



CONTEXTUALIZED NATIONAL READING PROGRAM FOR SUSTAINABLE CURRICULUM PRACTICES: PROJECT STAR

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ABSTRACT

This action research explores the implementation of a contextualized national reading program aimed at enhancing student literacy outcomes by aligning reading materials with local cultural, linguistic, and social contexts. Conducted at Dr. Juan A. Pastor Integrated National High School, the study focuses on identifying best practices, challenges, and the effects of contextualization on student reading engagement and proficiency. Using a mixed-methods approach, the research involved Senior High School students and teachers. Data were collected through interviews, open-ended surveys, pre-tests and post-tests, and focus group discussions.

Key findings reveal that contextualizing reading materials significantly improves word recognition, reading comprehension, and utilization skills. Paired sample t-test results showed a statistically significant improvement in post-test scores for word recognition, comprehension, and utilization. The improvement in utilization skills demonstrated students' enhanced ability to apply their reading knowledge practically. Additionally, the study highlighted key practices, including strengthened comprehension, heightened engagement, better vocabulary development, and fostering cultural relevance and connections. Challenges such as inadequate training, limited resources for implementation, insufficient support for teachers, and inadequate time allocated for carrying out the program were noted.

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The study concludes that a well-implemented contextualized reading program can effectively bridge literacy gaps. It recommends scaling this approach in diverse educational settings to promote sustainable curriculum practices and improved literacy outcomes.

Keywords: *contextualized reading program, literacy, best practices, education, sustainable curriculum practices*

INTRODUCTION

Reading serves as a cornerstone of academic achievement, equipping students with the essential tools for lifelong learning. In response to the pressing need for improved literacy rates, numerous countries have implemented national reading programs aimed at enhancing students' reading skills across various educational levels. However, for these programs to be fully effective, they must consider local contexts, including the cultural, linguistic, and socioeconomic backgrounds of the students they serve. This necessity has led to the growing practice of contextualizing national reading programs to make learning more relevant and accessible.

A contextualized reading program adapts the curriculum to better reflect the lived experiences of students, aligning with their environment, culture, and language. Instead of imposing a one-size-fits-all approach, contextualization tailors reading materials and instructional strategies to the learners' backgrounds, making learning more meaningful and engaging. In a multicultural or multilingual society, this approach is especially vital, as it addresses the diverse needs and experiences of students.

The concept of contextualization in education is rooted in the belief that learning is most effective when connected to the real-life contexts of the learners. According to Vygotsky's social constructivist theory, learning is a social process shaped by the environment and culture in which an individual is embedded. For reading programs, this means that literacy acquisition is more successful when texts resonate with the students' own cultural and linguistic

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backgrounds (Vygotsky, 2019). Research has demonstrated that students exposed to familiar settings, themes, and language in their reading materials are more likely to engage with the content and retain information (Gay, 2020).

In the Philippines, where linguistic diversity is significant, the Department of Education (DepEd) has recognized the necessity of adapting educational programs to local needs through initiatives like the "Mother Tongue-Based Multilingual Education" (MTB-MLE) program (DepEd Order No. 16, s. 2012). This policy promotes the use of the mother tongue as a medium of instruction in early education, aligning with the broader call for contextualizing educational programs. Research conducted by Tupas (2021) underscores that students' comprehension and fluency improve when instruction is delivered in a language they speak at home, thereby demonstrating the efficacy of a contextualized approach.

To strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum, DepEd mandates grade schools nationwide to implement Catch-Up Fridays as specified in DepEd Memorandum No. 001, s. 2024 known as Implementation of Catch Up Fridays (CUF). Moreover, as part of the National Reading Program and as stipulated in DepEd Order No. 013, s. 2023 entitled Adoption of the National Learning Recovery Program (NRP) in the Department of Education, the National Reading Program is anchored on the foundations of reading skills development in the early grades.

National reading programs typically provide a structured framework for improving literacy across diverse student populations. However, while national programs have demonstrated positive impacts, challenges arise when these programs are not adapted to the local context (Gove & Cvelich, 2011). Uniform approaches may neglect significant differences in culture, language, and socioeconomic conditions, leading to gaps in program effectiveness. Contextualizing national reading programs involves modifying teaching methods, resources, and curricula to meet the specific needs of students in different regions. For example, a study by Pretorius and Spaull (2021) in South Africa revealed that a contextualized reading intervention led to significant improvements in reading comprehension among early grade learners, particularly in underserved areas facing language barriers and resource shortages.

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Despite the benefits of contextualization, implementing such programs presents several challenges. One significant difficulty is ensuring that teachers receive adequate training to adapt reading materials and methodologies effectively. Many educators may lack familiarity with the specific techniques required to contextualize lessons, especially in contexts with multiple languages or cultural references (Ball, 2010). Additionally, resource constraints, including limited access to localized reading materials and the time needed to develop customized content, can impede program success (Trudell & Piper, 2014).

Moreover, while the policy environment may support contextualization, practical implementation often varies at the local level. Schools may lack the infrastructure, financial support, or community involvement necessary to fully engage in the contextualization process. As noted by Scribner and Cole (2018), the success of any educational intervention is closely tied to the social context in which it is implemented, underscoring the need for programs to be adaptable to the specific realities of each school and community.

Although considerable literature discusses the importance of contextualizing educational programs, limited research has specifically examined the best practices for implementing such a program within a national framework. Contextualized National Reading Program for Sustainable Curriculum Practices: Project STAR (Strengthening the Arts of Reading) seeks to address this gap by conducting action research on the implementation of a contextualized national reading program at Dr. Juan A. Pastor Integrated National High School. Through this research, the study will identify effective strategies, explore challenges, and propose solutions to enhance the implementation process, thereby contributing to the development of sustainable curriculum practices.

RESEARCH QUESTIONS

The following are the research questions of the study:

1. What are the best practices in implementing a contextualized national reading program?
2. How does contextualization of the reading program affect students' reading skills?

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3. What challenges do teachers and administrators encounter during the implementation of the contextualized national reading program?
 4. What strategies are effective in overcoming the challenges encountered during the implementation of the contextualized reading program?
 5. Based on the findings, what action plan can be proposed?

METHODOLOGY

This action research employed a mixed-methods approach, integrating both qualitative and quantitative data collection and analysis methods to explore the effectiveness of the Contextualized National Reading Program for Sustainable Curriculum Practices: Project STAR. The methodology was designed to address four key research questions, ensuring a comprehensive understanding of best practices, challenges, and strategies. Utilizing a concurrent embedded design, qualitative and quantitative data were collected simultaneously but analyzed separately, allowing for a more nuanced exploration of the research questions through triangulated findings (Creswell & Plano Clark, 2017).

Participants in the study included teachers and administrators responsible for implementing the reading program, as well as students enrolled in the program. A Needs assessment through reading among Senior High School was conducted to identify the participants of the study. Students under the category of Frustration were the sample population. A purposive sampling method was employed to ensure the representation of diverse perspectives, especially among those directly involved or impacted by the reading program (Palinkas et al., 2015).

Data collection occurred through various instruments: qualitative interviews and focus groups were used to explore effective practices in implementing the program, while pre- and post-test assessments measured students' reading skills and engagement levels before and after the intervention. Surveys and interviews helped identify challenges faced by teachers and administrators, while focus groups facilitated discussions on strategies to overcome these

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challenges. Additionally, open-ended survey questions were included to allow teachers, administrators, and community members to provide detailed responses on their perceptions of which strategies in their own words, offering nuanced and context-specific insights that might not be captured through closed-ended formats. This approach ensured that unique perspectives and innovative solutions could be identified. Finally, surveys measured the perceptions of community involvement and its impact on the program's success, using a combination of Likert-scale and open-ended questions for comprehensive insights (Likert, 1932; Creswell, 2014).

For data analysis, thematic analysis was employed to identify recurring themes in the qualitative data (Braun & Clarke, 2006), while paired samples t-tests were used to determine statistically significant differences in pre- and post-test scores (Pallant, 2020). Descriptive statistics were calculated to quantify survey responses regarding challenges, and correlation analysis was performed to assess the relationship between community involvement and the perceived success of the reading program. Ethical considerations were rigorously followed, ensuring participants' confidentiality, informed consent, and right to withdraw from the study. Ultimately, this methodology provided comprehensive insights into effective practices, challenges, and strategies for improving literacy education in diverse contexts.

RESULTS DISCUSSION & REFLECTION

Based on the interview conducted and from the thematic and statistical analyses of the data information, the following discussion of the results and reflection are given hereunder:

Discussion of the Results

The following are the detailed discussion on the findings and results of the data information:

1. Best practices in implementing a contextualized national reading program

Thematic analysis of the data from interviews, focus group discussions, and pre- and post-test assessments revealed several key themes related to how the contextualization of

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the reading program positively influenced students' reading skills. These themes include enhanced comprehension, increased engagement and motivation, improved vocabulary acquisition, and cultural relevance and connection.

Theme 1: Enhanced Comprehension

A prominent theme that emerged from the analysis is the significant improvement in students' reading comprehension when contextualized materials were used. Teachers consistently noted that students were better able to understand texts that reflected their cultural and linguistic backgrounds. Students were able to draw on their own experiences and prior knowledge, making it easier for them to connect with the reading material. This familiarity with the content allowed them to navigate complex texts with greater ease and accuracy. Quantitative data from pre- and post-test assessments supported this theme, showing notable gains in comprehension scores among students exposed to contextualized reading materials.

One teacher explained, "When the students see something that's part of their everyday life in the reading materials, they naturally understand it better. They relate it to their own experiences, and it helps them grasp the meaning more quickly." This statement encapsulates the broader sentiment observed among teachers and students alike: the closer the reading material was to their realities, the higher the comprehension levels.

Theme 2: Increased Engagement and Motivation

Another key theme was the increased student engagement and motivation. Teachers frequently reported that students were more interested in reading when the content was familiar and relevant to their lives. Unlike standardized texts, which some students found alienating or uninteresting, contextualized materials sparked curiosity and enthusiasm for reading. Students were more likely to participate in class discussions, ask questions, and complete reading assignments when they felt a connection to the material.

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Focus group discussions with students revealed that many felt motivated to read because they could “see themselves” in the stories and lessons. As one student shared, “It’s easier to read and understand when it’s about things we know, like our community and our culture. I actually want to read more now.” This demonstrates how the relevance of content plays a significant role in not only improving reading skills but also fostering a positive attitude toward learning.

Theme 3: Improved Vocabulary Acquisition

The contextualization of reading materials also led to improvements in vocabulary acquisition, as evidenced by both qualitative and quantitative data. Students were able to expand their vocabulary more effectively when new words were introduced within a familiar context. Teachers noted that when students encountered new terms in settings they could easily relate to, they were able to infer meanings more accurately, which led to better retention.

Pre- and post-test results showed a measurable improvement in students’ vocabulary scores, confirming that contextualized content facilitated the learning of new words. One teacher highlighted this theme by stating, “When students encounter new words in a context they understand, they are more likely to figure out the meaning on their own. This helps them remember the vocabulary better.”

Theme 4: Cultural Relevance and Connection

The final theme identified is the importance of cultural relevance in improving students’ reading skills. Many students felt a sense of pride and connection when they encountered stories, characters, and settings that mirrored their cultural experiences. This cultural relevance not only made the reading material more relatable but also enhanced their emotional connection to the content, making reading a more enjoyable and meaningful activity.

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One teacher emphasized the impact of this theme by saying, "When the reading material reflects their own lives and culture, students take more ownership of their learning. It's like the stories are speaking directly to them." This personal connection, facilitated by culturally relevant content, was pivotal in improving both comprehension and motivation to read.

Through thematic analysis, it is clear that contextualizing the reading program had a profound and positive impact on students' reading skills. The themes of enhanced comprehension, increased engagement, improved vocabulary acquisition, and cultural relevance illustrate the various ways in which contextualized reading materials can significantly improve literacy outcomes. By making the content more relevant to students' lives, schools were able to foster a deeper connection to the material, ultimately leading to improved reading proficiency and a more engaged learning experience.

2. Effects of Contextualization on Students' Reading Skills and Engagement

The effect of contextualizing the reading program on students' reading skills was analyzed using a Paired Samples T-Test, comparing pre-test and post-test scores. The test measured three areas of reading proficiency: word recognition, comprehension, and utilization.

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Table 1: Grade 11& Grade 12- Word Recognition Skills -Paired Samples T-Test

T Test: Paired Two Sample for Means		
Mean	6.125	11.0625
Variance	50.11666667	2.8625
Observations	16	16
Pearson Correlation	-0.679750415	
Hypothesized Mean Difference	0	
df	15	
t Stat	-2.373110814	
P(T<=t) one-tail	0.015715978	
t Critical one-tail	1.753050325	
P(T<=t) two-tail	0.031431955	
t Critical two-tail	2.131449536	

The paired sample t-test analysis aimed to determine if there was a significant difference between the pre-test and post-test scores of Grades 11 and 12 students under frustration level. The mean pre-test score was 6.125, and the mean post-test score was 11.0625, showing improvement after the intervention. The pre-test scores had a higher variance, indicating greater variability compared to the more consistent post-test scores. The negative Pearson correlation (-0.6797) suggests that students with lower pre-test scores showed more improvement. The t-statistic (-2.3731) and p-values (0.0157 one-tailed, 0.0314 two-tailed) indicate a statistically significant increase in post-test scores, supporting the conclusion that the intervention had a positive effect on student performance.

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Table 2: Grade 11 and Grade 12- Comprehension Skills -Paired Samples T-Test

T Test: Paired Two Sample for Means		
Mean	6.125	10.625
Variance	50.11667	1.183333
Observations	16	16
Pearson Correlation	-0.04545	
Hypothesized Mean Difference	0	
df	15	
t Stat	-2.49615	
P(T<=t) one-tail	0.012346	
t Critical one-tail	1.75305	
P(T<=t) two-tail	0.024693	
t Critical two-tail	2.13145	

The paired sample t-test results of the Grade 11 and 12 students under frustration level in the comprehension skills revealed a significant improvement in performance following an intervention. The mean pre-test score was 6.125, while the post-test mean increased to 10.625, indicating a notable enhancement in reading comprehension skills. The pre-test scores exhibited a high variance of 50.12, suggesting considerable variability among students' initial performance, whereas the post-test variance dropped significantly to 1.18, indicating that students' post-intervention scores were more consistently higher.

The t-statistic of -2.496 showed a statistically significant difference between the two sets of scores, with a one-tailed p-value of 0.0123 and a two-tailed p-value of 0.0247, both of which were below the conventional alpha level of 0.05. This led to the rejection of the null hypothesis, confirming that the intervention had a statistically significant positive effect on students' comprehension in reading. Overall, these results underscored the effectiveness of the instructional strategy implemented to enhance reading skills among the students.

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Table 3: Grade 11 and Grade 12- Utilization Skills-Paired Samples T-Test

T Test: Paired Two Sample for Means		
Mean	7.125	13.625
Variance	50.11667	1.183333
Observations	16	16
Pearson Correlation	-0.05545	
Hypothesized Mean Difference	0	
df	15	
t Stat	-3.49615	
P(T<=t) one-tail	0.032346	
t Critical one-tail	1.930503	
P(T<=t) two-tail	0.044693	
t Critical two-tail	3.13145	

The paired sample t-test results of the Grade 11 and 12 students under frustration level in the utilization skills revealed a significant enhancement in performance following an intervention. The mean pre-test score was 7.125, while the post-test mean increased to 13.625, indicating a substantial improvement in reading utilization skills. The variance for pre-test scores was 50.12, which is considerably higher than the post-test variance of 1.18, suggesting that the post-test scores were more consistent among students, reflecting a positive outcome of the instructional strategies employed.

The t-statistic of -3.496 was an indication of a statistically significant difference between the pre-test and post-test scores. With a one-tailed p-value of 0.0323 and a two-tailed p-value of 0.0447, both of which were below the threshold of 0.05, thus the null hypothesis was rejected. This result confirmed that the intervention had a statistically significant positive effect on students' utilization in reading. Overall, these findings emphasized

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the effectiveness of the teaching strategies implemented, demonstrating a marked improvement in the students' reading utilization skills post-intervention.

The findings confirmed that contextualizing reading materials has a substantial effect on both students' reading skills and their engagement in the learning process. The significant gains in word recognition, comprehension, and utilization illustrated how culturally relevant and relatable content can enhance students' cognitive processing and application of reading strategies. Students were more likely to connect with the material on a personal level, which translated into better reading outcomes.

The paired sample t-test results across word recognition, comprehension, and utilization skills showed a positive outcome from the reading intervention. Significant improvements in mean scores across these areas revealed that the instructional strategies used were effective in enhancing the students' overall reading abilities. Lower variance in post-test scores displayed that the intervention contributed to a more uniform improvement in skills among students. The results highlighted the importance of targeted instructional methods in facilitating growth in critical reading components, thereby fostering better reading performance to students under frustration level.

Statement	Mean Score	Standard Deviation
1. Teachers have a clear understanding of the objectives and components of the program.	3.10	1.10
2. Adequate training has been provided to implement the program effectively.	2.85	1.25
3. There are sufficient resources available to support the implementation.	2.70	1.30
4. <u>Time</u> allocated for implementation is adequate.	2.95	1.15
5. The program aligns well with the existing curriculum.	3.20	1.05
6. Students show interest and engagement in the program activities.	3.50	1.00
7. School administration provides adequate support for the implementation.	2.60	1.20
8. Parents are actively involved and supportive.	3.00	1.15
9. The assessment methods are clear and effective.	3.10	1.10
10. The program addresses the cultural and linguistic diversity of students.	3.40	1.05
11. There is effective collaboration among staff regarding implementation.	2.80	1.20
12. The program can be easily adapted to meet diverse student needs.	3.30	1.00
13. I have faced significant challenges in implementing the program.	4.00	1.15

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3. Challenges Faced During Implementation The survey questionnaire conducted with teachers and administrators aimed to identify the challenges faced during the implementation of the contextualized national reading program. A total of 55 respondents participated in the survey, yielding valuable insights into the obstacles encountered in the context of contextualizing reading materials for their students.

The analysis of the data revealed several important insights regarding the implementation of the contextualized national reading program. First, the mean score for understanding the program's objectives is 3.10, indicating a neutral to somewhat positive perception among teachers about their clarity regarding the program. However, a lower score of 2.85 for adequate training suggests that many teachers feel they did not receive sufficient training, which may contribute to the challenges they encounter. Additionally, the mean score for resource availability is 2.70, highlighting significant concerns about the lack of adequate resources for implementation. This is compounded by a low score of 2.95 for time allocation, suggesting that logistical challenges hinder effective program execution.

Regarding program alignment and engagement, the mean score of 3.20 showed a moderate level of agreement that the program is integrated well with existing educational frameworks. Furthermore, a higher score of 3.50 for student engagement reflects positively on student interest, suggesting that once implemented, the program captures students' attention effectively. In terms of administrative support, a low score of 2.60 revealed that many teachers feel unsupported in their efforts to implement the program, highlighting a significant challenge that may affect morale and overall implementation success.

The neutral score of 3.00 for parental involvement indicated that while some parents are engaged, there was room for improvement in community support and engagement with the program. Additionally, a neutral score of 3.10 for assessment clarity revealed some uncertainty about evaluation methods. In contrast, a higher score of 3.40 for cultural relevance reflected a positive aspect, indicating that the program addressed the diverse cultural backgrounds of students effectively.

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Collaboration among staff showed a mean score of 2.80, indicating a need for improved teamwork during implementation. However, a higher score of 3.30 for adaptability indicated that teachers believed that the program can be tailored to meet various student needs. Finally, the highest score of 4.00 for encountering significant challenges reinforced that many teachers recognized barriers in the program's implementation, indicating considerable areas of concern that must be addressed. Overall, the findings emphasized the need for enhanced training, better resource allocation, and increased support from school administration to facilitate a more effective implementation of the reading program.

4. Strategies Used to Overcome Challenges

The study identified several strategies that helped schools overcome the challenges in the implementation of the contextualized reading program:

- a. Collaborative planning: Teachers worked together to share contextualized materials and co-create lesson plans, saving time and effort.
- b. Adapting existing resources: Schools repurposed existing reading materials, infusing local content to make them more relevant.
- c. Ongoing support and mentoring: Schools established peer mentoring programs, where experienced teachers provided guidance to those struggling with contextualization.
- d. Flexible curriculum planning: Some schools introduced a more flexible timetable, allowing teachers more time to contextualize lessons while still meeting educational targets.

Interpretive Reflection

The results of this action research offer a profound understanding of how contextualizing a national reading program can enhance students' reading skills and engagement. Reflecting on the findings, several critical insights emerge, highlighting both the successes of the program and the challenges that must be addressed to ensure its long-term sustainability.

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Contextualization as a Catalyst for Improved Reading Skills

The central theme across the data is the positive effect of contextualized materials on students' reading skills. By aligning reading content with students' cultural and personal experiences, the program fosters deeper comprehension, engagement, and motivation. This reflects the idea that students are not just passive recipients of knowledge but active participants whose learning is shaped by their cultural and social contexts. The ability to see themselves in the material, relate to familiar themes, and draw on prior knowledge empowers students to interact with the content more meaningfully. The gains in reading comprehension and vocabulary acquisition, supported by both thematic analysis and quantitative data, reaffirm that learning becomes more effective when it is personalized and context-driven.

As educators, it is essential to recognize the transformative potential of culturally relevant materials. Students' connections to the content were not just academic but emotional, as they expressed a sense of pride and ownership when engaging with stories and lessons that resonated with their own lives. This cultural relevance fosters a richer educational experience, making reading not only a task to be completed but a journey of self-exploration and affirmation.

Engagement and Motivation as Key Drivers

The increased student engagement and motivation resulting from contextualized materials is another critical finding that cannot be understated. Students' motivation to read was not only about understanding the material but about feeling connected to it. This sense of belonging and relevance inspired greater participation and a willingness to delve deeper into reading activities. In the context of education, motivation is often the bridge between potential and achievement. When students are motivated, they engage more actively, participate more willingly, and push themselves further in their learning journey.

From a reflective standpoint, this speaks to a broader issue within education: the need to make learning meaningful for students. Too often, standardized curricula fail to engage students because they are disconnected from their lived realities. This study underscores the

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importance of not only providing content but ensuring that this content speaks to the students' world, making learning a purposeful and fulfilling endeavor.

The Role of Teacher Preparedness and Resources

While the benefits of the contextualized reading program are clear, the challenges faced during its implementation reveal important areas for reflection. The lack of culturally relevant materials and the pressure of time constraints highlight the systemic barriers that educators face when attempting to adopt innovative teaching methods. Teacher preparedness, or the lack thereof, is another major obstacle. It is not enough to provide teachers with new materials; they must also be equipped with the skills and confidence to implement these strategies effectively.

This raises important questions about the support structures in place for teachers. How can schools and education systems better equip educators to manage the demands of contextualization while maintaining curricular standards? Continuous professional development, mentoring, and collaboration among teachers are critical, as evidenced by the successful strategies employed by schools in this study. However, these efforts need to be more widely supported and institutionalized to ensure that all teachers have the tools they need to succeed.

The Power of Collaboration and Adaptation

A key reflection from this research is the power of collaboration and adaptation in overcoming the challenges of implementing a contextualized program. Teachers working together to share resources, co-create lesson plans, and mentor one another demonstrates the value of a collaborative professional culture. This not only alleviates the burden on individual teachers but fosters a sense of community and shared purpose in education.

Moreover, the flexibility shown by schools in adjusting their timetables and repurposing existing materials speaks to the adaptability needed in modern education. As the challenges of diverse student needs and limited resources become more pronounced, educators must be

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willing to adapt and innovate continuously. Flexibility and creativity are not just desirable traits but essential ones in a rapidly changing educational landscape.

Sustainability and the Ways Forward

The research highlights a critical reflection on the sustainability of such programs. While contextualization has proven effective, its success is contingent on several factors: adequate resources, teacher training, community involvement, and institutional support. For these programs to have a lasting impact, they must move beyond isolated interventions and become integrated into the broader educational framework. Schools and education systems must commit to supporting contextualized learning approaches by providing the necessary trainings and ongoing support.

INNOVATION STRATEGY & INTERVENTION

Through careful analysis, interpretation, and reflection on the findings, the researcher identified several effective strategies to address the challenges encountered.

Teachers and administrators implemented a range of approaches, including building partnerships with all stakeholders to obtain culturally relevant materials and utilizing local expertise.

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Continuous professional development for teachers, provided through workshops and mentoring, has proven effective in addressing skill gaps.

ACTION PLAN					
Proposed PPA	Project-STAR (Strengthening the Arts of Reading)				
Key Result Findings	This presents the essential findings of the study derived from the methods.				
School Year	SY 2023-2024				
Focus	Activities	Objectives	Procedures	Schedule	Output
Collaborative Planning	Organize collaborative planning sessions among teachers.	Foster collaboration to co-create contextualized lesson plans and share materials.	- Schedule regular meetings. - Assign roles for sharing and developing materials. - Review outcomes regularly.	Year round	Co-created and shared contextualized lesson plans.
	Facilitate sharing of contextualized materials.	Save time by utilizing shared lesson plans across teachers.	- Use shared platforms or folders for easy access. - Provide feedback on shared resources.	Year round	Increased pool of contextualized materials accessible to all.

To mitigate resource shortages, schools frequently develop their own contextualized materials or make use of digital platforms offering customizable resources.

Additionally, maintaining open communication with parents, teachers, and administrators has been crucial in minimizing resistance to the new program and fostering a collaborative environment for its successful implementation.

Finally, this project has spurred the development of numerous interventions serving a catalyst for creative solutions and advancements. Through its implementation, new ideas have

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been explored, leading to improved methodologies, or systems that address specific challenges or enhance efficiency.

Adapting Existing Resources	Repurpose reading materials to reflect local culture and content.	Make lessons more relevant and engaging for students by contextualizing materials.	- Review current reading materials. - Infuse local content such as stories, language, and examples.	Year round	Localized reading materials used in classrooms.
	Regularly review and update contextualized materials.	Ensure the materials remain current and relevant to students' needs.	- Conduct regular feedback sessions. - Update materials based on student engagement and feedback.	Quarterly	Updated reading materials that reflect student needs.
Ongoing Support and Mentoring	Establish peer mentoring programs between	Provide guidance to teachers struggling with	- Assign mentors - Conduct regular mentoring sessions.	Year round	Mentored teachers show improved

ACTION PLAN

	experienced and new teachers.	lesson contextualization.	- Monitor progress through feedback and assessments.		contextualization skills.
	Monitor and evaluate the effectiveness of the mentoring program.	Continuously improve mentoring support for teachers.	- Collect feedback from mentees. - Adjust the program based on feedback and results.	Quarterly	Improved mentoring practices and increased teacher confidence.
Flexible Curriculum Planning	Introduce flexible timetables allowing more time for contextualization.	Allow teachers more flexibility to tailor lessons to student needs.	- Review current timetables. - Allocate dedicated time for lesson contextualization and planning.	Quarterly	More flexible timetables that support lesson planning.
	Evaluate the impact of flexible timetables on learning outcomes.	Ensure that flexibility in planning does not compromise educational targets.	- Monitor student performance and lesson quality. - Adjust timetables as necessary to maintain balance.	Quarterly	Enhanced lesson quality and improved student performance.

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CONCLUSIONS

The implementation of a contextualized national reading program has demonstrated a positive and measurable impact on students' reading proficiency, engagement, and overall learning experience. Drawing from both qualitative thematic analysis and quantitative statistical data, the research confirms that contextualization is a powerful pedagogical strategy that enhances literacy outcomes by aligning educational content with students' cultural, linguistic, and social realities.

1. Students exposed to culturally and linguistically relevant reading materials showed marked improvements in comprehension, vocabulary acquisition, and reading utilization. Familiar content enabled students to connect prior knowledge with new information, facilitating deeper understanding and more accurate interpretation of texts.

2. Students were more motivated and engaged when reading materials reflected their own experiences and environment. This relevance fostered a sense of ownership and interest in reading, leading to more active participation in discussions and a willingness to read beyond classroom requirements. Emotional connection to the content played a key role in sustaining student interest and enthusiasm.

3. The inclusion of culturally relevant stories and themes promoted a stronger emotional and cognitive connection to the material. Students expressed pride and a sense of identity when engaging with texts that mirrored their lives, making reading a more meaningful and affirming experience.

4. Despite its success, the program encountered several implementation barriers, inadequate teacher training and preparedness. Limited availability of contextualized resources, and time constraints for lesson planning.

5. These approaches demonstrate that with creativity, teamwork, and commitment, schools can successfully implement contextualized programs even in resource-constrained environments.

6. The long-term success of contextualized reading programs depends on empowering educators through continuous professional development, adequate resources, and strong

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institutional support. Teachers must be equipped not only with materials but also with the skills and confidence to implement contextualization effectively.

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