



### ABSTRACT

Materials development is significant in the field of education as materials help the learners in the acquisition of skills that are expected of their level. This study focused on the development of Grade 8 English learning modules based on the lessons that were not included in the learner's modules provided by the Department of Education (DepEd). Based on the DepEd curriculum guide (CG) for Grade 8, the current Grade 8 module does not contain the following competencies: Reading Comprehension (RC), Writing and Composition (WC), Grammar Awareness (G), Vocabulary Development (V), Literature (LT), Oral Language and Fluency (OL) and Viewing Comprehension (VC). The lessons developed for this study were based on those competencies. Each of the developed modules followed the four sections of the Grade 8 module, which are the Know, Process, Reflect and Understand and Transfer. Moreover, the materials were anchored on Biggs' Constructive Alignment, Vygotsky's Zone of Proximal Development (ZPD), Dewey's Active Learning and Kolb's Experiential Learning, Howard and Major's guidelines and DepEd's Learning Resources Material and Development criteria. The experts' comments and suggestions based on the content validation were considered. The study recommends that teachers who will develop modules should propose one that is congruent to the CG to facilitate good learning outcomes. Moreover, future researchers



can also focus on the alignment of other K-12 English learning modules with the DepEd CG and the effectiveness of the different learning activities included in the English learning modules.

**Key words:** *Active Learning, Curriculum Guide, Experiential Learning, Learning modules, Zone of Proximal Development*

