

# Developing Localized Reading Materials: Addressing comprehensions Level of Key Stage 1 and 2 Learners

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## Context and Rationale

In today's learning situation, the reading proficiency of young learners remains a critical concern, particularly in rural schools. Despite significant advances in educational technology and methodologies, rural schools often face unique challenges that hinder the development of literacy skills among their learners. These challenges include limited access to quality reading materials, insufficient educational resources, and a lack of professional development opportunities for teachers.

DepEd has made programs available to help students with their reading needs. The DepEd Order No. 45 s was established. To ensure that every child is a reader by the end of third grade, Every Child A Reader Program (ECARP) was established in 2002. Teachers ran many intervention and remediation programs in response to the DepEd's demand.

Rural communities frequently encounter socioeconomic barriers that impact educational outcomes. Poverty, limited infrastructure, and inadequate funding contribute to the disparities observed between rural and urban schools. These factors not only affect the availability of learning resources but also influence the overall educational environment in which young learners develop their reading skills.

Numerous intervention and remediation programs have been launched by the Department of Education to help students who struggle with reading. Reading proficiency is essential for academic success, and issues with reading will have an impact on all facets of a child's academic performance. Early literacy is crucial for this reason. Early readers go on to excel in their reading abilities and have more academic success in school. Students who are struggling in reading also suffer in other subject areas and have a hard time keeping up with their schoolwork. It turns into a downhill spiral as they grow demoralized, lose motivation, and fall further behind (Culaste-Quimbo, 2021)

Moreover, the importance of reading as a foundational skill cannot be overstated. Proficient reading abilities, comprehension skill for instance, is essential for academic success across all subjects, fostering critical thinking, and enabling lifelong learning. Therefore, addressing the reading conditions of young learners in rural schools is vital for ensuring educational equity and promoting the overall development of these students.

This research aims to explore on the reading conditions among Key Stage 1 and 2 learners in Parang Cueva Elementary School, an island school under the jurisdiction of Batangas City Division. It will examine the specific challenges they face, the impact of socioeconomic factors, and the effectiveness of various interventions and strategies employed to enhance reading proficiency. By analyzing these issues, this study seeks to inform educators, policymakers, and stakeholders about the critical needs of verdanian learners and advocate for targeted solutions to bridge the literacy gap through the development of localized reading materials.

## Action Research Questions

This study aims to explore on the current state of reading conditions Stage 1 and 2 learners in Parang Cueva Elementary School.

Specifically, it seeks to answer the following questions:

What is the profile of the respondents in terms of the following:

- a. grade level taught;
- b. gender;
- c. Highest educational attainment
- d. age; and
- e. length of service

What is the level of effectiveness of various interventions and strategies employed to enhance reading comprehension?

What are the challenges encountered by teachers in addressing the reading comprehension of learners?

Is there any significant relationship between the profile of the respondents and the level of effectiveness of various interventions and strategies employed to enhance reading comprehension?

What localized reading materials can be developed?

### **Proposed Innovation, Intervention and Strategy**

The learners are placed in an engaging, significant, and real scenario when reading comprehension teaching is contextualized. Contextualization can be achieved by focusing reading lessons and exercises on the context and area of interest of the learners. (Sambayon, et.al, 2023).

The functional literacy rate among Filipinos aged 10 to 64 increased in 2019, hitting 91.6%, according to the Functional Literacy, Education, and Mass Media Survey (FLEMMS) conducted by the Philippine Statistics Authority (PSA).

Additionally, the K–12 Basic Education Curriculum and our spiral curriculum have both led to an increase in reading difficulty, which is problematic for reading teachers. If a youngster struggles with reading, their performance in other areas will probably suffer, which will ultimately limit their capacity to learn (Dacalos et al., 2016)

The reading process involves knowing, comprehending, and feeling the content of the book. Reading provides people with the chance to learn a lot about a topic. Both word recognition and comprehension are necessary for reading. Identifying symbols in written text that correlate to spoken language is the process of word recognition (Yang, 2020).

Localized reading materials specially on the context of learners in an island school can serve as an innovative and effective intervention strategy. By incorporating local context, examples and familiar settings, localized materials can make learning more relevant and interesting for students, leading to better comprehension and retention of information. Developing localized materials will best promote literacy, preserve culture and empower community.

Additionally, Contextualized materials, tailored to the real-world experiences of students, are known to improve engagement and comprehension by making learning more relevant to students' everyday lives (Aubrey & Dahlgren, 2021)

### **Participants and/or other Sources of Data and Information**

The research respondents were the seven (7) teachers Parang Cueva Elementary School District X. These

teachers were handling key stage 1 and 2 learners for school year 2024-2025. Also, the research participants had followed total enumeration at the said school.

### Data Gathering Methods

In the collection of data, the researcher will send a letter to the Division Schools Superintendent of the Division of Batangas City informing him of the research to be conducted. Once approved letter and released, corresponding letters will also be sent to the Public Schools District Supervisor (PSDS) of the district informing her about the involvement of respective school heads. Before giving the questionnaire, the researcher will send a letter of consent to the school heads as respondents of the study with clear information and purpose of the study. Afterwards, questionnaires in Google Forms will be given to the school heads upon signing or approving the informed consent.

The data will be gathered, tallied, and processed with (SPSS) Statistical Package for Social Science. The processed data will be interpreted and analyzed, and the results will be used to formulate the output of the study. Finally, the interpretation and analysis of data will be done. A summary of findings, conclusions, and recommendations will be formulated based on the interpreted result.

Weighted mean will be used to determine the extent of effectiveness of various interventions and strategies employed to enhance reading proficiency.

Chi-Square will be used to determine if there is a significant relationship between the respondents' profile and the level of effectiveness of interventions used by the teachers.

### Data Analysis Plan

Two data collection methods were used. Books, periodicals, journals, references and the internet were used for collecting the required secondary data while self-administrated questionnaire was used and distributed to the research sample for the purpose of collecting the primary data.

### Action Research Work Plan and Timelines

ACTIVITIES Shade the corresponding month per activity Add rows if necessary	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Planning of the research proposal						
2. Drafting of Introduction, research question and methodology						
3. Finalizing the study for proposal presentation						
4. Implementation of the research study						
5. Gathering of data needed for the study						
6. Tabulation and analysis of the result gathered						
7. Interpretation of the gathered data						
8. Finalizing the research output						
9. Presentation of the conducted research output.						

## Cost Estimates

ACTIVITY	ELIGIBLE EXPENDITURES	QUANTITY	COST
1. Implementation of the research study	Reproduction, printing and binding costs	9	29.25
2. Gathering of data needed for the study	Communication expenses	1 load card	300.00
3. Finalizing the research output	Reproduction, printing and binding costs	9	50.00
4. Presentation of the conducted research output.	Food	10 pax x 120	1200.00
5. Presentation of the study in the district level	Reproduction, printing and binding costs	10	50.00
<b>TOTAL</b>			<b>1629.25</b>

## Plans for Dissemination and Utilization

DISSEMINATION ACTIVITIES add rows if necessary	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Research proposal to the principal on the conduct and implementation of the research output						
2. School implementation of the output of the study to the desired clientele						
3. Conduct of post monitoring of the implementation of the study						
4. Analysis of the post monitoring result for possible adaptation of the research output						
5. Presentation of the study in the district level						
6. Proceed to District level implementation of the research output						

## RESULTS AND DISCUSSION

This area contains the results and discussions of the study.

### Profile of the Respondents

The researcher determined the profile of the respondents in terms of grade level handled, sex, educational attainment and length in service. The tables that follow provide the distribution of respondents according to their profile.

**Grade Level Handled.** Table 1 shows the distribution of respondents according to grade level handled.

**Table 1** Profile of the Respondents in terms of Grade Level Handled

Grade Level	Frequency
Kinder	1
Grade 1	1
Grade 2	1
Grade 3	1

Grade 4	1
Grade 5	1
Grade 6	1
<b>Total</b>	<b>7</b>

The table outlines the distribution of respondents based on the grade level handled. It includes respondents from various grade levels ranging from Kinder to Grade 6, with each grade level having one respondent. A total of 7 respondents are represented, each handling a specific grade level.

The data suggests a group of respondents handling different grade levels, which is particularly important when examining the impact of contextualized materials on enhancing learners' comprehension skills. Contextualized materials, tailored to the real-world experiences of students, are known to improve engagement and comprehension by making learning more relevant to students' everyday lives (Aubrey & Dahlgren, 2021)

**Gender.** Table 2 shows the distribution of respondents according to gender.

**Table 2 Profile of the Respondents in terms of Gender**

Gender	Frequency	Percentage %
Male	0	0
Female	7	100
<b>Total</b>	<b>7</b>	<b>100</b>

This table indicates that all of the respondents are female, with no male respondents represented in the survey. The entire sample consists of female respondents, which could influence the results of the study, particularly if the gender of educators impacts their approach to teaching or the materials they use.

The composition of the respondents (100% female) might suggest a certain gendered perspective in the approach to using contextualized materials to enhance comprehension skills. Gender can influence teaching practices, as research suggests that female educators tend to use more nurturing, communicative, and collaborative approaches (Lloyd, 2020). These qualities can be beneficial when employing contextualized materials, as they align well with the social and emotional engagement that such materials often encourage.

**Educational Attainment.** Table 1.3 shows the distribution of respondents according to Educational attainment.

**Table 3 Profile of the Respondents in terms of Educational Attainment**

Educational Attainment	Frequency	Percentage
Bachelor's Degree	0	0
Units in Masteral	3	43
Master Degree	4	57
Units in Doctoral	0	0
Doctorate Degree	0	0
<b>Total</b>	<b>7</b>	<b>100</b>

This table reflects that the majority of the respondents have attained a Master's Degree (57%), while 43% have completed Units in Masteral (but have not yet finished the degree) after attaining their Bachelor's Degree, none of the respondents have earned Doctoral Units, or a Doctorate Degree.

Master's Degree holders are likely to have a deeper understanding of instructional strategies and curriculum development. Their advanced training equips them with the knowledge to incorporate contextualized learning materials that meet the diverse needs of students, making learning more relevant and engaging. Research has shown that educators with higher educational qualifications are often more adept at using innovative strategies, like contextualization, which can improve learners' comprehension (Hattie, 2021).

**Age.** Table 4 shows the distribution of the respondents according to age.

**Table 4 Profile of the Respondents in terms of Age**

Age	Frequency	Percentage (%)
20-25	0	0
26-30	0	0
31-35	1	14.29
36-40	2	28.57
41-45	3	42.86
46-50	1	14.29
	<b>7</b>	<b>100</b>

This table entails that most of the respondents (42.86%) fall within the 41-45 years old age group. The next largest group is the 36-40 years old age group, with 28.57% of the respondents. Smaller portions of the sample are in the 31-35 years old and 46-50 years old groups, each contributing 14.29%. There are no respondents in the 20-25 years old or 26-30 years old age ranges.

Research has shown that older educators, particularly those with several years of teaching experience, tend to have a more developed skill set for adaptation and personalization of learning materials, including the use of contextualized materials (Sullivan & Ball, 2021).

**Length in Service.** Table 5 shows the distribution of The respondents according to Length in service.

**Table 5 Profile of the Respondents in terms of Length in Service**

Length in Service	Frequency	Percentage (%)
0-5 years	0	0
6-10 years	4	57.14
11-15 years	0	0
16- 20years	2	28.57
21-25 years	1	14.29
26-30 years	0	0
31 years and above	0	0
	<b>7</b>	<b>100</b>

This table shows that most respondents (57.14%) have been teaching for 6-10 years, while a smaller proportion of respondents (28.57%) have been teaching for 16-20 years. The remaining respondents (14.29%) have 21-25 years of service. There are no respondents with fewer than 6 years or more than 25 years of service.

The distribution of length of service provides insights into the experience levels of the educators in terms of years spent in the field. Educators with 16-20 years of experience, while more seasoned, may be well-versed in traditional teaching methods. However, they may also be more inclined to incorporate innovative approaches,



such as contextualized learning, especially if it has proven effective in improving comprehension and student engagement (Hattie, 2021). Their experience in the field allows them to adapt the materials to meet diverse student needs, which is key in contextualized learning that is aimed at enhancing comprehension by connecting content to students' everyday lives (Swan et al., 2022).

### Level of effectiveness of various interventions and strategies employed to enhance reading comprehension

**Table 6 Level of effectiveness of various interventions and strategies employed to enhance reading comprehension**

	Weighted Mean	Verbal Interpretation
The intervention helped understand texts better	3.57	Extremely Effective
The intervention leads learner to summarize and interpret what was read more easily.	3.71	Extremely Effective
Learners vocabulary has expanded due to this intervention	3.42	Moderately Effective
Learners recognize and understand more words while reading	3.85	Extremely Effective
Learners enjoy reading more after participating in this program	3.85	Extremely Effective
Learners read faster and more smoothly after the intervention	3.71	Extremely Effective
Learners feel more confident in my reading ability	3.57	Extremely Effective

Table 6 presents the effectiveness of various interventions and strategies employed to enhance reading comprehension. Majority of the interventions are extremely effective in promoting reading proficiency, with particularly strong results in improving text comprehension, reading enjoyment, word recognition, reading fluency, and learner confidence. Vocabulary expansion showed a moderate level of effectiveness compared to other factors, suggesting that while learners' vocabulary did improve, the intervention may need adjustments or additional focus to yield more significant gains in vocabulary acquisition.

The interventions appear to be extremely effective in improving critical aspects of reading proficiency, such as text comprehension, word recognition, reading enjoyment, and fluency. These outcomes are supported by recent studies that emphasize the importance of comprehensive reading interventions (Fuchs et al., 2022; Carter & Lee, 2021).

These findings suggest that the employed interventions are effective and can be further refined to optimize learners' vocabulary growth while maintaining strong improvements in other areas of reading

Overall, the interventions appear to have a positive impact on various aspects of reading proficiency, making them valuable tools for enhancing learner performance in this area.

### 6. Challenges encountered by teachers in addressing the reading comprehension of learners

**Table 7 Challenges encountered by teachers in addressing the reading comprehension of learners**

	Weighted Mean	Verbal Indicators
Learners lack motivation and interest in reading	3.42	Sometimes
Learners have difficulty understanding unfamiliar vocabulary	3.57	Often
Learners struggle with decoding words and fluency	3.14	Sometimes
Learners have limited prior knowledge and background information needed for comprehension	3.0	Sometimes
Learners exhibit poor attention span and engagement during reading activities	3.14	Sometimes
Difficulty in differentiating instruction to meet diverse student needs	3.0	Sometimes

Limited access to engaging and level-appropriate reading materials	3.0	Sometimes
Lack of sufficient time to focus on reading comprehension strategies	3.14	Sometimes
Difficulty in integrating technology effectively for reading instruction	2.86	Rarely

Table 7 presents the challenges encountered by teachers in addressing the reading comprehension of learners. The most commonly encountered challenges relate to students' difficulty with vocabulary comprehension and decoding words, which were reported as often or sometimes by the teachers. These are well-known issues in literacy instruction and are supported by research highlighting the importance of explicit vocabulary and fluency instruction.

A challenge that teachers face often is helping students understand unfamiliar vocabulary. This is consistent with research that shows vocabulary knowledge is strongly correlated with reading comprehension (Snow, 2020).

Research shows that lack of motivation can hinder comprehension and engagement, but teachers can use strategies such as interest-based reading or interactive activities to address this challenge (Guthrie & Wigfield, 2021).

Meanwhile, issues such as limited prior knowledge, poor attention span, and the difficulty of differentiating instruction as sometimes challenges. These challenges can be addressed through various instructional strategies, such as activating prior knowledge and using more engaging and differentiated learning experiences. Technology integration in reading instruction was reported as a rare challenge, which suggests that teachers generally have access to the necessary tools but may require ongoing professional development to make the best use of them in reading instruction appears to be a rare challenge. However, technology can be a powerful tool for enhancing reading comprehension when used properly (Harrison et al., 2021).

**Table 8. Significant Relationship Between Grade Handled and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension**

Effectiveness Category	Extremely Effective	Moderately Effective	Critical Value	Chi-Square Value
Kinder to Grade 3	4	0		
Grade 4 to Grade 6	2	1		
Total	6	1		
			<b>3.841</b>	<b>1.699</b>

Table 8 presents the computed Chi-Square value (1.699) is less than the critical value (3.841), means that the result fail to reject the null hypothesis. This suggests that there is no significant relationship between the Grade Level Handled and the Effectiveness of Interventions based on this result.

**Table 9. Significant Relationship Between Gender and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension**

Effectiveness Category	Male	Female	Critical Value	Chi-Square Value
<b>Extremely Effective</b>	0	6		
<b>Moderately Effective</b>	0	1		
Total	0	7	<b>3.841</b>	<b>0</b>

Table 9 shows the significant Relationship Between Gender and Level of Effectiveness of various interventions and strategies employed to enhance reading proficiency, using a chi-square with a significance



level of 0.05, the critical value is 3.841 and 0 chi-square value. Since 0 is less than 3.841, the results fail to reject the null hypothesis. This means there is no significant relationship between Gender and the effectiveness of the intervention.

**Table 10. Significant Relationship Between Educational Attainment and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension**

Educational Attainment	Extremely Effective	Moderately Effective	Critical Value	Chi-Square Value
Bachelor's Degree	0	0		
Units in Masteral	2.14	0.86		
Master's Degree	2.86	1.14		
Units in Doctoral	0	0		
Doctorate Degree	0	0		
			<b>9.488.</b>	<b>0.0561.</b>

Table 10 presents the significant relationship between educational attainment and level of effectiveness of various interventions and strategies employed to enhance reading proficiency, the computed chi-square statistic (0.0561) is less than the critical value (9.488), the results fail to reject the null hypothesis, which means there is no significant relationship between Educational Attainment and the effectiveness of the intervention in this case.

**Table 11. Significant Relationship Between Age and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension**

	Extremely Effective	Moderately Effective	Critical Value	Chi-Square Value
20-25	0	0		
26-30	0	0		
31-35	0.714	0.286		
36-40	1.429	0.571		
41-45	2.143	0.857		
46-50	0.714	0.286		
Total	5	2	<b>11.070</b>	<b>1.86</b>

Table 11 indicates the significant relationship between age and level of effectiveness of various interventions and strategies employed to enhance reading proficiency, using a chi-square table with a significance level of 0.05, the critical value is approximately 11.070 and computed chi-square of 1.86. Since 1.86 is less than 11.070, the results fail to reject the null hypothesis which also means there is no significant relationship between the age group and the effectiveness of the intervention.

**Table 12. Significant Relationship Between Length of Service and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension**

	Extremely Effective	Moderately Effective	Critical Value	Chi-Square Value
0-5 years	0	0		
6-10 years	3	1		
11-15 years	0	0		
16-20 years	1	1		
21-25 years	0	1		
26-30 years	0	0		
31 years and above	0	0		
Total	4	3	<b>12.592</b>	<b>1.934</b>

Table 12 summarizes the significant relationship between length of service and level of effectiveness of various interventions and strategies employed to enhance reading proficiency. Using a chi-square with a significance level of 0.05, the critical value is approximately 12.592 and 1.934 chi-square value. Since 1.934 is less than 12.592, the results fail to reject the null hypothesis. This means there is no significant relationship between Length in Service and the effectiveness of the intervention.

### Developed Localized Materials in Improving Learners Comprehension

Grade Level	Title of Developed Localized Materials	Description	Quarter
Grade 1	Si Menchie and Batang Suwail	Used as spring board of the lesson	Q1-Q2
	My compilation of Short Stories with questions	Used as reading intervention for struggling readers	Q1-Q4
	Ang Aking Pamilya	Use as Springboard of the lesson	Q2
Grade 2	Gantimpala sa Pagiging Masinop	Tagalog Short Story with questions to be answered by learners	Q2
Grade 3	Ikaw ba ay Mapagkakitiwalaan?	Use as spring board of the lesson	Q1
	<b>Kayamanan</b>	Use as spring board of the lesson	Q1
	Mag-aaral Ako	Short Story for Grade 3 Learners	Q2
	Ang Tahanan ng Isda	Short Story for Grade 3 Learners	Q2
	Ang Punong Talisay	Short Story for Grade 3 Learners	Q2
	Dalampasigan	Short Story for Grade 3 Learners	Q3
	Tubig ay Mahalaga	Short Story for Grade 3 Learners	Q3
	Salamat Inay	Short Story for Grade 3 Learners	Q3
	Ang Paru-paro	Short Story for Grade 3 Learners	Q4
	Tama Sila	Short Story for Grade 3 Learners	Q4
Grade 4	My Unforgettable Journey Story	A short Story	Q1
	Beautiful Isla Verde	A short Story	Q1
	Pulong Bato	A short Story	Q1
	The Infinity Tree	A short Story	Q1
Grade 5	The Digestive System 3D Model	Used as spring board in presenting the lesson	Q2
	My Short Stories	Used for reading intervention sessions, a compilation of teacher made short stories with comprehension questions	Q1-Q4
Grade 6	The Life Cycle of a Butterfly	Used in presenting the lesson	Q1
Kindergarten	Ang Bakasyon ng Kambal	Short Story for Kindergarten Learners	Q4

## CONCLUSION

From the findings of the study, the researcher comes up with the following conclusions:

1. The profile of the respondents reveals a group of female teachers, predominantly in their late 30s to early 40s, with substantial teaching experience and higher educational attainment indicating a well-rounded and experienced group of elementary teachers. This profile reflects a group of educators with a broad range of practical experience and academic qualifications, which may influence their perspectives on the challenges and strategies related to reading comprehension.
2. Majority of the cited interventions are implemented to improve reading proficiency were largely successful in multiple key areas, including comprehension, fluency, word recognition, and reading enjoyment.
3. The most encountered challenges relate to students' difficulty with vocabulary comprehension and decoding words, which were reported as often or sometimes by the teachers.
4. There is no significant relationship between the profile of the respondents and the level of effectiveness of various interventions and strategies employed to enhance reading proficiency among Parang Cueva

Elementary School learners.

## RECOMMENDATION

From the findings and conclusions of the study, the following recommendations are offered:

1. Teachers may implement targeted interventions to address the specific challenges learners face, such as vocabulary expansion, reading fluency, and engagement.
2. Schools may invest in ongoing professional development programs to equip teachers with strategies for overcoming challenges related to differentiated instruction and integrating technology in reading instruction.
3. Schools should ensure that there is sufficient access to diverse and appropriate level reading materials, both print and digital, to cater to the needs of all learners.
4. Regular monitoring and evaluation of the effectiveness of the reading interventions should be conducted to ensure that they meet the needs of students.
5. Schools should engage parents and the broader community to support reading initiatives at home and in extracurricular activities.

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