



Localization and Contextualization of E-listening Materials

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ABSTRACT

This study aimed to develop localized and contextualized electronic listening (e-listening) materials as a strategy to improve learners' listening skills in the school year 2025-2026. With the increasing use of digital learning platforms, adapting listening materials to learners' cultural, linguistic, and contextual backgrounds has become essential. The study employed a developmental research method, and a purposive sampling technique was used in determining the respondents of the study. The material that was being used was intended for their specific grade level, and the ASSURE model was adapted to create the e-listening materials. The study's total sample population included 27 students. A dependent sample T-test was used to assess the significant difference in the listening skills of Grade IV pupils before and after using the developed materials. Mean and standard deviation were used to determine the level of listening skills of Grade IV learners before and after the utilization of the developed materials. Results revealed that the developed instructional materials are highly acceptable, as indicated by the learning resource evaluation outcomes. Furthermore, the effectiveness of the materials was measured using a pretest–posttest design. Based on the findings, the calculated statistic t-test was -15.533, and the p-value was .000 when localized and contextualized e-listening materials were used. It means that there was a significant difference because the p-value was below the alpha of 0.05. The results demonstrated that the localized and contextualized e-listening materials were effective in elevating learners' listening skills from low to high levels, indicating the positive impact of the instructional approach. The study concludes that developing localized, contextualized e-listening materials enhances language learning and promotes meaningful education by integrating cultural familiarity with digital tools, thereby creating more effective e-listening content.

Keywords: Contextualization, e-listening materials, Localization

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INTRODUCTION

21st-century education is a dynamic, evolving approach to learning that reflects the demands and opportunities of our modern times. The digital revolution has transformed language learning. It strongly emphasizes critical thinking, problem-solving, digital literacy, and adaptability, preparing learners for the challenges of a rapidly changing world. This educational pattern encourages creativity, collaboration, and lifelong learning, fostering well-rounded individuals who can thrive in the complexities of the 21st century.

Listening is a key linguistic skill in language acquisition. Listening is crucial for comprehending spoken language, and educators must employ a range of tactics, activities, and resources tailored to students' abilities to facilitate effective learning (Lestari, 2024). Understanding a discussion necessitates proficiency in listening (Querol et al., 2019), as referenced by Lestari (2024). Of the four English skills, listening is the most important to teach, and this process cannot be avoided by all English teachers (Wulandari, 2024).

Since the beginning of research in the last century, listening has been regarded as an indispensable part of language communication, and its significance has become increasingly evident as theories of language acquisition have evolved. For English learners, listening serves as a conduit for language input and a fundamental element for enhancing overall language skills. Through good listening instruction, learners can have a deeper comprehension of the practical application of language, improve their oral expression and writing skills, and attain holistic language development (Hsu, 2024).

Listening is a fundamental macro ability in communication that enhances language acquisition and fluency. Prior to the introduction of active listening in research, it was overlooked in educational practices. It is today seen crucial for language acquisition and comprehension, since it suggests that the instruction and practice of language skills, especially active listening, should take precedence over the language itself (Ambubuyog, 2023).

According to Diora (2020), learners' listening comprehension challenges were classified into three categories. They were related to the listening material, the listener, and the physical setting. Each category has different difficulties. Students had challenges in listening comprehension due to complex grammatical structures, difficulty understanding every word of spoken discourse, difficulty deciphering the meanings of lengthy spoken texts, unfamiliar subjects, and novel language. Meanwhile, the students' difficulties related to the listener included anxiety, difficulty inferring the meanings of unknown words, difficulty concentrating, unclear pronunciation, difficulty remembering, loss of focus, and sleepiness. In the physical environment, students encountered challenges like unsatisfactory cassettes or disks, inadequate technology, insufficient pauses, inability to replay, background noise, diverse dialects, and rapid delivery. Given the Department of Education's limited resources for explicitly designed listening materials for Grade 4 students, the development of e-listening materials is important. It is essential for language development, comprehension, and academic achievement in all subject areas. The use of e-Learning has increased dramatically over the years as teachers and students recognized its usefulness and its impact on their teaching methodologies and learning styles (Elcullada Encarnacion, 2021). Despite the increasing use of digital listening materials, limited empirical studies have examined the impact of localized and contextualized e-listening materials on elementary learners in Philippine public schools.

It is essential to localize and contextualize e-listening materials to make the information entertaining for learners and culturally and linguistically suitable. Adapting materials to the specific needs, culture, and language variations of the target audience ultimately fosters the development of linguistic competence and practical communication skills. This also makes the learning process more relatable and enjoyable for students.

Localization and contextualization address this problem by adapting electronic listening materials to account for learners' real-world experiences, cultural differences, and linguistic variations. Both strive to render the lesson flexible, suitable, innovative, pertinent, significant, and adaptive to students' comprehension levels and instructional requirements. Contextualization and localization in the teaching-and-learning process are adequate when used, as they engage students, improve their conceptual understanding, and provide significant learning experiences (Navalta, 2021). Digital materials positively affect students' understanding of what they listened to, and increase their attention and motivation (GEZER, 2021).

The results of this study offer valuable insights into how localized and context-specific e-listening materials can be created to meet a range of learning needs among Grade 4 students. The findings indicate that students become more interested and exhibit improved comprehension when listening to materials that are grounded in their everyday experiences, language understanding, and local culture. First, for teachers, it provides ideas for making listening activities more interesting and compelling. Second, curriculum developers used this information to create materials that are both inclusive and culturally relevant to students. Moreover, learners benefit from more relatable and understandable information, which can help them enhance their listening skills and overall linguistic development. This study assessed the effects of localized, context-specific e-listening materials on learner motivation and comprehension. The results help create more efficient e-listening materials for language learning.



OBJECTIVES OF THE STUDY

The primary purpose of this study was to develop and validate localized, context-specific e-listening materials to improve Grade 4 learners' listening skills.

Specifically, this study sought to:

1. To develop and implement localized and contextualized e-listening materials aimed at improving Grade 4 learners' listening skills.
2. Validate developed, localized, and contextualized e-listening activities as instructional materials for enhancing listening skills; and
3. Evaluate the effectiveness of the developed materials in improving Grade 4 learners' listening skills.

RESEARCH QUESTIONS

Likewise, this study sought to answer the following questions:

1. What is the level of acceptability in the scale of 1-5 of localized e-listening materials as evaluated by the Learning Resource Evaluators in terms of:
 - 1.1 content;
 - 1.2 format/technical design;
 - 1.3 presentation and organization; and
 - 1.4 accuracy and recency of information?
2. What is the level of acceptability in the scale of 1-5 of contextualized e-listening materials as evaluated by the Learning Resource Evaluators in terms of:
 - 2.1 content;
 - 2.2 format/technical design;
 - 2.3 presentation and organization; and
 - 2.4 accuracy and recency of information?
3. What is the level of listening skills, specifically in identifying supporting details, of Grade IV learners using the developed localized and contextualized listening materials in the pretest and posttest?
4. Is there a significant difference in the listening skills of Grade IV learners before and after using the developed localized and contextualized listening materials?

LITERATURE REVIEW

This section reviews the pertinent literature on social influences, students' learning motivation, and students' engagement in the localization and contextualization of e-listening materials.

On the Importance of Listening Comprehension

For EFL learners, listening is more important and serves more purposes than simply deriving meaning from sounds since it involves more than merely recognizing sounds; it also necessitates perceiving, conveying, and processing information. These further goals include developing interpersonal relationships and comprehending real-world scenarios (Bingol et al., 2020). When students first begin studying a foreign language, listening is also the most challenging skill for them to acquire and the most demanding endeavor. Technology significantly influences people's lives in the modern world, particularly in language learning. There are many different kinds of communication technologies, such as mobile phones, computers, the Internet, and broadcasting equipment (Haleem et al., 2022).

On the Use of E-Listening Materials for Listening Comprehension Development



English instructors face a difficult task in helping pupils become more proficient listeners. To enhance the learning process, they must develop interactive teaching strategies (Mirsa Umiyati et al., 2022). They can investigate the potential advantages of using these audio recordings for instruction, both in and out of the classroom. Effective message reception requires active listening abilities. It is essential to make a psychological connection with the other person and listen intently to what they say. Language proficiency requires listening skills. It requires tolerance and civility, a desire to understand others, and the willingness to see things from a different perspective. It requires a great deal of focus and work. We must set aside our objectives and convictions, adopt their viewpoint, and try to understand how they perceive the universe (Tyagi, Babita, 2021).

For example, researchers have examined learner attitudes toward podcasts, given the available data, as the value of podcasts for improving listening skills has emerged as a prominent field of study in recent years. It makes sense to conclude that students' favorable views of using online multimedia in any capacity during the educational process support intellectual growth. Well-selected high-tech listening input has been shown to help students meet the learning objectives for listening comprehension. As a novel teaching strategy, listening to content from digital audio files like podcasts can encourage and stimulate positive attitudes and interests (Sewagegn, 2020)

As an example of e-listening material, podcast applications to improve students' listening skills have been popular in recent years. If students are free to consume media whenever they want, they may be more inclined to do so—the Use of Podcasts to Improve EFL Learners' Speaking and Listening Skills by Miftahul (2020). The findings show that educators and learners are susceptible to exploitation in applications. Students engage in somewhat technologically enhanced speaking and listening exercises to advance their English language skills. They were given a range of instructions and a stimulating environment.

Furthermore, educators were pushed to support creative leadership in the classroom by using application tools (such as podcasts). Teachers and students alike expanded their horizons and enhanced their English communication skills with the help of the podcast's fantastic topic matter and learning tasks. The search results indicated that incorporating listening strategies into a listening lesson via a sequence of guided metacognitive actions, including initial listening, collaborative discussions utilizing podcast materials, and pre-listening activities, effectively enhanced students' listening skills (Sukmawati, 2021). Their mean scores on the pretest, posttest I, and posttest II were significantly increased.

On Contextualization of Learning Materials

Contextualization refers to a teacher's actions to facilitate comprehension of language and concepts by utilizing materials such as tangible items, images, gestures, or verbal communication. Contextualizing instruction for English learners requires active participation, enabling students to encounter knowledge in ways that foster deeper comprehension. By contextualizing instruction, educators enhance student engagement and facilitate access to essential knowledge (Navarro, 2022).

Additionally, according to Bando (2008), as cited in Agbunag (2022), there are several benefits to localizing and contextualizing the educational program, including social relevance, potential for personalization, ease of access to resources, direct relevance of materials to students, and accountability for the advancement process. Comprehensive learning strategies help students see the value of presenting information about daily life (the individual, social, and cultural contexts), ensuring that 21st-century learners have the knowledge and skills that are flexible and dynamic, enabling them to construct their understanding successfully. Moreover, the use of contextualized resources enhances learning by helping students gain new skills, knowledge, and experiences, boosting their drive, tenacity, and results, and shaping their skills and mindset. They are driven to participate in and learn from the educational process. Teachers and students benefit from contextualized teaching and learning. Because they enjoy what they are studying, students relate the meaning through old and new knowledge to gain a fresh understanding, making the learning process more meaningful. It enhances students' retention and understanding of the concept. Because they are learning from information acquired from their own experiences and fresh knowledge, the learners can retain, recollect, and comprehend the subject (Chen et al., 2020)

The second aspect involves facilitating conceptual transformation. Contextualizing knowledge through interactive classroom engagement activities that enhance students' motivation by linking concepts to their relevance can augment learning. An illustration involved a video depicting the precipitation of a supersaturated fluid—this enhanced student comprehension in a conceptual assessment of solutions and solubility. The third premise involves the promotion of metacognition. The contextualization of knowledge enables students to reflect on their learning, connecting familiar concrete contexts to abstract concepts, thereby facilitating their recognition of their relationship to these ideas. A student articulated in a reflection, "It helped me reflect on what I enjoyed and understood well from the lecture."

Synthesis

Since listening is used in every action we do daily, it is one of the most essential linguistic competencies to attain. Other language skills and development may only function properly if listening is learned first (Suri, Zulkarnain, and Rahmawati, 2022). However, listening is more of a mental exercise to make the other person feel at ease rather than to condemn or chastise them, according



to Lakmali (2022). Consequently, listening comprehension is a prerequisite for mastering other language abilities, as comprehending speech requires the engagement of all five senses to grasp the speaker's intent. Diora and Rosa (2020) concluded from their research that students encounter various challenges in listening comprehension, including complex grammatical structures, difficulty comprehending every word of incoming speech, difficulty interpreting the meaning of lengthy spoken texts, and unfamiliar topics.

According to Tsany (2021), using audio as a teaching medium provides students with a better contextualized learning experience. Applying what they have learned from audiobooks to real-world scenarios will be simpler for learners. Through media, students acquire cognitive skills, generate knowledge from mediated contexts, and learn. With technology-supported, contextually relevant material, listening activities will become more productive for learners. Thus, English language learning becomes easier and more meaningful in the classroom.

The literature cited herewith provides insights and ideas that may pave the way toward successfully developing contextualized learning materials. The ideas suggest that pupils' listening skills can be enhanced through the provision of varied strategies, primarily by exposing them to more hyperactive drills or exercises, as well as contextualized audio-based listening resources. Related studies further support the idea that integrating local stories into the local context can help draw students' attention and thus motivate them to improve their listening comprehension skills. By then, given that pupils are drawn to and enjoy learning from this material in the classroom, the teacher should be open to implementing this effective learning support tool.

METHODOLOGY

Research Design

This study used a developmental research design. It aims to develop and improve educational resources, initiatives, or programs. Advance theoretical understanding while enhancing real-world applications. Developmental research, in contrast to basic instructional development, is characterized as the systematic investigation of the design, development, and evaluation of instructional programs, procedures, and products that must adhere to standards of internal consistency and efficacy. Richey & Nelson (2016), as cited in Mabacquiao (2022), defined developmental method as a body of research literature that pertains directly to instructional development. This means the outputs were developed after the research was conducted. A purposive sampling technique was used, selecting participants specifically because the materials were designed for their grade level. The study involved 27 Grade IV learners from one school in the District of Manapla during the School Year 2025–2026.

Data Gathering Procedures

To ensure the proper conduct of the study, the researcher sought permission from the Division Superintendent, District Supervisor, and School Principal through a formal approval letter to conduct the study and to collect data. The researcher gathered data by administering the pretest after the authorities' approval. The researcher then developed the materials and established the instrument's validity and reliability. There, the posttest was given to the students to determine their listening skills, specifically in identifying supporting details. The researcher provided students with orientation and clear instructions. Hard copies of the assessment were provided to be answered while listening to the audio materials. Participation was voluntary, and confidentiality was assured. Efforts were made to accommodate the materials during their inconvenient times to avoid disrupting the classes and encourage participation. After answering, the researcher collected completed responses, which were checked for completeness, and data entry was carefully reviewed for accuracy.

Research Instrument

In the conduct of this study, the researcher utilized two (2) different instruments to measure the listening skills of the learners: (1) the developed localized and contextualized audio materials as the primary listening audio material adapting the ASSURE model using the LRMS Standard Guidelines for Audio Materials and (2) the twenty (24) item audio-typed assessment test which measures the target listening skills of the learners.

Reliability and Validity

The researcher administered a 24-item test drawn from the PHIL-IRI English IV. The learner's pretest and posttest performances were measured. The respondents' pretest and posttest scores were categorized. Since the focus of this study is to improve learners' listening skills, the test was converted to an audio format to gauge the effectiveness of the developed materials after the intervention. The localized and contextualized audio materials featured famous places and people in the Municipality of Manapla. Although the assessment items are adapted from a standardized tool, the audio-form test and the developed material underwent pilot testing at the intended grade level to avoid biases with a separate group of learners to ensure their reliability. The instrument of this study underwent a validity test by four Learning Resource Validators, all experts in instructional materials development. Thus, the developed materials were found highly acceptable.



On the Development of the Material

In designing, developing, and validating material, the researcher adapted the ASSURE model, an instructional material design model developed by Heinich and Molenda in 1999, as cited by Navarro (2022). Its goal is to design learning materials that enhance teaching and learning. According to the model, the researcher will follow six stages, as outlined in the acronym ASSURE.

1. Analyze Learners – In this phase, the researcher allotted ample time to review the previous performance of the Grade 4 learners in English. PHIL-IRI results, pretests, and first-quarter English assessments were carefully examined to identify competencies focusing on listening comprehension. The researcher also observed learners during English classes to understand their interests, participation, and engagement, particularly during audio-based activities. These insights helped the researcher select content, strategies, and activities that are developmentally appropriate and aligned with the learners' needs in English 4.

2. State Objectives – In the second stage, the researcher focused on identifying the learning competencies in English 4, specifically those that develop learners' listening comprehension skills. These competencies served as the basis for creating localized, context-specific e-listening materials. Competencies were selected from the MATATAG Curriculum, and the researcher developed corresponding audio materials. The standards and objectives for each listening material were prepared with the scope and requirements of the English 4 curriculum in mind. The researcher also reviewed various instructional materials, online resources, and DepEd guidelines for evaluating audio-based learning materials. These references helped determine the appropriate format, structure, and quality standards for developing the listening activities.

3. Select Methods, Media, and Materials. In the third stage, the researcher thoroughly examined the strategies used, the technology applied, the media adopted, and the materials utilized in developing the listening activities. The DepEd LR Portal served as the main guide in selecting and creating the materials, ensuring they met the required standards for content, instructional, and technical quality. The researcher also followed the LRMS Guidelines and Processes for Audio Materials to ensure that all outputs adhered to DepEd's criteria for high-quality audio-based learning resources.

4. Utilize Media and Materials – In the fourth stage, after the careful and thorough selection process, the researcher chose technology, media, and materials that were applied to making the audio-based materials. The activities were audio recorded using Audacity Audio Editor, a free audio-recording application from Apple, Inc. The recording was done in a spacious room with a microphone, a voice condenser, a speaker, and a laptop.

5. Require Learner Participation – The researcher chose relevant illustrations and materials for the localized and contextualized e-listening activities and appropriate sounds for the audio-based activities to stimulate learners' interest and motivate them to participate fully. Learners' participation from pilot testing to the proper implementation of the developed instructional materials was taken into consideration, as it served as the basis for the study's success. In general, the materials used were tailored to learners' needs. This action enabled the use of high-quality materials and increased learners' awareness of the identified skills.

6. Evaluate and Revise – In the final stage, the identified evaluators evaluated and validated the developed instructional resources using the evaluation rating sheets for audio resources, and revised materials based on recommendations and suggestions.

Data Analysis Procedure

In processing the data, the researchers utilized the following descriptive and inferential statistics, as outlined in the problem statement.

The data collected from participants were analyzed using SPSS (Statistical Package for the Social Sciences) with the guidance of a competent statistician. It was analyzed to establish the extent to which the research questions were best addressed. The following statistical tools were used to arrive at the computation of the results. The standardized tool used by the Department of Education in evaluating teacher-developed Audio materials in the Learning Resource Management and Development System was utilized to determine the level of acceptability on a scale of 1-5 of the localized and contextualized e-listening materials as evaluated by the Learning Resource Evaluators. The mean and standard deviation were used to determine the level of listening skills of Grade IV learners before and after the utilization of the developed materials. To assess the significant difference in the listening skills of Grade IV pupils before and after using the developed materials, a dependent sample T-test was used.

Ethical Considerations

The ethical guidelines and considerations served as the researchers' guide through the assessment process. The procedures and any potential risks associated with the process were communicated to the respondents and their parents. The informed consent form for the study was provided, and those who signed it indicated their willingness to participate. Additionally, the form outlines the conditions respondents agreed to, including the right to decline participation without repercussions and the absence



of opportunities or compensation. Respondents were informed of the confidentiality of their responses and the procedure for data disposal after the study. Furthermore, the right to withdraw was explained to the respondents.

RESULTS AND DISCUSSION

Table 1

Level of Acceptability of Localized Electronic Listening Materials as Evaluated by the Learning Resource Evaluators

| Criteria | Mean | Std. Dev. | Acceptability |
|-------------------------------------|------|-----------|---------------|
| Content | 1.00 | .00000 | Acceptable |
| Format/Technical Design | 1.00 | .00000 | Acceptable |
| Presentation and Organization | 1.00 | .00000 | Acceptable |
| Accuracy and Recency of Information | 1.00 | .00000 | Acceptable |
| Grand Total | 4 | .00000 | Acceptable |

Acceptability:

*Content– 0(not acceptable); 1.00(acceptable)

*Format/Technical Design- 0(not acceptable); 1.00(acceptable)

*Presentation and Organization- 0(not acceptable); 1.00(acceptable)

* Accuracy and Recency of Information- 0(not acceptable); 1.00(acceptable)

*Grand Total: 0(not acceptable); 4.00(acceptable)

In Table 1 the result indicates that each criterion achieved a mean a mean score of 1.00, which corresponds to an "Acceptable" rating. Localized audio listening materials were rated as acceptable across all four criteria: Content, Format/Technical Design, Presentation and Organization, and Accuracy and Recency of Information. The standard deviation of 0.00000 across all criteria shows that evaluators provided the same rating, indicating complete agreement and consistency in their evaluations.

Overall, these findings indicate that the audio materials are well-developed, technically sound, clearly organized, and contain accurate, up-to-date information, because the materials obtained a total score of 4.00, confirming that they met the established acceptability standards set by the evaluators. The materials are completely appropriate for use in teaching and learning environments, according to most ratings.

According to Bandonio (2008), as cited in Agbunag (2022), there are several benefits to localizing and contextualizing the educational program, including social relevance, potential for personalization, ease of access to resources, direct relevance of the materials to students, and accountability for the advancement process. Comprehensive learning strategies help students see the value of presenting information about daily life (the individual, social, and cultural contexts), ensuring that 21st-century learners have the knowledge and skills that are flexible and dynamic, enabling them to construct their understanding successfully. Moreover, the use of contextualized or localized resources enhances learning by helping students gain new abilities, information, and experiences, boosting their drive, tenacity, and results, and shaping their skills and mindset. They are driven to participate in and learn from the educational process. Teachers and students benefit from contextualized teaching and learning. Because they enjoy what they are studying, students relate the meaning through old and new knowledge to gain a fresh understanding, making the learning process more meaningful. It enhances students' retention and understanding of the concept. Because they are learning from information acquired from their own experiences and fresh knowledge, the learners can retain, recollect, and comprehend the subject (Chen et al., 2020)

Table 2

Level of Acceptability of Contextualized Electronic Listening Materials as Evaluated by the Learning Resource Evaluators

| Criteria | Mean | Std. Dev. | Acceptability |
|----------|------|-----------|---------------|
|----------|------|-----------|---------------|



| | | | |
|-------------------------------------|----------|---------------|-------------------|
| Content | 1.00 | .00000 | Acceptable |
| Format/Technical Design | 1.00 | .00000 | Acceptable |
| Presentation and Organization | 1.00 | .00000 | Acceptable |
| Accuracy and Recency of Information | 1.00 | .00000 | Acceptable |
| Grand Total | 4 | .00000 | Acceptable |

Acceptability:

*Content– 0(not acceptable); 1.00(acceptable)

*Format/Technical Design- 0(not acceptable); 1.00(acceptable)

*Presentation and Organization- 0(not acceptable); 1.00(acceptable)

* Accuracy and Recency of Information- 0(not acceptable); 1.00(acceptable)

*Grand Total: 0(not acceptable); 4.00(acceptable)

Table 2 presents the acceptability ratings of the contextualized audio listening materials as evaluated by four Learning Resource (LR) Evaluators. All evaluators consistently provided a 100% agreement rating across all criteria, indicating a unanimous assessment of the material's quality.

The results indicate that the audio materials met expected standards across the four major factors: content, format and technical design, presentation and organization, and accuracy and recency of information. Each specific indicator—including age appropriateness, alignment with competencies, clarity of presentation, sound quality, and freedom from errors—received complete approval from all four evaluators. This uniform rating suggests that the materials were considered highly acceptable and well-developed across all assessed aspects. The overall evaluation of LREs for the audio-based learning materials to address listening skills in Grade 4 learners was acceptable (M=4, SD=.0000). Today, audio-based learning materials are an integral part of education because they help students learn more effectively. That is one reason why the use of audio materials in teaching, learning, and research has grown over time. The ease with which students can access and share information with others has greatly improved.

The results indicate that the audio materials met the expected standards across the four major criteria: content, format and technical design, presentation and organization, and accuracy and recency of information. The specific indicators, such as age appropriateness, alignment with competencies, clarity of presentation, sound quality, and absence of errors, were consistently rated as acceptable by the four evaluators. The uniform ratings suggest agreement among the evaluators regarding the materials' overall quality within the scope of the assessment.

The localized audio-based learning resources for enhancing Grade 4 students' listening skills received an overall rating of "acceptable" (M = 4, SD =.0000). The use of audio-based learning resources to enhance student learning is increasing across the broader education landscape. Their significant importance in teaching, learning, and research environments is enabled by their ready availability and ease of distribution.

Furthermore, students can now comprehend concepts and ideas more effectively and quickly. (Q-NEX, March 2023) However, the quality of this material is only sometimes assured. In this investigation, the researcher ensured that experts evaluated the audio-based learning materials before administering them to learners, who were the primary users. The researcher posits that superior audio educational resources facilitate deeper and more meaningful student engagement. Further, these materials have a more significant, more economically efficient influence on academic results than several initiatives, especially in addressing problems in learners' academic performance. With this result, the audio-based learning material for this study promotes learning motivation, which may result in high academic achievement (Hamdan & Amorri, 2022).

Table 3

Level of Listening Skills of Grade IV Learners Using the Developed Localized and Contextualized Electronic Listening Materials in the Pretest and Posttest

| | Mean | Std. Deviation | Interpretation |
|---------|-------|----------------|----------------|
| Pretest | 9.889 | 2.778 | Low |



Post Test

18.704

2.284

High

Note. The mean scores were interpreted using five levels, where 0–5 indicates very low, 5–10 indicates low, 10–14 indicates average, 14–19 indicates high, and 19–24 indicates very high performance.

Table 3 shows the listening skills levels of Grade IV learners in the pretest and posttest using the developed, localized, and contextualized e-listening materials. The pretest mean score of 9.889, with a standard deviation of 2.778, falls within the low performance category according to the interpretation scale. The numbers indicate that, before the intervention, learners demonstrated low listening skills, with some variability in individual performance. Cohen's *d* was used to estimate the intervention's effect size, which was approximately 3.46, suggesting a very large effect.

In contrast, the posttest mean score increased to 18.704, with a standard deviation of 2.284, which places the learners' performance in the high category. This substantial increase suggests that their listening skills improved notably after using the developed materials. The smaller posttest standard deviation also indicates slightly less variation in performance, suggesting that most learners benefited consistently from the intervention.

These results clearly demonstrate the importance of localization and contextualization in instructional resources. The findings highlight how technology-enhanced learning resources can help develop skills, especially listening comprehension, which is often a difficult aspect of language learning. Even though the improvements are important, it is necessary to understand that they have been specific to this learner group and the specific material used. The results may also have been influenced by several factors, such as students' motivation and teachers' facilitation.

Despite the positive results, this study has some limitations. This study was limited to Grade 4 students in a single school setting. The results may not be entirely applicable to other grade levels, schools, or locations. In addition, the study only examined listening comprehension and did not assess how the materials affected speaking, reading, or writing. Furthermore, long-term retention was not assessed because the intervention measured performance only immediately after the materials were used. Future studies could overcome these limitations by examining the interrelated effects of localized and contextualized e-learning materials and by using larger, more varied samples.

Overall, the results demonstrate that the localized and contextualized e-listening materials were effective in elevating learners' listening skills from low to high levels, indicating the positive impact of the instructional approach.

According to Miller's 2019 research, hearing is the brain's automatic, effortless, and unintentional response to sound. The majority of the time, sounds are all around us. One is accustomed to hearing things like airplanes, lawnmowers, furnace blowers, pots and pans clattering, etc. When one hears random noises, one learns to ignore them unless there is a compelling reason to do otherwise. Conversely, listening is intentional and focused rather than instinctive. It consequently necessitates drive and work. When listening is done well, it involves paying close attention to what is being said to comprehend the speaker's message.

Listening skills are essential macro-skills for compelling reading and language development in the language curriculum. According to DepEd Order No. 31, s. 2012, part of the K to 12 Basic Education Program, emphasizes the importance of developing listening levels (DepEd, 2012, as cited by Namoc et al., 2024). This skill is also emphasized in the MATATAG curriculum as part of its holistic approach to literacy and communication skills. However, the low level of listening skills among Grade VI learners, as indicated by the pretest results, underscores the need for further concrete interventions to improve this skill, which would affect learners' overall language development. One intervention is contextualized e-listening activities, which is the primary goal of the present innovation. Using the validated digitized and printed materials, it can be concluded that learners' posttest results have improved. Digital technology, through audio resources, can improve learners' listening skills. The integration of localized, contextualized e-listening activities is therefore important because it quickly enhances learners' listening skills. The implication, therefore, is that teachers' ability to use and create materials with localized, contextualized, and digital-based resources is necessary.

According to Krause's study (2019), this content contextualization is underpinned by three ideas. The initial principle is pre-existing knowledge. Instructional strategies that use contextualized content have been shown to activate learners' prior knowledge and enhance problem-solving efficacy. A learner said retrospectively, "Relating things to my daily life helped me retain information better."

The second aspect involves facilitating conceptual transformation. Contextualizing knowledge through interactive classroom engagement activities that enhance students' motivation by linking concepts to their relevance can augment learning. An illustration involved a video depicting the precipitation of a supersaturated fluid—this enhanced student comprehension in a conceptual assessment of solutions and solubility. Hake (2019) achieved a 33% success rate without a video, which increased to 81% with the inclusion of a video.

The third premise involves the promotion of metacognition. The contextualization of knowledge enables students to reflect on their learning, connecting familiar concrete contexts to abstract concepts, thereby facilitating their recognition of their



relationship to these ideas. A student articulated in a reflection, "It helped me reflect on what I enjoyed and understood well from the lecture."

Table 4

Significant Difference Between the Pretest and Posttest Listening Skills of Grade IV Learners

| Mean Difference | Std. Deviation | Std. Error Mean | t | df | Sig. (2-tailed) | Interpretation |
|-----------------|----------------|-----------------|---------|----|-----------------|----------------|
| -8.815 | 2.949 | .567 | -15.533 | 27 | .000 | Significant |

Note. The level of significance used was $p = .05$.

Table 4 shows a significant difference in the pretest and posttest listening skills of Grade IV learners after using localized, contextualized audio materials. The mean difference of -8.815 indicates that learners performed substantially better in the posttest than in the pretest. The standard deviation of 2.949 and the standard error of 0.567 suggest that while all learners improved, the amount of improvement varied slightly among them.

The paired-samples t-test yielded a t value of -15.533 with 27 degrees of freedom and a significance level of .000, which is well below the $p = .05$ criterion. This result confirms that the increase in listening skills from pretest to posttest is statistically significant. Overall, the findings provide strong evidence that the developed listening materials significantly improve Grade IV learners' listening skills through the intervention.

Therefore, it underscores the value of developing more instructional materials in digital form, using localized, contextualized stories, and using them in the classroom to help learners easily acquire skills and concepts, not only to improve their listening skills but also other skills and learning areas.

CONCLUSION

Summary of the Findings

The results show that the localized audio listening materials were completely acceptable in terms of content, format/technical design, presentation and organization, and accuracy and recency of information, with perfect mean scores, indicating overall agreement among evaluators. The materials' quality, dependability, and suitability for use in teaching and learning are confirmed by their overall grand score. The contextualized audio listening materials were accepted 100% of the time across all criteria, indicating complete agreement among the LR reviewers. Because the materials fully met expectations in terms of content alignment, technical quality, organization, age appropriateness, and accuracy, they received an acceptable overall assessment.

A significant improvement in Grade IV students' listening skills, as evidenced by a substantial increase from a low pretest mean to a high posttest mean. This increase suggests that the developed, localized, and contextualized e-listening materials consistently benefited the majority of learners.

The effectiveness of localized, contextualized audio materials in improving listening skills is confirmed by the paired t-test, which shows a statistically significant improvement in listening abilities among Grade IV learners, with a significant mean difference, indicating improved posttest performance.

Cited in Gabio (2025), this supports the findings of Najmi and Lavasani (2021) and Suprihadin et al. (2023), who demonstrated that students' auditory comprehension in EFL classes was significantly enhanced by English audio files, as indicated by their progress in listening comprehension. Further, they concluded that teachers' ability to use e-tools and the proper choice of resources relevant to learning objectives are important factors for effective audio files. This result aligns with Procalla's (2023) findings, which indicate that students listen effectively to audio-lingual instructional resources when motivated. Moreover, it is substantiated by Krashen's Affective Filter theory (Mahnke, 1985), which posits that boredom, lack of motivation, and other adverse emotions establish a psychological barrier that diminishes pupils' capacity to grasp comprehensible material. Moreover, Calibuso et al. (2024) correlate their findings with the positive relationship between listening comprehension and audio utilization. Shifts affect the level of listening comprehension and the utilization of audio.

1. The study's findings show that the level of acceptability of the localized and contextualized e-listening activities is highly acceptable. It is therefore concluded that the Grade 4 learners positively responded to and approved the developed listening materials. This favorable reaction indicates that the e-listening activities successfully fulfilled their intended purpose and met the users' expectations. The high acceptability level suggests that the materials were engaging, relatable, and appropriate to the learners' context, thereby supporting their listening comprehension. Vygotsky's Social Constructivist Theory emphasizes that



learning is most beneficial when it is socially and contextually relevant to the learner. Localization and contextualization improve comprehension and retention, enabling students to connect new information with what they already know.

2. The posttest results revealed high scores after the implementation of the e-listening activities. This indicates that the quality-assured, localized, and contextualized audio materials were effective in improving learners' listening comprehension skills. The results affirm that localized, context-specific e-listening resources can significantly enhance teaching and learning, particularly in English classes. These results support the ideas of the Cognitive Theory of Multimedia Learning (Mayer, 2005), which indicate that carefully developed multimedia resources, such as e-listening exercises, assist students in processing information more effectively by integrating auditory and contextual cues.

3. Because a significant difference was found between the pretest and posttest scores, it can be concluded that integrating localized and contextualized e-listening materials into English 4 instruction is a valuable strategy. The findings highlight the importance of using technology-supported and culturally relevant audio resources to improve learners' listening comprehension and overall language performance.

4. Teachers can adapt and sustain these localized and contextualized e-listening materials to further enhance the listening skills as well as the comprehension of their students.

5. The Department of Education can integrate these developed, localized, and contextualized e-listening materials into their learning kits.

6. These audio-based materials should be skill-up on other grade levels as well as in different subject areas.

7. This study was restricted to a particular group of students who were in Grade 4 in a single school setting, which shows that despite its positive results. The results may not be fully applicable to other grade levels, schools, or locations. Furthermore, the study only examined listening comprehension and did not evaluate how the materials affected speaking, reading, or writing. Future studies could overcome these limitations by examining the interrelated effects of localized and contextualized e-learning materials and by using larger, more varied samples.

Practical Implication

1. The developed materials can be enhanced or adapted by teachers to meet the demands of their students, allowing differentiation and ongoing use over several lessons or units.

2. Schools can expand the creation of similar localized e-learning materials across more grade levels and subjects to promote a more comprehensive approach to contextualized, technology-assisted learning that responds to a diversity of learner demands.

3. Curriculum makers and educators should consider including culturally relevant, technology-assisted audio resources in lessons, to ensure that students have access to relevant, contextually appropriate materials that enhance language development.

RECOMMENDATIONS

The following recommendations are offered after the findings of this developmental study:

1. Given the significant improvement in learners' listening skills, it is recommended that schools and teachers create more contextualized audio-based learning materials, especially in different subjects. This will enhance listening skills and support other aspects of language development, such as reading, speaking, and writing.

2. The District of Manapla, Division of Negros Occidental, led by its Education Program Supervisor in English, may organize workshops and training sessions for teachers across the division to equip them with skills in creating and utilizing digital and audio-based resources. Emphasis should be placed on the following standards outlined by the Learning Resource Management System (LRMS) to ensure quality and consistency.

3. It is recommended that the Division Office institutionalize the integration of listening activities that reflect learners' real-life experiences (local history, culture, etc.) as a regular part of the curriculum. This will promote engagement and meaningful learning, enhancing students' ability to connect what they hear with other language skills.

4. English teachers, including the teacher-researcher, may expand the implementation of validated e-listening materials beyond the chosen grade level. Testing these materials with younger students may further improve listening comprehension and other macro-skills at earlier stages of language development.



5. The success of localized and contextualized e-listening materials highlights the importance of connecting content to learners' environments. Thus, curriculum developers may be encouraged to incorporate contextualized materials into the design of future learning resources aligned with the MATATAG curriculum framework.

6. Other researchers may conduct similar or different studies using other variables to explore the long-term effects of e-listening activities on learners' academic performance across different subjects.

Conflict of Interest

The authors declare that there are no financial or personal relationships that could in any way influence or bias the content of this work.

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