



Improvement Plan in the Implementation of Special Program in Foreign Language-Korean in the Philippines

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ABSTRACT: This study focused on the Special Program in Foreign Language- Korean. The findings of the study revealed that: Most of the Korean Schools Implementers, revealed that and they are now in their 3rd year of implementation, with 200 learners; It was also revealed that the Special Program in Foreign Korean, have a very high compliance to the quality standards, provided by the Basic Education Sector Reform Agenda (BESRA), in terms of: School Continuous Improvement. Meanwhile, there was a Great Extent of the manifestation of the quality features of the program as to learning content. In addition, there was a significant relationship on the assessment of the two groups of respondents in terms of the level of compliance of the program. On the other hand, there are no significant relationship between the perceptions of the two groups about the quality features of the program manifest. Moreover, some issues and challenges are the following: lack of books, no speech laboratories, and lack of budget. Thus, an improvement plan through program PilKorP (Proposed Innovations in Learning Korean through Oneness and Reinforcement of Performances), was created based from the results of the study.

KEYWORDS: *Improvement Plan
Special Program in Foreign Language Korean*

I. INTRODUCTION

The impact of globalization on multiculturalism, paved way to the demand for learning a foreign language. It promoted the essential to embrace multiculturalism and highlighted its importance as one of the primary engines of globalization. In light of the societal significance of foreign language education, the Philippine Department of Education (DepEd) put forth the Special Program in Foreign Language (SPFL), which was anchored on different legal bases. The students under this program are expected to be equipped with the necessary skills to make

them globally competitive learners, that can understand and be flexible to different world views.

[1]. As early as school year 2009-2010, the Department of Education has already recognized the need to develop the foreign language skills of learners amid the increasing impact of globalization. SPFL is one of the six special programs being offered by the Department to cater to multiple intelligences of the learners and to help equip them with the necessary skills to meaningfully engage in a linguistically and culturally diverse world.

In the Philippines, one of the languages currently offered under the Special Program in Foreign Language (SPFL) is the Korean Language, following a memorandum of agreement that was signed by the Department of Education and the Korean Embassy in the Philippines, saying that the Korean language would be taught alongside other languages in 10 high schools in the National Capital Region and 10 high schools in CALABARZON.

[2]. Realizing that the basic framework of a quality education system succeeds in meeting the individual school's desired goals and outcomes, thus DO 44, s. 2010, also known as the Adoption of the KRT 3: Quality Assurance and Accountability Framework (QAAF), supported the offering of quality education in teaching and learning the Korean Language, this launched the Basic Education Social Reform Agenda (BESRA), a package of policy reform thrusts to accelerate the attainment of the Education for All (EFA) goal: functional literacy for all Filipinos by the year 2015. The BESRA Key Reform Thrusts (KRTs) are as follows: Continuous school improvement, Improved teaching standards, Desired learning outcomes, and Private sector participation. In relation to this, there are different elements of the Manifestation Quality Education, in the 21st century this includes the following: Effective School Management; Funding; Teaching aids and materials; Learning content; Learning environment; and Teaching.



With this in mind, schools of Korean Language Implementers in the Philippines, gave their best to ensure that they provide a quality education through their compliance with the different indicators provided by BESRA. This is to ensure that quality education, will be given to Filipino Korean Language Learners and Teachers in the Philippines. Moreover, despite this initiative, there are still issues and challenges that this program is facing.

[3]. Like in providing quality education, amidst the pandemic. Wherein in teaching Korean, most of the schools, implemented Online Teaching in Korean language class, and revealed that the opportunities provided by the Online Korean Language Learning are the following: develop the learners' creativity in an online class by allowing them to make a presentation online; Provide a learning guide that could help the students understand the lesson even at home; Use Google meet and Google Classroom in teaching the class; Let the learners appreciate Korean culture, through integrating Korean songs and dance in the lessons; and to Provide educational learning resources like YouTube in learning Korean Language. In addition, in terms of the challenges encountered, it was revealed that they encountered challenges in terms of their: Ability to understand the lesson in the Korean language during Online class; Availability of learning materials like (book/modules) that can help them understand the lesson well; Availability of weekly home learning guide, that the students can follow in learning the Korean Language; Motivation to learn in an Online Korean Language distance learning environment; and Availability of smartphones that can be used in Online Class. It showed the significant relationship between the assessments of challenges encountered and opportunities provided in teaching the Korean Language among the SPFL-Filipino Korean Language learners in Batangas.

Considering the above premise, and the issues and challenges mentioned, to validate or to assess whether the quality assurance is visible in these schools, the researcher conducted the study, to discover the level of compliance of Korean Language Implementers in the Philippines. The assessment will be based on the four indicators, that were based on the BESRA Key Reform Thrusts (KRTs), which reflect the quality assurance framework in the Department of Education. This will also try to find the solution to the different concerns and challenges that this program faced. With that, this study will come up with an improvement plan, that will serve as a bases to

sustain and improve the program all over the Philippines.

III. RESEARCH QUESTIONS

This study aimed to propose an Improvement Plan in the Implementation of Special Program in Foreign Language- Korean in the Philippines.

Specifically, this sought answers to the following questions.

1. As assessed by administrators and Korean Language Teachers, what is the level of compliance on accountability in terms of
 - 1.1. continuous school improvement;
 - 1.2. teaching standards;
 - 1.3. learning outcomes; and
 - 1.4. private sector participation?
2. To what extent are the quality features of the program manifest as to
 - 2.1. school management;
 - 2.2. funding;
 - 2.3. teaching aids and materials;
 - 2.4. learning content;
 - 2.5. learning environment; and
 - 2.6. teaching?
3. How do the assessments by the two groups compare? Are there significant differences?
4. What are some issues and challenges in the implementation of the SPFL-Korean?
5. Based on the analysis, what improvement plan may be proposed?

III. SCOPE AND LIMITATION

This study focused on the Special Program in Foreign Language- Korean. This covers the profile of the respondents; level of quality assurance compliance on accountability and the manifestation of the quality features of the program; and the issues and concerns of the program. Moreover, this study was limited to only 35 administrators, and 40 teachers in NCR and CALABARZON, who were already implementing Korean Language, in the Philippines.

IV. FINDING AND DISCUSSION OF RESULTS

This part presents the analysis of data gathered on the Improvement Pan in the Implementation of SPFL-Korean, based on the results of the study. After the analysis and interpretation of the data gathered, the researcher came up with the following findings:



1. **The Profile of the Special Program in Foreign Language- Korean implementers.** It was revealed that majority of them are teachers and have 3-year Implementation of SPFL-Korean, most of them have 100-200 SPFL-Korean Language Learners, In addition, majority of the implementing schools, have 3 Korean Language Teachers, most of them have attended an International Training.

2. **The level of compliance of the schools.** In terms of *School Continuous Improvement*, revealed that they have a Very High Compliance in terms of: Routinely prepare a school improvement plan (SIP), which includes the Special Program in Foreign Language; Implement, monitor and report the school improvement plan implementation for Special Program in Foreign Language; and Expand schools' use of student tracking systems to, among others, follow-up students who are frequently absent, encountering difficulties and/or who are lagging behind.

Moreover, in terms of *the Level of Compliance in Learning Outcomes*, the Korean Implementing School, have a Very High Compliance in terms of Learning Outcomes, in regards to: Shows knowledge and appreciation of Korean culture, which leads to better understand the language; Lead to the development of important values, thinking skills, and life skills, through acquiring skills in foreign language; Acquire skills, essential in promoting meaningful economic and cultural collaboration with other nationalities; and Uses personal strategies to think, organize, learn and apply Korean Language Learning in real life situation. On the other hand, in terms of *the Level of Compliance in Private Sector Participation*, the Korean Implementing School, have a Very High Compliance in terms of Private Sector Participation, in regards to: Provide support in book donations among public schools, implementers of Korean Language; Lead to the development of deeper relationship with people from different nationalities; and Provide support through training and webinars that will improve teacher's performance.

3. **The Extent of the quality features of the program manifest as to-** it was revealed there was a great extent as to the quality features of the program manifest as to Effective School Management, in regards to: Appreciating parents, teachers and the communities' positive contribution to the growth and development of the school; Showing a friendly rapport with all stakeholders in the school system – students, teachers, parents, communities, regulatory bodies and governments if they will run the school

successfully; and Ensuring and support the SPFL teachers' continuous professional growth and development. Moreover, in terms of *funding*. It was revealed that there was a moderate extent, as to the quality features of the program manifest as to Effective School Management, in regards to: Reimbursing to any of the following activities, under SPFL training, and professional development, under the: Local Funds such as Maintenance and Other Operating Expenses (MOOE); or Special Education Fund (SEF); Ensuring that resources appropriated for the field offices are adequate and that resources for school personnel, and teachers are allocated directly and released immediately by the Department of Budget and Management to said offices; and Supporting program implementation, through the provision of activities for professional development. Meanwhile, in terms of *teaching aids and materials*. It was revealed that there was a moderate extent, as to the quality features of the program manifest as to Quality teaching aids and materials, in regards to: Developing the digital literacy of the learners, through ICT instruction like the use of multimedia, applications, videos, and internet; Downloading educational videos that will support learning a foreign language; and Developing supplementary materials, that are localized and can easily be understood by the learners. On the other hand, in terms of *learning content*. There was a Great Extent as to the quality features of the program manifest as to Quality learning content, in regards to: Making sure that the curriculum shall be learner centered inclusive, and developmentally appropriate; Making sure that the curriculum shall be use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative; and making sure that the content should include basic literacy and numeracy skills. In addition, in terms of *learning environment*. There was a great extent, as to the quality features of the program manifest as to Quality learning environment, in regards to: Providing drill practices that will enhance the retention skills of the learners inside the classroom like flash cards, and pictures; Providing a wide range of collaborative learning opportunities inside the classroom; and providing interesting classroom activities, that will motivate the students to learn. And, in terms of *teaching*. It was revealed that there was a Great Extent as to the quality features of the program manifest as to Quality teaching, in regards to: Applying instructional styles to impart knowledge pertaining to future sustainability; Using appropriate teaching methods and strategies in teaching Korean Language; Maximizing the use of



mobile devices (e.g., tablets and cell phones) with internet capability as tools for learning, sharing updates, advocacy, monitoring, technical advice and development of a learning community; and Helping learners develop skills in listening, reading, writing, speaking, and viewing that are fundamental in acquiring communicative competence in a second foreign language.

4. There was a significant relationship on the assessment of the two groups of respondents in terms of the level of compliance of the program. On the other hand, there are no significant relationship between the perceptions of the two groups about the quality features of the program manifest.

5. *Some Issues and Challenges in the Implementation of the SPFL-Korean.* It was revealed that there were some issues and challenges that the program encountered like: favoritism in selecting teachers that will be the scholar, understaff in some school, that cause some of the teachers to become overload. During the School Improvement, there is a lack of support in providing fund and support in the program. Amidst the pandemic, it becomes a challenge to the teachers in how they will sustain and maintain the learning interest of the learners. During the training, attended by the Filipino-Korean Language Teachers, they revealed that some of them do not have enough fund, to support their training. In providing teaching aids and materials, some of the Korean Implementing Schools do not have speech laboratories, no books, to cater the needs of increasing number of learners, and the Most Essential Learning Competencies (MELCs) that was prescribed by the Department of Education is not aligned, in the book that was donated among the teachers.

6. An improvement plan through program PILKORP, (Proposed Innovations in Learning Korean through Oneness and Reinforcement of Performances), that was created based from the results of the study.

Proposed Framework of the Program

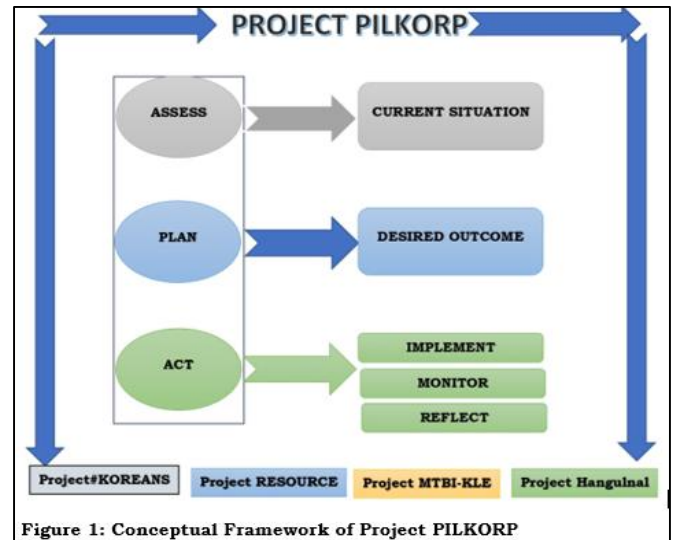


Figure 1: Conceptual Framework of Project PILKORP

The conceptual framework of the program, showed the process of its successful implementation. The development of the framework, was based from the two notions, that came from the Philippine educational system and an international system. In the Philippines, the idea was derived from DEpEd Order No. 44, S. 2015, which stated that improvement planning of the program, undertake within a period of three consecutive school years, to help schools reach the goal of providing access to quality education. This will include 3 phases: assess, plan and act to ensure its continuous improvement. While in an international system, this included five steps: the current situation, desired outcome, implement, monitor, and reflect.

This means that the flow of Program PILKORP (Proposed Innovations in Learning Korean through Oneness and Reinforcement of Performances). Revealed that at first to be able to determine the appropriate activity, the proponent of the program must **first ASSESS**, the current situation, based from the learning needs of the learners. For example, in teaching a foreign language, as one of the pioneers in the Philippines, particularly in CALABARZON in Batangas Province. The teacher innovated researches to identify the needs of the learners, and teachers. Moreover, the teacher also created projects based from these dilemmas. To be able to come up with a solution, the **2nd step is to Plan** an appropriate measurement of evaluation through a research-based data, like discovering the impact of the projects within the program. As well as to create strategies



that will holistically develop the learners, under the SPFL-Korean. This will allow the proponent through the advices of the higher authorities, to come up with the **desired outcome**. And afterwards it is a must to **ACT** on it, through the implementation of the projects within the program, and through the help of committee under the SMEPA (School, Monitoring and Evaluation and Planning), improved the offering of the program for continuous improvement. This will now allow the proponent to **reflect** and accept feedbacks that could contribute to the 100% success of the program. Moreover, this will also enlighten the school administration about the importance of collaboration and crucial engagement of all the stakeholders in the over-all performance of the school in providing quality education. They can also reflect strategies, and activities that may be done to solve the issues through the help of this program. This may assure that the program will continue to provide quality education.

V. CONCLUSIONS

From the findings, the following conclusions were drawn:

1. Korean Schools Implementers, are now in their 3rd year of implementation, with 200 learners.
2. The Special Program in Foreign Korean has a very high compliance to the quality standards, provided by the BESRA, in terms of: School Continuous Improvement.
3. There was a Great Extent of the manifestation of the quality features of the program as to learning content.
4. There was a significant relationship on the assessment of the two groups of respondents in terms of the level of compliance of the program. On the other hand, there are no significant relationship between the perceptions of the two groups about the quality features of the program manifest.
5. Some issues and challenges include lack of books, lack of speech laboratories and lack of budget.
6. An improvement plan through project PilKorP (Proposed Improvement for Language Korean Operationalization and Replication in the Philippines), was created based from the results of the study.

Recommendations

The following are the recommendations of the study based on the conclusions.

1. The implementation of the program must be participated by all the SPFL-Korean Teachers, and Administrators in the Philippines.
2. The successful of the project can lead to replication in other languages under the Special Program in Foreign Language.
3. Future researches may be encouraged to conduct similar studies intend the improvement of Special Program in Foreign Language-Korean in the Philippines.

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