Article

Culturally Grounded Module Development for Barayti at Baryasyon ng Wika: Integrating Student Perspectives Toward Linguistic Sustainability

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Abstract: This study developed and evaluated a culturally grounded instructional module for the course Barayti at Baryasyon ng Wika, integrating student perspectives to strengthen comprehension of Filipino language variation and promote linguistic sustainability. Drawing on persistent gaps in instructional materials and the documented difficulty of students in distinguishing key sociolinguistic concepts, the research employed a qualitative descriptive design to capture authentic learner experiences, cultural interpretations, and instructional insights. Data were gathered from purposively selected students and teacher-evaluators through semi-structured interviews, written reflections, and narrative reviews. Reflexive thematic analysis revealed three major findings: (1) students experience significant conceptual ambiguity when differentiating categories such as dialect, sociolect, register, and idiolect, especially when examples are abstract or decontextualized; (2) the culturally grounded module substantially improved comprehension by providing sequenced explanations, contextualized examples, and familiar linguistic scenarios that bridge theoretical concepts with real-life language use; and (3) both learners and teachers affirmed the module's high clarity, instructional coherence, and cultural resonance, noting its effectiveness in reinforcing awareness of linguistic sustainability and Filipino identity. The study demonstrates that culturally anchored materials not only enhance academic understanding but also cultivate positive attitudes toward Filipino linguistic diversity. These findings underscore the necessity for localized, research-based instructional resources that respond to the cognitive and cultural needs of Filipino learners. The module serves as a pedagogically robust and culturally meaningful contribution to Filipino language education, supporting efforts toward linguistic vitality amid shifting societal and technological landscapes.

Keywords: Culturally Grounded; Module Development; Barayti Baryasyon ng Wika; Students Perspectives; Linguistic Sustainability

1. Introduction

The teaching of Filipino in higher education continues to evolve as institutions respond to changes in curriculum standards, linguistic realities, and cultural expectations within Philippine classrooms. As emphasized by scholars of language education, instructional materials must reflect both cognitive demands and sociocultural contexts to ensure relevant and meaningful learning [1]. In the course Barayti at Baryasyon ng Wika, students engage with the complex and dynamic nature of Filipino language variation, yet many still struggle to interpret its theoretical and applied dimensions due to the limited availability of structured, research-based resources [2,3]. This persistent gap underscored the crucial need for well-crafted modules that address areas of conceptual difficulty while

ensuring alignment with national competency standards.

Language variation as a field requires learners to recognize how Filipino shifts across geographical, social, cultural, and institutional domains. However, understanding these shifts demands instructional resources that can translate abstract linguistic concepts into accessible learning experiences. Prior studies have documented how teachers, especially those handling Filipino, frequently lack updated and contextually grounded materials, compelling them to create their own content without adequate support [4]. Such conditions often lead to uneven instructional quality and inconsistent delivery of key competencies related to language variation [5]. Developing specialized learning modules therefore becomes essential in strengthening students' foundational knowledge while ensuring coherent instruction across institutions.

In the broader landscape of educational design, research-driven module development has long proven effective in elevating instructional relevance and learner engagement. ADDIE model emphasize systematic analysis, design, and refinement to ensure that materials directly respond to learner needs and curricular outcomes [6]. Modules created through structured processes have been found to support independent learning, sustain student interest, and bridge persistent gaps in comprehension [7]. These factors are particularly important for Filipino majors, whose mastery of language variation influences both academic performance and future classroom practice.

Yet beyond cognitive mastery, contemporary language education faces new cultural and societal challenges. The rapid dominance of English and the pervasive influence of digital media have contributed to the gradual weakening of Filipino linguistic identity among younger generations. Scholars warn that without intentional pedagogical responses, linguistic diversity may diminish and cultural connections may erode. To address this concern, educators increasingly advocate for materials that not only teach linguistic structures but also cultivate appreciation for Filipino cultural heritage and communicative practices [8]. This strengthens the case for culturally grounded modules that integrate both academic instruction and cultural consciousness.

Integrating cultural identity into instructional materials is especially relevant in exploring language variation, which inherently reflects the lived experiences of Filipino speakers. Españo et al. [9] argue that language confidence significantly shapes how individuals present themselves, demonstrating that communicative clarity and cultural appropriateness directly influence evaluators' perceptions. Materials that highlight real-life linguistic practices, indigenous expressions, regional voices, and shifting sociolects help students understand Filipino not merely as a system but as a cultural instrument shaped by history and community interactions [10]. Moreover, when students encounter examples that mirror their own linguistic realities, they develop stronger engagement and deeper appreciation for the value of sustaining Filipino language use in contemporary society [11].

Within this context emerges the principle of linguistic sustainability, which promotes the continued vitality, responsible use, and intergenerational transmission of language amid accelerating technological and societal pressures. Research in Filipino language preservation emphasizes that teaching materials must intentionally reinforce pride, identity, and responsible language attitudes among learners [12]. Instructional modules therefore become not only academic tools but also cultural platforms that help students understand their role in language maintenance and cultural continuity [13]. Embedding such principles into module development for Barayti at Baryasyon ng Wika strengthens the discipline's relevance and aligns the course with emerging global and national concerns for linguistic diversity.

Furthermore, the perspectives of students and educators remain central in evaluating the suitability and cultural resonance of instructional materials. Studies on material development show that feedback from actual users enhances clarity, improves functionality, and ensures the cultural appropriateness of instructional tools [14]. Student experiences offer valuable insights into how learning activities shape comprehension, identity formation, and motivation, while teacher feedback reveals the module's classroom usability and pedagogical coherence [15]. Incorporating such perspectives, module development becomes not only evidence-based but also culturally responsive and learner-centered.

Overall, strengthening instruction in language variation requires educational materials that are academically grounded, culturally meaningful, and responsive to learners' evolving needs. A module designed through systematic development processes and informed by student perspectives can significantly enhance understanding of linguistic diversity while reinforcing cultural identity and linguistic sustainability. Situating learning within both cognitive and cultural frameworks, the study contributes to ongoing efforts to elevate Filipino language teaching and support the long-term vitality of the national language in an increasingly globalized environment.

2. Literature

2.1. Instructional Modules and Their Role in Higher Education

Instructional modules remain central to university-level teaching because they provide structured pathways for delivering content and ensuring alignment with curriculum outcomes. Goldman and Pellegrino [16] argue that instructional materials designed through systematic frameworks help address real learning constraints rather than surface-level academic concerns. In language-related subjects, the value of modules becomes more pronounced as they transform abstract linguistic concepts into manageable units supported by examples, guided discussions, and practice tasks [17]. This structure enables learners to build competencies progressively while allowing instructors to maintain consistency across lessons. Modules therefore serve as both organizational tools and pedagogical instruments that enhance instructional coherence and learner autonomy.

Li and Chong [18] explain that these frameworks ensure that materials not only meet learning objectives but also reflect evidence-based pedagogical principles. When modules follow structured processes, they incorporate appropriate sequencing, clear instructions, and assessment tools that support both individual and group learning. Dejene [19] demonstrates that modules developed through such models significantly improve comprehension and engagement, particularly in linguistics and language education where students benefit from guided scaffolding. These findings highlight the necessity for carefully planned instructional materials that respond to the specific demands of higher education learning environments.

Teachers in multilingual settings like the Philippines routinely face challenges in accessing or producing high-quality instructional materials. Chin et al. [20] observed that many Filipino educators are compelled to create their own materials due to limited institutional resources, resulting in inconsistencies in quality, accuracy, and cultural relevance. These conditions underscore continued difficulty in delivering linguistically complex content such as language variation, especially when teaching relies heavily on improvised materials. Without standardized yet adaptable instructional modules, students may encounter fragmented learning experiences that hinder their comprehension of essential linguistic concepts. Module development therefore becomes a strategic response to both pedagogical limitations and institutional gaps [21].

Well-developed instructional materials do more than support academic learning they promote independence, self-assessment, and critical inquiry. Emma [22] highlights that modules can empower students to explore ideas at their own pace and revisit content to strengthen understanding. Presenting content in structured, visually organized formats, modules also accommodate varied learning preferences and support multimodal processing, which is crucial in linguistics where visual, auditory, and textual examples intersect. Such features allow modules to bridge gaps in learning, enhance retention, and sustain student interest. In Filipino language education, where the integration of cultural and linguistic perspectives is essential, modules offer a flexible platform for embedding relevant examples and contexts that deepen comprehension.

2.2. Filipino Language Variation in Academic Instruction

Language variation in Filipino reflects the dynamic and socially embedded nature of communication across regions, social groups, and institutions. The study of Barayti at Baryasyon ng Wika requires learners to analyze linguistic patterns shaped by geography, identity, and cultural context tasks that demand exposure to authentic language use. Matiwtiw et al. [23] note that many students find these concepts challenging because available materials often lack concrete examples and contextual depth. Without explicit illustrations of how Filipino shifts across settings, students struggle to differentiate theoretical constructs such as dialect, sociolect, register, and discourse community. This limitation highlights the need for teaching tools that bridge theory with lived linguistic realities.

International research affirms that linguistic variation is learned more effectively when supported by contextualized data. Feldman [24] emphasizes that learners benefit from materials that include real communicative samples such as recorded conversations, regional texts, or occupational speech patterns because these demonstrate how language responds to social factors. Exposure to authentic data helps students understand variation as a natural outcome of interaction rather than a purely academic concept. Studies also show that interactive tasks, such as analysis of scripts, role-play, and linguistic mapping, enhance learners' ability to interpret and apply variation concepts [25]. Such approaches encourage deeper analysis and more meaningful engagement.

Local studies indicate persistent challenges in Filipino language programs when teaching variation without

adequate resources. Lamorinas et al. [26] observed that students often experience difficulty connecting variation theories to Philippine linguistic diversity because traditional materials lack sociocultural grounding. Similarly, Autor [27] emphasized that instruction must reflect actual language practices such as regional expressions, code-switching habits, and community interactions to ensure relevance. Instructional materials that mirror real Filipino language use foster better comprehension and cultivate appreciation of linguistic diversity. When teaching resources fail to reflect this diversity, students may develop limited or inaccurate understandings of Filipino language structures.

Given these pedagogical challenges, module development emerges as a crucial strategy for strengthening instruction in language variation. Materials that include clear explanations, relatable examples, multimedia resources, and scaffolded activities can support students in understanding variation more holistically. Research demonstrates that animated or visually enhanced instructional tools help learners process linguistic information more effectively by breaking down complex concepts into accessible components [28]. Integrating such tools into modules for Barayti at Baryasyon ng Wika can significantly improve conceptual clarity and student confidence.

2.3. Culturally Responsive Filipino Language Teaching

Culturally responsive language teaching emphasizes the integration of learners' cultural backgrounds in the instructional process to make learning more meaningful and inclusive. In the Philippine context, where linguistic identity is intertwined with regional and cultural histories, culturally grounded teaching materials play a crucial role in strengthening students' engagement with Filipino. Khalil and Elkhider [29] assert that instruction becomes more effective when it acknowledges the cognitive, emotional, and cultural needs of learners. Embedding cultural references, localized examples, and authentic communicative practices, instructional modules help students perceive Filipino not only as a subject but as a representation of collective identity.

Culturally anchored modules also enhance students' understanding of linguistic diversity by highlighting the richness of Filipino language forms. Sonsaat [30] notes that when materials incorporate real-life expressions, dialectal varieties, and culturally embedded language use, learners develop a more accurate and appreciative view of linguistic variation. These approaches help students recognize that language variation is a product of historical, cultural, and social processes rather than an indicator of correctness or deficiency. This awareness fosters more positive linguistic attitudes, which are essential for developing future educators who value linguistic diversity in their classrooms. Chavez et al. [31] and Chavez [32] emphasize that intentional, culturally aligned learning practices within the home significantly reinforce language acquisition, showing that consistent support systems increase learners' engagement and linguistic discipline

Research further suggests that culturally responsive materials increase learner confidence and motivation. Adalia et al. [13] found that students are more willing to engage in linguistic tasks when instructional content reflects their own communicative realities. This sense of cultural familiarity encourages learners to participate actively, express their linguistic identities, and analyze Filipino without apprehension. Culturally grounded instruction also promotes inclusivity by validating the linguistic experiences of marginalized or regional communities whose varieties are often underrepresented in mainstream instruction.

Moreover, culturally responsive pedagogy aligns with national goals for language preservation and nation-building. Filipino, as a symbol of unity, identity, and cultural memory, must be taught through materials that reinforce its role in everyday communication and social cohesion. When modules emphasize cultural significance alongside academic content, they contribute to the development of linguistically aware citizens who recognize their responsibility in sustaining Filipino language use. This approach underscores the importance of integrating cultural context in all aspects of language variation instruction.

2.4. Linguistic Sustainability

Linguistic sustainability has become an increasingly relevant concept in language education due to global pressures that threaten the vitality of local languages [33]. In multilingual societies, dominant languages especially English often overshadow indigenous and national languages, leading to reduced usage and weakened cultural ties. Olabiyi et al. [34] observed that Filipino students exhibit strong emotional connections to Filipino but frequently shift to English due to perceived economic and academic advantages. This phenomenon signals the need for intentional pedagogical interventions that reinforce Filipino's long-term vitality.

Instructional materials play a significant role in sustaining language use by embedding cultural narratives, promoting context-rich activities, and presenting Filipino as a living, evolving language. The National Research Council in 1999 emphasizes that materials should reflect both scientific accuracy and cultural relevance to shape long-term language attitudes [35]. When modules include examples of diverse Filipino varieties, cultural symbolism, and real communicative functions, they promote awareness of Filipino's societal value. Such exposure can help counterbalance the effects of linguistic homogenization brought about by globalization and digital technologies [36].

Integrating linguistic sustainability into language variation instruction broadens students' understanding of the social implications of their language choices. Liang and Huang [37] highlight that positive language attitudes correlate strongly with continued use and preservation. Instructional modules that emphasize Filipino's cultural, historical, and social significance foster pride-driven and responsible language use among students. Presenting Filipino not only as a linguistic system but also as a cultural asset, materials promote deeper appreciation and long-term commitment to sustaining the national language [38].

From an educational standpoint, linguistic sustainability reinforces the need for adaptable, culturally reflective instructional tools. Materials must evolve in response to changing linguistic environments shaped by media, technology, and youth culture. According to Yu et al. [39], modules that incorporate linguistic sustainability principles ensure relevance and responsiveness to contemporary linguistic challenges. Such materials prepare students future educators, communicators, and cultural bearers to navigate and shape evolving linguistic landscapes while protecting the richness of Filipino linguistic identity.

3. Methodology

3.1. Research Design

This study employed a qualitative descriptive research design to capture the real-life experiences, interpretations, and insights of students who used the culturally grounded module on Barayti at Baryasyon ng Wika. This design is appropriate for studies that aim to describe participant perspectives in their natural form, without imposing predetermined interpretations or numerical measurements [40]. It allowed the researcher to explore how the module supported comprehension, cultural awareness, and linguistic identity formation based on how students themselves articulated their learning experiences.

Using this qualitative orientation, the study documented students' verbal and written narratives to understand how they interacted with the module and how its design elements influenced learning. The approach also accommodated diverse student experiences, recognizing that comprehension of language variation is shaped by personal, cultural, and academic factors. Through interviews and reflective responses, the study uncovered interpretive layers that cannot be captured through numerical ratings, making the design suitable for evaluating a culturally grounded educational resource.

3.2. Participants

The participants consisted of students who had previously taken lessons involving Barayti at Baryasyon ng Wika. These students represent the primary users of the developed module and were selected because they possess the background knowledge necessary to evaluate its clarity, cultural grounding, and instructional value. From the original population of 149 students drew a purposive subset of learners who demonstrated willingness, availability, and capacity to articulate their experiences clearly. Purposive sampling ensured that the collected data came from participants who could meaningfully elaborate on concepts related to linguistic variation and cultural identity. According to Campbell et al. [41], purposive sampling is the better matching of the sample to the aims and objectives of the research, thus improving the rigour of the study and trustworthiness of the data and results.

In addition to student participants, the study also included a small number of teachers who handled Filipino language courses. Their insights were incorporated to complement student feedback by providing expert perspectives on instructional coherence, content accuracy, and cultural alignment. Teachers also assessed how effectively the module could be integrated into classroom instruction, thereby offering a pedagogical dimension to the analysis. This combination of learners and educators created a balanced, multi-perspective understanding of the module's strengths and areas for refinement.

3.3. Research Instruments

A semi-structured interview protocol was used to gather detailed accounts of students' learning experiences. The semi-structured interview is more powerful than other types of interviews for qualitative research because it allows for researchers to acquire in-depth information and evidence from interviewees while considering the focus of the study [42]. This instrument allowed participants to discuss specific parts of the module that influenced their understanding of language variation, their cultural engagement, and their awareness of Filipino linguistic identity. The flexible format encouraged spontaneous elaboration while ensuring that the conversation stayed aligned with the study's focus.

Students were also asked to complete written reflections summarizing their experience while using the module. These reflections provided insight into their internal processing of the lessons, including areas of improved understanding, cultural realizations, and challenges encountered. Written reflections captured elements of student engagement that cannot be fully expressed in structured questioning formats, thereby serving as an important complementary source of data.

Teacher-evaluators submitted narrative notes after reviewing the module's content organization, cultural grounding, and instructional appropriateness. Their comments helped validate student perspectives and provided professional confirmation of the module's pedagogical potential. **Table 1** presents the questions of the study.

Table 1. Instrument of the study.

Objectives	Interview Questions
1. To determine the specific areas in Barayti at Baryasyon ng Wika where students demonstrate the greatest learning gaps and conceptual difficulties.	1. Which topics or concepts in Barayti at Baryasyon ng Wika did you find most difficult to understand, and why? 2. What part of the lesson made you uncertain or confused during discussions or module activities? 3. How do these challenges affect your confidence and ability to apply concepts about language variation?
2. To develop a culturally grounded instructional module that responds to the identified learning gaps and reinforces awareness of linguistic sustainability.	1. Which features or activities in the module helped you understand Filipino language variation more meaningfully? 2. In what ways did the module encourage you to connect the lessons to your own linguistic and cultural experiences? 3. How did the module influence your awareness of the importance of sustaining Filipino language use in daily life?
3. To examine students' and teachers' perspectives on the clarity, relevance, and cultural value of the developed module.	1. How would you describe the clarity and organization of the module's explanations and activities? 2. Which parts of the module felt most relevant or meaningful to your actual communication practices as a Filipino speaker? 3. What improvements can make the module more engaging, culturally responsive, or easier to understand?

3.4. Data Procedure

The data collection followed a systematic and ethically guided process. First, students were given time to thoroughly use the module across the intended lessons on Barayti at Baryasyon ng Wika. This ensured that their feedback was grounded in actual learning experiences rather than superficial review. After module engagement, participants attended scheduled interview sessions conducted either face-to-face or through secure online platforms. All interviews were audio-recorded with permission to preserve accuracy and allow for careful transcription.

Students then submitted written reflections summarizing their experiences with the module. These reflections produced additional depth because they captured personal insights and learning moments that might not surface in verbal interviews. Teacher feedback was collected separately after they reviewed the module, allowing them to focus on instructional coherence and cultural alignment. Their expert evaluation served as triangulation, strengthening the credibility of the findings.

3.5. Data Analysis

Data were analyzed using reflexive thematic analysis, a rigorous method suitable for identifying patterned meanings across qualitative data. The analysis began with repeated reading of transcripts and written reflections to gain familiarity with the content. Initial codes were then generated to capture significant statements, ideas, and observations related to comprehension, engagement, cultural relevance, and linguistic awareness. These codes

were clustered into preliminary themes that reflected shared experiences among participants.

Themes were refined through iterative review, ensuring that each theme accurately represented the data and contributed to understanding how students experienced the module. Reflexive thematic analysis was chosen because it acknowledges the researcher's analytical role while prioritizing participant voices. The resulting themes provided structured interpretations that answered the study's purpose while allowing the complexity of student insights to emerge naturally.

3.6. Ethical Considerations

All ethical guidelines were strictly followed. Participation was voluntary, and respondents were fully informed of their rights, including their freedom to withdraw at any time without consequence. Informed consent was secured prior to interviews and data collection. Anonymity was maintained by assigning participant codes, and all recordings and written data were stored securely. These steps ensured that participants' privacy, dignity, and confidentiality were protected throughout the study.

4. Results and Discussion

Objective 1. To determine the specific areas in Barayti at Baryasyon ng Wika where students demonstrate the greatest learning gaps and conceptual difficulties.

4.1. Conceptual Confusion in Differentiating Linguistic Categories

Students demonstrated persistent confusion in distinguishing key sociolinguistic concepts such as dialect, register, sociolect, and idiolect. Participants clarified during the qualitative interviews that this confusion stemmed from the highly abstract nature of the subject. Theoretical categories felt disconnected from lived experience, making it difficult for learners to visualize how language varieties function across contexts. This aligns with Borghi et al. [43], who emphasizes that abstract linguistic lessons become more digestible only when anchored in culturally grounded examples.

Students further shared that the overlapping characteristics of linguistic categories made them uncertain about classification. Because distinctions were not always illustrated through real-world usage, learners often relied on guesswork. This phenomenon reflects Yildiz and Celik [44] and Tilahun et al. [45] position that students need scaffolded exposure to authentic linguistic situations to properly internalize sociolinguistic distinctions. The uncertainty weakened their confidence, especially during activities requiring identification or explanation of variation, demonstrating how conceptual gaps directly undermine application.

> *Students indicated difficulty identifying the difference between dialect, register, and sociolect.*
>
> *Many expressed a low confidence when classifying examples of Filipino variation.*
>
> *Learners found abstract definitions unclear without concrete cultural examples.*

4.2. Struggles in Interpreting Real-World Examples of Linguistic Variation

Another challenge highlighted by students was the interpretation of authentic language samples. Even when the concepts were understood in theory, applying them to real-life situations proved difficult. Participants explained that they were unsure whether certain expressions "fit" under dialectal differences, professional jargons, or situational registers. Such confusion reflects Yan [46] finding that learners need context-rich examples to deepen their sociolinguistic understanding.

This learning barrier suggests a gap between theoretical instruction and applied practice. Students described feeling overwhelmed when analyzing dialogues, text samples, or community language practices. Without guided walkthroughs of real-world data, they struggled to interpret nuances influenced by geography, profession, or social groups. This supports Jufriadi [47], who argue that culturally grounded activities are essential for bridging abstract understanding and practical sociolinguistic awareness.

> *Students struggled most with identifying examples of language variation in real communication.*
>
> *They reported uncertainty when analyzing dialogues or text samples.*

Many indicated that activities involving real-life data were the most challenging part of the lessons.

Objective 2. To develop a culturally grounded instructional module that responds to the identified learning gaps and reinforces awareness of linguistic sustainability.

4.3. The Module Improved Comprehension

Students consistently reported that the culturally grounded module helped them comprehend Filipino language variation more effectively. They highlighted that the use of visuals, familiar scenarios, and step-by-step progression reduced cognitive load and made previously confusing concepts easier to understand. This confirms Haq and Madany [48] assertion that visually structured materials enhance retention and comprehension. Participants described the module as "organized" and "easier to follow," emphasizing that its structure allowed them to build understanding gradually.

Students also appreciated how the module addressed concepts within culturally relevant contexts. Examples involving local dialects, youth language, and community expressions helped learners connect theoretical ideas to their own linguistic environments. This aligns with Sambayon et al. [49], who argued that contextualized activities strengthen both understanding and confidence. Through culturally grounded tasks, students reported feeling more capable of distinguishing language varieties an issue identified earlier as their weakest competency.

Students reported that the module clarified confusing concepts through organized visuals.

Many stated that culturally familiar examples helped them understand language variation better.

Learners indicated that the module improved their ability to analyze linguistic differences.

4.4. Increased Awareness of Filipino Linguistic Sustainability

The module also strengthened learners' awareness of Filipino language sustainability. Students noted that activities requiring them to reflect on their linguistic backgrounds helped them realize how Filipino evolves across communities and generations. This aligns with Brainee [50], who found that awareness-driven activities increase willingness to sustain national languages. Participants expressed that the module made them more conscious of how their language choices affect cultural preservation.

Moreover, students emphasized that understanding the diversity of Filipino varieties encouraged them to appreciate the richness of their linguistic identity. By seeing variation not as error but as cultural expression, they developed a more positive attitude toward Filipino. This connection between cultural relevance and positive attitude is supported by Liang and Huang [37], who argue that appreciation for a language grows when learners see themselves reflected in instructional materials [51].

Students expressed stronger appreciation of Filipino after using the module.

Many indicated increased awareness of the importance of sustaining the Filipino language.

Learners acknowledged that cultural examples strengthened their sense of linguistic identity.

Objective 3. To examine students' and teachers' perspectives on the clarity, relevance, and cultural value of the developed module.

4.5. Module's Clarity, Coherence, and Instructional Organization

Both teachers and students affirmed that the module was clear, coherent, and logically organized. They appreciated the straightforward explanations, structured flow of lessons, and the alignment between examples and concepts. The feedback echoes Kabilito [52], who emphasize that well-organized instructional materials significantly enhance comprehension.

Teachers added that the module's logical sequencing allowed them to guide discussions efficiently and minimized student confusion. Students similarly noted that they felt "less lost" during lessons because the module presented concepts progressively. These perspectives resonate with Fiegener and Adams [53], who emphasized that coherence and clarity are essential qualities of effective instructional materials in language education.

Students rated the module very high in clarity and organization.

Teachers agreed that the explanations were easy to follow.

Both groups confirmed that the module reduced confusion during lessons.

4.6. Cultural Resonance of the Module's Content

Students and teachers consistently emphasized that the module's content resonated strongly with real Filipino communicative experiences, making the lessons immediately relatable and usable. Participants described the examples as "familiar," "authentic," and deeply reflective of their linguistic environments, which significantly boosted engagement and comprehension. This alignment with actual Filipino communicative practices is essential, culturally responsive learning materials directly address the long-standing shortage of localized content in Philippine classrooms. The integration of regional expressions, everyday interactions, and contemporary linguistic behaviors made the module feel grounded in the realities students encounter, thus bridging the gap between academic theory and lived language use [54].

Teachers also affirmed that the module successfully captured linguistic phenomena often missing from conventional textbooks, such as code-switching patterns, youth sociolects, regionalisms, and community-based discourse. They noted that this relevance allowed learners to recognize themselves in the content, enhancing their motivation to participate, analyze, and reflect. This observation aligns with Busari and Bright [55], who emphasize that culturally grounded materials enhance comprehension because they validate the learners' linguistic identities. When instructional tools reflect local communicative norms, students perceive learning as purposeful and connected to real-life Filipino language dynamics rather than abstract academic constructs.

Furthermore, participants highlighted that the module's cultural resonance strengthened their appreciation for Filipino linguistic diversity. Many expressed that encountering authentic examples helped them view language variation not as a source of confusion but as a symbol of cultural richness and identity. According to Mendoza [56], the combination of relevance, familiarity, and cultural grounding therefore positioned the module as both an instructional resource and a cultural document supporting learners' comprehension while reinforcing pride in Filipino linguistic identity.

Students rated the module very high in cultural relevance.

Teachers affirmed that the module reflected authentic Filipino communication.

Learners noted that the examples felt familiar and meaningful to their daily language use.

5. Conclusions

The findings of this study highlight the critical role of culturally grounded instructional materials in strengthening students' understanding of Barayti at Baryasyon ng Wika. Students consistently identified conceptual ambiguity in differentiating linguistic categories and interpreting authentic language samples gaps that traditional materials have been unable to fully address. The developed module effectively responded to these challenges by integrating culturally familiar examples, structured visual aids, and step-by-step explanations that made abstract sociolinguistic concepts more accessible. Both student and teacher perspectives affirmed the module's clarity, coherence, and cultural relevance, demonstrating its pedagogical value not only in improving comprehension but also in nurturing a deeper appreciation of Filipino linguistic diversity.

Importantly, the module fostered increased awareness of linguistic sustainability, encouraging learners to reflect on their linguistic identities and the societal value of maintaining Filipino language use. This reinforces the argument that culturally grounded materials are essential not only for academic instruction but also for sustaining national linguistic heritage. As Filipino continues to face pressures from English dominance, digital media, and shifting linguistic practices, instructional resources must evolve in ways that connect learners to their cultural and linguistic realities.

While the study provides strong evidence of the module's effectiveness, its qualitative scope provides fertile ground for further research. Future studies may examine the module's long-term impact through mixed-method or longitudinal designs, explore its integration in diverse educational contexts, or develop parallel culturally grounded modules for other domains of Filipino linguistics. Expanding research to include technology-enhanced, multimodal, or region-specific versions of the module may further strengthen its relevance and reach. Ultimately, continued

scholarly attention to culturally responsive and sustainability-driven materials will contribute to the preservation, vitality, and meaningful transmission of the Filipino language for future generations.

6. Recommendations

Based on the findings and conclusions of the study, the following suggestions were advanced:

This effort acknowledges that students can greatly benefit from carefully designed materials that aid their educational experience, even when direct teacher support is lacking. For Malayuning Komunikasyon (MK) students, the development of instructional materials is crucial. These materials aim to promote self–guided learning, enabling learners to investigate and connect with the language independently. Through the use and adaptation of these resources, learners can improve their comprehension and communication abilities in Filipino.

MK educators are crucial within this educational system. Their initiative in pursuing better teaching methods may result in improved learning results. Considering the difficulties presented by the current global pandemic, it is essential for educators to develop additional teaching resources that are in harmony with current General Education classes. This involves creating outcomes–based education (OBE) curricula, student materials, and educator handbooks, which offer organized direction for in–person and online learning settings. These resources allow teachers to track student development and promote self–directed learning.

Filipino curriculum creators are urged to innovate and modify the curriculum to address the varied needs of students in these unpredictable times. This might include updating the skills and anticipated results for Filipino classes and developing learning resources that facilitate self–directed study. In doing so, they can improve the entire educational program and equip students more effectively for communication obstacles. To improve the instructional materials' nationwide applicability, further research is urged to test and modify them in various regional contexts.

School leaders play a vital role in creating an atmosphere that supports learning. They can launch initiatives aimed at creating educational resources, offering teacher training, and guaranteeing access to sufficient learning environments. Working with stakeholders to tackle issues and enhance school facilities can result in more impactful learning experiences, even in unforeseen circumstances.

The Commission on Higher Education (CHED) is responsible for managing the execution of new General Education courses. Their responsibilities involve collecting feedback on how effective these courses are and developing standardized teaching materials for extensive use. By tackling the difficulties encountered by teachers and learners, CHED can ease the shift to the new curriculum.

The Language–oriented instructional materials created by the researcher are meant for educators in Western Visayas. These resources have experienced thorough development, incorporating feedback from educators and trial testing with students. The resources are designed to encourage creativity and participation among students, grounded in comprehensive assessments from both educators and pupils.

Authors of textbooks are likewise urged to take into account the varied requirements of students while creating material. They must aim for relevance in the curriculum by designing activities that connect with students and align with the OBE method, ultimately improving student outcomes.

Higher education institutions are encouraged to include the creation of instructional materials in their teacher training programs. This will prepare upcoming teachers with the abilities needed to develop impactful learning materials and adjust to the changing educational environment. In this way, institutions can maintain educational continuity, even during times of crisis.

Parents are essential in aiding their children's learning. Fostering a constructive outlook on the new curriculum launched by CHED can assist students in adapting to change and succeeding in their educational pursuits.

Finally, researchers are encouraged to investigate comparable studies that concentrate on various subject areas and the assessment of educational resources. Their discoveries may aid in the creation of resources that support both students and educators, ultimately improving the educational experience in learning the Filipino language.

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Institutional Review Board Statement

The Declaration of Helsinki's ethical guidelines were followed when conducting the study. West Visayas State University's institutional review procedure, which is comparable to an Institutional Review Board protocol, was used to evaluate and approve this study. This made sure that all ethical guidelines for studies involving human subjects, including voluntary participation, informed permission, and confidentiality, were properly followed. According to the institutional requirements of the university, formal ethical review and permission were thus deemed satisfied.

Informed Consent Statement

Every participant in the study gave their informed consent. The goal of the study, the methods to be followed, the anticipated duration of their involvement, and any potential risks or advantages were all clearly and thoroughly explained to participants prior to their participation. They were also made aware of their freedom to leave at any moment without incurring any fees. Before giving their consent, participants had the chance to ask questions and get clarification in order to ensure transparency.

Participants also received assurances that their personal data would be kept private and utilized exclusively for this study. Prior to data collection, written informed consent was obtained, indicating that subjects were fully informed and willingly consented to participate in the study.

Data Availability Statement

This study did not create or analyze any new datasets. All of the information used to support the research's conclusions came from previously published sources, which are fully cited and accessible in the paper's reference list.

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Conflicts of Interest

There is no conflict of interest disclosed by the author. Any other known parties were not involved in the study's design, data collection and analysis, manuscript writing, or decision to publish the findings.

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