

EFFECTIVENESS OF CONTEXTUALIZED MODULE IN TEACHING CORRESPONDENCE OF THIRD YEAR ENGLISH MAJOR STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

Eunice Lance Acevedo

Edna Asejo

Ashley Mabanta

Juvylyn Parungao

Cedric Andrew Sailan

RESEARCH ADVISER

Romeo L. Fernandez, EdD

AFFILIATION

Bestlink College of the
Philippines

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This study explored the effectiveness of contextualized learning modules in improving the communication skills of 63 third-year students at Bestlink College of the Philippines. By integrating relevant and meaningful content into instructional materials, the research aimed to assess how contextualization supports students' written communication abilities in real-world and academic contexts. The study employed a quasi-experimental design, beginning with pre-tests to determine the baseline proficiency of participants in correspondence skills. Students were then engaged with contextualized learning modules designed around real-world communication scenarios to enhance relevance and practical application. Following the intervention, post-tests were administered to evaluate the extent of improvement and measure the effectiveness of the instructional approach. The findings demonstrated a significant enhancement in students' correspondence skills, with the composite mean scores increasing from 2.62 in the pre-test to 3.23 in the post-test. Improvements were particularly evident in the areas of organization, content development, formatting, visual presentation, and language usage. Statistical analysis yielded z-values of 5.46483 and 4.37621, both indicating a statistically significant difference, thus leading to the rejection of the null hypothesis. In addition to measurable skill gains, participants reported increased confidence and competence in written communication. They also expressed high levels of satisfaction with the contextualized modules, noting that the materials effectively enhanced their understanding and practical application of correspondence skills within real-life contexts. The findings of this study indicate that the use of contextualized modules significantly enhanced students' correspondence skills by increasing engagement and reinforcing real-world application. These results underscore the value of contextually relevant instructional materials in developing essential communication competencies. In light of these outcomes, it is recommended that educators incorporate contextualized modules into English instruction to enrich learning experiences and improve skill acquisition. School administrators are also urged to support this approach by providing adequate resources, teacher training, and curriculum integration. For future research, it is suggested to investigate the long-term impact of contextualized learning on academic performance, critical thinking, and communication proficiency, as well as its effectiveness across varied educational contexts. This study affirms the importance of contextualized learning as a pedagogical strategy in correspondence education, offering practical insights for enhancing teaching methodologies and student achievement.

RECOMMENDED CITATION

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