

From Literary Discourse to Lecture Note: English Majors Experience in Developing Instructional Material

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ABSTRACT

Purpose: Grounded from the selected short stories, this paper attempts to illustrate how the selected stories establish the colonized sensibility and how these sensibilities share implications in a real life situation. The respondent-informants actual experience in evaluating the merit of literature serves as guide in developing a contextualized instructional material. The challenges they encountered in the process posit the need of developing additional resources in Literary Criticism and Teaching of Literature. **Methodology:** In understanding the meaning of the text, Homi Bhabha's postcolonial framework reveals the symptoms of hybridity, multiplicity and abrogation and appropriation of language, which deny possibility of essentialism. On the other hand, in developing the content of the proposed lecture note, this study was guided by Ausubel's Subsumption, Vygotsky's Scaffold Learning and Dewey's Constructivist Approach. These theorists argued that an advance organizer is a form of scaffold that supports the teaching and learning process. Lastly, the packaging of the lecture note follows the principles cited by Ruscoe (2006) for the design and organization and Johnson (1975) for the steps and processes. **Findings:** This study surveyed three groups of respondent-informants from the CBSUA-Sipocot Campus. The first group was composed of 100 English majors used as respondents for the need assessment on the need of developing instructional materials in the two areas. There were 57 freshmen, 33 sophomore and 10 juniors. These respondents determined that "learning is best achieved in the presence of sample output exercises reflected in the handouts" with an interpretation of strongly agree. For clientele satisfaction along the performance of this researcher in conducting the study, the respondents were composed of 10 faculty members and 16 English majors argued that "research result would address client's need" interpreted outstanding. The third group of respondents evaluated the content validity of the lecture notes. These respondents were composed of the three faculty-experts in the field that validated the content of the two instructional materials. The IM was evaluated on content, organization, effectivity and preference. Both lecture notes received a very satisfactory rating, recommended for utilization. **Implication:** The study implies that developing an instructional material based from the experiences by the students in the classroom setting provides a contextualized lecture notes – an IM which is friendlier to the students. Moreover, this study proves that teacher's mentoring is still indispensable because of developing competency of the students in evaluating the merit of literature. At the end of this attempt, this paper hoped that it may open a series of literary studies to other perspectives and thereby develop instructional materials generated from the exercises made by the students to serve as additional reference in appreciating literature and literary criticism particularly for a student-directed group environment. **Originality:** Finally, available literature in content development of instructional materials through contextualized

instruction and process is limited and similar undertakings in this field of study is relatively inadequate.

Keywords: lecture note, contextualized instructional material, colonized sensibility

INTRODUCTION:

The Fourth Industrial Revolution continuously transforms the educational landscape. Educators are challenged by the demanding task of educating the millennial to keep them abreast with the digital world. Philippine Educational Committee Report of 1991 reported that Philippine Education lags behind in producing graduates demonstrating expected competencies mandated by the course. The status of education today is influenced by several problems specifically the issue of inadequate instructional materials and teaching tools aligned to the learning outcomes prescribed by the Commission. Teachers find it difficult to teach some major subjects in English due to scarcity of relevant and research based learning materials. The learning process requires combination of lecture method and self-directed instruction in order to hone the holistic capability of the learners. This researcher believes that students are held accountable in coping with these expectations as part of training for lifelong learning. With these expectations, teachers may utilize number of instructional methods such as instructional module, lecture notes and the like.

Effective and efficient education will only be achieved if teaching-learning process will be supplemented with instructional materials. [Caringal \(2014\)](#) noted that English instruction in the Philippines is not an easy task. In any teaching and learning situation, there is a need to provide instructional materials in order for the instruction to be effective and assist the students in the learning process. Moreover, [Mandigma \(2014\)](#) argued that instructional material is an example of redefined product of the insights of some undertakings. In this context, it is assumed that provision of instructional materials may answer the limitations of actual delivery of instruction of the teacher. With this premise, the development of the proposed instructional materials revolves on different frameworks from the need assessment, analysis of selected texts and content validation of the instructional materials. The cultural issues culled from the texts will be the benchmark of developing the content through the experience of the fourth year English majors in their literary analysis. Literary analysis is challenging particularly when the task is done alone. The necessity for providing means to appreciate literature in practical way, teachers in language and literature recognize that English majors need scaffold like responsive instructional materials in doing literary analysis for them to appreciate literature at the end.

RESEARCH PROBLEM:

Grounded from the selected short stories, these stories described the experience of colonization and its impact to the sensibility of the colonized subject thereby illustrating how the selected stories establish the colonized sensibility and how these sensibilities share implications in a real life situation. Moreover, the actual experience of the respondents in evaluating the merit of literature serves as guide in developing a contextualized instructional material in Literary Criticism and Teaching of Literature. Specifically, it sought to answer the following objectives:

1. Determine the cultural issues emerged from the selected texts particularly the symptoms of colonized consciousness through postcolonial perspective;
2. Determine the educational implication of the cultural issues and sensibilities generated from the texts and its significance to the real life situation; and
3. Develop lecture note in Literary Criticism and Teaching of Literature from the experience and challenges encountered by the respondents in terms of need assessment, clientele satisfaction about the process, and content validity of the lecture notes.

REVIEW OF LITERATURE:

Colonized Sensibilities in Postcolonial Perspective:

The emergent culture is an appropriation of identity subverting the imperial culture. Its prevailing purpose is to alter the subjective identity of dominant culture against the marginalized culture and introduce a new identity of the marginalized subject- the colonized. Homi K. [Bhabha \(1994\)](#) in [Aragon \(2017\)](#) expounded this concept of emergent culture through the symptoms of ambivalence and hybridity where he made it

clear that cultures must be understood as complex intersections of multiple places, historical temporalities, and subject positions. He further argued that the ethnocentric blind spots and voluntarist rhetoric in what was regarded as the most radical critiques of liberal models of cultures, the possibility of “translation” and new way of thinking the dialectic between the general and the particular” are all in the process of translation, a generalized social situation of conflict is held together or motivated by distinctive rules like the use of the language. And this language could be a site of struggle or resistance as it shows discourse of truth. Moreover, Aragon (2017) posits that following Foucault’s notion that discourse creates power, which enables resistance, it follows then that the discourse of any text, becomes the site of struggle like storytelling. Storytelling has always been a favorite pastime among Bikolanos - colonized subject. The stories they tell, which constitute their oral narratives, are expressions of their uniqueness and cultural heritage. Thus, studying narratives means understanding cultures; however, studies like this should not be confined to what they depict or portray but on how language is used in achieving that purpose. This paper looked into where/how the discourse of truth specifically from the voice of the colonized subject which is embodied in the selected texts as a site of struggle and a question of emergent culture. The discussions on emergent culture were culled from the literary analyses made by the English Major students who were enrolled in the subjects, Literary Criticism and Teaching of Literature. The students zeroed-in postcolonial assumption by Homi Bhabha (1994), *The Location of Culture*.

Considering that the selected stories were in English fused with Filipino and Bicol languages, this paper believed that the use of varied languages from the selected texts signify possibility of subversion of the dominance of the erstwhile center and thus open to postcolonial reading. Hence, in examining the postcoloniality of the selected texts, this study uses the postcolonial framework advanced by Homi Bhabha (1994). Homi K. Bhabha (1994) in Aragon (2017) noted that in his concept of ambivalence and hybridity where he made it clear that cultures must be understood as complex intersections of multiple places, historical temporalities, and subject positions. This complex intersection is the dialectical relationship between the grafted European cultural systems and an indigenous culture where the ethnocentric blind spots and voluntarist rhetoric creates the position of translation and new way of thinking the dialectic between the general and the particular. Although the texts may deal with themes such as dominance of the colonial system but it also posit abrogation of the constraining power and the appropriation of language to new distinctive usages. Hence, subversion exists in the themes because both discourses of the colonizer and the colonized share the possibility of translation. In the process of translation, a generalized social situation of conflict is held together or motivated by distinctive rules like the use of the language. And this language could be a site of struggle or resistance as it shows discourse of truth. Bhabha also pointed out the concept of “splitting”. Splitting is a product of an ambivalent signification of the colonial signifier – neither one nor other. This is the dialectical playing of subjectivities – the transference between the colonizer and the colonized. The word “I” therefore reflects a part of both the colonizer and the colonized. Thus no one can say that he/she has a pure culture, the colonizer cannot anymore speak of himself/herself without the colonized and vice versa. This is the so-called ambivalence in the act of interpretation.

Instructional Materials Development:

Needs analysis is imperative in developing instructional materials in order to appropriately determine the learning needs and target competencies of the learners. Hutchinson & Waters (1987) in Menggo, Suastra, Budiarsa & Padmadewi (2019) define needs in terms of target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn) (p. 54). They further state that target needs consist of necessities, lacks, and wants. Necessities can be understood as a demand by the learner to function effectively in the target situation. Furthermore, lacks refer to learners’ difficulties to cope with their target situation. Wants are related to the learners’ expectation after taking the course. This present research was undertaken to meet students’ expectation from a given learning environment ensuring that instructional materials are designed in accordance with the learning skills needed.

Ruscoe (2006) in her lecture in a seminar-workshop on instructional materials preparation noted that instructional materials play a crucial role in the learning process. IMs are the resources utilized by the students and teachers to facilitate, enhance or enrich the learning process. Instructional materials can have strong influence on the nature and organization of the course and profoundly affect the learning experiences of students.

Doerr (2017) in his study, “Learning as Othering: Narratives of Learning, Construction of Difference and the Discourse of Immersion in Study Abroad” posited that othering is influenced by its ethnographic

foundation. It also constructed difference of the host society during immersion. It is because acknowledgement of learning something is necessarily the acknowledgement of the prior ignorance about it due to difference. Study abroad thus privileges particular types of difference in the name of learning, under appreciating domestic minorities' cultural differences.

[Virkama \(2007\)](#) in her study, "From Othering to Understanding: Perceiving Culture in Intercultural Communication, Education and Learning" investigated the concept of culture in intercultural education and learning. She mentioned that anthropologists have for decades argued for re-thinking of bounded categories such ethnicity, culture and nationality. The paper discussed the challenges of teaching and learning about culture in the context of transnational mobility, cultural hybridity and super-diverse societies. [Rogayan and Dollete \(2018\)](#) in their study, "Development and Validation of Physical Science Workbook for Senior High School" noted that the developed workbook was found to be very much acceptable as validated by the experts. The workbook possesses adequacy, coherence, appropriateness and usefulness standards. The workbook follows differentiated instruction and encourages independent learning which the competencies were aligned to OBE criteria.

[Marasigan \(2019\)](#) in her study, "Development and Validation of a Self-Instructional Material on Selected Topics in Analytic Geometry Integrating Electronic Concepts" revealed that the uniqueness of the components of the self-instructional material heightens the interest of the learners. The developed self-instructional material was rated "very good, acceptable" by the faculty and student-respondents. The instructional material is appropriate for the reading level of the intended users which implies that participants from the experimental group scored significantly higher in the achievement and attitude tests than the control group.

[Brucal, Quilaton, Tampucao & Mandigma \(2018\)](#) in their study, "Instructional Materials in Teaching Literature in the Unified Schools of the Archdiocese of Lipa" concluded that majority of the literature teachers consider using instructional materials as a means of presenting the lessons clearly. Moreover, the respondents considered that the materials they are using in teaching literature are mostly easy to operate and can be maintained easily.

[Derbel \(2019\)](#) in her study, "Teaching Literature through Comics: An Innovative Pedagogical Tool" noted that teaching literature through comics offers new opportunities to adapt new teaching methods and to broaden students' horizons by enrolling them into a new learning experience. The study also proved the practicality of using a graphic novel to teach classical literature. The paper has also delineated the opportunities such innovative teaching method would offer to students compared to narrative literary genre through a teaching class experience.

METHODOLOGY:

The study made use of descriptive-evaluative method. The sources of data were generated from the need assessment, output from the literary analysis, documentary survey and content validation. The researcher made use of Likert scale to determine the assessment of the respondents on the need of instructional material, content validity and utilization of the same. In determining the cultural issues and challenges in the process of literary analysis, postcolonial framework was used for qualitative data interpretation.

In examining the postcoloniality of the selected texts, this study uses the postcolonial framework advanced by Homi [Bhabha \(1994\)](#). The discourse of the postcolonial is grounded on the struggle for power that power is focused in the control of the metropolitan language and power is invested in the language. It provides the terms in which truth itself is constituted. The purpose over the struggle over truth is not to dominate but to show how the text transforms the societies and institutions within which it functions, and to establish difference and absence as material signs of power, freedom and creativity. It involves postcolonial reconstruction basic questions such as an assessment of literary worth along cultural context, evaluation on the interweaving of features which denies possibility of essentialism or limitation, that meaning is accomplished within three-folded interaction among situation, author and reader function, and determine what criteria should the texts be evaluated. The lecture series on postcolonialism was the spring board of learning the tool, and then selected texts were given to the students for reading and analysis. The responses were deduced from the documentary survey and literary exercises of the respondents.

In developing the content for the proposed lecture note, this study is also guided by Ausubel's Subsumption, Vygotsky's Scaffold Learning and Dewey's Constructivist Approach.

David Paul [Ausubel \(1963\)](#) argued that learning of new knowledge relies on what is already known, and the

learners learn by constructing a network of concepts and adding to them. Given this assumption, Ausubel proposed the use advance organizer in order to help the learners to link new learning material with existing related ideas. He also argued that activities incorporated in the work-text are in the form of graphic organizers at every end of each lesson to develop the higher order thinking skills of the students. The proposed lecture note has a correspondence of a graphic organizer which aids the learners in a self-directed instruction.

Lev Vygotsky (1978) in his Scaffold Learning Theory argues that one's acquiring of knowledge may be more successful when a scaffold assists the learning process. Vygotsky posits that once a student masters a given task with the help of scaffolding, the learner will then be able to complete the task again once the scaffolding has been removed. Based on this theory, it is believed that the instructional material will provide as scaffold to support for the teaching and learning process. On the other hand, the Constructivist Approach by John Dewey (1933) in Janse (2019) encompasses these two theories mentioned as a guide in this study. Dewey argued that the teacher should observe the student's interests and help them develop problem-solving skills in a curriculum that focuses on connecting multiple subjects or the interfacing between direct instruction and use of instructional resources. Dewey stressed that the teacher should provide background information and let the students work together in groups on the given concept. This approach implies direct experience with system as a process of acquiring knowledge in which prior concepts are explained and changed on the basis of fresh meaning from peers and teachers. Hence, constructivist approach is based on the idea that the learner forms his/her own knowledge through experiences. Basically, for learning to become effective, appropriate learning activities through direct instruction or student-directed environment should be carried out. These activities are based on the learner's engagements as proposed by constructivism. Hence, designing learning activities both for the two learner-environments require considerations of learning goals, materials and assessment practices.

In the preparation of the instructional material, this paper follows the principles and guidelines cited by Ruscoe (2006). Ruscoe noted that instructional materials are based on certain principles that affect instructional effectiveness such as organization, design, sequence, completeness and modality while the cycle of material preparation was adapted from Johnson (1975). Johnson also noted that the steps and processes for developing instructional materials are more or less follow generic phases such as design, development, evaluation and dissemination. With these two frameworks in the IM preparation, the proposed lecture notes in Literary Criticism and Teaching of Literature support both philosophical orientations – the learner and curriculum centered approach, which determines teaching behavior, implication and method, and the instructional framework of purpose, design and organization of the instructional materials. The proposed content and the material itself passed through rigid considerations to observe the quality of the tool such as making provisions for giving feedback to the respondents as writers for the content, preparation of the draft, content validation and getting feedback from the respondents whether the material is clear, interesting and objective. Moreover, the structure of the instructional materials contains overview, subject matter, guide question, activity, illustration, example and conclusion.

FINDINGS AND DISCUSSION:

Cultural Issues and Symptoms of Colonized Sensibility: Hybridity, Ambivalence & Displacement

Upon series of exchange of views and arguments on the selected texts, the respondents identified the various cultural issues such as hybridity, ambivalence and displacement. The following were some of the readings made by the student-respondents:

Respondent 1:

“Cultural differences and language barrier contribute to gaps and miscommunication, but with the use of the dialect in the conversation, it sounds nationalistic and diverse. When the author uses Bikol terms in the story, it shows abrogation and appropriation of the language which shows the reflection of one's culture and the initiative of both parties to reach out.”

Respondent 2:

“The combination of the language played a great role in establishing one's culture; the culture showed issues concerning the principles, beliefs and action of the government.”

Respondent 3:

“The themes that emerged from the texts are language hybridity, intercultural differences and subjectivity in cultural identity. These were stressed by retrieving the lost identity and culture by destroying the boundaries and restrictions. People were tied down to old customs which limit them to express their sensibilities and beliefs. Some were still seeking for validation and recognition from others.”... “The restrictions due to superstitious beliefs are still present in our society. Actions and relationships are sometimes affected by these. But people nowadays are more opinionated and are trying to have their stand.”

The readings of the respondents were interrelated showing common experiences of the characters from the given texts. This postcolonial reading recalls the colonial experience because the cultural hegemony installed by the imperial powers is still being maintained through canonical assumptions about literacy activity which relegate the colonized subject to marginal and subordinate positions. On the other hand, looking at the readings made by [Aragon \(2017\)](#), he made a positive note. He argued that the themes in the selected texts are so closely interwoven because each text posits parallel postcolonial symptoms from hybridity, ambivalence to displacement of characters and assertion of colonized sensibility. Each story articulates the hybrid nature of colonized characters, which are not pulled apart but singing new songs, a new creation from or within the border. The characters like the local seer and fruit stall vendor prove their currency in the colonial context, the local chanter uses her multicultural characteristics in cultural negotiation, while the fruit seller uses her hybrid and ambivalent identity to mask her native mark. And the colonized characters' displacement by geographic separation, culture or identity speaks nourishment of their hybridity in a foreign land or man's dominated culture as a totally fragmented Self, no longer pure but already an enriched hybrid.

[Bhabha \(1994\)](#) argued that each time Self and Other encounter, it abandons the Self as the site of identity and autonomy and leaves a mark of the subject, a sign of cultural identity - the colonized sensibility or identity. This becomes the moment in which the demand for identification takes the form of a response to other questions of signification and desire, culture, and politics. The use of Bikol or Filipino language in the selected texts asserts this question of signification, which speaks against the superiority of the Westerns (colonizers) over the Third World countries (colonized) because it establishes that dominant language (English) cannot fully appropriate the meaning of the colonized subject. The four selected short stories namely: White Turtle, Fish Hair Woman, Fruit Stall and Border Lover appropriated language to “bear the burden” of the colonial experience showing that the colonized subject has altered the prevailing paradigmatic norms of standard English and has proven what Bhabha calls the “supplementarity and hybridity of cultural translation and linguistic filiation.” The text has also summoned the absent colonizer in the presence of the colonized characters through metaphoric and metonymic images such as “white turtle”, to signify the dreams of the dead children and an alternative way of retelling stories, “fish-hair woman”, for an icon of salvation and courage, “border lover”, for the colonized character who has learned Western education and culture and yet retains her native identity, and the “fruit seller”, for the colonized character who covers her Asian identity to live in a colonizer's country.

In consonance with Bhabha's assertion on identification that is never a priori, nor a finished product but only a site for ambivalence, it follows that a figure of contiguity that substitutes a part for a whole must not be read as form of simple substitution or equivalence but as a double movement. Here, Bhabha stresses that the identity articulated by the colonized subject is not the single, coherent, and pure white-ideal ego proffered by the colonizer. Rather, the identity of the colonized subject articulated by the texts shows fragmentation, hybridity, multiplicity, and contradictions. And conversely, the identity of the colonizer himself is not coherent, pure, authentic, supreme Self from what he claims to be in Western discourse, but an ambivalent and fragmented identity characterized by hybridity, multiplicity, and contradictions. The preceding texts, therefore, in abrogating and appropriating Western discursive practices and in representing and addressing the colonizer through Western images with which the colonized character likewise identifies, interrogate not merely an image of the colonial past but the power relations that enabled the discursive and disciplinary place from which questions of colonized sensibility may be strategically and institutionally posed. The selected texts attempt to locate the postcolonial subject in the hybrid gap, within the play of the subaltern instance of writing.

Finally, the abrogation and appropriation of language to suit the needs of the situation shows that the meaning of the texts demonstrates certain power that has an access to various possibilities of using, developing and expanding the language. This further proves that English can never fully articulate the

colonized sensibility, thus the Western notion of superiority of Received Standard English could be negated. These postcolonial symptoms erase any essentialist claims for the inherent authenticity or purity or supremacy of cultures because one is enabled by the Other.

Educational Implication to Real Life Situation from the Respondent's Experience:

In contemplating the selected texts, the respondents asserted that the use of abrogation and appropriation of language becomes a site of struggle. This involves the rejection of the metropolitan power over the means of communication. It is a refusal of the categories of the imperial culture, its aesthetic, illusory standard of "correct" usage, and its assumption of the traditional and fixed meaning inscribed in words. Aragon (2017) supports this observation of the respondents on their literary analysis. Aragon expounded that the selected texts rejected the assumptions of traditional and fixed meaning of the subjected stereotypes, and finally asserts that regional and national literature written in various postcolonial Englishes which have questioned the claim of English to assume the dominant status of a standard code calls a voice to consider. The experience narrated in every story traces a historical fact that Philippines is once then a colonized country that has gained rich and complex cultures from colonization, which at the end produces questions of colonized subject's identity and culture. And this experience of colonization had shaped the colonized consciousness and ideology. - the colonized sensibility. Moreover, the respondents also argued that in the process of appropriation and reconstitution, the selected texts demonstrate the process of capturing and remolding the language to new usages to mark a separation from the site of colonial privilege. This was facilitated through glossing, using untranslated words, fusing linguistics structures of two languages, syntactic fusion, code-switching and vernacular transcription. These postcolonial symptoms mirrored the life of the colonized in the real life context in which a currency of identity is imperative for a social and cultural negotiation between cultures. These realities from the selected texts are manifestations that literature imitates and reflects life.

On the other hand, while doing the process of literary analysis, there were twelve fourth year English majors who served as the respondents in the process of literary analysis. And listed below are some of the thoughts shared by the respondents collected from the documentary survey:

Respondent 1:

"The experience that I learned from this exercise is worthy in a way that it helps me to know the different theories embedded in the literary text. I could say that 'reader-response theory' is useful in analyzing a text because it affects our emotions in digging the deeper meaning of the text. The significance of this activity is that it pushes me to the limit in a way of getting the literal meaning of the text is not enough, you have to go deeper to get the sense of the text in a different way."

Respondent 2:

"It is like filling the gap. At the start, I have only few knowledge about how to understand a literary piece but some information from the discussion, it gives me a lot of information."

Respondent 3:

"We really have to secure a theory in order for us not to be subjective. We need to back up our claims with theory. With the short exposure with this activity, it build a foundation as to how should we interpret the data presented in the text and how this will help us to decipher the message, nor just its marginal message but more of its deeper meaning."

These responses established the assumption of scaffolding from constructivist point of view that there is better learning with a scaffold. The respondents were able to understand better the input when the teacher provided handouts to the students aside from the teacher-discussion. The teacher-made handouts guided the respondents of doing the task with ease because of the simplified discussion of the theory and presentation of model output. Nevertheless, contextualized instructional material aided the respondents of doing the task with less supervision and provided more room for the students to share their ideas in articulating the meaning of the texts. Mandigma (2014) supported this finding. He argued that instructional material is an example of redefined product of the insights of some undertakings. Hence, in order to fill the gap between teaching and instruction, instructional materials responds to the limitations of these resources.

Proposed Content for the Lecture Note in Literary Criticism and Teaching of Literature Based from the Experience of the Respondents in Evaluating the Texts:

The access to quality education is a response to the view of equal opportunity and social literacy. This access provides opportunity for further significant improvement in quality offerings and instructional resources and materials for students who have limited access to foreign-authored textbooks. In this gap of resources, instructional material development is imperative. Material development is a process of creating IMs anchored on the needs of the target learners. The comprehensive development of the IM may include conceptualization, design, production and marketing. This material development is one of the mandates of the higher education to support the delivery of a curriculum and promote educational change and thereby disseminate these products to other SUCs, which are offering the same program and discipline.

In the process of conceptualizing this study, a need assessment was administered to verify the need of developing an instructional material in Literary Criticism and Teaching Literature. There were 100 English majors used as respondents for the need assessment, grouped as follows: 57 freshmen, 33 sophomore and 10 juniors. These respondents noted that “learning is best achieved in the presence of sample output exercises reflected in the handouts (WM 1.29)” and “handouts promote the habit of self-individualized learning (WM 1.38),” lastly, “teaching the theories requires textbooks and references (WM 1.49)”. All responses with an interpretation of strongly agree. On the other hand, there were ten (10) faculty members and sixteen (16) English majors who gave response on clientele satisfaction along the process of literary analysis. The response, “research result would address client’s need” with a WM of 4.97 ranked first and the response, “proposed lecture notes are based on the needs of the client” ranked second, both interpreted outstanding.

There were also three (3) experts in the field that evaluated the content validity of the two instructional materials: The Lectures on Discourse and Teaching of Literature. The instructional materials were evaluated on the following criteria: content, organization, effectivity and preference. The Lectures on Discourse was rated 4.30 while the Teaching of Literature was rated 4.28 both with an interpretation of very satisfactory, recommended for utilization if corrections are typographical in nature; then editors can correct them and return it to the writer then re-submit again the IM for further evaluation.

CONCLUSION:

This paper aimed to develop content for a lecture note in Literary Criticism and Teaching of Literature. The study revolved in determining the cultural issues emerged from the selected texts particularly the symptoms of colonized (Bicolano) sensibility; and determine the educational implication of the cultural issues and sensibilities generated from the texts and its significance to the real life situation of the colonized subject. The formulation of the content of the proposed IM was based from the design of the curriculum in Literary Criticism and Teaching of Literature. The actual responses by the respondents from the analysis of selected stories help in contextualizing the chronology and possible content of the of the lecture notes. The various readings of the respondents creatively created multiple meanings with the use of postcolonial theory, which particularly produced sample analyses. The feedback of the fourth year English majors regarding the process of literary analysis were coded, sorted and categorized. There were three assumptions used in this study, namely: Homi Bhabha’s (1994) postcolonial framework, which established the concept of postcolonial symptoms. John Dewey’s (1933) constructivism provided guide in developing the content while Francis Johnson established the framing of the instructional material. At the end of this attempt, this paper hoped that it may open up a series of literary studies to other perspectives and multidisciplinary approaches and develop IM respectively that will further establish the colonized sensibility of the stereotype subject and develop instructional materials generated from the exercises made by the students to serve as additional reference in appreciating literary criticism and literature especially for a student-directed group environment.

Cultural Issue and Sensibility:

The respondents noted that cultural issues emerged from the texts are cultural denigration and alienation. This denigration or alienation is caused by the conscious or unconscious oppression of the indigenous personality and culture by the superior cultural model. Aragon (2017) labeled it as concepts of hybridity and ambivalence. This is the process of cultural negotiation used by the colonized in establishing his/her currency. For instance, the colonized characters prove his/her currency in the colonial context, like the fish-

hair woman who deconstructs her identity to portray a patriarchal order and symbol. This currency is created through negotiation between cultures because of the effect of transference. Moreover, the cultural negotiation uncovered a unique hybrid culture of the colonized, which opposes and at the same time supports the dominance of neo-colonialism and patriarchy. Hence, the selected texts demonstrate how the experience of colonization had shaped the colonized consciousness and ideology – a hybrid and ambivalent identity and culture. The selected texts have documented a hybrid approach of interpellation which is not an identification of binary oppositions, but rather, going beyond it by decentering the center through a fusion of cultures. This hybrid culture is neither the dominant nor the emergent opposition to it. It belongs to the boundary between the two.

Educational Implication:

The meaning generated from the selected passed through a process, which started from reading and analysis of the text, and ended with a documentary survey on the actual experience and challenges encountered by the respondents in the literary analysis. The respondent’s feedback resembles the proposed content of the lecture note in Literary Criticism and Teaching of Literature. Hence with the foregoing merits from the literary analysis, literature teachers have to perform a big role in providing relevant experiences to the students, which are challenging and at the same time an opportunity to appreciate the breadth and depth of literature particularly on Bikol literature. The experience of the respondents in analyzing the selected texts gave them the realization in evaluating the merit of literature along various aspects such as how postcolonial theory is being used in analyzing the text, the importance of having a background on the elements of fiction and poetry and during the FGD session the respondents were able to figure out the importance of having a prototype output while doing their individual task. In the process of literary analysis, students were expected to demonstrate the 21st century skills – language skill, critical thinking, management of affective factors and performance skill. The actual experience of the students in analyzing the texts with limited resources revealed a limitation in the literary analysis as well. On the other hand, the direct delivery of instruction aided the students with the principle of literature and solid foundation of knowledge, while the provision of handout to the respondents in literary analysis, which includes enabling activities help the students to work independently.

There are number of instructional materials readily available to teachers and students in the field today; however, only handful to Literary Criticism and Teaching of Literature. Some IMs are categorized as basic learning materials while others are considered enrichment materials. The proposed lecture notes in Literary Criticism and Teaching of Literature both respond to basic and enrichment materials because both IMs become an integral part of educational learning and practice. Below is an outline of the proposed instructional materials.

Proposed Content and Organization of the Instructional Materials in Literary Criticism and Teaching of Literature:

Literary Criticism	Teaching of Literature
Introduction to Literary Criticism	Introduction to Literature
Elements of Fiction and Poetry	Lesson Planning
Lecture 1: Reader Oriented Approach	Criteria of Selection Choices for Study
Lecture 2: Poststructuralist Theory	Basic Strategies and Approaches in Teaching Literature
Lecture 3: Deconstruction	Dynamics in Teaching Poetry
Lecture 4: Postcolonial Theory	Dynamics in Teaching Fiction

Structure of the Proposed Instructional Materials in Literary Criticism and Teaching of Literature:

Title	Definition
Course Outline	This refers to the coverage of the topics and requirement of the course. This outline provides the chronological entry of topics and time duration.
Brief Discussion of Subject Matter	These are the major topics, which have been divided and subdivided into suitable sections for easy reading.
Text and Question	These are the specimens that will be used by the learners and each text

	includes guide questions as basis for reflection on what they have read.
Example Final Output	These are the model literary analysis made by the respondents which serve as illustrations or example.
Enabling Activity	These are set of activities, which provide the readers a chance to apply new knowledge and skills in their analysis.
Evaluation	This refers to the assessment from each activity.

This proposed outline is still subject for evaluation criteria of manuscript on preliminary writing stage and writing stage respectively.

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Figure 1: Illustrates the framework encompassing the determination of postcolonial symptoms from the texts and development of content for the two sets of lecture notes

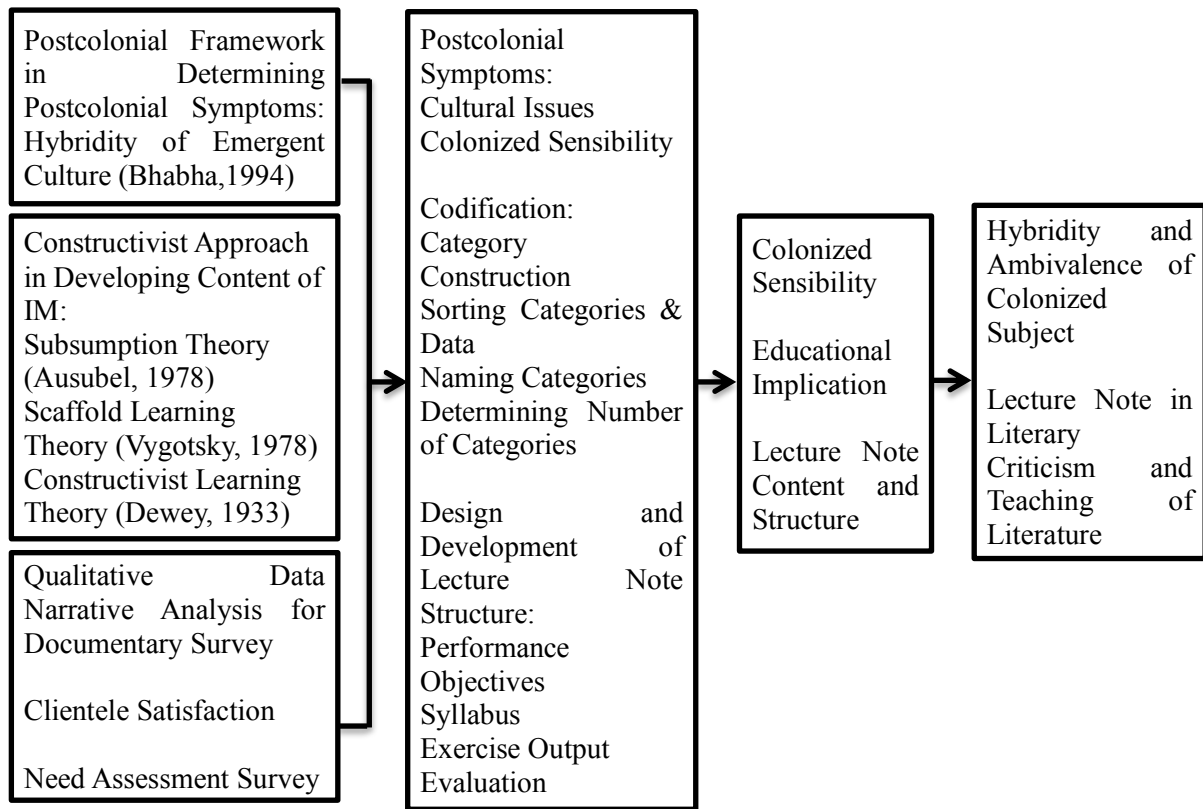


Figure 1 Illustrated the determination of postcolonial symptoms from the selected texts vis-à-vis developing the content for the two sets of lecture notes. The study was guided of the postcolonial theory by Homi Bhabha (1994), Ausubel, Vygotsky (1978) & Dewey’s (1933) constructivist’s perspective and Johnson (1975) for the IM development. These inputs determined the colonized sensibility, its educational implication and possible content for the two sets of lecture notes.

