

LOCALIZATION OF LEARNING MATERIALS

by:

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Localized self-learning modules were first introduced and mass-utilized during the pandemic in our country. It is one way of continuing education even with the threat of the virus. Schools continuously employ these locally produced SLMs during class suspensions so that learning proceeds even at home.

Republic Act 10533 Section 5, known as the Enhanced Basic Education Act of 2013, mandates the localization of teaching materials. It states that the curriculum must be sufficiently flexible to enable schools to localize, indigenize, and improve it based on their academic and social circumstances. Locally produced IMs must be encouraged as the authority is on regional and divisional educational institutions.

Developed SLMs during the pandemic times underwent reviews and modifications for better use. Schools, districts, divisions, and regions have their version since they saw the importance of localization. These undergo evaluation before reproducing and publishing. According to Nataño (2023), localization of instructional materials is the process of connecting competencies to local resources and knowledge from the student's locality in line with what the students are seeing or experiencing in the community they live in. In addition, when lessons are localized, they become more meaningful and essential to students. Teachers should use any available community tools, especially if the prescribed resources are not available. It will require their resourcefulness and creativity.

Learning performance improved significantly when the teaching and learning processes were localized (Bello et al., 2023). Localization, according to Navalta (2021),

proves beneficial because it stimulates and enhances students' ability to comprehend concepts while also providing relevant learning opportunities and a positive result in the learning process.

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