

**GENDER-BASED ANALYSIS OF ENGLISH GRADE 9 INSTRUCTIONAL  
MATERIAL AND ITS SENSITIVITY TO SEXIST LANGUAGE**

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## **DEDICATION**

This piece of work is solely dedicated to those **who gave me the strength** that I needed  
to make this study possible. This success is for **all of you!**

RMBJ

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**ABSTRACT**

Title: Gender-Based Analysis of English Grade 9 Instructional Material and Its Sensitivity to Sexist Language

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Keywords: Gender-based materials, sexist language, contextualization and localization

This study aimed to analyze the gender sensitivity of English grade 9 material through evaluation of texts and pictorial presentations. In addition, it modified the grade 9 material tasks through localization and contextualization of the investigated gender-insensitive texts and pictures. This assessed as well, the acceptability of the modified grade 9 English material as to content, relevance, authenticity, appeal to target users, and gender sensitivity. Gender analysis was employed through content evaluation. The descriptive method of research was utilized in this study that made use of the adapted survey-questionnaire and results undergone quantitative interpretation. Respondents were 30 English teachers from different public schools in Laguna. Teachers were chosen purposively to answer the questionnaire used to test the acceptability of the modified tasks. It was realized that the modified English Grade 9 material is highly acceptable with respect to its content (3.51), relevance (3.39), authenticity (3.49), appeal to target users (3.42), and gender and language sensitivity (3.89). Lastly, the need to investigate the instructional material in terms of its gender and language sensitivity is one way to ensure the equality of handing instructions to the learners.

## **Chapter I**

### **INTRODUCTION**

K to 12 curriculum brought vast changes in the educational system of the country. Many controversies arise from the preparedness of educational system to the adequacy of the resources to be used. Alongside with this are the modifications and changes in the learning materials that the students need to use in junior and senior high school.

Among these issues is gender sensitivity occurring in learning materials. Amerian and Esmaili (2014) perceived that designing and developing textbook needs consideration of a vast variety of factors, for example, age, ethnicity, class, gender, ability levels, or purposes of the curriculum. There is no doubt that examining any textbook may reveal the pattern through which the content of the textbooks were being included or even excluded regarding any particular factor.

Subsequently, there is another topic that gave rise to equally important issue. The logical conclusion of this controversy paved the way to another problem which is the manifestation of sexist language used in the learning materials.

According to Bombani (2015), learning materials have too often been the typical examples of insensitive use of language and role modeling. Amerian and Esmaili (2014) mentioned in their studies that Gershuny (2012) argued that the textbooks are supposed to instruct some disciplines, but these textbooks, in effect, convey secondary information that is "gender roles and social values". Accordingly, textbooks, not only instruct some information; but they also play a crucial role in transmitting gender roles and social values to students.

Thus, the concern of this paper is to draw attention to concerns relating to gender sensitivity and use of the sexist language and to suggest ways of modifying the learning materials in order to make it gender-sensitive and how bias can be avoided in the use of sexist language by suggesting some alternatives.

### **Background of the Study**

Stein et al. (2001) stated that better design of instructional materials has a positive impact on low performing students. The quality of instructional designs may be improved to a large extent when considering the design principles being used. For this reason, one could say that one of the most important steps in teaching is deliberately designing the instructional methods and materials.

Accordingly, Kintanar (2014) posited familiar examples of sexism in the English language and these were found in the use of pronouns, particularly the pronoun he and of the generic masculine man to denote human beings of both sexes; the use of suffixes such as –ess (e.g. authoress, poetess) which has the effect of diminution and, it follows of, trivialization; the use of names and titles for women that define them not in their own right but in relation to men.

Since students are into social media and other mode of communications, demand for gender equality is more heard by the society. As far as the observations of researcher is concerned and during the field study with grade 9 class, there are some pictures and reading texts which are less gender sensitive and also part of it still makes use of sexist language and adhere to male dominant viewpoint. Because of this, the researcher tried to analyze and evaluate the grade 9 learning material.

In the academe, most of the instructional material such as textbook is not gender sensitive. For example, in Turkey, it has been found that ineffective features are present in instructional materials. According to Bakaç and Kesercioğlu (2000) the language of the instructional material is not clear and understandable, and resources do not include new technologies and developments. As well, the materials are not sufficient in terms of visual items such as graphics, pictures and figures.

Recently, the Department of Science and Technology-Science Education Institute launched their gender responsive pedagogy for secondary science. It is a project in which teachers are trained to become gender sensitive and use a gender responsive pedagogy.

Perhaps, it is not only the science subject that needs to apply gender sensitivity pedagogy but also in English and all fields. It is the responsibility of the teachers to identify, analyze and determine if the instructional materials they are using are gender sensible and sensitive to sexist language so that they are aware of gender equality. In line with this, the researcher would like to investigate the English grade 9 material as to gender and sexist language responsiveness.

### **Objectives of the Study**

The main objective of the study was to conduct gender-based analysis of English grade 9 learning material and find out its sensitivity to sexist language.

Specifically this sought to attain the following objectives:

1. Analyze gender sensitivity of English grade 9 material through evaluation of texts and pictorial presentations.
2. Modify the grade 9 material for gender sensitivity through:

2.1 Localization

2.2 Contextualization

3. Assess the acceptability of the modified English grade 9 material as to:

3.1 Content

3.2 Relevance

3.3 Authenticity

3.4 Gender sensitivity

3.5 Appeal to target users

### **Significance of the Study**

The basic premise of this study was to execute gender based multimodal analysis of the English grade 9 learning material. This research will be beneficial specifically to students, teachers, administrators, learning materials developers, and future researchers.

**Students.** The outcome of the study will provide a valuable impact to the students to be encouraged to reflect on themselves as males and females with varied but equal roles in society through acceptable gender-based learning materials. They might not only learn knowledge, skills and attitude required in English 9 but also imbibe the dynamics of their gender.

**Teachers.** They would be more gender sensitive in their instruction while making use of the modified learning material. The teachers might take note of gender sensitivity in the use of the language and be equipped to approach in a gender responsive manner towards students of either gender.

**Administrators.** The current study is hoped to give new insights on gender-based education particularly in the development of instructional materials. Through the results of the study, administrators may prescribe use or revision of the learning materials to cater more on gender sensitivity and avoid stereotyping.

**Learning Materials Developers.** The findings of this study may create impact to the developers of learning material for they may be wary on the use of language which are less gender sensitive. They might also find significance in the results of this study as it can make them free from sexist language, gender stereotypes, bias, and discrimination.

**Future Researchers.** This study could be used by other researchers using other parameters thereby give further improvement to the study. Results of this study could serve as references for future, parallel or follow-up studies.

### **Scope and Limitations**

This study focused on gender-based analysis of Grade 9 English learning material and its sensitivity to sexist language through content evaluation. It was limited to English grade 9 learning material modifications through localization and contextualization. More so, the modified learning material was assessed as to its acceptability in terms of content, relevance, authenticity, gender sensitivity and appeal to target users.

The study was further limited to the use of descriptive method employing content analysis on scrutinizing texts, pictures, and language used was utilized with a terminal aim of modifying the negative role modeling of women in the selection or imbalance in the portrayal of men and women even in pictures.

The time frame of this study was from July 2015 to March 2016.

## **Definition of Terms**

For the purpose of clarification and better understanding of the discussion of the study, the following terms are operationally and conceptually defined:

**Acceptability** is conceptually defined as the assessment process used for the value of the modified grade 9 learning material as to its, content, relevance, authenticity and appeal to target users (Bombani, 2015).

**Appeal to target users** is one of the criteria for the acceptability of the modified grade 9 module which takes into account students' interest and on how well the learning material captures the attention of the target users (Padua, 2014).

**Authenticity** is also one of the criteria for the acceptability of the modified grade 9 learning material which gauges to what extent the material reflects the real-life situations and how contents apply in real world (Lusanta, 2014).

**Content** is another criterion for the acceptability of modified grade 9 learning material which pertains to the substance, informativity as well as the clarity of the purpose of the material (Padua, 2014).

**Content evaluation** covers in-depth investigation of the value of the materials in relation to its set objectives, principles, lesson design, and assessment procedures and analyzes the internal consistency and organization of the materials (Richards & Rodgers, 2001; Saludez, 2012). In this study, it is another facet of doing gender-based analysis in the context of the study.

**Contextualization** refers an instructional strategy designed to link the learning of the foundational skills and academic/occupational content by focusing teaching and learning squarely on concrete applications in specific context that is of interest to

the student (Mazzeo, et al., 2003). In this study, it is one of the ways in modifying grade 9 learning material by making it suitable to the actual learners' experiences.

**Gender** as defined in this study only pertains to the male and female subjects.

**Gender sensitivity** relates to being “free from the gender stereotypes, gender bias, and discrimination” (Jenkins, 2005).

**Gender-based analysis** is operationally defined as the process of evaluating the grade 9 learning material through content evaluation.

**Grade 9 English learning material** pertains to the learning material analyzed in gender-based viewpoint.

**Localization** contextually refers to one means to modify grade 9 learning material which takes into account the international geography of English language teaching and recognizes that way may work well in one region may not in another (Richard, Rodgers, 2001; Saludez 2012). Operationally, it involves making use of locality or the place proximal/ near the students in order for them to relate learning as it happens in their immediate milieu, environment or community.

**Pictorial Presentations** pertains to the pictures presented in the learning material that will be used to the evaluation if it portrays equal roles of the same gender.

**Relevance** is likewise the parameter for the acceptability of the modified grade 9 leaning material module which refers to the significance of material to the context and experiences of the learners (Lusanta, 2014).

**Sexist language** is a language that expresses bias in favor of one sex and thus treats the other sex in a discriminatory manner (Lei, 2006)

**Texts** are the reading selections in the material being evaluated to see if it is gender-responsive.



## **Chapter II**

### **REVIEW OF LITERATURE AND STUDIES**

This chapter presents the related readings and studies on the topics associated with the research problem. The presentation and discussion of the related ideas derived from sources revolve around gender-based materials, sexist language, content evaluation, contextualization and localization.

#### **Gender-based Instructional Materials**

Gender-based materials are the resources that have awareness in presenting both men and women in terms of texts, pictorial presentations; tasks and activities being grounded of stereotyping and sexism. These are concern in equal representation of both sexes set in the learning module.

Instructional material must educate students of having equal treatment in terms of portraying role, job, task and character. Accordingly, evaluating materials is crucial for both teachers and learners as to the insight gender-based studies provide for them. Also, exploring k to 12 textbooks in terms of gender equips learners with the critical outlook.

Pulizzi and Rosenblum, (2007) also added that the learning institutions play an important part in teaching, modeling, and reinforcing the gender roles. The environment within a learning institution is an important factor in development, sanctioning, as well as reinforcement of gender roles and identities. The opportunities given to learners, the ways learners treat one another, and how educators treat learners and their colleagues are all

elements of learning environment, all of which are influenced by the prevailing gender roles in the society.

Additionally, Tantengco (2014) mentioned that if schools were to become a vital instrument towards liberation and transformation, then most likely they should function as agent of change and development of minds. To date there are paradigm shifts; it exists at present as regards with the meaning of the femininity and masculinity. Femininity and masculinity are not necessarily inherent categories that pre-exist in each individual. They are historically and socially constructed and connected categories which are inscribed in social institutions, processes and practices, including those of the school.

As Butler (2004) stated, effective learning material should include content and examples that appeal to both male and female readers. However, many learning materials are still produces without attention to these basic criteria. Customs, law, class, ethnic background, and prejudices of a particular society have a certain disposition towards women and men; and these issues construct particular attitudes and behaviors towards gender. It is culturally assumed that females and males constitute two extremes of traits. In fact, females occupy the suppressed groups that incarnate negative characteristics as passiveness, weakness, dependence, and emotionality; males comprise dominant groups with positive characteristics such as strangeness, activity, independence, and rationality (Ho, 2009). It is apparent that these tags to females and males are unnatural, but are socially and culturally constructed and supported.

Hooks (2003) opined that gender-sensitive textbooks that accompany the courses are a particular difficulty. In business management, for example, with the exception of some recent publications, textbooks tend to be written by and for male managers. Male

writers usually choose examples from their everyday experience, such as the example of fast sports car to calculate speed. The writer of a study guide that refers to a textbook must know the textbook well and pay attention to achieving balance in terms of including roles of genders.

Several examples from many practical courses show indifferent ways how accessible everyday examples that are relevant to both men and women can be used to encourage learning and stimulate activity. Kumashiro (2002) stressed out that the cultural dimension in the choice of examples and the presentation of role models is another important issue. Thus the cultural and religious factors can be taken into account in text presentation. Meanwhile, dealing with sensitive matters in educational material is hard especially with those issues involving gender and relating to politics, religion or morality.

Anderson and Kalman (2010) also brought out the issue of using gender inclusive language. Accordingly, most people are familiar with issue of language. The debate over “sexism” some years ago has changed to one over “political correctness”. In this debate, some pronouncements on language, and some behaviors, have been in tolerant and so have rightly attracted derision. But behind extremist reaction on either side, there is a serious issue: that of writing in a way that every reader, whatever their gender, color, or creed, can relate to. The term inclusive is used to describe this style, to emphasize the positive rather than negative approach. The issue for material developers today is not so much what to say but how to say it. An extremist approach serves no useful purpose.

In relation to this, Yuval-Davis (2007) posited that many people will be able to develop inclusive style of writing without special guidance, but others find guidelines useful. It may not be difficult to identify the guidelines suitable for each country. Many

commercial publishers in corporate guidelines on gender sensitive writing into general guidelines for authors, and these could easily be obtained. Such guidelines offer detailed guidance on language use. In some countries, public bodies have also issued guidelines. These should also provide useful indicators, and examples of local usage. For example in some countries and contexts, terms such as “work force” are preferred to as “manpower”, while eccentric English are content to have a university college with a woman master.

On the other hand, Anderson, Hussenius, and Gustafsson (2009) claimed that balancing visual representations is relevant in developing gender-sensitive instructional materials. It implies that visual representation must avoid stereotype and provide suitably balanced representation of the sexes.

Consequently, In the study conducted by Women and Gender Institute, Mirriam College (2000) which aimed to see whether and how gender advocacy and concerns are integrated into schools supported by the UNICEF Country Program for Children V (CPC V), it was revealed that the gender biases were found to exist-- spontaneous remarks made by teachers in classroom; visual teaching and informational materials, particularly posters, which are strongly gender stereotypical; English-language subjects, which were fraught with gender bias; and some science teachers, who favored boys and overlook girls for activities that involved risks and physical challenge.

The above citations stressed learning materials’ gender sensitivity that materials are most effective and attractive to all learners, men and women, when more attention is paid to the relevance and function of examples and topics (Butler, 2004; Hooks, 2003), appropriate cultural content (Kumashiro, 2002), thoughtful treatment of sensitive issues and the gender-inclusive language (Anderson & Kalman, 2010; Yual-Davis, 2007), and inclusive visuals avoiding stereotypes (Anderson, Hussenius & Gustafsson, 2009).

## **Sexist Language**

Sexist language expresses bias in favor of one sex and thus treats the other sex in a discriminatory manner. In most cases the bias is in favor of men and against women (Lei, 2006, p.87). Moreover, men are considered the norm for the human species: their characteristics, thoughts, beliefs and actions are viewed as fully representing those of all humans, male and female. This practice makes women invisible in language or altogether excludes them. It can also lead to their portrayal as deviations from this 'male = human' norm. Women's linguistic status is often dependent on or derives from that of men, which is represented as autonomous. By relegating women to a dependent, subordinate position, sexist language prevents the portrayal of women and men different but equal human beings (pp.87-88).

Besides, common forms of sexism in English include the use of 'man' and 'he/him/ his' as generics—that is, nouns and pronouns referring to both men and women—use of suffixes *-man*, *-ette*, *-ess*, *-trix* in occupational nouns and job titles, asymmetrical naming practices, and stereotyped images of women and men as well as descriptions of (mainly) women which trivialize or denigrate them and their status (p.88).

However, Piercey (2000) argued that gender is not sex; sex is not gender. Gender rules in language have nothing to do with sex or sexism. The rules of grammar dictate that the masculine noun or pronoun stands for both genders when no one person or thing is specified.

Furthermore, He (2010) emphasized sexism in the English language is rooted in the different attitudes towards men and women. The most important social cause, which initiates the different attitudes towards men and women, can be traced to labor division.

Early in the human history, women were dominant in economic life. So women had a higher social status than men. During the process of human civilization, when human society entered patriarchal society, men took advantage of their physical strength and took an upper hand in economy and became more and more important in social economy. The social status of men gradually took over that of women. Women are restrained in limited area; they had to be dependent on men. They lost the social, economic and family status, and there came into being a long-stereotyped notion that women are responsible for domestic trifles, but men are working outside as breadwinners. Structure of the patriarchal society will be inevitable. Language is certainly indicated the superior status and central role of men but inferior, passive role of women; hence, language is marked with discrimination towards women and sexism in language came forth.

Thus one of the most important causes of language sexism is the socialization. Socialization begins at birth. It shapes people to behave in appropriate ways. Much of people's behavior is a result of socialization. Children learn appropriate behavior through role models, games and toys, children's books and educational schools. They absorb the prejudice against girls and women in the sex-biased textbooks and develop according to gender stereotyping. For example, children's books may suggest children that science is the field created for male. They educate male to be manly, decisive, and brave while girls are required to be polite, conservation, obedient, and gentle. Teachers, as well as parents, who are also important agents of socialization, tend to regard boys as more creative than girls, thereby creating much personality and behavioral patterns (pp. 334-335).

Mass media also have a great influence on people's view about gender. People spent a lot of time watching TV and reading newspaper. So few people escape exposure

to vivid patterns of images, information and values in the world of mass media, among which some are sex-biased. Because of the effect of society and culture, the ideology of women's dependent on men has been deep-rooted and developed into a kind of social psychology (¶3).

Hence, sexist language rooted from different presentations of inequality between men and women among textbooks, society, and even mass media as affirmed by He (2010). Therefore, the success of eliminating sexism lies in the amendments of these mediums if these inequality remains, the attempts to view equality of gender are anything but impossible.

### **Content Evaluation**

Content evaluation, as Richards and Rodgers (2001) described, covers an in-depth investigation of the value of the materials in relation to its main objectives, principles, lesson design, and assessment procedures. At this stage, the evaluator analyzes the extent to which claims in the introduction and blurbs actually match with internal consistency and organization of the materials.

Evaluation is an educational setting that is a process whereby one seeks evidence, that the learning experiences designed for students are effective (Murdoch, 2000). Every educational planner is not just the one responsible in evaluating educational material but also the teachers and students. However, such materials should be evaluated based on the specific quality criteria. Thus, the main purpose of evaluation is to “determine the quality program by formulating judgement” (Hourteau & Houle, 2009).

In addition, evaluation plays a significant role in providing useful and relevant information towards the improvement of teaching (Salandanan, 2001). An evaluation of a learning material can be a way to heighten effectiveness of teaching and learning process.

In the study conducted by Medianista (2014) content evaluation is beneficial to enhance a learning material or the subject to be taught or learned. Evaluation is believed to examine the organization of materials that aim to analyze what is in the content to be learned. There should be criteria to be guided in the evaluation of the material.

As Coutler (2009) viewed it, the learning material internal evaluation takes into account primarily the content. Content ensures that the learning material aligns with the curriculum and standards, and is current, valid and reliable, with real-world examples; is age-appropriate and is designed to meet the needs of the individual learners from varied skill levels; enhances conceptual understanding and in-depth and engages higher order thinking skills; promotes manipulation of data and digital information, and encourages personal responsibility for learning. Therefore, content is structured to ensure all students meet grade-specific expectations as they develop the literacy skills aligned to college and career readiness expectations. It summatively considers an alignment to common national standards, additional content specific standards; degree to which the content is aligned; and accuracy of the content.

In support, Jack (2007) highlighted assessment as a key factor in the internal evaluation. Relatively, he mentioned that there must be observable performance that is relevant to real world experiences and that can be used to measure student engagement; the assessment methods are appropriate and suited to the learning objectives; assessment is suited to goals and student ability and easily assesses what has been learned; materials



keep on going record of students' progress and allows the teacher full access to individual student monitoring of activities, assignments, assessments, and grades; and there are pre- and post assessment, and positive, meaningful feedback and some prescriptive guides for remediation are provided. Hence, learning material must provide tools for balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instructions but also to identify student mastery of content. It should therefore see if assessment is aligned to the standards; assessment is designed at an appropriate depth of knowledge for standard being assessed; and formats include performance and portfolio assessments as well as selected and constructed response.

The study of Glifonea (2012) evaluated the content of teaching modules in Principles of Teaching using National Competency-based Teacher Standards (NCBTS). Findings revealed that instructional contents of teaching modules are very much relevant to NCBTS. No weak points were found in the proposed teaching modules as far as relevance of instructional content is concerned. On a general scale, respondents agreed on the presence of positive features of its content, language used and evaluation activities.

Content evaluation, as Richards and Rodgers (2001) theorized, analyzes the value of the material in relation to its usability, generalizability, adaptability and flexibility. Usability refers to how far the materials could be integrated into particular syllabus as core or supplementary while generalizability asks how much of the material can be used by the individual or by a group of people. While adaptability views if parts could be added/extracted/used in another context or modified for local circumstances, flexibility asks how rigid are sequencing and grading, if the materials can be used in many ways, and if it can they be entered in different parts.

Freeman (2005) conveyed that in creating learning materials, the general standard should be organization and presentation. In here, content and directions must be clear and understandable and distinguish between important and trivial information; material is easy to navigate through; requirements for the instructor are clearly stated; there are provisions for the practice old and new skills, and for students to enter and exit materials easily; learning materials are interactive and provide high quality sensory experiences for all the users. In other words, information should be organized logically and presented clearly using the multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities. It must also consider the readability wherein text is written in appropriate grade level text complexity band; activities are high interest and foster critical thinking, problem-solving, information and communication skills; inquiry-based activities are offered; technology resources available to students and teachers are integrated and regularly updated; and the use of media enhances instruction and learning.

Meanwhile, Davis and Smith (2006) acknowledge the instruction design and support essential in overall material evaluation. It prompted that delivery method is used appropriately and successfully engages the student; technical procedures, such as setup are easy and error free; technical specifications and limitations are adequately described; professional development is provided, with reasonable time and many opportunities; and assistance is readily available at any point in website and many supplemental resources are available. Added to these, instructional design utilizes the research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities showing real-life situations, and make the cross-curricular, global connection.

As a whole, materials and activities must be of high interest, authentic and encourage using the critical thinking, problem solving, communication and personal direction skills; opportunities exist for teachers to increase their knowledge of content and/or instructional strategies; guidance is provided for apt strategies for diverse learners (e.g., scaffolding, enrichment and differentiated instruction); assessment is aligned to target objectives.

Nisonger (2007) concluded that the content evaluation is relevant for the teaching purposes that would be tested because of the usefulness in teaching the curriculum. It also helps us in locating the needs for improvement. Also, it gives students and teachers a fundamental standard that will guide the learners in learning the content.

In the study conducted by Bombani (2015) which sought to analyze the gender sensitivity of English material, revealed that the two facts of learning materials evaluation where the primacy is contributed by Richards and Rodgers (2001). On one hand, content (Coulter, 2009; Glifonea, 2012) and assessment (Jack, 2007) are significant in internal evaluation. On the other hand, organization and presentation (Freeman, 2005) and design and support for instruction (Davis & Smith, 2006) play vital roles in overall evaluation.

Thus, the content evaluation is highly necessary to find out whether the material is gender unbiased and sexist language insensitive. Through this, it could address different weak points that could be found in the material and there will be a further review to enhance general content of the material.

### **Localization**

As referred by Dagiene (2005) and Taylor (2004), localization is the freedom for schools or local authorities to adapt the curriculum to the local conditions and relating the content of the curriculum and process of teaching and learning to the local environment.

Localization can be done in all subject areas as it maximizes the materials that are locally available. The localized curriculum is based on local needs and relevance for the learners where there is flexibility and creativity in the lessons.

As Perin (2006) mentioned that most secondary school curricula in use at present are not topic-based, but are organized according to the study of separate, specific subject areas or disciplines, such as language, mathematics, science, history, etc. Localization still allows teachers to relate the content, however rigid, to the local environment. There are elements of all subject areas which can be localized. In this way, a centrally produced curriculum can be "localized" because teachers adapt the way in which they deal with the prescribed content by using the experience of the learners as a basis for teaching and learning. This is one way of addressing the problem of rigid "relevant" basic education programs produced on a national scale, as curriculum flexibility is encouraged at a local level. The process of localization will, necessarily, involve a range of stakeholders, not only school, government and community representatives, but also the learners themselves as they contribute actively to the learning process.

Locally produced materials have many benefits. Some of them as confirmed by Abolde (2009) included the fact that they are cheaper to produce or buy because the raw materials are locally sourced. They could be used to teach large classes and encourage class participation since majority of the raw materials can be sourced by the students themselves. They motivate the learners through participatory activities during production and arouse the interests of the learners because they are made from materials they see daily in immediate environment. The experts have developed and produced materials in line with the needs of their area of specialization and the sources available to them in their locality.

As postulated by Abolde and Olumorin (2004) when original materials are not available for use in the teaching and learning that other types and forms of instructional can be applied. They also reported that most of factory produced instructional materials are frequently very scarce and where they are within reach, they are usually expensive to buy. Some of factory produced/ imported instructional materials have been discovered to be concept-based on the foreign ideas and culture. It is against this background that the need to fashion out ways by which local resources are used for developing instructional materials should be underscored.

A key factor driving the localization of school curricula and the localization of schooling content is the ethnic and linguistic diversity of many nations. This diversity must be taken into account when designing school lessons, both in local relevance and in terms of linguistic delivery, to create the vital links previously mentioned between learner and materials (UNESCO, 2002; 34).

Materials which are locally based can be characterized by means of production. These divisions as adopted from Ogunmilade (2004) are; a) models and ready-made materials (packages); b) local material made by experts in visual resources; and c) self-made materials. In localizing, areas of focus are the instructional materials that can be produced by the teachers and students using objects and local products/materials around them in immediate community. These materials can be classified as readily available naturally (real object) and those that are man-made i.e., made by teachers and students.

As examined by Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) in their study the use of instructional materials from local resources for art-based courses. The study examined the concept of instructional materials and their production for instructional

purposes for the art-based courses. Effort was made to review the literature on the categorization of the instructional materials from local materials and how they can be developed and produced for use to enhance effective learning. The study was also based on the need to drift away from using imported/factory produced instructional materials, which are usually very expensive to purchase and scarce to come by. The effectiveness of the instructional materials is also measured by the proximity of the end users to the sources and relevance to their immediate environment, the enhanced retentiveness in learning. Some of the instructional materials are highlighted in the study and how they can be made from local resources are also discussed.

The common cause for localization is the need for developing nations to preserve cultures along side of modernizing and integrating with the global economy. There has been, "...a preoccupation with developing curricula fostering respect for, and preservation of, cultural traditions and indigenous values and ways of life..." (Byron, 2009). The ultimate goal in this localization has been for "teachers (to) become owners of the curricula and more enthusiastic about its implementation" (Cowley & Williamson, 2000).

In return, the teacher's primary responsibility is to create conditions that support student's engagement in the learning process. One way to address this problem is through *localization* that is defined as "watering-down" the national curriculum into the local environment of the students (Taylor & Mulhall, 2007).

In keeping with the philosophy of localization, Silverman and Casazza (2000) suggested "personalizing the learning environment, having the students relate personal experiences to content" helps learners engage the material and makes learning more powerful and significant. Also, they added that the concept of localization falls on the idea that students learned best when experiences in the classroom have meanings and

relevance in their lives. Things students do and associated with them are the learning that last forever.

The aforementioned claims by experts in localization proved that students learn best when the content is related and within their experiences. It is pivotal that the learners are grounded with the issues and happenings in their local communities to strengthen their values and open their doors to the real world.

### **Contextualization**

One of the premises of Enhanced Basic Education Act of 2013 stated to wit the DepEd shall adhere to standards and principles of contextualizing and globalizing the curriculum. Hence, materials used in K to 12 curriculum should be contextualized and localized to the specific environment of the learners where they are in.

Taylor (2004) defined contextualization as the process of developing new skills, knowledge, abilities, and attitudes in students presenting new topics in meaningful and relevant context (previous experience, real-life and workplace). It involves procedures which aim to establish connections between disciplinary contents and real-life situations experienced by students, their characteristics as individuals and culture and habits of a particular social context.

As stated in *Principles of Teaching 2 (2015)*, contextualization and globalization is making teaching more meaningful by putting lesson in a context. This context may be local, national and global. Considering development stages of learners, the context to which the lessons in Grade 1 are connected may be local, becoming national in Grade 4 and global in Grade 6 and beyond.

Contextualized teaching means exerting effort to extend learning beyond the classroom into relevant contexts in the real world. It also entails effort to bring outside-the-classroom realities of academic contexts into the classroom (Brelsford, 2008).

A contextualized teaching approach is realized also when you indigenize and localize your lessons. The Enhanced Basic Education Act of 2013 (K to 12 Law) allows schools to localize and indigenize K to 12 curriculum. It is in support of a contextualized approach. For indigenous peoples (IPs), the context of teaching is indigenous culture. This means that one use students' indigenous thought patterns, practices, materials and local celebrations to concretize lessons.

Language materials need to be contextualized to the curriculum they are intended to address (Nunan, 2000). *Guidelines for designing effective English language teaching materials* stressed out reasons why we must relate learning module to students. First, they need to be contextualized to the experiences, realities, and first languages of the learners. Second, materials should link explicitly to what the learners already know, to their first languages and cultures. They should also alert learners to areas of significant difference. Lastly, materials should be contextualized to topics and themes that provide meaningful and purposeful uses or the target language.

To contextualize, Diperna and Volpe (2000) suggested that teachers should use authentic materials, activities, interests, issues and needs from the learners' lives. They should also create rooms for the students to pose problems and issues and developing strategies together for addressing them. Contextualizing materials refer to increasing the relevance of content in relation to learners' interest and their academic, educational, and professional needs.



Likewise, Utech (2008) stated specific processes for contextualizing curriculum and these includes the following: (1) identify the learners' needs, issues and themes; (2) gather information and materials; (3) create and teach the lessons; practice skills in the classroom; (4) "chunk" and sequence material; (5) adapt authentic materials if needed; (6) put new skills into action in real world; (7) reflect on and evaluate the contextualized lessons; and (8) revise and add new information or skills.

Mazzeo (2008) broadened the definition, describing contextualize teaching and learning as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student" (p. 4).

Harris (2003) posited that 'constructivism' theory comprises one of goals and effects of contextualized approach which is to capture a student's attention by illustrating the relevance of the learning experience. Contextualize teaching and learning helps students find and create meaning through experience, drawing from prior knowledge in order to build upon existing knowledge. A primary principle of CTL is that knowledge becomes students' own when it is learned within the framework of an authentic context (p.40). Learning, according to him, takes place through introduction of new information which meets prior knowledge and experiences of the learners.

The SSE Instructional Design Series (2007, p. 2) articulated several features of contextualized learning frameworks including: 1) problem-solving within the realistic situations, 2) learning in multiple contexts, 3) content derived from diverse work and life situations and 4) authentic assessment. More broadly, Johnson describes CTL as "holistic system" (2002, p. 24) with several components working together to create a systemic

learning approach—suggesting that instruction and learning derives from the whole and not from a discreet part. She argues that together, these components create a network by which students are better able to create meaning and retain information. The components include: 1) making meaningful connections, 2) doing significant work, 3) self-regulated learning, and collaborating, 4) critical and creative thinking, 5) nurturing the individual, 6) reaching high standards and 6) using authentic assessment.

Using a contextualized material, students do more than just “practice” the skill in application process. An entire task is explored within the parameters of real-life situation, with the instructor coaching students through mental thought process that accompanies the completion of the task and helping them create an internal dialogue or narrative of the process. Raelin (2008, p. 13) calls this “externalizing the process” for the learner.

In addition, the students who learn in the contextualized and localized classroom environment are simultaneously introduced to the relevance of the learning content, which would really stimulate motivation. Predmore (2005) asserts, “Students are learning material within a concrete, memorable context...Once they see the real-world relevance of what they are learning, they become more interested and motivated”. Contextualized and localized material has the potential to motivate and effectively engage students who view school as boring or non-essential, or who have struggled to make the connections between the demands of the classroom and their own personal goals and aspirations.

Baker, Hope and Karandjeff (2009) asserted that contextualized practices require the development of new instructional materials due to the artificial nature of applications in the traditional texts and their lack of relevance to the students. Practitioners often acquire instructional resources from the community partners or from the students’ own

workplace experiences. Faculty often point out significant time and resources required to develop, document, and produce these materials at the beginning of a new practice.

Similarly, contextualized teaching and learning advocates believe that through this strategy, learners can develop foundational knowledge (understanding specific ideas or concept), integration (understanding the relationships between the knowledge learned), application (ability to engage information in action), and human dimension (the capacity to understand one's self or others), promoting significant learning by engaging students at every stage (Baker et al., 2009).

Ekkens and Winke, (2009) considered an authentic context serves as foundation for all contextualized practices and can vary from personal to the professional. In the study made by Bombani (2015) asserted that faculty approach the selection of the context differently, choosing one they believe has significance for students, developing context with learners, or offering a context students can choose based on educational or career interests. Faculty stress that a relevant context helps students recognize the purpose and value of basic skills development to their academic or career advancement-enhancing learning process and facilitating students' mastery of material.

Kimaryo (2011) also pointed out that some students, who may feel alienated from schooling, can relate more easily to contextualized materials, and hence become more motivated to study and produce better academic performance. As Krogh (2000) admitted, "Most of the learning in our lives is along the lines of integrated curriculum." Following this idea, Krogh suggests ways that integrated learning, which prevails in everyday life, could be incorporated in the school program. The teacher can choose a theme, create a topic web which relates and links range of sub-themes or topics, and then add or subtract activities as it becomes apparent that there is too much or too little emphasis in some

areas. This flexible method of teaching is an extension to natural teaching which takes place outside the school. It can build on child's experiences, covering a whole curriculum while developing skills in a meaningful context, as opposed to breaking learning down into categories by subject area, which is less natural, more forced, and less interesting or exciting. Through contextualization, academic, social and emotional needs can be met.

Gender-responsive material should include content and examples that appeal to both male and female readers (Butler, 2004). To avoid issue of bias in material, consider cultural dimension in the choice of the examples and presentations of role (Kumashiro, 2002), instructional material developer must use an inclusive style of writing, for instance in language, with guidelines (Yuval-Davis, 2007), and balancing visual presentation can be of great help to pose equality to both genders (Anderson et al., 2009).

### **Conceptual Framework**

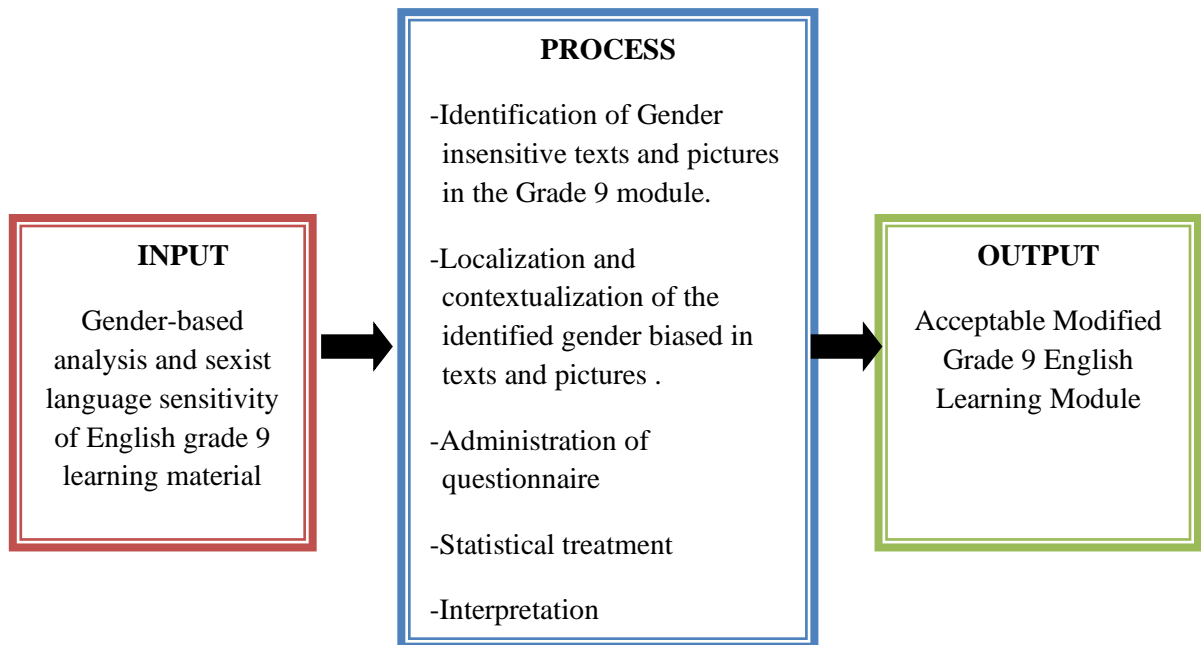
Instructional materials are ways and means to hand out instruction among the learners and it also serve to view the equality of both gender. Thus, developing gender sensitive instructional material based from Jenkins (2005) and contextualization of the language materials to the curriculum of Nunan (2000) are the bases of concept of this study. The researcher considered it significant to conduct a research study on the said area to help the students and educators cater understanding to the awareness of equality of gender that the instructional material are offering and modify the gender and sexist language insensitive embedded in texts, pictures and tasks.

Gender-based materials encompasses the in-depth teaching and learning approach that can covered not only intellectual information but also emotional and physical role of

the person who is undertaking the material. Contextualization of the material grounding with the Philippine setting can contribute merely to the growth of Filipino learners and can reflect its culture and tradition of its own. Alongside is relating the content to its closer environment which can be done in localizing characters, stories, issues and mode of instruction to the students. Learning modules must therefore possess these features to transfer learning in an according manner where no one is being underestimated or biased portrayal of roles.

This approach would likely a big help to eliminate gender inequality and sexist language used in instructional materials. In a nutshell, it is expected that this study could contribute in making the instructional materials effective in delivering instructions which have abided to gender sensitivity and sexist language.

### Research Paradigm



**Figure 1. Input-Process-Output (IPO) Model on Gender-based Analysis of English Grade 9 Learning Material**

Figure 1 on the previous page shows the research paradigm of the study which illustrates the gender-based analysis of the English grade 9 learning material. As shown above, extensive reading of gender related studies and literature was done to strengthen the input of the study.

For the process, gender analysis was completed through content evaluation of the instructional material and scrutinizing texts and pictorial presentations. Modification of the parts which are gender-insensitive and have sexist language through contextualization and localization was applied to eliminate inequality portrayal of both sexes. Constructed and validated questionnaire which comprises level of acceptability of the modified tasks, its content, authenticity, relevance, and appeal to target users was used for data collection and was subjected to statistical treatment.

Thus, modified English grade 9 material was the output of the study.

## **Chapter III**

### **METHODOLOGY**

This chapter provides the research design and statistical treatment used in the study. Likewise, this identified the respondents and the sampling techniques employed. Instrument and data gathering procedure was utilized.

#### **Research Locale**

The study was conducted in Suba National High School, Gagalog National High School, Sta. Catalina National High School, San Buenaventura National High School (main), and Calamba National High School (main). It is an immediate environment of the researcher where access of data is greatly possible.

#### **Respondents**

The respondents of the study were 30 English grade 9 teachers from the said schools. They were chosen purposively since the study primarily focused on the gender-based analysis of English grade 9 material and its sensitivity to sexist language. This is for the reason that they were the ones from whom the access of data could be possible.

#### **Research Design**

The study utilized the combination of qualitative and quantitative approach. The former was used on evaluating content of English grade 9 material if it portrays equality

in the roles of men and women and modifying the texts, pictures and tasks that were investigated gender insensitive. Meanwhile, the latter was employed for acceptability of modified English grade 9 learning module through its content, relevance, authenticity and appeal to target users. Data was gathered through validated questionnaire and the results have undergone quantitative interpretation.

## **Research Instrumentation**

An instrument by Bantoc (2014) was adopted for the acceptability of the modified English grade 9 learning material. It comprised module's content, relevance, authenticity, gender sensitivity and appeal to target users and was rated within the scale of highly acceptable (HA), acceptable (A), fairly acceptable (FA), and not acceptable (NA). The following procedures on modifying the texts and administering the instruments were discussed in details:

### ***I. Identification of Gender-insensitive texts and pictures in English Grade 9 material.***

Thirty-nine (39) pictures were found that reflect gender-bias, and eighteen (18) texts were found to use sexist language in the poems, reading passages and examples.

***II. Modification of Texts and Pictorial Representations.*** The material was carefully studied and improved to provide gender-responsiveness for students. The researcher used the information gathered about the gender-biased and the use of sexist language to contextualize and localize the selected texts and pictures. The modifications include the use of pictures, texts, quotations, and instructions.

***III. Validation of the Modified Texts and Pictorial Representation.*** The research adviser was asked to check the content of the contextualized and localized gender-biased texts



and pictures. The appropriateness of the utilized pictures, instructions, grammar, and its accuracy were also considered by the research adviser before administration. Prior to that, the researcher sent letters to the said schools to allow her to conduct the study.

**IV. Administration of the Modified English Grade 9 Material.** After the validation, the modified tasks were presented to 30 English teachers of Suba National High School, Gagalog National High School, Sta. Catalina National High School, San Buenaventura National High School (main) and Calamba National High School (main).

### **Data Gathering Procedure**

The researcher used the English grade 9 module as the material subjected to content analysis of its gender sensitivity. The texts were thoroughly scrutinized and read to examine if the tasks presented are gender responsive enough. The researcher, hereafter, was guided with the criteria of sexism in language which was a handbook, gender-fair language primer and the evaluation of instructional material from a seminar of gender-sensitivity. Data gathered, pictures and texts, were scanned as evidences. Modification of the parts of the material was followed as to its gender sensitivity through localization and contextualization. Some alternative texts and pictures came from the internet and books. Lastly, the modified material was evaluated by 30 language teachers from Laguna.

### **Statistical Treatment**

To reveal the level of acceptability of the modified English grade 9 material, weighted mean was used. The formula is:

$$\text{WM} = \frac{4f + 3f + 2f + f}{N}$$

Where:

**WM** = Weighted mean value

**f** = frequency of responses

**N** = total number of cases

The scale for acceptability rating which was used to interpret data is as follows:

<b>Point Score</b>	<b>Point Interval</b>	<b>Descriptive Rating</b>
4	3.26 -4.00	Highly Acceptable(HA)
3	2.51-3.25	Acceptable (A)
2	1.76-2.50	Fairly Acceptable (FA)
1	1.00-1.75	Not Acceptable (NA)

## Chapter IV

### RESULTS AND DISCUSSION

This chapter presents the gender-based analysis of the English grade 9 learning module and interpretation of the computed data for the acceptability of the modified parts of the module.

#### Gender-based Analysis of English Grade 9 Learning Material

The following investigated tasks fall under the categories of gender biased and sexism in language. The analysis of the module was based on the guide in *Gender-based Primer* which published in University of the Philippines and evaluation of instructional materials from the seminar of gender sensitivity.

#### I. The use of pronouns he/she

ORIGINAL TASK
<p><b>TASK 3 Inspirations</b></p> <p>You admire people primarily because of the roles they perform in making a difference not only in their lives, but also in others' lives. They inspire you because they have achieved something special in the field that also interests you.</p> <ul style="list-style-type: none"> <li>• Pair up and reflect on these questions:           <ul style="list-style-type: none"> <li>– Who is someone that inspires you because <b>he/she</b> is very effective in performing <b>his/her</b> role in life?</li> <li>– What are <b>his/her</b> qualities that led <b>him/her</b> to become successful in performing <b>his/her</b> role in life?</li> </ul> </li> <li>• Recall the name of a person (you know personally or through reading or through watching a movie) who has been successful in performing an important role in <b>his/her</b> life.</li> </ul>

## ORIGINAL TASK

**TASK 14 Give me Eight**

Form eight (8) small groups and choose one from the following tasks to work on.

**Group 2. Fan letter to a role model** You look up to your parents, grandparents, teachers, relatives, or friends because they inspire you to perform roles in life effectively. You regard them as good role models who help you along the way.

- Choose an inspirational person and write a fan letter to **him/her**.
- Explain in your letter why you admire the person and why you consider **him/her** as your role model.
- Also mention how **he/she** helps you to be a better person.
- Read your letter to your classmates.

## ORIGINAL TASK

**TASK 2 Sharing With the Persona**

- Work in groups of five, imagine you meet the persona.
- Share which of the persona's
  - ✓ insights you would like to discuss with **him/her**
  - ✓ experiences made **him/her** change **his/her** mind and strengthened **his/ her** resolve about something or see something about **himself/herself** and others in a new light.
- Report back to class.

## ORIGINAL TASK

**TASK 14 Give me Eight**

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**Group 2. Fan letter to a role model** You look up to your parents, grandparents, teachers, relatives, or friends because they inspire you to perform roles in life effectively. You regard them as good role models who help you along the way.

- Choose an inspirational person and write a fan letter to **him/her**.
- Explain in your letter why you admire the person and why you consider **him/her** as your role model.
- Also mention how **he/she** helps you to be a better person.
- Read your letter to your classmates.

Tasks 3 and 14 of lesson 1, and Task 2 of lesson 2 have used the pronouns he/she in the statements. According to gender-fair language primer, the pronouns he and his are used to replace generic man and pose the same problems because it was seen choosing among the two genders. In like manner, if these are used too much, it can create turmoil to the students.

On the other hand, it is still advisable to use these pronouns but make sure to alter the order of the pronouns to avoid the issues of sexism and gender-unfair. But the safest thing to do is to revise it with the general perspective, such as the third person pronouns.

Hence, the tasks which used he/she, him/her and himself/herself were modified to them, they, human, and people to lessen the biased in the tasks.

## II. The Generic use of Man

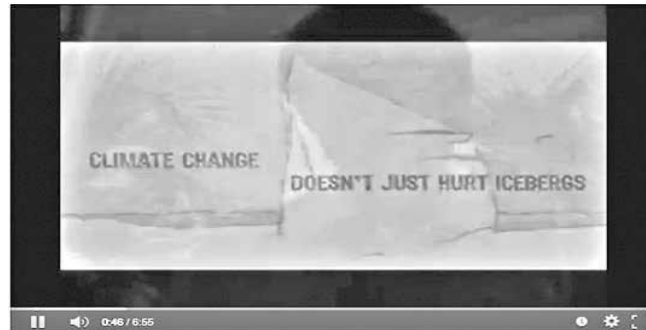
ORIGINAL TASK	
<b>TASK 9 For Significant Human Experiences</b>	
<p>Reading a poem paves the way to making meaning in life. It allows you to share certain experiences. Oftentimes, you find and share something more in common with the poem's content than you originally thought; this makes the poem meaningful.</p> <p>Now, find out how the poem <i>The Seven Ages of Man</i> from the comedy <i>As You Like It</i> by William Shakespeare provides cherished pieces of information about the human condition.</p>	
<p><b>The Seven Ages of Man</b> (from <i>As You Like It</i>) by William Shakespeare</p>	
5	<p>And all the men and women merely players; They have their exits and entrances, And one man in his time plays many parts His acts being seven ages. At first the infant, Mewling and puking in the nurse's arms;</p>
10	<p>And then the whining school boy, with his satchel And shining morning face, creeping like a snail Unwillingly to school. And then the lover, Sighing like furnace, with a woeful ballad Made to his mistress' eyebrow. Then a soldier Full of strange oaths, and bearded like the pard, Jealous in honor, sudden and quick in quarrel, Seeking the bubble reputation Even in the cannon's mouth. And then the justice,</p>
15	<p>In fair round belly with good capon lined, With eyes severe and beard of formal cut, Full of wise saws and modern instances; And so he plays his part. The sixth age shifts Into the lean and slippered pantaloon,</p>

- 20 With spectacles on nose and pouch on side;  
His youthful hose well saved, a world too wide  
For his shrunk shank; and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound. Last scene of all,  
25 That ends this strange eventful history,  
Is second childishness and mere oblivion.

## ORIGINAL TASK

TASK 1 **The Harmony of Man and Environment (H.O.M.E.)**

Watch as the camera tracks the lives of the youths like you. How would you rise to the challenges presented? What do you think motivated them to do this video?



*Harmony of **Man** and Environment (H.O.M.E)  
Launching 2009*

## ORIGINAL TASK

## READING TEXT 1

**Motive Question: What circumstance is the persona faced with?**

Read the texts and answer the activities that follow.

**The Man with the Hoe**

by Edwin Markham

Bowed by the weight of centuries he leans  
Upon his hoe and gazes on the ground,  
The emptiness of ages in his face,  
And on his back the burden of the world.  
Who made him dead to rapture and despair,  
A thing that grieves not and that never hopes,  
Stolid and stunned, a brother to the ox?  
Who loosened and let down this brutal jaw?  
Whose was the hand that slanted back this brow?  
Whose breath blew out the light within this brain?

*excerpted part
ORIGINAL TASK
<p><b>TASK 4 Vocabulary Development</b></p> <p><b>Context Clues:</b> Pick out the word which does not belong to the group.</p> <ol style="list-style-type: none"> <li>The <b>man</b> was shouting <i>blasphemous</i> ideas about different religions.           <ol style="list-style-type: none"> <li>authentic</li> <li>nonsense</li> <li>distracting</li> <li>humiliating</li> </ol> </li> <li>The audience ignored the <b>man's clamor</b> for change on social injustice.           <ol style="list-style-type: none"> <li>yell</li> <li>cry</li> <li>scream</li> <li>silence</li> </ol> </li> <li>They were spoken by a <b>man</b> who had false ideas as to what is convincing in <i>elocution</i>.           <ol style="list-style-type: none"> <li>delivery</li> <li>inarticulate</li> <li>expression</li> <li>utterance</li> </ol> </li> <li>The lawyers could not easily <i>counterfeit</i> his arguments.           <ol style="list-style-type: none"> <li>simulate</li> <li>reverse</li> <li>imitate</li> <li>fabricate</li> </ol> </li> <li>The <b>lady</b> was wearing a <i>bourgeois</i> dress just like any other <b>woman</b> in their locale.           <ol style="list-style-type: none"> <li>traditional</li> <li>common</li> <li>original</li> <li>conservative</li> </ol> </li> <li>He can never forget the <i>entreaties</i> made which was agreed upon for quite some time.           <ol style="list-style-type: none"> <li>answer</li> <li>petition</li> <li>request</li> <li>appeal</li> </ol> </li> </ol>

ORIGINAL TASK
<p><b>TASK 5 Bonding Together</b></p> <p>Students work in groups of 7 to 10 to discuss the message of the poem.</p> <p><i>Group 4 Spring</i></p> <p>Without it I was like a bear in a cave  Drowsing through a shadowy winter  It rings and spring has come</p> <p>Guide questions:</p> <ol style="list-style-type: none"> <li>To what does the speaker compare <b>man's</b> situation before the advent of the telephone?</li> <li>What value do people give to the telephone when he has the access to it?</li> <li>What literary device is used here?</li> </ol>

Task 9 has a poem about the human condition, the problem was it only refers to a man but it represents the humanity to make it equal to both genders, it was altered with a poem 'On Being a Human'. The criteria for evaluating instructional material suggests if there are generic usage of 'man' and 'mankind', it should be replaced by 'human' and people. Since 'man' and 'mankind' are ambiguous, and worse, it makes many girls and women feel excluded and dehumanized. Similarly, task 1 that presents a video has also the same issue. It talks about the harmony of the people to the environment however, it

only uses ‘man’. Thus, it was substituted by a video that shows the ‘human-environment interaction’.

Another poem was entitled ‘The Man with the Hoe’ which was regarding to a boy who’s facing challenges in life. Since everyone of us has experiencing problems, it was changed to a poem ‘Invicus’ that implies someone’s struggle and how it was surpassed.

Tasks 4 and 5 have statements that used the generic ‘man’ as the subject in the sentence. In this case, women are not included in the sentence and this poses biased to them. So, to make it equal, it was revised to the use of third person pronouns.

### III. Sexist Language

ORIGINAL TASK
<p><b>TASK 11 Weigh Up!</b></p> <p>Examine the following examples of texts. Indicate the type of reading text they are.</p> <p>1. <b>Men</b> in great places are thrice <b>servants</b>:  servants of the <b>sovereign or state</b>,  servants of <b>fame</b>, and servants of <b>business</b> “<i>Of Great Place</i>”</p>

ORIGINAL TASK
<p><b>TASK 16.1 One with Others</b></p> <p>What is your <b>mother’s</b> greatest legacy? Do you consider this legacy worthy of passing on to your children?</p> <p>_____</p> <p>_____</p> <p>_____</p>

ORIGINAL TASK
<p><b>TASK 17 Sharing Other People’s Perspectives (SHOPP)</b></p> <p><i>Municipal Engineer</i> _____</p> <p><i>Business Man</i> _____</p> <p><i>Teacher</i> _____</p> <p><i>Vendor</i> _____</p> <p><i>Street Sweeper</i> _____</p> <p><i>Student</i> _____</p> <p><i>Mother</i> _____</p>



<i>Historian</i> _____
------------------------

In task 11, the example of given reading text was about men who were entitled the leader of the state, fame and business. This sample is a form of sexism because it shows superiority of the male gender over the female. To eliminate this kind of biased, it was altered with another excerpt of reading text samples.

It was posited in gender-fair language primer the alternatives of commonly used biased in gender; one of those was instead of just using mother, used parents to avoid the unfair role of the father. So the task 16.1 was modified to the word parents from mother. Since both parents have something to give to their children as a form of legacy.

Task 17 was likewise causes sexism in language due to the use of the word business man and parents. It was also according to the gender-fair language primer, the use of business man creates biased to the business woman, so do mother to parents, that is why it was suggested to use business owner and parents.

#### **IV. Unequal number of portrayal of men and women**

ORIGINAL TASK
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<b>TASK 9 If Only</b>
-----------------------

Complete the phrases below.
-----------------------------

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. If <b>Luisa</b> had eaten less, ...</li> <li>2. If <b>Joanne</b> had watered the plants, ...</li> <li>3. If <b>Shiela</b> had gone home early, ...</li> <li>4. If cooler heads had not intervened, ...</li> <li>5. If conditions had not been different, ...</li> </ol> |
|---|

ORIGINAL TASK
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**TASK 1. Looking Up**

How do you respond to an emergency situation? Whom do you call for help?

For each critical situation below, indicate your life-saving solution. Cite your opinion for giving such a solution.

Critical situation	Life-saving solution
1. Your neighbor's house is on fire.	
2. A woman's purse is snatched in front of you inside a jeepney.	
3. Somebody in fear and in panic calls on your cell phone asking for your help.	
4. Your mother complains of dizziness and falls to the ground unconscious.	
5. A hazardous chemical in the Chemistry Lab spills producing smoke and a suffocating scent.	

## ORIGINAL TASK

**Task 3 Emulating Accomplished People**

Some people do ordinary things that produce amazing results, making them different from the rest. One of them is Bill Gates whose curiosity led to a revolutionized information technology.

Prepare yourselves for a Power Point presentation. Take note of the information that will complete the grid below.

Personality	Nationality	Advocacy
Melinda Gates	American	
Ghalib Khalil		
Efren Peñaflorida		Educate street children through a push cart classroom.
Mark Hyman		
Arnel Pineda	Filipino	
Evans Wadongo		
Narayanan Krishnan		
Julia 'Butterfly' Hill		

## ORIGINAL TASK

**Task 14 Sharing My World****B. Living with Others**

Work with a partner in completing each sentence. Supply the possessive form of the word in parenthesis.

(Lara) 1. Because of \_\_\_\_\_ welcoming gesture, her companions felt at ease.

(she) 2. \_\_\_\_\_ joining the group inspired them.

(she) 3. The group knew of \_\_\_\_\_ being cheerful.

(I) 4. Please excuse \_\_\_\_\_ being over-excited.

- (we) 5. The old woman did not appreciate \_\_\_\_\_ being noisy.  
 (you) 6. \_\_\_\_\_ taking the blame has made us respect you.  
 (they) 7. The leader gave suggestions about \_\_\_\_\_ having a new project .  
 (members) 8. The \_\_\_\_\_ being confident in her boosted her morale.  
 (you) 9. What is the use of \_\_\_\_\_ having strong supporters?  
 (she) 10. Lara understood \_\_\_\_\_ saying no to the proposal.

## ORIGINAL TASK

**Task 13. Familiarizing the Theater's Territory**

Fill – in the blanks with the appropriate words to complete the sentence. Choose your answers from the technical terms above.

1. **She** designed a \_\_\_\_\_ for her stage performance.
2. The artists wore heavy \_\_\_\_\_ for the evening show.
3. The summit delegates were requested to wear their national \_\_\_\_\_ for the cultural presentation.
4. \_\_\_\_\_ are essential in making a play production more realistic.
5. A \_\_\_\_\_ is worn by artist especially in comedy or horror to add impact to a movie or play.
6. **She** wrote a nice \_\_\_\_\_ to advertise her next theatrical production.
7. Why don't you join the \_\_\_\_\_ of performers?
8. The \_\_\_\_\_ of a recently produced play was catchy and realistic.

## ORIGINAL TASK

**YOUR FINAL TASKS****Task 16 Getting Immersed**

In the previous lesson, you learned the guidelines to writing a good plot synopsis or summary. Now, you will read some synopses for analysis.

**a. Star Wars by Susan Dennard**

Long ago, in a galaxy far away, a controlling government called the Empire takes control of planets, systems, and people. Anyone who resists is obliterated.

Luke Skywalker, a naïve farm boy with a knack for robotics, dreams of one day escaping his desert homeland. When he buys two robots, he finds one has a message on it – a message from a princess begging for help. She has plans to defeat the Empire, and she begs someone to deliver these plans to a distant planet. Luke goes to his friend and mentor, the loner Ben Kenobi, for help. Ben tells Luke about a world where the Empire rules and Rebels fight back, where Jedi Knights wield a magic called the Force, and how Luke must face Darth Vader – the man who killed Luke's father and now seeks

to destroy Luke too. Luke refuses, but when he goes back to his farm, he finds his family has been killed. He has no choice but to join Ben. To escape the desert planet, Ben and Luke hire a low-life pilot and the pilot's hairy, alien friend. Luke, Ben, Luke's robots, the pilot, and the hairy friend leave the planet and fly to the Death Star, Darth Vader's home and the Empire's main base. Once on board the Death Star, Luke discovers the princess is being held as a hostage. He and the group set out to find the princess, while Ben sets out to find a way for them to escape the base.

\*excerpted part

#### ORIGINAL TASK

##### **Task 16. Review Rewind**

There are some things performers and audiences are prohibited from doing during a performance. Reviewers of the play will always see through what is going on in a play. Analyze this sample play review. Then, accomplish the checklist for writing a play review

##### **Sample High School Play Review**

Come out and support your theatre department performing the high energy classic, *Grease!* It's fun from beginning to end, and you'll see just how talented Cleveland High is.

The show starts out with the school year beginning once again, as Danny (senior John Jones) and new student Sandy (senior Leslie Smith) retell their summer love through song. They soon realize that they're both at the same school and can potentially continue their love affair. Seniors Mark Kim, Rick Lanford, Aaron Burns, and Junior Paul Rodriguez play the "T-Birds," the fun-loving, toe-tapping, greaser gang that Danny belongs to. And seniors Anne Porter, Samantha Lilith, sophomore Rhonda Jen, and freshman Mandy Cane play the sassy "Pink Ladies." Both groups are full of talent, although some voices are much stronger than others.

The costume design, by senior Missy Taylor, assisted by freshmen Lily Rand and Johnny Good, consists of classic '50s poodle skirts and letterman jackets. The set design is courtesy of senior Mark Williams, who was assisted by sophomore Kelly McCoy and junior Ray Chen, and those with a keen eye might recognize some Cleveland High landmarks in the background.

The play is directed by Mrs. Wilson, head of the theater department, and she clearly knows a thing or two about directing a musical! Each actor, from the smallest role to the largest, has their moments and knows exactly what they're supposed to be doing. The choreography, created by junior Marissa Strauss, is simple enough for each actor to perform it well, yet diverse enough to hold the audience's attention.

I've seen *Grease* done many times by teenagers, and this has been one of my favorite productions! I found myself smiling throughout and wanting to sing along to my favorite songs. With only one more weekend left of this short run, I suggest you dance your way to the auditorium so you don't miss it!

<http://www.wikihow.com/Sample/High-School-Play-Review>

Tasks 9, 1, 3, 14, and 13 were found to use dominant number of women in the sentences. According to the guide in evaluating instructional materials, there should be balance between male and female in every presentation. So it was made to equal samples of female and male in the texts. Thus, pronouns used were also changed to third person pronouns to avoid imbalance portrayal of both genders.

Moreover, task 16 movie review of 'Star wars' was about the heroism of Luke Skywalker who had saved the princess. This shows subtle bias to the women who were always in need of a superhero to be saved. It was stated in the criteria for evaluation of instructional materials that persons who exhibit the characteristic of heroism can be said to have an attitude of power over themselves and their environment. Thus, it was altered with the movie 'Robocop' which was about the partnership of female and male to rescue and save people who were brought to a gang.

In task 16 high school play review, women were seen as 'sassy' ladies while men form groups of their own and consider themselves a gang. The portrayal of both roles was seen relegated to negative characters. Therefore, to keep away from these kinds of perspectives, the play review was modified to 'Romeo and Juliet' play review.

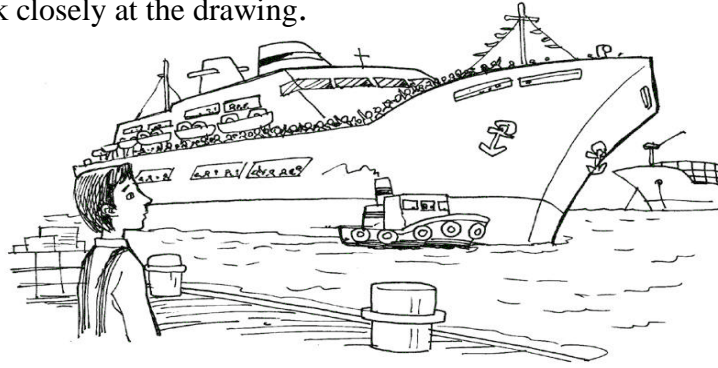
#### **V. Visibility of male and female in pictorial representation**

ORIGINAL TASK
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**TASK 8 Ten-minute Image Talk**

Although it is never stated, you as a reader/viewer can infer thoughts, feelings, and intention based on the details of information presented in the photo/picture or drawing. You can focus on the lines, angles, colors, or even on the shapes of the objects/images presented and relate them to real-life experiences for you to understand their message/meaning.

- Pair up and look closely at the drawing.



B. Based on your answers, what do you think are the:

- Features of a literary text; and
- Tips in reading literary texts.

Write your ideas about the features and tips in the thought balloon.



ORIGINAL TASK

**TASK 4 Core Question**

- Pair up and take turns in asking questions you have about how to live with a purpose.
- Write at least three (3) questions (in line with living with a purpose) you hope to answer later.
- Share your ideas with others.



Questions I have about living with a purpose

ORIGINAL TASK

**Task 4 Getting the Most Out of Life**

- Form group of three and take a good look at this picture.



**ORIGINAL TASK**

**Task 1: Methinks!**

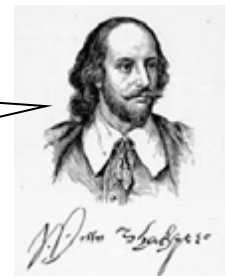
<http://www.sucess//icon>

Explore Shakespeare's thoughts about greatness. Think about what he means by the quote in the thought bubble.

Write your answers in your notebook.

My initial thoughts

Be not afraid of greatness; some are born great, some achieve greatness, and others have....greatness thrust upon them.



**ORIGINAL TASK**

**Task 2: Connecting Lives**

Consider this situation: A student received academic recognition from the school. How do you think a supportive parent would speak to the child? Would others, such as a friend or a teacher, speak to the child in the same manner? Copy and use the table below to create possible dialogues between the following: student-parent, student-friend, and student-teacher. Brainstorm on what each one would say to the student.



**ORIGINAL TASK**



**MY TREASURE**

- Go back to your initial concept of greatness. Finalize your answer to the question, “What is greatness?” Write your response in your notebook.
- Make the presentation of your insights more creative through Wordle.com.
- Click the link, <http://www.wordle.net/create>.
- Copy and paste your insights in the box. Click Go and then Submit.
- Import a print screen of your generated wordle to the box found below.



**ORIGINAL TASK**

**YOUR INITIAL TASKS**

**TASK 1 Social Lens**

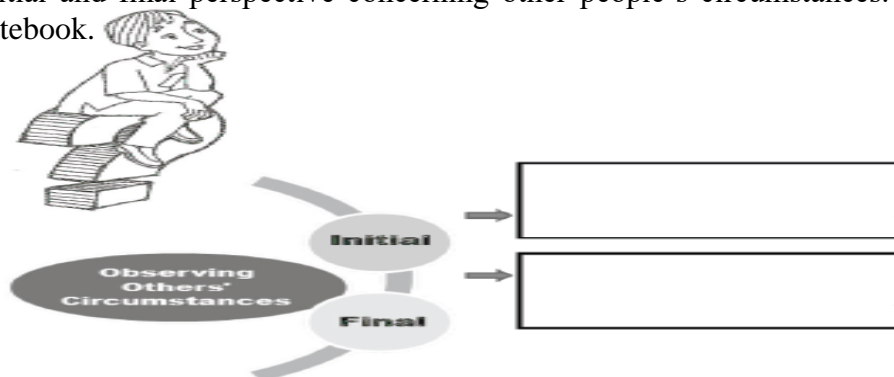
Take a look at the pictures and write a short essay based on your observation. Do this in your notebook.



**ORIGINAL TASK**

**TASK 9 My Revised Thoughts**

Trace the development in your thinking. Use the graphic organizer below to jot down your initial and final perspective concerning other people’s circumstances. Do this in your notebook.



**ORIGINAL TASK**



**TASK 1 Black Out!**

Two friends were trapped in the school library for twelve hours without light. Think of five things the two friends might be deprived of. Write your answer in your notebook.



**ORIGINAL TASK**

**TASK 7.1**

Below are three important social and environmental issues today. We all know for a fact that in one way or another, these issues do not only benefit people, but also bring harm to others. What is your stand in each of the illustrated issues below? Use PRESENT REAL CONDITIONALS in presenting your arguments.



Mining \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Oil exploration \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Quarrying \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ORIGINAL TASK**

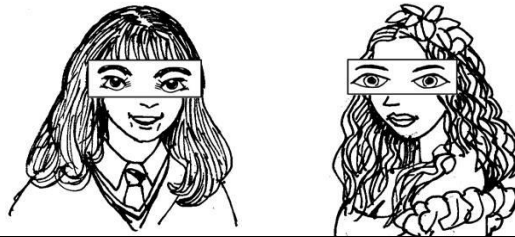
**TASK 6. In His Shoes**

Read the speech once again. Determine tone, mood, technique, and purpose of the author.

ORIGINAL TASK

**TASK 12. Numb on Numbers**

Remember the two friends caught in a black out. The lights are now on and their identities are revealed. They are Portia from The Merchant of Venice and Hermoine from Harry Potter series. Play on these characters and write a short paragraph about how they could seek justice against their discriminations.



ORIGINAL TASK

**MY TREASURE**

*“We are our brothers’ keepers. Understanding other’s life challenges, building relationship with them and collaborating with them to effect change in the life of another is the secret of building a community with equality and social justice.”*



Complete the following in your notebook.

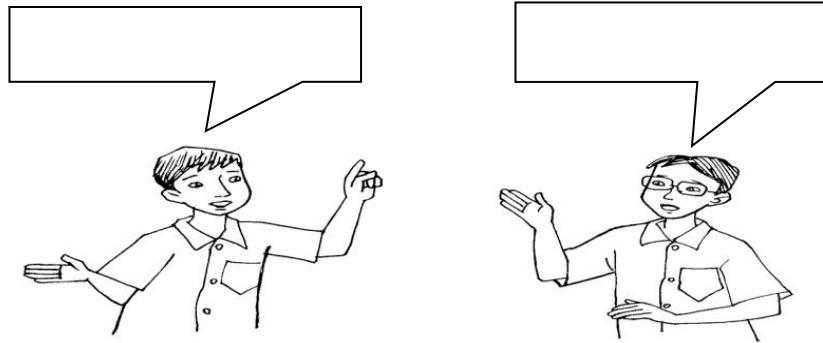
1. My journey through this lesson enabled me to learn...
2. It made me realize that...

3. I therefore commit to...

ORIGINAL TASK

**TASK 11 Much Ado about What to Do**

**Task 11.1** Read the situations presented. Create bubble strips or comic strips to explain what you would say if given the chance to confront the person who committed the wrong deed. Use past conditionals in expressing your answers.

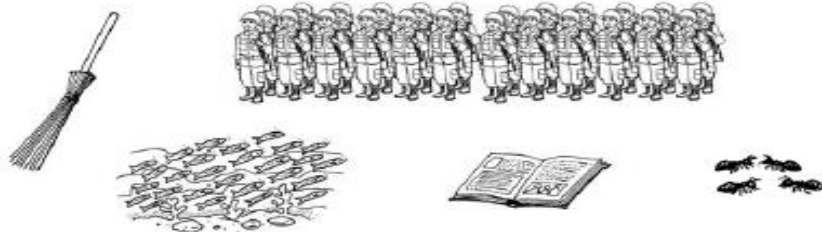


ORIGINAL TASK

 **YOUR INITIAL TASKS**

**TASK 1 Bundle of Joy**


What can a bundle do? Write your thoughts about the illustrations below and explain why it is better if they come in a bundle or group.



**ORIGINAL TASK**

**YOUR INITIAL TASKS**

**Task 1 Promoting Advocacy**  
 Study the poster and evaluate its message.  
 What is in the poster that would make you accept the invitation to join the conference?




**ORIGINAL TASK**

**Task 4. Considering Options**

I've got a cell phone, email, and voice mail.  
But why am I so lonely?

1. This man has all the modern gadgets, yet he is still lonely. Why do you think this is so?
2. What general truth in life is being depicted?



**ORIGINAL TASK**

**TASK 3. A Time for Us**

**VISUALIZING PLOT**


Fill in the required information in each section as indicated below.  
 Be as specific as you can in each section.

The story begins with...

A problem the character has is...

They try to solve the problem by...

They finally solve the problem when...



**ORIGINAL TASK**

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**TASK 9 Act and Communicate**

**TASK 3 Factual Recount**

**First Thoughts**

What proof of his love does Juliet ask from Romeo?

How does Romeo react to what Juliet said?

What does Romeo do when he leaves Juliet?

Where does Romeo hide while talking to Juliet?

Who knows what they are talking secretly at the balcony?

What is Juliet worried about while they are talking at the balcony?

**ORIGINAL TASK**

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**YOUR INITIAL TASKS**

**TASK 1 Activate Your Mind**

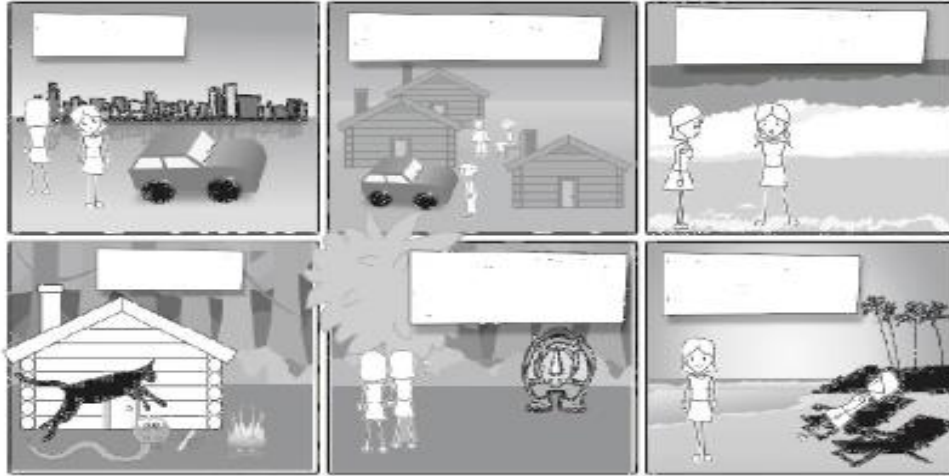
There are countless people who have changed the world. These are men and women who have touched and made a difference in the lives of others with their determination, selflessness, and commitment to serve.

Can you name some of them?

**ORIGINAL TASK**

**TASK 11 Cartoon Talk**

**Make a comic strip by filling in the textbox. Make sure to use participles.**



**Share your output in class.**

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**ORIGINAL TASK**

**TASK 3 Look Who's Talking?**

**A. Look at the illustration that follows. If the character in the picture could talk, what would he say? Write your answer in the bubble callout.**

What are you reminded of by this illustration? What message does this illustration convey? Do you enjoy reading plays? With a partner, share your thoughts about plays.



**ORIGINAL TASK**

**Task 2. Peek at the Note**

As the song goes, *“Ebony and Ivory, live together in perfect harmony  
Side by side on my piano, keyboard, Oh Lord  
Why don't we?”*

Can you determine the underlying meaning of the lyrics of the song?

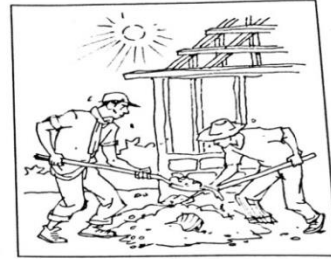
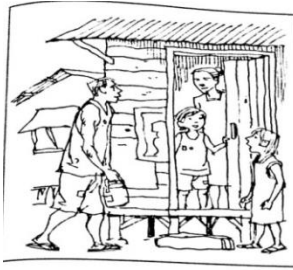


**ORIGINAL TASK**

**Task 6. Predict a Dream**

From the story, Mama dreams of moving into a house with lawn—where Travis could play -- a part of her great “American Dream” which she nurtures with her husband. Walter dreams of putting up a business and Beneatha dreams of finishing a medical course.

In reality, most people likewise hold on to a dream. Take a good look at the illustrations below. In the given predicament, can you tell what they dream about? Write your answers in your notebook.



**ORIGINAL TASK**

**Task 1. What’s In a Pic?**



Here are captured images from three video clips. Can you predict what each video is all about? Write your answer on the prediction box opposite each picture.



The video is about...

Because...

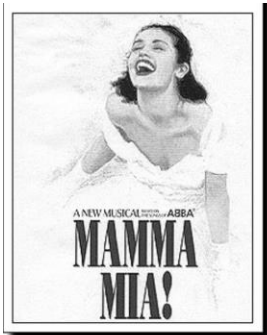
The video is about...

	<p>The video is about...</p>	<p>Because...</p>
	<p>The video is about...</p>	<p>Because...</p>

ORIGINAL TASK

**Task 1. Nancy Drew or Tintin?**

All plays performed on stage have playbills. The playbill contain on the names of characters, the playwright, production staff and the synopsis. Look closely at the sample playbills of different plays provided for you here. Through the playbill's cover and the play's title, predict what the play is all about. Write down your reason for your answer. Check if your prediction is right by listening to the synopsis of the play to be read by your teacher. For every correct prediction give yourself 5 points.



I think "Mama Mia" is about

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Reasons

\_\_\_\_\_

\_\_\_\_\_



I think "Wicked" is about

\_\_\_\_\_

\_\_\_\_\_

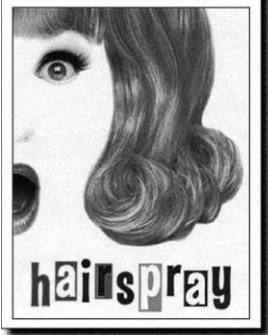
\_\_\_\_\_

My Reasons

\_\_\_\_\_

\_\_\_\_\_





I think "Hairspray" is about

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My Reasons

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**ORIGINAL TASK**

**Task 1. Standing Up for Good**


Study the ads below, and then decide whether you will be in favor or against a particular issue being raised. Answer the following questions:

A.



**NO to MATERIALISM**

B.



**NO to PORK BARREL**

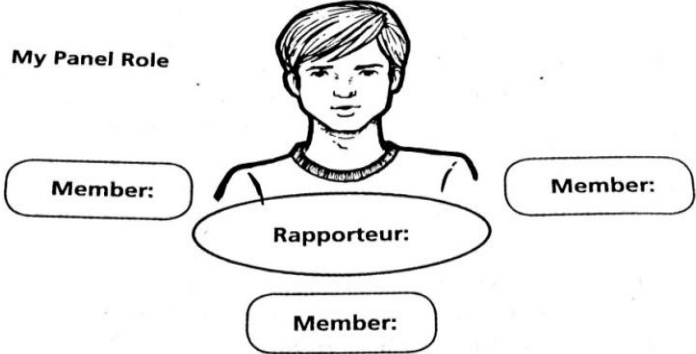
1. What is your stand?
2. What helped you decide?
3. What did you use as a basis in decision- making?
4. If you would be given the opportunity to talk to someone regarding the issues of materialism and pork barrel to who would you talk to? Why?
5. What would you tell him/her? Write your answers below.

**ORIGINAL TASK**

**Task 3. Digging for details (SGD)**

Form a small group to come up with a panel of discussants to tackle the issues in Task 2 "Relating the Truth." Use the data that you gathered from this activity in digging for the relevance and truthfulness of the ideas presented. Consider the following tips:

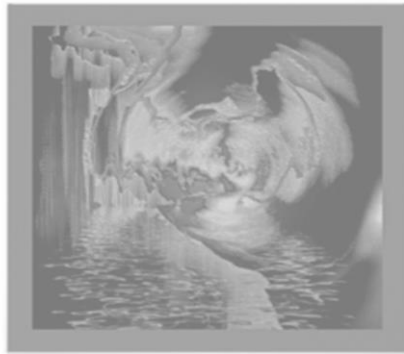
**My Panel Role**



ORIGINAL TASK

**Task 17. Blurbing the Tone, Mood, and Message of the Text**

A. Recall the play which you have read (Death of a Salesman) and then, make a poster blurb to emphasize its climax, tone, mood, and message. Keep your output as this will be used as stage background or design for your stage play. You may use any material whether authentic or electronic (tarpaulin type) in nature depending upon the class' decision based on the needs of the stage play. See the samples below.



Calling Freedom Posters  
by Nico Optical



Goodbye Nana Poster Designed  
designed by Dreaming Again



Dr. Jekyll & Mr.  
Hyde Play Act  
Vaudeville

<http://www.zazzle.co.nz/blurb+posters>

Stage Design for Ostrovsky's  
play  
Paint





Stage Set for Act III of 'Le Chateau Loch



Vintage Poster THE SHOEMAKER DRAMA  
<http://www.zazzle.com/stage+play+posters>

ORIGINAL TASK

**For Whom I Need to Change**



The ending of the play “Death of a Salesman” depicted that to focus on money as the only measure of success, instead of fulfilling our obligation to our loved ones and to our society will not bring us happiness and contentment.

As a student, a child, and a good patriotic citizen, what can you suggest in order to leave a remarkable contribution for a family and societal reform? Express them by completing the phrases in your notebook.

The habits which I should discard are the following....

I intend to change them for....

My Friends: \_\_\_\_\_

My Family: \_\_\_\_\_

My Country: \_\_\_\_\_

Most of the images and pictorial representations were appendages of male and female characters separately. Males are shown sage, investigator and declaimer, admired for success, and involved in physical works. Females, on the other hand, are seen writer,

protagonist in play, and thought-organizer. However, they were also engaged in non-productive roles like drunkard men, corrupt official, and wicked woman. Criteria for evaluation of instructional materials insisted the visibility and balance of males and females in pictures and conspicuousness of females and males in pictures. Also, the kinds of occupations in which males and females are engaged are also a consideration to be followed. Hence, there are additional pictures to the tasks which only focused on male or female, the roles they played were also made equal and referred to positive characters and the appearance of both genders were evident in the tasks.

In a nutshell, the researcher found out 18 textual presentations and evidences of sexism in language, concerning with examples used in texts, poems, reading selections, movie reviews, and titles of women in relation to men. On the other hand, there were thirty nine pictorial representations of gender biases in pictures which show unequal portrayal of image, for such, only man and only woman in separate task were used. Thus, the researcher modified the material using other alternatives of reading texts and examples, and photos of woman and man together in the tasks. The modifications in the module were guided with the criteria or a primer regarding the sexism in language which intends to eliminate the use of sexist language so the module would be responsive to the equality in both genders.

### **Rationale of the Modified Gender Sensitive Tasks in English Grade 9 Module**

Learning materials have too often been typical examples of the insensitive use of language and role modeling. For such, there are instances that it instructs the male to demonstrate skills for example in science, the skills that need force, so it was intends to be performed by the male.

Since Basic Education Act of 2013 was implemented, the instructional materials for junior and senior high school were changed. The books being distributed by the government underwent several revisions however, according to other material developers and writers; there were still changes that do not respond to gender equality.

Thus, this material is a product of a study that concerns with gender and language sensitivity. It extends to the purpose to help in the elimination of gender biases and unequal treatment of women in the guise of the male dominance. It also provides equal instructions among the learners of both genders which aim for the demonstration of skills of the students equally.



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**Modified**

**GENDER SENSITIVE TASKS**  
in **ENGLISH GRADE 9 MODULE**

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by  
**Rica Mae B. Javier**  
**2016**



## INTRODUCTION



Gender sensitive material offers equal importance to students of both genders. It provides the same opportunity for them to participate in the tasks they need to perform. This does not stereotype their race, sex, and roles as well as their ethnicity and the culture they are used to. This gives value to the learners as an important whole being.

Moreover, this material was produced in order to help in resolving the issues of inequality and discrimination of one gender over the other. The tasks presented in English Grade 9 material were scrutinized to see its sensitivity to equal genders and there were criteria used in the analysis of sexism in language. Most of the tasks violated the equal visibility of male and female in pictures and there were also evidences of sexist language.

Hence, this modified material of certain tasks is gender sensitive for it was validated by thirty language teachers of different schools. Tasks were revised in order to be gender responsive, contextualized and localized. Also, pictures were altered with female and male appearance in the same tasks. This was agreeable to use as a substitute tasks in the classroom if the teacher finds it hard to use the original one.

**RMBJ**

**FIRST QUARTER (Module 1; Lesson 1)****TASK 3 Inspirations**

You admire people primarily because of the roles they perform in making a difference not only in their lives, but also in others' lives. They inspire you because they have achieved something special in the field that also interests you.

- Pair up and reflect on these questions:
  - Who are the personalities that inspire you because they are very effective in performing their roles in life?
  - What are their qualities that led them to become successful in performing their roles in life?
- Recall the name of a person (you know personally or through reading or watching a movie) who has been successful in performing an important roles in their life.

**Task 8: Ten-Minute Image Talk**

Look at the pictures below. Give your personal opinion or inferences based on the roles that the people in the photos are showing. Relate them to real-life situations or societal issues for the better understanding of its meaning.



<http://www.goggle.com//parents+role>

**Task 9: For Significant Human Experiences**

Reading a poem paves the way to making meaning in life. It allows you to share certain experiences. Oftentimes, you find and share something more in common with the poem's content than you originally thought; this makes the poem meaningful.

Now, find out how the poem *On Being Human* provides information about becoming a human.



## On Being Human

*C.S Lewis*

Angelic minds, they say, by simple intelligence  
Behold the Forms of nature. They discern  
Unerringly the Archtypes, all the verities  
Which mortals lack or indirectly learn.  
Transparent in primordial truth, unvarying,  
Pure Earthness and right Stonehood from their clear,  
High eminence are seen; unveiled, the seminal  
Huge Principles appear.

The Tree-ness of the tree they know-the meaning of  
Arboreal life, how from earth's salty lap  
The solar beam uplifts it; all the holiness  
Enacted by leaves' fall and rising sap;

But never an angel knows the knife-edged severance  
Of sun from shadow where the trees begin,  
The blessed cool at every pore caressing us  
-An angel has no skin.

They see the Form of Air; but mortals breathing it  
Drink the whole summer down into the breast.  
The lavish pinks, the field new-mown, the ravishing  
Sea-smells, the wood-fire smoke that whispers Rest.  
The tremor on the rippled pool of memory  
That from each smell in widening circles goes,  
The pleasure and the pang --can angels measure it?  
An angel has no nose.

The nourishing of life, and how it flourishes  
On death, and why, they utterly know; but not  
The hill-born, earthy spring, the dark cold bilberries.  
The ripe peach from the southern wall still hot  
Full-bellied tankards foamy-topped, the delicate  
Half-lyric lamb, a new loaf's billowy curves,  
Nor porridge, nor the tingling taste of oranges.  
—An angel has no nerves.

Far richer they! I know the senses' witchery  
Guards us like air, from heavens too big to see;  
Imminent death to man that barb'd sublimity  
And dazzling edge of beauty unsheathed would be.  
Yet here, within this tiny, charmed interior,  
This parlour of the brain, their Maker shares  
With living men some secrets in a privacy  
Forever ours, not theirs.

## TASK 14 Give me Eight

Form eight (8) small groups and choose one from the following tasks to work on.

### Group 2. Fan letter to a role model

You look up to your parents, grandparents, teachers, relatives, or friends because they inspire you to perform roles in life effectively. You regard them as good role models who help you along the way.

- Choose an inspirational persons and write a fan letter to them.
- Explain in your letter why you admire those persons and why you consider them as your role model.
- Also mention how they help you to be a better person.
- Read your letter to your classmates.

### (Lesson 2)

B. Based on your answers, what do you think are the:

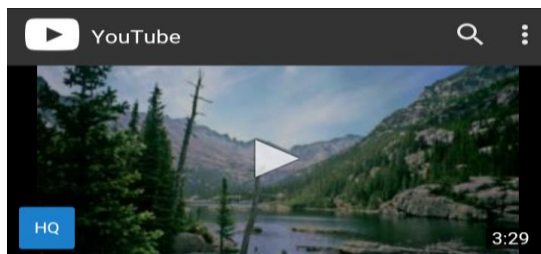
- Features of a literary text; and
- Tips in reading literary texts.

Write your ideas about the features and tips in reading literary texts.



## TASK 1 Human-Environment Interaction

Watch as the camera tracks the lives of the youths like you. How would you rise to the challenges presented? What do you think motivated them to do this video?



Human Environment Interaction

<http://www.goggle.com/human+envi+inter>

**TASK 11 Weigh Up!**

Examine the following examples of texts. Indicate the type of reading text they are.

1. Cyber bullying comprises on sending unpolished images, tweeting slang memos, or posting false web pages. Consequently cyber bullying has developed into completely a novel kind of bullying. *“Causes and effects of Cyber Bullying”*

**TASK 16.1**

What is your parents’ greatest legacy? Do you consider this legacy worthy of passing on to your children?

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**TASK 17 Sharing Other People’s Perspective (SHOPP)**

*Municipal Engineer* \_\_\_\_\_

*Business Owner* \_\_\_\_\_

*Teacher* \_\_\_\_\_

*Vendor* \_\_\_\_\_

*Street Sweeper* \_\_\_\_\_

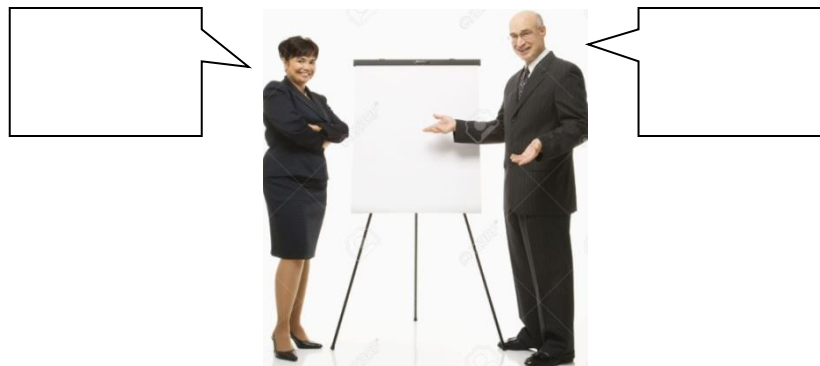
*Student* \_\_\_\_\_

*Parent* \_\_\_\_\_

*Historian* \_\_\_\_\_

**Task 4: Core Question**

- Pair up with male and female classmates, and converse about your purpose in your family, school and community.
- List two questions you have in mind regarding with living a purpose.



**TASK 2 Sharing With the Persona**

- Work in groups of five, imagine you meet the persona.

- Share which of the personas
- ✓ Insights you would like to discuss
- ✓ Experiences which is mind-changing and strengthened the resolve about something or see something about oneself and others in a new light.
- Report back to class.

#### Task 4: Getting the Most Out of Life

Describe the cartoon presented below. Give the meaning being depicted in it.



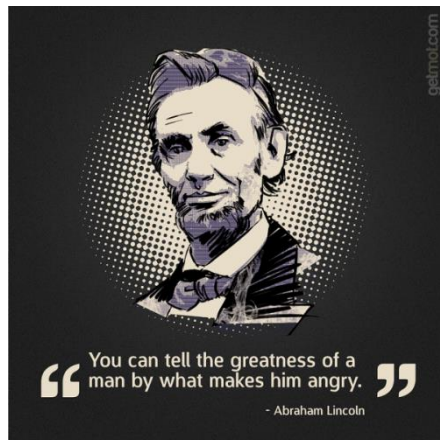
<http://www.picturequotes.com>

#### SECOND QUARTER (Module 2; Lesson 1)

##### Task 1: Methinks!

Explore their thoughts about greatness. Think about what they mean with regard to this. Write your answer in your notebook.

My initial thoughts.



<http://www.goggle.com/great+people>

## Task 2: Connecting Lives

Rely on this situation.

Mr. and Mrs. Ramos, having difficulty in financial aspect, saw their children cheerfully studying together. What do you think will be their attitude after seeing this situation? Share your ideas in class.



### MY TREASURE

- Go back to your initial concept of greatness. Finalize your answer to the question,
- “What is greatness?” Write your response in your notebook.
- Make the presentation of your insights more creative through Wordle.com.
- Click the link, <http://www.wordle.net/create>.
- Copy and paste your insights in the box. Click Go and then Submit.
- Import a print screen of your generated wordle to the box found below.



(Lesson 2)

### Task 1 Social Lens

Write a short essay having 3 paragraphs with 3 sentences each about the issues presented in these pictures.



**READING TEXT 1**

<http://www.goggle.com/street+children>

**Motive Question: What circumstance is the persona faced with?**

Read the texts and answer the activities that follow.

**INVICTUS**  
**William Ernest Henley**

Out of the night that covers me,  
Black as the pit from Pole to Pole,  
I thank whatever gods may be  
For my unconquerable soul.

In the fell clutch of circumstance  
I have not winced nor cried aloud.  
Under the bludgeoning of chance  
My head is bloody, but unbowed.

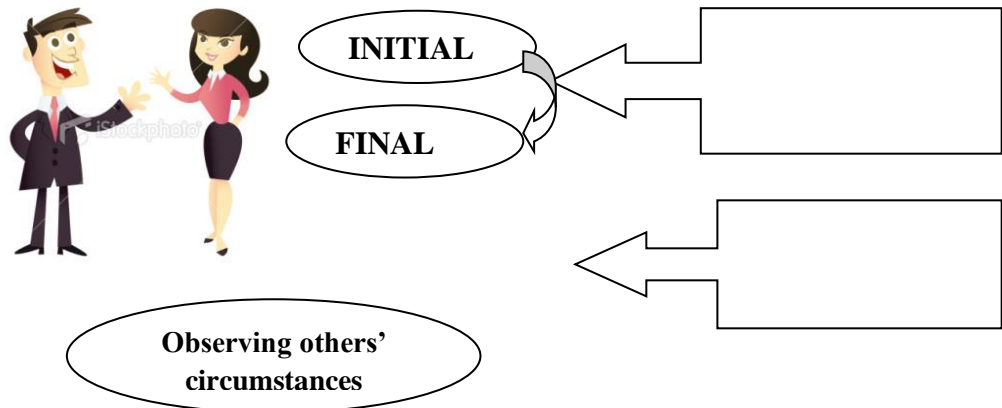
Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds and shall find me unafraid.

It matters not how strait the gate,  
How charged with punishment the scroll,  
I am the master of my fate;  
I am the captain of my soul!

**Task 9 My Revised Thoughts**

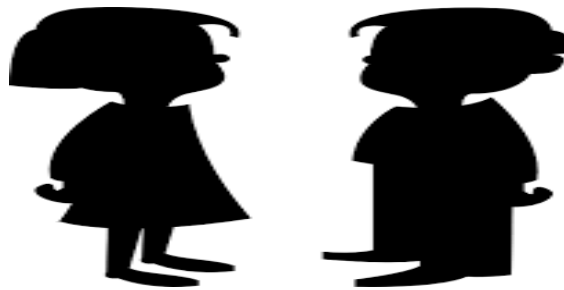
Trace the development in your thinking. Use the graphic organizer below to jot down your initial and final perspective concerning other people’s circumstances.

Do this in your notebook.



**Task 1 Black Out!**

Two friends were trapped in the school library for twelve hours without light. Think of five things the two friends might be deprived of. Write your answer in your notebook



**Task 6: In Our Shoes**

Read the speech once again. Determine tone, mood, technique, and purpose of the author.

Tone of our speech...

Mood of our speech...

Technique of our speech...

Our purpose in writing is...



**Task 7.1**

Below are three important social and environmental issues today. We all know for a fact that in one way or another, these issues do not only benefit people, but also bring harm to others. What is your stand in each of the illustrated issues below? Use **PRESENT REAL CONDITIONALS** in presenting your arguments.



Mining \_\_\_\_\_

\_\_\_\_\_



Oil Exploration \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Quarrying \_\_\_\_\_

\_\_\_\_\_

**Task 12 Numb on Numbers**

Remember the two friends caught in a black out. The lights are now on and their identities are revealed. They are Marcelino from Marcelino Panivino and Sarah from Sarah ang munting prinsesa. Play on these characters and write a short paragraph about how they could seek justice against their discriminations.



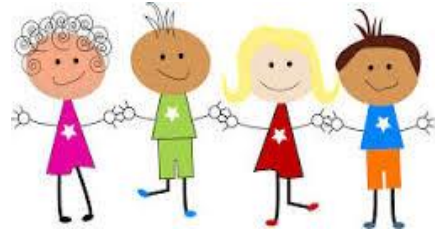


## MY TREASURE

*“We are our brothers and sisters’ keepers. Understanding other’s life challenges, building relationship with them and collaborating with them to effect change in the life of another is the secret of building a community with equality and social justice.”*

Complete the following in your notebook.

1. My journey through this lesson enabled me to learn...
2. It made me realize that...
3. I therefore commit to...



## TASK 4. Vocabulary Development

**Context Clues:** Pick out the word which does not belong to the group.

1. They were shouting **blasphemous** ideas about different religions.
  - a. authentic
  - b. nonsense
  - c. distracting
  - d. humiliating
2. The audience ignored the victim’s **clamor** for change on social injustice.
  - a. yell
  - b. cry
  - c. scream
  - d. silence
3. They are spoken by someone who had false ideas as to what is convincing in **elocution**.
  - a. delivery
  - b. inarticulate
  - c. expression
  - d. utterance
4. The lawyers could not easily **counterfeit** his arguments.
  - a. simulate
  - b. reverse
  - c. imitate
  - d. fabricate
5. The crowd was wearing **bourgeois** clothes just like any other elite in their locale.
  - a. traditional
  - b. common
  - c. original
  - d. conservative
6. They can never forget the **entreaties** made which was agreed upon for quite some time.
  - a. answer
  - b. petition
  - c. request
  - d. appeal

## TASK 9. If Only

Complete the phrases below.

1. If they had eaten less, ...
2. If I had watered the plants, ...
3. If everyone had gone home early, ...
4. If cooler heads had not intervened, ...
5. If conditions had not been different, ...

**Task 11 Much Ado about What to Do**

Read the situations presented. Create bubble strips or comic strips to explain what you would say if given the chance to confront the person who committed the wrong deed. Use past conditionals in expressing your answers.



**Task 1. Bundle of Joy**

What can a bundle do? Write your thoughts about the illustrations below and explain why it is better if they come in a bundle or group.



**THIRD QUARTER (Module 3; Lesson 1)**

**TASK 1. Looking Up**

How do you respond to an emergency situation? Whom do you call for help? For each critical situation below, indicate your life-saving solution. Cite your opinion for giving such a solution.

Critical situation	Life-saving solution
1. Your neighbor's house is on fire.	
2. The purse of your friend is snatched inside a jeepney.	
3. Somebody in fear and in panic calls on your cell phone asking for your help.	
4. Your mother complains of dizziness and falls to the ground unconscious.	

5. A hazardous chemical in the Chemistry Lab spills producing smoke and a suffocating scent.	
--	--

### TASK 5 Bonding Together

Students work in groups of 7 to 10 to discuss the message of the poem.

#### Group 4 Spring

Without it I was like a bear in a cave  
Drowsing through a shadowy winter  
It rings and spring has come

Guide questions:

- To what does the speaker compare human situation before the advent of the telephone?
- What value do people give to the telephone when he has the access to it?
- What literary device is used here?

#### (Lesson 2)

#### Task 1 Promoting Advocacy

Study the poster and evaluate its message. What is in the poster that would make you accept the invitation to join the conference?

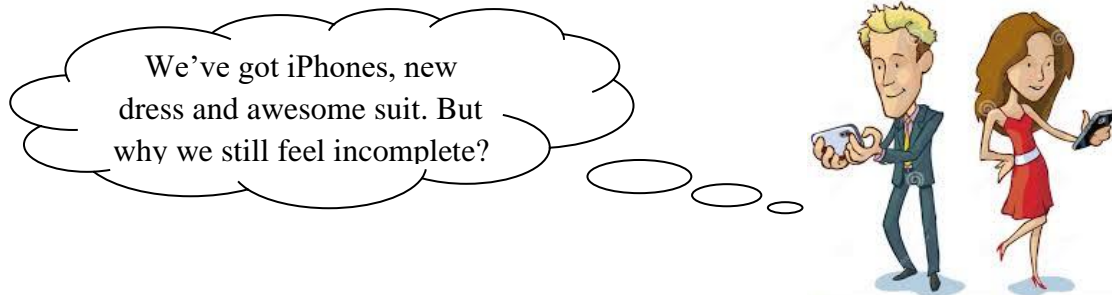


### Task 3 Emulating Accomplished People

Some people do ordinary things that produce amazing results, making them different from the rest. One of them is Bill Gates whose curiosity led to a revolutionized information technology. Prepare yourselves for a Power Point presentation. Take note of the information that will complete the grid below.

Personality	Nationality	Advocacy
Melinda Gates	American	
Eva Peron		Established charitable organizations which created homes for homeless and the poor
Efren Peñaflorida		Educate street children through a push cart classroom.
Emmeline Pankhurst		Women suffrage
Arnel Pineda	Filipino	
Evans Wadongo		
Narayanan Krishnan		
Julia 'Butterfly' Hill		

### Task 4 Considering Options



1. These man and woman have the modern gadgets and fashioned clothes, yet they still feel incomplete. Why do you think this is so?
2. What general truth in life is being depicted?

### Task 14 Sharing My World

#### B. Living with Others

Work with a partner in completing each sentence. Supply the possessive form of the word in parenthesis.

- (Lara) 1. Because of \_\_\_\_\_ welcoming gesture, her companions felt at ease.  
 (he) 2. \_\_\_\_\_ joining the group inspired them.  
 (she) 3. The group knew of \_\_\_\_\_ being cheerful.  
 (I) 4. Please excuse \_\_\_\_\_ being over-excited.  
 (we) 5. The old woman did not appreciate \_\_\_\_\_ being noisy.

- (you) 6. \_\_\_\_\_ taking the blame has made us respect you.  
 (they) 7. The leader gave suggestions about \_\_\_\_\_ having a new project .  
 (members) 8. The \_\_\_\_\_ being confident in her boosted her morale.  
 (you) 9. What is the use of \_\_\_\_\_having strong supporters?  
 (he) 10. Mark understood \_\_\_\_\_ saying no to the proposal.

### **Task 16 Getting Immersed**

In the previous lesson, you learned the guidelines to writing a good plot synopsis or summary. Now, you will read some synopses for analysis.

#### **A. Robocop by Chuck Sambuchino**

In the near future, Detroit is on the verge of collapse due to unchecked crime. Family man and honest cop ALEX MURPHY gets transferred to the worst precinct in town and finds a new partner in tough ANNE LEWIS. On their first day together, they engage in a highway shootout with a gang of criminals. Murphy and Lewis trail the criminals to a steel mill, but they become separated and Murphy is captured. The criminals torture Murphy, and crime boss BODDICKER personally shoots him through the head. Lewis is too late to help, and finds Murphy dead.

Meanwhile, Detroit mega-corporation O.C.P. enters into a contract with the city to run the police force, effectively privatizing it. Recognizing that human law enforcers are insufficient to stop crime, OCP creates a cyborg “Robocop” program. As Officer Murphy is the most recent cop to die, he “volunteers” to be the prototype, and his body is joined with armor and artificial intelligence. All this infuriates corrupt OCP executive DICK JONES, whose own crime-stopping program was axed in favor of Robocop.

RoboCop is guided by four directives written into his programming, but only three are explained to him: 1) serve the public trust, 2) protect the innocent, and 3) uphold the law. Robocop is able to single-handedly deal with violent crime in the city, causing the rest of the police to talk of a strike in fear of being replaced. Meanwhile, RoboCop, though his mind was supposedly erased, still retains some memories of his life as Murphy, including glimpses of his wife and son. Lewis recognizes Robocop’s mannerisms, and tries to convince him that he is, in fact, Murphy — but Robocop does not understand.

In an effort to understand “Murphy,” Robocop tracks down the criminals responsible for Murphy’s death. When he finds the gang at a cocaine factory and arrests them, a panicked Boddicker reveals that he is in the employment of Dick Jones of OCP. Robocop moves to arrest Jones at OCP headquarters, but discovers that his classified fourth directive is an inability to arrest any OCP executive. Under orders from Jones, Detroit police open fire downstairs on Robocop, almost killing him. Robocop is saved by Lewis, who hides him in the same location of his death — the steel mill.

Lewis tends to RoboCop’s injuries and discovers that there is still some of Murphy’s old self present. Soon after, the police launch their long-threatened strike,

sending Detroit into chaos. All criminals are released from jail — and that means Boddicker and his gang are free again. They get orders from Jones to track down and kill Robocop and Lewis. Boddicker’s team converges on the steel mill. RoboCop and Lewis defend themselves and kill the entire gang.

RoboCop returns to OCP headquarters and, crashing a meeting with the OCP president, plays back Jones’s (recorded) confession to murder. Jones grabs a gun and begins making demands. The president tells Jones “You’re fired!” and suddenly RoboCop is no longer bound by Directive 4, allowing him to shoot Jones. The president commends RoboCop and asks for his name, to which he replies, “Murphy.”

**(Lesson 3)**

**Task 3. A Time for Us**

Fill in the required information in each section as indicated below.  
Be as specific as you can in each section.

The story begins with...

A problem the character has is...



They try to solve the problem by...

They finally solve the problem when...

**Task 9 Act and Communicate**



### Task 3 Factual Recount

**First Thoughts**

What proof of his love does Juliet ask from Romeo?

How does Romeo react to what Juliet said?

What does Romeo do when he leaves Juliet?

What is Juliet worried about when they are talking at the balcony?

Where does Romeo hide while talking to Juliet?

Who knows what they are talking secretly at the balcony?

### (Lesson 6)

#### TASK 1 Activate Your Mind

There are countless people who have changed the world. These are men and women who have touched and made a difference in the lives of others with their determination, selflessness, and commitment to serve.

Can you name some of them?

### Task 11 Cartoon Talk

Make a comic strip by filling in the textbox. Make sure to use participles.



### Task 3 Look Who's Talking?

Look at the illustration that follows. If the characters in the picture could talk, what would they say? Write your answer in the bubble callout.



## FOURTH QUARTER (Module 4; Lesson 1)

### Task 2 Peek at the Note

As the song goes, *“Ebony and Ivory, live together in perfect harmony  
Side by side on my piano, keyboard, Oh Lord  
Why don't we?”*

Can you determine the underlying meaning of the lyrics of the song?





### Task 6 Predict a Dream

From the story, Mama dreams of moving into a house with lawn—where Travis could play -- a part of her great “American Dream” which she nurtures with her husband. Walter dreams of putting up a business and Beneatha dreams of finishing a medical course.

In reality, most people likewise hold on to a dream. Take a good look at the illustrations below. In the given predicament, can you tell what they dream about? Write your answers in your notebook.



<http://www.goggle.com/dream+of+people>

**(Lesson 3)**

**Task 1. What's in a Pic?**

Here are captured images from three video clips. Can you predict what each video is all about? Write your answer on the prediction box opposite each picture.



The video is about...

Because...



The video is about...

Because...



The video is about...

Because...

**Task 16 Review Rewind**

**Theatre review: Romeo and Juliet: The Greatest Hate Story Ever Told**

**By Jacqueline O'Connor**

**ARTS EDITOR**

Romeo and Juliet

American Repertory Theatre

Written by William Shakespeare

Directed by Gadi Roll

Loeb Drama Center, Harvard Square

Runs until March 25, 2006

Those who didn't snooze through high school English know the tragic tale of Romeo and Juliet, two lovers divided by injustice, prejudice, and their violent, warring families. Despite the obvious dismal overtones of the play, it is often referred to as "the greatest love story ever told," or "the love story from which all others come," or something equally pompous. It's pretty easy to agree, though, that it is a story about love — until you see the version at the American Repertory Theatre.

At first glance, the performance was very stylized. The stage was simple: a long rectangle filled with dark sand and, for stage edges and walls, just metal grating. The audience sat on two opposite sides of the stage, creating a feeling of a "theatre in the round" or a blackbox theatre. The music was funky and ranged from hip-hop to Arvo P rt. The props were simple and sparse, and only the lighting, which varied from chandeliers to a bright spotlight from stage right, was intricate and significant. The choreography was well-executed and each character had a unique physical presence.

The party scene was the height of the stylization of the play. Three red carpets were laid under three rows of glittering chandeliers, and the guests entered in three lines, dancing with violent and exaggerated movements to loud hip-hop music that shook the entire theatre. The men were dressed in tuxedos with lavish capes, while the ladies were dressed in a wide array of Spanish looking dresses of black, white, and red. Even through the scene where Romeo and Juliet first meet, the raucous dancing continued on the edges of the stage and the music was so deafening that the magic of the moment was completely lost.

Despite the obvious effort that the directors put into giving the show a unique ambiance, the majority of the actors let that effort go to waste with forced acting and lack of depth and nuance. From beginning to end, the usual wit and tender emotion of the script was missing. Unfortunately, most actors did not grasp the opportunity afforded them by the audience's nearness to deliver a rich performance. For example, the opening scene that features the famous line, "No, sir, I do not bite my thumb at you, sir, but I bit my thumb, sir," was played angrily — as if the actors did not realize that the whole scene was a play on words.

Things only got worse when Romeo (Mickey Solis) appeared on stage, and from his very first lines it became obvious that he was going to express one emotion the entire play: anger. Perhaps previous interpretations of the lovesick Romeo have predisposed the viewer to a false expectation of his character, but lines such as "Love is a smoke made with the fume of signs/ Being purged, a fire sparkling in lovers' eyes/ Being vexed, a sea nourished with lovers' tears," should not be wrathfully sputtered. His rage continued throughout the play until the very end, by which time his only mode of expression was monotonic yelling. From the time he killed Tybalt (Marc Aden Gray), Solis seemed to lose his personality and became oddly zombie-like in his lack of both vocal and physical expression.

Romeo was not the only character who exhibited anger and violence throughout the entire play. Mercutio, in his encounter with the nurse as she seeks to confirm Juliet's affections to Romeo, threatened the nurse with a knife as he cruelly taunts her about being a whore. Also, Capulet, Juliet's father, physically abuses both Juliet and Lady Capulet in his rage over Juliet's refusal to marry Paris. Finally, the seemingly playful bantering of Romeo, Mercutio, and Benvolio, turned into vicious and crude jeering. The extreme portrayal of violence and hate in scenes where a lighter tone was obviously

intended made the play dismal and bland to watch. By the end, every character was enraged and there was no variation to keep the interest of the audience.

Fortunately, three key actors saved the play from utter failure. Shining through as the obvious star of the show, Juliet, played by Annika Boras, stole the hearts of the audience with her vibrant and balanced portrayal of a young girl torn between her family, her love, and her growing sense of self. Portrayed in this version as somewhat of a tomboy, Juliet walked with a stride in her knee-high boots and effused an air of self-confidence. Boras dispelled the common notion that Juliet is a flaky young girl and used the brilliant lines Shakespeare provides in order to show Juliet's intelligence. Most importantly, Boras gave a balanced performance of the character and through her words and actions, accurately portrayed a girl going through a difficult period in her life. At times she was angry, like many others in the production, but this was balanced with episodes of self-doubt, and moments of true tenderness.

Juliet's nurse, played by ART veteran actress Karen MacDonald, added a touch of levity to the otherwise somber atmosphere. MacDonald played her character with a good balance and a keen believability. Her character was not the doting nurse of some other productions, but a guilt-tripping though always loving mother figure for Juliet. Despite her best intentions, however, her flawed side showed through in her manipulation of Juliet's curiosity after meeting with Romeo, just as her pathetic side was played out in her helplessness after Romeo's banishment. The myriad of emotions that MacDonald clearly portrayed made the Nurse one of the most memorable characters of the night.

Finally, CheAyende's Mercutio was the icing on the cake of this wonderful trio. Not only was Ayende able to depict a believable character, but he was a master interpreter of Shakespeare's words. In the character's most prominent scene, where he coaches a love-struck Romeo before the Capulet party, Ayende brought down the house with his sly tactics and expressive monologues. His unusual use of rhythm that does not adhere to the strict metering of Shakespeare's pentameter enables him to bring more meaning and emotion to the monologue. Though Mercutio dies in the third act, his performance alone makes the play worth seeing.

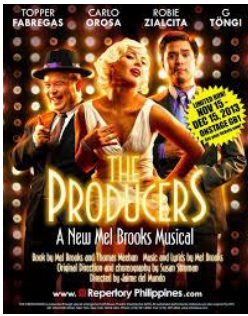
It is obvious what the producers were looking to portray in this version of Romeo and Juliet. Though Shakespeare does reference violence, death, and sadness throughout the entirety of this play, he originally listed it as a comedy. It is as if the great author intended for there to be a dichotomy between love and hate, life and death, and comedy and tragedy. The ART production of Romeo and Juliet only managed to get half of this message across: hate, death, and tragedy.

*Tech.mit.edu/V126/N10/10Romeo.html*

#### **(Lesson 4)**

##### **Task 1. Nancy Drew or Tintin?**

All plays performed on stage have playbills. The playbill contain on the names of characters, the playwright, production staff and the synopsis. Look closely at the sample playbills of different plays provided for you here. Through the playbill's cover and the play's title, predict what the play is all about. Write down your reason for your answer. Check if your prediction is right by listening to the synopsis of the play to be read by your teacher. For every correct prediction give yourself 5 points.



I think "The Producers" is about

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Reasons

\_\_\_\_\_

\_\_\_\_\_



I think "God of Carnage" is about

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Reasons

\_\_\_\_\_

\_\_\_\_\_



I think "Leading Lady" is about

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Reasons

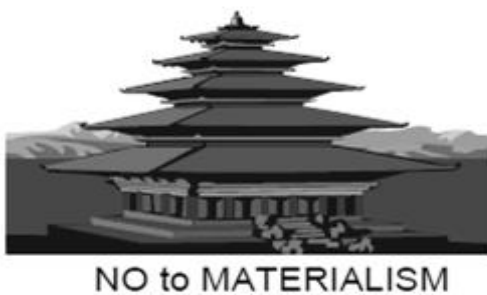
\_\_\_\_\_

\_\_\_\_\_

(Lesson 5)

Task 1 Standing Up for Good

Study the ads below, and then decide whether you will be in favor or against a particular issue being raised. Answer the following questions:



1. What is your stand?
2. What helped you decide?
3. What did you use as a basis in decision- making?
4. If you would be given the opportunity to talk to someone regarding the issues of materialism and pork barrel to who would you talk to? Why?
5. What would you tell him/her? Write your answers below.

### Task 3 Digging for Details (SGD)

#### My Panel Role

Form a small group to come up with a panel of discussants to tackle the issues in Task 2 “Relating the Truth.” Use the data that you gathered from this activity in digging for the relevance and truthfulness of the ideas presented. Consider the following tips:



#### (Lesson 6)

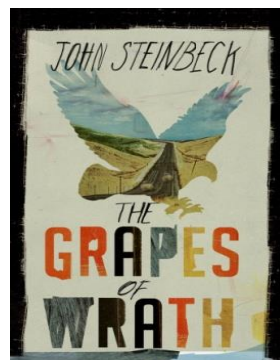
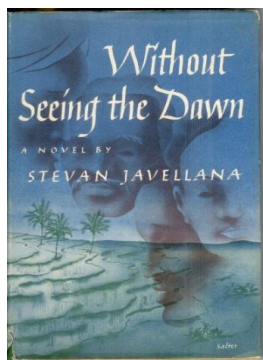
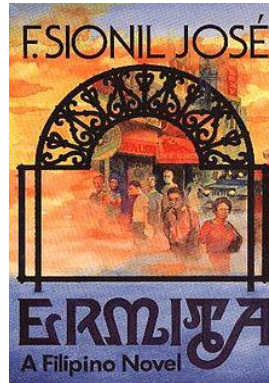
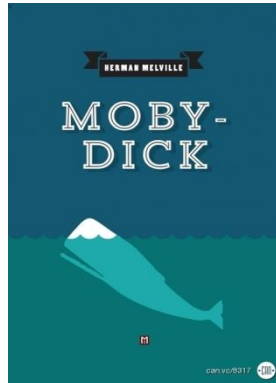
### Task 13. Familiarizing the Theater’s Territory

Fill – in the blanks with the appropriate words to complete the sentence. Choose your answers from the technical terms above.

1. They designed a \_\_\_\_\_ for their stage performance.
2. The artists wore heavy \_\_\_\_\_ for the evening show.
3. The summit delegates were requested to wear their national \_\_\_\_\_ for the cultural presentation.
4. \_\_\_\_\_ are essential in making a play production more realistic.
5. A \_\_\_\_\_ is worn by artist especially in comedy or horror to add impact to a movie or play.
6. They wrote a nice \_\_\_\_\_ to advertise their next theatrical production.
7. Why don’t you join the \_\_\_\_\_ of performers?
8. The \_\_\_\_\_ of a recently produced play was catchy and realistic.

**Task 17. Blurbing the Tone, Mood, and Message of the Text**

- A. Recall the play which you have read (Death of a Salesman) and then, make a poster blurb to emphasize its climax, tone, mood, and message. Keep your output as this will be used as stage background or design for your stage play. You may use any material whether authentic or electronic (tarpaulin type) in nature depending upon the class' decision based on the needs of the stage play. See the samples below.



<http://www.goggle.com/book+cover>

**For Whom I Need to Change?**

The ending of the play “Death of a Salesman” depicted that to focus on money as the only measure of success, instead of fulfilling our obligation to our loved ones and to our society will not bring us happiness and contentment.

As a student, a child, and a good patriotic citizen, what can you suggest in order to leave a remarkable contribution for a family and societal reform? Express them by completing the phrases in your notebook.



The habits which I should discard are the following....

I intend to change them for....

My Friends: \_\_\_\_\_

My Family: \_\_\_\_\_

My Country: \_\_\_\_\_

**Table 1. Evaluation of the Modified English Grade 9 Material in terms of Content**

<b>Content</b>	<b>WM</b>	<b>DR</b>
1.Are up-to-date	3.73	HA
2.Are appropriate for Grade 9 students	3.60	HA
3.Include adequate development of concepts.	3.40	HA
4.Present topics in logical and orderly arrangement.	3.43	HA
5.Have clear, concise, readable and easy to follow directions.	3.40	HA
<b>Average Weighted Mean</b>	<b>3.51</b>	<b>HA</b>

Table 1 reveals the weighted mean distribution of the modified task in Grade 9 module in line with the content. All the statements under this category were rated highly acceptable where in the ‘Contents are up to date’ got the highest weighted mean of 3.73. Also, ‘Are appropriate for grade 9 students’ attained 3.60 weighted mean and ‘Present topics in logical and orderly arrangement’ obtained weighted mean of 3.43. Both 3.40 weighted mean were achieved by ‘Include adequate development of concepts’ and ‘Have clear, concise, readable and easy to follow directions’.

As posited by Corley (2005), content of the activities should allow for students’ demonstration of skills. In the same manner, it should instruct the students with equal opportunity to express the skills they need to exercise. The modified texts in the grade 9 module were according to the skills required to the students in learning English-American literature. The poems, movie reviews, and other passages were substitute from the same grading level of the manual but this time, these are gender and sexist language sensitive.

Table 2 on the succeeding page presents the average weighted mean on the evaluation of the modified material as to its relevance in which this category also gained highly acceptable rate of 3.39.

The statement ‘Cater the students’ preferences in doing the activity’ attained 3.53 weighted mean described as *highly acceptable*.



**Table 2. Evaluation of the Modified English Grade 9 Material in terms of Relevance**

<b>Relevance</b>	<b>WM</b>	<b>DR</b>
1.Cater the students' preferences in doing the activity	3.53	HA
2.Help students to choose activities that are beneficial for them.	3.33	HA
3.Aim to further develop students' skills.	3.43	HA
4.Make them more actively engaged and motivated.	3.33	HA
5.Consider students' individual differences.	3.33	HA
<b>Average Weighted Mean</b>	<b>3.39</b>	<b>HA</b>

In the same manner, 'Help students to choose activities that are beneficial for them' 'Make them more actively engaged and motivated' and 'consider students' individual differences' gathered 3.33. Also, 'Aim to further develop students' skills' got weighted mean of 3.43.

According to Fink (2003), the relevance of the material is one of the key factors for student motivation and engagement. The modified texts and pictures in the module are related to the experiences of the students because these were modified in line with the localization and contextualization of the activities. The pictures being changed in the module were according to the familiarity and experiences of today's learner, it boosts the students' interest.

Table 3 on the succeeding page discloses the 3.49 average weighted mean of the English Grade 9 material in terms its authenticity which remarked as highly acceptable.

As shown above, 'Encourage students to present the ability to create, add values and transfer the understanding to life situations in a form of products and performances' obtained the highest weighted mean of 3.63, 'Instruct and enforce the standard practices in learning the English concepts and competencies' however garnered a 3.37 weighted mean. Likewise, 'Encourage the students to interact and involve in the actual practice of English' and 'Connect the students to wide range of social, cultural and political context'

**Table 3. Evaluation of the Modified English Grade 9 Material as to Authenticity**

<b>Authenticity</b>	<b>WM</b>	<b>DR</b>
1.Encourage students to present the ability to create, add values and transfer the understanding to life situations in the form of products and performances.	3.63	HA
2.Instruct and enforce the standard practices in learning English concepts and competencies.	3.37	HA
3.Encourage students to interact and involve in the actual practice of English.	3.50	HA
4.Connect students to a wide range of social, cultural and political contexts.	3.50	HA
5.Aid learners to practice their learning in the real-life situations.	3.47	HA
<b>Average Weighted Mean</b>	<b>3.49</b>	<b>HA</b>

attained the same weighted mean of 3.50. On the other hand, ‘Aid learners to practice their learning in the real-life situations’ achieved 3.47 weighted mean. The modified tasks in English grade 9 with regards to authenticity were rated highly acceptable which implies that the tasks were on real-world context.

Chall and Conrad (2005), stressed that optimal match should place instructional task slightly above the learner’s current level of functioning. When the match is optimal, learning becomes authentic and enhanced.

Table 4 on the next page illustrates the evaluation of modified tasks in English grade 9 material in terms of appeal to target users which attained an average weighted mean of 3.42 and was rated highly acceptable.

As shown succeedingly, the modified material ‘Stimulates students’ interest in understanding English’ which garnered the highest weighted mean of 3.57, ‘Show the use of insights and reflections’ gained 3.47. ‘Help create supportive learning environment that foster high expectations for students’ success’ and ‘Provide outputs which are reflective of learner’s creative application of understanding’ obtained 3.33 weighted mean.

**Table 4. Evaluation of the Modified English Grade 9 Material in terms of Appeal to Target Users**

<b>Appeal to Target Users</b>	<b>WM</b>	<b>DR</b>
1. Stimulate students' interest in understanding English.	3.57	HA
2. Show the use of insights and reflections.	3.47	HA
3. Help create supportive learning environment that foster high expectations for the students' success	3.33	HA
4. Provide outputs which are reflective of learner's creative application of understanding.	3.33	HA
5. Showcase skillful exhibition or creative execution of a process, reflective of masterful application of learning or understanding.	3.40	HA
<b>Average Weighted Mean</b>	<b>3.42</b>	<b>HA</b>

Also, 'Showcase skillful exhibition or creative execution of a process, reflective of masterful application of learning or understanding' achieved weighted mean of 3.40. All of the statements were rated highly acceptable, this means the material is appealing to the grade 9 pupils. Thus, the modified tasks are engaging and enjoyable to the students that can stimulate their interests.

As revealed by Yorke (2002), using appealing and captivating graphics, colors and figures appeals to the emotional, sub-conscious responses. Students' interests were captivated by the pictures used in the material because these were appealing to their eyes so they tend to give attention to interpretation of cartoons or images for instance.

Table 5 on the next page unveils the average weighted mean of modified material in terms of gender and language sensitivity which attained 3.89, the highest rate among the five categories.

As seen in the table, 'Make male and female visible in the tasks' got weighted mean of 3.93, 'Engage female and male in equal occupation' obtained 3.83 weighted mean, 'Show desirable and positive behaviors of female and male characters' got 3.77 weighted mean and 'Has a parallel treatment in the names, titles, and linking pronouns and

**Table 5. Evaluation of the Modified English Grade 9 as to Gender and Language Sensitivity**

<b>Gender and Language Sensitive</b>	<b>WM</b>	<b>DR</b>
1. Make male and female visible in the tasks	3.93	HA
2. Engage female and male in equal occupation	3.83	HA
3. Show desirable and positive behaviors of female and male characters	3.77	HA
4. Uses gender sensitive language which avoids the generic use of the word man.	4.0	HA
5. Has a parallel treatment in the names, titles, and linking pronouns and occupation of male and female in the task.	3.93	HA
<b>Average Weighted Mean</b>	<b>3.89</b>	<b>HA</b>

occupation of male and female in the task' got 3.93 weighted mean. In addition, 'Uses gender sensitive language which avoids the generic use of the word man' achieved the perfect weighted mean of 4.0.

It was evaluated that the modified material promotes gender fairness in pictorial representations and avoid sexism in language in texts for obtaining highly acceptable regard from the English Teachers.

In the same manner, Bombani's (2015) study had proven the gender-sensitivity of grade 8 English module through the same process of analysis and acceptability of the modified parts of the module. Also, the study of Manato (2015) revealed that to integrate gender and development issue of English grade 9 material and as well, the modified quarter one of the module was accepted by the language educators who had evaluated it.

## **Chapter V**

### **SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the study conducted. This also presents the findings derived from analysis and interpretation of the results. Moreover, this imparts the conclusions framed and the recommendations thereafter.

#### **Summary of the Findings**

Gender-sensitivity issues in material occur when a certain text discriminates one gender over another. It gives an unequal portrayal between male and female. Also, this happens when the male gender is dominant over female when it comes to the role and responsibilities. In terms of pictures, the bias was seen if female, for instance, is not present in picture and only male was in it, and vice versa. The English grade 9 module is found gender-sensitive in its nature although some parts need revision due to the fact that it somehow stereotypes the male and female genders. Most images used in the material were identified to show biased between male and female because of the separate used of the icons in the tasks.

The study employed the combination of qualitative and quantitative method. The former was used in analysis and identification of the gender insensitive texts and pictures of the English grade 9 material. The latter, however, was utilized for the acceptability of the modified texts and pictures investigated in the textbook as gender-unequal.

The modified parts of English material were acceptable and recommendable to use as a parallel activity in classroom setting based on the evaluation of the acceptability of the module. The category as to 'content' gained the average weighted mean of 3.51 which highly acceptable, 'relevance' got 3.39 average weighted mean and is also highly acceptable, 'authenticity' on the other hand, garnered the average weighted mean of 3.49, highly acceptable, 'appeal to target users' attained 3.42 average weighted mean and highly acceptable, and the 'gender and language sensitivity' gained the highest among all the categories average weighted mean of 3.89. These were evaluated by the language teachers of the different schools namely; Suba National High School, Gagalog National High school, Sta. Catalina National High School, San Buenaventura National High School (main) and Calamba National High School (main).

## **Conclusions**

Fast-paced society brings the best to cater the quality and equal education to the learners. It provides vital role of woman and man in the society, classroom and even in instructional material. For this reason, this study supplement the prolonged problem in gender equality through investigating the newly- distributed and published instructional material used in the K to 12 curriculum, though, it was considered gender sensitive somehow, but it still needs to be further validated by the writers and material developers, this gave rise to the consideration to be made by them, who wishes to hand out equal instruction to the learners of today. Finally, the modified material is acceptable to be used as parallel activities in the classroom according to 30 language teachers who evaluated the module.

## **Recommendations**

From the conclusions drawn, the following recommendations were suggested:

1. Other approach may be used in analyzing gender sensitivity of the learning material such as critical discourse analysis.
2. Other subject matter from other grade level may be subjected to gender-based analysis.
3. The modified tasks of the module may undergo further validation or revision.
4. Gender sensitivity analysis may also focus on how the tasks in the module are being administered in a class.
5. Sexism in language may be explored in depth manner through critical analysis of the texts presented in the materials.
6. Other parameters of gender sensitivity and sexism in language may include and may use in the other study.
7. The similar study may be conducted to other locale and respondents to gathered data from different schools and English teachers who are teaching the language.

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# **APPENDICES**

**Appendix “A”  
COMMUNICATIONS**



Republic of the Philippines  
*Southern Luzon State University*  
**College of Teacher Education**  
Lucban, Quezon



**Mr. Crispin Glenn C. Cambel**  
Principal, Suba National High School  
Majayjay, Laguna

Dear Sir:

The undersigned is a third year student taking up Bachelor of Secondary Education Major in English in College of Teacher Education and presently working on her study entitled **“Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language”**.

In connection with this, the researcher would like to ask permission from your good office to conduct the study in Suba National High School with the English teachers as respondents.

She hopes for your kind consideration and favorable response. May the Lord God bless you always.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**  
Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**  
Research Adviser

Approved by:

**(SGD.) MR. CRISPIN GLENN C. CAMBEL**  
Principal, Suba National High School  
Majayjay, Laguna



Republic of the Philippines  
*Southern Luzon State University*  
**College of Teacher Education**  
Lucban, Quezon



**Mrs. Mila J. Magadia**

Principal, Sta. Catalina National High School  
Majayjay, Laguna

Dear Madam:

The undersigned is a third year student taking up Bachelor of Secondary Education Major in English in College of Teacher Education and presently working on her study entitled **“Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language”**.

In connection with this, the researcher would like to ask permission from your good office to conduct the study in Sta. Catalina National High School with the English teachers as respondents.

She hopes for your kind consideration and favorable response. May the Lord God bless you always.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**  
Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**  
Research Adviser

Approved by:

**(SGD.) MRS. MILA J. MAGADIA**  
Principal, Sta. Catalina National High School  
Majayjay, Laguna



Republic of the Philippines  
*Southern Luzon State University*  
**College of Teacher Education**  
Lucban, Quezon



**Mrs. Irene A. Dayo**

Faculty, Paaralang Sekundarya ng Lucban  
Lucban, Quezon

Dear Madam:

The undersigned is a third year student taking up Bachelor of Secondary education Major in English in the College of Teacher Education and presently working on her study entitled "**Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language**". In this regard, she would like to request you to be one of the experts who will validate the developed questionnaire for the completion of her work. Your comments and suggestions will be highly appreciated for the improvement of developed questionnaire. Rest assured that your responses will be kept in confidentiality and will only serve for educational purposes.

Thank you for sharing your extra time and your expertise.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**

Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**

Research Adviser

Approved by:

**(SGD.) Mrs. IRENE A. DAYO**

Faculty, Paaralang Sekundarya ng Lucban  
Lucban, Quezon



Republic of the Philippines  
*Southern Luzon State University*  
**College of Teacher Education**  
Lucban, Quezon



**Ms. Joy Ann Rubiales**

Faculty, Gagalog National High School  
Majayjay, Laguna

Dear Madam:

The undersigned is a third year student taking up Bachelor of Secondary education Major in English in the College of Teacher Education and presently working on her study entitled "**Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language**". In this regard, she would like to request you to be one of the experts who will validate the developed questionnaire for the completion of her work. Your comments and suggestions will be highly appreciated for the improvement of developed questionnaire. Rest assured that your responses will be kept in confidentiality and will only serve for educational purposes.

Thank you for sharing your extra time and your expertise.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**  
Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**  
Research Adviser

Approved by:

**(SGD.) Ms. Joy Ann Rubiales**  
Faculty, Gagalog National High School  
Majayjay, Laguna



Republic of the Philippines  
*Southern Luzon State University*  
**College of Teacher Education**  
Lucban, Quezon



**Ms. Quennie Pural**

Faculty, Gagalog National High School  
Majayjay, Laguna

Dear Madam:

The undersigned is a third year student taking up Bachelor of Secondary education Major in English in the College of Teacher Education and presently working on her study entitled "**Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language**". In this regard, she would like to request you to be one of the experts who will validate the developed questionnaire for the completion of her work. Your comments and suggestions will be highly appreciated for the improvement of developed questionnaire. Rest assured that your responses will be kept in confidentiality and will only serve for educational purposes.

Thank you for sharing your extra time and your expertise.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**  
Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**  
Research Adviser

Approved by:

**(SGD.) Ms. Quennie Pural**  
Faculty, Gagalog National High School  
Majayjay, Laguna



Republic of the Philippines  
*Southern Luzon State University*  
**College of Teacher Education**  
Lucban, Quezon



**Mrs. Mariann F. Oraye**

Faculty, Gagalog National High School  
Majayjay, Laguna

Dear Madam:

The undersigned is a third year student taking up Bachelor of Secondary education Major in English in the College of Teacher Education and presently working on her study entitled "**Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language**". In this regard, she would like to request you to be one of the experts who will validate the developed questionnaire for the completion of her work. Your comments and suggestions will be highly appreciated for the improvement of developed questionnaire. Rest assured that your responses will be kept in confidentiality and will only serve for educational purposes.

Thank you for sharing your extra time and your expertise.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**  
Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**  
Research Adviser

Approved by:

**(SGD.) Mrs. Mariann F. Oraye**  
Faculty, Gagalog National High School  
Majayjay, Laguna





Republic of the Philippines  
Southern Luzon State University  
**College of Teacher Education**  
Lucban, Quezon



**Mrs. Kristian Paula A. Santos**  
Faculty, Gagalog National High School  
Majayjay, Laguna

Dear Madam:

The undersigned is a third year student taking up Bachelor of Secondary education Major in English in the College of Teacher Education and presently working on her study entitled "**Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language**". In this regard, she would like to request you to be one of the experts who will validate the developed questionnaire for the completion of her work. Your comments and suggestions will be highly appreciated for the improvement of developed questionnaire. Rest assured that your responses will be kept in confidentiality and will only serve for educational purposes.

Thank you for sharing your extra time and your expertise.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**  
Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**  
Research Adviser

Approved by:

**(SGD.) Mrs. Kristian Paula A. Santos**  
Faculty, Gagalog National High School  
Majayjay, Laguna



Republic of the Philippines  
*Southern Luzon State University*  
**College of Teacher Education**  
Lucban, Quezon



**Mrs. Crispina R. Orahay**

Head Teacher, San Buenaventura National High School (main)  
Luisiana, Laguna

Dear Madam:

The undersigned is a third year student taking up Bachelor of Secondary Education Major in English in College of Teacher Education and presently working on her study entitled **“Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language”**.

In connection with this, the researcher would like to ask permission from your good office to conduct the study in San Buenaventura National High School (main) with the English teachers as respondents.

She hopes for your kind consideration and favorable response. May the Lord God bless you always.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**  
Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**  
Research Adviser

Approved by:

**(SGD.) MRS. CRISPINA R. ORAHAY**  
Principal, San Buenaventura National High School (main)  
Luisiana, Laguna



Republic of the Philippines  
*Southern Luzon State University*  
**College of Teacher Education**  
Lucban, Quezon



**Mrs. Lyraline Larino, Ed.d**

Master Teacher,  
Calamba, Laguna

Dear Madam:

The undersigned is a third year student taking up Bachelor of Secondary Education Major in English in College of Teacher Education and presently working on her study entitled **“Gender-based Analysis of English Grade 9 Learning Material and its Sensitivity to Sexist Language”**.

In connection with this, the researcher would like to ask permission from your good office to conduct the study in Calamba National High School (main) with the English teachers as respondents.

She hopes for your kind consideration and favorable response. May the Lord God bless you always.

Sincerely yours,

**(SGD.) RICA MAE B. JAVIER**  
Student-Researcher

Noted by:

**(SGD.) Mr. LUIS MIGUEL P. SALUDEZ**  
Research Adviser

Approved by:

**(SGD.) LYRALINE LARINO**  
Principal, Sta. Catalina National High School  
Calamba, Laguna

## Appendix “B” INSTRUMENT

### Level of Acceptability of the Modified Tasks

**Name (optional):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** The following statements determine the level of acceptability of modified tasks. Read the statements carefully and indicate your agreement by checking the column corresponding to the scale below:

**Scale:** 4 – Highly Acceptable 3 – Acceptable 2 – Fairly Acceptable 1 – Not Acceptable

Content	4	3	2	1
1. Are up-to-date				
2. Are appropriate for Grade 9 students				
3. Include adequate development of concepts.				
4. Present topics in logical and orderly arrangement.				
5. Have clear, concise, readable and easy to follow directions.				
Relevance				
1. Cater the students’ preferences in doing the activity				
2. Help students to choose activities that are beneficial for them.				
3. Aim to further develop students’ skills.				
4. Make them more actively engaged and motivated.				
5. Consider students’ individual differences.				
Authenticity				
1. Encourage students to present the ability to create, add values and transfer the understanding to life situations in the form of products and performances.				
2. Instruct and enforce the standard practices in learning English concepts and competencies.				
3. Encourage students to interact and involve in the actual practice of English.				
4. Connect students to a wide range of social, cultural and political contexts.				
5. Aid learners to practice their learning in the real-life situations.				
Appeal to Target Users				
1. Stimulate students’ interest in understanding English.				
2. Show the use of insights and reflections.				
3. Help create supportive learning environment that foster high expectations for the students’ success				
4. Provide outputs which are reflective of learner’s creative application of understanding.				
5. Showcase skillful exhibition or creative execution of a process, reflective of masterful application of learning or understanding.				
Gender and Language Sensitivity				
1. Make male and female visible in the tasks				
2. Engage female and male in equal occupation				
3. Show desirable and positive behaviors of female and male characters				
4. Uses gender sensitive language which avoids the generic use of the word man.				
5. Has a parallel treatment in the names, titles, and linking pronouns and occupation of male and female in the task.				

### Appendix “C” COMPUTATIONS

**Table 1. Evaluation of the Modified English Grade 9 in terms of Content**

Content	(4)	(3)	(2)	(1)	WM	DR
1.Are up-to-date	22	8	0	0	3.73	HA
2.Are appropriate for Grade 9 students	18	12	0	0	3.6	HA
3.Include adequate development of concepts.	14	14	2	0	3.4	HA
4.Present topics in logical and orderly arrangement.	15	13	2	0	3.43	HA
5.Have clear, concise, readable and easy to follow directions.	15	12	3	0	3.4	HA
<b>Average Weighted Mean</b>					<b>3.51</b>	<b>HA</b>

**Table 2. Evaluation of the Modified English Grade 9 in terms of Relevance**

Relevance	(4)	(3)	(2)	(1)	WM	DR
1. Cater the students’ preferences in doing the activity	18	10	2	0	3.53	HA
2. Help students to choose activities that are beneficial for them.	13	14	3	0	3.33	HA
3.Aim to further develop students’ skills.	14	15	1	0	3.43	HA
4.Make them more actively engaged and motivated.	15	10	5	0	3.33	HA
5.Consider students’ individual differences.	15	10	5	0		HA
<b>Average Weighted Mean</b>					<b>3.39</b>	<b>HA</b>

**Table 3. Evaluation of the Modified English Grade 9 as to Authenticity**

Authenticity	(4)	(3)	(2)	(1)	WM	DR
1.Encourage students to present the ability to create, add values and transfer the understanding to life situations in the form of products and performances.	20	9	1	0	3.63	HA
2.Instruct and enforce the standard practices in learning English concepts and competencies.	14	13	3	0	3.37	HA
3.Encourage students to interact and involve in the actual practice of English.	18	9	3	0	3.5	HA
4.Connect students to a wide range of social, cultural and political contexts.	15	15	0	0	3.5	HA
5.Aid learners to practice their learning in the real-life situations.	18	8	4	0	3.47	HA
<b>Average Weighted Mean</b>					<b>3.49</b>	<b>HA</b>

**Table 4. Evaluation of the Modified English Grade 9 as to Appeal to Target Users**

<b>Appeal to Target Users</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>WM</b>	<b>DR</b>
1. Stimulate students' interest in understanding English.	20	7	3	0	3.57	HA
2. Show the use of insights and reflections.	15	14	1	0	3.47	HA
3. Help create supportive learning environment that foster high expectations for the students' success	12	16	2	0	3.33	HA
4. Provide outputs which are reflective of learner's creative application of understanding.	12	17	0	1	3.33	HA
5. Showcase skillful exhibition or creative execution of a process, reflective of masterful application of learning or understanding.	15	12	3	0	3.4	HA
<b>Average Weighted Mean</b>					<b>3.42</b>	<b>HA</b>

**Table 5. Evaluation of the Modified English Grade 9 in terms of Gender and Language Sensitivity**

<b>Gender and Language Sensitive</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>WM</b>	<b>DR</b>
1. Make male and female visible in the tasks	28	2	0	0	3.93	HA
2. Engage female and male in equal occupation	27	1	2	0	3.83	HA
3. Show desirable and positive behaviors of female and male characters	25	3	2	0	3.77	HA
4. Uses gender sensitive language which avoids the generic use of the word man.	30	0	0	0	4.0	HA
5. Has a parallel treatment in the names, titles, and linking pronouns and occupation of male and female in the task.	28	2	0	0	3.93	HA
<b>Average Weighted Mean</b>					<b>3.89</b>	<b>HA</b>