WHY K-12 LEARNERS NEED CONTEXTUALIZED AND LOCALIZED INSTRUCTION

by:
Melissa T. Holgado
Teacher I, Mariveles National High School-Poblacion

The Department of Education via its K-12 Program mandates schools to adhere with the curriculum guidelines and standards regarding the contextualization and localization of instruction offered to the learners. Both of these educational processes are aimed towards making instruction more comprehensible, life-relevant and meaningful for the learners. Both are aimed towards honing learners’ comprehension and mastery of instructional contents and concepts by building on prior knowledge and allowing learning in familiar settings and contexts.

In view of contextualization, it is an act or process of putting concepts, ideas and information into context. It aims to make sense of information based from the situation, condition or location from which the idea or information was found. In the teaching-learning process, contextualization is viewed as a process in which the meaning derived from instruction is connected to students’ prior knowledge and life-related experiences, habits and activities. Contextualized teaching and learning arise when for instance, the teacher asks and directs comprehension questions to students that connect to their real lives. Contextualized instruction also includes and highlights learning activities which require direct, personal and practical application and conduct of tasks and activities within the immediate settings, community or environment where the learners belong.

On the other hand, localization of instruction denotes the process of making instructional contents local in character or restricting it to a particular place or locality where students belong. Localization is associated with familiarization. For instance, a reading instruction is made highly localized when it covers contents and selections that integrate and incorporate concepts that are made localized in names, characters and
attributes. Instead of using foreign names of the characters in a short story, the teacher would prefer to use names that are typical and identical with Filipinos like Juan, Pedro, Maria, Ana and the like. Settings in stories and selections are made local like using Manila instead of New York as the setting for a values-oriented story. Localization, therefore, primarily aims to enable students to learn in a familiar setting and through association with local characters and elements.

References:

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