

DEVELOPMENT AND VALIDATION OF INSTRUCTIONAL MODULES IN WORLD LITERATURE: A MULTIMODAL APPROACH

A Dissertation
Presented to the Faculty of the College of Education
Graduate Studies
De La Salle University – Dasmariñas

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Major in Language Education
(with Specialization in English)

by

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May 2013

ABSTRACT

Title of Research: **DEVELOPMENT AND VALIDATION OF INSTRUCTIONAL MODULES IN WORLD LITERATURE: A MULTIMODAL APPROACH**
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Degree: **Doctor of Philosophy**
Major: **Language Education (with Specialization in English)**
Date of Completion: **May 2013**

This study aimed to develop and validate World Literature Modules for students of Catanduanes State University based on their identified needs and to determine if there was a significant difference in the pretest and posttest scores of the student-respondents after using the modules in the try-out.

A total of 41 students participated in the try-out. Findings showed that Modules 1 (Short Story) and 4 (Essay) were favorably evaluated by the students as reflected by the ratings of above 85%; hence, there was no need to revise them. Conversely, Modules 2 (Poetry) and 3 (Drama) needed some improvement as shown by the rating which was lower than 85%. Moreover, pretest and posttest results disclosed that the modules were effective in bringing about significant change in the cognitive skill of the student-respondents hence, the null hypothesis is rejected.

The study concluded that the respondents' exposure to activities and assignments employing multimodal approach resulted in favorable attitude

towards the subject literature as well as positive change in their cognitive skills. A novel module design employing multimodal approach in teaching World Literature is introduced to the field through this study.

This study recommends that in-service seminar-workshop on the preparation of modules designed to support learners in developing cognitive competence and reading skill must be among the priorities of Higher Education Institutions (HEIs). Likewise, HEIs should promote the use of modular teaching methodology employing multimodal approach to specifically address the learners' needs of the contemporary environment.

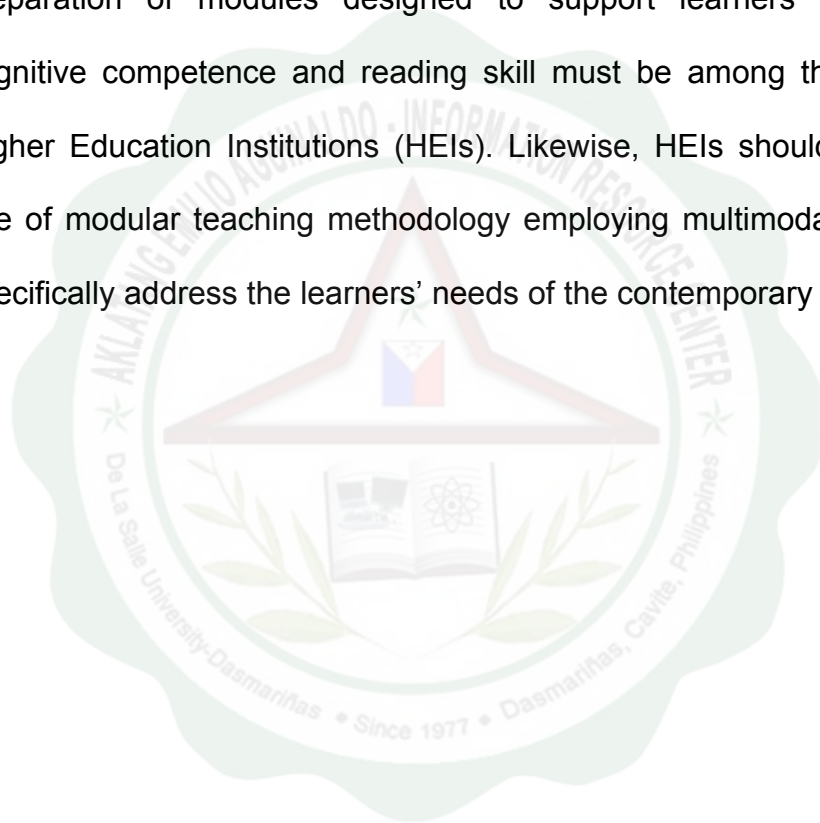


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