

DEVELOPMENT OF INSTRUCTIONAL MODULES IN WORLD LITERATURE FOR OPEN AND DISTANCE EDUCATION

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Abstract

Education must keep with the times, which in turn creates a paradigm shift in the educational system and pedagogy. Classrooms become borderless, open, interactive, virtual, and global. This is open and distance education (ODE). Sharma (2006) found out that the core strength of DE (distance education) is that it can globalize the education system by bringing the best available teachers and experts to any corner of the world to provide the latest information with the help of communication technology. DE is a philosophy that translates media into resources to give the right of learning to every learner during student, working, and retirement life. The main objective of the study was to develop modules for the online instruction of world literature on prospective graduate students of the future open and distance education. The developmental method of research was utilized which was very useful in the conduct of the study.

Keywords: Instructional Modules, Open and Distance Education, ODE, World Literature.

Introduction

The world does not stop from its dynamic changes. Humanity has to keep up with the pace of these changes no matter how seemingly fast they may have become, especially with the global experience of the COVID-19 pandemic. Coping with the development, changes, and trends in a fast-paced world creates the current lifestyle and civilization. The different aspects of humanity have to keep up with civilization or risk to live on the verge of obsolescence.

One of the many tools of mankind in keeping abreast with civilization is education. Education must keep with the times, which in turn creates a paradigm shift in the educational system and pedagogy. Classrooms become borderless, open, interactive, virtual, and global. This is open and distance education (ODE).

An open and distance education caters to students from all walks of life and from various ages. With the working population busy in their daily routine, ODE offers an alternative to make them finish a college degree or pursue another degree without putting aside their source of income.

Distance is not a hindrance in pursuing education in a borderless set-up. The national geographical boundaries are already dissolved with the emergence of virtual learning environment where the teacher and the students attend a non-physically structured classroom. The virtual classroom created by technological advancement is interactive. The students are capable of interacting with the teacher like how they can in a classroom that requires physical presence. Partnering the Internet with modern course management systems

makes it possible for universities to offer online coursework on a global basis. The critical task that lies ahead is to create and disseminate curricula of high quality that students can embrace and educators can sustain (Dykman & Davis, 2008).

Sharma (2006) found out that the core strength of DE (distance education) is that it can globalize the education system by bringing the best available teachers and experts to any corner of the world to provide the latest information with the help of communication technology. DE is a philosophy that translates media into resources to give the right of learning to every learner during student, working, and retirement life. Distance education allows enrollment of students from different locations and countries making it global. It opens education to a global studently without experiencing the hurdles of transportation and commutation to and from the venue of the class. The system allows the influx of ideological and cultural interplay which may result in an educational prosperity.

Rowland (2002) observed the salient features of instructional design. On the other hand, Mager (1984) defined instructional design by describing the process followed by the designer of the instructional design.

A private Catholic higher education institution located at the City of Malolos in the Province of Bulacan plans to cater to students whose presence and attendance in a structured physical classroom is hindered by work schedules and distance. The University thought of open and distance education as part of their academic offerings in the future and is an opportune time during the global pandemic to

commence with the plan. Hence, the researcher aimed to develop instructional modules in World Literature for open and distance education.

Theoretical Framework

This research is premised on the belief that instruction between a teacher and students can take place outside the boundaries of a physical classroom set-up which is traditionally structured with the teacher and the students meeting at a scheduled time and place. This paradigm shift is made possible with the creation of a virtual classroom which is similarly interactive as a traditional classroom. The innovative open and distance education is anchored on a learner-centered instruction which ensures that the learner is at the heart of the instructional design.

The researcher will, also, adopt the SCenTRLE or Student-Centered, Technology-Rich Learning Environment Model developed by Hirumi (2002) which included eight (8) instructional events which facilitate knowledge construction and development of meta-cognitive skills associated with life-long learning. The key components of SCenTRLE include multiple perspectives, active participation, and construction of meaning, argumentation, and reflection. The model follows a step-by-step process necessary in the development of the proposed modules for instructional perusal. The steps are described as follows: (1) Description of the Reading Skills, which identifies and describes the expected reading skills and abilities of the target users by gathering assessment and testing information; (2) Exploration of the Information, which refers to the utilization of the information as the basis in the selection of module activities before, during, and after reading of the selection; (3) Contextual Realization of Materials, which involves proposing accessible materials by finding suitable ideas, contexts or texts; (4) Pedagogical Realization of Materials, which undertakes a comprehensive review of the syllabus and learning competencies and literature, as well as consultation with experts in the field; (5) Production of Materials, which includes the determination and consideration of layout design, type size, visuals, reproduction, font size, font style, illustrations, color, and other physical features of the material; (6) Evaluation of Materials, where the researcher solicits comments, suggestions, and recommendations from the pool experts; and (7). Student Use of the Modules; which presumes that the produced and evaluated modules can be used as instructional material in teaching world literature in open and distance education.

Psychologists expound on the belief that for learning to occur, the situation should be

structured. This structure allows the gradual movement of learning to the next higher level.

Statement of The Problem

The main objective of this study was to develop modules for the online instruction of world literature on prospective students of the future open and distance education of the private Catholic HEI.

The researcher aimed to find the answer to the questions specifically enumerated as follows:

1. What model may be utilized in developing modules?
2. What specific guidelines may be recommended for the effective use of the proposed modules?
3. How may the modules in world literature for prospective students of the future open and distance education of a private Catholic HEI be described in terms of the following skills:
 - 3.1 Noting Details
 - 3.2 Getting the Main Ideas
 - 3.3 Predicting Outcomes
 - 3.4 Making Inferences
 - 3.5 Following Directions
4. How acceptable is the ODE world literature modules in terms of content, instructional design, and readability

Scope and Delimitation of The Study

The study focused on the development of modules for world literature for the perusal of the students in an open and distance education of a private Catholic HEI. Nevertheless, the modules can, also, be used by students of the course enrolled on-campus. The proposed modules include internet links for the literature selections, activities and discussion before, during, and after reading of the assigned text which hope to develop the students' skills in noting details, getting the main ideas, predicting outcomes, following directions, and making inferences.

One expressed limitation of the study is that the evaluation of the modules was limited to content validity procedure, instead of having a dry run of the material and conducting a pre-test and post-test analysis.

Methodology of The Study

This chapter presents the methods of research used by the researcher, as well as, the sources of data and information, population and sample of the study, the instruments and the procedures needed to answer the questions raised in the investigation.

Methods and Techniques Used

The Developmental Method of Research was utilized by the researcher. This method was very

useful in conducting this investigation. Best (2003) opined that this method is very valuable in describing and interpreting phenomenon, in analyzing relationships of variables, testing hypothesis, and in the development of generalizations. It also helped the researcher in describing the profile of the target clientele.

Moreover, the main concern of the study was the development of instructional modules in world literature focusing on the development of five specific skills, namely: noting details, getting the main idea, predicting outcome, making inferences, and following directions.

Respondents of The Study

The proposed instructional modules were designed for the perusal of students in world literature of a private Catholic HEIs' open and distance education. The set of modules were expected to facilitate the academic interaction of students in the open and distance education without disregarding the learning and output expectations from the students.

Instruments of The Study

The first part included the modules in world literature for open and distance education. With the aid of the syllabus used in world literature during the school year 2016-2017, the literary selections comprising the subject were presented along the reading skills dimensions such as (1) noting details, (2) getting the main ideas, (3) predicting outcomes, (4) making inferences, and (5) following directions. By presenting the selections contained in the syllabus in world literature along the reading skills dimensions, the prospective students of open and distance education are assured of developing their reading skills and competencies.

Rating Scale	Range
5	4.50-5.00
4	3.50-4.49
3	2.50-3.49
2	1.50-2.49
1	1.00-1.49

Result and Discussions

The Model Utilized in Developing Modules

A very good guidepost considered in the development of modules was the model devised by Tomlinson (1998) for instructional material preparation. However, modification was made in the seven-step model specifically in the first and last two procedures. To wit: a description of the students' expected competencies gathered from the Guidance Office instead of administering a needs

The second part included the use of a questionnaire which was utilized in evaluating the validity and acceptability of the instructional modules using the following criteria: (1) content, (2) instructional design, and (3) readability.

The questionnaire was constructed after a comprehensive review of related literature and studies particularly those that relate to instructional material development. Substantial information in the questionnaire was culled from the evaluation devised by Eusebio (2004) and Bernardo (2004) in the studies they conducted.

The initial draft of the questionnaire was shown to the researcher's adviser and critic. The comments and recommendations were used in the preparation of the final draft of the instrument. Having assured of its content validity, the instrument was put in its final form.

Data Gathering Procedure

The researcher gathered data from the Graduate School Office of the private Catholic HEI which provided the syllabus for world literature) used by the students. Data gathered were enumerated in a table to present the literary selections included in the syllabus and the reading skills dimensions.

The researcher used library books, references, and internet sources in the development of the contents of the modules.

Data Processing and Statistical Treatment

The acceptability of the instructional modules was determined through a pool of judgment of three competent persons in the field using content, instructional design, and readability as criteria. Their evaluations were quantified using a five-point Likert scale interpreted as follows:

Descriptive Evaluation

- Very Acceptable
- Acceptable
- Fairly Acceptable
- Limited in Acceptability
- Not Acceptable

analysis and evaluation of the proposed instructional modules was done before the development of the modules. The steps included the following:

- a. Description of Expected Skills of Projected Students. The first step vied to describe the expected skills of potential students of graduate programs in terms of the following dimensions: noting details, predicting outcomes, making inferences, getting the main idea, and following directions.

- b. Exploration of the Results. The data obtained from the Graduate School Office, library references and books, and internet sources are used in the development of the modules at for the projected students of world literature in the future open and distance education of a private Catholic HEI.
- c. Contextual Realization of the Material. The researcher selected the material/texts through the Internet that were included in the current course syllabus provided by the Office of the Graduate School. The researcher chose the most accessible and student-friendly links where distance education students can read, download, or print a copy of the literature. The copy of the first link was printed and included in this proposed instructional module to ensure the correctness of the literature and for the possibility of utility for on-campus students as well. Moreover, the researcher designed intellectually stimulating activities and visually motivating diagrams/organizers that would be used by students in expediting the reading and studying of the literature included in the current course syllabus.
- d. Pedagogical Realization of the Material. The researcher ensured that the processing of the proposed instructional modules was done qualitatively. The material was checked against the current syllabus provided by the Graduate School to determine whether the competencies covered in the instructional modules align with them. Furthermore, the researcher considered that the text design of the instructional modules for graduate students reflect the skills, competencies, and values outlined in the latest syllabus in world literature. The logical arrangement and organization of the skills were looked into. Thus, the researcher also arranged the reading activities from the easiest to the most difficult with varying complexities.
- e. Production of Instructional Modules. The researcher prepared the manuscript of the instructional modules taking into consideration the color of the paper, font size, font style, paper size, and layout. Critiquing, reviewing, and editing were done to improve the instructional modules and to ensure that the material suits the level of competencies of the students.
- f. Evaluation of Instructional Modules. Content validity procedure was employed in evaluating the cogency or soundness of the proposed instructional modules for students of the Graduate School's open and distance education. The procedure called for a process of soliciting the judgment of three competent professionals in the field of English and

literature: the Director of Research and Development Office who teaches English and Literature at the Graduate School, a private school principal of the senior high school who teaches English and Literature at the Graduate School, and a public school principal who teaches English at the Graduate School.

Specific Guidelines Recommended for the Effective Use of the Proposed Modules

The researcher developed a User's Guide in each genre with the primary aim of maximizing the utility of the instructional modules in the completion of the course content and outputs. The researcher first conducted a comprehensive review of related literature and referred to the SCenTRLE framework devised by Hirumi (2002) in the development of the modules which commences with the simplest task of a cooperative effort of the instructor and the individual learner and culminates with the feedback from both the instructor and the learner. Hirumi's collaborative works served as the bare bones of the User's Guide prepared by the researcher.

The User's Guide made by the researcher consists of the following parts:

- a. Pre-Modular Instruction. This section covers Hirumi's Event 1, Set Learning Challenge; Event 2, Negotiate Learning Goals and Objectives; and Event 3, Negotiate Learning Strategy. This is a collaborative negotiated agreement between the learner and the instructor. In these events, the instructor takes the backseat and allows flexibility in the student's proposals.
- b. Modular Instruction. This section contains Hirumi's Event 4, Construct Knowledge and Event 5, Negotiate Performance Criteria. The modular instruction includes the module objectives, its contents, a description of the module, as well as, an introduction to the genre.
- c. Utilization of the Instructional Modules. This part proposes the arrangement for the use of the modules. It also suggests when the students may work on the exercises found in the material. This is Hirumi's Event 6 where the prospective graduate students of the future open and distance education of a private Catholic HEI will conduct self, peer, and expert assessments.

The Modules in World Literature for Prospective Students of the Future Open and Distance Education

The modules in world literature for prospective students of the future open and distance education are organized based on genres included in the

syllabus. The reading dimensions are distributed before, during, and after reading the literature. (1.1) The 'Noting Details' dimension is catered by the Session 1 activity during the reading process where the student will fill the information on the characters, characterization, and setting of the literature as he/she proceeds to read. (1.2) The 'Getting the Main Ideas' dimension will be done by the student in the activity provided in Session 2 after reading the literature. It will allow the learner to find the elements of the story by narrating the plot. (1.3; 1.4) The dimensions on 'Predicting Outcomes' and 'Making Inferences' will be experienced by the learner in the discussion activity of Session 3. The learner will share his/her view and opinion regarding the conflicts, events, challenges and other matters encountered by the characters. The student will predict and infer

outcomes based on the given situation. (1.5) The 'Following Directions' dimension will be done as an evaluation and assessment tool to measure the learner's understanding of the reading material.

These routine activities encompass the reading dimensions for each literary work included in the different genres of literature. As the routine gets into the reading process of the student; then, he/she gains the skills and competencies in noting details, getting the main ideas, predicting outcomes, making inferences, and following directions.

To obtain an idea of the structured activities in the modules, the researcher gathered data from the Graduate School office, library references and books, and internet sources.

Table 1: Epic Modules in World Literature in Terms of Reading Skills Dimension

Skills Dimensions	Modules	Literary Selections
1. Noting Details	1 Epic Module Session 1	Odyssey Gilgamesh Mahabharata/Ramayana
2. Getting the Main Ideas	1 Epic Module Session 2	Odyssey Gilgamesh Mahabharata/Ramayana
3. Predicting Outcomes 4. Making Inferences	1 Epic Module Session 3	Odyssey Gilgamesh Mahabharata/Ramayana
5. Following Directions	1 Epic Module Session 3	Odyssey Gilgamesh Mahabharata/Ramayana

Table 1 showed Module 1 which is the Epic Module. The Epic Module includes Odyssey, Gilgamesh, Mahabharata and Ramayana. It runs through three (3) sessions. The Epic Module includes the reading skills dimensions such as

noting details, getting the main ideas, predicting outcomes, making inferences, and following directions. These skills dimensions processed the understanding of the literary selections.

Table 2: Play Modules in World Literature in Terms of Reading Skills Dimension

Skills Dimensions	Modules	Literary Selections
1. Noting Details	ay Module Session 1	Oedipus Rex Lysistrata Antigone Mourning Becomes Electra The Flies The Tempest The House of Barbardo Alba
2. Getting the Main Ideas	2 Play Module Session 2	Oedipus Rex Lysistrata Antigone Mourning Becomes Electra The Flies The Tempest The House of Barbardo Alba
3. Predicting Outcomes 4. Making Inferences	2 Play Module Session 3	Oedipus Rex Lysistrata

		Antigone Mourning Becomes Electra The Flies The Tempest The House of Bernardo Alba
5. Following Directions	2 Play Module Session 3	Oedipus Rex Lysistrata Antigone Mourning Becomes Electra The Tempest The House of Bernardo Alba

Table 2 showed Module 2 which is the Play Module. The Play Module includes Oedipus Rex, Lysistrata, Antigone, Mourning Becomes Electra, The Flies, The Tempest, and The House of Bernardo Alba. It runs through three (3) sessions. The Play Module includes the reading skills

dimensions such as noting details, getting the main ideas, predicting outcomes, making inferences, and following directions. These skills dimensions processed the understanding of the literary selections.

Table 3: Poetry Modules in World Literature in Terms of Reading Skills Dimension

Skills Dimensions	Modules	Literary Selections
1. Noting Details	3 Poetry Module Session 1	Ballad of the Moon The Bells Telephone Conversation The Song of Alfred Prufrock Tract Among School Children Sailing to Byzantium Richard Cory
2. Getting the Main Ideas	3 Poetry Module Session 2	Ballad of the Moon The Bells Telephone Conversation The Song of Alfred Prufrock Tract Among School Children Sailing to Byzantium Richard Cory
3. Predicting Outcomes 4. Making Inferences	3 Poetry Module Session 3	Ballad of the Moon The Bells Telephone Conversation The Song of Alfred Prufrock Tract Among School Children Sailing to Byzantium Richard Cory
5. Following Directions	3 Poetry Module Session 3	Ballad of the Moon The Bells Telephone Conversation The Song of Alfred Prufrock Tract Among School Children Sailing to Byzantium Richard Cory

Table 3 showed Module 3 which is the Poetry Module. The Poetry Module includes Ballad of the Moon, The Bells, Telephone Conversation, The Song of Alfred Prufrock, Ozymandias, Tract, Among School Children, Sailing to Byzantium, and Richard Cory. It runs through three (3) sessions.

The Poetry Module includes the reading skills dimensions such as noting details, getting the main ideas, predicting outcomes, making inferences, and following directions. These skills dimensions processed the understanding of the literary selections.

Table 4: Short Story Modules in World Literature in Terms of Reading Skills Dimension

Skills Dimensions	Modules	Literary Selections
1. Noting Details	4 Short Story Module Session 1	Waywaya Eveline A Sunrise on the Veld Old Mrs. Grey The Wall Before the Law Three Deaths A Rose for Emily The Fall of the House of Usher God Sees the Truth, But Waits
2. Getting the Main Ideas	4 Short Story Module Session 2	Waywaya Eveline A Sunrise on the Veld Old Mrs. Grey The Wall Before the Law Three Deaths A Rose for Emily The Fall of the House of Usher God Sees the Truth, But Waits
3. Predicting Outcomes 4. Making Inferences	4 Short Story Module Session 3	Waywaya Eveline A Sunrise on the Veld Old Mrs. Grey The Wall Before the Law Three Deaths A Rose for Emily The Fall of the House of Usher God Sees the Truth, But Waits
5. Following Directions	4 Short Story Module Session 3	Waywaya Eveline A Sunrise on the Veld Old Mrs. Grey The Wall Before the Law Three Deaths A Rose for Emily The Fall of the House of Usher God Sees the Truth, But Waits

Table 4 showed Module 4 which is the Short Story Module. The Short Story Module includes Waywaya, Eveline, A Sunrise on the Veld, Old Mrs. Grey, The Wall, Before the Law, Three Deaths, A Rose for Emily, The Fall of the House of Usher, and God Sees the Truth, But Waits. It runs

through three (3) sessions. The Short Story Module includes the reading skills dimensions such as noting details, getting the main ideas, predicting outcomes, making inferences, and following directions. These skills dimensions processed the understanding of the literary selections.

Table 5: Novel/Novelette Modules in World Literature in Terms of Reading Skills Dimensions

Skills Dimensions	Modules	Literary Selections
1. Noting Details	5 Novel/Novelette Module Session 1	Snow Country The House of the Spirits Nectar in a Sieve Metamorphosis The Death of Ivan Ilyich Beloved Notes from the Underground

		Plague The Old Man and the Sea
2. Getting the Main Ideas	5 Novel/Novelette Module Session 2	Snow Country The House of the Spirits Nectar in a Sieve Metamorphosis The Death of Ivan Ilyich Beloved Notes from the Underground Plague The Old Man and the Sea
3. Predicting Outcomes 4. Making Inferences	5 Novel/Novelette Module Session 3	Snow Country The House of the Spirits Nectar in a Sieve Metamorphosis The Death of Ivan Ilyich Beloved Notes from the Underground Plague The Old Man and the Sea
5. Following Directions	5 Novel/Novelette Module Session 3	Snow Country The House of the Spirits Nectar in a Sieve Metamorphosis The Death of Ivan Ilyich Beloved Notes from the Underground Plague The Old Man and the Sea

Table 5 showed Module 5 which is the Novel/Novelette Module. The Novel/Novelette Module includes Snow Country, The House of the Spirits, Nectar in a Sieve, Metamorphosis, The Death of Ivan Ilyich, Beloved, Notes from the Underground, Plague, and The Old Man and the Sea. It runs through three (3) sessions. The

Novel/Novelette Module includes the reading skills dimensions such as noting details, getting the main ideas, predicting outcomes, making inferences, and following directions. These skills dimensions processed the understanding of the literary selections.

Table 6: Essay Modules in World Literature in Terms of Reading Skills Dimensions

Skills Dimensions	Modules	Literary Selections
1. Noting Details	6 Essay Module Session 1	The Tragic Sense of Life Man's Search for Meaning The Myth of Sisyphus
2. Getting the Main Ideas	6 Essay Module Session 2	The Tragic Sense of Life Man's Search for Meaning The Myth of Sisyphus
3. Predicting Outcomes 4. Making Inferences	6 Essay Module Session 3	The Tragic Sense of Life Man's Search for Meaning The Myth of Sisyphus
5. Following Directions	6 Essay Module Session 3	The Tragic Sense of Life Man's Search for Meaning The Myth of Sisyphus

Table 6 showed Module 6 which is the Essay. The Essay Module includes The Tragic Sense of Life, Man's Search for Meaning, and The Myth of Sisyphus. It runs through three (3) sessions. The Essay Module includes the reading skills dimensions such as noting details, getting the main

ideas, predicting outcomes, making inferences, and following directions. These skills dimensions processed the understanding of the literary selections.

The researcher, also, requested three competent professionals in the field of English and literature to evaluate the validity and acceptability of the modules based on content, instructional design, and readability. They were requested to fill out a prepared questionnaire that solicited the needed information. In addition, these competent

professionals were asked to comment, recommend, and suggest ideas to further improve the modules.

Acceptability of the World Literature Module in the Open and Distance Education

Table 7: Summary of Experts' Evaluation

Criteria / Indicators	Mean	Interpretation
A. Content		
1.1. Does the skill cover the identified reading skills (Noting Details, Getting the Main Ideas, Predicting Outcomes, Making Inferences, and Following Directions)?	4.33	Acceptable
1.2 Does the material include socio-cultural aspects of the learners?	3.67	Fairly Acceptable
1.3 Are the materials designed to develop intellectual skills and processes?	4.00	Acceptable
1.4 Are the subject matters covered in sufficient depth and breadth for the target clientele?	4.00	Acceptable
1.5 Are the subject matters interesting for the target group?	4.67	Acceptable
1.6 Are they within the comprehension level of the target learners?	4.00	Acceptable
1.7 Are they not confined to the present or the past but is also future-oriented?	3.67	Fairly Acceptable
1.8 Do the subject matters use concepts, information that are universal and lasting rather than transitory?	4.33	Acceptable
1.9 Do the subject matters stress positive values such as kindness, compassion, honesty, thrift, etc.?	4.67	Acceptable
1.10 Do the subject matters provide realistic models with whom students can identify?	4.33	Acceptable
B. Instructional Design		
2.1. Do the instructional modules utilize pictures and illustrations to enhance the learning process?	3.67	Fairly Acceptable
2.2. Are lower order skills/needs developed before higher order skills/needs?	4.33	Acceptable
2.3. Do they provide adequate study aids?	4.00	Acceptable
2.4. Do the instructional modules involve students in active learning through appropriate and sufficient activities, exercises, and other experiences?	4.33	Acceptable
2.5. Do they utilize practical applications and real-life situations?	4.33	Acceptable

c. Readability	Mean	Interpretation
3.1. Are the vocabulary and sentence structure suited to the comprehension level of the target clientele?	4.67	Acceptable
3.2. Are the texts free of spelling and grammatical errors and are appropriate for the target clientele?	5.00	Very Acceptable
3.3. Do the modules use varied reading selections and learning devices for motivation?	4.33	Acceptable
3.4. Do the selections use illustrations to facilitate appreciation and comprehension of the lessons?	3.67	Fairly Acceptable
3.5. Do the selections use appropriate combination of text and illustrations to facilitate learning?	4.00	Acceptable
Grand Mean	4.40	Acceptable

Analysis of the data presented in Table 7 shows that the proposed instructional modules in world literature for students in open and distance education was rated **very acceptable** in terms of the texts being free of spelling and grammatical error and appropriateness to the target clientele;

acceptable in terms of the skill covering the identified reading skills (noting details, getting the main ideas, predicting outcomes, making inferences, and following directions), the materials design to develop intellectual skills and processes, the subject matters covering in sufficient depth and

breadth for the target clientele, the subject matters interesting to the target group, being within the comprehension level of the target learners, the subject matters using concepts and information that are universal and lasting rather than transitory, the subject matters stressing positive values, the subject matters providing realistic models with whom students can identify, development of lower order skills/needs before higher order skills/needs, providing adequate study aids, involving students in active learning through appropriate and sufficient activities, exercises, and other experiences, utilization of practical applications and real-life situations, vocabulary and sentence structure being suited to the comprehension level of the target clientele, using varied reading selections and learning devices for motivation, and the selections using appropriate combination of text and illustrations to facilitate learning ; **fairly acceptable** in terms of materials including socio-cultural aspects of the learners, not confining to the present or the past but is also future-oriented, utilizing pictures and illustrations to enhance the learning process, and using illustrations in the selections to facilitate appreciation and comprehension of the lessons.

As a whole, the proposed instructional modules was found **acceptable** as indicated by the computed grand mean value of 4.4 with 4.57 total mean or acceptable in content; 4.13 total mean or acceptable in instructional design, and 4.33 total mean or acceptable in readability. The comments, suggestions, and recommendations of the pool of experts were taken into consideration to further improve the proposed instructional modules.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The graduate students of open and distance education can acquire the expected competency in the five basic comprehension skills identified in the study by weaving these skills dimensions in the study of each literary work.
2. Writers must follow a sequential, logical, and an orderly process or model in developing instructional materials.
3. Specific guidelines are needed for the effective use of instructional materials.
4. The ODE instructional modules in world literature are acceptable in terms of content, instructional design, and readability.

Recommendations

Based on the aforementioned findings and conclusions, the following suggestions are worth mentioning.

1. That the proposed instructional modules be used as a primary material to aid graduate students of the open and distance education on and off campus.
2. That the activities created in the instructional modules provided for distance education off-campus be systematically presented on 'threads' in the virtual classroom.
3. That the teacher strategizes on distributing the work to the graduate students per module to avoid overwhelming students of the voluminous pages to read yet be able to cover the entire content subject matter.
4. That the students follow the sequential pattern designed in the study of the content material to facilitate the full comprehension of the material.
5. That the modules be further improved by additional guided comprehensive exercises and research work, using varied forms of formative and evaluative assessment, considering illustrations, font style and font size.

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