



Development and Validation of Teaching Guides for Text Structure Instruction

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Abstract: Reading has now acquired the title of the most pertinent skill in any academic endeavor. Results in the national achievement test manifested an alarming indication that reading with comprehension among students is necessary in the process of learning in all subject areas. Reading is an important skill that can be learned, hence it can be taught. As teachers, we look to the research in the hope of finding answers that will help our students develop and sustain their reading comprehension skills for the purpose of real and true reading. This study is an attempt to develop and validate teaching guides for text instruction in reading. The researcher designed and developed teaching guides based on the student's needs, interests and capabilities relevant to the concurrent curriculum. Experienced English teachers served as the validators of the teaching guides using Garcia's (2005) rating scale for the clarity of target to be evaluated. As a result, validators' comments and suggestions were taken into consideration and gave birth to these teaching guides as an academic tool that featured strategies that would tickle the playful and imaginative minds and feelings of students that are embedded within them. These teaching guides are composed of salient parts such as lesson number, title, objective, subject matter where topic, key concepts, reference materials and time allotment to carry over the lesson are found. Contained also in the guides is the evaluation to ensure acquisition of learning and assignment for student's advance knowledge and reinforcement.

Key Words: text structure ; comprehension; narrative; exposition

1. INTRODUCTION

In the rapid and dynamic change in the students' attitude towards reading, one statement remains true: students should be equipped with pertinent strategies to effect comprehension. Comprehension is the topmost objective of reading; in its absence, there is no actual reading but mere barking of letters forming words, phrases, and sentences. Unfortunately, many students seem to have poor or low comprehension of text and test in English.

The results of the National Achievement Test (NAT) manifested very poor performance of high school students, like the scores of the second year students of ABC National High School, Pasay City. Generally, the unsatisfactory results in NAT were attributed to poor reading comprehension. (Orencia 2009).

Many teachers complain that students do not read or do not understand what they have read (Miciano, 2007). One observation common in any reading classes or English classes especially in government public high school is that students demonstrate sluggish and fatigable attitude towards reading.

Reading is an important skill that can be learned. Hence, reading can be taught. Elementary school teachers perform their tasks of teaching their pupils the basic knowledge of reading. It is no doubt that elementary graduates can read; however, their skill in reading to achieve the desired comprehension, is still insufficient. In high school where the "reading to learn" stage happens, teachers are tasked with great responsibilities for the comprehension development of the students because the reading diet shifts now from literary to informational text. It is therefore necessary for teachers to provide assistance in order to promote and increase comprehension. The teachers' skills and knowledge in handling reading instruction are extremely important to achieve this goal.

Teaching is the primary job of teachers, and instructional materials are very much required to implement effective teaching. One of the instructional materials that teachers can use to facilitate learning is a guide that gives them a step by step procedure to follow so that they become effective and efficient in carrying out the objectives of the lesson.

The aim of this paper, which is to develop teaching guide for expository text reading instruction, is undertaken for the objectives already stated.

Reading is a complex process of reasoning and problem-solving, and comprehension is the ultimate objective of reading. It is the most pertinent ongoing activity of reading. In the absence of comprehension, how students understand and remember the text is beyond explanation. One problem students face in reading and comprehending is the lack of knowledge on text structure. Schema theory has already emphasized the role of students' prior knowledge in reading comprehension, and this includes knowledge on how authors organized their ideas, also known as rhetorical pattern or organizational pattern.

The identification of text structure aids the comprehension of the written text. Because of this, text structure instruction is a pertinent task a teacher could do to help students learn to be strategic and metacognitive readers.

The teaching of reading might be improved if teachers were more consciously aware of their reading strategies and activities in relation to the awareness and use of text structure for comprehension.

Koda (2003) and Irwin (1998) emphasized the value of text structure awareness for postering comprehension. They both agree to this idea, even as they recognize that reading is a complex process of actively constructing meaning while interacting with the text. They claim that the interaction is enhanced when students know the writer's pattern of organization, and this consequently makes students become engage in reading. Perhaps such engagement leads to improved comprehension, retention, and retrieval of information. This being the case, the teachers have to include a direct instruction on text structure. More importantly, they need support instructional materials to handle this kind of instruction, and the teaching guide developed in this study might be of great help to English teachers who are tasked to implement and carry out a reading instruction of this kind.

There are two general classifications of text (Koda, 2005) the exposition and the narrative. Narratives are most likely encountered in short stories, fairy tales, folk tales, fables, and legends. Narrative text is the kind of text that has the appeal to the readers' shared knowledge of the world. Exposition, the second type of text, is basically



informational in nature (Almasi, 2010). It conveys or communicates a variety of factual information. It involves lexical processes comprising three categories (Armstrong & Ambuster, 1991 as cited in Irwin, 1998): description, compare-contrast, and explanation. Description includes simple listings and definition with examples. Listings of facts are enumerated together with the definition with the corresponding examples explicitly discussed with the vivid examples to evoke visual-spatial thinking. On the other hand, compare-contrast and explanation are referred to as the sequence, cause-effect, problem-solution. One beneficial strategy used for texts of this category is Venn Diagram. Venn Diagram is composed of two or more circles overlapping at the center. Differences can be written in the non-overlapping sides of the circle, while similarities can be written on the overlapped part. They are usually written to persuade, to argue, to opine, to refute or just to react. The teacher can pose an activity by cooperative grouping, assigning one group to work on similarities, while the other will work on the differences. A description relationship gives more information about a topic by presenting attributes, specifics, explanations or setting. Based on this relationships the structure of the text is easily recognized. This give the reader a cue on what kind of structure is the text. Some signal words are used distinctively to specific structure (Almasi, 2010). Some are for example, comma , for instance are used for description / listings. Consequently, as a result, thereby are examples of cause- effect. However, by contrast and like are cue words for compare - contrast. First, next finally are some cue words for sequence. Agree/ disagree are most commonly used in persuasion-argumentation.

In the reading process, the reader engages in the act of reading by studying and analyzing the text to achieve comprehension.

Textually speaking, there are several factors that affect the interaction in reading the concepts, content, format, readability, organizational pattern, and purpose of the text. This study, however, emphasizes the text structure or organizational pattern only as one construct in the preparation of teaching support material to help teachers in conducting instruction aimed at improving comprehension of various text types and organizational pattern.

This could help readers be acquainted with the types of text structures. They could learn the different general and specific strategies for a

particular reading text, thus enhancing their academic performance in becoming strategic readers and finally boost their genuine love for reading. This could provide teachers the appropriate choice of teaching strategy to achieve reading comprehension among the students. Furthermore, activities and exercises suited to the students' capability, ability and interest could be integrated for more effective and productive learning. This could also benefit them achieve desirable and satisfactory results in NAT. This could also aid school in designing innovative and comprehensive program to attain government's vision of eradicating illiteracy in the entire country to produce globally effective and competitive students. Furthermore, this could help the school achieve better if not best results in NAT. This study could guide other researchers to review and modify existing strategies, activities and exercises in accordance to the capability, ability, and interest of the students. Other researchers may be able to navigate and introduce innovative strategies to promote comprehension.

2. METHODOLOGY

This study considered the use of the descriptive research most appropriate for the preparation, design, development and validation of teaching guides for text structure instruction.

In the use of the descriptive method, an evaluation using the rubric having parameter with rating scales in Garcia (2005) was used to determine the validity of the teaching guides. The rubric attempted to validate the teaching guides based on format and design, content, organization and presentation, and language and style.

Twelve English teachers of ABC School in the Division of A were the validators of the teaching guides. Of the twelve, five were Teachers I, three were Teachers II, three were contractual employees and one Master Teacher II.

Johnson's Model provided the method of research and procedure. The model had four phases namely: the Design phase, the Development phase, the Evaluation Phase, and the Dissemination Phase. This study labeled the four phases as: Needs Analysis, Writing the Teaching Guide, Evaluating / Validating the Teaching Guide and Revising and Writing the Final Draft. In the Needs analysis, the textbook used by target learners were surveyed to determine the most commonly used text structures of the passages. The graphic organizers appropriate for each text



structure were also surveyed and studied as part of the proposed teaching guide. Selections were gathered from the text materials available and are concurrently used in the present curriculum. The number of teaching guide lessons and the parts of the teaching guides were then finalized. The Teaching Guides were designed parallel to the prototype lesson guides used in the government high schools in the Division of A. Some modifications were made so that they would be more fun, comprehensive and functional. The functionality of the teaching guides means that the teachers could study the guides with ease and use them during their classroom instruction with no difficulty because each teaching guide contained the pertinent information to achieve the desired objective. Furthermore, these teaching guides were developed for they featured strategy that would tickle the playful and imaginative minds and feelings of students.

The teaching guides were prepared following the salient parts of a prototype lessons adapted in the public school. A letter asking permission to conduct the study was given to the principal who then forwarded it to the Schools Division superintendent for approval and accommodation.

After a week, the instruments for validation were retrieved, analyzed and interpreted. The strengths and weaknesses of the teaching guides were determined based on the results of validation. The teaching guides were then revised to incorporate the suggestions by the validators. Frequency and percentage distribution of teachers' responses were determined, analyzed and interpreted. The comments and suggestions were also considered as part of the qualitative feedback from the validators.

3. RESULTS AND DISCUSSION

As mentioned earlier, the study aimed to develop teaching guides for text structure instruction for the improvement of comprehension among sophomore high school students. The study focused on four objectives that served as the basis of the presentation of data.

Vacca and Vacca (1998) have already explained that the common patterns of content area texts were the same as those selected as topics of the teaching guides. They added that the shift in the reading diet from narration to informational text has to happen in the immediate level because of the curricular demands for the learning of the various disciplinary contents. The explanation for each is

already contained in the teaching guides as part of the teachers' input in helping the students understand the nature and the reading skill needed for the processing of the contents.

The teaching guides were then written with the following important elements in each lesson: preliminary, instruction, evaluation, and enhancement activities. The summary of the validation results is shown in table 1.

Table 1. *Frequency of Response and Percentage Of Rating Scale for Teaching Guide*

	A	B	C
1. FORMAT AND DESIGN			
The format of the teaching guide is easy to follow.	12-100%	0	0
2. CONTENT			
A. The reading texts are appropriate to the students.	11-92%	1-8%	0
B. The directions / explanations are clear and straightforward.	11-92%	1-8%	0
C. The target strategies are clearly demonstrated and explained.	10-83%	2-17%	0
D. The teaching guide contains sufficient opportunities to practice the strategies.	11-92%	1-8%	0
E. The teaching guide provides sufficient exercises to accomplish the goals set.	11-92%	1-8%	0
3. ORGANIZATION AND PRESENTATION			
A. The activities are sequenced in a logical order from relating to prior knowledge to independent mastery	12-100%	0	0



to awareness of the strategy.			
B. The teaching guide can easily be carried out.	12-100%	0	0
C. The target strategies are properly addressed by the activity.	12-100%	0	0
4. LANGUAGE AND STYLE			
A. The language used is within the students' level of understanding.	12-100%	0	0
B. The icons used are year level-appropriate.	12-100%	0	0
3. ORGANIZATION AND PRESENTATION			
A. The activities are sequenced in a logical order from relating to prior knowledge to independent mastery to awareness of the strategy.	12-100%	0	0

A- Well Met . Number and responses

B- Somewhat Met -Number and responses

C- Not Met Number and responses

The table indicates the overall result of validation from each component evaluated. All the twelve teachers or 100% agreed that the criterion on format and design was well met because these were easy to follow. With equal rating of well met by all validators or 100% were the criteria on organization and presentation and language and style. No other comments and suggestions were given on these perhaps because they saw that the teaching guide met their expectations and even went beyond what they hoped to have as support materials in their teaching for comprehension improvement.

However, the content received different ratings since not all evaluators agreed that the elements under this were well met. Although 11 validators or 92% agreed these were well met, one or 8% thought that this was just somewhat met. This means that a little improvement on these elements

were needed for it would help the teachers facilitate the learning to content smoothly and easily.

Likewise, there were four teachers or 70% who rated the statement 'The target strategies are clearly demonstrated and explained'. This element of the content got the lowest rating, yet it was still within the bounds of 'somewhat met'. These teachers perhaps were looking for the inclusion of strategy instruction, which was not the focus of the teaching guides. Nevertheless, perhaps they felt that the guide would give more varied and interesting had the strategies be made part of the design and content. With the ratings ranging from well met to somewhat met, the teaching guides received commendation. Consequently, no major revision was done. The content was added with more discussion input and clarified some instructions given for an improved expression of ideas and directions.

According to Ms A, the teaching guide could be used as a supplementary instructional material in the actual / real teaching lesson of the teachers. Mrs. B and Mr. C agreed to this idea by commenting that the material is a good reference in teaching reading, aside from the fact it is aligned and appropriate to the levels of thinking of the second year students. Ms D appreciated the activities which she said were geared to meet the students' needs. Furthermore, two thumbs up was given by Mr. E because according to him, the guides provided an avenue for creating a great concept where the researcher well emphasized the logical reasoning and were planned strategies and schema technique or theory.

The use of teaching guides was observed by two teachers, Mrs F and Mrs G. They were happy to have lessons that were well-prepared and easy to follow. 'It is very effective teaching guide for text structure instruction,' Mrs H noted.

However, there were some directions that seem vague to Mrs I who suggested a review and modifications to achieve clear directions. Ms J also suggested presenting the diagram in a more attractive form. Some typographical and sentence structure errors were also noted and there this part was revised. The photos utilized in the teaching guide have been noted by Mrs K to have been unique, attractive and authentic.

Finally, the teaching guides served as an inspiration to Mrs L who was encouraged to finish her graduate studies with the useful output of the teaching guides produced by the study.



4. CONCLUSIONS

This study developed and validated teaching guides for text structure instructions for second year students following Johnson's model of instructional materials development phases. for the research method and procedure.

The nature of text types commonly used by sophomore high school students range from narration to exposition, with expository and/ or informational text having the following text structures: sequence, comparison-contrast, cause-effect, problem-solution, and argumentation or persuasion.

The teaching support materials were based on the text structures identified which became the topics of the lessons of the teaching guides. The teaching guides had four major components that served as their unique features for each lesson. These components or elements of the teaching guides were the preliminary information, direct instruction, evaluation , and enhancement activities. The content part of the teaching guides needed improvement on giving clear and straightforward instructions, incorporating varied strategies for practice, and achieving the goal set. These comments served as the basis for minor revisions of the teaching guides. Al other elements of the teaching guides were well met and well received by almost all English teachers who served as validators.

Based on the findings of the study, the following conclusions were drawn: the text types of textbooks intended for high school students were heavy on informational or expository readings. The shift in the reading diet from narrative to informative texts has to prepare the students on how to engage in such types of materials and maximize the learning gained from various content areas. The teaching guides provide the teachers with a teaching support that addresses not only the manner of instruction but also the content of instruction for improved comprehension of informational text. The use of teaching guides in actual classroom instruction helps teachers to become more prepared and better informed about the what and the why of their instructions.

Based on the results and conclusion drawn, the following are offered as recommendations:

Try the use of teaching guides for the students' acquisition of text structure knowledge and strategies. Include the teaching guides on text structure instructions during reviews for National

Achievement Test (NAT) and other tests to develop strategic readers. Modify the existing strategies, activities and exercises in accordance to the capability and interest of the students. Other researchers may be able to discover and introduce innovative strategies to produce comprehension. Prepare the same teaching guides in Filipino for content areas written in the said language for parallel development of skills in English and Filipino.

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