International Journal of Multidisciplinary Research and Growth Evaluation.

Development and Evaluation of Grade 7 English Instructional Modules in the Matatag Curriculum Integrated with 21st Century Skills

Joice Anne C Eludo-Lamanilao [1*], Francis Mervin P Lamanilao-Agdana [2]
SHS Teacher II, Balite National High School, Schools Division of Surigao del Norte, Philippines
Associate Professor, Surigao del Norte State University-Malimono Campus, Philippines

* Corresponding Author: **Joice Anne C Eludo-Lamanilao**

Abstract
This study aimed to develop and evaluate Grade 7 English instructional modules using the 4As Model (Activity, Analysis, Abstraction, Application) integrated with 21st-century skills. Conducted at Balite National High School and San Francisco National High School in Surigao del Norte, Philippines, the study involved 154 Grade 7 students and 11 English teachers selected through purposive sampling. Data were gathered using a researcher-made questionnaire to assess the module's effectiveness in addressing learners' needs and promoting 21st-century competencies. Findings revealed that students prioritized listening and reading comprehension skills, while challenges in vocabulary and grammar pointed to foundational learning gaps. Students recognized Critical thinking as a key academic skill, and teachers expressed strong agreement on the effectiveness of the module's instructional strategies. Experts validated the module's high effectiveness, particularly in integrating 21st-century skills. Students and teachers found the materials engaging and beneficial to comprehension and critical thinking. Pretest-posttest results confirmed a significant improvement in student performance, indicating the module's positive impact on learning outcomes. The study concludes that refining the module in terms of curriculum alignment, differentiated instruction, and assessment strategies will further enhance its effectiveness in meeting the diverse needs of learners in English education.

DOI: https://doi.org/10.54660/.IJMRGE.2025.6.4.417-424

1. Introduction
In today's rapidly evolving educational landscape, 21st-century skills—such as critical thinking, creativity, communication, and collaboration—have become a worldwide central goal of education systems (Niño *et al*., 2024) [12]. These skills are especially relevant in language learning, where literacy and communicative competence are foundational to academic success and lifelong learning. Despite this, many classroom practices remain anchored in traditional instruction that often limits students' holistic development (Ayas & Charles, 2024) [3]. Recognizing the need for more innovative and student-centered approaches, this study focuses on developing and evaluating instructional modules for Grade 7 English. Anchored in the 4As Model (Activity, Analysis, Abstraction, Application), the modules are designed to integrate 21st-century skills while aligning with curriculum standards, addressing the growing demand for practical and relevant English instruction in the Philippines (Philippines & Tan, 2020) [14].
Existing research underscores the importance of instructional modules in enhancing student learning outcomes by offering structured, learner-centered content tailored to specific competencies. Studies have shown that integrating 21st-century skills into subject areas leads to greater engagement, deeper understanding, and improved readiness for real-world challenges (Natarajan & Charles, 2024) [10].

Furthermore, localized and contextualized materials have proven more effective in meeting students' diverse needs, particularly in the Philippine educational context (Bonganciso, 2016) [4]. Self-Learning Modules (SLMs), as adopted by the Department of Education, have been an essential step in this direction. These findings informed the present study, which builds on the value of modular instruction while incorporating critical competencies for modern learners. By aligning with these established practices, this study seeks to advance module development through a targeted and curriculum-based approach (Acera, 2024) [1].

While numerous studies have explored module development and 21st-century skills integration, few have specifically examined their effectiveness within the newly implemented MATATAG Curriculum framework (Aquino, 2024) [2]. Many existing instructional materials do not fully align with competency-based standards or fail to address the practical skill sets necessary for today's learners (Skoretz & Cottle, 2011) [19]. There is also a lack of empirical evaluation on how such modules influence student performance and engagement in actual classroom settings (Dios *et al*., 2023) [6]. This study addresses these gaps by designing and assessing instructional materials that are both standards-aligned and skill-driven, offering a novel contribution to current pedagogical resources. It provides a research-based framework for developing English modules that respond to academic benchmarks and the evolving needs of 21st-century learners (Rahmia, 2022) [15].

This study significantly improves English language instruction in the Philippine education system, particularly in the Division of Surigao del Norte. It supports the Department of Education's advocacy for integrating 21st-century skills into core subjects and provides practical tools for teachers striving to improve learning delivery. The instructional modules developed can serve as models for other schools seeking to implement innovative and pragmatic approaches in their English programs. By aligning content with national standards and emphasizing skills needed in today's world, the study enhances educational quality at Balite and San Francisco National High Schools. It offers scalable practices informing curriculum development, teacher training, and policy-making across broader contexts.

Problem Statement
This study aimed to develop Grade 7 English instructional modules integrated with 21st-century skills using the 4As Model—Activity, Analysis, Abstraction, and Application. Specifically, it sought to identify the specific learning needs of students based on their self-assessment in terms of learning objectives, learning challenges, and learning gaps. It also aimed to develop a prototype English module incorporating 21st-century skills through effective instructional strategies and well-structured content using the 4As approach. Furthermore, the study explored the perceptions of experts, teachers, and students regarding the quality and relevance of the developed instructional module. Lastly, it evaluated the module's effectiveness by comparing students' performance through pretest and post-test assessments.

Methods
Research Design
This study adopted the Design and Development Research (DDR) model that Richey and Klein (2007) [16] proposed. This model is particularly suited for systematically creating, implementing, and refining instructional materials. DDR emphasizes the iterative nature of design, development, and evaluation, making it an appropriate framework for constructing effective educational interventions. The study specifically utilized the Successive Approximation Model 1 (SAM 1) to guide the instructional module development.

Research Environment
The research was conducted in Balite National High School and San Francisco National High School, Anao-aon District, in Surigao del Norte, Philippines. This district includes two public high schools that offer the Grade 7 English curriculum as part of the Department of Education's (DepEd) Basic Education program. The study focused on two selected high schools in the district that were purposively chosen based on their implementation of the MATATAG Curriculum and integration of 21st-century skills into their educational practices.

Participants
The study involved Grade 7 students and English teachers from Balite National High School and San Francisco National High School in the Anao-aon District under the Schools Division of Surigao del Norte. Participants were selected through purposive sampling to ensure they actively used the instructional modules integrated with 21st-century skills during the study period. One hundred nine students participated, with 51 from Balite (25 male and 26 female) and 58 from San Francisco (29 male and 29 female). Additionally, 11 English teachers were involved, comprising two from Balite and nine from San Francisco National High School.

Research Instrument
The research instruments in this study were carefully designed to align with the objectives stated in the Statement of the Problem, particularly focusing on the development and evaluation of Grade 7 English instructional modules integrated with 21st-century skills using the 4As Model. For needs analysis, a survey questionnaire was administered to teachers and students to gather insights into learning gaps, instructional needs, and classroom challenges. A Curriculum Review Checklist was also used to assess alignment with the MATATAG Curriculum, ensuring that the instructional modules met national standards and addressed key competencies.

Several tools were employed to support the development and evaluation of the modules. The Instructional Material Evaluation Rubric guided the assessment of content structure, instructional strategies, and integration of 21st-century skills. Teacher and student feedback forms collected qualitative data on the modules' clarity, relevance, and usability for prototype testing. All instruments underwent thorough validity and reliability checks to guarantee accuracy and consistency. Validity was established through expert reviews by professionals in English education, curriculum design, and technology integration. At the same time, reliability was measured using test-retest procedures and inter-rater reliability, with agreement assessed through the Kappa coefficient or intraclass correlation to ensure consistent evaluations.

Ethics and Data Gathering Procedure
The research fully respected all participants' rights, privacy,

and dignity. Before the study, formal permission was secured from the Schools Division Superintendent of Surigao del Norte, followed by approval from the School Principals of the participating schools. Teachers and students were fully informed about the purpose and nature of the study, with their participation entirely voluntary. Upon receiving the necessary approvals, the data collection process began with distributing informed consent forms to ensure confidentiality and voluntary involvement. Survey questionnaires were then administered to English teachers and students to gather insights into instructional needs, learning gaps, and the effective integration of 21st-century skills. This was followed by a curriculum review using a checklist to ensure alignment with the MATATAG Curriculum. Guided by the Department of Education's IM Evaluation Rubric, the researcher developed the instructional modules. Finally, Teacher and Student Feedback Forms were distributed to evaluate the modules' clarity, relevance, and usability (Appendix E).

Data Analysis

To analyze the data collected in this study, various statistical tools were used based on the nature of the data and the corresponding research questions. Mean and standard deviation were employed to summarize and interpret feedback from students and teachers regarding the instructional modules. The Wilcoxon Signed Rank Test was applied to determine the effectiveness of the prototype instructional modules by comparing students' pretest and post-test scores. Additionally, percentage calculations were utilized to identify the proportion of students reporting specific learning needs, challenges, proficiency levels, and preferred instructional strategies, allowing for a clearer understanding of patterns within the dataset.

Results and Discussion

This section presents the study's findings, offering a comprehensive analysis of the data collected regarding the development and evaluation of instructional modules for Grade 7 English, integrated with 21st-century skills using the 4As approach.

Specific Learning Needs of Respondents on Learning Objectives, Learning Challenges, and Learning Gaps

Table 1 presents a survey among students to identify which English skills should be emphasized in instructional modules.

Table 1: English skills should be emphasized in instructional modules

English Skills	f	%	Rank
Reading comprehension	38	34.9%	2
Writing and composition	21	19.3%	6
Speaking and communication skills	26	23.9%	4
Listening and understanding spoken English	61	56%	1
Grammar and sentence structure	34	31.2%	3
Vocabulary development	22	20.2%	5

*multiple responses

The data reveals that listening and understanding spoken English (56%) was students' most commonly selected skill, followed by reading comprehension (34.9%) in second place. This suggests that students value enhancing their ability to comprehend spoken English, which could be attributed to the growing importance of listening skills in academic and real-world contexts (Zhang, 2020) [21]. In third place is grammar and sentence structure (31.2%), which reflects students'

understanding of the importance of foundational language skills in writing and speaking. Speaking and communication skills (23.9%) ranked fourth, indicating a need for verbal expression and interaction development. Vocabulary development (20.2%) and writing and composition (19.3%) received lower percentages, ranking fifth and sixth, respectively. While still important, students emphasized these skills less frequently than listening and reading skills (Safiyeh & Farrah, 2020) [18].

This section explores the specific learning needs and challenges identified by the students, which are crucial for developing effective instructional modules for Grade 7 English.

Table 2 presents the results from a survey regarding the common challenges students face in learning English.

Table 2: Common challenges students face in Learning English

Challenges	Frequency	%	Rank
Difficulty understanding English texts	39	35.8%	4
Limited vocabulary and grammar skills	52	47.7%	1
Fear or anxiety in speaking English	51	46.8%	2
Lack of interest in learning English	49	45%	3
Limited exposure to English outside the classroom	37	33.9%	5

*multiple responses

The data reveals that the most significant challenge students face is limited vocabulary and grammar skills (47.7%), which was ranked first. This suggests that many students struggle with the foundational aspects of language, hindering their ability to read, write, and speak English effectively. The second most common challenge is fear or anxiety in speaking English (46.8%), indicating that many students may lack confidence in verbal communication, which is crucial for language proficiency (Pérez-Jorge *et al*., 2025) [13]. Lack of interest in learning English (45%) ranks third, pointing to a motivational challenge that could impede students' engagement with the language (Munder, 2024) [9]. The fourth challenge, difficulty understanding English texts (35.8%), reflects a comprehension issue that may be linked to vocabulary limitations and the need for better reading strategies. Lastly, limited exposure to English outside the classroom (33.9%) was ranked fifth, suggesting that students have fewer opportunities to practice and reinforce their English skills in real-life contexts, which could hinder their overall language development (Fesi & Mncube, 2021) [8].

Table 3 displays the survey results, in which students were asked how often they struggle with various aspects of English learning. The data shows that the highest mean score is for using proper grammar (mean = 3.31, SD = 1.37), which falls into the "Sometimes" category, indicating that students face challenges with grammar at a moderate frequency.

This is followed by listening and comprehension (mean = 3.09, SD = 1.25) and speaking and oral presentations (mean = 2.76, SD = 1.13), both of which are also rated as "Sometimes". These results suggest that while students occasionally struggle with listening, speaking, and grammar, these are not pervasive. On the other hand, understanding reading texts (mean = 2.39, SD = 1.43) and writing essays and compositions (mean = 2.32, SD = 1.21) are categorized as "Rarely", indicating that these are less frequent challenges for the students surveyed. The average mean score of 2.78 (SD = 1.28) places the overall struggle in the "Sometimes" category, showing that students tend to face occasional,

rather than constant, difficulties in these areas.

Table 3: Frequency of Struggles with Aspects of English Learning

Indicator	Mean	SD	Interpretation
1. Understanding reading texts	2.39	1.43	Rarely
2. Writing essays and compositions	2.32	1.21	Rarely
3. Speaking and oral presentations	2.76	1.13	Sometimes
4. Listening and comprehension	3.09	1.25	Sometimes
5. Using proper grammar	3.31	1.37	Sometimes
Average	2.78	1.28	Sometimes

Legend:

Range	Verbal Interpretation
4.20- 5.00	Always
3.40 – 4.19	Often
2.60 – 3.39	Sometimes
1.80 – 2.59	Rarely
1.00 – 1.79	Never

The results suggest that students experience moderate grammar, listening comprehension, and speaking difficulties, but these struggles are not severe (Wong & Chan, 2023). These areas may benefit from occasional reinforcement in instructional modules, with targeted activities such as grammar exercises, listening practice, and opportunities for oral presentations. The relatively lower levels of struggle in reading comprehension and writing essays suggest that students are more confident in these areas, though opportunities for improvement should still be incorporated (Nkhi & Lebona, 2023). Overall, the findings highlight the importance of providing balanced instructional strategies that cater to frequent and occasional struggles, focusing on grammar and speaking skills while continuing to support reading and writing development (Budiman *et al*., 2023) [5].

Development of Prototype Module in English for Grade 7 using the 4As format, integrating 21st Century Skills

Table 4 presents the results for several 21st-century skills, reflecting students' perceptions of their importance in instructional strategies.

The results reveal that critical thinking received the highest mean score of 3.49 (SD = 1.17), placing it within the "Important" range (3.40 – 4.19). This suggests that students recognize critical thinking as a vital skill for their learning. The remaining skills — collaboration (3.38, SD = 1.10), communication (3.21, SD = 1.59), creativity (2.98, SD = 1.53), and digital literacy (3.25, SD = 1.34) — all received mean scores within the "Neutral" range (2.60 – 3.39). These results indicate that students neither view these skills as highly important nor unimportant, suggesting a balanced or moderate perception of their role in learning. The average mean score of 3.26 (SD = 1.35) aligns with the neutral interpretation, further reinforcing that overall, students perceive these 21st-century skills as moderately important in their educational experience.

The findings from Table 4 provide significant insights into the students' perceptions of 21st-century skills and their integration into instructional strategies. The relatively high rating for critical thinking highlights its importance, suggesting that students recognize its value in academic success and problem-solving and decision-making skills crucial for the future (Rusmin *et al*., 2024).

However, the neutral ratings for skills like collaboration, communication, creativity, and digital literacy signal that students may not fully appreciate the potential benefits of these skills, or they may already feel adequately skilled in these areas.

Table 4: Students' Perception of Instructional Strategies and Content Structure with 21st-Century Skills Integration

Indicator	Mean	SD	Interpretation
1. Critical thinking	3.49	1.17	Important
2. Collaboration	3.38	1.10	Neutral
3. Communication	3.21	1.59	Neutral
4. Creativity	2.98	1.53	Neutral
5. Digital literacy	3.25	1.34	Neutral
Average	3.26	1.35	Neutral

Legend:

Range	Verbal Interpretation
4.20- 5.00	Very Important
3.40 – 4.19	Important
2.60 – 3.39	Neutral
1.80 – 2.59	Slightly Important
1.00 – 1.79	Not Important

This perception opens an opportunity for instructional modules to emphasize these skills more. For instance, activities that foster teamwork (collaboration) or encourage creative problem-solving (creativity) could be more prominently integrated (Durán *et al*., 2024) [7]. Additionally, providing more opportunities for digital literacy through technology-based learning activities could enhance students' readiness for the digital world (Navas-Bonilla *et al*., 2025) [11]. To optimize student learning, instructional strategies should shift these neutral perceptions towards a deeper understanding of the value of these skills, equipping students with a more comprehensive skill set for the future.

The following table, Table 5, presents the results of teachers' perceptions regarding the effectiveness of various instructional strategies integrated with 21st-century skills. The table includes mean scores ranging from 4.73 to 5.00, with an average mean of 4.86 and a standard deviation of 0.33. All strategies, including the 4A's approach, activities enhancing critical thinking, collaborative learning, inquiry-based learning, the inclusion of digital tools, contextualization of content, and performance-based assessments, received high mean scores within the "Strongly Agree" range, indicating strong consensus among the teachers.

Table 5: Teachers' perceptions of the effectiveness of instructional strategies integrated with 21st-century skills

Indicator	Mean	SD	Interpretation
1. The 4As approach effectively supports the development of 21st-century skills in English instruction.	4.73	0.47	Strongly Agree
2. Instructional modules should include activities that enhance critical thinking skills in Grade 7 English.	4.91	0.30	Strongly Agree
3. Collaborative learning strategies should be integrated into instructional modules to develop communication and teamwork skills.	5.00	0.00	Strongly Agree
4. Inquiry-based learning should be incorporated into the Analysis phase of the 4As approach to encourage deeper student understanding.	4.91	0.30	Strongly Agree
5. The instructional modules should include Digital tools and technology to foster media and information literacy.	4.82	0.40	Strongly Agree
6. The instructional content should be contextualized and relevant to real-world applications to enhance student engagement.	4.82	0.40	Strongly Agree
7. The Application phase of the 4As should include performance-based assessments to measure students' mastery	4.82	0.40	Strongly Agree

of content and 21st-century skills.			
Average	4.86	0.33	Strongly Agree

Legend:

Range	Verbal Interpretation
4.20- 5.00	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Neutral
1.80 – 2.59	Disagree
1.00 – 1.79	Strongly Disagree

The high mean scores reflect that the teachers strongly agree with the effectiveness of these instructional strategies in promoting 21st-century skills. Of particular note, integrating collaborative learning strategies (mean of 5.00) is the most favored approach, emphasizing the importance of teamwork and communication in the classroom. Other strategies, such as inquiry-based learning (mean of 4.91) and activities that enhance critical thinking (mean of 4.91), were also highly rated, underscoring the importance of fostering higher-order thinking skills. The slightly lower mean scores (4.73) for the 4A's approach, while still in the "Strongly Agree" range, suggest a marginally less strong endorsement, though still indicative of overall support.

Perceptions of Experts, Teachers, and Students on the Developed Prototype Module in English for Grade 7
This section addresses the feedback from both teachers and students on the initial prototype instructional modules.

On Experts' Evaluation
Table 6 presents expert evaluations on the prototype Grade 7 English module developed using the 4As format (Activity, Analysis, Abstraction, Application) integrated with 21st-century skills.
Experts strongly agreed that the module is highly effective in content and design. *Content Effectiveness* received the highest average mean (4.74), particularly highlighting strong integration of 21st-century skills (M=4.91).

Table 19: On the Expert's Perception of the Developed Prototype Modules

Content Effectiveness	Mean	SD	VI	QD
The instructional module aligns well with the learning objectives of the MATATAG Curriculum.	4.64	0.50	SA	HE
The module effectively integrates 21st-century skills such as critical thinking, communication, collaboration, and creativity.	4.91	0.30	SA	HE
The content is relevant and appropriate for Grade 7 learners.	4.73	0.47	SA	HE
The module provides clear explanations and examples to aid student understanding.	4.64	0.50	SA	HE
The learning activities in the module effectively promote student engagement.	4.82	0.40	SA	HE
Average	4.74	0.43	SA	HE
Instructional Strategies				
The module effectively follows the 4As approach (Activity, Analysis, Abstraction, and Application).	4.73	0.47	SA	HE
The instructional strategies used in the module help facilitate deeper learning and comprehension.	4.36	0.50	A	E
The activities encourage active student participation and interaction.	4.55	0.52	SA	HE
The module provides opportunities for students to apply their learning in real-life contexts.	4.64	0.50	SA	HE
The module fosters independent learning and problem-solving skills.	4.64	0.50	SA	HE
Average	4.58	0.50	SA	HE
Student Engagement				
The instructional module is easy to understand and follow.	4.73	0.47	SA	HE
The module includes various instructional materials catering to different learning styles.	4.64	0.50	SA	HE
The assessments provided in the module effectively measure student understanding.	4.45	0.52	A	E
The module maintains students' interest and motivation throughout the lessons.	4.45	0.52	A	E
The module promotes self-paced learning and student autonomy.	4.55	0.52	SA	HE
Average	4.56	0.50	SA	HE
Overall Effectiveness				
The module meets the expected learning outcomes for Grade 7 English.	4.73	0.47	SA	HE
The instructional materials are well-structured and organized.	4.73	0.47	SA	HE
The module supports both teacher-led instruction and independent learning.	4.55	0.52	SA	HE
The overall experience of using the module is positive.	4.64	0.50	SA	HE
The module meets the expected learning outcomes for Grade 7 English.	4.73	0.47	SA	HE
Average	4.67	0.48	SA	HE

Legend:

Scale	Verbal Interpretation	Qualitative Description
4.50- 5.00	Strongly Agree (SA)	Highly Effective (HE)
3.50 – 4.49	Agree (A)	Effective (E)
2.50 – 3.49	Neutral (N)	Moderately Effective (ME)
1.50 – 2.49	Disagree (D)	Less Effective (LE)
1.00 – 1.49	Strongly Disagree (SD)	Not Effective (NE)

Instructional Strategies averaged 4.58, indicating solid application of the 4As method. Although some indicators under Student Engagement—such as assessments and motivation—received slightly lower scores (M=4.45), the domain was rated highly effective (average M=4.56). Overall effectiveness remained consistently strong (M=4.67),

affirming the module's organization and impact on teacher-led and independent learning.

The results affirm that the prototype module effectively addresses curriculum goals and 21st-century educational demands. The strong alignment with student needs and learning frameworks implies that the 4As format can be a viable instructional strategy for English education. This supports the study's purpose of developing a modernized, skills-focused module for Grade 7 learners. For curriculum developers and educators, the findings validate the integration of student-centered, active learning strategies to improve comprehension, engagement, and real-world application in language teaching.

Furthermore, Table 7 outlines expert feedback on the prototype module's various structural and pedagogical aspects. It includes four key areas: alignment with the MATATAG Curriculum Framework, Integration of 21st-century Skills, Content Relevance, Depth, and Accuracy, and Instructional Strategies and Learning Approaches. Each item shows the frequency and percentage of experts who answered "Yes" or "No" regarding specific criteria.

Most experts agreed with MATATAG standards, with 90.9–100% agreement across most items. However, only 72.7% agreed that the module supports scaffolded learning. Under 21st-century skill integration, complete consensus (100%) was seen on critical thinking and self-directed learning, while slightly fewer respondents (81.8%) agreed on collaboration and communication activities. Content quality received high marks—100% agreement on relevance, engagement, and balance of skills, though a slightly lower consensus was seen in contextualization (81.8%). Instructional strategies received more varied responses, with only 63.6% confirming differentiated instruction and 72.7% recognizing use of project-based learning.

The data validates the module's compliance with educational standards and ability to develop essential 21st-century competencies. Nonetheless, the results suggest room for enhancement in differentiated instruction, scaffolded learning, and experiential strategies.

Table 7: Experts' Analysis on the alignment of instructional modules with the MATATAG Curriculum and ensuring they meet educational standards

	Yes (f)	Yes (%)	No (f)	No (%)
I. Alignment with MATATAG Curriculum Framework				
Are the learning competencies and objectives aligned with the MATATAG Curriculum standards?	10	90.9%	1	9.1%
Do the modules address the core learning areas and expected outcomes for Grade 7 English?	11	100%	0	0.0
Are the instructional content and strategies aligned with the DepEd's MATATAG education reforms?	10	90.9%	1	9.1%
Do the modules promote student-centered learning and mastery of essential skills?	10	90.9%	1	9.1%
Are the modules structured to support sequential and scaffolded learning?	8	72.7%	3	27.3%
II. Integration of 21st-Century Skills				
Does the module develop critical thinking, problem-solving, creativity, and innovation?	11	100%	0	0.0
Are collaboration and communication skills emphasized through interactive activities?	9	81.8%	2	18.2 %
Does it incorporate digital literacy, media literacy, and responsible technology use?	10	90.9%	1	9.1%
Are students encouraged to practice self-directed learning?	11	100%	0	0.0
Do the lessons promote cultural awareness and global citizenship?	10	90.9%	1	9.1%
III. Content Relevance, Depth, and Accuracy				
Is the content age-appropriate, engaging, and relevant to Grade 7 students?	11	100%	0	0.0
Are the topics contextualized to Filipino learners' real-life experiences?	9	81.8%	2	18.2 %
Does the content reflect current research, best practices, and updated educational trends?	10	90.9%	1	9.1%
Are grammar, vocabulary, and writing mechanics accurate and appropriate?	10	90.9%	1	9.1%
Is there a balance between literature, composition, grammar, and communication skills?	11	100%	0	0.0
IV. Instructional Strategies and Learning Approaches				
Does the module follow the 4As Approach (Activity, Analysis, Abstraction, Application)?	8	72.7%	3	27.3%
Are active learning and inquiry-based learning strategies incorporated?	9	81.8%	2	18.2%
Do the activities encourage higher-order thinking skills (HOTS)?	10	90.9%	1	9.1%
Are differentiated instruction and flexible learning pathways provided for diverse learners?	7	63.6%	4	36.4%
Are project-based, problem-based, or experiential learning strategies included?	8	72.7%	3	27.3%

On Students' Perceptions

Table 8 presents the students' feedback on the prototype instructional materials, providing insights into how the students perceived the effectiveness of the materials.

Table 8: Students' Feedback on Prototype Instructional Module

Statement	Mean	SD
1. The instructional materials helped me understand the lesson content better.	3.600	0.548
2. The activities and exercises in the prototype were engaging and kept my interest.	3.000	0.707
3. The materials were easy to follow and understand.	3.000	0.707
4. The instructional materials were relevant to my learning needs and helped me improve my English skills.	3.600	0.894
5. The prototype included enough practice opportunities (e.g., reading, writing, speaking, listening).	3.600	0.548
6. Using technology or digital tools in the materials helped me learn more effectively.	3.400	0.548
7. The instructional materials encouraged me to think critically and apply my knowledge.	3.800	0.447
8. I recommend using these instructional materials to help improve English skills.	3.800	0.447
9. Do you feel the materials were well-structured and easy to navigate?	3.600	0.548

Legend:

Range	Verbal Interpretation	Qualitative Description
1.00 - 1.99	Strongly Disagree (SD)	Very Ineffective
2.00 - 2.99	Disagree (D)	Ineffective
3.00 - 3.99	Agree (A)	Effective
4.00	Strongly Agree (SA)	Highly Effective

The data in Table 8 reveal that students found the prototype instructional materials to support their learning effectively. The highest mean score, 3.80, was reported for the statements "The instructional materials encouraged me to think critically and apply my knowledge" and "I would recommend using these instructional materials to help improve English skills." This suggests that the prototype materials successfully fostered critical thinking and were perceived as beneficial for improving English proficiency. Other statements, such as "The instructional materials were relevant to my learning needs" and "The prototype included enough practice opportunities," received similarly high mean scores of 3.60, indicating that students felt the materials were both relevant and provided adequate practice opportunities. On the other hand, statements about engagement and ease of understanding received slightly lower ratings (3.00), which suggests that while the materials were effective, there may be areas where student engagement and clarity could be improved.

On Teachers' Feedback
On the other hand, Table 9 presents the feedback provided by teachers on the prototype instructional materials.
The table includes several statements about the effectiveness of the materials in supporting various aspects of English instruction, such as student comprehension, engagement, clarity, and the integration of critical thinking, digital tools, and multimedia.

Table 9: Teachers' Feedback on Prototype Instructional Module

Statement	Mean	SD
1. The instructional materials helped students understand the lesson content more effectively.	3.500	0.548
2. The materials were engaging and encouraged student participation.	3.667	0.516
3. The instructions and activities in the prototype were clear and easy to follow.	2.833	0.816
4. The materials were suitable for the learning needs and levels of the students.	3.167	0.753
5. The instructional materials effectively supported the development of students' English skills (reading, writing, speaking, listening).	3.300	0.675
6. The materials incorporated useful digital tools and multimedia that enhanced student learning.	3.333	0.816
7. The prototype allowed students to practice critical thinking and apply their knowledge meaningfully.	2.833	0.753
8. The materials were well-organized and easy to navigate for both teachers and students.	3.137	0.816
9. I recommend these instructional materials for future English lessons.	3.167	0.753

The data shows that teachers gave the prototype instructional materials moderate to positive feedback. The highest-rated statements were "The materials were engaging and encouraged student participation" (mean = 3.667) and "The instructional materials helped students understand the lesson content more effectively" (mean = 3.500), indicating that teachers felt the materials were effective in engaging students and improving comprehension. These scores suggest that the materials helped maintain student interest and facilitate understanding. However, the statements regarding the clarity and ease of following instructions (mean = 2.833) and the prototype allowing students to practice critical thinking (mean = 2.833) received lower ratings, suggesting that teachers found these aspects of the materials less effective. The materials' well-organized and easy navigation aspect (mean = 3.137) was also relatively positive, although it still shows room for improvement in structure and user-friendliness. Additionally, digital tools and multimedia integration (mean = 3.333) were seen as beneficial, but not overwhelmingly.

On the effectiveness of the prototype instructional module
Table 10 presents the results of the Wilcoxon Signed Rank Test conducted on students' pretest and post-test scores, assessing the effectiveness of the prototype instructional module.
The table shows that the mean score for the pretest is 8.06, while the mean score for the post-test is 11.02, indicating an increase in students' scores after using the prototype instructional materials.
The median difference is 4.00, suggesting that the middle value of the differences in scores is 4 points.

Table 10: Significant difference in the students' pretest and post-test scores

Groups		N	Mean	Median Difference	W	p-value	Decision
Students Questionnaire	Pretest	50	8.06	4.00	20.0	<0.001	Reject Ho
	Post-test	50	11.02				

* If the p-value is <0.05, then there is a significant difference

The test statistic (W) is 20.0, and the p-value is <0.001, below the significance threshold 0.05. Given that the p-value is less than 0.05, we reject the null hypothesis (Ho), which means that the increase in students' post-test scores is statistically significant, demonstrating a clear improvement.

Conclusion
The study demonstrates that Grade 7 English instructional modules, when integrated with 21st-century skills and structured through the 4As approach, significantly impact student learning outcomes. It highlights the importance of addressing foundational competencies, particularly in listening, reading, vocabulary, and grammar, as key areas for targeted instruction. The favorable perceptions from both students and teachers toward the module's emphasis on critical thinking and diverse instructional strategies

underscore the relevance of these elements in contemporary English teaching. Expert, teacher, and student feedback further confirms the module's effectiveness in fostering engagement and higher-order thinking skills. Improving students' post-test performance notably validates the module's potential to enhance academic achievement. Continued refinement in areas such as curriculum alignment, differentiated instruction, and assessment practices is recommended to ensure the module remains responsive to the evolving needs of learners.

Recommendation
Refining the module regarding alignment, differentiation, and assessment will enhance its effectiveness and better meet diverse learner needs. Based on the study's findings, the following recommendations are made: Policymakers should support the integration of digital tools in classrooms. School administrators are encouraged to provide continuous training for teachers on the 4As approach. English teachers should adopt interactive and gamified activities to boost engagement. Students should have access to more reading materials to strengthen literacy. Future researchers may explore the impact of digital tools on learning and engagement in 21st-century English instruction.

References
1. Acera MAC. Leadership of master teachers and teaching practices of elementary school teachers. 2024.
2. Aquino E. Developing an evaluation scale for assessing the effective implementation of Matatag curriculum in Philippine public schools: Exploratory sequential design. J Interdiscip Perspect. 2024;2(5). https://doi.org/10.69569/jip.2024.0074
3. Ayas I, Charles T. Tech-integrated curriculum development. OALib. 2024;11(6):1. https://doi.org/10.4236/oalib.1111714
4. Bonganciso RT. Effects of contextualization on the reading comprehension performance of Filipino learners. Asia Pac High Educ Res J. 2016;3(1). https://doi.org/10.56278/apherj.v3i1.202
5. Budiman B, Ishak JIP, Rohani R, Lalu LMH, Jaelani MPJSR. Enhancing English language proficiency: Strategies for improving student skills. J Sci Res Educ Technol. 2023;2(3):1118. https://doi.org/10.58526/jsret.v2i3.205
6. De Dios PJS, Bronzal EMM, Lorda AL, Calleja ED, Carinan CA, Cabiles RC. Evaluation of English self-learning modules in the implementation of modular distance learning. J Engl Educ Linguist. 2023;3(2):33. https://doi.org/10.56874/jeel.v3i2.883
7. Durán MJ, Aciego JJ, González-Prieto I, Carrillo-Ríos J, González-Prieto Á, Claros-Colome A. A gamified active-learning proposal for higher-education heterogeneous STEM courses. Educ Sci. 2024;15(1):10. https://doi.org/10.3390/educsci15010010
8. Fesi L, Mncube V. Challenges of English as a first additional language: Fourth grade reading teachers' perspectives. S Afr J Educ. 2021;41(3):1. https://doi.org/10.15700/saje.v41n3a1849
9. Munder D. Writing errors of English as a second language (ESL) learners in the 21st Philippine context. Randwick Int Educ Linguist Sci J. 2024;5(2):276. https://doi.org/10.47175/rielsj.v5i2.955
10. Natarajan J, Charles MAA. [Study referenced integrating 21st-century skills; no full title provided]. 2024.
11. Navas-Bonilla CR, Guerra-Arango JA, Oviedo-Guado DA, Murillo-Noriega DE. Inclusive education through technology: A systematic review of types, tools, and characteristics. Front Educ. 2025;10. https://doi.org/10.3389/feduc.2025.1527851
12. Niño JRG, Arias-Delgado L, Chiappe A, González EO. Gamifying learning with AI: A pathway to 21st-century skills. J Res Child Educ. 2024;1. https://doi.org/10.1080/02568543.2024.2421974
13. Pérez-Jorge D, Olmos-Raya E, Contreras AIG, Pérez IP. Technologies applied to education in the learning of English as a second language. Front Educ. 2025;10. https://doi.org/10.3389/feduc.2025.1481708
14. Philippines ECHC, Tan MJB. Effectiveness of using a flipped classroom in improving English grammar proficiency. Int J Sci Basic Appl Res. 2020;51(2):45. Available from: https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/download/10943/5632
15. Rahmia RY. Developing a learning module as supplementary teaching material for learning English. Pros Semin Nas Sastra Lingua Pembelajar. 2022;2(1). https://doi.org/10.33503/salinga.v2i1.2262
16. Richey RC, Klein JD. Design and development research: Methods, strategies, and issues. 1st ed. New York: Routledge; 2007. https://doi.org/10.4324/9780203826034
17. Rusmin L, Misrahayu Y, Pongpalilu F, Radiansyah R, Dwiyanto D. Critical thinking and problem-solving skills in the 21st century. Deleted J. 2024;1(5):144. https://doi.org/10.59613/svhy3576
18. Safiyeh HA, Farrah M. Investigating the effectiveness of flipped learning on enhancing students' English language skills. Engl Rev J Engl Educ. 2020;9(1):193. https://doi.org/10.25134/erjee.v9i1.3799
19. Skoretz Y, Cottle AE. Meeting International Society for Technology in Education competencies with a problem-based learning video framework. Comput Sch. 2011;28(3):217. https://doi.org/10.1080/07380569.2011.594990
20. Wong A, Chan TYH. Effectiveness of differentiated instruction in the Hong Kong English for Specific Purposes classroom. Proc World Conf Educ Teach. 2023;1(1):55. https://doi.org/10.33422/etconf.v1i1.62
21. Zhang X. On English listening learning strategies for college students. Learn Educ. 2020;9(2):65. https://doi.org/10.18282/l-e.v9i2.1402