

Development and Validation of Localized Literature-Based Supplementary Materials in English 7

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Abstract

This study developed and validated *Echoes of Iriga: A Localized Literature-Based Supplementary Material in English 7* for Grade 7 learners of San Juan Integrated School, Iriga City, School Year 2025–2026. It addressed the need for culturally relevant, context-based, and learner-centered instructional resources that connect English learning with Irigueño heritage, community experiences, and local identity. The study was anchored on Culturally Responsive Teaching Theory, Schema Theory, Language and Culture Interdependence Theory, the researcher's Peripheral Participation and Engagement Theory, and the Input–Process–Output model. Using a Research and Development design guided by the ADDIE Model, the study involved 51 Grade 7 learners selected through complete enumeration and 9 subject experts selected through purposive sampling. Data were gathered through a researcher-made questionnaire, an LRMDS validation checklist, and qualitative feedback forms, and were analyzed using mean, grand mean, and Likert scale interpretation. The developed material was based on three localized sources: *Iriga: The Travails of a City's Historic Odyssey*, *IRIGA Essays*, and the Iriga City Official Website. Findings showed that learners rated the material highly in engagement, relevance, clarity, and aesthetic value, with aesthetic value receiving the highest grand mean of 4.92. Expert validators rated the material very satisfactory, with an overall grand mean of 3.95. The study concluded that the material is valid, culturally meaningful, well-designed, and appropriate for English 7 instruction. It supports SDG 4 – Quality Education and SDG 11 – Sustainable Cities and Communities by promoting contextualized learning and preserving local culture. Its sustainability impact lies in strengthening educational, cultural, community, and institutional sustainability through localized instructional material development.

Keywords: ADDIE Model, Community Context, Cultural Elements, Irigueño Culture, Learner Engagement, Localized Literature-Based Material, Reading Comprehension, Supplementary Material, Validation

1. Introduction

This study focuses on the development and validation of a localized literature-based supplementary material in English 7 for Grade 7 learners of San Juan Integrated School, Iriga City, School Year 2025–2026. It responds to the need for culturally relevant, context-based, and learner-centered instructional resources that connect English learning with the local heritage, experiences, and identity of Irigueño learners. Since English instruction in the Philippines often relies on materials influenced by foreign content, learners may experience disengagement when lessons do not reflect their cultural background and daily realities. By integrating local literature, community contexts, and cultural elements, the study seeks to support reading comprehension, learner engagement, cultural appreciation, and meaningful language learning.

Education plays an important role not only in transmitting knowledge and skills but also in cultivating cultural identity, local pride, and participation in multicultural communities. In English language teaching, culturally relevant materials can promote inclusion, improve learner interest, and connect classroom learning to learners' lived experiences. In the Philippine context, however, English materials are often drawn from foreign sources and may not fully reflect learners' cultural backgrounds, resulting in indifference and disengagement among young learners. In Iriga City, the presence of rich Irigueño culture provides an opportunity to develop reading materials grounded in local heritage and community experience. The 1987 Philippine Constitution, Article 14, Section 2 emphasizes that education should instill patriotism and nationalism, strengthen ethical and spiritual values, develop moral character, encourage critical and creative thinking, and promote broader knowledge and efficiency. Similarly, the Enhanced Basic Education Act of 2013 or Republic Act No. 10533, Section 5 requires the curriculum to be culture-sensitive and contextualized. These provisions support the development of localized learning resources that make instruction more relevant to learners' cultural backgrounds. The English 7 curriculum also emphasizes literal, inferential, and critical understanding of literary and informational texts, as well as the writing of culture-based narrative, expository, and persuasive texts suitable to purpose and context. DepEd Order No. 32, series of 2015 further supports the use of localized materials and real-life scenarios to develop language and cultural

competence. In this regard, the study of Sedan, M. A. (2023) stresses that local culture should be included in instructional materials because learners become more interested, understand better, and participate more when they see their own culture reflected in the lessons.

The literature emphasizes that reading comprehension is a complex process involving background knowledge, language competence, motivation, and interaction with text. Hudson (2007) explains reading in relation to separability and hierarchy of skills, with reading comprehension as a central component involving grammatical knowledge, morphology and syntax, schemata, metacognitive awareness, text structure, and anticipation of meaning. Minshew (2023) similarly defines reading comprehension as the ability to understand, interpret, and use information acquired through reading, allowing learners to use reading as a tool for lifelong learning. Prior knowledge is also central to comprehension. Abdelaal and Sase (2015) emphasize that comprehension improves when learners possess relevant prior knowledge, while Anderson and Nagy (2022) note that vocabulary supports understanding only when the reader also understands the cultural context of the text. Braten and Stromso (2007) view reading as an interactive process in which both the reader and the text contribute to meaning-making, while the reader's motivation and prior knowledge shape the depth of comprehension. The literature also highlights the importance of instructional design and educational context. Czerkowski and Berti (2020) explain that 21st-century learning requires adaptive, learner-centered, and community-responsive materials. In the Philippine setting, World Bank (2020) and Department of Education (DepEd, 2022) identify reading comprehension difficulties as continuing concerns in basic education, while Monje et al. (2019) link these concerns partly to the lack of sufficient learning materials such as modules, storybooks, and textbooks. Pascasio (2019) attributes low reading proficiency to weak instructional methods and irrelevant materials, while Flores (2021) emphasizes that contextualized instructional approaches reduce learner apathy and improve diligence.

Supplementary and localized materials are consistently shown to support language learning. Barzan et al. (2021) report that literary texts help in language acquisition and cultural assimilation, while Ngabalin (2022) identifies supplementary materials as important in promoting motivation, engagement, autonomy, and learner participation. Gilmore (2007) and Peacock (1997) further show that authentic materials develop communicative competence and learner motivation because they present language in realistic and meaningful contexts. Localized and culturally relevant materials also improve comprehension and engagement. Saquido et al. (2024) emphasize that localized or regionalized materials provide meaningful input and contextual understanding. Ismiyani (2021) and Dilla (2020) found that culturally relevant reading materials improve reading fluency and interest. Kasangke et al. (2025) showed that local folktales help learners understand reading texts by connecting lessons to personal experiences and community situations. Mayos et al. (2023) likewise support the claim that localized modules improve engagement, comprehension, and retention, while Vargas (2024) found that learner comprehension improved after exposure to localized materials. Contextualization also supports meaningful learning. Labiste (2019) explains that contextualization helps learners connect new lessons with prior knowledge and real-life experience. Laeen (2012) highlights the need to integrate local language, beliefs, and traditions into teaching materials. Bete (2018) shows that contextualized and localized teaching positively affects academic performance, while Huijen et al. (2018) indicate that contextualization improves learners' understanding and interpretation by connecting learning to meaningful situations. Chick (2006) emphasizes that localized content promotes active participation, and Havekes et al. (2012) note that language learning becomes more understandable when taught with context. Khazani and Mowlaie (2017), Kusuma (2016), and Garin et al. (2017) further support the value of local materials, culturally relevant examples, and indigenous data in improving learning relevance and participation.

Locally, this study is situated in Iriga City, where the cultural heritage, local stories, traditions, landmarks, language, food, and community experiences of Irigueño learners can serve as meaningful foundations for English 7 supplementary materials. The study recognizes that local literature and cultural elements may help learners connect academic content with their identity, environment, and lived experience. Nationally, the study addresses the continuing concern on reading comprehension in Philippine basic education. World Bank (2020) and Department of Education (DepEd, 2022) provide evidence that Filipino learners continue to face reading comprehension challenges. The Philippine Informal Reading Inventory (Phil-IRI) also serves as a tool for assessing oral reading, silent reading, and comprehension, allowing teachers to identify reading difficulties and provide targeted interventions. In this study, the Phil-IRI results of Grade 7 learners at San Juan Integrated School showed that 62.75% of the learners were at instructional and frustration levels, indicating a need for easier, more relevant, and intervention-oriented materials. Globally, the study aligns with the broader educational movement toward culturally responsive, learner-centered, authentic, and contextualized instruction. The use of supplementary localized materials reflects the shift toward instructional design that considers learners' cultural background, community realities, and prior knowledge as essential components of effective language learning.

This study is anchored on Culturally Responsive Teaching Theory by Geneva Gay (2000) as cited by Cutley & Okojie (2025), Schema Theory by David Rumelhart (1980) as cited by Wang, (2023), and Language and Culture Interdependence Theory by Jim Cummins (1981) as cited by Abu-Rabia & Kitany (2022). It is also guided by the researcher's Peripheral Participation and Engagement Theory and the Input-Process-Output model. Culturally Responsive Teaching Theory

emphasizes that teaching should not be separated from learners' cultural backgrounds. Gay (2000) explains that culturally responsive teaching allows learners to see themselves in the curriculum, thereby improving engagement, motivation, and academic success. Cutley and Okojie, (2025) also stress that culturally responsive instruction requires the inclusion of learners' lived experiences, languages, and community contexts, not merely the addition of cultural content. Schema Theory explains that learners process new information through existing mental structures shaped by culture, language, and experience. Wang (2023) states that local-themed content in English classes activates relevant schemas, enabling learners to make inferences, predictions, and meaningful connections between texts and real-life experiences. This supports the use of familiar local materials to improve reading comprehension, confidence, motivation, and critical thinking.

Language and Culture Interdependence Theory emphasizes that language learning is closely connected to cultural identity. Cummins (1981) argues that language cannot be learned apart from culture, while Abu-Rabia and Kitany (2022) note that second language learning is supported when learners' language and culture are valued in the classroom. This theory supports the integration of local culture into English materials so that learners can develop language competence while maintaining cultural identity and self-worth. The researcher's Peripheral Participation and Engagement Theory suggests that learners gradually move from passive participation to active engagement when introduced to familiar, localized materials. Through local examples, stories, and cultural references, learners may initially observe and relate to the content, then progressively gain confidence to participate, respond, collaborate, and initiate learning activities. Conceptually, the study follows the Input–Process–Output model. The input includes the Phil-IRI results of Grade 7 learners, which identified the reading gap. The process follows the ADDIE Model, involving analysis of Phil-IRI results, identification of local literature, design of lesson structure, development and validation of localized content, implementation in English instruction, and evaluation through feedback. The output is *Echoes of Iriga: A Localized Literature-Based Supplementary Material in English 7*, designed to improve learner involvement, understanding, appreciation of local heritage, and English language proficiency.

Although previous studies recognize the value of localized and culturally relevant materials in improving reading comprehension, learner motivation, and classroom engagement, there remains limited research focusing specifically on supplementary reading materials for Irigueño Grade 7 learners in English. Existing studies tend to examine broader contexts and do not fully represent the unique culture, community experiences, and literary resources of Iriga City. This study addresses that gap by developing and validating a localized literature-based supplementary material for English 7 learners. It focuses on selected local literature texts, community contexts, and cultural elements of Iriga City, while assessing learners' perceptions in terms of engagement, relevance, clarity, and aesthetic value. It also evaluates the developed material through expert validation in terms of content, format, presentation and organization, and accuracy and up-to-datedness of information. The material is intended to supplement, not replace, Department of Education resources.

This study is aligned primarily with SDG 4 – Quality Education because it promotes inclusive, learner-centered, culturally responsive, and context-based instructional materials for Grade 7 English learners. By addressing reading comprehension needs and supporting learner engagement, the study contributes to improved language learning experiences and strengthens access to meaningful educational resources. The study also supports SDG 11 – Sustainable Cities and Communities because it contributes to the preservation and appreciation of local culture, heritage, stories, traditions, and community identity. By integrating Irigueño cultural elements into English learning materials, the study helps sustain local knowledge and promotes cultural awareness among young learners.

The study contributes to educational sustainability by developing supplementary instructional materials that respond to learners' reading needs, cultural background, and curriculum requirements. It supports teachers by providing localized materials that may help make English instruction more meaningful, relevant, and engaging. It also contributes to cultural sustainability by preserving and transmitting local stories, traditions, beliefs, heritage sites, and community values through formal education. By allowing learners to encounter their own community in classroom materials, the study strengthens cultural identity, local pride, and appreciation of Irigueño heritage. In terms of community sustainability, the study recognizes parents and the local community as partners in learning. When instructional materials reflect familiar traditions, environment, and values, parents and community members may better relate to learners' school experiences and support the continuity of cultural knowledge. The study also contributes to institutional sustainability by offering a model for localized material development that may guide educational planners, curriculum developers, and future researchers in contextualized and learner-centered education.

2. Material and methods

2.1 Research Design

The study utilized the Research and Development (R&D) design, specifically following the ADDIE Model, which consists of Analysis, Design, Development, Implementation, and Evaluation. This design was appropriate because the study aimed to systematically develop and validate a localized literature-based supplementary material for English 7 learners in Iriga City, reflecting Irigueño culture and identity. Both qualitative and quantitative data collection methods were used to guide

the development of the material and evaluate its effectiveness and acceptability. In addition, Tashakkori and Teddlie (2010) explained that the integration of qualitative and quantitative data enhances the validity and richness of research findings.

2.2 Locale of the Study

The study was conducted at San Juan Integrated School in Iriga City during School Year 2025–2026. The locale was selected because the study focused on Grade 7 learners and the development of a localized literature-based supplementary material grounded in Irigueño culture, community context, and identity.

2.3 Respondents of the Study

The respondents of the study were fifty-one (51) Grade 7 learners from two sections of San Juan Integrated School, Iriga City. As the primary users of the developed supplementary material, their responses were used to evaluate the material in terms of clarity, aesthetic value, and learner engagement. The study also involved nine (9) subject experts who served as validators of the developed supplementary material. These validators included English language teachers, curriculum specialists, school leaders, and education professionals who assessed the material based on its content, format, presentation and organization, and accuracy and up-to-datedness of information.

2.4 Sample and Sampling Procedure

Complete enumeration sampling was used for the Grade 7 learners, as all fifty-one (51) learners from the two Grade 7 sections were included in the study. Complete enumeration is appropriate when the population is small because it allows all members to be studied and provides more reliable data Calderon and Gonzales (1993). Purposive sampling was used in selecting the nine (9) validators, who were chosen based on their expertise in English education, teaching experience, and familiarity with instructional materials. According to the Learning Resource Management and Development System (LRMDS) of the Department of Education, evaluators of print and non-print instructional materials must preserve the integrity of the evaluation process and keep their identity and the materials being evaluated confidential.

2.5 Research Instrument

The study used a researcher-made questionnaire to evaluate the acceptability of the developed supplementary material. The questionnaire was based from the study of Rabanes and Paglinawan (2025) and measured the material in terms of engagement, relevance, clarity, and aesthetic value. It used a five-point Likert scale ranging from 5, interpreted as Strongly Agree, to 1, interpreted as Strongly Disagree. A validation checklist from the LRMDS was also used by the subject experts to assess the developed supplementary material. The checklist evaluated the material in terms of content, format, presentation and organization, and accuracy and up-to-datedness of information. It used a four-point Likert scale ranging from 4, interpreted as Very Satisfactory, to 1, interpreted as Not Satisfactory. Qualitative feedback forms were also used to gather suggestions, comments, and recommendations from both learners and validators. Ambayon and Rodriguez (2021) emphasized that learners' and validators' feedback is a crucial component in evaluating contextualized instructional and supplementary materials because it allows them to express their perceptions, difficulties, and suggestions, which are essential in refining instructional materials.

2.6 Data Gathering Procedure

The data gathering procedure followed the ADDIE Model. During the analysis phase, the Phil-IRI results were examined to determine the reading needs of the Grade 7 learners. In the design phase, the structure, sequence of lessons, and activities of the supplementary material were planned. During the development phase, localized content was prepared based on community contexts and cultural background, after which the material was reviewed and validated by English teachers and subject matter experts. In the implementation phase, the developed material was introduced and used in Grade 7 English instruction. During the evaluation phase, feedback from learners and validators was collected and used as a basis for assessing and refining the material.

2.7 Data Analysis Techniques

The study used mean, grand mean, and Likert scale interpretation to analyze the quantitative data. The mean was used to determine the average score or response for each variable under study. Salkind (2020) explains that the mean is widely used in research because it provides a simple summary of a dataset and is essential in describing overall trends in quantitative data. The grand mean was used to determine the overall average of the computed means across all indicators. Field (2018) explains that the use of means, such as the grand mean, is essential in organizing and interpreting data in a way that highlights central tendencies and supports clearer decision-making in research analysis. The Likert scale was used to interpret the evaluative feedback of learners and validators. According to Masson, J. and Allen, J. (2021), Likert-type scales are commonly used in educational research to measure attitudes, perceptions, and evaluations because they allow respondents to express degrees of agreement, making data suitable for quantitative analysis. Qualitative data from comments, suggestions, and recommendations were used to support and explain the evaluation results and to guide the refinement of the supplementary material.

3. Results and Discussion

3.1 Development of the Localized Literature-Based Supplementary Material

3.1.1 Localized Literature Texts Used as Bases

The study identified three major sources as bases for developing the supplementary material: *Iriga: The Travails of a City's Historic Odyssey*, *IRIGA Essays*, and selected literature and information from the Iriga City Official Website. *Iriga: The Travails of a City's Historic Odyssey* provided historical information on Iriga City, particularly its geographical location, origin of name, first settlers, and early barrios. *IRIGA Essays* contributed local narratives, folklore, and cultural stories, particularly those related to the aswang tradition. The Iriga City Official Website supplied additional information on heritage sites, local stories, and cultural features such as the Emerald Grotto of Our Lady of Lourdes, Inorogan Shrine, Sarikaw, and local food including ibos, alipi, tinuktok, and gulay na katnga. These sources contributed to the historical, cultural, and contextual depth of the supplementary material. The first source strengthened learners' understanding of Iriga's historical development, the second enriched cultural awareness through local narratives and traditions, and the third helped learners visualize significant places and community practices. This aligns with the findings of Sedan (2023), who emphasized that incorporating local culture and contextualized materials in instruction strengthens learners' understanding, engagement, and appreciation of their community.

3.1.2 Community Contexts Integrated in the Material

The supplementary material integrated community contexts related to the geographical setting, historical background, local celebrations, heritage sites, and food of Iriga City. These were reflected in sections such as "Location and Origin of the Name IRIGA," "The Gentle Negrito of Iriga," "Tracing the History of Barangay San Juan," "Tinagba and Himoloan: Festivals of Harvest and Gratitude," and "A Summer to Remember." The material situated learning within the learners' real-life environment by using local places, traditions, celebrations, and community experiences as instructional content. The integration of these community contexts made the material more relevant to Grade 7 learners because it connected English learning with familiar environments and lived experiences. By presenting lessons through local history, festivals, heritage, and community practices, the material supported contextualized learning and strengthened the relationship between classroom instruction and learners' local identity.

3.1.3 Cultural Elements Integrated in the Material

The study also integrated selected cultural elements of Iriga City, particularly beliefs and rituals, folktales, and legends. These were represented through "Santigwar," "The Whispers of the Aswang," and "Sarikaw the Hunter." Santigwar was presented as a traditional healing practice involving an albularyo, natural or herbal medicines, prayers, chants, and symbolic gestures. The aswang concept was treated not only as a supernatural figure but also as a cultural, historical, and psychological element embedded in community identity. Sarikaw was included as a legend connected to local cultural knowledge. These cultural elements strengthened the localized nature of the material by presenting learners with content drawn from their own community beliefs, traditions, and oral narratives. Their inclusion helped preserve local cultural knowledge while making English lessons more meaningful, relatable, and culturally grounded.

3.2 Learners' Perception of the Supplementary Material

3.2.1 Engagement

The learners rated the supplementary material highly in terms of engagement, with an overall grand mean of 4.89, interpreted as Strongly Agree. The highest-rated indicators were the meaningfulness and real-life relevance of examples and the learners' motivation to complete all exercises thoroughly, both receiving a mean of 4.92. The material also awakened curiosity about local culture, encouraged deep thinking, promoted discussion with classmates, sustained attention, and encouraged learners to share their ideas and opinions. These findings indicate that the material effectively encouraged learner involvement, motivation, and active participation. Its use of real-life situations and culturally familiar content appeared to make the learning experience more engaging and meaningful for Grade 7 learners.

3.2.2 Relevance

The learners also rated the material highly in terms of relevance, with a grand mean of 4.89, interpreted as Very Satisfactory. The highest-rated indicators were the material's ability to help learners relate literature to real-life situations and its reflection of local culture, traditions, and experiences, both receiving a mean of 4.92. The material was also perceived as presenting meaningful values and lessons, using vocabulary within the learners' level of comprehension, encouraging critical thinking about local stories, helping learners appreciate their community and heritage, and using sentence structures appropriate for learners. These results suggest that the supplementary material was culturally responsive and appropriate for the learners. Its relevance came from its direct connection to local culture, community experience, values formation, and learners' level of comprehension.

3.2.3 Clarity

In terms of clarity, the material received a grand mean of 4.89, interpreted as Very Satisfactory. The highest-rated indicators were the organization of the material and its support for independent learning, both receiving a mean of 4.92. Learners also rated the proper presentation of activities, ease of identifying key points, logical sequence of activities, clear instructions, and smooth transitions between explorations as very satisfactory. These findings show that the material was well-organized, understandable, and suitable for learner use. Its clear structure, logical sequencing, and support for independent learning helped make the instructional material easier to follow and more useful for Grade 7 English instruction.

3.2.4 Aesthetic Value

The material received its highest learner rating in aesthetic value, with a grand mean of 4.92, interpreted as Very Satisfactory. The highest-rated indicators were the usefulness of graphics in enhancing comprehension, the easy-to-understand arrangement of text and visual elements, and the organized presentation of each exploration and activity, all receiving a mean of 4.94. Learners also rated the uniformity of design, clarity and balance of layout, absence of visual distractions, and use of colors as very satisfactory. These results indicate that the material was visually appealing, readable, and well-designed. The effective use of graphics, layout, color, and visual organization supported comprehension and contributed to a more engaging learning experience.

3.3 Validation of the Developed Supplementary Material

The developed localized literature-based supplementary material was validated by nine selected subject experts using the evaluation rating sheet from the Department of Education's Learning Resource Management and Development System. The material was assessed in terms of content, format, presentation and organization, and accuracy and up-to-datedness of information. All four areas were rated Very Satisfactory, with an overall grand mean of 3.95. Format and accuracy and up-to-datedness of information received the highest mean scores of 3.98, followed by presentation and organization with 3.96, while content received 3.89. The validation results show that the material was considered valid, well-structured, accurate, current, and appropriate for classroom use. Sabado, A. and Pulmano R. (2024) states that utilizing the LRMDs evaluation rating sheet to validate instructional material ensures quality before classroom implementation. Although content received the lowest rating, it was still interpreted as Very Satisfactory, suggesting that the material was relevant and appropriate while still allowing room for minor improvement. The validators also provided comments and suggestions to improve the supplementary material. They recommended that the activities progress from basic to more complex thinking skills, that the layout and presentation remain consistent, that the material be printed on quality paper and properly bound for durability and reuse, and that more existing but lesser-known community practices be included. These recommendations highlight the importance of continuous refinement in instructional design, presentation, and contextualization. Overall, the validation confirmed that the localized literature-based supplementary material was suitable for its intended educational purpose and that well-organized, culturally contextualized materials can contribute to learner engagement and meaningful learning.

4. Conclusion & Recommendations

The study concluded that *Echoes of Iriga: A Localized Literature-Based Supplementary Material in English 7* was successfully developed using selected historical, cultural, and contextual sources about Iriga City, particularly *Iriga: The Travails of a City's Historic Odyssey*, *IRIGA Essays*, and information from the Iriga City Official Website. The integration of community contexts, local history, traditions, folklore, beliefs, festivals, heritage sites, and learners' lived experiences made the material relevant and culturally meaningful for Grade 7 learners. The learners viewed the material positively in terms of engagement, relevance, clarity, and aesthetic value, while the subject matter experts rated it very satisfactory in content, format, presentation and organization, and accuracy and up-to-datedness of information, indicating that the developed material is valid, well-designed, and appropriate for classroom use.

It is recommended that instructional materials developers and teachers continue sourcing, evaluating, and incorporating local materials in developing learning support resources to make instruction more authentic, relevant, and contextual. Educators are encouraged to integrate community history, traditions, beliefs, folklore, and local experiences into lesson planning and classroom activities to strengthen learner interest, participation, cultural appreciation, and community identity. The supplementary material *Echoes of Iriga: A Localized Literature-Based Supplementary Material in English 7* is recommended for use as an instructional resource in English 7 classes, with proper integration into lesson plans and guides. Further improvement may be done through the removal, addition, and updating of local information, refinement of activities, inclusion of multimedia materials, and expansion of cultural elements to address varied learning needs.

The study was limited to the development and validation of a literature-based supplementary material for Grade 7 English learners using only three selected localized literary texts from Iriga City. It covered selected English 7 competencies related to informational texts, language features, and comprehension skills through culturally contextualized materials. The study involved only 51 Grade 7 learners from San Juan Integrated School and 9 subject experts as validators; therefore, it did not include other grade levels, all possible literature from Iriga City or other regions, long-term academic performance, or

comparative experimental testing with other instructional materials.

Compliance with ethical standards

This study on the development and validation of localized literature-based supplementary material in English 7 was conducted in accordance with institutional ethical standards. Participation of learners, teachers, and validators was voluntary, with informed consent obtained prior to data gathering. The confidentiality of all responses and personal information was protected, and the data were used solely for research purposes. The researcher acknowledges the contributions of all participants, validators, and advisers, declares no conflict of interest, and affirms responsibility for the originality, accuracy, and proper copyright ownership of the developed material.

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