

Development and Evaluation of Lesson Exemplars for English 9, Focused on Social, Moral, and Economic Issues

Wendel B. Perdible

webe.perdible.au@phinmaed.com

Graduate School, PHINMA Araullo University, Cabanatuan City, 3100, Philippines

Abstract

This study developed and evaluated ten lesson exemplars for English 9 focused on social, moral, and economic issues. The developmental method of research was employed. The exemplars were designed to align with the Most Essential Learning Competencies (MELCs) and to integrate real-world issues to develop language skills, critical thinking, and social responsibility. The respondents were fourteen Grade 9 English teachers and six expert-evaluators, composed of Head Teachers and Master Teachers in English, from Guimba East and West Districts, Division of Nueva Ecija. A researcher-adapted evaluation tool was used to assess the exemplars in terms of alignment with curriculum and standards, lesson design and structure, pedagogical effectiveness, and assessment. Weighted mean was used to determine the level of acceptability, and Analysis of Variance (ANOVA) was used to test for a significant difference. Findings revealed that both teacher-evaluators and expert-evaluators rated the developed lesson exemplars as "Very Satisfactory" across all four criteria, with the highest ratings obtained in lesson design and structure. There was no significant difference in the evaluations of the two groups, indicating strong consensus on the quality, relevance, and usability of the materials. Evaluators recommended enhancing curriculum transparency by adding MELC codes, strengthening differentiation for diverse learners, and varying assessment methods. The study concludes that the developed English 9 lesson exemplars are valid, reliable, and ready for classroom implementation as contextualized instructional resources.

Due to length constraints and DepEd formatting differences, the full set of ten developed lesson exemplars is not appended in this article but is available from the corresponding author at webe.perdible.au@phinmaed.com upon reasonable request.

Keywords: Developed lesson exemplars; English 9; MELCs; social issues; moral issues; economic issues; contextualized instruction; developmental research

1. Introduction

Teaching and learning improve when schools have adequate resources, prompting education authorities to strategically allocate those resources to support low-performing schools and raise student competencies (UNESCO, 2016). This can be achieved through instructional material development and equitable resource distribution.

The development of instructional materials is a critical aspect of education. It requires a thorough understanding of the subject matter, pedagogy, and learners' needs and preferences. Thus, it is important to develop and provide instructional materials that will guide and help teachers in the educational process. There are different forms of instructional materials, and a lesson exemplar is one of them. Lesson exemplars serve as a guide for educators, providing a structured, detailed plan on how to approach specific topics. They are developed based on educational standards and learning objectives, ensuring that the content is both relevant and engaging for students.

The Philippine educational system follows the K-12 curriculum guide of the Department of Education (DepEd), but due to the COVID-19 pandemic, it was streamlined into the Most Essential Learning Competencies (MELCs). The COVID-19 pandemic brought many challenges in the delivery of instruction (Olleras et al., 2022). Thus, as a response to difficulties in attaining learning competencies, educators were instructed to consult the most important topics when developing materials (Cabello et al., 2022). The development of MELCs-based lesson exemplars in English will guide English language teachers in helping students achieve the expected learning competencies.

Lesson exemplars in English, particularly those focusing on social, moral, and economic issues, are a crucial aspect of modern education. These lesson exemplars aim to equip students with a comprehensive understanding of the complexities of these issues, fostering critical thinking, empathy, and decision-making. The focus on social, moral, and economic issues allows students to explore these topics in depth, encouraging them to apply their English language skills in discussing, debating, and writing about these issues.

The evaluation of these lesson exemplars is likewise significant. Through systematic evaluation, educators can assess the effectiveness of these lessons and make necessary adjustments to improve student learning outcomes. This involves assessing students' comprehension, engagement, and application of the knowledge gained.

In the context of English, these lesson exemplars not only enhance students' language skills but also their understanding of the world around them. By focusing on social, moral, and economic issues, students are given the opportunity to engage with real-world problems, enhancing their critical thinking skills and fostering a sense of social responsibility.

Overall, the development and evaluation of such lesson exemplars play a vital role in shaping a more informed, empathetic, and socially conscious generation. Thus, the researcher, as an English teacher currently handling English 9, developed ten lesson exemplars focused on social, moral, and economic issues. Moreover, these lesson exemplars were evaluated by fourteen Grade 9 English teachers and six expert-evaluators (English Department Head Teachers and Master Teachers) of Guimba East and West District. The findings of the study served as an opportunity for English teachers to pattern their instruction after the newly developed MELCs-based lesson exemplars.

2. Method

2.1 Research Design

The developmental research method was used in this study. It was defined as an interactive, cyclic process of development and research, in which the theoretical ideas of the designer fed the development of materials that were tested in the classroom, eventually leading to theoretically and empirically founded materials for the learning process of the developer's instruction theory (Ibrahim, 2016). The output of this research was the developed lesson exemplars that passed the Evaluation.

2.2 Participants and Locale

The participants were the fourteen English 9 teachers and six expert-evaluators (English Department Head Teachers and Master Teachers) of the schools in Guimba East and West District, Division of Nueva Ecija. Purposive sampling was used. The study was conducted in Guimba East and West District, Division of Nueva Ecija, Municipality of Guimba, Province of Nueva Ecija.

Table 1. Distribution of the Participants

Schools	Teachers	Experts
Bartolome Sangalang NHS	3	2
Triala NHS	2	2
San Andres HS	1	
Manacsac HS	1	
Nagpandayan HS	1	
San Bernardino IS	1	
Bunol IS	1	
Galvan NHS	1	2
Pacac HS	1	
Maybubon IS	1	
Macatcatuit HS	1	

2.3 Materials and Instrumentation

The instrument used in this study was the Researcher-Adapted Evaluation Tool for Lesson Exemplars, adapted from the Department of Education's Evaluation Rating Sheet for Locally Developed Learning Resources (DepEd, 2021, DM No. 167, s. 2021). It was used to assess the developed lesson exemplars in terms of (1) Alignment with Curriculum and Standards, (2) Lesson Design and Structure, (3) Pedagogical Effectiveness, and (4) Assessment. The tool consisted of three parts: Part I — demographic profile of the respondents; Part II — a four-point rating scale for the four criteria; and Part III — an open-ended section for comments and suggestions. This evaluation tool enabled the researcher to gather feedback from the evaluators, which was used to refine and improve the developed lesson exemplars.

2.4 Data Collection and Analysis

Ethical considerations were observed. A letter was sent to the Schools Division Superintendent of Nueva Ecija to seek permission. Voluntary participation with informed consent forms was ensured. Questionnaires were personally administered. Confidentiality and anonymity were maintained. Data were analyzed using weighted mean for evaluation ratings and Analysis of Variance (ANOVA) at alpha 0.05 to test significant difference between teacher and expert evaluations.

3. Results and Discussion

3.1 Development of Lesson Exemplars

Planning: The development was based on researcher's experience as English 9 teacher and lack of MELCs-based contextualized materials. The need to integrate social, moral, and economic issues was identified. Development: Each exemplar was designed to link specific English 9 competency to relevant issue. The exemplars were reviewed by fourteen teacher-evaluators and six expert-evaluators. Revision: Based on feedback, MELC code was added in objectives, scaffolding activities were enhanced, and strong final message was included.

3.2 Evaluation of Lesson Exemplars

Table 2 shows the summary of evaluations. Both groups rated the materials Very Satisfactory across four criteria: Alignment with Curriculum and Standards (WM=3.84 teachers, 3.90 experts), Lesson Design and Structure (WM=3.87 teachers, 3.97 experts), Pedagogical Effectiveness (WM=3.84 teachers, 3.90 experts), and Assessment (WM=3.81 teachers, 3.87 experts), with overall average of 3.84 for teachers and 3.91 for experts.

Table 2. Teachers and Experts' Evaluation Summary

Criteria	Teachers WM	Experts WM	Interpretation
Alignment with Curriculum and Standards	3.84	3.90	Very Satisfactory
Lesson Design and Structure	3.87	3.97	Very Satisfactory
Pedagogical Effectiveness	3.84	3.90	Very Satisfactory
Assessment	3.81	3.87	Very Satisfactory
Overall Average	3.84	3.91	Very Satisfactory

3.3 Significant Difference Between Evaluations

Table 3 presents the ANOVA results comparing teacher and expert evaluations.

Table 3. Statistical Comparison Using ANOVA

Criteria	F	Sig.	Interpretation
Alignment with Curriculum and Standards	0.245	0.643	Not Significant
Lesson Design and Structure	0.582	0.487	Not Significant
Pedagogical Effectiveness	0.734	0.345	Not Significant
Assessment	0.723	0.398	Not Significant

ANOVA reveals no significant difference between the evaluations of teachers and experts across all criteria ($p > 0.05$). Significance values are as follows: Alignment with Curriculum and Standards (0.643), Lesson Design and Structure (0.487), Pedagogical Effectiveness (0.345), and Assessment (0.398). This indicates strong consensus on quality and validity of the developed materials.

4. Conclusion and Recommendations

4.1 Conclusion

1. The study successfully developed comprehensive English 9 lesson exemplars on social, moral, and economic issues through systematic planning, development, evaluation, and revision, ensuring alignment with curriculum standards and responsiveness to learner needs.
2. The lesson exemplars were confirmed to be of high quality and effectiveness, as evidenced by the "Very Satisfactory" ratings received across all four established criteria: Alignment with Curriculum and Standards, Lesson Design and Structure, Pedagogical Effectiveness, and Assessment.
3. There was no statistically significant difference between the evaluations of the teacher-evaluators and expert-evaluators, demonstrating a strong consensus on the quality and validity of the developed materials.
4. Based on the evaluators' constructive feedback, the lesson exemplars were revised and finalized through improved differentiation, increased curriculum transparency, and strengthened thematic messaging, making them ready for classroom implementation.

4.2 Recommendation

1. It is recommended that these quality-assured English 9 lesson exemplars be adopted and disseminated in the Guimba East and West Districts. The developmental methodology should also be documented and shared as a model for future curriculum development.
2. Given the confirmed high quality and effectiveness of the lesson exemplars, it is recommended that this pedagogical approach of integrating real-world social, moral, and economic issues be expanded. This proven framework should inform future curriculum development across all grade levels and subjects to foster broader critical thinking and civic engagement among students.
3. Given the consistent and equally positive perception from both English 9 teacher-evaluators and expert-evaluators on all aspects, these robust and high-quality lesson exemplars are recommended for broader adoption, integration into teacher training, and replication across subjects to promote educational excellence.
4. Since the evaluators' suggestions were followed and the necessary revisions have been made, the English 9 lesson exemplars are now finalized and quality-assured. It is therefore recommended that these exemplars be utilized and disseminated in schools under Guimba East and West District as ready-to-use instructional resources.

Acknowledgements

The author expresses deepest gratitude to PHINMA Araullo University Graduate School, Schools Division of Nueva Ecija, Guimba East and West District evaluators, principals, supervisors, and family for their unwavering support, guidance, and encouragement that made the completion of this study possible.

References

- Anthony, B., & Andala, H. O. (2023). Effect of instructional materials utilization on students' academic performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(1), 1-10.
- Balinario, J. (2021). Challenges in preparing K-12 learning resources during the pandemic. *Philippine Journal of Education*, 95(2), 45-52.
- Cabello, M. J., et al. (2022). Challenges in the delivery of instruction during the COVID-19 pandemic. *Journal of Education and Human Development*, 11(2), 23-34.
- CASEL. (2020). CASEL's SEL framework: What are the core competence areas and where are they promoted? <https://casel.org/sel-framework/>
- Department of Education. (2021). DM No. 167, s. 2021 – Guidelines on the evaluation of locally developed learning resources. DepEd Philippines.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. <https://doi.org/10.1080/10888691.2018.1537791>

- Ibrahim, A. M. (2016). The use of developmental research in the production of a research-based learning model. *Jurnal Pendidikan Biologi*, 7(2), 1-8.
- Kabilito, I. J. (2024). The influence of instructional materials on students' academic achievement. *Research Invention Journal of Law, Communication and Languages*, 3(2), 1-6.
- Kaufman, J. H., Tosh, K., & Mattox, T. (2020). Are U.S. teachers using high-quality instructional materials? RAND Corporation. https://www.rand.org/pubs/research_reports/RR2575z11-1.html
- Olleras, J. C., et al. (2022). COVID-19 pandemic and education. *Journal of Educational Research*, 10(1), 12-20.
- Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.
- Ratnawati, E., et al. (2020). Development and evaluation of lesson exemplars. *Journal of Educational Research*, 8(3), 112-120.
- Republic Act No. 10533. (2013). Enhanced Basic Education Act of 2013. *Official Gazette*. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- UNESCO. (2016). Education 2030: Incheon Declaration and Framework for Action. <https://unesdoc.unesco.org/ark:/48223/pf0000245656>
- Wang, Y., et al. (2021). Authentic learning and real-world contexts in the classroom. *Journal of Educational Psychology*, 113(4), 678-690.