



## Teachers' expectations of regional literature and acceptability of a culturally responsive material for Grade 7

Jorge S. Tambong  
Aklan State University, Banga, Aklan, Philippines  
Corresponding Author email: [jorgetambong751@gmail.com](mailto:jorgetambong751@gmail.com)

Received: 01 April 2026

Revised: 01 May 2026

Accepted: 03 May 2026

Available Online: 05 May 2026

Volume 1 (2026), Issue 2, P-ISSN – 3116-4374; E-ISSN - 3116-4382

<https://doi.org/10.63498/ijlestr2>

### Abstract

**Aim:** This study determined the expectations of Grade 7 English teachers regarding the use of regional literature and developed and evaluated a culturally responsive supplementary material for English instruction.

**Methodology:** The study employed an exploratory sequential design anchored on the Successive Approximation Model (SAM). Six Grade 7 English teachers from selected public secondary schools in Malinao, Aklan participated. Data were collected using a Teacher Interview Guide, a researcher-administered Text Screening Tool, and an adapted DepEd Evaluation Rating Sheet for Print Resources. Qualitative data were analyzed through thematic analysis following Braun and Clarke's (2006) six-phase approach, while quantitative data were analyzed using weighted mean.

**Results:** Findings revealed that teachers' expectations focused on enhancing comprehension and literary understanding, increasing engagement through cultural relatability, promoting cultural identity and values, and ensuring curriculum alignment and feasibility. Based on these expectations, an eight-week supplementary material titled *Voices of Aklan: Understanding Culturally Responsive Poetry of Aklanon Writers* was developed. The material was rated acceptable in terms of content (22.75/28), format (68.16/72), presentation and organization (18.98/20), and accuracy (24/24), all exceeding DepEd standards.

**Conclusion:** The development of culturally responsive supplementary material grounded in regional literature is feasible and pedagogically valuable in English education. Integrating regional literary texts aligned with teachers' expectations and curriculum standards can enhance learners' comprehension, engagement, and cultural identity, thereby strengthening language learning and literary appreciation.

**Keywords:** *teachers' expectations, regional literature, culturally responsive material, Grade 7*

### INTRODUCTION

To foster learners' literary appreciation and development of communication skills, the need for integration of regional literature provides meaningful opportunities to connect language learning with local culture and authentic discourse in a culturally diverse classroom. With that, teachers' expectations regarding the use of regional literature play an important role in shaping classroom instruction and student learning. These expectations reflect their beliefs on how regional literature can enhance comprehension, and promote cultural identity in the classroom and how teachers view the potential of regional texts to support comprehension, engagement, and cultural identity in literature classes.

Jetomo (2023) emphasized that using localized and contextualized instructional materials can serve as scaffolds that help learners meaningfully engage with literary texts utilized for classroom instruction. Thus, regional literature may serve as both an instructional and cultural resource in the classroom.

In which Department of Education Order No. 21, s. 2019 emphasizes that the K to 12 curriculum should be flexible and contextualized, enabling schools to adapt instructional materials to learners' needs, cultural backgrounds, and local contexts for more meaningful learning (Department of Education, 2019). According to Ananda et al. (2021), regional literature faces challenges in the era of globalization as global media and dominant languages tend to overshadow local literary traditions, leading to their marginalization despite their cultural value.

It has been observed in the local context that only a limited number of localized literary texts are utilized in English classes, particularly in Philippine Literature instruction, which may undermine the intended purpose of localization in teaching and learning, say for instance in the instructional use of Aklanon literature written in English,



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

which refers to the body of literary works such as poems and short stories produced by writers from Aklan, a province in the Philippines. This gap highlights a pressing need to strengthen the integration of local texts to ensure more culturally responsive and meaningful learning experiences, and the need to examine the expectations of Grade 7 English teachers regarding the use of regional literature and to use these as a basis for developing culturally responsive supplementary material. By drawing on selected Aklanon poems written in English, which are part of regional literature, the study supports contextualized instruction and responds to the growing need for instructional resources that are pedagogically appropriate for literacy development.

This study aimed to determine the expectations of Grade 7 English teachers regarding the use of selected Aklanon literary works and to use these expectations as the basis for developing and evaluating a culturally responsive supplementary material for Grade 7 as an initiative for encouraging contextualized instruction as DepEd (2023) highlighted in the new curriculum which is the MATATAG Curriculum, aiming to produce a more responsive basic education system by decongesting competencies, strengthening foundational skills, and promoting contextualized instruction that is aligned with 21st-century learning needs. This study aimed to determine the expectations of Grade 7 English teachers regarding the use of selected Aklanon literary works and to use these expectations as the basis for developing and evaluating a culturally responsive supplementary material for Grade 7. Guided by the Successive Approximation Model (SAM) of Allen & Sites (2012), the study sought to systematically translate teachers' insights into a contextually grounded instructional resource.

## Review of Related Literature and Studies

### Teachers' Expectations on Regional Literature

Teachers' expectations on regional literature classroom use affect how they evaluate appropriateness of a certain literary text in terms of the reading activities, cultural identity, engagement and feasibility, and value to the present curriculum. Additionally, De Jesus-Reyes (2024) emphasized that selecting texts that reflect students' cultural and linguistic backgrounds and present diverse perspectives helping to create a more inclusive learning environment. Such texts not only foster empathy and meaningful engagement with literature but also strengthen learners' cultural identity. For Grade 7 teachers, this means that evaluation is not just about knowing if a text is accurate but also whether it resonates with students' lived experiences. In developing communication skills of learners using literature with connection with their culture, Abdulrahman (2025) underscored that literature plays a vital role in developing skills in communication because these literary pieces convey a society's culture, values, traditions, and collective experiences. Through this, it is expected for teachers' instruction of choosing literary pieces that may clearly express human experiences align to the learners and for English classes.

### Regional Literature in English Language Teaching

Regional literature has been recognized as a valuable resource in English language teaching because it connects literary learning with learners' cultural experiences, it implies that it has to be promoted continuously. In the field of English language teaching, using localized texts written English has been noted as part of the curriculum, however, it is not fully reinforced, though it is known to be an effective tool for improving communication skills in English especially in writing. It has been supported by the Department of Education, when localized texts are integrated into English classes, literary analysis becomes less abstract and more personally meaningful for students (DepEd, 2019).

Also, Commission on Higher Education (2013) likewise emphasized that integrating local and multicultural literature to promote cross-cultural understanding. The notion is also strengthened by Semiyeva (2025) emphasized that regional literature could serve as a rich repository of cultural expression, preserving local identities while enriching the English language through the incorporation of regional dialects. Thus, it affirms that communication skills can be developed by using both forms which are the localized texts written and English, and the culture these represent.

### Successive Approximation Model (SAM) and Instructional Design

The Successive Approximation Model (SAM), developed by Allen and Sites (2012), is an iterative instructional design model organized into three phases: Preparation, Iterative Design, and Iterative Development. Unlike linear models, SAM allows designers to move back and forth across phases in response to feedback and instructional needs. Kuzmina (2022) emphasized that SAM encourages frequent revision to ensure that materials remain relevant and aligned with learners' needs. Additionally, SAM is especially appropriate for developing supplementary materials where cultural relevance, readability, and curriculum alignment must be refined. For the present study, SAM is an appropriate model with requires strong evaluation and revision, with the repeated cycles of designing, feedbacking, the material



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

ensured readability and instructional effectiveness. SAM clearly supports development of learners' communication and language skills through providing well-structured and culturally-relevant contexts from a material resource. Thus, the supplementary material facilitates improvement of comprehension, enrich vocabulary and language use, and promote appreciation of literature among learners through its structured framework.

## Developing a Culturally Responsive Supplementary Material

In the context of developing of culturally responsive supplementary materials, it has been noted that there must be an evident localized learning resources that reflect students' identities, lived experiences, and communities. As regional texts can enhance instruction and play a significant role in strengthening cultural identity, promoting critical thinking, and fostering inclusive education. When these texts are carefully selected and meaningfully integrated, these works bridge learners' cultural backgrounds with personal relevance (Belarga et al., 2025). This is supported by Safitri, Halim, and Ibrahim (2025), they found that culturally responsive instructional materials meaningfully enhance learners' motivation and improve language learning outcomes which emphasizes the importance of aligning instructional content with students' cultural contexts. Thus, a culturally responsive supplementary material is an innovation which can support communication development as learners are more willing to participate in expressing ideas, and engage in meaning-making activities when it is culturally relevant to them.

## Reading Comprehension, Engagement, and Cultural Identity

It has been noted that reading comprehension, learner engagement, and cultural identity are priorities especially in literature classes and instruction. In similar view, Sinclair (2025) emphasized that culturally responsive instruction has a significant impact on learners' reading comprehension, language comprehension, and decoding skills. The study revealed that when reading materials and instruction are connected to students' lived experiences and cultural backgrounds, learners are able to better understand texts and process meaning more effectively. This suggests that comprehension is strengthened when meaningful language and cultural connections in instruction. Similarly, Wissman (2021) emphasized the importance of adopting a cultural-context approach in reading instruction, where literacy practices intentionally draw from students' culture. In this perspective, instruction involves integrating texts in class that reflect cultural diversity, encouraging inquiry based on students' lived experiences. Therefore, reading comprehension skills can be achieved when learning of the students is scaffolded with familiar connections.

## Acceptability of Instructional Materials

In terms of acceptability of instructional material, this is more concerned on the instructional resource's appropriateness, usability, and alignment with the needs of its intended users especially for learners. Benedicto (2025) stated that the acceptability of instructional materials depends mainly on their alignment with curriculum coverage, accuracy of content, and appropriateness for learners' grade level. The researcher also noted that design quality such as readability, clear sequencing, organization, and layout which significantly affects teachers' evaluation of these materials. Overall, acceptability is influenced not only by what is taught but also by how clearly and effectively the content is presented for learning.

Hamora et al. (2022) emphasized that the acceptability of instructional materials is largely determined by the quality, physical features, error-free, thorough discussion of concepts, and the format is appropriate. It was highlighted that instructional materials are acceptable for teaching when they are well-structured, simple, and appropriate for the learners' level. This highlights that usability and instructional alignment are essential factors in evaluating teaching resources.

On the other hand, Stefaniak and Carey (2022) found that instructors should evaluate instructional materials, like open educational resources (OER), should base on several key factors such as content, design, usability, engagement, and readability. Their findings suggest that well-designed instructional resources may improve instructional delivery and enhance learner comprehension and participation. This affirms that both content and design play a critical role in determining the acceptability of instructional materials in educational settings and for language skills development of the learners.

Overall, the reviewed literature establishes that regional literature is significant to literature classes focused on local setting. They are evidently vital in culturally responsive instruction and instructional material development. Moreover, teachers' expectations in determining the appropriateness of literary materials are consideration for instructional value, taking into account that they know better their students and their capacity in writing and creative expression. In connection to this, those are foundations that allow learners to construct meaning more effectively, as language use becomes tied to lived experiences, cultural references, which assuredly strengthen both comprehension and communicative competence.



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

Overall, supplementary materials are more likely to have the role to facilitate active meaning-making and interpretation among learners particularly when it tackles relevant literary texts. In the current study, it considers interrelated elements to develop and evaluate a culturally responsive supplementary material grounded in regional literature, aiming to strengthen both literary understanding and communication development. These are essential when developing instructional material, particularly for Grade 7 learners engaging with literary texts written in English.

## Theoretical and Conceptual Framework

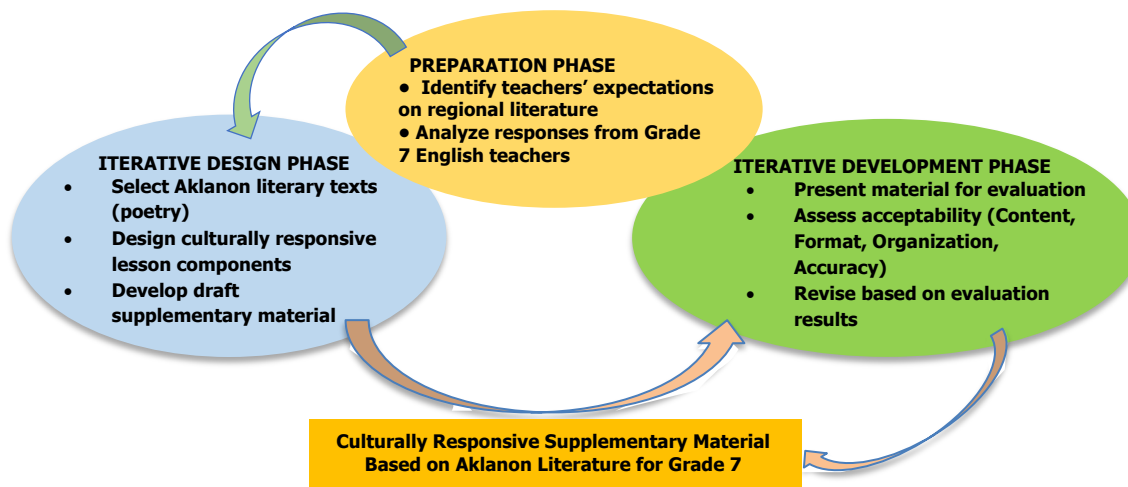
This study was anchored on two theories: Schema Theory by Frederic Charles Bartlett, and the Successive Approximation Model (SAM) developed by Allen & Sites (2012).

Schema Theory by Bartlett emphasizes the importance of prior and existing knowledge in forming mental representations that help learners understand and organize new information. In the educational process, teachers play a key role in helping students develop new schemas and connect them with existing ones, which ultimately improves comprehension and memory retention (Pappas, 2023). Schema Theory supports the present study on teachers' expectations of regional literature and the acceptability of culturally responsive materials for Grade 7 learners because it explains how students learn and understand texts through their prior knowledge and experiences. When learners read and encounter regional literature, they connect the content of the literary piece to what they already know about their culture, language, and community. When teachers use culturally familiar texts in classroom, they are helping students activate their prior knowledge, making it easier for them to understand themes, characters, and messages in literary works which helps improve students' language and literary competence.

On the other hand, SAM is an instructional design model that emphasizes an iterative and collaborative approach to developing instructional materials. It is composed of three major phases: Preparation, Iterative Design, and Iterative Development. The Preparation Phase involves identifying instructional needs and gathering relevant data. In this study, this phase was represented by the collection and analysis of teachers' expectations regarding the use of regional literature in English instruction. These expectations served as the basis for identifying the instructional, cultural, and pedagogical requirements of the supplementary material.

The Iterative Design Phase involves planning and developing instructional materials based on identified needs. In this study, this phase included the selection of Aklanon literary texts and the design of culturally responsive lesson components aligned with Grade 7 competencies. The themes derived from the teacher interviews guided the development of lesson activities, comprehension tasks, and assessment strategies. The Iterative Development Phase involves evaluating and refining the instructional materials. In this study, this phase included the evaluation of the developed supplementary material using the adapted DepEd Evaluation Rating Sheet for Print Resources. The material was assessed in terms of content, format, presentation, organization, and accuracy, and the results were used to refine the material further.

**Figure 1**  
*Schematic Diagram Showing SAMS as the Framework of the Study*



Source: Adapted from Allen & Sites, 2012



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

The constructs of the study are interconnected: teachers' expectations serve as the primary input; selected Aklanon literary poems provide the instructional content; the SAM framework guides the design and development; and acceptability of the material. The use of SAM is appropriate because the study is developmental in nature. It not only examines teachers' expectations but also translates these expectations into an instructional output. SAM supports this process by allowing continuous refinement, ensuring that the developed material is culturally responsive, pedagogically sound, and aligned with curriculum standards.

## Statement of the Problem

This study addresses the need to enhance English language instruction through the integration of culturally relevant and contextually grounded literary materials. In multilingual educational settings such as the Philippines, the limited use of regional literature in English classrooms constrains opportunities for learners to develop reading comprehension, engagement, and cultural identity through meaningful and relatable texts. Despite existing policies promoting contextualization and localization of instruction, regional literary works remain underutilized in Grade 7 English teaching.

Furthermore, there is a lack of systematically developed and evaluated supplementary instructional materials that incorporate regional literature while ensuring alignment with curriculum standards and pedagogical effectiveness.

This gap highlights the need to examine teachers' expectations regarding the use of regional literature and to translate these expectations into a culturally responsive instructional resource.

Thus, this study investigates how teachers' expectations can inform the development and evaluation of a culturally responsive supplementary material for Grade 7 English, with particular focus on its acceptability in terms of content, format, presentation and organization, and accuracy.

## Research Objectives

### General Objective:

To examine teachers' expectations regarding the use of regional literature and to develop and evaluate a culturally responsive supplementary material for Grade 7 English instruction.

### Specific Objectives:

1. To identify the expectations of Grade 7 English teachers regarding the use of regional literature in English instruction.
2. To develop a culturally responsive supplementary material based on selected regional literary works and teachers' expectations.
3. To evaluate the acceptability of the developed supplementary material in terms of content, format, presentation and organization, and accuracy.

## Research Questions

1. What are the expectations of Grade 7 English teachers regarding the use of regional literature in English?
2. How can a culturally responsive supplementary material be developed based on selected regional literary works and teachers' expectations?
3. What is the level of acceptability of the developed supplementary material in terms of:
  - a. content,
  - b. format,
  - c. presentation and organization, and
  - d. accuracy?

## METHODS

### Research Design

This study employed an exploratory-sequential mixed-methods design, which began with a qualitative investigation of teachers' expectations regarding the teaching of regional literature, then the insights gathered from this phase served as the basis for the development of a culturally responsive supplementary material, which was subsequently evaluated quantitatively for its acceptability.

The exploratory sequential design collects qualitative data first, followed by quantitative data, and is used when researchers aim to explore a phenomenon before collecting numerical data (Dovetail Editorial Team, 2023). This



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

design was especially suited to the present study because it allowed teachers' expectations to the creation of an instructional material that is contextually relevant and pedagogically responsive. In language education research, by integrating teacher insights into the design process, the study supports the creation of materials that can enhance students' reading comprehension, literary appreciation, cultural awareness, and critical engagement with regional texts.

The study was further guided by the Successive Approximation Model (SAM), which served as the framework for the material development process. Specifically, the study proceeded through three interrelated phases: (1) qualitative exploration of teachers' expectations for teaching regional literature, (2) development of the supplementary material based on the identified themes and selected Aklanon literary texts, and (3) quantitative evaluation of the material's acceptability. Through this iterative and learner-centered process, the research not only addressed instructional material development but also contributed to the broader goals of language and literacy education.

## Population and Sampling

The study was conducted in selected public secondary schools in Malinao, Aklan, an Akeanon-speaking community. This setting was considered appropriate for the study because it provides a culturally rich context on teaching of regional literature. Six Grade 7 English teachers were selected through purposive sampling from six different public secondary schools in the municipality.

This sampling technique was appropriate because it enabled the researcher to intentionally select participants who possessed the professional experience on implementation of the MATATAG Curriculum, and similar discipline of teaching which is the language and literature, necessary to address the research objectives. The inclusion of teachers from different schools ensured representation from varied instructional contexts within the locality. Participation was voluntary, and participants were informed of their right to decline or withdraw from the study at any stage.

To qualify for participation, teachers had to be teaching English 7 in a public secondary school in Malinao, Aklan during School Year 2025–2026 and have at least three years of teaching experience. These criteria ensured that participants had sufficient classroom experience and familiarity with the Grade 7 English curriculum, particularly in teaching Philippine literature.

## Research Instruments

In terms of the instrumentation, there are three research instruments that were utilized in this study, aligned with a specific phase of the Successive Approximation Model (SAM). For the qualitative phase, a researcher-developed Teacher Interview Guide was employed to gather in-depth insights into teachers' expectations regarding the teaching of regional literature. The guide consisted of open-ended questions organized around four key dimensions: reading comprehension, learner engagement and motivation, cultural identity and appreciation, and feasibility within the MATATAG curriculum.

The interview guide underwent content validation by three experts in English language teaching, literature, and instructional design. For the material development phase, a researcher-developed Text Screening Tool was used to evaluate and select Aklanon poems for inclusion in the supplementary material. The tool assessed each text based on curricular alignment, linguistic appropriateness, cultural relevance, engagement potential, and literary value. Using the Content Validity Index (CVI), each item was rated for relevance, clarity, and alignment with the study objectives. The instrument obtained a perfect CVI of 1.00, indicating unanimous expert agreement on the use of the instruments.

For the quantitative evaluation phase, the study employed the Department of Education Evaluation Rating Sheet for Print Resources, which was adapted to assess the acceptability of the developed supplementary material. The instrument measured four dimensions: content, format, presentation and organization, and accuracy. As this tool is an established and officially recognized evaluation instrument developed by the Department of Education, it was adopted without re-validation. Its use provided a standardized framework for determining the material's quality, usability, and suitability for classroom instruction.

## Data Collection

During the Preparation Phase, the researcher secured permission from the Schools Division Office of Aklan and from the respective school principals or school heads prior to conducting the study. Ethical clearance was obtained, and informed consent was secured from all participants. Participation was entirely voluntary, and participants were clearly informed of their right to decline or withdraw at any stage of the research. The Teacher Interview Guide was administered to gather in-depth data on teachers' expectations regarding the use of regional literature. Interviews were conducted in a structured format, audio-recorded with permission, and transcribed verbatim to ensure accuracy of the data.



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

During the Iterative Design Phase, the researcher selected Aklanon literary works based on the criteria established in the validated Text Screening Tool, including curricular alignment, linguistic appropriateness, cultural relevance, engagement potential, and literary value. The selected texts were systematically organized into lesson components aligned with Grade 7 competencies under the MATATAG curriculum. A draft of the culturally responsive supplementary material was then developed following these criteria.

During the Iterative Development Phase, the developed supplementary material was presented to the teacher-participants for evaluation. The adapted Department of Education (DepEd) Evaluation Rating Sheet for Print Resources was administered to assess the material's acceptability in terms of content, format, presentation and organization, and accuracy. Participants provided both quantitative ratings and qualitative feedback. To ensure reliability and rigor, the evaluation results were reviewed and cross-checked, and qualitative feedback was used to refine the material through iterative revisions. This systematic and iterative procedure ensured that the development of the supplementary material was grounded in teachers' expectations, aligned with curriculum standards, and strengthened through validation and continuous improvement.

## Data Analysis

To generate comprehensive results and discussion, the study employed both qualitative and quantitative data analysis procedures aligned with its exploratory-sequential mixed-methods design.

For the qualitative data, thematic analysis was conducted following the six-phase framework of Virginia Braun and Victoria Clarke (2006): familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. All interview transcripts were read multiple times to ensure immersion in the data. Initial codes were systematically generated and organized using a coding matrix. To enhance analytical rigor, a second coder independently reviewed a subset of the transcripts, and inter-coder agreement was established through comparison and reconciliation of coding decisions. Discrepancies were discussed and resolved through consensus to ensure consistency in theme development.

Furthermore, an audit trail was maintained to document coding decisions, theme development, and revisions throughout the analysis process. The identified themes were continuously reviewed against the raw data to ensure that they accurately represented participants' responses and reflected meaningful patterns. To strengthen credibility and minimize researcher bias, peer debriefing and external expert review were conducted to validate the alignment between codes, categories, and themes. This triangulated validation process enhanced the trustworthiness, dependability, and confirmability of the qualitative findings.

For the quantitative data, descriptive statistical analysis was employed to determine the level of acceptability of the developed supplementary material. Specifically, the weighted mean was used to compute scores for each evaluation criterion. The results were interpreted based on the Department of Education (DepEd) standards for instructional materials. The computed weighted mean scores were compared against DepEd-prescribed benchmarks: Content ( $\geq 21/28$ ), Format ( $\geq 54/72$ ), Presentation and Organization ( $\geq 15/20$ ), and Accuracy ( $= 24/24$ ). These statistical procedures provided an objective basis for evaluating the material's quality and instructional suitability.

## Ethical Considerations

In terms of ethical consideration, the following were taken into account. Prior to data collection, permission to conduct the study was secured from involved school authorities. Approval to conduct the study was obtained from the Schools Division Office of Aklan, and respective school heads prior to data collection. Informed consent was obtained from all teacher-participants after the purpose, procedures, and scope of the study were clearly explained. Participation was voluntary, and participants were informed of their right to decline or withdraw from the study at any stage.

Participants' identities were anonymized using codes (Teacher A, B, C, D, E, and F), and school names where they are employed were not disclosed in reports or publications. All research data were kept confidential and used solely for academic purposes, consistent with the Data Privacy Act of 2012. Confidentiality and anonymity were maintained throughout the study.

Moreover, the selected Aklanon poems drawn from Melchor F. Cichon's compilation *The Best 31 Aklanon Poets* were used strictly for educational purposes with respect to the fair use of copyrighted materials in the Philippines, governed by Section 185 of Republic Act No. 8293 (Intellectual Property Code), allowing use for criticism, news reporting, teaching, and research without infringement, and for the attainment of the contextualization of the MATATAG English 7 curriculum. The authors were properly acknowledged and cited throughout the supplementary material developed.



## RESULTS AND DISCUSSION

### Teachers Expectations on Regional Literature

Using thematic analysis, it was revealed from the data gathered from Grade 7 English teachers, there were four major themes that reflect teachers' expectations regarding the use of regional literature in English 7 instruction. These themes are: (1) Enhancing Comprehension and Literary Understanding, (2) Increasing Engagement through Cultural Relatability, (3) Promoting Cultural Identity and Values, and (4) Ensuring Curriculum Alignment and Feasibility. The findings highlighted that teacher-participants expect regional literature should be included in teaching as culturally responsive instructional resource that supports language development, learner engagement, cultural awareness, and curriculum-aligned instruction within the MATATAG English 7 competencies.

#### 1. Enhancing Comprehension and Literary Understanding

Findings revealed that Grade 7 English teachers expect regional literature to contribute to students' comprehension in English, vocabulary development, and literary understanding, as regional literature allows students to access word meanings more easily and understand texts with greater depth.

**Teacher E** highlighted the role of comprehension development:

*“Ro mabulig it rehiyonal nga literary works hay nakaka-bulig sa pag-level up it comprehension. Kung rehiyonal ro teksto, mas madali nanda maintindihan. Mas nakaka-relate sanda dahil pamilyar ro lugar, istorya, ag mga tawo.”* (Regional literary works help in enhancing comprehension. If the text is regional, the students can understand it more easily. They can relate better because they are familiar with the place, stories, and people.)

**Teacher A** similarly noted that familiarity with vocabulary, settings, and characters enables students to relate more easily to the text:

*“Nakaka-bulig man nga maintindihan nanda ro theme it isaeang text kasi ro vocabulary kay pamilyar kanda. Mas nakaka-relate sanda dahil pamilyar ro lugar, istorya, ag mga tawo.”* (It also helps in identifying theme, as the vocabulary used are familiar to them. They can relate better because they are familiar with the place, stories, and people.)

It was found out that reading comprehension and literary understanding are expected in integration of regional literature in English classes and instruction as they have significant impact in developing language skills in vocabulary. Culturally responsive instruction has a significant impact on learners' comprehension and decoding skills especially when reading materials and instruction are connected to students' lived experiences and cultural backgrounds. Through this, learners are able to better understand texts and process meaning more effectively (Sinclair, 2025). This demonstrates that it deepens discourse analysis by allowing learners connect texts to their own experiences and prior knowledge, which can enhance their vocabulary, comprehension, and interpretive skills.

Similarly, Wissman (2021) emphasized the importance of adopting a cultural-context approach in reading instruction, integrating texts in class that reflect cultural diversity, encouraging inquiry based on students' lived experiences. Summing up, teachers expect regional literature to strengthen students' vocabulary development and literary competence by making learning within authentic and culturally relevant contexts. Regional literary texts serve as functional language input that brings learners to real-life patterns of creative expression through writing.

#### 2. Increasing Engagement through Cultural Relatability

Teachers expect regional literature to increase students' engagement and motivation through enhanced relatability, as regional texts reflect students' cultural and linguistic environment.

**Teacher A** highlighted the motivational and emotional aspects of language and visualization in regional texts:



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

*"Sa motivation, importante ro mga word nga nagapakita it emosyon ag baeatyagon habang nagabasa sanda. Nakaka-engage man ro picture speaking kay makita nanda ro imahinasyon ag kahimtangan it istorya."* (For motivation, it is important to use words that express emotions and feelings while they read. Picture speaking also helps increase engagement because they can visualize the situation and setting of the story.)

**Teacher D** added that experiential teaching and learning through regional texts allows teachers to gather students' background knowledge and experiences and relate these to their daily life and the culture they practice in their locality:

*"When we use regional texts, I think we can use experiential teaching and learning. So, we can gather or collect the background knowledge of students and their experiences. We can relate it to their daily life and the culture they practice in their locality."*

It was found out that motivation to learn a text was anchored through texts that triggers their imagination and emotions. It is suggested that regional texts should promote experiential teaching and learning. Likewise, De Jesus-Reyes (2024) affirmed that selecting literary texts that reflect students' cultural and linguistic backgrounds can foster empathy and meaningful engagement with literature. This shows that regional literature deepens discourse analysis by encouraging learners to explore how language evokes emotions, imagination, and cultural perspectives.

This finding highlights that learners are more likely to participate actively when they see their experiences and identity represented in the texts they have to learn. This shows that teachers expect regional literary works to function not only as content for literary study but also as communicative bridges that connect language learning with students' lived experiences.

### 3. Promoting Cultural Identity and Values

Findings indicate that Grade 7 English teachers expect regional literature to foster familiarity with cultural contexts by providing reading instruction in the traditions, settings, and practices of the Aklan community.

**Teacher A** explained that regional texts foreground local color and cultural identity:

*"Ro rehiyonal nga teksto hay gagamit it local color, ro lugar, ro mga tawo, ag ro kultura nanda. Pwede man dayawon ro mga lokal nga bayani pareho kanday Candido Iban, ag makita ro pagka-heroic nana."* (Regional texts can highlight the local color: the place, the people, and their culture. They can also celebrate local heroes such as Candido Iban and show the heroic qualities of the community.)

**Teacher D** further emphasized that contextual understanding deepens when learners engage with representations of their own locality:

*"We can integrate the Ati-atihan Festival. Then, the daily life and work of the local people like Abaka weaving. We can also include the life of Candido Iban who is one of the heroes here in Aklan and specifically in Malinao."*

Findings also indicate that teachers expect regional literature to promote cultural appreciation by celebrating local values and heritage, as participants emphasized that regional texts provide opportunities to highlight the moral, social, and cultural values that define their communities, such as respect for elders, bayanihan, religiosity, resilience, and connection to nature.

**Teacher C** provided a comprehensive view:

*"Regional texts can highlight cultural values such as respect for elders, bayanihan or community cooperation, family solidarity, and resilience."*

**Teacher B** added:



*“Regional texts can highlight values like bayanihan (community cooperation), respect for elders, and connection to nature.”*

**Teacher A** further emphasized that regional texts can surface moral lessons and themes relevant to contemporary youth:

*“Ro mga unga makaron hay uwa it batasan ngani dapat may moral lessons pareho it punctuality, pagrespeto, paghigugma sa palibot, ag maging aware sa nagakatabo sa sosyodad. Interesante man ro tema it love, ag love of country.”* (The youth today need character development, so themes with moral such as punctuality, respect, care for the environment, and awareness of societal issues are meaningful. Themes about love and love of country are also interesting.)

Similarly, culturally responsive materials not only support academic development but also affirm learners' identities and cultural heritage. In addition, Semiyeva (2025) emphasized that regional literature could serve as a rich repository of cultural expression, preserving local identities while enriching the English language. It affirms that communication skills can be developed by using both forms which are the localized texts written in English, and the culture these represent. It also strengthens meaning-making as learners realize how culturally grounded texts enhance communication skills, and promote authentic language use while appreciating cultural values.

Thus, it is expected that regional literature promotes cultural identity and values, as these are essential dimensions in developing learners' literary competence and affective engagement, these kinds of texts function as meaningful medium through which learners interpret and reflect their own community context, history and local identities.

#### 4. Ensuring Curriculum Alignment and Feasibility

Teachers highlighted the feasibility of integrating regional literary works within the MATATAG English 7 curriculum, given its perceived alignment with prescribed competencies.

**Teacher E** expressed this expectation by highlighting the ease of integration when materials are familiar to learners:

*“Madaling maka-relate, madaling ma-integrate sa mga bata. Kapag ‘yong gagamitin ay familiar sa kanila kasi within the region lang.”* (It is easy for students to relate and easy to integrate, especially when the materials are familiar to them because they are from within the region.)

**Teacher F** likewise stressed the importance of anchoring texts to grade-level competencies:

*“It is highly feasible to use regional text in order to embrace local culture as long as it is anchored to the competencies found in the book and as long as the materials are readily available for teachers and students.”*

The expectations expressed by the participants are supported by the concept of acceptability, which refers to the extent to which an instructional resource is appropriate, usable, and responsive to the needs of its intended users. This infers that meaning-making will be ensured as the materials are developmentally appropriate, well-organized, and accessible, enabling learners to engage with and interpret texts more effectively. Benedicto (2025) emphasized that acceptability is largely determined by curriculum coverage, content accuracy, and suitability for the learners' grade level. In addition, design quality, such as readability, logical sequencing, clarity of layout, and overall organization, plays a significant role in how teachers evaluate instructional materials. Resources that are both content-accurate and well-designed are more likely to be approved for classroom use. This alignment ensures that learners are not only developing linguistic skills but are also engaging with texts that reflect authentic communicative contexts rooted in their own culture.



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

## Development of the Supplementary Material

Based on the identified themes, seven poems by six Aklanon writers were selected from Melchor F. Cichon's (2007) compilation, *The Best 31 Aklanon Poets*, using criteria of curricular alignment, linguistic appropriateness, cultural relevance, engagement potential, and literary value. The selected poems were: *Pushing the Night* by Melchor F. Cichon and *Diplomat Listening to Speech of Another Diplomat* by Dominador I. Ilio; a haiku {nipa hut— / my castle atop a hill / a witness to my tears} by Edna Romulo Laurente Faral; *Once upon a time and National Heroes' Day* (Angelo B. Ancheta); *The Mosquito* (John Barrios); and *Before God I Saw Philosophy* (Vellyzarius I. De la Cruz). All poems and authors were properly acknowledged through the source: Cichon, M. F. (2007, May 4). *The Best 31 Aklanon Poets*. Bueabod It Akeanon Literary Circle. <https://bueabodal.blogspot.com/2007/06/re-emergence-of-aklanon-literature.html>

These poems collectively cover poetic elements all aligned with EN7LIT-I-1 of the MATATAG Curriculum, which requires Grade 7 learners to analyze literary texts as expressions of personal and community values. The resulting supplementary material, titled *Voices of Aklan: Understanding Culturally Responsive Poetry of Aklanon Writers*, was structured as an eight-week, first-quarter supplementary material with a progressive sequence from learning key elements to culminating in learners' production of the students' own culturally responsive poems. Therefore, integrating regional literature for instructional use can aid the development of language and communication skills as students interpret how writers encode messages and how readers construct meaning based on context and experience.

## Acceptability of the Supplementary Material

The developed supplementary material was evaluated by the six teacher-participants using the adapted DepEd Evaluation Rating Sheet for Print Resources. Through this evaluation, it was found out that the material passed all four evaluation factors such as content, format, presentation and organization, and accuracy.

Evaluation Factor	Score Obtained	Maximum Score	Result
<b>Content</b>	22.75	28	PASSED (≥21 required)
<b>Format</b>	68.16	72	PASSED (≥54 required)
<b>Presentation &amp; Organization</b>	18.98	20	PASSED (≥15 required)
<b>Accuracy</b>	24.00	24	PASSED (=24 required)

*Acceptability Ratings of the Supplementary Material per Evaluation Factor*

As shown in the table, in terms of **content**, it attained a mean score of 22.75 out of a maximum of 28 points, which surpassed the required score of 21, it means that the material contains relevant, accurate, and appropriate literary texts and activities for Grade 7. The result is aligned with the idea of Atchison et al. (2022), emphasizes that high-quality instructional materials must be closely aligned with curriculum standards and learning expectations to ensure coherent and meaningful instruction. Moreover, it could also deduce that the supplementary material is aligned with the MATATAG curriculum's first-quarter competencies, the culture related to the learners, and appropriateness of the selected Aklanon poems with the variety of learning activities.

In terms of **format**, the supplementary material obtained a mean score of 68.16 out of 72 points, which exceeded the required 54 points. This implies that the material has quality layout, readable presentation, and varied instructional supports. This includes pre-reading activities, guided comprehension tasks, and performance-based assessment. It met also the required standard for material's visual layout, typography, and overall design which support readability and ease of use. According to Romarate et al. (2023), instructional materials should consider appropriateness and suitability, taking into consideration important sections such as introduction, intended learning objectives, activity, analysis, abstraction and assessment. This implies that an instructional material should follow an appropriate format and is suitable to targets of learning.

Moreover, in terms of **presentation and organization**, the material obtained a mean score of 18.98 out of 20, surpassing the passing standard of 15 which confirms that the lessons are clearly sequenced and logically structured. It also reflects the supplementary materials logically has organized foundational literary concepts: rhyme, diction, tone, to higher-order analysis involving motifs, figures of speech, and contextual understanding, and the culmination of learners' creative production of culturally responsive poems. Similar studies emphasize that poetry teaching materials should follow a structured progression from foundational elements such as diction and imagery



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

toward higher-order analytical skills and creative outputs (Monika et al., 2023). This infers that an instructional material should be organized especially when it has to follow proper sequence and presentation of a lesson like writing a poetry.

Finally, in terms of **accuracy**, the material achieved a perfect score of 24 out of 24, meaning all six indicators, freedom from conceptual, factual, grammatical, computational, obsolete information, and typographical errors, received a mean score of 4.00. The score of 24 out of 24 confirms the material's freedom from conceptual, factual, grammatical, computational, obsolete, and typographical errors, consistent with Sweller et al. (2021) explain that effective learning depends on managing cognitive load by ensuring that instructional content is accurate, well-organized, and free from extraneous elements that may confuse learners. This emphasizes that an instructional material should be free from any errors that may hinder understanding of the students on concepts of the lessons.

Overall, the acceptability ratings which exceeded and met passing requirements complied to the standards of each evaluation factors for the supplementary material. This mean that material is instructionally good, well-designed, and appropriate for Grade 7 tackling literature and language learning. The findings show a clear alignment among identified teacher expectations, the development of the material, and evaluation results.

## Conclusion

Based on the findings, the study concludes that the integration of regional literature into Grade 7 English instruction is pedagogically feasible and linguistically meaningful when guided by teachers' expectations and curriculum standards. The developed culturally responsive supplementary material demonstrated high acceptability in terms of content, format, presentation and organization, and accuracy, indicating its suitability for classroom use.

The findings contribute to English language education by demonstrating how localized literary texts can support reading comprehension, vocabulary development, and literary interpretation. Furthermore, the study contributes to language and communication research by highlighting the role of culturally grounded texts in enhancing learner engagement, meaning-making, and identity formation within multilingual contexts. The integration of regional literature also supports intercultural communication competence by allowing learners to interpret texts through culturally familiar perspectives while engaging with the English language.

## Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

1. English teachers may integrate regional literary works into Grade 7 instruction to enhance learners' comprehension, engagement, and cultural awareness in language learning.
2. Schools and curriculum planners may support the contextualization of instructional materials by incorporating regional literature into English curricula to promote culturally responsive language education.
3. Instructional material developers may design supplementary resources that integrate local literary texts while ensuring alignment with linguistic objectives, readability, and learner appropriateness.
4. Language educators and researchers may explore how culturally responsive materials contribute to learners' communication competence, particularly in terms of interpretation, discourse understanding, and meaning-making.
5. Future researchers may conduct experimental or quasi-experimental studies to examine the effectiveness of the developed material in improving reading comprehension, engagement, and cultural identity in English language learning.
6. Further studies may focus on the development of culturally responsive instructional materials in other regions and language contexts to support broader applications in language education and communication research.

## REFERENCES

- Abdulrahman, M. A. (2025). The effect of English literature on communication skills in English. *Cognizance Journal of Multidisciplinary Studies*, 5(2), 537–546. <https://doi.org/10.47760/cognizance.2025.v05i02.036>
- Allen, M. W., & Sites, R. (2012). Leaving ADDIE for SAM: An agile model for developing the best learning experiences. <https://dokumen.pub/leaving-addie-for-sam-an-agile-model-for-developing-the-best-learning-experiences-2009940017-9781607286752-9781562867119.html>
- Ananda, S. R., Symphony, M. B., Kinani, L., Surga, B. P. B., & Pandin, M. G. R. (2021). Regional literature as the foundation of student's character in the digitalization era. *Center for Open Science*. <https://doi.org/10.31219/osf.io/u8hgy>



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

- Atchison, D., Garet, M. S., Smith, T. M., & Song, M. (2022). The validity of measures of instructional alignment with state standards based on surveys of enacted curriculum. *AERA Open*, 8(1), 1–17. <https://doi.org/10.1177/23328584221098761>
- Benedicto, A. B. (2025). Development, validation and acceptability of an instructional module in organization and management. *International Journal of Science and Management Studies*. <https://www.ijmsjournal.org/ijms-v8i4p107.html>
- Belarga, B., Guiquing-Clemente, B., Tulawie, A., Alih, C., Caban, R., & Manois, F. R. (2025). From page to praxis: The role of regional literature in shaping culturally grounded teaching methods in HEIs. *International Journal on Culture, History, and Religion*, 7(SI2), 356–371. <https://doi.org/10.63931/ijchr.v7iSI2.206>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cichon, M. F. (2007, May 4). The best 31 aklanon poets. *Bueabod it akeanon literary circle*. <https://bueabodal.blogspot.com/2007/06/re-emergence-of-aklanon-literature.html>
- Commission on Higher Education. (2013). CHED Memorandum Order No. 20, s. 2013: General education curriculum: Holistic understandings, intellectual and civic competencies. <https://gseuphsdlibrary.wordpress.com/wp-content/uploads/2013/06/general-education-curriculum-holistic-understanding-intellectuals-and-civic-competencies.pdf>
- De Jesus-Reyes, J. (2024). A critical pedagogy analysis of literature teachers' perspectives on the integration of multicultural literature in higher education. <https://pdfs.semanticscholar.org/3813/f3d49ed9f57679aec5a5abbe9417a35ecd68.pdf>
- Department of Education. (2019). K to 12 curriculum guide: <https://www.deped.gov.ph/wp-content/uploads/2019/01/English-CG.pdf>
- Department of Education. (2019). DepEd Order No. 21, s. 2019: Policy guidelines on the K to 12 basic education program. [https://www.deped.gov.ph/wp-content/uploads/2019/08/DO\\_s2019\\_021.pdf](https://www.deped.gov.ph/wp-content/uploads/2019/08/DO_s2019_021.pdf)
- Department of Education. (2023). MATATAG curriculum: English grades 4 & 7 curriculum guide. <https://www.deped.gov.ph/wp-content/uploads/MATATAG-ENGLISH-CG-G4-and-7.pdf>
- Dovetail Editorial Team. (2023, February 20). Mixed methods research. *Dovetail*. <https://dovetail.com/research/mixed-methods-research/>
- Hamora, L. A., Rabaya, M. B., Pentang, J. T., Pizaña, A. D., & Gamozo, M. J. D. (2022). Students' evaluation of faculty-prepared instructional modules: Inferences for instructional materials review and revision. *Journal of Education, Management and Development Studies*, 2(2), 20–29. <https://doi.org/10.52631/jemds.v2i2.109>
- Jetomo, F. G. J. (2023). Literary merits reflected in Sorsoganon poetry: Basis for lesson exemplars development in teaching 21st century literature. *Sorsogon Multidisciplinary Research Journal*, 1(1), 47–64. <https://doi.org/10.71343/sorsu.sormrj.1.1.6>
- Kuzmina, J. (2022, July 19). SAM model. Valamis. <https://www.valamis.com/hub/sam-model>
- Monika, I., Rozak, A., & Jaja. (2023). Design of poetry text teaching material modules based on higher order thinking skills (HOTS) for middle school students. *International Journal of Secondary Education*, 11(2), 44–48. <https://doi.org/10.11648/j.ijsedu.20231102.11>



# International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited  
Provider: PTR-2025-749

National Book Development Board  
Registration as Book Publisher  
(Print & Digital): 6312

- Pappas, C. (2023). Schema theory: An instructional design model and theory. eLearning Industry. <https://elearningindustry.com/schema-theory>
- Romarate, M. A., Aquino, A. B., Punongbayan, E. J., Quizon, G. R., Balilla, L. A., & Ramos, N. P. (2023). Development of outcomes-based instructional materials in professional teacher education courses for a flexible set-up. *Journal of Education and e-Learning Research*, 10(1), 61–67. <https://files.eric.ed.gov/fulltext/EJ1381224.pdf>
- Safitri, W. D., Halim, A., & Ibrahim, I. (2025). The impact of culturally responsive materials on student motivation and language learning outcomes. *Curricula: Journal of Curriculum Development*, 4(2), 1107–1122. <https://doi.org/10.17509/curricula.v4i2.86915>
- Semiyeva, S. (2025). Dialect and Diversity: The Role of Regional Literature in Enriching English Vocabulary. *Global Spectrum of Research and Humanities*, 2(1), 50-58. <https://doi.org/10.69760/gsrh.01012025006>
- Sinclair, J. (2025). Exploring the effects of culturally responsive instruction on reading comprehension, language comprehension, and decoding with Bayesian multilevel models. *Education Sciences*, 15(11), 1560. <https://doi.org/10.3390/educsci15111560>
- Stefaniak, J., & Carey, K. (2022). Would you use them? A qualitative study on teachers' assessments of open educational resources in higher education. *The Internet and Higher Education*, 54, 100857. <https://doi.org/10.1016/j.iheduc.2022.100857>
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2021). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 33, 1–22. [https://leadinglearner.me/wp-content/uploads/2019/02/sweller2019\\_article\\_cognitivearchitectureandinstru.pdf](https://leadinglearner.me/wp-content/uploads/2019/02/sweller2019_article_cognitivearchitectureandinstru.pdf)
- Wissman, K. K. (2021). Bringing a culturally sustaining lens to reading intervention. *Journal of Literacy Research*, 53(4), 563–587. <https://doi.org/10.1177/1086296X211051668>