

Design and Development of An Alternative Instructional Material for Purposive Communication

Life Gabriel F. Osumo

LPT, MED-LT, University of Southeastern Philippines, Obrero Campus, Davao City, Philippines

ABSTRACT

The new generation of learners acquires purposive communication more quickly when exposed to simple communication approaches and accessible material that may incorporate the experiences, methods of knowing and doing, and knowledge of students from a range of ethnic backgrounds, culturally responsive teaching, which is most often connected with the work that fosters successful teaching and learning experiences. The study aimed to design and develop an alternative instructional material for purposive communication. Key informant interviews and focus group discussions were used to gather essential data. The participants believed that the language learning competencies through needs analysis should be secured first before designing and developing the instructional material and incorporating it with the effective aid of culturally responsive pedagogy. This study also came up with general findings that could be used in analyzing how to design and develop alternative instructional material in purposive communication: needs of students in learning cultural responsiveness, design of culturally sensitive instructional material, and prescribed alternative instructional material in purposive communication. Overall, the study suggests that the need for localized alternative instructional material in a local college must be valued and used in higher education institutions to establish and empower the roles of cultural diversity, awareness, sensitivity, and multiculturalism. The researcher recommends that the next researcher conduct the complete application of the ADDIE model after designing the alternative instructional material to assess or test its effectiveness.

Keywords: Purposive Communication, ADDIE Model, Alternative Instructional Material, Culturally Responsive Pedagogy

INTRODUCTION

Communication is a crucial skill for students in the twenty-first century. It involves more than just speaking; it solves problems and is the basis for human progress. Communication is a way to build relationships, share knowledge, express ourselves, and challenge each other's viewpoints to generate new ideas.

According to Muego, Acido, and Lusung-Oyzon (2016), developing practical written and oral communication skills among Filipino students, especially in tertiary education, is essential for success in the modern world. English is necessary for all Filipino students since it is widely used and the second language of academic individuals (Separa *et al.*, 2019).

CMO 20 s 2013, also known as CHED's policy, standard, and guidelines, promotes teaching purposive communication. This three-unit course is designed to educate first-year undergraduate students to write, communicate, and present to different audiences and for various purposes in Philippine tertiary institutions. Using multimodality, students can communicate more effectively while learning about culture and the outside world. This equips students to converse with individuals in local, national, and global settings.

Culturally Responsive Pedagogy (CRP) is a crucial method to help students understand their connection to their culture. According to studies by Richards et al. (2014), a culturally sensitive pedagogy supports the academic achievement of all students. It facilitates effective teaching and learning by valuing, nurturing, and using each student's abilities. Culturally responsive teaching involves institutional, individual, and instructional components.

In its simplest form, culturally responsive pedagogy (CRP) addresses the specific needs of students from diverse backgrounds. Educators must understand their students' cultural backgrounds and adapt classroom interactions and curricula to account for differences (Krasnoff, 2016). CRP techniques scaffold each cultural knowledge, past experiences, and learning preferences to facilitate learning through flexible groupings, cooperation with other students, and building a cooperative classroom environment (Ford, 2010).

Despite CRP's significance, purposive communication's main goal is to develop learners' communicative competence and intellectual awareness.

Theoretical Framework

This study is based on Regeiluth's Instructional-Design Theory (2017). It is a method of thinking that provides clear instructions for effectively aiding people in their learning and development, covering cognitive, emotional, social, physical, and spiritual growth and development. Perkins (1992) explains the "Theory One" instructional design theory, which proposes covering certain subjects to encourage cognitive development. It provides thorough factual arguments, examples, objectives, necessary knowledge, and performance standards.

The theory emphasizes caution, allowing students to participate in any topic that needs to be mastered fully. It also advocates for informed comments, giving students detailed performance feedback to inspire their progress. Additionally, it promotes deep initiation, either internal or external, and emphasizes adequately rewarding activities to assist the learner in achieving other objectives.

All instructional design theories incorporate specific qualities, stressing methods for achieving learning or development objectives and when and how to apply instructional techniques or instruments that speed up and promote learning. The tactics utilized in Theory One include clear information, concentrated practice, insightful feedback, and powerful motivators.

The concept of instructional design also explains when and how to apply instructional techniques or instruments that speed up and promote learning. According to this fundamental description level, the tactics utilized in Theory One are clear information, concentrated practice, insightful feedback, and powerful motivators.

Perkins goes into considerable depth about the elements of each of the four primary approaches, using Theory One as an example, and advocates for breaking down teaching methodologies into more specific components. For instance, Perkins uses information from Leinhardt (1989) to demonstrate some of the

elements for clear information within the didactic framework, such as setting goals for students, tracking their progress, providing examples, doing demonstrations, and connecting new concepts to earlier ones. Additionally, the study explores Ecological Systems Theory, which prioritizes culture. The theory suggests that several environmental systems may impact human development and categorizes environmental systems into micro, meso, exo, and macrosystems. It emphasizes the impact of more extensive public settings on growth and discusses how after-school activities and programs may influence development.

Data Analysis

Being honest with the participants is the most crucial aspect of data management and analysis while doing qualitative research, which requires putting oneself in other shoes and seeing the world from that viewpoint. The researcher attempts to comprehend their voices so that others can hear and understand them (Sutton & Austin, 2015).

A significant component of the research was the creation of a triangulation technique. It aided the researcher in validating the study's conclusions (Akutey & Tiimub, 2021). Because discoveries are confirmed when many procedures are used, having data from all processes pointing in the same direction was useful. It demonstrates how exact the research was. The central unit of analysis is the responses of selected participants and screenshots of the 4A syllabus structured by English instructors at Makilala Institute of Science and Technology (MIST) that they applied in designing their modules (*Appendix F*). After conducting key informant interviews and focus group discussions, the researcher transcribed the interview content to analyze it effectively. A verbatim transcription was used. It includes filler words, false starts, grammatical errors, and other verbal cues that provide helpful context and set the scene of the recorded scenario.

In this study, the researcher has generated themes using the prescribed process. First, familiarize yourself with the data gathered based on the in-depth interview. Next, preliminary codes were assigned to the data to describe the content. Then, the search for patterns or themes in the given codes across the different interviews followed. Lastly, defining, naming, and thematic review was done before the researcher produced the report.

After the researcher gathered the data, an alternative instructional material for purposive communication was created. The culture-based instructional material (module) was limited to analyzing, designing the syllabus, and developing instructional material from the original ADDIE Model.

RESULTS AND DISCUSSIONS

After thoroughly and rigorously describing and analyzing the data, the researcher examined the categories based on the thematic and target needs analyses. The participants were able to answer a checklist indicating their target needs and competencies in English and as a basis of the alternative instructional material.

Needs of students in the learning of purposive communication

Table 1 presents the language needs of students in learning purposive communication. It includes four (4) themes: students' learning needs about their local identity, heightening student comprehension through simplifying vocabulary, building connection through local cultural experiences, and reinforcing the use of the English language in the local setting.

Students' Language Learning Needs concerning their Local Identity. In English of Foreign Language (EF-

L) education, language proficiency and oral communication have been favored to successfully establish a better career path for tertiary learners in higher education institutions (HEIs). Moreover, to efficiently assist the learners in advancing their professional development, gaining skills for 21st-century interactions, and starting new careers, their language needs must be the primary necessities to address and help them navigate complex realities and constantly evolving environments (Czerkawski and Berti, 2020).

The language needs of the L2 learners refer to the linguistic resources that learners need to successfully cope with the forms of communication in which they will be involved in the short or medium term (Council of Europe, 2023). These needs (and hence these communication situations) are identified as part of a specific process that consists of gathering together the information required to assess what uses will be made of the language learned and thereby determine what types of content should be taught on a priority basis.

The participants want to embed the language in the book or module they will read. According to Lin (2018), local languages are crucial for teaching additional and foreign topics, mainly when a language other than the student's home tongue is taught.

It is crucial when teaching students various courses in a language other than their mother tongue. Furthermore, it has shown that learning a language necessitates utilizing it to express ideas, which we do practically from birth. Learning about language includes being acquainted with the nature and functions of language itself.

Consequently, it is more realistic that they can learn from the discussions and share something based on their experiences. According to Chang (2019), students must take a step back and think about how they make choices and solve issues to make educated judgments on the applications of knowledge. Additionally, they need to consider if a particular set of techniques for tackling issues is necessary or may be improved.

The more flexibility students had in discussing their classroom experiences and creating their own reflecting processes, the better they could assess, summarize, and abstract the concrete instances offered. This highlights the crucial traits and connections that explicit and abstract knowledge ignores.

The participants can learn about the various experiences that others believe in in daily living. They have these visualizations, like concluding what the cultural lifestyle can give to them. At this point, there will be a strong knowledge about cultural diversity that will be taking place, and it may be reciprocated as they learn to value how individual experiences will shape them through the availability of culturally sensitive instructional material.

Heightening Student Comprehension through Simplifying Vocabulary. Vocabulary is a fundamental aspect of learning English. Without adequate vocabulary, learners struggle to communicate, express ideas or opinions, comprehend simple text, and listen to instructions (Marpaung & Situmeang, 2020).

In addition, vocabulary is one of the essential aspects of learning English. Every day, we say thousands of words. To communicate in English, vocabulary is needed, and it is necessary to improve and have a variety of vocabulary. With sufficient vocabulary, it is easier to communicate with others, express their ideas or opinions, comprehend simple text, and listen to instructions. Without vocabulary, there will be no language, as discussed by Rosyidah and Giyoto (2018).

Moreover, teachers today are more into using “*text simplification*,” which also uses simple text, terms, and statements. In contrast, it is one way of transforming a text into another text, which, ideally conveying the same message, will be easier to read and understand by a broader audience (Saggion, 2017). Students find this text simplification relating to simplified English where they can easily understand English in

documents or writing materials by individuals who speak little about English, non-English speakers, or L2 learners.

Based on the participants' responses, they appreciate and realize that they have learned something as they learn new words, terms, and statements as a whole if the teachers simplify them or translate them in a way that they can easily connect to the discussions that are served to them as learners.

Significantly, teachers will be considered as one of the sources of learning and influencing the students to practice themselves with a differentiated approach. Teachers may assist their students in learning new words and broadening their vocabularies by allowing them to interact with written language and process simultaneous meaning production and extraction (Murray, 2016).

Indeed, as students become more engaged in discussion and instruction based on texts, instructors can provide their students more opportunities to conduct talks about texts, according to Newberry's research (2022). With their unique knowledge, contacts, and experiences, students may enrich a conversational community. Teachers will learn how to use various texts to convey fundamental and abstract concepts while also aiming to instill pride and belonging in the students. Then, the student's comprehension often depends on the language of a text because the more familiarity and knowledge students have with its language, the more robust comprehension will be.

Thus, teachers are expected to satisfy the student's needs by helping them understand the English language so that they can say that their experiences are purposeful.

Building Connection through Local Culture Experiences. Individuals communicate to express their thoughts, live in a community of understanding with each other, and learn from each other. Languages are more than just words or other symbolic tools to communicate. They are the way that people communicate with each other. As much as words are important, different forms of communication, like tone and gestures, are often essential to conveying our intended message (Agbadzi, 2022).

To emphasize building connection, we must have good communication skills and a better understanding of the local identity of individuals through their differences or culture. One thing to remember is that language serves as an identifier and a means through which cultural groups can identify. It is what makes a culture or a tribe unique from other tribes, and it is what enables members within that same tribe to be able to communicate with one another.

In connection with this, the participants agreed that they could deeply understand the discussions in English if they were relevant to their cultural experiences. It has something to do with their local language, where it can be incorporated into the module or book. The importance of cultural teaching in foreign language education is contested (Michelson, 2017).

As revealed in the study of Altin *et al.* (2018), a foreign language's vocabulary and grammatical constructions reflect the culture it represents, making it potentially simple to forget (Tarcan, 2004). If the examined material includes information foreign to the reader, there will be two additional unknowable components or cognitive weight. Studying a subject is difficult because learning anything new in general is difficult.

This means that issues may result in a feeling of failure, which may have a detrimental effect on the mind over time. An individual could give up trying to learn a new language. Reading a book with a well-known topic is thus encouraged, especially for beginners. Since the previously taught material makes it simpler to understand the foreign language, lowering the amount of cognitive work needed by the brain, the learner will feel more successful (Işk, 2013).

Damen (1987) advises teachers to focus on the mother culture to help students comprehend their culture.

According to Gül (2007), the mother culture consists of all the tangible and intangible elements transmitted to the learner via interpersonal encounters over many generations.

However, the language teachers argue that if the local language is presented in the module that will be designed, the main goal of teaching purposive communication, which is to establish purposeful learning in speaking and writing in English, will be weakened.

In other words, it will be the teacher's discretion to provide an approach like language translation, where English is taught effectively, and learners are taught to translate the text from the target language to the native language that is dominant in the environment (Schenck, 2014).

Reinforcing the Use of English Language in the Local Setting. English is arguably the most essential subject in the Philippine school curriculum. To understand his or her teachers in all other subjects effectively, a student needs at least fair knowledge of the English language. The English language is referred to as the key to all other subjects. To be eligible for admission to universities and other higher institutions of learning, a student must pass the English language at credit or distinction level. English is also the sole medium of communication in the university communities in Southeast Asia, particularly in the Philippines (Kirkpatrick, 2014), as cited in the study of Manalastas & Batang (2018).

The participants demand that a local language be embedded in English instructional material to help them gauge and increase their comprehension level. Still, it is also the opposite of the teacher's belief, knowing that if they want to learn English appropriately and effectively, a wide array of practices must be implemented in the classroom.

Consequently, cultural aspects in education may add a new flavor that can uplift students' interest in the subject matter. Furthermore, this can lead learners to a strong connection between classroom learning experiences and their way of life (The Knowledge Review, 2023).

Thus, it does not mean the English language will be rejected when improving the learners' knowledge of language learning concepts. The bottom line is to help the students understand their identity and develop their English communication skills, not replace them with the local language in the classroom.

According to Alfarhan (2016), there needs to be a cultural shift in English to further cultural imperialism or promote understanding among people. In contrast to other languages, which are considered carriers of their civilizations, English is seen to have no detrimental effects on the artistic variety of the globe.

Design for culturally responsive alternative instructional material

These three designs are the 5Es Instructional Model, the PPP Method, and the 4As of Adult Learning. This section features an overview of three design models followed by comparing and contrasting analyses among them for material development to examine which design is appropriate for the current study.

The 5Es educational strategy for constructivism was developed by the Biological Science Curriculum Study (BSCS), a team under the direction of Principal Investigator Roger Bybee (1987). *Constructivism* is a well-known educational paradigm that holds that students must develop their understanding of new ideas or concepts to put things into perspective. Constructivism served as the foundation for the creation and development of the 5Es. This paradigm has also been combined with the works of Jean Piaget (stages of cognitive development) and Howard Gardner (multiple intelligences) to strengthen it.

The five Es are the teaching and learning cycle stages of Explore, Explain, Extend (or Elaborate), and Evaluate. During the Explore stage, students interact with the subject during the Explore stage, aiding their understanding. They can also engage with the activities and information directly. Students discuss their experiences while working in teams, fostering communication and sharing.

Students have the opportunity to interpret what they have discovered so far and provide an explanation in the explained stage. Since they are now using words to do it, teachers advise students to arrange events in a logical order.

Students may use the most recent information during the extended stage and delve further into its impacts. At this level, students can fully understand the material, make connections between it and other pertinent ideas, and use their environmental knowledge in novel ways that can assist them in solving challenging challenges.

Teachers and students must agree on the scope of learning and knowledge throughout the assessment process. The teacher may use a continual diagnostic process known as the final "E" to determine if a student has maintained conceptual knowledge and subject matter information. Any level of the educational process may include assessment and evaluation.

Atkin and Karplus (1962), who significantly impacted the creation of the 5E Model, stressed the need to provide students with a gradual understanding of a topic via several staged or planned stages. These stages are Engage, Explore, Explain, Elaborate, and Evaluate. Constructivism mandates that inquiry, research, and evaluation be included in lesson preparation. It implies that the teacher adopts a facilitator-like position in specific ways, assisting the students as they pick up new concepts.

It is important to remember that teachers who effectively use instructional techniques like the 5E Model in their courses help their pupils by encouraging active engagement in developing sound knowledge foundations. When choosing an educational strategy, teachers seek ways to ensure their students properly understand new concepts. They work to draw students, encourage learning, and guide them toward skill development. One tactic is to use inquiry-based techniques, such as the 5E Model, which emphasizes active learning. One of the finest teaching techniques for students studying things for the first time is the 5E Model since it enables them to go through the whole learning cycle.

Secondly, PPP, which stands for presentation, practice, and production, is the name of the second strategy (Weller, 2019). A language may be taught using a paradigm, model, approach, or other technique. As it is a simple process, the teacher starts by introducing the target language. Teachers urge pupils to begin with tasks that need close supervision before moving on to ones that give them more freedom to apply their knowledge. It takes some time for the pupils to talk in their favorite language. The input is where the process starts, and the output is where it concludes. Working with elementary and secondary educators in low- and middle-income countries is one of the three strategies Anderson (2016) suggests for making PPP a reality. He developed the lesson framework and evaluated it compared to best practices in the widely used teaching method based on his experience as a teacher and teacher trainer.

Ps is seen as a teacher-led educational strategy as opposed to learner-centered approaches. Ps is beginning to lose ground to other, more innovative approaches like task-based learning (TBL) and ESA (engage, study, activate) in adoption. The PPP strategy is the easiest for new EFL (English as a foreign language) instructors to comprehend. They may utilize TBL and ESA more effectively if they are adept at it than new pupils who have never used TBL or ESA. No matter how passionately one supports these innovative techniques, this is true.

PPP is easy to understand since it is often used to teach core language at lower levels, as Harmer (2009) noted. PPP is now the focus of assaults, claim some academics (Kumaravadivelu, 2006; Tomlinson & Masuhara, 2008; Kiely & Askham, 2012). PPP is the primary instructional method used in TEFL (Anderson, 2016).

This approach to teaching English is popular among educators because it is simple and approachable (Car-

less in Hellström, 2016). Experts often use PPP in English even though explicit instruction is more effective than implicit training (Lasmiatun & Munir, 2018; Jarvis, 2015; Hellstrom, 2016; Sari & Sembiring, 2019).

According to Hulstijn and DeKeyser in Anderson (2016), PS practice encourages converting explicit knowledge into extra procedural or implicit instruction, resulting in a stimulating learning environment in the classroom.

The classroom may also use PPP when all students share the same first language, or L1 (Spada & Lightbown, 2008). PPP is the most excellent option for EFL students since it has many starting learners who speak in class in Indonesia's primary and secondary institutions. Another argument in support of PPP as the most successful method of English teaching and learning in Philippine schools comes from the Anderson (2016) hypothesis. He argues that PPP benefits typical low-income nations like the Philippines because they frequently have teaching environments with the following traits: (1) Externally imposed and ambitious curricula; (2) Large classes; (3) Students speaking their L1 or another community language; (4) Students receiving only a few hours of instruction per week and; (5) A higher level of teacher intervention. PPP is the approach most suited for use in lower grades to grow early ESL learners since these five qualities precisely summarize the current state of education in Asia.

Finally, the four phases of the 4As of Adult Learning are activity, analysis, abstraction, and application. The Alternative Learning System (ALS) manual, a pedagogical technique, gives significant weight to cooperative, active, autonomous, and experiential learning.

In the activity stage, it is empowered by learning experiences. Through learning activities, the learners will be engaged in a new set of experiences and can acquire new knowledge and skills. In the analysis stage, a need to link new knowledge and skills to existing experience may be evident. Learners need time to process or analyze their experiences. New knowledge and skills must be related to what they already know and can do. They must think about how to use their new knowledge and skills.

In the abstraction stage, demonstrating or generalizing new skills empowers the learners, driving them to make their ideas and experiences impact their learning environment. By processing or analyzing their latest experiences and linking them with existing experiences, learners begin to demonstrate new understandings and apply new skills.

The application stage is also called the practical application of new knowledge and skills. The final stage in the learning model is the practical application and trying out of new skills and learning. Successful application leads to learners beginning a new activity and a new 4A cycle. Consequently, this design is similar to the first design because it has both the viewpoint of constructivism and 4As activities, gives an understanding of the learner's prior knowledge, and gives an idea of what will be learned through an activity presented.

Teachers observed and experienced that learners have diverse ways of acquiring knowledge. They have different activities and unique ways of understanding. Teachers must constantly cope with the learners and apply different styles in teaching and assessing (Simbulan, 2018). Indeed, the driving force behind effective teaching is not just merely planning a lesson. It is the enthusiasm of the teacher and hunger to learn more by students applying what has been planned and modified according to the needs of the learners. The proper learning sequence of activities and presentation of concepts with the essential parts or purpose of 4A's Adult Learning brings the best outcome based on the core knowledge of the students whenever the teachers teach. Learners will quickly get aces that the teachers need them to achieve.

According to the comparative study stated above, each design contributes significantly and may be used to create processes and instructional materials. The three approaches provide a student-centered strategy for encouraging participation among second language learners.

However, the findings revealed that 4As of Adult Learning is the most effective and efficient model for module and lesson planning structuring in teaching English subjects. They could also organize the researcher's presentation on cultural sensitivity. Even though each one follows a distinct stage of the learning process, they all aim to improve the student's ability to communicate and interact with others.

Developed Instructional Material

The researcher's designed material is an instructional module. According to recent findings, producing instructional material in a module is very realistic. Most of the students in Region XII are in a far-flung area, and some need more money to afford books or sophisticated materials, knowing that teachers are also considering their students' economic status.

In the study of Betlen (2021), modules could guarantee advantages for the student's learning process: students can choose their most convenient time and place to answer, it is self-paced, it provides flexibility for teachers, and the acquisition of better self-study or learning skills among students. Before designing the material, a needs analysis was conducted by the researcher to acknowledge the needs, wants, and lack of the learners.

Based on the needs analysis results, most participants selected the best topics for learning English: Art, Technology and inventions, Entertainment, and Human Rights. The selected participants are more interested in the trends because most are from the Z generation and are interested in learning what they can easily see on social media, television, and radio.

Furthermore, it was revealed that most learners are not into speaking and group activities, so the module ideally boosts the speaking activities, which may increase their speaking ability and group work, enhancing their teamwork. Further findings on the Needs Analysis can be seen in *Appendix F*.

Moreover, the researcher had made different bases for designing and developing the instructional material. First, the obligatory parts were based on the 4As of the Adult Learning Framework (Activity, Analysis, Abstract, and Assessment). It is considered one of the most influential frameworks in teaching first-year students at the tertiary level, knowing that they came from the senior high school level, which has a positive outcome in their learning experiences. The following topics were guided by online and offline references. Specifically, the main lessons were filtered from the works of Madruio & Martin's *Purposive Communication: Using English in Multilingual Contexts* and the works of Ambida, Galicha, and Oandasan in *Purposive Communication*. Additionally, to consider the diversity, awareness, and sensitivity of the dynamics in today's need, the instructional material was incorporated with culturally responsive pedagogy to ensure that learners can provide ideas that are safe for learning and have a harmonious environment.

Considering the Topics that the Students Love to Learn. As language teachers, it is evident that the teacher should get to know the students, but how well does the teacher know the young people sitting in your classroom? Taking time and care to get to know them as individuals can make the teacher more effective and impactful. Beyond discovering the students' names, ages, friendship groups, and family backgrounds, digging deeper and discovering their learning interests and strengths is essential.

Significantly, a student might excel in arts and creative subjects, and their best friend at school might find that maths, sports, and science are more suited to their skills (Reach Out Australia, 2023). American

developmental psychologist Robert Sternberg's intelligence theory (1985) holds that humans typically excel in one of three types of intellect. Hence, teachers are likely to see all these among their students:

1. **Practical Intelligence** - students have plenty of common sense and can adapt quickly to changing environments. These students like to play to their strengths and minimize their weaknesses. They are the students who get the job done and want to be involved in tasks;
2. **Creative Intelligence**: Students excel at tasks that require invention, creativity, discovery, and imagination. They also offer thought-provoking ideas and participate in classroom discussions.
3. **Analytical Intelligence**: Students excel at tasks that require planning, critical thinking, and analysis. These students are gifted in terms of their logic and information-processing ability. They are often more educated than imaginative and love to digest new information.

As the researcher conducted the target needs analysis survey, things needed to be addressed. Aside from their favorite topics, the lacks and wants were discovered to be essential in designing and developing the instructional material (module).

Even though many teachers are aware of how important it is to understand how learners differ in terms of needs, topics, and preferences, they may choose not to involve students in language activities, particularly when deciding which topics to include in English learning because doing so will encourage the students to express a broader range of ideas (Bada & Okan, 2018).

The lack of general recognition of learners' ability to communicate what they want or need to learn and how they want to acquire it may be the root of their unwillingness to collaborate. Additionally, many educators make the very valid point that it may not be fair to expect children to make judgments in the classroom in certain countries where the social roles of instructors and students are so clearly defined.

Incorporating the Use of 4As in Designing the Instructional Material. Teaching and learning frameworks are research-informed models for course design that help instructors align learning goals with classroom activities, create motivating and inclusive environments, and integrate assessment into learning.

In the study of Fink (2013), practical teaching and learning frameworks emerge from psychological, cognitive, sociological, and educational research findings that students learn best when a) the prior knowledge and “preconceptions” they bring into the classroom are recognized and engaged, b) they have practice and time to build “conceptual frameworks” upon foundational knowledge through active, experiential, and contextually varied learning, and c) they have practice and time to “take control of their learning” through metacognitive reflection.

However, in the time and age of freshmen students, the most prescribed framework at their level is the 4As of Adult learning. Students learn and know how they differ from children. This framework aims to show how adult learning is distinct and identify the learning styles that best suit them.

Based on the findings, the participants' motivation was found to be low (*Appendix F.*). One way of improving it is by incorporating it into the students' lessons. The 4As alone are the only framework that promotes motivation, which can indicate and produce desirable knowledge, skills, or attitudes to be gained.

The 4As approach illustrates more about students' language learning requirements. Some learners find language abilities so challenging that they need to be improved. Competencies are essential to help them develop their knowledge of literacy. The 4As approach has the following principles that show the usefulness of the instructional method selected to present the learning process of a culturally responsive pedagogy-based module.

Obligatory Parts in Designing Instructional Material. There are obligatory parts in lesson planning or ev-

en structuring a module when teaching students. These must be followed to ensure that the students have acquired learning from the teacher and discussions delivered in the classroom. A lesson plan is the instructor's road map of what students need to understand and how it will be done effectively during class (Ambrose *et al.*, 2010).

Then, a teacher can design appropriate learning activities and develop strategies to obtain feedback on student learning. A carefully constructed lesson plan for each one-hour lesson allows the teacher to enter the classroom more confidently. It maximizes his/her chance of having a meaningful learning experience with his/her students.

A successful lesson plan addresses and integrates three key components:

(1) Learning objectives, (2) learning activities, and (3) assessment to check for student understanding. William & Mary (2020) found that lesson preparation is crucial regardless of the amount of detail because it connects the curriculum's objectives with the regular teaching and learning that occurs in a classroom. At the absolute least, lesson planning introduces the concept of time and divides the curriculum into portions according to the length of each session.

According to Kapur (2019), there are five main reasons why teaching-learning materials with a functional lesson-planning framework are essential. These include increasing student motivation, encouraging the processes of interpreting, understanding, organizing, and integrating the educational content, logical thinking, reasoning, and communication, and helping students develop a range of skills, values, and attitudes while enabling them to comprehend academic concepts.

In the study of Padayichie (2022), connecting the teaching process to lesson frameworks may increase the teachers' dedication and desire to learn, which are essential to success in the educational profession because their infectious passion motivates and excites young students. Since they include all required elements, including teaching frameworks, in their lesson plans, teachers can experiment with cutting-edge teaching and learning tactics and exciting ways to connect with students. Students learn best in an enjoyable and stimulating environment. For a very long time, the young people they educate will cherish and remember their outstanding traits.

As a consequence, while developing lesson plans, teachers should take into account the many cultures that each student represents. As a result, the learning environment at school has to embody the concept of "Geborgenheit" from the moment a student enters, where they feel a sense of security, warmth, protection, love, and trust from the subject teachers, establishing a "home away from home."

In that way, the students can explore until the teachers also learn how to implement a student-centered teaching approach.

Localizing the Instructional Material with Awareness, Sensitivity, and Diversity. Fostering inclusion and awareness around multicultural education and a culturally responsive approach to teaching benefits all students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it also encourages acceptance and helps prepare students to thrive in an exponentially diverse world.

Different colleges are more appreciated because there are many things to showcase in the various cultures in the Philippines. In the study of Sharma (2014), when the instructional material used in the classroom setting is more localized, the student's learning becomes more meaningful when transferred from one context to another.

Nowadays' society regards cultural sensitivity and awareness more highly and must develop it as a fundamental necessity since the Philippines has many diverse cultures (Tipan *et al.*, 2020). To emphasize,

several educational institutions are propagating concepts and laying the foundation for equality, which refers to treating everyone equally using diverse teaching methods. Indeed, the current trend of multicultural education in schools may one day be a strategy for reshaping viewpoints that respect and enlighten people (Agustian, 2019). Additionally, it promotes diversity and promises a change in the design of our current educational institutions so that each student, regardless of gender, socioeconomic level, or ethnicity, would have an equal opportunity to get academic assistance in a school (Smolen & Oswald, 2010). The reading materials used in classrooms must accurately reflect the diversity of the students enrolled to ensure multicultural education.

Notably, implementing cultural awareness differs on the local language that is dominant in the location and is found to be fundamental to providing an equitable learning environment for all students. A classroom that values *equality* is different from one that values *equity*, especially in the local places like Region XII - North Cotabato, where the existence of the indigents and other individuals like the LGBT and PWDs should be valued with fair treatment and should be given privilege in giving a peaceful learning environment.

Below is the description of the module developed considering the inputs derived by the researcher.

Module Title. PURPOSIVE COMMUNICATION: A Culturally Responsive Approach.

Module Description. The module had been carefully designed to help students enhance their communication skills in a culturally appropriate setting within the Philippines. Throughout the module, they would emphasize how cultural sensitivity affects interpersonal interactions and how communication skills can be used in educational settings. Students will learn how communication may encourage group work, discussion, cooperation, research, community service, and reflective practice. This module takes an interdisciplinary approach to ensure a comprehensive learning experience, incorporating knowledge from diverse areas such as Cultural Development, Education Sciences, Arts and Languages, and Behavioral & Social Sciences.

The multidisciplinary perspective will help students develop a well-rounded understanding of communication and its practical applications. Furthermore, students will participate in various self-learning activities and reflection exercises. These activities will enhance their knowledge of the course materials and allow them to practice and apply their communication skills in real-life scenarios.

Course Contents. Each session will concentrate on specific topics and activities to aid your development of a thorough grasp of purposeful communication. Here is an overview of the course content:

Session 1: Course Orientation. Discussion on learning outcomes, project options, grouping, and rubrics.

Session 2: Proficiency Check. Assessment of academic writing, reading comprehension, and argumentative speaking skills.

Session 3: Lesson 1 - Communication Process; Understanding the nature of communication and its elements; Exploring verbal and non-verbal communication through role plays

Session 4 & 5: Lesson 2 - Functions, Features, and Barriers of Communication; Discussing the various functions and barriers of communication; Describing the features of effective communication; Simulating different communication functions.

Session 5 & 6: Lesson 3 - Globalization through Communication; Exploring how global issues affect communication; Discussing the role and importance of communication in globalization. - Engaging in a classroom debate and essay writing on global issues.

Session 7, 8, & 9: Lesson 4—Multicultural Communication; understanding and adopting culturally appropriate terms, expressions, and images; developing cultural and intercultural awareness and sensitivity

in communication; assessing one's ability to communicate effectively with individuals from different cultures; demonstrating cultural practices through play or drama.

Session 10 & 11: Lesson 5 - Language Register; Discussing language registers and their functions; Differentiating formal, informal, and neutral language registers; Writing an excuse letter using appropriate language register.

Session 12 & 13: Lesson 6 - Levels of Comprehension; Exploring the four levels of comprehension: literal, interpretative, critical, and applied; Analyzing texts and images using the four levels of comprehension.

Session 14, 15, & 16: Lesson 7 - Academic Presentation; Discussing academic presentation and its types; Determining technological communication aids and strategies for academic presentations; Presenting academic papers using appropriate tone, style, register, and reference styles.

Session 17, 18, & 19: Lesson 8 - Public Speaking; Discussing the modes of public speaking; Conveying ideas orally using different modes of public speaking; Engaging in argumentative analysis and delivering impromptu speeches.

Session 20, 21, & 22: Lesson 9 - Language Learning Through Cultural Experiences; Explaining how local culture affects language learning; Discussing the role of language learning in individual experiences; Assessing your ability to analyze students' experiences through U-shaped e-play and drama.

For a detailed description of the module, a copy of it was appended in *Appendix M*.

CONCLUSION

The primary implication of this study was that the need for localized alternative instructional material in a local college must be valued and used in higher education institutions to establish and empower the roles of cultural diversity, awareness, sensitivity, and multiculturalism.

Significantly, based on the generated themes found by the researcher, it may have the advantage of having relevant effects on the cultural background and identity that may be strengthened in time by 21st-century learners and teachers who are said to be the pilgrims of the new era of the learning environment, especially those who teach English and purposive communication.

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