

Improving Reading and Writing Competencies of Academic-Entrepreneurial Grade 11 Learners using Contextualized Academic Texts

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ABSTRACT

Thirty-two percent of the population of the Grade 11 learners were identified as Emergent learners. These are the struggling learners in Reading comprehension as tested using a grade-level text in Department of Education's Literacy Assessment in June 2026. In addition, with the new Strengthened Curriculum, there is no reference textbook or any supplementary materials that are contextualized adhered to the learning competencies in DepEd's curriculum guide and used texts and tasks that will expose them to their future profession's jargons and milieu. Using modular themes, and scaffolding techniques in presenting reading and writing lessons in management and business context, the Grade 11 Academic-Entrepreneur students aim to show a significant

increase in their Terminal Exam in Term 2 as well as increase their reading comprehension and writing competencies. The intervention also includes writing position papers and survey reports that demanded more vocabulary, analysis and articulate writing skills. Hence, this should be used for more supplementary practice drills or activities that would develop students' vocabulary, analytical skills, argumentation skills and research skills. Also, easier tasks may be used for remediation purposes for students with learning disabilities. Furthermore, this contextualized module is a good instrument in the instruction of Academic Text.

Keywords: *Academic Text, Contextualization, Scaffolding technique*

INTRODUCTION

Reading and writing competencies are literacy competencies that are considered significant foundational skills to be developed by learners. These are Priority Improvement Areas of the Department of Education that are critically prioritized to help learners become knowledgeable, job-ready, and globally competent individuals.

Although DepEd has provided a Curriculum Guide (CG), there is no learning material to be used that contains activities or drills that address the application of the reading and writing skills indicated in the learning competencies in the curriculum guide for Term 2.

Hence, a contextualized module in the subject is significant in enhancing the reading and writing skills of the students by providing contextualized and scaffolded reading and writing lessons and activities.

Contextualization of reading and writing lessons involves relating and applying the learning competencies to real-life scenarios, especially work-based contexts. This enables learners to find meaning in understanding academic texts when they realize the purpose of the learned skills in their future profession

(Berns & Erickson, 2001). Thus, the integration of academic competencies and career contexts motivates students to appreciate learning. This also supports the goal of the subject to prepare students for work-related tasks that require reading and writing skills in English.

In this action research, contextualization is applied through the use of work-based texts and vocabulary in management and business. It also includes group work activities, self-regulated tasks, processing questions that use higher-order thinking skills, and output-based activities.

A learning module is an organized collection of content presented together. It can support a course goal, course objectives, a subject, a concept, or a theme (*Learning Modules*, blackboardhelp.usc.edu). With this, the design of the contextualized module in EAPP was patterned according to the following concepts:

A. EAPP Content Standards and Performance Standards

B. EAPP Reading and Writing Learning Competencies

C. Contextualized Texts According to Work-Based Orientations

D. Teaching Strategies

- Scaffolding techniques in reading and writing
- Cooperative learning and individual assessment
- Schema-building approach
- Use of graphs and semantic webs

E. Assessment Strategies

- Formative assessment
- Summative assessment

These concepts are used to present reading and writing lessons in a comprehensive manner.

Scaffolding is also used in structuring the lessons in the contextualized module in order to ease learning acquisition. This is because it provides students with pedagogical motivation to perform and develop toward a higher level of tasks (Gonulal & Loewen, 2018). The scaffolding techniques used in the contextualized module are modeling, bridging, contextualizing, schema building, and developing metacognition (Walqui, 2006). Collaborative activities and individual tasks in the assessment part are also emphasized in the module.

Furthermore, themes were set for every phase of the lesson in both reading and writing to enable students to stay on track with their learning. The following themes were used:

Reading Competencies

Lesson Phase	Themes	Purpose/Content of Phase
Pre-reading	Involve	-To elicit prior knowledge (Schema building) -to review -to motivate student with related games or activities -to unlock unfamiliar words -to have formative assessment
Concept	Knowledge Input	-to present and discuss a particular learning competency -to give exemplifications
Reading	Decipher	-to present work-based texts -to show the usage of business and management jargons in context
Post Reading	Engage	-to have formative assessment -to elicit higher order thinking skills through comprehension questions -to have collaborative tasks -to perform individual outputs

Writing Competencies

Lesson Phase	Themes	Purpose/Content of Phase
Pre-writing	Involve	-To elicit prior knowledge (Schema building) -to review -to motivate student with related games or activities -to unlock unfamiliar words -to have formative assessment
Concept	Knowledge Input	-to present and discuss a particular learning competency -to give exemplifications
Writing	Apply	-to use learned learning competencies in writing academic texts, reaction papers, concept paper, position paper and survey report
Post-writing	Critique	-to critique work objectively guided by rubrics or criteria -to analyze and evaluate write-ups -to proofread write-ups of classmates

METHODS

Research Design

The researcher used the descriptive method, and a pretest was conducted to determine the reading level of the learners. This served as the basis for creating the module. Purposive sampling was used to obtain the research sample.

Another method conducted was the validation of the module, in which three reputable validators evaluated the contextualized module.

The module was validated based on the following areas of attention:

- Content
- Clarity
- Feasibility
- Fairness and Accuracy
- Sampling

Research Locale

The study was conducted at Las Piñas City National Senior High School–Diego Cera Campus during the School Year 2026–2027. Forty (40) Grade 11 Academic-Entrepreneur students were used as participants in the study. The respondents were composed of male and female students, with an age range of 16–19 years old.

Sampling Technique

Purposive sampling was used to obtain the research sample.

RESULTS AND DISCUSSION

This chapter presents the analyses and interpretations of the organized data collected from Grade 11 students of Las Piñas National High School during the School Year 2017–2018 on the Contextualized EAPP Module for Grade 11 ABM students.

Each set of data was analyzed and interpreted in the context of the study, which aimed to answer the following questions:

1. What are the language learning competencies in reading and writing EAPP?
2. What are the contextualized texts and tasks to be used in the module?

3. What is the effect of the contextualized module in EAPP on the reading and writing competencies of Grade 11 ABM students?
4. Is there a significant difference in the students' reading and writing competence in EAPP before and after they used the EAPP Contextualized Module?

Thus, the presentation of the results is based on the sequence of the action research questions.

Action Research Question No. 1

What are the learning competencies in reading and writing Academic Text?

For Career and Technical Education, below is the list of learning competencies in reading and writing EAPP as stipulated in the curriculum guide provided by the Department of Education. These were carefully considered in the contextualization of the module for ABM students.

Reading Competencies

1. Determines the structure of a specific academic text.
2. Distinguishes transition devices or word signals.
3. Uses knowledge of text structure to glean the information he or she needs.

Writing Competencies

1. Uses various techniques in summarizing a variety of academic texts.
2. Writes a thesis statement.
3. Paraphrases a text using one's own words.
4. Outlines reading texts.
5. Forms opinions based on facts.
6. Presents ideas convincingly.
7. Explicates and clarifies ideas convincingly.
8. Writes a concept paper.
9. Writes an argument of a text.
10. Writes a thesis statement.
11. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidence.
12. Writes a position paper.
13. Summarizes findings and executes the report through narrative and visual or graphic forms.
14. Designs, tests, and revises survey questionnaires.
15. Uses appropriate Likert Scale descriptions for surveys.
16. Summarizes findings and executes the report through narrative and visual/graphic forms.

Action Research Question No. 2

What are the contextualized texts and tasks to be used in the module?

The contextualized texts and tasks used in the module are texts related to Accountancy, Business, and Management that entail vocabulary and contexts related to the students' future profession. Below are some titles of texts included in the contextualized module:

1. *Defusing the Bomb* by Brad Gray

Synopsis: Communicating with the irrational customer or business associate.

Tasks:

- Identify word signals.
- Determine the claim/stand of the author.

- Distinguish the type of academic text used.

2.1 Sony

Synopsis: How Sony owner came up with its brand name.

2.2 *Reasons Why Your Business Needs Social Media Marketing*

Synopsis: Importance of social media in marketing a business.

Tasks:

- Read academic texts.
- Identify main ideas.
- Compare and contrast ideas through identifying target readers, the writer's purpose, and the organization of texts.
- Determine text structure.

3. *Derivatives*

Synopsis: Hedging strategy of businesses to ensure the stability of the company from financial risks.

Tasks:

- Summarize the text.
- Identify the main ideas and supporting details.

4. *Passages about Japanese Attitudes and Japanese Labour Practices*

Task:

- Determine the thesis statement.

5. *How to be a Great Manager*

Synopsis: Discusses the characteristics of a great manager.

Tasks:

- Outline ideas.
- Identify main ideas and supporting details.

CONCLUSION

As teachers, it is rewarding to see our students learn and develop the competencies they will need in their future professions. Hence, innovating interventions for learners is becoming essential. Instead of blaming and complaining about the lack and inconsistencies of the DepEd, teachers can invent or innovate interventions that could help in the delivery of lessons.

Being an English teacher, the contextualized module has greatly helped me in my instruction. My students also appreciated the module because they said that it was easy to read and work on because of the given examples, graphs, step-by-step practices, colored pictures, and texts.

It is fulfilling to have accomplished this material that my students and I could really use in the classroom. Even without a projector or manila paper, this material alone could be used to deliver the lessons, assessments, and activities.

Lastly, because of the easy-to-follow instructions and comprehensive knowledge input, the students can use the module even without the teacher. However, it is still best for the teacher to be present to provide guidance and answer inquiries.

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