

Development and Validation of a Self-Paced Learning Module in English 9 (Preparation and Development of Language Learning Materials)

Sandy Jessie Lynn B. Leobrera

^a sandyjessielynn.leobrera@lspu.edu.ph

College of Teacher Education, LSPU Siniloan Campus, L. De Leon Street Siniloan Laguna, 4019, Philippines

Abstract

This study aims to determine the validity of the developed self-paced learning module in English 9 (Preparation and Development of Language Learning Materials) as evaluated by the University Cluster Curriculum Review Committee (UCCRC) in one State University. The study uses the developmental-evaluative approach that focuses on the evaluation given by the curriculum review committee. A total of five (5) evaluators checked and verified the developed self-paced learning module using the university criteria for evaluating instructional materials at the university where the study was conducted. The evaluators were purposively chosen since they are part of the review committee of the university and likewise agreed that the evaluation would be used for this research. The developed and validated self-paced learning module is set for utilization by students enrolled in English 9 in the next academic year. Based on the results, the four parameters (Organization and Presentation, Assessment, Inclusivity and Gender Sensitivity, and Intellectual Property and Data Privacy Act) have been satisfied by the developed module, with a range from Satisfactory (2.6) to Very Satisfactory (3.9). This means that the developed materials can be utilized for teaching English 9 to future Language teachers.

Keywords: Self-paced Learning Module, Preparation and Development, Language Learning Materials

1. Introduction

The quality of instructional materials plays a fundamental role in shaping meaningful, accessible, and learner-centered educational experiences. In contemporary education, learning materials are no longer viewed merely as supplementary resources but as essential components of the teaching-learning process that provide structure, guide learners through content, facilitate engagement, and support the achievement of intended learning outcomes. This is particularly relevant in language education, where learners are expected to develop not only knowledge of language concepts but also the ability to apply such knowledge in authentic communication and learning contexts. Consequently, the development of well-organized, interactive, and learner-responsive instructional materials has become increasingly important in ensuring that learning experiences remain purposeful and responsive to diverse learner needs. The effectiveness of instructional materials is at the heart of meaningful learning experiences. More than simply supporting classroom instruction, they serve as vital tools that help organize content, guide learners through the learning process, encourage active engagement, and facilitate the achievement of intended learning outcomes. In today's educational landscape, where learners come from diverse backgrounds and possess varying needs and learning styles, the importance of well-designed and learner-centered materials has become even more evident. This is especially true in language education, where students are expected not only to understand language concepts but also to use them effectively in real-life communication and learning situations. As a result, developing instructional materials that are engaging, interactive, and responsive to learners' needs has become essential in creating purposeful, inclusive, and meaningful learning experiences (Abria, et al., 2021; Nunan, 2013; Taufik, et al., 2019; & Tomlinson, 2011).

The development of instructional modules plays a pivotal role in the quality and effectiveness of teaching and learning (Natarajan & Charles, 2024). A self-paced learning module comprises a number of essential elements that direct the student through the learning process. The module's main component is the lesson content, which offers students clarifications, examples, pictures, videos, and other materials to help them comprehend the subject (Gueta & Janer, 2021; Lining 2025).

In teaching English to undergraduate students, one of the major courses focuses on Language Learning Materials Development. In this course, students are expected to develop the application of the principles, methods, and approaches of translation and adaptation of various texts (CMO 75 s., 2017). In this course, students will be trained on how to prepare and develop learning materials in language. For this reason, the researcher has moved to conduct a study as a ready reference for future researchers on developing instructional modules.

The following are the aims of the study: (1) to determine the level of validity of the developed self-paced learning module in English 9 (Preparation and Development of Language Learning Materials) as evaluated by the University Cluster Curriculum Review Committee (UCCRC) as to: Organization and presentation; Assessment; Inclusivity and gender sensitivity; and Intellectual property and data privacy act.; and (2) to test the significant difference in the level of validity of the developed self-paced learning module in English 9 (Preparation and Development of Language Learning Materials) as evaluated by the University Cluster Curriculum Review Committee (UCCRC) based on the following parameter: Organization and presentation; Assessment; Inclusivity and gender sensitivity; and Intellectual property and data privacy act.

This study tested the null hypothesis of no significant difference in the level of validity of the developed self-paced learning module in English 9 (Preparation and Development of Language Learning Materials) as evaluated by the University Cluster Curriculum Review Committee (UCCRC) based on the following parameter: Organization and presentation; Assessment; Inclusivity and gender sensitivity; and Intellectual property and data privacy act.

2. Methodology

This study adopts the developmental-evaluative approach that focuses on the evaluation of the developed module for future English teachers in the College of Teacher Education of one state university in the Philippines. This study is the first component of the project on the effectiveness of SLM in teaching teacher education courses. Data were gathered from the evaluation given by the University Cluster Curriculum Review Committee (UCCRC), which consists of the subject matter experts, lead experts, program coordinator, gender and development GAD unit, innovation and technology support office (ITSO), Dean, Curriculum and Instruction Development (recommending approval), and the Vice President for Academic Affairs (for approval) using the criteria for evaluating instructional materials of the university. To interpret the evaluation given, the following adjectival rating is given

Scale	Range	Description
4	3.50-4.00	Very Satisfactory
3	2.50-3.49	Satisfactory
2	1.50-2.49	Needs Improvement
1	1.00-1.49	Poor

After the evaluation of the Self-Paced Learning module, the researcher secured a certificate of utilization from the CID unit and further secured permission to conduct the study from the Office of the Dean of the

College. The study lasted one academic year before completion, starting from the development phase up to the final approval of the module.

The development process of the SLM adopts the first three stages of the ADDIE model (Analysis, Design, Development while the last two stages (Implementation and Evaluation) form part of the second phase of the study. ADDIE module is widely used in research concerning the development of instructional materials in Language (Surdyanto & Kurniawan, 2020)

The first stage is the Analysis: Since the researcher is also an English teacher, the SLM intends to support future language teachers in designing and developing their own language learning materials. In this stage, the researcher analyses the characteristics of the students who would be the beneficiaries of the SLM. In addition, the SLM needs to respond to the modalities implemented in the university.

The second stage is the Design: In this stage, to ensure alignment of the content, the researcher aligned the content of the self-paced learning module (SLM) with the approved learning program (syllabus) for English 9 (*Preparation and Development of Language Learning Materials*). There are 5 sub-modules under the SLM intended for one whole semester, as presented in Table 1.

Table 1. Components of the Developed Self-Paced Learning Module for English 9
(*Preparation and Development of Language Learning Materials*)

Module No.	Module Title	Week Number*
1	Introduction to Materials Development	2-3
2	Types and Uses of Instructional/Learning Materials	4-6
3	Formulation and Development of Learning Materials	7-8
4	Materials Evaluation and Adapting Materials	10-12
5	Developing Specific Types of Materials	13-17

**Note: Week 1 is the Course Introduction, including VMGO Dissemination, SDGs, and Course policy.*

Week 9 is the schedule of the midterm examination

Week 18 is the schedule of the final examination

The third stage is the Development stage: In this stage, the researcher is guided by the technical format of the university in crafting instructional materials. Since the SLM is crafted for students' utilization, the researcher adhered to the technical format adopted in the university. The last phase of this stage is the validation done by the University Cluster Curriculum Review Committee (UCCRC).

To analyze the gathered data, statistical treatment such as weighted mean (for the validation), Kruskal-Wallis Test (for testing the significant difference), and Post hoc analysis (for testing the individual pairing) were used. The alpha level of significance is set at 5%.

3. Results and Discussions

Development of Language Learning Materials) as to: Organization and presentation; Assessment; Inclusivity and gender sensitivity; and Intellectual property and data privacy act

Table 2 shows that the developed self-paced learning module obtained an overall weighted mean of 3.50, verbally interpreted as “Very Satisfactory.” This indicates that, as a whole, the evaluators considered the module to have a high level of validity based on the criteria used in the university. However, the results also demonstrate variation among the four dimensions, which is important for determining the specific strengths and areas requiring further enhancement.

The module obtained a weighted mean of 3.90, interpreted as Very Satisfactory, for organization and presentation. This is one of the highest ratings among the four dimensions. The finding indicates that the module possesses a strong structural and instructional foundation. In the context of self-paced learning, organization and presentation are particularly important because learners are expected to navigate instructional content with a considerable degree of independence. A well-organized module can provide learners with a logical pathway through the lessons, minimize confusion, and make learning tasks easier to accomplish without continuous teacher intervention. The 3.90 rating therefore suggests that the module's content organization, sequencing, and presentation are generally aligned with the expectations of a quality instructional material. From an educational perspective, this finding supports the module's potential usability as a structured learning resource for English 9. The high rating for Organization and Presentation (WM = 3.90) in the module is supported by literature emphasizing that logical sequencing and clear structural design are essential for autonomous learning.

Research demonstrates that well-structured self-paced materials reduce cognitive overload and enable learners to navigate content independently without requiring continuous teacher intervention. By providing guidelines for the selection of appropriate educational resources and encouraging student autonomy and self-management, instructional design plays a crucial strategic role in supporting self-directed learning (Santos, et al., 2024). Likewise, contextualized and localized English learning materials that are validated for content accuracy and relevance have been found to significantly improve students' performance and engagement, making lessons more straightforward to understand and relatable (Givera, 2023).

Assessment also received a weighted mean of 3.90, interpreted as Very Satisfactory. This finding suggests that the module provides adequate mechanisms for determining and monitoring learner progress. Assessment is particularly significant in a self-paced learning environment because students need opportunities to determine whether they have understood the lesson and whether they are ready to proceed to subsequent learning tasks. The equally high rating for assessment and organization and presentation suggests a degree of consistency between the structure of the module and its mechanisms for measuring learning. In instructional design, this is important because assessment becomes more meaningful when it is directly connected to the content, activities, and intended learning outcomes. The finding consequently suggests that the module is not merely a collection of learning materials but has been designed to incorporate assessment as an integral component of the learning process. This strengthens its potential usefulness for independent learning. The module's high rating in Assessment (WM = 3.90) reflects current research on constructive alignment in modular education.

According to the findings of Xiao and Yang (2019) students actively participate in formative assessment under the supervision of their teachers and seemed to be developing into self-regulated learners.

The module obtained a weighted mean of 3.60, interpreted as Very Satisfactory, for inclusivity and gender sensitivity. This result indicates that the module generally demonstrates sensitivity to diversity and equitable representation. In educational materials, inclusivity is important because instructional resources influence how learners perceive themselves, other people, and their participation in society. Learning materials should

therefore avoid discriminatory representations and should provide contexts in which learners from different backgrounds can identify themselves as valued participants in the learning process. The rating of 3.60 indicates that the module has successfully incorporated inclusivity and gender sensitivity as part of its instructional design. However, because this rating is lower than the ratings for organization and assessment, it may also suggest opportunities to strengthen the depth of representation. In particular, future revisions could focus on ensuring that examples, activities, illustrations, language, and learning contexts reflect diverse learner experiences rather than simply avoiding stereotypical representations. Thus, the finding may be interpreted as evidence that the module is generally inclusive but can still be made more contextually responsive to learner diversity. The evaluation for Inclusivity and Gender Sensitivity (WM = 3.60) indicates a strong baseline that still presents room for enhancement. Studies by Aguilar-Delavin (2022), Rebamonte and Gomez (2023), and Vizcarra-Garcia (2021) explain this pattern, noting that while instructional designers frequently succeed at eliminating overt gender bias and stereotypes, deeper contextual responsiveness—such as embedding diverse cultural backgrounds and varied lived experiences into examples—requires deliberate iteration.

The lowest rating was obtained by Intellectual Property and Data Privacy Act, with a weighted mean of 2.60, interpreted as Satisfactory. This is the most important developmental finding in Table 1. While the module obtained Very Satisfactory ratings in the other three dimensions, intellectual property and data privacy obtained a considerably lower rating. The result indicates that the module's instructional and pedagogical features are stronger than its provisions concerning intellectual property and data privacy. This distinction is particularly important in contemporary educational material development, where instructional resources frequently incorporate texts, illustrations, references, digital resources, and other materials produced by individuals or organizations.

A Satisfactory rating suggests that the module has addressed these concerns to some degree but may require additional refinement before it can be considered fully compliant with institutional expectations for instructional materials. In particular, the module should be carefully reviewed with regard to source attribution, originality, ownership, permissions, copyright, protection of teacher and student rights, and confidentiality of learner information. The overall weighted mean of 3.50, interpreted as Very Satisfactory, demonstrates that the developed self-paced learning module has achieved a generally high level of validity according to the UCCRC. The result provides evidence supporting the continued development and possible utilization of the module as an instructional resource for English 9. However, the overall mean should not obscure the differences among the four dimensions.

Table 2. Level of validity of the developed self-paced learning module in English 9 as to: Organization and presentation; Assessment; Inclusivity and gender sensitivity; and Intellectual property and data privacy act

Parameter	Weighted Mean	Verbal Interpretation
Organization and Presentation	3.90	Very Satisfactory
Assessment	3.90	Very Satisfactory
Inclusivity and Gender Sensitivity	3.60	Very Satisfactory
Intellectual Property and Data Privacy Act	2.60	Satisfactory
WM	3.50	Very Satisfactory

Difference in the level of validity of the developed self-paced learning module in English 9 (Preparation and Development of Language Learning Materials) based Organization and presentation, Assessment, Inclusivity and gender sensitivity, and Intellectual property and data privacy act

Table 3 and Figure 1 address the second research objective, which seeks to determine whether a significant difference exists in the validity ratings of the module across the four evaluation parameters. The analysis produced a Kruskal-Wallis value of 7.84 and a p-value of 0.05, with the table reporting the decision to reject the null hypothesis and interpreting the result as significant. This finding indicates that the four dimensions were not evaluated at exactly the same level by the evaluators. The statistical result is consistent with the descriptive pattern in Table 1, particularly the substantially lower rating for intellectual property and data privacy.

In practical educational terms, the finding suggests that the evaluators did not perceive organization, assessment, inclusivity, and intellectual property/data privacy as equally strong components of the module. Rather, the module demonstrates a differentiated quality profile, with its instructional and assessment components receiving stronger evaluations than its intellectual property and data privacy provisions.

Using the post hoc analysis the comparison between Intellectual Property and Inclusivity produced a p-value of 0.09, indicating no significant difference. Similarly, the comparisons between: Inclusivity and Assessment ($p = 0.47$), Inclusivity and Organization ($p = 0.47$), and Assessment and Organization ($p = 1.00$) were not significant. These findings indicate that the ratings for organization, assessment, and inclusivity were statistically comparable despite their different mean values. On the other hand, significant differences were found between: Intellectual Property and Assessment: ($p = 0.02$); and on Intellectual Property and Organization ($p = 0.02$). The findings therefore reinforce the conclusion that intellectual property and data privacy constitute the principal component that needs greater attention in the current version of the module.

Table 3. Difference in the level of validity of the developed self-paced learning module in English 9 (Preparation and Development of Language Learning Materials) as evaluated by the University Cluster Curriculum Review Committee (UCCRC) based on the following parameters: Organization and presentation; Assessment; Inclusivity and gender sensitivity; and Intellectual property and data privacy act.

Parameter	Mean	KW Value	p-value	Decision	Interpretation
Assessment	3.90	7.84	0.05	Reject H_0	Significant
Inclusivity	3.60				
Intellectual Property	2.60				
Organization	3.90				
Post Hoc Analysis (Sample 1-Sample 2)	Test Statistic	Std. Error	Std. Test Statistic	p-value	Interpretation
Intellectual Property-Inclusivity	5.60	3.30	1.70	0.09	Not Significant
Intellectual Property-Assessment	8.00	3.30	2.42	0.02	Significant
Intellectual Property-Organization	-8.00	3.30	-2.42	0.02	Significant
Inclusivity-Assessment	2.40	3.30	0.73	0.47	Not Significant
Inclusivity-Organization	-2.40	3.30	-0.73	0.47	Not Significant
Assessment-Organization	0.00	3.30	0.00	1.00	Not Significant

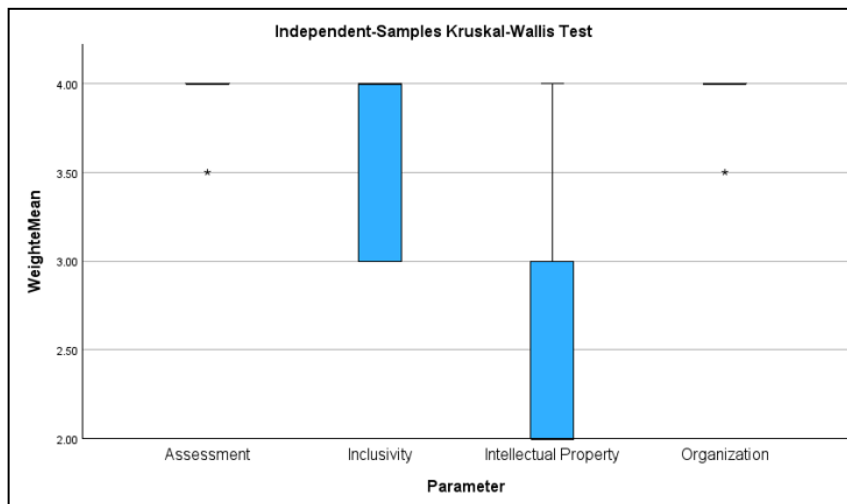


Figure 1. Post Hoc Analysis of the Significant Difference

4. Conclusion and Recommendations

The developed self-paced learning module demonstrates strong pedagogical validity, but its overall quality is constrained by comparatively weaker intellectual property and data privacy provisions. The findings demonstrate that effective instructional material development involves more than organizing content and designing assessment activities. A professionally developed learning module must integrate pedagogical quality, assessment validity, inclusivity, ethical responsibility, intellectual property protection, and data privacy into a coherent instructional product.

Consequently, the results provide empirical justification for recommending further refinement and revalidation, rather than treating the initial validation as the endpoint of development. This approach aligns with the principle that instructional materials should undergo continuous quality improvement based on systematic evidence from expert evaluation.

The findings of the study revealed that the developed Self-Paced Learning Module for English 9 (Preparation and Development of Language Learning Materials) passed the criteria for evaluation and can be utilized by the intended education students, subject to the *fair use guide*. However, since the SLM only meets the satisfactory level for the Intellectual Property and Data Privacy Act, necessary action is needed to further increase the level of validity in this parameter.

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