

# Development and Validation of Contextualized Module Based on Students' Least Mastered Competencies

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## ABSTRACT

The study, Development and Validation of Contextualized Module Based on Students' Least Mastered Competencies employed a developmental research design anchored on the Input-Process-Output (IPO) framework. It aimed to develop a contextualized instructional module to address specific learning needs in the course *Introduksyon sa Pagsasalin*. In the input phase, the existing syllabus of the course was analyzed, and the least mastered competencies of the students were identified. The syllabus was subjected to peer evaluation, and findings revealed that it was generally well-constructed, with clear and measurable learning outcomes, particularly in basic concepts and knowledge in Filipino translation. However, the time frame allocated for other topics was insufficient. Additionally, a 50-item multiple-choice test was administered to

43 students enrolled in Filipino 3216 from selected private and public universities. The results showed that students' least mastered competencies were primarily in linguistics. These inputs served as the foundation for the process phase, which involved the design, development, and validation of a contextualized module. The module was assessed using an adapted evaluation tool. The findings showed that the modules had very high efficacy in terms of physical aspects, objectives, learning activities, and assessment. The contextualized modules were evaluated as well-structured, comprehensive, and were aligned with students' learning needs

## INTRODUCTION

Translation plays a crucial role in bridging the linguistic and cultural gaps between people from diverse backgrounds. It fosters understanding across different languages within a country and facilitates international communication (Eze, 2025). In the Philippines, the Commission on Higher Education (CHED) recognizes the importance of translation, as reflected in Memorandum Order (CMO) No. 24, Series of 2017. This led to the inclusion of *Introduksyon sa Pagsasalin* (Filipino 3216) as a required subject for Bachelor of Secondary Education students majoring in Filipino.

Translators struggle since it is a demanding task for students, teachers, and lecturers to connect theoretical knowledge with practical application, resulting in gaps in competence among beginner translators (Ho, 2016). Students encounter difficulties in areas such as grammar structures, vocabulary, content knowledge, and translating from their native language. Translators experienced difficulties in lexical and grammatical knowledge, cultural understanding, and subject-specific expertise (Weiler, 2018).

Ozbudak and Unlu (2015) noted that translation enriches human life as a tool for communication and information sharing globally. However, a gap remains in the availability of instructional materials for teaching literature translation because of inappropriate and a lack of instructional materials resulting in learners' disengagement, and limited linguistic proficiency (Arono & Nadrah, 2019).

Educators are expected to create learning environments that foster active engagement and academic growth (Kutbiddinova, Eromasova, & Romanova, 2016). However, the Department of Education (DepEd, 2019) acknowledged that public school textbooks are often inadequate to meet students' needs, and many teachers lack access to instructional guides. Within university translation courses, teachers have developed modules that incorporate various instructional strategies tailored to contextual needs and assessment demands (Giaber, 2018) to address material shortages, customize resources, and enhance instructional practices in authentic learning situations.

A contextualized approach to teaching translation offers potential adaptation of the learning process to the specific cultural, social, and linguistic contexts in which students are expected to apply their translation skills. The development of a contextualized module would offer greater flexibility and ease of use. It fosters collaborative learning for students to address translation challenges. The result would be that the common issues—such as limited vocabulary, grammatical errors, cultural misunderstandings, and contextual ambiguities—can be addressed by aligning learning activities with clearly defined outcomes.

This study focuses on the development and evaluation of a contextualized module for teaching *Introduksyon sa Pagsasalin*, specifically emphasizing the translation of literal and non-literal English texts into Filipino. The module is expected to bridge instructional gaps noted by the teacher-researcher, particularly the scarcity of specialized materials for this subject. Moreover, contextually relevant translation modules tailored to local and cultural environments remain limited, making it difficult for teachers to effectively deliver the course content. The lack of accessible, aligned, and relevant resources highlights the need for a contextualized module that addresses both theoretical and practical aspects of translation.

Creating a module, educators will be better equipped to facilitate deeper student understanding of translation concepts while considering the local context in which translation occurs. This initiative is a key step in enhancing teaching effectiveness and promoting student engagement in *Introduksyon sa Pagsasalin*. Ultimately, this study aims to help students strengthen their translation skills and improve their academic performance. The contextualized module is envisioned as a direct response to the challenges students face in learning translation. By aligning instruction with students' linguistic and cultural needs, the module offers meaningful learning experiences. It encourages students to embrace translation theory and apply it in real-world settings, thereby making learning more relevant and impactful.

The study aimed to develop and validate the contextualized module in teaching the subject *Introduksyon sa Pagsasalin*. Specifically, it answered the following questions:

1. Analyze the existing syllabus in terms of time frame, course, and learning outcomes, course content, references, teaching and learning activities, and assessment;
2. Identify the least mastered competencies of students in the subject;
3. Design and develop contextualized modules based on the results of the study; and
4. Evaluate the developed modules in terms of physical aspects, objectives, content, activities, and assessment.

The developing process started with the analysis of the existing syllabus by peer evaluators using the narrative summary approach based on the timeframe, course learning outcomes, learning content, references, teaching-learning activities, and assessment. The focus of this analysis was to ensure the alignment of the syllabus with CHED Memorandum Order (CMO) 24, Series of 2017, and its significance to the students' translation competencies.

The evaluation was limited to the narrative summary of the peer evaluators, highlighting the key themes, strengths, weaknesses, and suggestions for improvements of the subject. The least mastered competencies of the students in Filipino 3216 were identified through the test results of a 50-item multiple-choice test validated by the experts. The tests were designed based only on the ready-made syllabus of the teacher-researcher to assess the students' competencies in translation, such as linguistic and cultural competencies for the prelim coverage, textual and strategic competencies for midterm coverage, and pragmatic competencies for the final exam.

The 43 students who were given the test were purposively identified from those enrolled in the subject in private and public universities were the respondents.

The identified least mastered competencies by the students served as the primary input in the development of a contextualized module addressing the specific translation learning gaps on the subject. The questionnaire was administered only once due to the unavailability of the subject during the time that the study was conducted and time constraints in the academic schedule. Although there was a limited repeated validation of the test, it was assumed that the result still provided a meaningful baseline to guide the researcher in developing a contextualized module.

## METHODS

### Research Design

The study utilized a developmental research approach based on the Input-Process-Output (IPO) model to help the researcher develop a contextualized module in *Introduksyon sa Pagsasalin*.

Development research is a systematic study of developing, evaluating, and designing programs, products, and processes that need to meet the criteria of effectiveness and internal consistency (Berte, 2023). The design for this research tries to improve the practical wisdom of the experienced teachers in a detailed and specific manner with respect to expectations beforehand. It is more systematic and impartial in evaluating whether the expectations have come true (Subia & Bondoc, 2003).

This study on the development of contextualized modules in teaching the subject *Introduksyon sa Pagsasalin* stressed the creation, development, and evaluation of a contextualized module in the subject and was aligned with the aim of developmental research. Development research was mainly concerned with improving instructional processes, resources, and outcomes by means of the design, evaluation, and enhancement of educational interventions, materials, or methods

The IPO model served as an empirical basis for the creation of the contextualized module in the subject. The model is a systematic and structured approach in which the inputs are transformed into specific context outputs (Six Sigma, 2024). The model makes it easier to identify how the contextual factors influence each stage as it breaks down into a systematic process of input, process, and output.

The Input-Process-Output (IPO) model is highly appropriate for developing instructional material in teaching language translation through a contextualization approach because it provides a clear and logical framework that aligns with both pedagogical design and outcomes-based education.

Through inputs and processes of the IPO model, the gaps, inefficiencies, or improvements needed for contextualization are identified. The outputs ensure that it is aligned with the specific needs of the context to which the model was applied. The IPO

Model was appropriated to use in the development of a contextualized model in teaching Filipino 3216- *Introduksyon sa Pagsasalin* since it ensures that all significant contextual factors are thoroughly considered, analyzed, and modified into purposeful outcomes. Specifically, the researcher utilized the IPO model to develop and evaluate contextualized module.

### Input

The 1st input of the study is the analyzed existing syllabus of the teacher, which consisted of the time frame, instructional strategies, learning delivery, and the assessment applied in the subject. The developmental research design approach was followed to know if the structured time frame influenced the intended learning outcomes of the study. The data was collected through the syllabus document analysis to assess how time allocated for each course aligns with the OBE principles.

The 2nd part of the syllabus is the course and learning outcomes. It followed the Outcome-Based Education (OBE) Model for curriculum and syllabus design. The course outcomes served as a framework and were designed to achieve the students' competencies in the subject Filipino 3216—*Introduksyon sa Pagsasalin*.

These two outcomes were aligned to Bloom's Taxonomy, which covered different levels of learning such as remembering and understanding, applying and analyzing, and evaluating and creating, and CHED Memorandum Orders (CMOs). The course outcomes are designed to ensure that the students gain skills, knowledge, and competencies aligned to the overall program objectives and mapped to contribute to broader program outcomes. The research study aimed to determine if the course structure supports student-centered learning and competency-based assessment.

The 3rd part of the existing syllabus is the course content that follows the Outcome-Based Education (OBE) to design the syllabus prioritizes the specific learning outcomes for the students rather than simply covering the content. The syllabus was carefully analyzed and reviewed to determine its coherence, relevance, and alignment with the OBE syllabus design principles. The focus of the OBE approach was on the constructive alignment between the learning objectives, instructional strategies, and assessment methods of the teacher in the subject. There are important topics and concepts that were identified to integrate in the development of a contextualized module to guarantee that the students' learning experience in the subject is student-centered, measurable, and aligned with the expected educational goals.

The 4th part of the existing syllabus is the references. The subject syllabi, curriculum guides, and academic frameworks were included in the references of the subject that provided a systematic basis for designing the module. The study supports that the module was aligned with the intended outcomes and emphasizes the translation competencies of the students since it followed the Outcome-based Approach. The subject syllabi, curriculum guides, and academic frameworks were included in the references of the subject and provided a systematic basis for designing the module.

The 5th part of the existing syllabus is the teaching and learning. The activities in this part followed the Outcome-Based Education (OBE) syllabus design. These activities had a direct influence on the students' engagement in achieving the intended learning outcomes and played a vital role in developing a module since the OBE framework is designed to let students achieve active learning, critical thinking, and skill development. The evaluators analyzed and reviewed the syllabus to identify instructional strategies that align with the student needs with student-centered learning approaches like collaborative tasks, hands-on exercises, and reflective practices. The study ensured that the activities are engaging to students, aligned, and well organized with the learning activities and assessment method.

The 6th part of the OBE research syllabus design was the assessment. This is another input of the IPO process that the evaluators analyzed and reviewed. This part is very important in shaping the learning outcomes of the students and ensuring that they are aligned with the Outcome-Based Education (OBE) principles. This also serves as a primary tool for measuring the student's achievement and competency development. The study examined the different types of assessment used, either formative or summative, together with the rubrics, test structures, and other evaluation tools that are supplied in the syllabus. The document analysis of the syllabus was analyzed and reviewed by peer evaluators to establish an educational framework of Bloom's Taxonomy to ensure that the assessment method is appropriate and effective in achieving the intended learning outcomes.

Another input of the study is the least mastered competencies of the students in the subject. The competencies of the students in translation were identified through a ready-made test of the researcher that was based on the topics covered in the major exams. The result of the students' face-to-face test enrolled from selected private and public universities, provided data on their performance and allowed the researcher to determine which of the competencies in the subject were the ones the students struggled with the most. These identified least mastered competencies of the students served as the basis for the development of the contextualized module.

### Process

The researcher used a systematic approach to develop a contextualized module to address the least mastered competencies of the students in the subject. The gathered inputs in the analysis of the syllabus by the teacher and the responses of the students from the 50-item researcher-made test were carefully examined to identify the gaps and deficiencies of the students. The findings guided the design and development of the module in which the content, learning activities, and assessment are aligned with the specific areas where the students had shown difficulties. The module had been evaluated and validated by the five experts in curriculum development and subject matter for its content accuracy, relevance, and effectiveness. The revisions were made based on the feedback of the evaluators to enhance the instructional quality and meet the specific learning needs identified in the input phase.

### Output

The output of this study was the contextualized module in teaching *Introduksyon sa Pagsasalin* that was based on the input and process phase of the IPO, in which it was designed to improve the engagement and comprehension of the students. The phases of the IPO were aligned with the curriculum and met the learning needs of the students. The researcher utilized the 5E's instructional model to develop the module and followed an interactive and student-centered approach to let students actively explore and apply the concepts in significant ways.

### Participants of the Study

Two groups of research participants were involved in the Input Phase of the study. The first group consisted of five faculty members who served as peer evaluators of the existing syllabus of the subject *Introduksyon sa Pagsasalin*. The evaluators were experts in the Filipino language, subject matter, and curriculum. They were fulltime faculty members teaching translation. They were given a copy of the syllabus currently used by the researcher.

The second participants were the 43 students enrolled in the subject *Introduksyon sa Pagsasalin* from selected private and public universities for school year 2023-2024. The students were purposively selected to answer the 50-item multiple choice test. The result of the test helped to identify the students' least mastered competence in the subject, which was the basis for highlighting key content in the design, development, and evaluation of the module.

In the Process Phase, specifically in the evaluation phase, five evaluators were chosen from faculty members with at least Masters' Degree major in Filipino and have been teaching the subject at the tertiary level for more than ten (10) years. In selecting the sample respondents, the following inclusion and exclusion criteria were implemented:

### Data-Gathering Instruments

#### Input Phase

In the input phase of the study, the data-gathering instruments used by the researcher were: Existing Syllabus. The syllabus of the teacher-researcher followed an OBE framework and was used by the teacher in a full in-person mode. The syllabus was evaluated by experts in the fields of translation, language, and curriculum to review its alignment with course objectives and CHED standards.

#### Process Phase

In the process phase, the syllabus was reviewed by the peer evaluators for its objectives, content, and structure, and they determined if each part of the syllabus was aligned with the CHED standards. The evaluators prepared a narrative summary report of their findings, highlighting the weaknesses and strengths of the syllabus, and based on these made suggestions for improvement suggestions. The relative date was extracted to inform a contextualized module development. The researcher developed a 50-item multiple choice test based on the existing syllabus she was using in teaching the subject in consultation with the experts. The test was designed to assess the



students' competencies in translation. Specifically, the translation competencies tested included the following: linguistic competence composed of phonetics, phonology, syntax, semantics, and morphology (Gupta, 2011); cultural competencies which focused on sensitivity to cross-cultural differences and the ability to adapt to other cultural situations (Penn State Extension, 2023); textual competence which assessed ability to comprehend, use, and develop different kinds of multimodal texts (Cardoso et al., 2009); strategic competence which measured the student's ability to convey information to a listener and the correct interpretation of the information received (Dibekulo, 2020); and pragmatic competence which assessed ability to use the language appropriately in a social context (Triyuono, 2022). The researcher used an adapted evaluation instrument by the other researcher to assess the developed contextualized module. intended to validate the efficacy of the module in terms of its physical aspect, objective, content, activities, and assessment. The description was based on the following scale: (5.0-4.51) stands for Very High, (4.50-3.51) stands for High, (3.50-2.51) stands for Moderate, (2.50-1.51) stands for Low, and (1.50-1.0) stands for Poor.

### **Validity of the Research Instrument**

The test items were reviewed and assessed by the subject matter and translation experts to determine if the instrument used by the researcher was appropriate, relevant, and aligned with the intended learning objectives of the subject. The evaluators confirmed that the constructed test had a high face validity, with the items clearly constructed and meant to assess the targeted translation competencies of the students.

The researcher determined the content validity of the study using A table of specification (TOS) which was developed by the researcher to ensure the test alignment on the translation competencies outlined in the Outcomes-Based Education (OBE) syllabus of the subject. Each item was mapped to specific learning objectives and competencies to ensure comprehensive coverage of the subject matter.

### **Reliability of the Research Instrument**

The reliability of the research instrument was assessed to ensure the accuracy and consistency of the results across time, observers, and parts of the test itself (Middleton, 2025). Although the questionnaire was administered only once to the 43 respondents, it was tested using Cronbach's alpha. The result was 0.99904, which was very high and indicative of excellence in test consistency. The test items of the questionnaire showed a high correlation with each other, and they measured the same underlying construct extremely well. The high reliability coefficient confirmed that the instrument used by the researcher was suited for data collection and provided consistent and dependable results.

### **Data Processing Procedure**

The processing of the data generated from the evaluators' assessment of the existing syllabus of the researcher as well as the results of the students' test on their least mastered competencies are described here. The evaluators' analysis of the syllabus, focused on the course/learning outcomes, course content, references, teaching and learning activities, time frame and assessment. The results of the analysis were used as basis in the development of a contextualized module in teaching the subject *Introduksyon sa Pagsasalin*.

### **Data Analysis Procedure**

The data analysis procedure of the teacher-researcher existing syllabus was carried out through a descriptive approach using a narrative summary. The process started with the chosen peer evaluators reviewing the syllabus content, such as time frame, learning outcomes, content, learning activities, and assessment, to ensure its alignment and relevance with the context. Their comments were grouped and categorized into strengths, weaknesses, and suggestions, and it was analyzed incorporating cultural sensitivity. The result of the analysis was presented in a narrative review, emphasizing the strength of the syllabus and highlighting the content gaps and other areas that need refinement. The reliability of the syllabus was considered the expert validation done.

Error analysis was used to identify the students' mistakes and identify areas of difficulty. The most frequently missed test items were analyzed to determine the least mastered competencies. Incorrect responses were grouped by competency to identify student weaknesses and improve instruction.

### Output Phase

Following the results of the process phase, the contextualized module was designed based on the results of the expert's evaluation of the existing syllabus of the research and the results of a 50-item test given to the study participants. The findings of the student's competency tests helped identify the competencies that students struggled with the most in the subject. The researcher used the 5E's instructional framework, such as engage, explore, explain, elaborate, and evaluate.

The contents of the developed module were based on the suggestions made by the peer evaluators on the efficacy of the modules in terms of physical aspects, objectives, content, activities, and assessment, and the results of the descriptive analysis of students' competency tests. The evaluation scores were summarized and categorized as follows: 4.51-5.0 (*very high*), 3.51-4.50 (*high*), 2.51-3.50 (*moderate*), 2.50-1.51 (*low*), and 1.50-1.0 (*poor*), in determining the level of efficacy.

## RESULT AND DISCUSSION

### Least Mastered Competencies of Students in Teaching *Introduksyon sa Pagsasalin*

#### *Overall Ranks for Least Mastered Competencies of Students*

Table shows the overall ranks of least mastered competencies of students. There are four (4) least mastered competencies in teaching *Introduksyon sa Pagsasalin* that were identified.

In linguistic competence, item number 1, three (3) students were least competent in a specific area of vocabulary and structure; item number 3, nine (9) students were least competent in syntax and word; item number 6, (seven) 7 students were least competent in subject-verb agreement; and item number 10, (eight) 8 students were least competent in free translation. The result showed that students often lack the opportunities to internalize grammatical structures, which resulted in low proficiency of the students in the topic or content of the subject. Additionally, Tupas & Lorente (2023) argued that the use of language as a medium of instruction inside the classroom contributed to the learning of students in grammar and vocabulary development, particularly in linguistic competence. Richards & Schmidt (2013) added that inconsistent practice of language may lead to poor retention and mastery of the students in the subject content.

In cultural competence, item number 14, thirteen (13) students are least competent in the specific area of cultural adaptation, and item number 15, twelve (12) students were least competent in cultural equivalence. In item number 16, three (3) students are least competent in cultural concept translation stresses the developing of requirements on

The result of the students' score stresses that cultural competence needs exposure to diverse views and reflective learning as conventional classroom instruction (Deardoff, 2006). Borlongan (2009) pointed out that cultural aspects of language use, such as communication style, nonverbal norms, and values, were not fully integrated into curricula.

In textual competence, only numbe28, where fourteen (14) students were least competent in the specific area of literal and dynamic equivalence, where students exhibit poor textual competence. The issue with this competence emphasizes the lack of Filipino students' exposure to well-structured reading materials and feedback on writing outputs. This resulted in inappropriate use of cohesive devices and weak development of students' ideas (Bautista, 2004).

In strategic competence, item 35, twelve (12) students were least competent in improving clarity through omission, and item 39, fifteen (15) students were least competent in technical translation strategies. The result is

emphasized by CelceMurcia (2007) that strategic competence is an essential component of communicative competence and that students be taught how to plan their writings to maintain the coherence and logical flow of the ideas. Chen (2022) added the integration of writing strategy instruction inside the classroom, such as brainstorming, outlining, and reflective self-evaluation, to develop students' writing skills.

Table 1. *Overall Ranks for Least Mastered Competencies of Students*

| <i>Competence</i> | <i>Question Items</i> | <i>(n = 43)</i> | <i>Description</i> |
|-------------------|-----------------------|-----------------|--------------------|
| Linguistic        | 1                     | 3               | Least Mastered     |
|                   | 3                     | 9               | Least Mastered     |
|                   | 6                     | 7               | Least Mastered     |
|                   | 10                    | 8               | Least Mastered     |
| Cultural          | 14                    | 13              | Least Mastered     |
|                   | 15                    | 12              | Least Mastered     |
| Textual           | 16                    | 3               | Least Mastered     |
|                   | 28                    | 14              | Least Mastered     |
| Strategic         | 35                    | 12              | Least Mastered     |
|                   | 39                    | 15              | Least Mastered     |

Note: Highly Mastered Competence (28 and above), Moderately Mastered Competence, (16-27) Least Mastered Competence (15 and below)

### ***Evaluation of Modules in Terms of the Efficacy of Physical Aspects***

The findings revealed that in terms of physical aspect, the module was rated very high as shown by the obtained means that fell in the range of 4.51-5.00 (very high). The result implies that the structure of the module is well organized. The logical flows of ideas are easy for students to follow and understand. This means that module is logical and appealing.

The standard deviation ranging from 0.152 to 0.577, showed that the scores were closely grouped, indicating that the constructs assessed in the module's physical aspect were homogeneous.

Table 2. *Evaluation of Modules in Terms of the Efficacy of Physical Aspects*

| <i>Physical Aspect</i>                                                | <i>SD</i> | <i>Mean</i> | <i>Description</i> |           |
|-----------------------------------------------------------------------|-----------|-------------|--------------------|-----------|
| 1. The flow of the idea is smooth and                                 | .577      | logical.    | 4.67               | Very High |
| 2. The length of sentences is suited to the comprehension of students | .577      |             | 4.33               | High      |
| 3. The vocabulary level is within the student's experience and level. | .577      |             | 4.67               | Very High |



|                                                                                                        |      |       |           |
|--------------------------------------------------------------------------------------------------------|------|-------|-----------|
| 4. The material facilities easy reading by using appropriate color, font, style size and line spacing. | .577 | 4.67  | Very High |
| 5. The printing is of good quality- no broken letters and has correct alignment.                       | .577 | 4.67  | Very High |
| Overall                                                                                                | .152 | 4.602 | Very High |

Note: 4.51-5.0 (Very high), 3.51-4.50- (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.0-1.50 (Poor)

### Evaluation of Modules in Terms of the Efficacy of Objectives

The findings revealed that in terms of the objectives aspect, the module was rated high. This is shown by the obtained means that fell in the range of 3.51-4.50. The objectives were specific, measurable, achievable, relevant, and time bound. The objectives were met successfully and effectively in alignment with the instruction

The standard deviation, ranging from .550 to .577, indicates a moderate dispersion of scores. This suggests that the scores are moderately spread around the mean, not tightly clustered, but also not extremely far apart, about the constructs assessed in the module based on its objectives.

Table 3. *Evaluation of Modules in Terms of the Efficacy of Objectives*

| <i>Objectives</i>                                                     | <i>SD</i> | <i>Mean</i> | <i>Description</i> |
|-----------------------------------------------------------------------|-----------|-------------|--------------------|
| 1. is specific and state expected outcomes or performance.            | .577      | 4.67        | Very High          |
| 2. is measurable.                                                     | .577      | 4.33        | High               |
| 3. is stated very clearly and written from the student's perspective. | .577      | 4.33        | High               |
| 4. is appropriately designed for the level of the course.             | .577      | 4.33        | High               |
| 5. cover the cognitive, affective, and psychomotor domains.           | .577      | 4.67        | Very High          |
| Overall                                                               | 5.50      | 4.466       | High               |

Note: Description is based on the following scale: 4.51-5.0 (Very high), 3.51-4.50- (High), 2.52-3.50 (Moderate), 1.51- 2.50 (Low), 1.0-1.50) (Poor)

### Evaluation of Modules in Terms of the Efficacy of Content

The findings revealed that in terms of the contents aspect, the module was rated high. This is shown by the obtained means that fell in the range of 3.51-4.50. The content meets the essential standards and has accurate information that supports the subject matter of the subject. It was indicated that the module content is clear, organized, and appropriate to the learning needs of the students. Minor improvements can enhance the depth and higher thinking skills of the students in the subject.

The standard deviation, ranging from .186 to .577, showed low to moderate dispersion of scores, indicating that the mean scores were moderately spread and not tightly clustered. The module's content scores were also not extremely far from the constructs assessed in terms of content.

Table 4. *The Development of Modules in Terms of the Efficacy of Content*

| <i>Content</i>                                                                                                                              | <i>SD</i> | <i>Mean</i> | <i>Description</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|--------------------|
| 1. is aligned with the given objectives which contribute to their achievement.                                                              | .577      | 4.33        | High               |
| 2. is appropriate to the level of the students as reflected on the curriculum guides.                                                       | .577      | 4.33        | High               |
| 3. is accurate and updated.                                                                                                                 | .577      | 4.67        | Very High          |
| 4. provides for the development of higher cognitive skills such as critical thinking, inquiry, problem solving, innovation, and creativity. | .577      | 4.67        | Very High          |
| 5. meets the varied needs of learners from different levels and groups.                                                                     | .577      | 4.33        | Very High          |
| Overall                                                                                                                                     | .186      | 4.466       | High               |

Note: Description is based on the following scale: 4.51-5.0 (Very high), 3.51-4.50- (High), 2.52-3.50 (Moderate), 1.51-2.50 (Low), 1.0-1.50 (Poor)

### **Evaluation of Modules in Terms of the Efficacy of Teaching-Learning Activities**

The findings revealed that in terms of the activities aspect, the module was rated very high. This is shown by the obtained means that fell in the range of 4.51-5.0.

The activities of the module content were favorable and effective support for the learning objectives of the subject. These activities were engaging on the part of the students to actively involve and participate in the teaching and learning experience.

The standard deviation (ranging from .000 to .577) showed little to no dispersion of scores, indicating minimal to zero variability. This result implies that the evaluators' responses were completely consistent or identical to one another."

Table 5. *The Development of Modules in Terms of the Efficacy of Activities*

| <i>Activities</i>                                                                                     | <i>Mean</i> | <i>Std. Deviation</i> | <i>Description</i> |
|-------------------------------------------------------------------------------------------------------|-------------|-----------------------|--------------------|
| 1. are interesting to the students through provisions of engaging and comprehensive tasks.            | .577        | 4.67                  | Very High          |
| 2. provide practice for learners to develop or strengthen critical thinking and comprehension skills. | .577        | 4.67                  | Very High          |
| 3. are appropriate to the age of earners.                                                             | .577        | 4.67                  | Very High          |
| 4. includes varied activities which are appropriate to the learners.                                  | .577        | 4.67                  | Very High          |

|                                                                                                                                            |      |      |           |
|--------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----------|
| 5. provide the learners with clear instructions and sufficient opportunities to apply new knowledge to real world situations and problems. | .577 | 4.67 | Very High |
| Overall                                                                                                                                    | .000 | 4.67 | Very High |

Note: Description is based on the following scale: 4.51-5.0 (Very high), 3.51-4.50- (High), 2.52-3.50 (Moderate), 1.51- 2.50 (Low), 1.0-1.50 (Poor)

### ***Evaluation of Modules in Terms of the Efficacy of Assessment***

The findings revealed that in terms of the assessment aspect, the module was rated very high. This is shown by the obtained means which fell in the range of 3.514.50. The assessment used in the module was effective, well-constructed, and met the expectations, though it had not been perfect. The assessment fairly measured the intended learning outcomes of the subject.

The standard deviation, ranging from .152 to .577, showed that the scores were tightly clustered around the mean, implying little variation. This range of standard deviation exhibits relatively low to moderate variability, with some groups of scores close to the mean while others are more widely dispersed. Overall, the range of scores varied within the assessment.

Table 6. *The Development of Modules in Terms of the Efficacy of Assessment*

| <i>Assessment</i>                                                                                 | <i>SD</i> | <i>Mean</i> | <i>Description</i> |
|---------------------------------------------------------------------------------------------------|-----------|-------------|--------------------|
| 1. The material has an assessment tool to measure student                                         | .577      | 4.33        | High               |
| 2. The assessment methods are appropriate to the learners' level.                                 | .577      | 4.67        | Very High          |
| 3. There is a varied assessment activities for teachers to choose from.                           | .577      | 4.33        | High               |
| 4. The assessment tools are congruent with the learning objectives.                               | .577      | 4.33        | High               |
| 5. The material provides mechanism for positive feedback and prescriptive guides for remediation. | .577      | 4.33        | High               |
| Overall                                                                                           | .152      | 4.40        | High               |

Note: Description is based on the following scale: 4.51-5.0 (Very high), 3.51-4.50- (High), 2.52-3.50 (Moderate), 1.51- 2.50 (Low), 1.0-1.50) (Poor)

The study aimed to design and develop contextualized modules in teaching *Introduksyon sa Pagsasalin* based on the results of experts' evaluation of the existing syllabus in *Introduksyon sa Pagsasalin*, and the student's least mastered translation competencies resulting from a survey, present experts' evaluation of the developed modules in terms of physical aspect, objectives, content, activities, and assessment.

The experts' evaluation of the existing syllabus in Filipino 3216 In *Introduksyon sa Pagsasalin* showed that the existing syllabus has a specific subtitle which makes the syllabus clear, and the syllabus followed the minimum requirements mandated by CMO No. 75. 2017. The topics and content were synchronized and aligned with the

descriptive title of the course: *Sumasaklaw sa pag-aaral ng mga teorya, simulain, at teknik sa pagsasalin ng mga tekstong literal at di-literal.*

The learning outcomes of the subject were generally well-constructed, measurable, and clear in the topic of some basic concepts and knowledge in Filipino and translation. It can be measured using written exams, group discussions, and essays so that the students apply their understanding of the concepts.

The general findings of the evaluator revealed that the course syllabus *Introduksyon sa Pagsasalin* was comprehensive, well-balanced, and aligned with the course's learning outcomes. Moreover, the experts also reported that the theoretical foundation of translation was successfully balanced with practical translation skills, such as providing students with ideas and proficiency in translation.

The syllabus of the course used a mix of different resources to help the students understand the subject. This reference uses a multimodal approach, such as combining different learning modes like reading, hands-on activities, and visuals that significantly engage and comprehend the topics.

The teaching and learning activities in the syllabus were open discussions through the participation of the students in group activities that allowed them to freely share their ideas. These activities led them into critical thinking and collaborative learning. The discussions improve the students' communication skills, which are essential in professional skills. The theoretical concepts enable them to apply them in their real-life situation. Teamwork, reflection, and problem-solving were vital in the field of translation. The findings of this study indicated that open discussion in the classroom is a valuable opportunity for the development of our students.

Most of the evaluators agreed that the researcher designed assessment tasks and tools that were well-rounded. It successfully evaluated the students' theoretical knowledge and practical skills. Mix approaches, like quizzes, creative projects, and self-reflection, like writing an essay about their learnings; the syllabus provided a comprehensive assessment that evaluated the students' learning in the subject.

The peer reviewers cited that the time frame of the syllabus for the discussion on the other topics was not enough to discuss the content of the subject clearly. Enough time, opportunities, and activities for the students to practice translation were important to enhance and develop their translation competencies. The teacher used a mix of different resources, especially online, lacking little printed instructional material references.

Overall, the study shows that the development of contextualized modules was well-structured, comprehensive, and effective in facilitating the learning of the students in the subject *Introduksyon sa Pagsasalin*, as seen in the high evaluations in various aspects.

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