

Content Analysis of 21st Century Literature from the World: Basis for Instructional Material Development

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Abstract: The purpose of this study is to analyze the contents of the textbook, *21st Century Literature from the World* and its alignment to the contents as well as the content standards of the curriculum guide given by Department of Education and to develop an instructional material specifically a module that will provide learning tasks which are aligned in the curriculum guide that would increase the level of learning and skills of the students. The study used a descriptive method of research employing qualitative approach focusing on the content analysis of 21st century literature from the World as one of the courses to be taken in Senior High School, K to 12 Curriculum. The analysis of the content was based on reviewing the contents of the said textbook taking into consideration the contents in the curriculum guide given by the Department of Education. With the help of the invited experts, this action research revealed that there is a Moderate Agreement or 58.33% among the invited experts as well as the researcher based on the content analysis in terms of the alignment of the textbook, *21st Century Literature from the World*, published by Rex Bookstore and the standards in the curriculum guide. Also, this study revealed that the invited experts substantially agreed that the textbook is accurate and has well-sequenced contents. Meanwhile, the invited experts agreed that the textbook lacks essential understandings, knowledge and skills to the learners and provides only limited different learning activities. In terms of “Alignment of the lessons to the standards”, the invited experts moderately agreed that there the standards are aligned with the lessons of the textbook and it should be reevaluated. Additionally, the invited experts moderately agreed that the textbook provide learning opportunities to students to practice essential skills. As the proposed solution to the foregoing gap of the study, the researcher developed an instruction module for Senior High school students which has the contents that are aligned to the standards of the curriculum and provided different learning activities for the students to be given opportunity to discover their own learning and practice essential understandings, knowledge and skills.

Keywords: Content analysis; Curriculum guide; Instructional material, World Literature.

Citation: Romel M. Aceron and Mary Rosbel C. Gajiran. 2018. Content Analysis of 21st Century Literature from the World: Basis for Instructional Material Development. *International Journal of Recent Innovations in Academic Research*, 2(7): 67-78.

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Introduction

Literature is meant to be universal. It has been proven countless times that literature has the capacity to reach and touch people from all walks of life. This is even truer now because literature is easily translated into other languages, some of which you may even download for free from the internet.

According to a well-known literary critic, novelist, and Nobel laureate Mario Vargas Llosa who once wrote an essay to answer the question that has been a constant plague in the study of the humanities: Why literature? Taking in consideration our background knowledge, we might answer, because literature expresses human emotions; literature shows the history of humanity; and literature helps us understand other cultures. These answers are all valid, yet in the book, 21st century literature from the World, we are invited to delve deeper into what literature truly is and what you may discover along with it.

The recent enactment of the Republic Act 10533 or the Enhanced Basic Education Act of 2013 was the start of the K to 12 Program for the secondary education curriculum. This program entails senior high school students to specialize in different tracks, which they may explore depending on their interests. Hence, literature is part of those tracks, and the literary selections that will be read in the mentioned textbook will delve deep into students' thoughts to provide their own interpretations of the selections.

In addition, based on www.depEd.edu.ph, K to 12 Program is standard and competency based. It is inclusive and built around the needs of the learners and the community. It is evaluated and discussed by different committees and education supervisors before implemented to come up with quality education. It also 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. This program aims to adapt with the challenges in the 21st century.

Because of this, there is a high need for the teachers to maintain the students' attentiveness to acquire learning and necessary skills using the material by showing their capabilities and apply those in real-life situations. Also, the teachers are being challenged to increase their students' interests, which will help them to become global learners. In consequence to these changes, the teachers must be resourceful enough to find all the means to adhere with the aforementioned tasks, one of the solutions is to exhaust all means just to bring up interesting textbooks to be used and resource materials such as modules, handbooks and alike. Consequently, Driscoll (1993) mentioned in her article titled, *Education in the 21st Century*, that 21st century education is about giving the students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills.

Consequently, Braslavsky states that curriculum is "an agreement among communities, educational professionals and the state on what learners should take on during specific periods of their lives". Furthermore, the curriculum defines "why, what, when, where, how and with whom to learn."

It is the very reason why teachers need to take into consideration the whole stakeholders of the school set in the curriculum what must be learned by the students as they study and later on, apply those knowledge and skills to real-life situations that lead to life-long learning.

In addition, according to Frank, Thompson, *et al.*, (1999) "*a curriculum guide is a guide that outlines material that the teachers need to cover.*" Although a curriculum guide can range from very specific to a general outline, still, teachers use from early childhood education to the professional world use them for direction when creating a syllabus and writing a lesson plan. The curriculum guide lines standards both content and performance as well as aims/targets, by which the learners are expected to meet by the end of the quarter or semester.

Specifically, the curriculum guide provides details and information on what is to be learned, how to teach specific topics and how the teaching process should flow.

In a 2003 study, Reys, Reys, Lapan, Holliday and Wasman referred curriculum “*as a set of learning goals articulated across grades that outline the content and process goals at a particular points in time throughout the K to 12 school Program. Curricula may be tightly standardized, or may include a high level of instruction or learner autonomy.*”

Moreover, curriculum materials may be among the most important factors on teaching-learning process. As the current curriculum sets new standard, there is also an idea about the alignment of the core, content and performance standards to be acquired by the students. By there, the gap of a teacher in aligning the topics and subtopics to be taught with the students in that particular course will come since the standards set by the curriculum were not followed by the given textbook. (*Debra Meyerson (1990) et al.,*)

In relation to this, the researcher found the need to analyze the contents of the textbook, *21st Century Literature from the World* which was published by Rex Bookstore for the reason that there are some contents of the book that are not aligned in the curriculum guide provided by the Department of Education. The contents of the book are as follows: *World History and Literature; Real World Issues; World Identities and Speculative Fiction*. This book is based on theories regarding communicative and collaborative learning.

It uses a task-based language teaching approach to help the student grasp all the nuances of the text, and includes tasks that will help them construct knowledge and create meaning for themselves. It is written to encourage a student-centered environment. It includes activities where students can be the sources knowledge. This book includes background information that will help students appreciate the context of what they have read, and apply what they have read in day-to-day activities.

In connection to this, the researcher opted to use content analysis as one of this research study’s variables because according to Nachmias and Nachmias (1976), “content denotes what is contained and content analysis is the analysis of what is contained in a message. Broadly, content analysis may be seen as a method where the content of the message forms the basis for drawing inferences and conclusions about the content.”

Also, the researcher found a gap between the *21st Century Literature from the World* written by Marikit Uychoco published by Rex Bookstore and the curriculum guide proposed by Department of Education. It is a must that every knowledge and skill that K to 12 Education Curriculum included in the curriculum guide will be followed. Hence, that is the very reason why curriculum guide served as a guide to the teachers, and must be followed also by the makers of the instructional materials such as textbooks which are very important in the teaching-learning process.

As a core subject in Senior High School, *21st Century literature from the World* aims to engage students in appreciation and critical study of 21st Century Literature from the World encompassing its various elements, structures, dimensions, contexts, traditions and genres. The content standard given by the Department of Education is as follows: a) the learner will be able to understand and appreciate literary texts in various genres across national literatures and cultures.

Furthermore, this action research aimed to assess the contents of *21st Century Literature from the World* with the help of the experts' knowledge and skills that could fill in the gap between the said textbook and the curriculum guide for K to 12 Senior High School as a basis for developing an instructional material specifically a module for the said course.

Objectives of the Study

This study aimed to analyze the contents of the textbook, *21st Century Literature from the World* and its alignment to the content and performance standards of the curriculum guide given by Department of Education as a basis to develop an instructional material. Specifically, this study sought to target the following objectives:

1. To describe the alignment of the lessons of the textbook with the content and performance standards of the curriculum guide in terms of:
 - 1.1. accuracy and sequential order
 - 1.2. essential understandings and skills
2. To identify the learning opportunities provided for students to practice essential skills.
3. To develop an instructional module aligned in the content and performance standards set in the curriculum guide.

Methods and Materials

This section presents the research design employed, the instrument used in analyzing the contents and the procedure taken by the researcher.

Research Design: The study used a descriptive method of research employing qualitative approach focusing on the content analysis of *21st century Literature from the World* as one of the courses to be taken in Senior High School under K to 12 Curriculum. The analysis of the content was based on reviewing the contents of the said textbook taking into consideration the contents in the curriculum guide given by the Department of Education. The descriptive research design was used to determine the level of the content analysis and compared it to the existing analysis of the experts.

Moreover, descriptive research may be characterized as simply the attempt to determine, describe or identify what is. Also, qualitative method was implemented since it is used in many academic disciplines, traditionally in the social sciences. This method also illustrates the totality of the study itself in which it searched for to answer questions systematically by following a set of procedures to find out and solve a specific problem. Additionally, it is also the method to achieve the idea that the study is discussing or elucidating as well as gathering the desired information. This study is a qualitative research as it seeks empirical data, information and analysis in this study. This design ought to meet the aforementioned objectives, as well as the comprehensive summarization of the gap between the features of the textbook and the standards of the curriculum.

Moreover, the researcher decided to use the documentary analysis approach which aims to study documents and communication artifacts, which might be texts of various formats such as books and other documents. Also, since this study aims to analyze a textbook, according to Alan, Bryman (2011), documentary analysis would be a great help to meet the study's objectives for this method involves systematic reading or observation of texts which are assigned labels to indicate the presence of interesting, meaningful pieces of content.

Participants: The main participants of this study are the two (2) invited experts, one was the English teacher of the researcher way back high school, a Master of Arts in English graduate at College of Immaculate Concepcion, Lucena City and a current Senior High School teacher handling Grade 11 and 12 English courses at San Antonio National High School; and the other one is the English coordinator of English Department of San Antonio National High School, a Senior High School teacher as well handling English courses, also a graduate of Master of Arts in English at Polytechnic University of the Philippines–Unisan Campus.

Research Instrument: This study aimed to test whether the content of the textbook, *21st century Literature from the World* published by Rex Bookstore are aligned in the contents as well as the content and performance standards of the curriculum guide of the said course. To do this, the needed materials/textbooks and a curriculum guide for the said course are to be analyzed and measured by the researcher before presenting the study to the invited experts. For this purpose, the researcher developed an evaluation criteria based on the contents of the textbook and the content/performance standards presented in the curriculum guide by which will be answered with the corresponding responses such as: *Strongly Agree (4)*, *Agree (3)*, *Disagree (2)*, and *Strongly Disagree (1)*.

This evaluation criterion mainly focuses on the correlation with the standards of learning in terms of the alignment of lessons with the standards, accuracy and sequential order of the content, essential understandings, knowledge and skills provided in the textbook as well as the opportunities/learning activities provided for the students. To validate the instrument, invited experts were consulted and made comments before coming up with the final version of the instructional material as the result of the action research.

Procedure: This action research followed a systematic process to solve the educational problem at hand and make improvements specifically to develop an instructional material. As such, it went through several stages.

During the planning stage, the researcher first sought an approval of the proposed action research title to Dr. Romel M. Acheron as the professor of the course. After some suggestions, discussions and approval given by the professor, the researcher prepared the research instrument, the textbook and the curriculum guide to be used during the analysis of the contents as well as the evaluation criteria. The researcher made personal comments and serious analysis of the contents of the textbook through reading and taking down notes such as important learning areas included in the textbook. After analyzing, it was followed by a meeting with the teacher-collaborator/invited English teachers/experts who would help the researcher in facilitating and analyzing the contents of the textbook through given evaluation criteria. The researcher oriented the teacher-collaborator/invited English teachers/experts about the study, including the steps and how to respond on the evaluation criteria as well as the purpose of the study.

After analyzing the contents, and comparing it to the comments/suggestions given by the teacher-collaborator/invited English teachers/experts, the researcher considered those and based on the results of the responses gathered. It was interpreted according to the objectives of the study, hence the researcher made some changes and improvements on the module as an instructional material in English.

Data Analysis: In order to find the solution to the gap of this study, the researcher analyzed the responses and comments of the invited experts in the developed evaluation criteria through the following:

1. Cohen's Kappa coefficient (K)-is a statistic which measures inter-rater agreement for qualitative or categorical items. It is generally thought to be a more robust measure than simple percent agreement calculation as K takes into account the possibility of the agreement occurring by chance.

2. Percentage of Agreement-It is used to summarize the agreement between observers from studies using different data collection procedures. The study of Aceron (2015) used inter-raters as experts invited to validate the reliability of the contents and linguistic features in certain parts of teacher education students' theses. The observations and findings of the experts in this study were compared to that of the researcher.

3. Responses: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1)

The researcher used the formula where:

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

Results and Discussion

In light of content analysis of *21st Century Literature from the World*, the findings, accompanied by the analysis and interpretation of the evaluation criteria answered by the English teachers/invited experts, are hereby presented.

1. Percentage of Agreement between the two Experts and the Researcher based on the contents of the textbook, *21st Century Literature from the World*, published by Rex Bookstore and its alignment to the content and performance standards in the curriculum guide.

Table 1. Agreement between the two Experts and the Researcher based on the contents

Criteria	Expert		Researcher	Difference between 1 and 2	Difference between 1 and 3	Difference between 2 and 3
	1	2				
Accuracy and sequential order of the contents	3	3	3	0	0	0
Essential understandings, knowledge and skills	2	3	2	1	0	1

Alignment of the lessons to the standards	2	2	3	0	0	1
Opportunities to practice essential skills	3	3	2	0	1	0

The above table shows the over-all interpretation and analysis of the responses of the invited expert. It should be noted that 0 in the difference column indicates agreement. The total count of 0 in the difference column is 2, 3, 2 respectively while the total ratings are 4. The total count of 0 in the difference column will be divided by the total ratings which will have an answer or proportion agreement of: $2/4=0.50$ (50%); $3/4=0.75$ (75%); $2/4=0.50$ (50%) and thus, having a percentage agreement of 50%, 75% and 50% respectively. Having this computation, the table 1 Percentage of Agreement between the two Experts and the Researcher based on the contents of the textbook, 21st Century Literature from the World, published by Rex Bookstore and its alignment to the content and performance standards in the curriculum guide will have a mean agreement of 58.33% or a verbal interpretation of Moderate Agreement.

According to Klaus Krippendorf (1998), six questions must be addressed in every content analysis: 1) Which data are analyzed? 2) How are data defined? 3) From what respondents are data drawn? 4) What is the relevant context? 5) What are the boundaries of the analysis and 6) What is to be measured? In relation to the aforementioned data, the researcher opted to use content analysis procedures to find the gap of this research study.

Table 2. Agreement between the two Experts and the Researcher based on Accuracy and Sequential order of contents

Criterion	Expert		Researcher	Difference between 1 and 2	Difference between 1 and 3	Difference between 2 and 3
	1	2				
Accuracy and sequential order of the contents	3	3	3	0	0	0

The above table indicates the “*Accuracy and sequential order of the contents*” as the number one criterion in the evaluation criteria. It should be noted that 0 in the difference column indicates agreement. The total count of 0 in the difference column is 3 while the total ratings are 4. The proportion agreement of this criterion will be: $3/4=0.75$ (75%) and thus, having a percentage agreement of 75%. Having this computation, the table 2 has a mean agreement of 75% or a verbal interpretation of Substantial Agreement.

As Hancock, Dyk, and Jones (2012) stated that “curriculum can be ordered into procedure: Step 1 Diagnosis of needs, Step 2 Formulation of Objectives, Step 3 Selection of Content; Step 4 Organization of Content; Step 5 Selection of learning experiences; Step 6 Organization of Learning Experiences and Step 7 Determination of what to evaluate.” This result indicates that one of the most important factors of an effective textbook is to have an accuracy and well-sequenced order of the contents.

In addition, Weber (2003) noted that “to make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent or accurate in the sense of being consistent. The lessons must be aligned by means of coding the same text in the same way guided by the curriculum. The validity, inter-coder reliability and intra-coder reliability are subject to intense methodological research efforts over long years.”

Table 3. Agreement between the two Experts and the Researcher based on Essential understandings, knowledge and skills

Criterion	Expert		Researcher	Difference between 1 and 2	Difference between 1 and 3	Difference between 2 and 3
	1	2				
Essential understandings, knowledge and skills	2	3	2	1	0	1

The above table shows that the criterion “*Essential understandings, knowledge and skills*” in the evaluation criteria. It should be noted that 0 in the difference column indicates agreement. The total count of 0 in the difference column is 1 while the total ratings are 4. The proportion agreement of this criterion will be: $1/4=0.25$ (25%) and thus, having a percentage agreement of 25%. Having this computation, the table 3 has a mean agreement of 25% or a verbal interpretation of Fair Agreement.

One of the significant factors of an effective textbook is to provide essential understandings, knowledge and skills to the learners through different learning activities. This may be supported by Lowenthal (1994) in his article “Understanding Curriculum” that the learning process will be achieved if the students are exposed to essential understandings and knowledge which could be passed to them by guided learning and different activities which could be applied to real-life situations.

Consequently, Lacy and Riffe (2007) identified different kinds of text and materials to be included in literature lessons to achieve the target essential understandings. These are 1) written text, such as literary pieces written by different authors; 2) oral text, such as plays or dramas which could be enhanced by classroom facilitator, involving the participation of the students; 3) iconic text, such as icons, drawings which could be used to improve creativity and be used as an interpretation of the text; 4) audio-visual text, such as television, movies and videos, for some time, the students also need to improve viewing as one of the macro skills and 5) hypertexts, which are texts found on the Internet.

Table 4. Agreement between the two Experts and the Researcher based on Alignment of the lessons to the standards

Criterion	Expert		Researcher	Difference between 1 and 2	Difference between 1 and 3	Difference between 2 and 3
	1	2				
Alignment of the lessons to the standards	2	2	3	0	0	1

Table 4 shows that the criterion “*Alignment of the lessons to the standards*” in the evaluation criteria. It should be noted that 0 in the difference column indicates agreement. The total

count of 0 in the difference column is 2 while the total ratings are 4. The proportion agreement of this criterion will be: $2/4=0.5$ (50%) and thus, having a percentage agreement of 50%. Having this computation, the table 4 has a mean agreement of 50% or a verbal interpretation of Moderate Agreement.

Arthur Bestor as an essentialist, believes that the core factor of a textbook should be intellectual training, hence its content organization as well as alignment and sequence must be focused on the fundamental intellectual disciplines such as grammar, literature and writing. This definition leads us to the view of Joseph Schwab that language must be the sole source of curriculum. Thus, in our education system, the contents of the textbook are not focused in one area but in different domains of knowledge which are actually teach the students on how to become independent because they tend to discover the learnings.

Table 5. Agreement between the two Experts and the Researcher based on Opportunities to practice essential skills

Criterion	Expert		Researcher	Difference between 1 and 2	Difference between 1 and 3	Difference between 2 and 3
	1	2				
Opportunities to practice essential skills	3	3	2	0	1	0

The above table 4 indicates that the criterion “*Opportunities to practice essential skills*” in the evaluation criteria. It should be noted that 0 in the difference column indicates agreement. The total count of 0 in the difference column is 2 while the total ratings are 4. The proportion agreement of this criterion will be: $2/4=0.5$ (50%) and thus, having a percentage agreement of 50%. Having this computation, the table 5 has a mean agreement of 50% or a verbal interpretation of Moderate Agreement.

To support this, Caswell and Campbell (1989) stated that “all experiences children have under the guidance of teachers as well as the instructional materials and support they are using inside the classroom.” This definition is shared by Smith, Stanley and Shores when they described a textbook as a “sequence of potential experiences set up in schools for the purpose of giving opportunities to the learners in group ways of acting and thinking as to acquire the necessary key understandings.” Aceron and Leong (2018) reiterated that the strengths and weaknesses of the students can determined by means of program of activities that can be designed in a module to develop and enhance the weaknesses, while provided advanced learning activities to enrich and prosper the strengths treated along their course of study.

Also, with the guide of the teacher, the students will create their own learning opportunities and acquire the ability to think critically, and has an understanding of their individual responsibility and role. On the other hand, Marsh and Willis (1992) viewed this situation as “all the experiences in the classroom which are planned and enacted by the teacher and also learned by the students will be created.”

Aceron (2015) emphasized that a module can further improve students’ language learning while studying world literature. Thus, Aceron and Bruical (2018) also stressed that a well-

developed competency-based learning module can meet the needs of the students as required by the learning competencies of the subject.

Conclusions

From the findings of the study and with the help of the valuable comments and responses of the invited experts, the following conclusions are formulated:

1. In terms of the introduction of the textbook, the title and author listed. It also includes genre and details and star ranking are designated. There is a solid catchphrase in it and in the preface as well to catch the attention of the readers.
2. As per content of the textbook, it consists of a discussion of major topics, themes and activities, however, the textbook does not offer interesting learning activities like what were suggested in the curriculum guide to meet the performance standards. Most of the contents are not aligned in the curriculum guide.
3. The structure of the book flows and easily read, but 1 or 2 transitions may be faulty or missing. There is some illogical order in sequence of topics. Also, there is a clear cut in parts of the content from the table of topics.
4. In terms of the information of the book, it is organized, but topics, subtopics, details and supporting details are not well-structured.
5. The author lacks a detailed discussion of the contents of the book based on the curriculum guide. Some of the content standards as well as the performance standards are to be met based on the CG. In addition, some of the sources were also examined.

Recommendations

Based on the findings and conclusions, the researcher recommends the following:

For the School Principals and Administrators in Private Schools

1. To evaluate the textbooks and instructional materials to be used more carefully and with other invited experts to impart their valuable comments for the betterment of the evaluation.
2. To make useful improvements and changes to their existing instructional materials in private schools.

For the Teachers

1. To reread and check the curriculum guide given by the Department of Education and compare it to the contents of the instructional materials they are using for the students to acquire the necessary skills and content standards.
2. To use other reference materials such as modules to improve learning tasks and learning areas.
3. To create a classroom atmosphere wherein pupils promote a cooperative learning.

For the Students

1. To motivate them to make an effort and always take all the challenges given by the teacher.

For the Future Researchers

2. To conduct further study about content analysis and book reviewing exploring its use in other learning areas.

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