

Development Of A Special Course In Komunikasyon At Pananaliksik Sa Wika At Kulturang Pilipino (Kpwkp) For Foreign Students

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ABSTRACT

This is a developmental research study that used the Input-Output model (IPO) with the purpose to develop a Special Course in Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (KPWKP) for Foreign Students. The primary inputs of the study involved the experiences of eight (8) teachers handling Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino and eight (8) foreign students in one of the private universities and other schools in Iloilo City. An in-depth interview was conducted using an interview guide. A thematic analysis was done to determine the experiences and challenges of the teachers teaching the subject and also for foreign students to determine their experiences and challenges in learning the subject. A validation instrument was used to validate the developed module using the face and content validity by the pool of experts. Findings of the study revealed that the existing syllabus, curriculum guide and learning plans in KPWKP are not suited to the needs of foreign students. Moreover teachers and students alike found it hard to teach and learn KPWKP specifically in the area of translation primarily due to lack of instructional materials. The module consists of the following parts: The preliminary pages, objectives, content; let's begin, let's find out, let's try, let's apply and the references. Particularly, the Contents section of the module explains the lesson to be discussed where the 4 A's (Analysis, Abstraction, Application, and Assessment) are applied. Each lesson is presented clearly, meaningfully, and with specific examples for the students to understand. The module was found by the experts to have a very high acceptability level with regard to physical aspect, objectives, content, activities, and assessment. It was also found to be very important and timely for the use of teachers teaching foreign students and also foreign students coming from different parts of the world and found to be very useful in terms of learning Filipino language.

Keywords: *Development of a Special Course, Filipino Communications, IPO Model, Developmental Research*

Introduction

The Philippines is known to be one of the nations that place a high priority on education. The Philippine educational system guarantees academic programs that are highly competitive internationally, highly qualified teachers, and students who are 21st century ready. Generally speaking, the Philippines can match other nearby nations' levels of educational achievement. In the report of Hallmark Education Consultants Int'l, (2017), it generated graduates of high caliber who are capable of competing internationally. As a result, numerous colleges in the Philippines are home to thousands of international students who have been attracted to enroll for their education in the country.

As the organization responsible for carrying out the basic education in the Philippines, the Department of Education has developed and put into practice a number of methods and policies to cater to the ever-evolving demands of educators and students. Consequently, it has been experimenting with and putting into place the educational model it believes best serves the requirements of the students. One of the most important educational reforms in the nation is the K-12 Basic Education Program. In 2012, Republic Act 10533 or An

Act to Strengthen the Philippine Basic Education System was passed in the country. This law intended to strengthen the curriculum and extend the basic education program

According to Section 4 of the aforementioned Republic Act, a program for expanded basic education must be in place. It must include instruction in

Kindergarten for at least one (1) year, elementary school for at least six (6) years, and secondary school for at least six (6) years. Junior High School lasts for four (4) years and Senior High School has two (2) years of secondary education. Because language has a profound impact on how pupils develop during their early years, basic education must be delivered in a language that students can understand (Official Gazette). The K12 curriculum seeks to provide students with information and skills for the twenty-first century. It introduces initiatives with the goal of enhancing and expanding the country's basic education system. By ensuring that it is suitable, responsive, and relevant to the learners, it will make the Philippine basic education system at par with the international educational system. The K-12 program's main objective is to ensure that all students have access to high-quality, and pertinent instruction. All students have the capacity to become well-rounded, content, and intelligent individuals who are confident in their chosen careers (Department of Education, 2019).

The internationalization initiatives of the government through the Department of Education and Commission on Higher Education are geared towards expanding and adapting the Philippines' educational curriculum to be more receptive to the demands of globalization. Hence, schools have become more aggressive in accepting international students. As required by the Department of Education (DepEd) in the K-12 curriculum, Filipino is one of the essential topics in the senior high school curriculum. The "Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino," which is taught during the first semester of the school year, is one of the mandatory topics in Grade 11. Regardless of the students' nationality or whether or not they speak Filipino, all students are required to attend this course.

When one of the private universities in Iloilo City began offering Senior High School Program in 2016, documents from the university's Registrar's Office revealed that there were more foreign students registered in the Senior High School. Relatively speaking, there were also Filipino students who had difficulty speaking the Filipino language since they lived overseas for a long time. According to the senior high school department of one Universities in Iloilo City, foreign students are required to study Filipino classes alongside local or Filipino students rather than attend classes individually being foreign students.

Since the researcher has been the Senior High School's Subject Coordinator for seven (7) years, and teacher of Filipino subjects for seven (7) years, she has noticed that foreign students struggle to understand their lectures, which is shown in their grades, performance tasks, and test scores in Filipino. Regular students converse in their mother tongue and Filipino inside the classroom, which presents another difficulty. Their comprehension and grasp of what is taught in class are limited. To help them, ideas are explained to them in their language with the aid of an interpreter, so that everyone can understand. This problem affects normal students as well as foreign students because they find it challenging to converse with foreign students, thus, other students occasionally do not want to talk to them.

Filipino teachers face a challenging duty as a result of the current practice in one of the private universities' in Iloilo City where foreign students are mixed with regular students. The teachers' choice of instructional materials is not appropriate to the needs of the foreign students. The same materials that are utilized for regular students are also used by the teachers to teach the subject. Based on what the teachers believe to be necessary and appropriate for the needs of the students, the same competencies, activities, and assessments are provided for both foreign and local or regular students.

In this regard, learning materials must be research-based learning for teachers and students to use, such as manuals, modules, activity books, workbooks, and others to support foreign students' language and cognitive growth in their Filipino courses. Document analysis usually reveals that those pupils or students who encounter language barrier in school are left behind and that some of them suffer from bad marks. They become ineligible for honors or awards because teachers have a limited number of strategies and learning resources available for them in dealing with foreign students. This has made it challenging and extremely difficult to provide high-quality education, especially for teachers of Filipino subjects and foreign senior high school students as well.

Due to paucity of learning resource materials, teachers, who facilitate knowledge, have also had a lot of trouble handling the subject. According to the researcher's experience with K12 implementation, there are currently no materials available to meet the demands of foreign students. The researcher is a Senior High School teacher who teaches *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* to foreign students. She is aware of how challenging this subject can be to teach because there are no available teaching resources and these students are enrolled alongside regular students.

In particular, the learning activities and assessments, which the researcher believes are crucial for students to master the subject, require considerable preparation. As the Coordinator of the Filipino subject, the researcher must spend a lot of time advising the teachers on how to approach the subject. Teachers take extra time outside of scheduled classes to give free tutorials or classes to foreign students, so they could understand the lessons. Teachers must put in extra effort by providing free tutorial and remedial instruction for foreign students, which is time-consuming and energy-draining. This extra time given to foreign students should have been used for relaxing or reviewing their work during their leisure time.

In consonance with UNESCO's declaration that access to education must be matched by quality throughout one's life, teaching strategies must be in place in order to help the Filipino teachers, as well as the foreign students who are also coping with many factors, other than language barrier. Since one of the private universities in Iloilo City routinely admits foreign students at all levels, the researcher feels that these students have a right to educational resources that are appropriate for their needs and skills. These UNESCO ideals are also backed by the Department of Education's (DepEd) commitment to ensuring uninterrupted access to high-quality basic education for all Filipino students and the idea that no learner should be left behind (SEAMEO, 2020 & Department of Education, 2020).

According to studies, it is necessary to address the issue of foreign students. The study by Zhang (2009) urges schools to take into account pupils' linguistic challenges, particularly in speaking and writing. During their time at the university, the majority of students find that adjusting and dealing with their lessons is a significant challenge.

According to Republic Act No. 10533, the Department of Education must uphold the basic education program's guiding principle that the curriculum must be learner-centered, inclusive, developmentally appropriate, and places students' needs and interests at the forefront of the teaching-learning process. The curriculum must also be adaptable enough to allow for localization, indigenization, and enhancement in accordance with each school's unique educational and social environment. Subject to accepted criteria and oversight at the central level, the creation and development of locally created educational materials will be devolved to the regions and divisions (DepEd, 2020).

To respond and provide suitable support to foreign students, schools and institutions must be aware of these concerns (Andrade, 2006). Universities and institutions should provide their instructors with the tools they need to give a top-notch education in support of this assertion.

Teachers need to be aware about the various instructional methods and resources in order to address the problems. It is the responsibility of the teachers to adapt the lessons and incorporate various methods of learning in order to accommodate the various learning styles present in the classroom. These foreign students should be familiar with Filipino because it is the national language of the Philippines, and is utilized in Filipino classes given that they would be staying in the country.

Additionally, the study of Bacio (2020) published in the *Journal of Positive School Psychology* titled "Development and Evaluation of an Instructional Package for *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino*" demonstrated the value of using instructional materials when instructing *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino*. The educational material scored highly for use and effectiveness, according to the results. The educational package was engaging, educational, and acted as a stand-alone learning tool. In order to better comprehend *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino*, it was also advised that the created educational package be used in practical classroom settings.

According to the data of one of the private universities in Iloilo City as of 2022, the school is enrolling a rising number of foreign students. Two foreign students were enrolled in the Senior High School Department for School Year 2016, but by 2022, there were seven. According to the data, a total of 21 students are registered in one of the private universities in Iloilo City for the *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* from 2016 to 2022. Between the academic years 2016 and 2022, the ratio of foreign students in one private university in Iloilo City has increased by 200%. Moreover, the researcher also gathered information from one of the private schools in Iloilo City that thirty-four (34) out of the 76 students in Grade 11, who are taking the course *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* as of the School Year 2022 are foreigners. These foreign students make up 44.73% of all students. This information demonstrates the rise in foreign students attending Iloilo's various colleges and universities. This may indicate that the Philippines' educational system is luring a large number of foreign students to study in the country.

Globally, educational systems are evolving quickly. One of the nations that is stepping up to accommodate numerous overseas students is the Philippines. Many international students from various Asian countries are moving to the country for their educational needs.

There are numerous studies that support the extent to which foreign students are admitted and particularly enrolled in Filipino courses. Tangonan and Villanueva's 2016 study, "Special Filipino Curriculum (SFC): *Isang mungkahing kurikulum sa Filipino para sa dayuhang mag-aaral*" (SFC) is a study that discusses developing a curriculum for special Filipino class. It attempts to examine the demands of foreign students, lists the abilities that the curriculum should foster, and assess the efficacy of the curriculum. The evaluation's findings showed that foreign students studying Filipino place a high value on communicating with others, making them more discerning when selecting classes and activities. On the other hand, second language instructors put more emphasis on including aspects of Filipino culture and values in their classes. The report also suggests that a tracer study be conducted on the program's graduates to determine how they learned, what they learned, and how it affected the career path they took after high school.

The study of Ancheta and Reyes (2016) titled, "Language Learning Difficulties of Selected Foreign Students in National University, Philippines" demonstrates the challenges that the international students face when trying to learn Filipino. Ten (10) carefully chosen international students' interview data were evaluated to determine the challenges faced by the participants. The following issues emerged from an analysis of the responses: (1) the challenge of learning two languages at once, specifically English and Filipino which served as the medium of instruction; (2) reluctance of other students to interact with them; (3) the lack of a lecturer ready to invest

sufficient time to teaching them Filipino; (4) the absence of a companion to help them translate statements from Filipino to English (5) the absence of any professor who would be willing to provide them with any resources; (6) discrepancies in semantics and interpretation between Filipino and English (7) a lack of understanding of the structure of the Filipino language; (8) insufficient books, modules, and other tools for language acquisition; (9) embarrassment when speaking Filipino; and (10) cultural disparities. A quadratic language learning model has been created especially for the difficulties the participants face in light of the aforementioned information.

This research was conducted in order to create a Special Course for Foreign Students in Grade 11–Senior High School with the topic *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* based on this assumption. The creation of this unique course would be extremely beneficial to professors and students alike. This will also fulfill the requirements of the DepEd's Enhanced Basic Education: K–12 program, which stipulates that all students must have access to high-quality, timely instruction in order to develop into wellrounded, contented, and intelligent adults who can readily adapt to new challenges and opportunities. As essential components of 21st-century learning, teamwork, cooperation, and interactive communication, they must be incorporated into all subject areas, which are gradually developed through the performance standards and learning competencies.

Statement of the Problem General Objective

This study aimed to develop a special course in *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* (KPWKP) for foreign students.

Specific Objectives

1. Examine the existing syllabus, curriculum guides, learning plans, and other support learning materials as possible inputs to the special course in *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino*.
2. Describe the experiences of teachers in teaching KPWKP and the experiences of foreign students in learning KPWKP.
3. Design and develop a special course in KPWKP.
4. Validate the developed special course in KPWKP by experts.
5. Present the developed special course in KPWKP.

Research Design

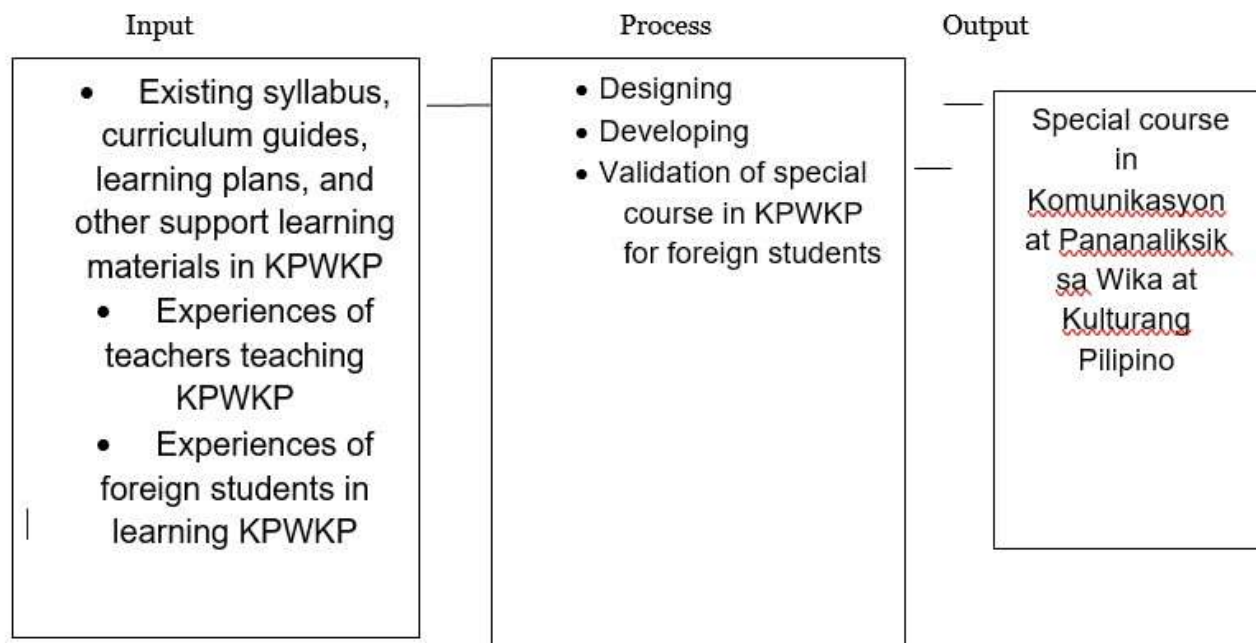
This study employed the developmental research design Type 1 using IPO model. The Input-Process-Output model is abbreviated as IPO in educational research. It is a model that is widely used in system analysis and software engineering to describe the structure of another process's information processing program. It has also been applied in other fields of study, such as computer science and business, because it makes context easier to understand. (Igbal, 2021).

Developmental research, as opposed to basic instructional development, has been characterized as the systematic study of planning, implementing, and assessing instructional programs, methods, and products that must meet internal consistency and effectiveness standards. When discussing educational technology, developmental research is especially significant. The scenarios that involve examining, recording, and evaluating the process of producing a product fall under the category of developmental research the most frequently. Different types of developmental research are more focused on how the product affects the learner or the organization (Richey, 2005).

Since this study aimed to create, develop, and validate a special course in *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* for foreign students, the developmental research design is appropriate. The InputProcess-Output model was used, a system under Instructional Design Theory. A syllabus and a student's module were the research output and were used as teaching aids in senior high school classes for foreign students.

The summary of the stages in the development and validation of a special course in *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* for foreign students using the input, process, and output is shown in the diagram below.

Figure 1 *Input-Process-Output Model in the Development and Validation of a Special Course in Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino for Foreign Students*



The development and validation of a special course in Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino for foreign students undergo the different stages using the Input-Process-Output (IPO) method.

Input. An in-depth interview among teachers and foreign students was conducted. This is to determine whether the researcher's experience handling Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (KWKP) in Grade 11 is similar to those teachers handling the same subject. During the in-depth interview, the researcher focused on the observation and experiences of the teacher teaching foreign students. The researcher recorded the discussion to get the authentic result, and she transcribed the said recording. The indepth interview with the teachers teaching the subject, especially their experiences and challenges, and the result of the in-depth interview with foreign students of Senior High School was considered in developing the special course. In addition, the curriculum guide from DepEd in teaching Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino was reviewed. No existing special courses are available for foreign students and they are mixed with the regular students. Activities and assessments were based on what the teacher thinks is necessary.

Process. From the result of the in-depth interviews with teachers and students, the researcher conducted a thematic analysis to determine the experiences and challenges of the teachers teaching the subject and for the foreign students to determine their experiences and challenges in learning the subject. It was followed by the design and development of the special course. The special course included a syllabus and a module. The content of the module focused on the objectives, content, learning activities, assessment, and evaluation. Validation of the module as an instructional material using the face and content validation was done by the pool of experts. A questionnaire was developed for the face and content validation.

Output. This was the last stage wherein the enhanced special course was prepared for production and copywriting after following all the stages. It was prepared for the use of Grade 11 teachers teaching Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino and by the foreign students in Senior High School taking the subject.

Participants of the Study

This study employed a purposive sampling method which utilized eight (8) foreign students from the Senior High School where in five (5) are females and three (3) are males. The study also utilized eight (8) teachers handling Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino in one of the private universities and other schools in Iloilo city during the First Semester of 2022-2023. An in-depth interview was conducted using an interview guide until saturation was reached for both Filipino teachers and foreign students.

Table 1 shows the characteristics of the participants in the study.

Table 1 *Inclusion and Exclusion Criteria of the Foreign Students*

Inclusion	Exclusion
1. Bonafide students of two private schools in the City of Iloilo offering Senior High School curriculum for School Year 2022-2023.	1. Foreign students who can understand Filipino and can speak the language.
2. Foreign students who cannot understand Filipino	

Table 2 *Inclusion and Exclusion Criteria of the Teachers Teaching KPWKP*

Inclusion	Exclusion
1. Teachers teaching Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino.	1. Teachers who are not handling Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino.
2. Teachers with experience in teaching foreign students.	2. Teachers who do not have experience in teaching foreign students.
3. Teachers who are handling Kompan for the school year 2022-2023	3. Teachers who are not handling Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino.

Instrumentation

To achieve the objectives of the study two major data gathering instruments were utilized: the interview guide and the validation instrument. The interview guide was used to conduct an in-depth interview with Filipino teachers teaching Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (KPWKP) and the foreign students. These instruments were reviewed by experts in Filipino in terms of content and structure.

The validation instrument was intended to validate the efficacy of the module as part of the development of special course for Foreign Students in terms of its physical aspect, objectives, content, activities and assessment. The validation instrument consists of two (2) parts. Part 1 is about the participants' personal profile which includes the gender the civil status, the universities assigned and the highest educational attainment of the validator. Part 2 consist of the main questionnaire. It consists of five (5) aspects with the corresponding indicators. The description is based on the following scale: (5.0 - 4.51) stands for Very High, (4.50 - 3.51) stands for High, (3.50 - 2.51) for Moderate, (2.50 - 1.51) stands for Low, while (1.50 - 1.0) stands for Poor.

Data Gathering Procedure

During the conduct of the study, the researcher observed the following procedures:

The researcher analyzed the current situation of the target, who are going to use the developed module in Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino for foreign students thus, the researcher followed the chart/paradigm wherein; the input process output (IPO) model in making a module is being used.

An in-depth interview with the foreign students and teachers were conducted to generate the data. The interview lasted for 30 to 40 minutes for each teacher participant. Before the start of the interview, the researcher first established rapport to the participants by making them comfortable. The researcher greeted the participants and asked them how they are feeling. After which the researcher proceeded with the first question. Follow-up questions were made or restatement of the questions in order to clarify some responses made by the participants. After the interview, the researcher thanked the participants and expressed her gratitude to them. After transcribing the data from the zoom video recordings, some transcripts that were not clear were returned to the participants for clarification.

After the interview of teachers, it was followed by the interview with the students. Student participants were chosen purposively because of the limited number of foreign students enrolled in some schools. The participants came from from two private schools in Iloilo City. The student participants were also allotted 30 to 45 minutes of interview. Before the start of the interview, the researcher established rapport to the participants by making them also comfortable. The researcher greeted the participants, and it was followed by asking the first question. After the interview, the researcher thanked the student participants. After transcribing the data from the zoom video recordings, some transcripts that were not clear were returned to the participants for clarification.

After the interview with the teachers and students, the recorded interviews were transcribed, then it was followed by a coding of data to establish the themes in the study. Thematic analysis was done to determine the experiences and challenges of the teachers teaching the subject, and also of the foreign students' experiences and challenges in learning the subject.

Data Analysis Procedure

The intricacies that surround qualitative research demand rigorous and methodical procedures in order to offer relevant results. Although little is known about how to conduct a complete theme analysis, it is an important qualitative research method. Thematic analysis is a qualitative research technique that can be applied to a wide variety of epistemologies and research problems. Braun and Clarke (2006) describe it as a process for detecting, analyzing, organizing, characterizing, and reporting themes found in a data. Boyatzis (1998) defined theme analysis as a translator between the languages of qualitative and quantitative analysis, allowing researchers employing various research methods to interact with one another (AttrideStirling, 2001). After the data was gathered, a rigorous and intricate process of thematic analysis was done. The thematic analysis followed the process of Creswell which are composed of the six phases. The first phase is familiarizing oneself with data wherein the researcher is advised to look through the full data set at least once before beginning the coding process as ideas and the identification of possible patterns might be shaped as researcher become acquainted with all parts of their data (Braun and Clarke 2006). The researcher did verbatim transcriptions of the digitally recorded interviews. Subsequently, the researcher went over the transcripts several times. The transcriptions' correctness was examined.

Next, the second phase in thematic analysis is generating initial codes. After the researcher had read and became familiar with the data, she placed in cluster those responses that are similar (Braun and Clarke, 2006). The second step involved reading through each interview transcript again. Then, preliminary codes were created and assigned, identifying a feature of the data (semantic or latent content) that was pertinent to the study issue, which is the problems encountered by both teachers and foreign students. These codes denoted the most fundamental section or component of the data that was relevant to the research issue and could be evaluated in a meaningful fashion. Any word, sentence, or paragraph that the researcher thought was noteworthy had the first codes appended to it.

The third phase is searching for themes that entailed categorizing and organizing any possibly relevant coded data extracts into themes (Braun and Clarke, 2006). The researchers compared the primary codes with the text content and with each other multiple times after getting the first codes. Higher-level themes were determined by sorting conceptually related and similar codes, and all pertinent coded data extracts within the themes were compiled. By organizing the original codes into groups, a thematic map was created in accordance with Braun and Clarke's (2006) suggestion. This helped in the discovery and development of the overarching themes.

The fourth phase is reviewing themes wherein researchers examine the coded data extracts for each theme to see if they make coherent pattern themes (Braun and Clarke, 2006). During this stage, the candidate themes were compared to both the full data set and the coded data extracts in order to be refined. Excessively intricate topics were separated into several themes, and related themes were combined into one. The validity of each candidate theme was evaluated in light of the full data set once it was determined that it told a persuasive story about the data and mirrored the meanings evident in the data set overall. This was done once the candidate themes had sufficiently captured the outlines of the coded data. By the time, this stage was over, the themes were also reached.

The fifth phase is defining and naming themes wherein the researcher analyzed what aspects of the data each theme captures and why they are interesting (Braun and Clarke, 2006). By going back to the compiled data extracts for each theme and arranging them into a logical and internally consistent account with a corresponding narrative, the researcher was able to further define and hone the themes during this phase. The breadth, definition, and backstory of each subject were ascertained after a thorough examination of each one. Subthemes that might exist were also noted. Each theme's title was created to be succinct and impactful in order to communicate the themes' meanings right away. Until the final theme map could construct a comprehensive narrative that was consistent with the research objectives, this step of analysis was iterative. The sixth and final phase begins when the researcher has fully established the themes and is ready to begin the final analysis and report writing. (Braun and Clarke, 2006). In this last stage, the completely established topics and corresponding data extracts were arranged, and the reports were written. The most illustrative quotations that could convey the spirit of the subjects were interwoven with the analytical narratives to form a cohesive whole. At last, a report that could tell the entire tale of the data was finished. The researcher analyzed the data and conducted a thematic analysis from the transcribed data during the in depth interview, and occurring themes were identified.

Based on the results of in depth interview, in the development of a module in *Komunikasyon at Pananaliksik sa Wika* at *Kulturang Pilipino* for foreign students, it was noted that teachers follow the curriculum guide of DepEd. Objectives were considered and formulated for every topic followed by content, learning activities, assessment, and evaluation.

Meanwhile, themes were developed by beginning with specific components and looking for connections between them. Inductive argumentation starts with specific pieces of evidence and then brings them all together to form a coherent whole. A search for meaningful data patterns is known as "inductive data analysis," which enables researchers to make broad generalizations about the phenomena they are examining (Hatch, 2002). The researcher employed inductive analysis for open-ended surveys and interview questions in this study. In order to better comprehend the data within the thematic analysis framework, the researcher read the data in this regard in search of trends and patterns to discover themes.

For the interview, a questionnaire created by the researcher was used. Interviews were captured on tape and written down. The researcher identified the emergent topic from the respondents' responses. The findings were displayed in a data transformation matrix table so that responses may be compared.

Ethical Considerations on the Conduct of Study

The approval from the Research Ethics Committee of the University was secured by the researcher upon approval of the research paper by the School of Graduate Studies. An informed consent form was sent for the participants in the study to participate voluntarily in the research study. It was given through email since the students are in a remote mode. The participants were allowed to withdraw from the study anytime if he/she felt discomfort and inconvenience in the investigation process. A code was assigned to each student as their identity to ensure confidentiality of their responses on the questionnaire they asked to answer. The researcher had no control over the participants since they were not in her class. Students did not receive any monetary amount or token for participating in the study, nor were they given extra points for their participation. The researcher had surely protected the participants from harm, coercion, deceit, and invasion of privacy.

After the participants signed and returned the informed consent form, the researcher set a specific time and date for the in-depth interview, which was conducted via Zoom. The participants were informed that the interview was recorded. The questions were given beforehand so the participants could prepare mentally and physically. A set of questions was asked until the saturation point was reached. During the in-depth interview, in case the participants experienced power interruption or internet issue, the researcher and the participant agreed for another time to conduct another interview.

Research Dissemination Plan

The results of this study will be disseminated to all teachers and students who are at the center of the teaching and learning process. The findings of this study will be published in the institutions' repository, the Bahandian, to serve as the basis for further studies on the topic of the development of a special course in *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (KPWKP)* for Foreign Students. Another way to disseminate the results of this study is to present it at conferences, symposia, seminars, conventions, and colloquia to be attended by students, teachers, and other interested individuals, especially those who have problems learning the Filipino language

Findings

1. The existing syllabus, curriculum guides, and learning plans in *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* were derived from the curriculum guide for Grade 11-Senior High School of the Department of Education, but are not suitable for foreign students. The content, learning activities and the assessment of learning outcomes are only suited to the needs of the regular students. Some topics are hard to understand and it was advanced for foreign students since they only knew very basic Filipino vocabulary. Some revisions were made to the topics included in the module since the main purpose of this study was to develop instructional material suited to the needs of foreign students.
2. According to the in-depth interview conducted, students and teachers alike have difficulty teaching and learning *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino* because of language barrier which is Filipino. The teachers are having a hard time teaching concepts and ideas to the foreign students since they do not understand the language. This phenomenon resulted to low scores of the foreign students. Teachers and students alike are finding ways on how to cope with this problem and varied solutions are being made. Results of the interview also revealed that learning materials that are generated in the form of student learning modules are those that primarily meet the unique needs or context of the learners. The learning materials can be viewed as being highly functional in this sense because they successfully applied learning to the learners' daily tasks by utilizing the prior knowledge, long-term memory, and language of both the teacher and the students.
3. Based on the result of in-depth interview from foreign students and teachers teaching *Kompan*, there were no teaching materials available to meet the demands of foreign students. The teachers' choice of instructional materials is not appropriate for the needs of the foreign students. The same materials that are utilized for regular students are also used by the teachers to teach the subject. The topics, competencies, activities, and assessments are also based on the needs of regular students. Results of the interview also revealed that learning materials that are generated in the form of student learning modules are those that primarily meet the unique needs or context of the learners. The learning materials can be viewed as being highly functional in this sense because they successfully applied learning to learners' daily tasks by utilizing the prior knowledge, long-term memory, and language of both the teacher and the students.
4. A pool of validators did the validation of the efficiency and usability of the developed module in *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino*. The result of the validation revealed that in terms of overall efficiency, the students' module received a very high evaluation ($M = 4.80$, $SD = .18$). Moreover, the teachers rated the activities the highest ($M = 4.93$, $SD = 0.12$). Moreover, the overall ratings of the teachers revealed that the content received the rating ($M = 4.87$, $SD = 0.23$) while the objectives and assessment were rated ($M = 4.80$, $SD = 0.35$). On the

other hand, the physical aspect received the lowest rate which is ($M = 4.61$, $SD = .19$). Yet, they were all rated *very high* in terms of efficiency. This result only shows that the validators find the module very important and timely for the use of teachers teaching foreign students and also foreign students coming from different parts of the world. This module will be of big help and useful in terms of learning the Filipino language.

Conclusion

1. The DepEd provided materials in teaching *Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino* for Grade 11 learners, enrolled in the different tracks and strands in the senior high school, such as: the Curriculum Guide, the Teacher's Guide, and the Syllabus. It need to be further reviewed, and somehow, need to be modified by the teachers teaching *Kompan* especially those handling foreign students. Additionally, teachers of KPWKP must add to the Teacher's Guide and Syllabus contextualized teaching strategies, reading texts, and activities that are appropriate for the needs, interests, and contexts of particular student groups enrolled in various senior high school tracks and strands, with a particular focus on international students enrolled in KPWKP.

Materials that are thought to target the special needs or circumstances of a certain set of learners or foreign students in building communicative competence in the use of the Filipino language should be based on the demands of foreign students. The development of learning materials should be based on psychologies, philosophies, and concepts that take into account the distinctive demands and settings of international students. These materials should help learners achieve competency in the use of the Filipino language for academic purposes in school and in future professional pursuits.

2. Although developing modules and testing them can be considered a significant challenge, the reward in terms of assisting learners in acquiring the necessary subject competencies and the fact that they are learning the subject in a way that is relevant to their current and future needs outweighs the challenges and difficulties. Due to a lack of instructional materials for *Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino*, teaching and learning activities may be unstructured; thus, teachers teaching the course must be creative and innovative, and the development of instructional materials may be a timely solution to the challenges encountered. Furthermore, students are having problems understanding the subject; therefore, the provision of instructional material with a variety of learning activities may make teaching and learning easier.
3. Because the developed instructional material's contents adhere to the curriculum dimension design and are in accordance with the curriculum standards set in developing instructional material (balance, articulation, scope, integration, continuity, and sequencing), the developed instructional material may be properly curriculum laid-out, designed, and crafted. As a result, the generated student module may be on par with academic requirements and achievements.
4. The very high rating of and teachers' approval of the developed student's module appears to imply that the developed instructional material satisfied the qualities of a module and may be an effective and high-quality educational module for students. The very high acceptability level of instructional material as evaluated by KPWKP professors appears to indicate that the developed students' module can be very useful instructional materials in teaching the course, *Komunikasyon at Pananaliksik sa Wika at Kultura*. Positive replies and positive feedback on the prepared instructional materials demonstrate their usefulness in teaching KPWKP.

Recommendations

1. Senior high school Filipino teachers. The effort may aid in the collection of improved ways for teaching learning competencies in the topic. Teachers may develop additional instructional strategies such as OBE syllabus, teachers' manual, and other materials to accompany KPWKP subject. Furthermore, they may include this generated educational resource in the subject to supplement learning. Teachers would be able to track the progress of their students and eventually guide them to learn independently. Additionally, this special course will be beneficial to teachers teaching foreign students since this module is develop and the content is made based on the actual experiences of teachers teaching foreign students.
2. Foreign students. The findings of this study could be used to create a unique Filipino program specifically for foreign students. This module may help them understand the basic concept of Filipino since they are studying here in the Philippines. It will be beneficial to them in a manner that they will be at par with other students since they have an actual instructional material that will aid in their reading and comprehension
3. School administrators. School administrators may consider including teacher training in creating contextualized learning resources in their annual improvement plans, school-based in-service training (INSET), and learning action cell (LAC) sessions to assist the Department of Education in alleviating the burden of insufficient instructional materials in public schools.

School administrators may create projects such as instructional materials, teacher enhancement training, and the provision of suitable learning facilities since these components are critical in enhancing students' learning and accomplishment. The school and its stakeholders can work together to explore challenges, potential solutions, and ways to improve school facilities and the overall school environment in order to deal with unexpected circumstances and promote effective learning.

4. Department of Education. The Department of Education, through its Learning and Development System (LRMDS) program, must provide more training to teachers in developing contextualized instructional materials, such as learning modules, to assist them in using contextualization in teaching, thereby improving the delivery of instruction to learners.
5. Policy makers. This study's findings may be communicated with DepEd policymakers for the improvement of Filipino topics, particularly for foreign students taking Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino in senior high school.
6. Curriculum designers. In light of this, the sector may allocate sufficient funds for teacher-training on instructional material development to ensure that teachers are well-paid, well-trained, and that their other relevant needs are met as they develop instructional materials for their own and others' use in their respective classes.
7. Future Researchers. Future researchers are encouraged to use the result of the study as basis in crafting more learning resource materials that can be used by teachers and foreign students for a more improved teaching learning process in KPWKP.

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