Pretest and Post-test scores of control group is 16.77 with the T-tabular of 11.42, with the p-value of $<.001$ which indicates that there is a significant difference between the pretest and posttest of the control group. This entails that these students perform better in their posttest than then pretest which manifests that the teaching strategy of the teachers without the intervention of the module is fairly effective. However, their score in the pretest is fairly satisfactory which tells that these students still need intervention like the use of relevant modules.

Mean comparison between Pretest and Post-test of the Experimental Group

As displayed in the table 9, the Mean difference of the Pretest and Post-test scores of experimental group is 29.07 with the T-tabular of 11.12, with the p-value of $<.001$ which indicates that there is a significant difference between the pretest and posttest scores of the experimental group. This entails that these students perform better in their post-test than of their pretest which vouches the effectiveness of the module in teaching literary genres. Thus, the null hypothesis that says "there is no significant difference between achievements in the Pretest and Post-test results of the control and experimental group" is hereby rejected.

The above result anchors with the findings of Stewart et al. (2019) that the modules' main objective is to provide teachers the tools they need to turn their classrooms into dynamic, student-centered learning spaces that cater to their students' requirements for efficient learning. This method stands out because it is self-contained, an independent teaching unit, methodically arranged, properly defined, has a way of assessing the learners' work, and it keeps track of their development Brown et al (2017).

Mean Comparison of Gain Scores between Control and Experimental Group

As projected on the table above, the t-computed value of 4.40 is greater than p-value of $<.001$, hence the null hypothesis is rejected. It shows that there is a significant difference between mean gain scores of the control and experimental groups. The average gain in learning of experimental ($M=29.07$) is relatively higher than that the control group ($M=16.77$). The intervention of Module in literary genres helped students in the experimental group uplift their academic performance as reflected in the posttest. While, the control group is in the fair satisfactory level without the use of the crafted culture-based module in English. Hence, the noticeable progress of students' learning is attributed to the use of the literary genres which further implies that Grade 7 students learn best in their Literatures subject if there are relevant materials to be used like module. Therefore, the null hypothesis that says "there is no significant difference between mean gain scores of the control and experimental groups" is hereby rejected.

As supported by Miliani (2003) as cited by Fiel (2015), affirms that, literature rarely

seems as an opportunity for language use, hence the need for a language-based approach, and relevant instructional materials to the teaching of literary texts are highly demandable in order to develop knowledge of literature and among other genres.

4. MAJOR FINDINGS

Teaching English has become a challenge to all language teachers considering the diversity on learners' cultural aspects. It is observed that there are learners who cannot relate with the mode of teaching being used by the teachers which definitely affects their academic performance. Due to this diversity, learners become least participative in their classes since most of them can hardly understand the lessons taught due to irrelevant teaching approaches. Generally, the vital purpose of this study is to determine the impact of Culture-Based Instruction to the academic performance of Grade 7 learners in English at Lambayong National High School during the school year 2022-2023 during the in-person classes.

Based on the result, the culture-based module in English has passed the qualities expected by the target users, English Teachers and it met the above quality standard. This indicates that the module in English has good content, has relevant content. Accepted by the readers, and excellent in terms of its instructional aspect.

Moreover, the results also imply that both experimental and control group did not perform well in the beginning of the experiment prior to the usage of culture-based module in English. However, during the post-test, it has been revealed that there is a significant increase on the students' academic achievements, especially to the experimental group who used the culture-based module in English. Control group is in fairly satisfactory level without the intervention of the module.

5. CONCLUSION

In the light of the findings of this study, the following conclusions were drawn: The module in literary module is rated as excellent by the evaluators as this possessed good content, relevant activities, acceptable discussions, and good instructional use.

Further, it has been concluded that there is a significant difference between the students' pretest and post-test both in the control and experimental group.

In the light of the findings and conclusion of the research study, the following are recommended:

1. The Department of Education (DepEd) may enhance the academic usage of the culture-based module in order to meet the requirements of students, particularly during difficult times.
2. Teachers of English may be recommended to create their own intervention that is not restricted to modules in order to maintain students' interest in literature.
3. Specialists in the subject, especially those with a love for literature, may choose to continue searching for persuasive and practical techniques to teach literature to students.
4. All curriculum directors, especially those working with literature, may introduce contextualization into the classroom. Researchers of the future may look at the use of a modular method to teaching English in order to meet the demands of a wide range of students when it comes to learning various literary genres.

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