

# Content Analysis of the Book 21<sup>st</sup> Century Literature of the Philippines: Basis for the Development of a Competency-Based Learning Module

**Romel M. Aceron and John Wilson A. Brucal**

Graduate Program, College of Teacher Education, Batangas State University, Philippines  
E-mail: arcelomme@yahoo.com, wilbrucal@gmail.com

**Abstract:** 21<sup>st</sup> century entails a diversified and digitalized generation with continuous changes. Education is one of the aspects of the society which has been affected by these changes. Textbook is one of these instructional materials which can be easily accessed by the students. However, textbooks to be used must also be aligned with the competencies expected for specific subject area. This paper aims to determine whether the textbook used in the subject 21<sup>st</sup> Century Literature from the Philippines and the World is aligned with the learning competencies set by the Department of Education. Descriptive-qualitative type of research has been used to analyze and interpret the results. Standardized evaluation criteria used by Virginia Board of Education, documentary analysis of the textbook and curriculum guide for the subject have been used to collect data. To analyze and interpret data, percentage of agreement and Cohen's Kappa Interpretation have been utilized whether the experts agreed with the observation and analysis of the researcher. The findings revealed that the book is not aligned with the learning competencies set by the Department of Education as agreed by the invited experts. In this regard, a competency-based learning module can be developed in order to meet the needs of the students as required by the learning competencies of the subject.

**Keywords:** Competency-based learning module, Content analysis, Instructional materials, Percentage of agreement, Textbook evaluation.

**Citation:** Romel M. Aceron and John Wilson A. Brucal. 2018. Content Analysis of the Book 21<sup>st</sup> Century Literature of the Philippines: Basis for the Development of a Competency-Based Learning Module. International Journal of Recent Innovations in Academic Research, 2(5): 121-128.

**Copyright:** Romel M. Aceron and John Wilson A. Brucal., **Copyright©2018**. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

## Introduction

The 21<sup>st</sup> century is marked by diversified and digitalized generation. Today's trends are characterized by continuous process of change. However, such change exposes people to different challenges as they go along with the way on achieving better life in a globalized society. Education is one of the aspects of the society which has been affected by these changes. Teaching and learning process has been changed and adapted with the standards that the modern generation requires to achieve life-long learning. According to Nichols (2013), teachers are striving to let the students be ready to face the "real world" that exists and they will face as they go along with their life. Teaching reading, writing and calculating are some of the essential skills that teachers are rendering to students. More so, teachers are also

teaching other skills like human-relation skills by asking students to work in a group, and critical thinking skills by challenging them to be inquisitive about the things they experience.

In order to educate in the 21st century, there is a need for the teachers and facilitators to hold and maintain students' attentiveness to learn using the material by demonstrating their knowledge and applying it in the real world, mentioned by Teacher Certification (nd). They must also try to increase their students' curiosity, which can help them become lifelong learners. In addition, teachers must know how to adapt with the unexpected changes in teaching and utilize available resources to encourage students to continue to learn beyond classroom. Furthermore, Driscoll (2018) stressed that education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. The coalition P21 or Partnership for 21<sup>st</sup> Century Learning has identified four 'Skills for Today': creativity, critical thinking, communication and collaboration. These four themes are expected to be integrated across curriculum.

The K to 12 Program aims to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (nd). This program aims to adapt with the challenges in the 21st century. Moreover, the K to 12 curriculum is standard and competency-based. It is inclusive and built around the needs of the learners and the community. This calls for the alignment of the pedagogy with the standards and competencies set by specific subject area. In addition, assessment is also expected to be aligned with the standards and competencies that were given properly communicated to the students.

In connection with this, instructional materials as a tool in rendering efficient and effective learning must be considered. Textbook is one of these instructional materials which can be easily accessed by the students. However, textbooks to be used must also be aligned with the competencies expected for specific subject area. Discrepancies on content and opportunity for skill practice in textbooks with the expected competencies can result to mismatch of acquired skills with the needed skills as these supposedly to be acquired after taking a certain subject or course have been neglected. This will not only affect students' learning but also the classroom instruction.

According to Polikoff (2012), curriculum materials may be among the most important factors on teachers' teaching-learning process. As new curriculum set standards, there is also an idea about the alignment of "Common-core aligned" curriculum materials. Moreover, Hill (2001) cited that teachers will not be able to implement the standards unless supported by quality aligned materials. This coincides with the problem encountered by the researcher in teaching literature using a certain textbook in 21st Century Literature of the Philippines.

### **Objectives of the Study**

The researcher found out that there are some discrepancies in the textbook. It made the researcher to formulate the following objectives: to describe the lessons and standards of learning based on the competency stated in the curriculum guide for the subject 21st Century Literature from the Philippines and the World; to determine the teaching-learning process of the teacher using the instructional tool; to identify the stages to be considered in preparing the materials; and to develop a competency-based learning module to meet the standards of learning competencies of the subject 21st Century Literature of the Philippines and the World.

## Methods and Materials

### Research Design

The researcher made use of descriptive-qualitative design of research. According to Lambert and Lambert (2012), the idea of qualitative descriptive studies is a complete abstraction, in terms of day to day, of specific events experienced by individuals or groups of individuals. Moreover, a qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired. It is an approach that is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place.

Furthermore, Shuttleworth (2011) noted that the design of qualitative research design is the most flexible of the several experimental methods, including a variety of accepted methods and structures. Though there is no standardized structure, this type of study still needs to be carefully constructed and designed.

The researcher opted to use the descriptive–qualitative design since the study aims to know the features of the textbooks and how is it related to the learning competencies of the subject. In addition, the researcher also conducted a documentary analysis of the curriculum guide and used standardized criteria to evaluate the textbook.

### Participants

The respondents of this study consist of two experts, one is the English coordinator of English department in the school where the researcher is teaching and one is a master teacher in English subject.

### Instrument

The main instrument used by the researchers was a standardized evaluation criteria used by textbook review committee of Virginia Board of Education. The instrument is composed of two sections. First is the correlation with the standards of learning and the other one is the rubric for instructional design and support. However, the researchers used only the first section since the focus of the study is only for the contents of the textbook and its alignment with the learning competency of the subject. Also, the researchers considered the curriculum guide for the subject 21st Century Literature of the Philippines and the World to know whether the things included in the textbook is aligned or not.

### Procedure

The researchers identified some problems encountered in teaching the subject 21st Century Literature from the Philippines by considering the curriculum guide and textbook used in teaching the subject. The researcher looked for an instrument to be used in evaluating the textbook. They asked permission from the Virginia Board of Education to utilize the organization's assessment tool in evaluating the alignment of an instructional material to a set of standards. Upon approval, the researcher distributed the evaluation criteria to the respondents/experts and immediately analyzed the retrieved information.

The researchers analyzed the experts' answer in the standardized evaluation criteria by utilizing percentage of agreement and Cohen's Kappa interpretation. To interpret the agreement among the participants of the study, the researchers used the Cohen's Kappa Interpretation as shown in the Table 1.

**Table 1. Cohen’s Kappa Interpretation**

Computed Percentage of Agreement	Verbal Interpretation
0.81–1.00	Almost Perfect Agreement
0.61–0.80	Substantial Agreement
0.41–0.60	Moderate Agreement
0.21–0.40	Fair Agreement
0.01–0.20	Slight Agreement
≤ 0	No Agreement

To easily determine and compute the percentage of agreement, the researcher assigned numerical representation for the descriptors used in the standardized evaluation criteria. The numerical representations are as follows: 3 for Adequate, 2 for Limited and 1 for No evidence.

**Results and Discussion**

Based on the responses of the respondents, the following findings were obtained: Lessons and standards of learning based on the competency stated in the curriculum guide for the subject 21<sup>st</sup> Century Literature from the Philippines and the World. The responses of the experts were compared with the idea of the researcher with regard to the textbook 21st Century Literature from the Philippines and the World. The results are shown in Table 2. It can be gleaned from the table that expert 1 and the researcher agreed that the lessons are aligned with the standards while expert 2 said that there are only limited correlations between the standards and the lessons. Meanwhile, the two experts and the researcher agreed to each other on the contents of the textbooks that appear to be accurate, clear and in sequential order. It was also agreed by the two experts and the researcher that the textbook provides limited understandings, knowledge, and skills as it does not sufficiently address the needs of the learners. It is the same with the response of the two experts and the researcher about the opportunities provided for students to practice the essential skills wherein they considered it as limited.

**Table 2. Percentage of Agreement between a Panel of Experts and the Researcher as to the Alignment of the Lesson with the Learning Competencies**

Criteria	E		R	DBP 1&2	DBP 1&3	DBP 2&3
	1	2				
Alignment of lessons with the standards	3	2	3	1	0	-1
Sequential order of the contents	3	3	3	0	0	0
Essential understandings	2	2	2	0	0	0
Opportunities provided to practice essential skills	2	2	2	0	0	0

<b>Total count of 0 in difference column =</b>	3	4	3
<b>Total ratings =</b>	4	4	4
<b>Proportion Agreement =</b>	3/4= 0.75	4/4=0.1	3/4=0.75
<b>Percentage of Agreement =</b>	75	100	75
<b>Overall Percentage of Agreement =</b>	<b>Mean Agreement: 83.33% Almost Perfect Agreement</b>		

Note: 0 in the difference column indicates agreement

**Legend:**

**E** Expert

**R** Researcher

**DBP1&2** Difference between Pair 1 and 2

**DBP1&3** Difference between Pair 1 and 3

**DBP2&3** Difference between Pair 2 and 3

The computed mean agreement of expert 1, expert 2, and the researcher resulted to an almost perfect agreement. This means that experts and the researcher agree that though the contents are in sequential order, the lessons are limited and not aligned with the standards of the learning competencies set by the Department of Education for the subject 21st Century Literature from the Philippines and the World. This seems to be the reason why the essential understandings and opportunities for the students to practice such skills are limited.

This affirms the claim of the Southern Regional Education Board (2017) that using an excellent, standards-based instructional material can help the teachers promote quality of instruction and can help the students experience and learn more despite their individual differences. Moreover, findings on the alignment of the analyzed textbook on 21<sup>st</sup> Century Literature with the expected competencies is related with the result of the survey discussed by Martone and Sireci (2009). Their discussion of the Surveys of Enacted Curriculum (SEC) emphasized the importance of alignment among standards, assessments, textbook and instructions. Furthermore, Polikoff (2012) pointed out that though there is not enough evidence about textbook alignment, it would be better if the textbook is aligned with the competencies.

### **The teaching-learning process using the instructional tool**

Based on the analysis of the researcher, the textbook for 21st Century literature is not aligned with the standard learning competencies for the subject and it was agreed by the two experts. The lessons are comprehensible but the teacher might find it hard to let the students apply their knowledge and skills in a practical situation since the opportunity for skill practice in the material is not substantial.

One of the experts mentioned that those materials which are not aligned will lead to diversion of the competencies learned by the students. Fan (2010) cited the work of Fan and Kaeley which pointed out that textbooks as a learning instrument or means can give different instructional information not only to teachers but also to students which can provide them with an environment promoting different teaching and learning strategies. There are also numerous studies which revealed that textbooks can affect teaching content and instructional practices which will ultimately affect students' learning. There is a possibility that the learning material can affect the teaching-learning process. Mc Donnell as mentioned in the study of Polikoff (2012) clarified that students' opportunity to learn (OTL), has been a guiding principle in standard-based reform. Poor quality and alignment of textbooks and curriculum materials is also the reason why there is a weak implementation of the curriculum (Hill, 2001). Furthermore, the structure of a text (i.e., the order of sentences, paragraphs, sections, and so on) can also affect the way on how the students comprehend the topic (Fan, 2010).

### **The stages to be considered to prepare the materials**

According to Rothwell and Kazanas (1999), there are different steps in designing an

instructional material. Preparing a working outline (syllabus) is the first one. It should be based on measurable and attainable performance objectives. Conducting a research is the next step. This allows the material developer to determine the need for instructional material. It will also serve as a mean to identify different experts for their opinions to validate the idea of the person in developing the material. Examining the existing instructional material is also a great help in order to come-up with a quality instructional tool. Arranging and modifying of instructional materials can also be done if there is already a material but is in need of changes in order to supply the needs of the learners. It was then followed by preparing a tailor-made instructional material which includes the preparation of activities.

Kim (nd) mentioned that instructional material development is included in the series of stages in curriculum development. The next step after considering the formulation of the teacher's guide to produce materials which can be used by the students. Textbook Committee, Education Bureau (2016) provided a set of guiding principles for quality textbooks. The guiding principle covers the following: content, learning and teaching, structure and organization, language, textbook layout (for printed textbooks only), pedagogical use of e-features (for e-textbooks) and technical and functional requirements also for (e-textbooks).

### Competency-based learning module

Since the researcher found out that the lessons in the textbook are not aligned with the competencies, a learning module is developed to provide the students with lessons, concepts, activities and exercises with the competencies needed to develop the skills required in the 21st century education. In addition, this material provides a variety of texts, particularly Philippine literary pieces which can encourage students to explore the history, customs and traditions depicting the rich culture of the Philippines. Moreover, it aims to help the student to realize the importance of life as it is the main theme of literature through facing the challenges of the 21st century generation.

Each lesson will serve as a travel kit journey for students to experience the essence of Philippine Literature. Each lesson includes the following parts:

- I. Check-in:** In this part, the lesson is introduced with some motive questions and activities that will enable the students to think and activate their background knowledge that will linking them into the lesson proper. Ambrose *et al.*, (2010) stressed that before starting a new lesson, a teacher might ask the students to brainstorm questions they have about that topic, let the students to discover a problem which is significant to the topic, or guess which components of the lesson are likely to be most relevant.
- II. Your Target:** This shows the objectives to be attained and the learning competency where each lesson is anchored with. Nic (2013) stated on his article that if there are no learning objectives, it is difficult for students to know what they are supposed to do or to learn. Furthermore, he clearly emphasized that learning objectives specify the skills, but there are also attitudes and knowledge to be considered.
- III. You are about to take off:** This will expose the students with activities inspired with real scenarios which are related with the text that the students will read. This is also where their journey will start by reading different literary pieces and comprehending concepts with regard to Philippine Literature.
- IV. Connecting Points:** In airline jargon, this means that the traveler changes planes. In this part, the student is still in his/her journey but will be turned to another way by asking the students to do tasks which will require them to think critically. More so, the students' task is always an application on real life experiences. Cox (nd)

mentioned that providing real-world examples in the classroom can make learning meaningful to students which can help students to boost their eagerness to learn. They will be more engaged with learning process as they consider authentic activities which can help promote authentic learning.

- V. Before you exit:** This is the last part of their journey. In this activity, the students will give their insights gained at the end of the lessons together with their realization and expectation to be written on their journal or to be facilitated with different exit games/activities.

Thus, Acheron (2015) further emphasized that readiness of the students can be achieved by setting an environment conducive for learning by integrating module in teaching and by tapping other experts to have related and essential ideas for future course plans, designs, and classroom theories and practices.

### Conclusion and Recommendation

A Based on the findings of the study, the book 21st Century Literature from the Philippines and the World is not aligned with the learning competencies of the subject as set by the Department of Education. There can be a problem in the process of transferring information every time that the teacher utilizes the said instructional tool. It can be difficult for the teacher to promote authentic learning and competency-based activities neglecting the main purpose of the current curriculum in the country that is to promote a life-long learning which is relevant and significant to students' lives as they go on the real world. In developing an instructional tool, it is a must to follow the competencies prescribed in every subject area. Since, it was revealed that the material is not aligned with the competencies, the researcher proposed a competency-based learning module to supplement the available resources to address the needs of the students.

### References

1. Ambrose *et al.*, 2010. Using Students' Prior Knowledge and Experience to Enhance Motivation. Northern University Logo. Retrieved from <https://www.northeastern.edu/learningresearch/using-students-prior-knowledge-experience-enhance-motivation>.
2. An overview of the New K to 12 Curriculum in the Philippines Retrieved from <http://k12philippines.com/an-overview-of-the-new-k-to-12-curriculum-in-the-philippines>.
3. Chambliss, M. 2007. Evaluating the quality of textbooks for diverse learners. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/074193259401500604?journalCode=rsej>.
4. Cox, J. year. Teaching Strategies: Demonstrating the Real World. Retrieved from <http://www.teachhub.com/teaching-strategies-demonstrate-real-world-experiences>
5. Driscoll, M. 2018. Education in the 21<sup>st</sup> Century. Retrieved from: <https://thinkstrategicforschools.com/education-21st-century/>
6. Fan, L. 2010. Principles and Processes for Publishing Textbooks and Alignment with Standards: A Case in Singapore, Nanyang Technological University March Retrieved from <https://www.apec.org/-/media/APEC/Publications/2010/7/Replicating-Exemplary-Practices-in-Mathematics-Education-among-APEC-Economies-July-010/TOC/Lianghuo->

Fan-Principles-and-Processed-for-Publishing-Textbooks-and-Alignment-with-Standards-A-Case-i.pdf.

7. Hill, H.C. 2001. Policy is not enough. Language and the interpretation of Standards. American Educational Research Journal. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3900052>
8. Kim, S. Republic of Korea: Development of educational programme for the pre-primary education. Designing Instructional Material for General education and Training. Asian Programme of Educational Innovation for Development (APEID) Retrieved from <http://unesdoc.unesco.org/images/0004/000433/043320EB.pdf>
9. Lambert, V. and Lambert, C. 2012. Qualitative Research: An Acceptable Design. Pacific Rim International Journal of Nursing Research. Retrieved from : <https://www.tci-thaijo.org/index.php/PRIJNR/article/view/5805>.
10. Martone and Sireci, 2009. Evaluating alignment between curriculum. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.91.1.760&rep=rep1&type=pdf>
11. Nic, 2013. Why learning objectives are so important. Retrieved from <https://learnandteachstatistics.wordpress.com/2013/07/01/objectives>
12. Nichols, J. 2013. 7 Skills Students will always need. Retrieved from <https://www.teachthought.com/the-future-of-learning/how-to-prepare-student-for-21<sup>st</sup>-century-survival>
13. Polikoff, M. 2012. How well aligned are textbooks to the Common Core Standards in Mathematics? Retrieved from [journals.sagepub.com/doi/abs/10.3102/0002831215584435](https://journals.sagepub.com/doi/abs/10.3102/0002831215584435)
14. Romel M. Acheron, 2015. Freshman Students' Attitudes and Behavior towards Advanced Grammar and Composition Teaching. Asia Pacific Journal of Multidisciplinary Research, 3(4): 85-92.
15. Rothwell and Kazanas, 1999. Designing instructional materials. Retrieved from [www.ucalgary.ca/~ekowch/675/mar24/materials.doc](http://www.ucalgary.ca/~ekowch/675/mar24/materials.doc).
16. Shuttlesworth. 2011. Qualitative descriptive research. Retrieved from [file:///C:/Users/user/Downloads/5805-Article%20Text-10951-1-10-20130211%20\(1\).pdf](file:///C:/Users/user/Downloads/5805-Article%20Text-10951-1-10-20130211%20(1).pdf)
17. Southern Regional Education Board. 2017. Retrieved from <https://insights.sreb.org/reports/instructionalmaterials.pdf>
18. Teacher Certification (nd). The Role of Education in the 21<sup>st</sup> Century. Retrieved from: <http://www.teachercertification.org/a/role-of-education-in-the-21st-century.html>
19. Textbook Committee, Education Bureau. 2016. Guiding Principles for developing a Textbook. Retrieved from [http://www.edb.gov.hk/en/curriculum-development/resource-support/textbook info/GuidingPrinciples/index.html](http://www.edb.gov.hk/en/curriculum-development/resource-support/textbook%20info/GuidingPrinciples/index.html)