

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

CONTEXTUALIZED LEARNING WORK TEXT IN SELECTED TOPICS IN MATHEMATICS 7

A Thesis Presented to the  
Faculty of the Graduate School  
College of Education  
West Visayas State University  
La Paz, Iloilo City

In Partial Fulfillment  
of the Requirements of the Degree  
Master of Arts in Education  
(Mathematics)

by

Jessa Joy L. Elen

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Master of Arts in Education  
(Mathematics)

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**Abstract**

This developmental research study aimed to create contextualized instructional materials tailored to address specific challenges in understanding fractions among Grade 7 learners. Data gathering instruments included learners' diagnostic tests, teacher interviews, expert evaluation forms, and learner satisfaction surveys. The Students' Diagnostic Test comprised 50 items covering essential fraction topics, evaluated on a binary scale. Thorough analysis identified the five least mastered competencies, informing the development of contextualized work text. Teacher interviews, based on open-ended guide questions evaluated by experts, explored instructional material preferences. Experts and students evaluated the instructional material using Likert-type checklists. The analysis revealed a lack of mastery in various fraction competencies among Grade 7 learners, emphasizing the need for targeted support. The participants included Grade 7 mathematics teachers, learners, and experts, selected based on specific criteria to ensure diverse perspectives. The data collection adhered to the ADDIE model, with consent obtained from school principals. Mean and standard deviation were used for data analysis, with thematic analysis applied to teacher interview responses. The contextualized work text for fractions included components like Objectives,

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Vocabulary Bank, Lesson Proper, Try This, and Assessment, catering to diverse learning styles. Expert evaluation confirmed its adequacy across domains, while learners satisfaction indicated positive outcomes. In conclusion, the developed work text effectively addresses learners' needs for contextualized instructional materials in understanding fractions. Its comprehensive design and positive feedback suggest it can enhance learner engagement and comprehension in Grade 7 mathematics. Based on the results, the contextualized work text was very much valid and very much acceptable. It was recommended that other teachers should also develop contextualized materials to help create more meaningful teaching and learning experiences.

*Keywords:* contextualized work text, mathematics, ADDIE Model

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