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Title	Development of a Thematic and Integrated Learning Unit for English IV
Year	2004
Program	Master of Arts in Education Major in Language Teaching

ABSTRACT

The core of reading and language teaching is the learning and assessment activities. Without a carefully planned lesson, language teaching will not be successful.

This project aimed to contribute to holistic and integrated reading instruction through the preparation of prototype instructional and assessment materials in reading and language teaching for fourth-year high school. The literacy learning package developed in this project uses a thematic approach and intends to supplement the reading and language textbooks currently used in Bayugan National Comprehensive High School (BNCHS).

The validation of the literacy package was aimed at answering the following questions: 1) are the reading selections in the literacy package appropriate for fourth-year high school students, in terms of readability level, intersterility, relevance, and value? 2) Are the learning and assessment activities in the learning package effective, as perceived by teachers' evaluators? Specifically: Do they clearly support the unit theme, goals, and objectives? Do they develop the strategic and metacognitive reading skills of students? Do they provide for diverse learning styles?

To make this project possible, the selections in this package were subjected to readability and reader interest measurement formulas. Using Fog Index, SMOGOMETER, and Cloze Test, the nine selections in this unit were found to be within the readability and interest levels of fourth-year high school students.

Students' responses to the Cloze test revealed that the chosen selection is generally moderate in terms of readability. Two selections, "Sleeping Child", and "Only Selfless Love" were found to be easy.

Based on the results of the "Expert" Observation Guide developed by Santos (1999), six (6) expert observers found the selections in the thematic unit to be both appealing and possess the standard qualification of a –

Using Teacher-Observation Checklist from SEDP (Secondary Education Development Project) Manual and Student Observation Checklist developed by the researcher, teachers, and student-observers found the learning and assessment activities in the package effective because they clearly support the unit theme, goals, and objectives, develop strategic and metacognitive reading skills of students, and provide for diverse learning styles.

The results of this study revealed further that the selections in the package are appropriate for fourth-year high school students; challenging but within the readability level of students, interesting and engaging; relevant and within the level of experience of the students. It was also found that the learning and assessment activities in the package are effective.

As a whole, this learning package showed that relevant reading selections plus interactive learning and assessment materials are important tools in getting students involved in the classroom and in developing them into critical, creative, and productive learners.