

Development and Validation of Modules in English 2: Writing in the Discipline

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Abstract - Writing is one of the four macro-skills to be developed in language among the students. This paper focused on the Development and Validation of Modules in English 2: Writing in the Discipline. The modules aimed to enhance the basic organizational, judgmental and mechanical writing skills of students as they follow the writing process while performing written tasks and assignments required for their academic pursuits. The study utilized a content validated feedback questionnaire for the pool of experts, instructors and students. The study employed the descriptive method of research. The study underwent the four phases of material development namely: design phase, development phase, field-try out phase, and evaluation phase based on Johnson's Model (1998). The gathered data were statistically treated using the arithmetic mean and analysis of variance. The results of the study reveal that the contents; activities, exercises and techniques used in the modules were varied allowing the students to work independently and creatively; the over-all assessment of the pool of experts, teachers and students revealed that the

modules were appropriate to the level and needs of the students; These conclusions were drawn: the varied activities and techniques used in the modules were very helpful to the learners, and the tandem of teaching and learning was evident allowing the students to work independently; the modules were very relevant and very useful for use in the class because these answer the need of the students to improve writing skill.(3.) The format, contents and organization of the modules were generally commendable as perceived by the three- group of evaluators.

INTRODUCTION

Writing is one of the four macro-skills to be developed in language among the students. It is vital for every student to develop this skill because as part of his academic training, a college student is required to write research papers, summarize articles, and write book reports, movie reviews and other related activities which need the ability to write accurately and clearly.

The primary purpose of writing is communication (Alcantara, et. al 2003). Business world, academic world and the like require the ability in writing so that one can cope with the rapid increase of technological know-how due to the continuously changing world. The present age requires a great deal of writing skills.

The students communicate with people from outside their classrooms like their family, peers, officials and the like wherein they convey information that is real and necessary for their existence. As explained by Giddens & Lobo (2008) writing is a fundamental skill and valuable learning that involves application, analysis and synthesis. The essence of writing underlies with the communicative task. For Worley (2008), writing is an important communication skill that encompasses much more than technology education- it is a life skill.

The need for the language teachers to make their students feel the importance of mastering the skill, CHED issued Memorandum 30 series of 2004 specifying certain courses to be included in the General Education Curriculum which cater to the development of the Filipino

learners in writing skill. This is English 2: Writing in the Discipline. This course aims to develop the student's competence in writing. Writing in the discipline is based on the premise that each learner must be equipped with this very important skill- writing.

According to Nicosia (2005), one attempt to meet the challenge with the need to improve students' basic language skills in writing is to incorporate more writing assignments into classrooms across all disciplines. On the other hand the learning of students is well facilitated when the teacher is on the right pace of teaching his/ her students.

The mark of a teacher who has grown in chosen area of specialization is his/her ability to organize and develop curriculum materials suited to children's level of readiness and understanding (Salandanan 2009). Salandanan further stressed that instructional materials offer the best means by which a teacher can provide direction in her student's daily search for new understanding and verifications, particularly by the use of printed materials. The researcher advocates the need to develop instructional materials such as modules to further help the learners acquire basic skills. Teachers are encouraged to create modules in such away strategies and activities that are readily available would help eliminate their inferiority in developing the writing skill in them. The researcher contest the idea of developing modules as teaching materials for English 2 because there is no main textbooks or prescribed books to be used by the students. In so doing, in this way the students can have readily available materials for the course. This is supported by Vitasa (2006), who stresses that the development and the use of self-made – instructional materials as one strategy can help develop their skills in writing. The study is purposely made to answer the call for the need of instructional materials which help students develop confidence in writing because a good hand at writing is apparently an edge in a competitive world where ability and proficiency in English language is called for.

FRAMEWORK

The development of modules and other teaching materials is a better initiative of a teacher who is very concern on every learning output of the students. Vitaza (2006) cited The Richard Arrend's

Theory on effective teaching. This stresses the characteristics of an effective teacher as “one who has the repertoire of best strategies that can help them improve the teaching learning process”. The teacher’s innovative style and creativity help the students to acquire necessary skills in language.

In coming up with the idea of designing the instructional materials, the researcher referred to some models and theories such as that of Collin (1998) in Prado (2004) which discusses four steps intended to respond to the learning needs of the students. Others like the instructional design theory, Johnson’s model and Dosinaeg’s writing skills development model gave the researcher insights in designing modules for a writing class. The present study is adapting the instructional design theory. According to Smith (2009) instructional design theory is the study of how to best design instruction so that learning will take place.

The most common model used for creating instructional materials is the ADDIE model; this acronym stands for five phases of the material development; **A** stands for Analyze - analyze learner characteristics, and task to be learned, **D** for Design - develop learning objectives and choose an instructional approach, **D** for Develop - create instructional or training materials, **I** for Implement - deliver or distribute the instructional materials and **E** for Evaluate - make sure the materials achieved the desired goals. This is also anchored on Johnson’s model as used by Delfin (2004). The model shows the four phases of material development namely: Design phase, development phase, field try-out phase and evaluation phase.

Another important model considered in this study is the Dosinaeg’s writing skill development model in Clarpondel (2002) which stresses that materials should provide stimulus to learning. It says that learning is really about the increased probability of a behavior based on stimulus. The instructional materials make available the ability to write and empower students with sense of efficacy and achievement. Therefore the need to see learning as an activity without beginning or end and to create the right environment and materials for continued learning is a good stimulus to the learning process of the students.

This is anchored on the theory of Krashen as cited by Schutz (2007), the theory of second language acquisition in one of his five

major hypotheses; the input hypothesis which suggests the idea that “comprehensible input +1” a kind of formula in the selection of text, tasks and activities for the learners to be challenging and motivating for their optimum learning. The modules must bear tasks and activities something beyond the familiar and a little beyond their experience. In writing, the students must have the schema on other language skills such as grammar, spelling, vocabulary and punctuations so that he can process and organize his thoughts on paper. Writing requires knowledge and focuses thought. Meanwhile, in order to write students must have something to say and he must have the schema on the different stages of process approach in writing. According to Kroll (19991) in Rico and Weed (2006) the process approach is particularly important for English learners who are developing their oral language skills at the same time their written skills because it involves more interaction, planning and reworking.

The process approach is a very significant approach as to give the learners opportunities to explore in processing their thoughts and ideas into their papers. It is therefore practical to consider that there is actually a writing procedure involved in composition writing. These are the three general stages; pre-writing, writing and post- writing. These allow the students to organize, develop and refine concepts and ideas that make writing a rewarding activity. Writing is a very essential skill to be mastered among the learners. However, learning to write is not an overnight task. As Gershovich in Warner (2008) points out, “Freshmen English isn’t a magic pill you take to make yourself write well for the rest of your college career”. Mastery of this language skill is long and a continuous process. In this sense, college instructors play the very significant role in helping their learners achieve and master the skill. To design self-instructional materials needed in a particular discipline is tough but challenging so that students from the different walks of life are able to benefit from it. The development of instructional materials provide the students a variety of activities of academic writing that enable them to articulate their ideas properly even with considerable attention of accuracy rather than on the fluency of the language use. Most people agree that writing skills are equally important and yet oftentimes not adequately taught in the classrooms. It is in this view that the researcher has conceptualized and to this effect the researcher

is inspired to develop teaching modules for writing. These modules provide the students a unique avenue to learn writing process which is based on the premise of writing in the discipline of CMO no. 30 s.2004. This is on the concept that learners must be equipped with this very important language skill - writing.

OBJECTIVES

The main objective of the study is the development and validation of teaching modules for English 2: Writing in the discipline. Specifically this study aimed to: identify the contents and activities of the lessons to be developed in the modules; point out the appropriateness of the developed lessons in the modules as perceived by the pool of experts, instructors and students; determine the significant difference between the perceptions of the students, instructors and the experts on the modules format, content and organizations.

MATERIALS AND METHODS

The study employed the descriptive method of research. The descriptive type of research is appropriate for gathering information about existing condition and determines and reports the way things are (Sevilla, 1994 as cited by Emotin, 2003). The study underwent the four phases of material development namely: design phase, development phase, field-try out phase, and evaluation phase based on Johnson's Model (1998) (in Delfin 2004).

The subjects of the study were the first year students of Surigaodel Sur State University, Tandag Campus for the SY 2009-2010. This study utilized the simple random sampling technique. This is a technique where each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population (<http://www.experiment-resources.com/simple-random-sampling.html>). Out of the 10 sections for English 2 classes, the researcher randomly chose the group of subjects for the study. There were three sections of English 2 classes which were utilized as subjects for the field try-out phase of the modules. Table 1 shows the

total number of students per class.

Table 1. Subjects of the Study

Sections/ Course	Number of Respondents
Bachelor of Secondary Education -BSED	44
Bachelor of Elementary Education -BEED	40
Bachelor of Science in Banking Administration- BSBA	51
Overall Total	135

The researcher tapped eight (8) English Language Experts from the four accredited Higher Education Institutions of CARAGA Region namely: PNU (Philippine Normal University)-Agusan Campus, FSUU (Father SaturninoUriosUnivesrity, Butuan City, ASSCAT (Agusan del Sur State College of Agriculture and Technology) Bunawan, Agusan del Sur and SSPSC (Surigao del State University) Tandag Campus, there were two from each institution who were requested to scrutinize the modules for content validation. The study utilized a content validated feedback questionnaire for the pool of experts and students to gather feedback on the modules developed and used in the class. The researcher adapted the instrument of Kilem (2000). Adaptations were made to fit the present study. The instrument went through content validation from three English language experts. The three experts were Professors coming from the SDSSU systems, one from SDSSU Tagline, Sand two from SSPSC Main Campus. In pursuing this development and validation research, the researcher adapted and modified the Johnson’s model of materials development. The study underwent the four phases of material development: design phase, development phase, field-try out phase, and evaluation phase. The gathered data were statistically treated using the arithmetic mean and analysis of variance. The weighted mean was used to get the general feedback of the pool of experts who evaluated the modules and the instructors and students who used the modules. The analysis of variance was used to

answer problem 3 and the hypothesis of the study.

RESULTS AND DISCUSSION

The contents and activities of the developed modules. The study revealed that the activities and contents of the modules were varied and very helpful to the learners. Teaching style and learning style were in tandem allowing the students to work alone on the different tasks presented in the modules.

The appropriateness of the developed modules as perceived by the pool of experts, students and instructors. The second question called for the appropriateness of the modules as perceived by the pool of experts, students and instructors. To find out the appropriateness of the materials; the modules were evaluated in two general parameters; the format of the modules and the organization and contents.

The feedback of the experts; the grand mean of 4.66 which gained a descriptive rating of outstanding based on the Likert's scale is the general expert's feedback. There were six specific criteria where the experts rated it very satisfactory and came out that the "appropriateness of illustrations" got a mean of 4.38 a very satisfactory rating when entire section is taken as one and the rest were rated outstanding. This reflects the expert considered the varied activities and exercises of module's lesson appropriate and useful. As the other experts commented; *"the choice of reading text relating to sports, politics, environment, entertainment and arts, culture and heritage is commendable."* While other experts added; *"the tasks are varied and well-organized; teachers would have an easier time to adjust the activities to the level of the learners."* The format and the contents and organization are generally acceptable as perceived by the experts.

The feedback of the students; the two criteria set to measure the modules show that the perceptions of the students resulted to outstanding. The resulting grand mean of 4.71 is the general feedback of the students. All of the 23 specific statements of the criteria set, revealed that all of the students' responses fall to outstanding. This implies that the student's enjoyed the activities and found the modules as very useful materials, as they commented that the modules help

them to develop their skill in writing. *“It is good; it will not consume time for nothing because of the many activities that will make our time useful in improving our learning especially in writing”*, one student commented. *“The modules are very interesting and very challenging to use for learning process. It enhanced my writing skill and it developed more my critical thinking ability. It stirred up my curiosity and insightful understanding about the subject that were thoroughly explained in these modules. It motivated me a lot,”* other students added.

The teacher evaluation result; this is the feedback of the instructors who implemented the modules in class. The specific components on “the appropriateness of illustrations gained 4.33 and topics which gained 4.45 a very satisfactory rating. This revealed that very satisfactory rating is the lowest rating gathered so far. It can be deduced that the over-all assessment of 4.68 is outstanding. This also implies that the modules possessed the appropriate activities, exercises and techniques in teaching and somehow very useful material to use in the class. As one of them commented, *“the module is cost-effective to the learners, it allows independent teaching and learning, the activities and exercises cater to the level of the student’s understanding”*. *“The teacher’s role is a facilitator and the class is very manageable, it lessened the teacher’s burden in preparing instructional materials for the day’s lesson ”*, one of the instructors added. The Grand mean of 4.68 is the over-all mean, which is an outstanding rating. This goes to show that the three evaluators have similar assessment on the modules format, organization and contents.

The significant differences in perceptions

Table 2. Analysis of variance of the perceptions

CRITERIA	Mean Perception			Analysis of Variance		Decision on Ho	Conclusion
	Expert	Instructors	Students	Computed	Critical at 5%		
Format	4.48	4.60	4.65	0.77030	3.89	Not Rejected	Not Significant

Organization and Content	4.72	4.74	4.72	0.00495	3.15	Not Rejected	Not Significant
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To determine if a significant difference exists in the perception of the students and pool of experts on the format and organization and content of the developed module, analysis of variance was applied and the results of the analysis are presented in Table 7. With respect to format, the analysis of variance yielded a computed value of 0.77030 which is lower than 3.89, the critical value at 5% significance level. Thus, the null hypothesis is not rejected. This implies that the three groups of evaluators of the modules have similar perceptions relative to the format. In terms of the organization and content of the modules, the analysis of variance yielded a computed value of 0.00495 which is very much lower than 3.15, the critical value at 5%. Therefore, null hypothesis is not rejected. This result would indicate that the perceptions of the pool of experts, the instructors and the students are relatively the same relative to the organization and content of the modules.

CONCLUSION

The study concludes that the varied activities and techniques used in the modules were very helpful to the learners, and the tandem of teaching and learning was evident allowing the students to work independently;the modules were very relevant and very useful for use in the class because these answer the need of the students to improve writing skill; the format, contents and organization of the modules were generally commendable as perceived by the three- group of evaluators.

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