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

MARIA EDNA R. IÑIGO
May 2013
ABSTRACT

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

Author: MARIA EDNA R. IÑIGO

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.
APPROVAL SHEET

This doctoral dissertation entitled Development and Validation of Instructional Modules in World Literature: A Multimodal Approach, prepared and submitted by Maria Edna R. Inigo, in partial fulfilment of the requirements for the degree Doctor of Philosophy major in Language Education with specialization in English, has been examined and is recommended for acceptance for final oral defense.

TERESITA P. PAREJA, PhD
Adviser

DISSERTATION REVIEW PANEL

Approved by the Committee on Oral Examination with a grade of Passed

LAURA R. CAMPOS, EdD
Member

FELIXBERTO M. MERCADO, PhD
Member

MERLYN V. LEE, DALL
Member

RUTHMITA H. ROZUL, DALL
Member

JUANITO Q. CABANIAS, PhD
Chair

Accepted and approved in partial fulfillment of the requirements for the degree Doctor of Philosophy major in Language Education with specialization in English.

MANUEL G. CAMARSE, PhD, RGC
Dean

Date of Comprehensive Examination: January 2010
Date of Final Oral Defense: May 29, 2013
DEDICATION

To the women who think that seizing one’s greatest dream may seem farfetched due to status – this work is a testimony that being married is both a blessing and a strong bedrock for realizing one’s ambition….

to the two men of my life - Pat my husband, and Lander Gregy, my son;

and in memory of a good man, my father Gregorio S. Rubio who had always wanted the best for me –

this work is affectionately dedicated.
ACKNOWLEDGEMENTS

My gratitude to the following will forever be etched in the pages of my book of life because they helped me realize my dream degree:

Particularly, I am thankful to Catanduanes State University (CSU) for the opportunity of enjoying study leave with pay benefit which made the completion of my Doctor of Philosophy degree possible.

I am likewise grateful for the support of the Commission on Higher Education (CHED) through its Dissertation Grant Program which assisted me in my personal sustenance of my financial needs in the completion of my degree.

I am furthermore thankful to our SUC President, Dr. Minerva I. Morales for believing in me and for encouraging me more; Dr. Aida A. Dianela, Vice President for Academic Affairs/ Research, Extension and Production Affairs, for constantly motivating me in my academic journey; Dr. Susan T. Santelices, former Vice President for Academic Affairs, for the confidence and understanding shown to me; Dr. Aurora E. Araojo, Dean of the College of Arts and Sciences, and our former Dean of CAS, Dr. Asuncion V. San Juan, for their encouragement and support; and to our Chairperson at the CSU Languages Department, Prof. Jocelyn S. Ibones, for her facilitative attitude.
Equally, I am indebted to the former SUC President of CSU, Dr. Asuncion V. Asetre, for her motherly guidance, support, and approval of my study leave, including the former Vice President for Academic Affairs, Dr. Evelyn A. Bagadiong, who chaired the Faculty Development Plan Committee, for the favorable endorsement;

The completion of my degree will not be achievable if not because of the expertise of my professors at the De La Salle University- Dasmariñas City, Cavite who helped me develop my professional and research aptitude. To them, I am truly indebted. Likewise, to those of them who guided and assisted me in crafting this academic masterpiece: Dr. Teresita P. Pareja, my adviser, who patiently guided and mentored me throughout the writing process; the very accommodating and helpful members of the defense panel, Dr. Ruthmita H. Rozul, Dr. Laura R. Campos, and Dr. Felixberto M. Mercado; to the panel Chair, Dr. Juanito O. Cabanias for his kindness, affirmation and confidence in my ability; and to Dr. Merlyn V. Lee, panel member and Director of the College of Liberal Arts and Communication Graduate Studies, for her very commendable forte and painstaking effort in critiquing and editing my work.

My appreciation and sincere thanks also goes to Dr. Maria M. Tugano for her statistical assistance, Dr. Veronica V. Gianan, Dr. Estrella S. Placides, Dr. Yolanda M. Tariman, and Dr. Herminia A. Tabor for their professional guidance in the development of my instructional modules; Mrs.
Rheasheila Khan, faculty of the Languages Department, for assisting me in the try-out of the modules; the students of the Colleges of Arts and Sciences and Education for the support during the validation of my pretest; my students during the try-out of the modules -- the BSEd second year students specializing in Biology and Mathematics.

I am also very thankful to those who were with me in this wonderful and challenging journey: my classmates and friends in the DLSU-D, Sir Monsy Perez, for the brotherly care shown all these years; Dr. Betty Puzon, for her kindness and concern; Emily Beltran for the companionship and thoughtfulness; Donna Amora, Rowena Matilla and Francis Kenneth Hernandez for the friendship; to Ms. Maria Luisa Abiador who has always been very cheerful and obliging to the COE Graduate Studies clients; to Ms. Adelina Leyba, CLAC support staff, for her friendliness and accommodating attitude.

Likewise, I am sincerely thankful for the gift of “family”—Susan Iñigo-Tabil, my sister-in-law, and her husband Rey Tabil, their children, Renz Oliver and Sarah, for the encouragement and the warm accommodation in their home at Dasmariñas City, for the comforts and facilities that facilitated the completion of my dissertation; and to my younger brothers-in-law in Dasmariñas City, Alan Iñigo and wife Olive Grace, and Blandino Iñigo and wife, Evalyn for helping me boost my confidence.
Also, I truly appreciate the presence of Marietta Barayoga, Dorina Borbe, and Ryan Dayawa, the “angels” around me whenever I needed immediate assistance.

To my husband for his unceasing encouragement, concern and support; to my son Lander Gregy for the inspiration, motivation and constant reminder to finish my task—I am truly grateful. They are the strong wall that I lean on.

To the Great Provider of all sorts, our Lord Jesus, for constantly revealing His presence in my life especially during the most trying times… my praise and thanksgiving.

M.E.R.I.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>1</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>2</td>
</tr>
<tr>
<td>APPROVAL SHEET</td>
<td>4</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>5</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>6</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>10</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>13</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>15</td>
</tr>
</tbody>
</table>

Chapter 1

1 THE PROBLEM AND ITS BACKGROUND

   Introduction 16
   Theoretical Framework 25
   Purpose/Objective 32
   Hypothesis 33
   Scope and Delimitation of the Study 33
   Significance of the Study 34
   Definition of Terms 36

2 REVIEW OF RELATED LITERATURE

   Conceptual Literature 39
   Research Studies 44

3 METHODOLOGY

   Research Design 52
   Population of the Study 52
   Research Instrument 52
   Validation of the Instrument 55
   Statistical Treatment 57
   Development of the Module 59
Design Phase 59
Development Phase 60
  Needs Assessment 60
  Gathering of Materials in Literature Teaching 61
  Syllabus Design 61
  Writing of the Materials 62
  Internal Validation of the Materials 62
Field Try-out Phase 63
  Preparation of the Table of Specification 63
  Construction and Validation of the Teacher-Made Pre-test and Post Test 64
  Administration of the Pre-test 64
  Try-out of the Modules 64
  Evaluation of Modules 65
  Analysis of Feedback 66
  Administration of the Posttest 67
Revision Phase 67
  Modification of the Module 67
  Final Revision of Materials 67

4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA
Objective No. 1 Determining students’ needs 68
Result of Needs analysis 68
Objective No. 2 Designing syllabus 72
Syllabus Design 72
Objective No. 3 Producing modules in World Literature 74
Objective No. 4 Conducting formative evaluation 75
Evaluation of the modules 83
Revision Phase 107
Objective No. 5 Determining the significant difference in the pretest and posttest scores

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary
Findings
Conclusions
Recommendations

REFERENCES

APPENDICES

A. Basis for the Selection of Literary Pieces in the Modules
B. Needs Assessment Survey Form
C. Pretest
D. Evaluation Form for the Instructional Module
E. Students’ Overall Evaluation of the Modules
F. Module Evaluation Instrument for Faculty
G. Posttest
H. Kuder-Richardson formula (KR-21) for Reliability
I. Letter Seeking Permission to Conduct the Needs Assessment
J. Syllabus for World Literature used at CSU
K. CHED Memorandum Order No. 59 S. 1996
L. Letter Seeking Permission to Conduct the Module Try-out
M. Pretest/Posttest Scores and z-test Result
N. Validators’/ Evaluators’/ Statistician’s Certifications
O. CMO 46 s2012 - Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA
P. Materials for Linking Text with Technology and other Parts of the Lessons and the Literary Approaches Employed for each of the Lessons
Q. About the Author
R. Deed of Declaration
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evaluation Tool for Students' Attitude towards Reading</td>
<td>58</td>
</tr>
<tr>
<td>2</td>
<td>Evaluation Tool for Teaching-learning Style Preferences in Reading and/or Literature Subjects</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>Tool for Summative Evaluation of the Module</td>
<td>58</td>
</tr>
<tr>
<td>4</td>
<td>Students' Attitude towards Reading</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>Students' Preferences as to Teaching and Learning Style in Reading and/or Literature Subjects</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Frequency and Percentage of Students' Evaluation for Liking of Activities and Assignments in Module 1</td>
<td>83</td>
</tr>
<tr>
<td>7</td>
<td>Frequency and Percentage of Students' Opinion as to Teaching Approach and Learning Opportunity in Module 1</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>Students' Evaluation for Liking of Activities and Assignments in Module 2</td>
<td>86</td>
</tr>
<tr>
<td>9</td>
<td>Students' Opinion as to Teaching Approach and Learning Opportunity in Module 2</td>
<td>87</td>
</tr>
<tr>
<td>10</td>
<td>Frequency and Percentage of Students' Evaluation as to Liking of Activities and Assignments in Module 3</td>
<td>89</td>
</tr>
<tr>
<td>11</td>
<td>Students' Opinion as to Teaching Approach and Learning Opportunity in Module 3</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>Frequency and Percentage of students’ Evaluation as to Liking of Activities and Assignment in Module 4</td>
<td>91</td>
</tr>
</tbody>
</table>
Table 13  Students' Opinion as to Teaching Approach and Learning Opportunity in Module 4 92
Table 14  Frequency and Percentage of Students Opinion as to Classmates' Reaction to the Activities and Assignments in Module 1 93
Table 15  Students' Opinion as to the Selections in the Modules 95
Table 16  Students' Opinion as to the Cause of Difficulty of Selections in Module 1 96
Table 17  Students' Overall Impression of the Four Modules 97
Table 18  Result of the Module Evaluation by Students as to Teaching and Learning 99
Table 19  Result of the Module Evaluation by Students as to Activities and Assignment 101
Table 20  Activities/Assignment Liked best 103
Table 21  Activities/Assignment Considered Uninteresting and Irrelevant 104
Table 22  Respondents' Reason Why Their View about the Subject Literature Changed After the Try-out 105
Table 23  Faculty Evaluation for World Literature Module 106
## LIST OF FIGURE/S

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>Materials Design Model by Smith and Ragan</td>
<td>26</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Materials Design Model by the Author</td>
<td>31</td>
</tr>
</tbody>
</table>