

DEVELOPMENT AND EVALUATION OF ENGLISH 9 LESSON EXEMPLARS EMBEDDED WITH LOCAL HISTORY AND CULTURE

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Abstract: This study aimed to develop and evaluate English 9 lesson exemplars integrating the local history and culture of San Miguel, Bulacan to strengthen students' understanding of community identity and enhance engagement and motivation through familiar cultural contexts. Using a descriptive-developmental research design, the study focused on evaluating the developed lesson exemplars in terms of pedagogical effectiveness, historical and cultural relevance, and linguistic relevance. The respondents were selected through purposive sampling and included 15 public secondary school English teachers and 12 experts. The teacher-respondents consisted of master teachers and Junior High School teachers handling Grade 9 English, while the experts included English and Araling Panlipunan head teachers or subject coordinators, Education Program Supervisors, and a cultural researcher from San Miguel, Bulacan. Data were gathered using a researcher-made questionnaire and analyzed through weighted mean and an independent samples t-test. Results showed that the lesson exemplars were rated "Highly Evident" by both teachers and experts, with overall weighted means of 3.85 and 3.71, respectively. The findings indicated that the materials effectively supported learning competencies and objectives, incorporated meaningful historical and cultural contexts, and promoted English language development through clear, accessible, and relevant language use. No significant difference was found between the evaluations of teachers and experts across all three criteria, indicating similar perceptions of the materials' quality and appropriateness. The study recommends further simplifying the exemplars and presenting activities in smaller, sequential steps to accommodate learners with varying reading proficiency, along with the development of contextualized and authentic learning resources.

Keywords: lesson exemplars, local history and culture, English 9, contextualized learning.

I. INTRODUCTION

A lesson exemplar guides teachers in delivering lessons, activities, and assessments that are aligned with the learning competencies. Cultural relevance integrates the local traditions, practices, and values of a given community. Since students come from diverse backgrounds, integrating lessons and contextualizing learning materials help them more easily grasp the content of the lesson. Designing learning experiences with cultural relevance allows teachers to reflect students' cultural backgrounds, traditions, and community experiences in the classroom.

In San Miguel, Bulacan, the town has a rich history and cultural heritage. When teaching English 9 lessons, it is a good idea to include local history and cultural elements. This allows students to learn about their community's identity while also improving their English skills. Provincial initiatives such as the SINEliksik Bulacan program emphasize the importance of teaching local history to foster cultural appreciation, suggesting that culturally rooted educational materials can deepen students' understanding of both their heritage and subject content (Bulacan Provincial Government, 2024).

Incorporating local history and culture into instructional materials has been recognized as an effective approach to improve both learning outcomes and cultural awareness. Sarce and Rosales (2023) noted that contextualized teaching, which utilizes materials reflecting students' cultural heritage, enhances motivation, comprehension, and knowledge retention. Likewise, Belarde (2025) highlighted that integrating indigenous narratives and local stories in language instruction fosters cultural pride and reinforces students' sense of identity.

Recent studies highlight that despite the potential advantages of contextualized materials, many English teaching resources in Philippine secondary schools remain largely standardized and disconnected from the local context. For instance, Muhsinin, Chua, and Assapari (2025) found that high school English textbooks in the Philippines often include limited culturally relevant content, reflecting a gap between learners' sociocultural realities and the materials provided. Teachers often depend on generic textbooks that do not reflect students' lived experiences, leading to lower engagement and limited meaningful interaction with texts. This underscores the need for instructional materials that incorporate local culture and history, specifically designed for Grade 9 English learners.

Recognizing the need to address this challenge, the Department of Education (DepEd) has implemented various policies to support curriculum contextualization. DepEd Order No. 32, s. 2015 requires that teaching materials integrate local culture, history, and the surrounding environment, particularly in areas with unique cultural identities. In the same vein, DepEd Order No. 42, s. 2017, highlights the importance of learner-centered strategies and professional teaching standards, encouraging educators to tailor lessons to the backgrounds and experiences of their students. These initiatives align with one of the key features of the K-12 Curriculum which is contextualization and localization, where learning content is adapted to reflect the learners' cultural background, community experiences, and local realities. DepEd encourages teachers to develop instructional materials that are relevant to the learners' environment to make learning more meaningful and engaging. This supports the idea that education should not be detached from the learners' identity and cultural heritage.

That is why the researcher, who is currently an English and Araling Panlipunan teacher in Junior High School, came up with the idea of conducting this research and became interested in developing a lesson exemplar for Grade 9 English that is embedded with the local history and cultural heritage of San Miguel, Bulacan, integrating familiar cultural contexts in enhancing student engagement and motivation in learning English.

II. RESEARCH METHODOLOGY

A. Design

This study utilized a descriptive-developmental research design. A descriptive-developmental research design combines descriptive methods, which describe existing conditions, and developmental research, which focuses on the systematic creation and evaluation of instructional materials. This approach is widely used in education to produce validated learning resources and assess their effectiveness in real classroom settings (Han et al., 2022; International Journal of Science and Research, 2022). This study developed and evaluated a lesson exemplar embedded with the local history and culture of San Miguel, Bulacan for teaching English 9.

Specifically, the study sought to answer the following questions:

1. How may the development of lesson exemplars embedded with local history and culture be described?
2. How may the developed lesson exemplars be evaluated in terms of:
 - 2.1. pedagogical effectiveness;
 - 2.2. historical and cultural relevance; and
 - 2.3. linguistic relevance;
3. Is there a significant difference in the evaluation made by the teachers and the experts?
4. What improvements may be proposed based on the evaluators' comments and suggestions?

B. Respondents

The respondents of the study were 15 English teachers and 12 experts from public secondary schools in San Miguel, Bulacan. The 15 English teachers included master teachers and Junior High School teachers who handled Grade 9 English. The 12 experts consisted of English and Araling Panlipunan head teachers/subject coordinators, Education Program Supervisors for English and Araling Panlipunan from the Schools Division of Bulacan, and one cultural researcher from the Municipality of San Miguel, Bulacan, with proven engagement in the local committee on the history of the town.

TABLE I: Distribution of Respondents

SCHOOL/DIVISION	Teachers	Experts	Total
DepEd Schools Division of Bulacan	0	2	2
San Miguel National HS	8	2	10
Vedasto R. Santiago High HS	2	2	4
Partida National HS	1	2	3
John Jay Russel Memorial HS	3	2	5
Emilia Perez Ligon HS	1	1	2
Cultural Researcher	0	1	1
TOTAL	15	12	27

C. Instrument

The main instrument used in the study was a researcher-made questionnaire patterned after various studies on the development of lesson exemplars. It was anchored on the work of Anselmo et al. (2025) and guided by the established principles of survey instrument assessment outlined by Oducado (2020). These studies served as references in the development of the evaluation tool (questionnaire). The instrument was subjected to content evaluation to assess its relevance and suitability in accordance with the objectives of the study. The questionnaire was validated by a panel of experts who were outside the pool of respondents to ensure objectivity in the evaluation process. It was also checked by the panel and graduate school professors of Phinma Araullo University.

D. Data Analysis Plan

Following the survey instrument evaluation, both teachers and experts assessed the lesson exemplars. Weighted mean was calculated to determine the overall level of pedagogical effectiveness, historical and cultural relevance, and other specified domains. This provides a quantitative measure of the extent to which the lesson exemplars met the learners' needs and aligned with the local cultural context.

To determine whether there was a significant difference between the evaluations of teachers and experts, an independent samples t-test was employed. This combination of descriptive and inferential statistical analyses ensured that the evaluation was both rigorous and reflective of the lesson exemplars' effectiveness and cultural relevance in teaching English 9.

Open-ended responses, suggestions, and recommendations provided by teachers and experts were analyzed using thematic analysis. Recurring patterns and ideas were categorized into key themes such as historical and cultural relevance, linguistic relevance, and overall effectiveness. This analysis provided in-depth insights that guided the enhancement and refinement of the lesson exemplars embedded with the local history and culture of San Miguel, Bulacan, ensuring that they were both educationally effective and culturally meaningful for teaching English 9.

III. RESULTS AND DISCUSSION

Table 2 shows the summary of the evaluation of Master Teachers, English 9 Teachers, Cultural Researcher, Department Head/Subject Coordinators, and Education Program Supervisors in terms of Pedagogical Effectiveness, Historical and Cultural Relevance, and Linguistic Relevance

Table 2. English Teachers and Experts' Evaluation of the Developed Lesson Exemplar

Indicators	Teachers		Experts	
	WM	Verbal Description	WM	Verbal Description
Pedagogical Effectiveness				
1.1 The lesson objectives are specific, measurable, and aligned with MELCs for English 9.	3.80	Highly Evident	3.73	Highly Evident
1.2 The motivation/introductory activity captures learners' interest and connects to prior knowledge.	3.80	Highly Evident	3.64	Highly Evident

1.3 The teaching strategies (e.g., discussion, group work, tasks) are appropriate for Grade 9 learners' level and diversity.	3.80	Highly Evident	3.73	Highly Evident
1.4 The learning activities are sequenced logically from simple to complex tasks.	3.93	Highly Evident	3.73	Highly Evident
1.5 The activities encourage active participation and collaboration among learners.	3.67	Highly Evident	3.82	Highly Evident
1.6 The lesson effectively develops comprehension skills (e.g., analyzing texts, interpreting meaning).	3.87	Highly Evident	3.73	Highly Evident
1.7 The lesson provides opportunities to practice the four macro skills (listening, speaking, reading, writing).	3.73	Highly Evident	3.64	Highly Evident
1.8 The assessment tasks are aligned with the objectives and measure the intended learning outcomes.	3.80	Highly Evident	3.73	Highly Evident
Average	3.80	Highly Evident	3.72	Highly Evident

Historical and Cultural Relevance	WM	Verbal Description	WM	Verbal Description
2.1 The lesson includes accurate local historical facts (e.g., events, places, personalities).	3.80	Highly Evident	3.67	Highly Evident
2.2 The cultural elements (e.g., traditions, practices, language use) are authentic and contextually appropriate.	3.87	Highly Evident	3.92	Highly Evident
2.3 The integration of local history and culture is clearly connected to the lesson objectives and tasks.	3.87	Highly Evident	3.75	Highly Evident
2.4 The content reflects the learners' community, identity, and real-life experiences.	3.87	Highly Evident	3.75	Highly Evident
2.5 The lesson promotes appreciation and respect for local culture and heritage.	3.87	Highly Evident	3.75	Highly Evident
2.6 The historical and cultural content is appropriate to the cognitive level of Grade 9 learners.	3.87	Highly Evident	3.58	Highly Evident
2.7 The integration of local context enhances students' understanding of the English lesson.	3.87	Highly Evident	3.83	Highly Evident
2.8 The lesson avoids stereotypes or inaccurate representations of culture.	3.80	Highly Evident	3.58	Highly Evident
Average	3.85	Highly Evident	3.70	Highly Evident

Linguistics Relevance	WM	Verbal Description	WM	Verbal Description
3.1 The language used in the lesson is clear, concise, and appropriate for Grade 9 learners.	3.87	Highly Evident	3.82	Highly Evident
3.2 Vocabulary is level-appropriate and supports comprehension of the lesson content.	3.93	Highly Evident	3.91	Highly Evident
3.3 Sentence structures used in instructions and examples are grammatically correct and easy to understand.	3.93	Highly Evident	3.82	Highly Evident

3.4 The lesson integrates meaningful language tasks (e.g., writing, speaking, analyzing texts).	3.93	Highly Evident	3.82	Highly Evident
3.5 Instructions for activities and assessments are clear and unambiguous.	3.93	Highly Evident	3.45	Highly Evident
3.6 The lesson helps develop students' ability to express ideas clearly in English.	3.93	Highly Evident	3.91	Highly Evident
3.7 The materials (texts, examples) are linguistically appropriate and engaging.	3.87	Highly Evident	3.73	Highly Evident
3.8 The lesson provides scaffolding (e.g., guides, examples) to support language learning.	3.73	Highly Evident	3.82	Highly Evident
Average	3.89	Highly Evident	3.72	Highly Evident
OVERALL	3.85	Highly Evident	3.71	Highly Evident

Legend: 3.26- 4.00 Highly Evident; 2.51- 3.25 Evident; 1.76 – 2.50 Somehow Evident; 1.00- 1.75 Not Evident

A. Pedagogical Effectiveness

As shown in Table 2, the indicators under the first criterion, “Pedagogical Effectiveness,” were evaluated as “Highly Evident” by both the English teachers and the experts, with overall weighted means of 3.80 and 3.72, respectively. This finding indicates that the teachers and experts strongly agreed that the developed lesson exemplar effectively supports the attainment of the intended learning competencies and objectives, demonstrating its pedagogical effectiveness. The respondents' favorable evaluation suggests that the material is not only aligned with the curriculum but is also practical and meaningful for classroom implementation. The positive ratings indicate that the lesson was carefully designed to guide both teachers and learners toward the intended learning outcomes. By ensuring that the objectives are specific, measurable, and aligned with the Most Essential Learning Competencies (MELCs), the lesson provides teachers with a clear instructional direction while helping learners understand what is expected of them.

B. Historical and Cultural Relevance

As can be clearly seen from the table, under the criterion, “Historical and Cultural Relevance”, the experts evaluated the developed lesson exemplar with an average weighted mean of 3.70, while the English teachers rated a higher average weighted mean of 3.85. Both the teacher-respondents and the expert-respondents evaluated the criterion favorably, assigning a descriptive rating of "Highly Evident." The evaluation results revealed that the developed lesson exemplar effectively demonstrated historical and cultural relevance. The respondents' favorable evaluation suggests that the developed lesson exemplar successfully demonstrates how local history and culture can be meaningfully integrated into English instruction without compromising the intended learning competencies. Their agreement indicates that the historical facts and cultural elements were carefully selected and appropriately incorporated to enrich the learning experience rather than merely serve as additional content. This implies that the material provides learners with opportunities to develop language skills while simultaneously deepening their understanding and appreciation of their own community and cultural heritage.

C. Linguistic Relevance

As can be gleaned from the table, the indicators under the third criterion, “Linguistic Relevance”, were rated “Highly Evident” by both the English teachers and the experts, with overall weighted mean scores of 3.89 and 3.72, respectively. Both the English teachers and the experts positively evaluated all indicators and the evaluation results indicated that the developed lesson exemplar demonstrated a high level of linguistic relevance. The respondents' favorable evaluation suggests that the material effectively meets the language needs of Grade 9 learners. The positive ratings indicate that careful attention was given to the choice of words, sentence structures, and instructional language, making the lesson accessible without oversimplifying the content. This implies that learners are more likely to understand the lesson, follow the instructions confidently, and focus on developing their language skills rather than struggling to interpret the material itself.

Table 3. Significant Difference Between the Evaluation of Teachers and Experts on the Developed Lesson Exemplars

Variable	Teachers (Mean)	Experts (Mean)	t-value	df	p-value	Decision
Pedagogical Effectiveness	3.80	3.72	0.58	24	0.57	Retain the H_0
Historical and Cultural Relevance	3.85	3.70	0.99	24	0.33	Retain the H_0
Linguistic Relevance	3.89	3.72	1.49	19	0.15	Retain the H_0

Table 3 displays the p-value and significance value of the three criteria of the evaluation tool for the developed lesson exemplars regarding the alpha level of significance, which is 0.05 or 5%. Based on the results in the table, there was no significant difference in the evaluation of teachers and experts in the pedagogical effectiveness, historical and cultural relevance, and linguistic relevance of the developed lesson exemplar, based on the registered significant values of the three criteria, which are greater than the alpha level of significance of 0.05. This suggests that both groups shared similar perceptions of the quality and appropriateness of the material.

The similarity in their evaluations may be attributed to their common professional backgrounds and familiarity with the standards governing instructional materials. Both English teachers and experts possess knowledge of the curriculum standards and effective teaching practices. As a result, they likely applied comparable criteria when assessing the lesson exemplar, leading to consistent ratings across the three evaluation dimensions.

D. Suggestions/Comments Given by the Respondents to Improve the Lesson Exemplar

Although the developed lesson exemplar received favorable ratings across all indicators, the evaluators still provided constructive suggestions and recommendations to further improve its quality, relevance, and effectiveness.

Some of the suggestions were:

“Some sections could be simplified or broken down into smaller steps to make them easier for students to follow, especially for those with lower reading proficiency.”

“Include more real-life examples to help learners connect the lesson to everyday situations.”

“The activities are structured, yet they need to provide greater learner engagement through interactive activities.”

“The lesson exemplar clearly connects and integrates culture in the lesson. However, there are a few points in the rubrics that need editing.”

The suggestions above stated that the developed lesson exemplar contains certain sections that could be further simplified and presented in smaller, sequential steps to better accommodate learners with varying reading proficiency levels. They also recommended incorporating more authentic, real-life examples to help students relate lesson concepts to their daily experiences and increasing the use of interactive activities to enhance learner engagement and participation. In addition, while the integration of local culture throughout the lesson exemplar was commended, the evaluators noted that minor revisions to some parts of the evaluation rubrics would improve their clarity and consistency. These observations and suggestions were carefully reviewed, incorporated, and served as the basis for refining the developed lesson exemplar to make it more accessible, engaging, and effective for Grade 9 learners.

As supported by the findings of Darling-Hammond et al. (2020), who emphasized that effective learning experiences are characterized by well-scaffolded instruction, authentic and meaningful tasks, active learner engagement, and continuous refinement of instructional materials to address learners' diverse needs.

IV. CONCLUSION AND RECOMMENDATIONS

Conclusions

1. The development of the English 9 lesson exemplar embedded with local history and culture is made possible using the Input–Process–Output (IPO) framework.
2. The evaluation of the developed lesson exemplar by the teachers and experts yielded remarkable and commendable results, with an overall verbal description of “Highly Evident” from the teachers and expert-respondents across all areas, namely pedagogical effectiveness, historical and cultural relevance, and linguistic relevance.

3. Teachers and experts have the same evaluation of the pedagogical effectiveness, historical and cultural relevance, and linguistic relevance of the developed lesson exemplar.
4. The suggestions from the teachers and expert-respondents are focused on integrating more authentic, real-life examples that enable students to relate lesson concepts to meaningful everyday situations and interactive learning activities to increase learner engagement, encourage active participation, and enhance the overall learning experience.

Recommendations

1. Teachers handling English 9 should be encouraged to develop contextualized learning resources and other authentic instructional materials that support meaningful and engaging learning experiences. These materials should include clear, specific, and well-defined goals and objectives to effectively guide learners and help them better understand the concepts and skills being taught.
2. The utilization of the developed and evaluated lesson exemplars in teaching English 9 is strongly recommended for teachers to further improve and determine their effectiveness.
3. English teachers and learning resource experts should carefully and thoroughly evaluate the material to minimize errors and ensure its quality, as well as to establish the significance of the results of their evaluation.
4. The recommendations given by the teachers and expert-respondents from this study should be considered and incorporated, including all the distinctive aspects they assessed for further improvement.

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