

ACCEPTABILITY OF EAPP MODULES AS SUPPLEMENTARY MATERIALS IN TEACHING SELECTED TOPICS IN ENGLISH GRAMMAR

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ABSTRACT

This study focused on the acceptability of English for Academic and Professional Purposes (EAPP) Modules as supplementary materials in teaching selected topics in English grammar through assessment and application. The respondents of this study are selected specialist of EAPP and students (ABM and STEM) who were enrolled in the subject during the time of the research.

The assessment of the modules were done using a 4-point Likert Scale that measured the following indicators : Content, Design, Competencies to be Developed, Learning Tasks, and Assessment/Exercises. On the other hand, a pre-test/post-test was also utilized in the study that focused on evaluating the knowledge of the students with the aid of the module.

Overall, it was found that the module, with regards to the indicators, was *Highly Acceptable* as rated by the specialist. Moreover, the data gathered showed that there was a significant difference between the pre-test and post-test of the respondents which proves the effectiveness of the module as a supplementary material. Additionally, it was discovered that there was a significant difference on the pre-test and post-test of the students when grouped according to strand.

Based from the data gathered, findings, and conclusion, the researcher came up with the following recommendations : (1) Teachers of EAPP, specifically those who are teaching Concept Paper, Review Paper, and Reaction Paper Writing may utilize the current module as it was seen as acceptable. (2) English teachers may utilize the module as a supplementary material in teaching techniques in writing different kinds of papers. (3) Schools may use the current module as an alternative learning method for students specially those who may have difficulty in learning the selected topics. (4) Curriculum developers may use the modules as a basis to progress a more effective and efficient pedagogy promoting autonomous learning for the students. (5) Future researchers may use the current study as a blueprint to further advance and develop the modular modality of learning.

Keywords:

English for Academic and Professional Purposes, Modules, Supplementary Material, English Grammar

INTRODUCTION

The current educational set-up in lieu of the fast-paced development in the socio-economic climate illustrates how various modality of learning may affect a students' learning process. As the COVID-19 forced the academe to shift to other means of instructions, modular learning became the primary medium for teaching. Dewi, P. Y., & Primayana, K. H. (2019) studied the effects of the utilization of Learning Modules to increase understanding of abstract concepts; they found out that students had a higher understanding of concepts under the guidance of learning modules containing contextualized teaching and learning. This infers not only the applicability but also the effectiveness and efficiency of using modules in teaching; much like the statement of the previous research stated. Furthermore, since the

study was in comparison to direct learning models, it could be argued that modules can be more than just a supplementary material but also a novel source of learning.

Specifically, this aims to answer the following questions:

1. What is the acceptability level of the supplementary material in teaching selected topics in English Grammar in terms of:
 - 1.1. Content
 - 1.2. Design
 - 1.3. Competencies to develop among students
 - 1.4. Learning Tasks
 - 1.5. Assessments/Exercises
2. What is the level of achievement of the students in terms of:
 - 2.1. Pre-test and
 - 2.2. Post-test?
3. Is there a significant difference in the achievement of the students in terms of:
 - 3.1. Pre-test and
 - 3.2. Post-test?
4. Is there a significant difference on the pre-test and post-test of the students when grouped according to strand?

REVIEW OF RELATED LITERATURE

Logan, R. M., Johnson, C. E., & Worsham, J. W. (2021) in their study on Development of an e-learning module to facilitate student learning and outcomes found that students were more involved in the learning process through the utilization of modules. This showcase how a self-paced e-learning module could benefit students and make learning more catered to their individuality.

According to Rajabalee, Y. B., & Santally, M. I. (2021), with their study on Learner satisfaction, engagement and performances in an online module: Implications for institutional e-learning policy, it was found out that students were generally satisfied with the modular medium of instructions. It was found that there was a positive correlation between the satisfaction and engagement of the students in the said set up. This illustrates that students were still able to learn their lessons in the modular setting as it showed great potential as an alternative.

In the study of Charles, R. G., Douglas, P., Hallin, I. L., Matthews, I., & Liversage, G. (2017), it was found out that the selection of one specific module rather than having multiple modules on the same topic garnered a better examination score when assessed.

Additionally, Simbolon, R., Saragih, A. H., & Situmorang, J. (2021), who produced a hypercontent-based textbooks (modules), found that these modules were of standard and were qualified for use. This ensues that a collaborative effort to produce a contextualized modules are beneficial in pushing forward a more context and content based instruction without neglecting student's learning experience.

Cahyono, A. N., & Subagja, M. (2019, November), in their article "The Design of Blended Learning Modules for Higher Education.", stated that "course material characteristics, learning management system features, supporting facilities, the lecturer roles in preparing and facilitating the courses, students' activities and their perception.". This infers how it is crucial for modules developers to consider a multitude of factors before producing any academic material. Additionally, the focus of the modules should be the students' capacity of self-paced learning.

In the study of Foster, G., Holland, M., Ferguson, S., & Deluca, W. (2012, August), he mentioned four major hurdles that hinder successful integration of modules in current engineering courses : a) engaging students such that they will want to use the modules; b) ensuring the modules are easy to use; c) reducing the complexity of deploying the modules into the classroom; and d) providing educational value. He proposed a redesign of the modules to better understand and overcome the stated hindrances. This showcases some of the troubles and tribulation of students when it comes to self-paced learning through modules. This shows the relevance of a continues development and improvement of learning experience for the students.

In context of the current pandemic, learning assessment has been difficult to navigate amongst educators. However, Baleni, Z. G. (2015) in his study “Online formative assessment in higher education: Its pros and cons” found that there was an “improvement of student commitment, faster feedback, enhanced flexibility around time and place of taking the assessment task and importance in the procedure for students and lecturers . . . online formative assessment can nurture a student and assessment centred focus through formative feedback and enrich student commitment with valued learning experiences.”. This showcase how and why self-paced online modular assessment could be the innovation needed to expand and expound the current learning as well as the teaching experience within the academe.

Cilliers, F. J., Schuwirth, L. W., Herman, N., Adendorff, H. J., & van der Vleuten, C. P. (2012), found in their study that “intricate and multifaceted interactions between various factors in an assessment system interact to influence student learning.” They inferred that pre-assessment learning is direct linked to better enhance the use of a summative assessment tool. Modules, in this context, are crucial to better understand how much students have learned. Instead of facilitating a direct assessment of an overall course, it could be argued that isolated assessments of specific learning competence would be a more constructive way of knowing and assessing the learnings of the students.

Sejpal, K. (2013) noted that modular learning provides more flexibility in relation to distance learning. As the world experienced a shift in teaching methodology during the COVID-19, modules have already been used in various disciplines. This shows the applicability of the said medium of instructions. Furthermore, it was stated that modular learning is more effective as more technology-based teaching method.

In the study of Lei, Zhongcheng, Hong Zhou, Wenshan Hu, Qijun Deng, Dongguo Zhou, Zhi-Wei Liu, and Jingang Lai of Modular web-based interactive hybrid laboratory framework for research and education, it was discovered that the hybrid framework which includes the utilization of modular design providing plug-in free online experiments was proved effective through the evaluation. This shows that there are variety of specialized field that benefits from a modular approach contrary to the belief that it can only be used in limited pedagogy

METHODOLOGY

The researcher conceived the topic “Acceptability of Supplementary Materials (EAPP Modules) in Teaching Selected Topics in English Grammar” as it was observed that there are students who are still having difficulty with English. This prompted multiple consultations until the title was approved by the adviser.

Letters to the College of Teacher Education and Senior High School Department was disseminated to ask permission to utilize some of the faculty as the evaluators. Also, a letter of consent for the evaluators was also prepared. The researcher also ensured that evaluators were fully informed about the research and their consent to participate in the research before data collection takes place.

The questionnaire was distributed to the selected evaluators alongside the modules for EAPP. They were be given some time to assess the modules as there are a total of 18 modules for 1 semester of

the subject but only 5 was subjected to validation. This will give them a better understanding and a comprehensive criticism of the modules.

The responses on the questionnaire were encoded thru the built-in summary of the responses of Google Forms. The results were evaluated and analysed after encoding to distinguish the results and determine the perception of the population towards the cancellation of college entrance tests.

On the other hand, for the pre-test and post-test of the students, they were tasked to accomplish the pre-test before the actual discussion of topics included in the modules. There was a total of 4 weeks or 1 month of discussion to complete the chosen topics. The students were then tasked to answer the post-test as an assessment to measure their knowledge of the lessons discussed.

RESULTS AND DISCUSSION

Table 1. Level of Acceptability the Supplementary Materials (EAPP Modules) in Teaching Selected Topics in English Grammar in terms Content.

Supplementary Materials (EAPP Modules)		Selected Topics in English Grammar								
		Concept			Review			Reaction		
		Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
C o n t e n t	1. Content is thorough, accurate, persuasive and relates to a specific purpose	3.90	0.31	HA	3.90	0.31	HA	3.80	0.41	HA
	2. The content's major points are specific, stated clearly, and are well- supported.	3.85	0.37	HA	3.85	0.37	HA	3.70	0.47	HA
	3. The content is based from research that is adequate, timely and addresses course concepts.	3.70	0.47	HA	3.85	0.37	HA	3.55	0.51	HA
	4. Course concepts are focused with clear a succinct writing	3.85	0.37	HA	3.90	0.31	HA	3.50	0.51	HA
	5. Content is consistent with regard to purpose and clarity of thought.	3.80	0.41	HA	3.80	0.41	HA	3.80	0.41	HA
	Overall	3.82		HA	3.86		HA	3.67		HA
Legend: 3.21 – 4.00 Strongly Agree Highly Acceptable 2.61 – 3.20 Agree Acceptable 1.81 – 2.60 Disagree Not Acceptable 1.00 – 1.80 Strongly Disagree Highly Not Acceptable										

It can be gleaned from table 1, that the level of acceptability the supplementary materials (EAPP Modules) in teaching selected topics in English Grammar in terms of Concept, Review, and Reaction with regards of Content are 3.82, 3.86 and 3.67 respectively with “*Highly Acceptable*” as verbal interpretation.

The above results illustrate the applicability of the EAPP Modules in teaching selected topics in English Grammar. Specifically, the result indicates that there is a concise view of how the students are expected to learn independently. The assessment of the experts shows the unbiased content of the module which, in turn, will create a more academically inclined autonomous learning for the students.

Table 2. Level of Acceptability the Supplementary Materials (EAPP Modules) in Teaching Selected Topics in English Grammar in terms of Concept, Review, and Reaction with regards to Design and Organization

Supplementary Materials (EAPP Modules)		Selected Topics in English Grammar								
		Concept			Review			Reaction		
		Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
D e s i g n a n d O r g a n i z a t i o n	1. The organization and structure adhere to the concepts of the paper.	3.65	0.49	HA	3.70	0.47	HA	3.75	0.44	HA
	2. The paragraphs flow into each other with connective concepts.	3.75	0.44	HA	3.85	0.37	HA	3.70	0.47	HA
	3. The concepts of paragraphs are filled with details of support for thesis and topic sentences.	3.75	0.44	HA	3.70	0.47	HA	3.75	0.44	HA
	4. The graphics are relevant to the overall concept of the paper	3.75	0.44	HA	3.75	0.44	HA	3.75	0.44	HA
	5. Supplementary design is added for visual illustration of the topic	3.70	0.47	HA	3.80	0.41	HA	3.70	0.47	HA
	Overall	3.72		HA	3.76		HA	3.73		HA

Table 2 infers that the level of acceptability the supplementary materials (EAPP Modules) in teaching selected topics in English Grammar in terms of Concept, Review, and Reaction with regards of Design and Organization are 3.72, 3.76 and 3.73 respectively with “*Highly Acceptable*” as verbal interpretation.

The table shows that the module in terms of the design and organization had all the necessary information essential illustrations that will be helpful in making the learning diverse and enjoyable.

Table 3. Level of acceptability the supplementary materials (EAPP Modules) in teaching selected topics in English Grammar in terms of Concept, Review, and Reaction with regards of Competencies to Develop Among Students

Supplementary Materials (EAPP Modules)		Selected Topics in English Grammar								
		Concept			Review			Reaction		
		Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
C o m p e t e n c i e s t o d e v e l	1. The module provides excellent evaluation of student's weaknesses or strengths; evaluative criteria are unique and interesting.	3.70	0.47	HA	3.80	0.41	HA	3.75	0.44	HA
	2. The module offers tasks that is based from the topic at hand	3.75	0.44	HA	3.70	0.47	HA	3.55	0.51	HA

op a m on g st ud en ts	3. The module has a variety of discourse to provide adequate discussion to the students	3.90	0.31	HA	3.70	0.47	HA	3.55	0.51	HA
	4. The discourse adheres to the goals and/or objective of the module	3.85	0.37	HA	3.85	0.37	HA	3.70	0.47	HA
	5. The set competencies are achievable and feasible in context of the module	3.85	0.37	HA	3.75	0.44	HA	3.65	0.49	HA
	Overall	3.81		HA	3.76		HA	3.64		HA

It can be gleaned from table 3, that the level of acceptability the supplementary materials (EAPP Modules) in teaching selected topics in English Grammar in terms of Concept, Review, and Reaction with regards of Competencies to develop among students are 3.81, 3.76 and 3.64 respectively with “*Highly Acceptable*” as verbal interpretation.

Based from the result of the assessment, the module was carefully designed to make sure that all the needed competencies are achieved that is aligned to the goal of the topics included.

Table 4. Level of Acceptability the Supplementary Materials (EAPP Modules) in Teaching Selected Topics in English Grammar in terms of Concept, Review, and Reaction with regards of Learning Tasks

Supplementary Materials (EAPP Modules)		Selected Topics in English Grammar								
		Concept			Review			Reaction		
		Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
L e a r n i n g T a s k s	1. Learning tasks are creative to engage pedagogical discourse (e.g., places it in interesting context or compares / contrasts with other relevant texts).	3.85	0.37	HA	3.80	0.41	HA	3.70	0.47	HA
	2. Discourse are put in meaningful context when discussing the topic.	3.80	0.41	HA	3.70	0.47	HA	3.75	0.44	HA
	3. Examples are contextualized to have relevance to the students	3.75	0.44	HA	3.75	0.44	HA	3.70	0.47	HA
	4. Tasks are supported with references and additional reading materials	3.80	0.41	HA	3.85	0.37	HA	3.75	0.44	HA
	5. The module is focused on actualization and application rather than long narrative discussion	3.80	0.41	HA	3.90	0.31	HA	3.75	0.44	HA
	Overall	3.80		HA	3.80		HA	3.73		HA

It can be gleaned from table 4, that the level of acceptability the supplementary materials (EAPP Modules) in teaching selected topics in English Grammar in terms of Concept, Review, and Reaction with

regards of Learning Tasks are 3.80, 3.80 and 3.73 respectively with “*Highly Acceptable*” as verbal interpretation.

The tasks included in the module is all within the limit of what the goal of the topic set. This shows that the module is able to assess the students with actualization and application with the aid of credible and reliable sources.

Table 5. Level of Acceptability the Supplementary Materials (EAPP Modules) in Teaching Selected Topics in English Grammar in terms of Concept, Review, and Reaction with regards of Assessment/Exercise

Supplementary Materials (EAPP Modules)		Selected Topics in English Grammar								
		Concept			Review			Reaction		
		Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
Assessment / Exercise	1. The assessments exhibit clarity, complexity, perceptiveness, originality, and depth of thought about the topic.	3.75	0.44	HA	3.80	0.41	HA	3.80	0.41	HA
	2. Exercises properly gauge the extent of knowledge of the students in relation to the topic	3.85	0.37	HA	3.85	0.37	HA	3.60	0.50	HA
	3. There are given rubrics and/or criteria for peer and/or individual assessment	3.75	0.44	HA	3.70	0.47	HA	3.75	0.44	HA
	4. The set parameter of the exercises assesses the goals and/objective of the topic	3.70	0.47	HA	3.80	0.41	HA	3.85	0.37	HA
	5. There are a variety of assessment and exercises that makes the evaluation dynamic	3.85	0.37	HA	3.85	0.37	HA	3.80	0.41	HA
	Overall	3.78		HA	3.80		HA	3.76		HA

Table 5, that the level of acceptability the supplementary materials (EAPP Modules) in teaching selected topics in English Grammar in terms of Concept, Review, and Reaction with regards of Assessment/Exercise are 3.78, 3.80 and 3.76 respectively with “*Highly Acceptable*” as verbal interpretation.

The result illustrates that the assessments and exercises included were able to evaluate the progress and knowledge of the students.

Table 6. Level of Student's Achievement in terms of Pre-Test

Level of Student's Achievement	Frequency (f)	Percentage (%)	Verbal Interpretation
41 - 50	1	0.74 %	Outstanding

31 - 40	33	24.26 %	Very Satisfactory
21 - 30	97	71.32 %	Satisfactory
11 - 20	5	3.67 %	Fairly Satisfactory
1 - 10	0	0 %	Did Not Meet Expectations
Total	N=136	100 %	Satisfactory

Mean =27.90 SD=4.40

It was found out that most of the respondents belong to bracket 21 -30, which represented by ninety-seven (97) or seventy-one-point thirty-two (71.32 %) percent of the population was Satisfactory. Followed by 31-40 which comprise of thirty-three (33) or twenty-four-point twenty-six (24.26%) percent Very Satisfactory. The third range of the respondent belongs 11-20 bracket which consists of five (5) or three-point-sixty-seven (3.67%) percent Fairly Satisfactory. It also depicts that there was one (1) or zero-point-seventy-four percent (0.74%) fell under Outstanding.

It can be gleaned from table 6, (see previous page) that the level of Student's Achievement in terms of Pre-test is 27.90 with "Satisfactory" as verbal interpretation. The standard deviation of 4.40 indicates that the level of Student's Achievement in terms of Pre-test is homogeneous.

This illustrates that most of the respondents were somewhat knowledgeable of the topics however they are not yet fully aware of the context of the discussion.

Table 7. Level of Student's Achievement in terms of Post Test

Level of Student's Achievement	Frequency (f)	Percentage (%)	Verbal Interpretation
41 - 50	39	28.68 %	Outstanding
31 - 40	73	53.67 %	Very Satisfactory
21 - 30	22	16.17 %	Satisfactory
11 - 20	2	1.47 %	Fairly Satisfactory
1 - 10	0	0 %	Did Not Meet Expectations
Total	N=136	100 %	Satisfactory

Mean =35.45 SD=5.55

Table 7 illustrates the students' achievement in terms of Post-test. The results are as follows: seventy-three (73) or fifty-three-point sixty-seven (53.67%) percent are under Very Satisfactory which

was in the range of 31-40. Next, thirty-nine (39) or twenty-eight-point sixty-eight (28.68 %) percent are under the range of 41-50 which is interpreted as Outstanding. Twenty-two (22) or sixteen-point seventeen (16.17 %) percent are under the 21-30 range which was interpreted as Satisfactory. Lastly, two (2) or one point forty-seven (1.47%) percent were Fairly Satisfactory having the score range of 11-20.

The table shows that the level of Student's Achievement in terms of Post-test is 35.45 with "Satisfactory" as verbal interpretation. The standard deviation of 5.55 indicates that the level of Student's Achievement in terms of Pre-test is homogeneous.

Although the overall result is similar to the pre-test, it can be inferred that the post test was relatively better as the majority of students were able to achieve a Very Satisfactory and Outstanding placement.

Table 9. Level of Student's Achievement of the in terms of Pre-test and Post-test of the Two Group of respondents according to Strand in terms of ABM

Student's Achievement	Mean	Standard Deviation	Mean Difference	Computed t-value	Critical t-value	Verbal Interpretation
Pre-Test	27.90	4.40	7.55	13.53	1.66	Significant
Posttest	35.45	5.55				

It can be seen from the above that there is a significant difference between the Pre-test and Post-test of the students.

The mean difference of 7.55; the computed t-value of 13.53 respectively at a critical value of 1.66 are all verbally interpreted as "Significant".

Table 11. Significant Difference between the Student's Achievement in terms of Pre-Test and Post Test of the Two Group of respondents according to Strand

Group of Respondents According to Strand	Student's Achievement	Mean	Standard Deviation	Mean Difference	Computed t-value	Critical t-value	VI
ABM	Pre-Test	27.03	4.26	8.76	9.013	1.69	S
	Posttest	35.79	5.45				
STEM	Pre-Test	28.25	4.42	7.06	10.47084	1.66	S
	Posttest	35.31	5.60				

It can be seen from the above table that there is a significant difference on the Pre-test and Post-test of the students according to their strand.

The mean difference of 8.76, 7.06; the computed t-value 9.013, 10.47084 respectively at a critical value of 1.69 and 1.66 are all verbally interpreted as "Significant".

CONCLUSION

Based from the gathered data, the respondents realize and acknowledges the acceptability level of the supplementary material (EAPP Modules) in teaching selected topics in English Grammar is anchored through the data that shows the subject specialist rated the module as Highly Acceptable; as well as the students having a Satisfactory rating.

The research further reveals that there was a significant difference between the Student's Achievement in terms of Pre-Test and Post Test.

Therefore, the hypotheses "there is no significant difference in the achievement of the students in terms of: Pre-test and Post-test" and "there is no significant difference on the pre-test and post-test of the students when grouped according to strand" are both rejected.

RECOMMENDATIONS

Based from the findings and conclusions, the following are recommended:

1. Teachers of EAPP, specifically those who are teaching Concept Paper, Review Paper, and Reaction Paper Writing may utilize the current module as it was seen as acceptable.
2. English teachers may utilize the module as a supplementary material in teaching techniques in writing different kinds of papers.
3. Schools may use the current module as an alternative learning method for students specially those who may have difficulty in learning the selected topics.
4. Curriculum developers may use the modules as a basis to progress a more effective and efficient pedagogy promoting autonomous learning for the students.
5. Future researchers may use the current study as a blueprint to further advance and develop the modular modality of learning.

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