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Development and Validation of Instructional Material in Nihongo

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ABSTRACT

This study aimed to develop and create a module for teaching Japanese among university students of the Bataan Peninsula State University by taking into account the students' proficiency level and the challenges they have encountered. In addition, the developed module has undergone expert validation. The study utilized a quantitative method, specifically the descriptive design, to assess instructional material development in Nihongo. The findings highlighted that the students indicated moderate competence in writing and speaking and lower proficiency in reading, listening, and grammar, particularly a weak grasp of grammatical aspects. Furthermore, the module evaluation highlighted high language clarity but identified a need for format improvement. Therefore, this study calls for tailored approaches addressing the challenges of demographic representation, academic diversity, and nuanced language learning in Japanese instruction. Although the developed module has revealed effective, refining each aspect is essential for the learning objectives, learning content, language, format, presentation, and usefulness.

INTRODUCTION

Instructions were transmitted from the teacher to the students through instructional materials, serving as tools that could also motivate the teaching and learning process. Teachers relied on instructional materials for various aspects of instruction, seeking resources to provide background information on the subjects they taught.

As emphasized by Torre Franca (2017), the importance of advances in instructional design, particularly the utilization of programmed training in the form of modules, was highlighted as a supplement to conventional in-person instruction. This modular approach involved self-directed learning activity packets designed to be self-instructional, enabling students to learn at their own pace and take responsibility for their learning. The fundamental tenets of modular instruction included dividing the curriculum into discrete units or modules, assessing them upon completion of each unit, and allowing students to accumulate credit through this pedagogical approach. In this approach, educators transitioned from traditional roles, such as delivering information and asking questions, to becoming facilitators, monitors, coaches, and coordinators. This empowered students to take control of their own learning and actively construct meaningful experiences connected to the concepts being taught.

On the other hand, Japanese was widely regarded by many English speakers as one of the most challenging languages to master. According to some research, teaching and learning Japanese as a foreign language posed specific difficulties. A recent study on the language training needs of State Department personnel indicated that Asian languages, including Japanese and Chinese, took at least four times longer to acquire and master than European languages (Everson, 2011, as cited by Quintos

2021). Furthermore, Japanese was considered one of the most challenging languages to master, alongside Arabic, Cantonese, Korean, and Mandarin. The use of appropriate instructional materials in the classroom could assist teachers in explaining new concepts clearly, thereby improving student comprehension. However, instructional materials were viewed not as ends in themselves but rather as a means to an end (Okeke & Ajadi, 2023).

In addition, Quintos (2021) emphasized the growing need for proficient foreign language professionals due to globalization, as workplaces were becoming increasingly globalized. Responding to the demand for language instruction, higher education institutions in the Philippines met this need by officially incorporating foreign language courses into their curriculum, as mandated by CHED Memorandum Order No. 23, Series 2010. Japan, as one of the leading non-European language-speaking countries, witnessed a significant increase in interest in its language and culture, as demonstrated by the rising number of students taking Japanese language competence exams. Although language education had been on the rise, teaching and studying Japanese as a foreign language came with several problems. These challenges included dealing with unfamiliar dialects, morphology, variances in the writing system from the Roman alphabet, and cultural nuances. The difficulties associated with acquiring a foreign language, as emphasized in the research conducted by Racoma (2018) and Benton (2020), illustrated the intricate nature of this process. These problems were influenced by learners' native language and the way different languages interact structurally (Quintos, 2021). Notably, the success of the teaching-learning process depended on the degree to which the final objectives

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were attained. These objectives could only be attained if the teacher selected the appropriate technique and strategy, appropriate instructional materials, and proper and accurate evaluation tools. Choosing the appropriate teaching materials for a specific topic improved student performance. The effective utilization of teaching materials resulted in engaging classroom discussions, and the majority of students provided good feedback and appreciated the course.

With these considerations, the purpose of this study was to create instructional material in Japanese in the form of a module that could assist teachers in presenting each lesson clearly and concisely, as well as a relevant learning evaluation and assessment that would accurately measure the level of learners' comprehension and cognition

This study aimed to develop and create a module for teaching Japanese among university students at the Bataan Peninsula State University. This was possible by taking into consideration the proficiency level of the students and the challenges they have encountered. To ensure the effectiveness of the developed module, the instructional material has undergone expert validation based on the assessment criteria.

With this, the researcher sought to answer the following specific research questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 course; and
 - 1.4 year level?
2. What is the proficiency level of the respondents in learning Japanese in terms of:
 - 2.1 writing;
 - 2.2 speaking;
 - 2.3 reading;
 - 2.4 listening; and
 - 2.5 grammar?
3. How may the module be developed and assessed by the experts and validators be described in terms of:
 - 3.1 learning objectives;
 - 3.2 learning content;
 - 3.3 format;
 - 3.4 language;
 - 3.5 presentation and
 - 3.6. usefulness?

LITERATURE REVIEW

The study conducted by Quintos (2021) illuminated the multifaceted challenges encountered by students learning Japanese, encompassing aspects such as understanding unfamiliar topics, speaking difficulties, pronunciation challenges, reading struggles, and writing complexities.

In terms of understanding, respondents expressed significant difficulty in comprehending unfamiliar topics, class and group discussions, and Japanese video clips. The lack of background knowledge and cultural context, coupled with potential issues in audio quality, contributed

to the struggle in listening comprehension. The challenge extended to the retention of terms and phrases, as students accumulated a limited vocabulary from class hours, with minimal exposure beyond classrooms affecting their grasp of the language (Sabouri & Gilakjani, 2016). The study suggested that instructors played a crucial role in providing relevant background knowledge before listening activities, highlighting the impact of vocabulary familiarity on students' willingness to listen.

Speaking challenges, as identified by Quintos (2021), included difficulties in expressing thoughts in group discussions, responding immediately, and maintaining fluency and accuracy. Leong and Amahdi (2017) underscored the interdependence of listening and speaking abilities, emphasizing the need for students to develop listening skills before effectively engaging in oral communication. The fear of embarrassment and anxiety over negative reactions from teachers or peers further hindered students' speaking endeavors. Moreover, pronunciation emerged as another formidable challenge, with respondents expressing difficulty in stressed syllables, sounds, intonation, and Japanese intonation. Listening relied on these pronunciation elements, emphasizing their interconnectedness (Quintos, 2021).

In addition, reading activities posed significant difficulties for students. Challenges included scanning short documents, reading combined Hiragana and Katakana characters, and comprehending contracted sounds. The unfamiliarity with Japanese characters and the distinct nature of foreign characters contributed to the struggle to enhance reading skills. Shehu's (2015) findings aligned with this, emphasizing vocabulary, working memory, and text processing as key challenges in reading comprehension.

On the other hand, Quintos (2021) highlighted writing difficulties among respondents, encompassing challenges in writing Katakana characters, forming complete sentences, and translating English words into Japanese. Technicalities in sentence structures and rule divergence from the native language added to the complexity. Likewise, as outlined in research by Fareed *et al.* (2016), learners faced challenges such as inadequate linguistic proficiency, anxiety in writing, a dearth of ideas, and deficiencies in organizing the structure of their written work. Given the overwhelming nature of writing tasks, there was a compelling need to introduce fewer intimidating activities, fostering a sense of accomplishment that could serve as motivation for subsequent learning materials. Essentially, Fabrice (2020) advocated for less threatening writing activities, emphasizing their role in information recall, grammar retention, and focused learning.

In terms of communication skills, the study indicated that listening was perceived as the most challenging, followed by reading, writing, speaking, and pronunciation. Kondrateva *et al.* (2016) asserted that listening is a distinct speech activity, more difficult than other language skills, playing a pivotal role in achieving instructional objectives. In essence, the study highlighted the intricate nature

of learning Japanese, with challenges spanning various language skills. It emphasized the interconnectedness of these skills and highlighted the importance of instructors in providing a conducive learning environment, addressing vocabulary familiarity, and incorporating diverse instructional inputs. The findings called for comprehensive strategies that considered the holistic development of language skills to enhance the overall learning experience for Japanese language learners (Quintos, 2021).

Instructional materials (IMs) facilitate teachers' and students' active and effective participation in class sessions. On the academic side, these materials were observed as meaningful tools that teachers and students utilized effectively. According to Dimarucot (2021), instructional materials are necessary as they enable teachers and students to avoid rote memorization and recitation, which can easily dominate a lecture.

According to Lane (2022), instructional materials can also assist students in accessing new knowledge and concepts by serving as a scaffold. Additionally, they can bring motivation and engagement, creating a love of learning in students. In addition, Marbas (2022) noted that instructional materials could contribute to students' general development and upbringing by enhancing their knowledge, abilities, and skills.

In making a module, teachers must be equipped with enough knowledge and skills necessary to create and implement to the learners. With the three main quality characteristics of education stated in the study of Kariman *et al.*, (2019), quality of educational objectives, quality of the educational process, and the quality of educational outcomes. Mostly it is observed that the quality of the educational process should be reiterated especially in the Philippine Educational System in which teaching materials are highly implemented as an alternative in improving the quality of the education process in the classroom but it is identified that integration into the teaching materials is not used.

In line with the previous claims, critical thinking skills-based modules that integrate concepts to a topic being discussed help develop metacognition and thinking beyond the box (Khasanah *et al.*, 2017). With the need to meet the competencies necessary for 21st-century learners, it is still necessary to continue education that creates globally competent learners. Getting a result on surveys among college students is the basis for developing instructional materials to enhance their linguistic skills in terms of writing, speaking, reading, listening, and grammar.

The study conducted by Torre Franca (2017) on instructional modules was well-received by experts and validators, demonstrating a significant level of acceptability. The experts' average scores across multiple dimensions, such as learning objectives, learning material, format, language, presentation, and usefulness, consistently indicated a positive evaluation.

In the same study, the reviewers uniformly concluded

that the instructional modules had clearly stated, explicit, quantifiable, and achievable learning objectives. Additionally, it was seen that these goals were carefully devised, structured, and closely aligned with the subject matter of each class, while also taking into account the specific requirements of the pupils. The substance of each lesson was unanimously deemed to be closely linked with the set objectives, rendering it easily comprehensible. The evaluators commended the comprehensive discourse on subjects, bolstered by illustrative instances and practical exercises tailored to the proficiency of the students (Torre Franca, 2017).

Additionally, Torre Franca (2017) accentuated that the examiners determined that the modules were well-structured and arranged clearly and logically. The language employed was characterized as lucid, succinct, inspiring, and readily comprehensible. The topics were presented coherently and sequentially, and the courses were considered to be distinctive and innovative. Furthermore, the evaluators expressed a strong consensus on the efficacy of the teaching modules, stating that they would serve as a powerful motivator for students to engage in the study of Intermediate Algebra. They held the belief that these modules would aid students in achieving mastery of subjects at their speed, maximizing time effectiveness, and addressing individual requirements.

To further confirm the accuracy of the ratings, the researcher computed inter-rater agreement for various characteristics. The inter-rater reliability was remarkably high, especially for their consensus on the lucidity and pertinence of learning goals, the congruence of material with objectives, the precise utilization of mathematical symbols, and the coherent exposition of subjects. Ultimately, the created training materials were rated as excellent in all five categories (goals, content, format and language, presentation, and usefulness), confirming their efficacy and favorable influence on learning results (Torre Franca, 2017).

This study utilized the Analyze, Design, Develop, Implement, and Evaluate (ADDIE) Module Development model. Originating at Florida State University in the 1970s for military purposes, the ADDIE model encompasses five key stages: Analysis, Design, Development, Implementation, and Evaluation. Over time, it evolved into a more interactive framework, guiding the creation of effective training and instructional materials.

According to DeBell (2020), the ADDIE model provides a systematic approach for instructional designers and training developers. It begins with the Analysis phase, identifying gaps and understanding the current situation. The Design phase follows, involving detailed planning of learning objectives, content structure, and necessary tools. During Development, these plans are transformed into tangible materials, including graphics and videos. Implementation tests and distributes the materials to students. The final Evaluation phase ensures the materials meet predefined goals and standards through validation by evaluators.

In developing Nihongo instructional materials using the ADDIE model, the process began with a thorough analysis of learners' needs, proficiency levels, learning styles, and cultural backgrounds, along with an assessment of existing language programs to identify improvement areas. The design phase involved creating a detailed plan that defined learning objectives, instructional strategies, and the structure and format of the materials, incorporating cultural and language-specific nuances. During the

development phase, content was created to align with objectives, ensuring it was engaging and culturally relevant. Implementation involved delivering the material to learners through various platforms, considering their diverse learning preferences. Continuous evaluation assessed the material's effectiveness in improving language proficiency and cultural understanding, with feedback guiding further refinements.

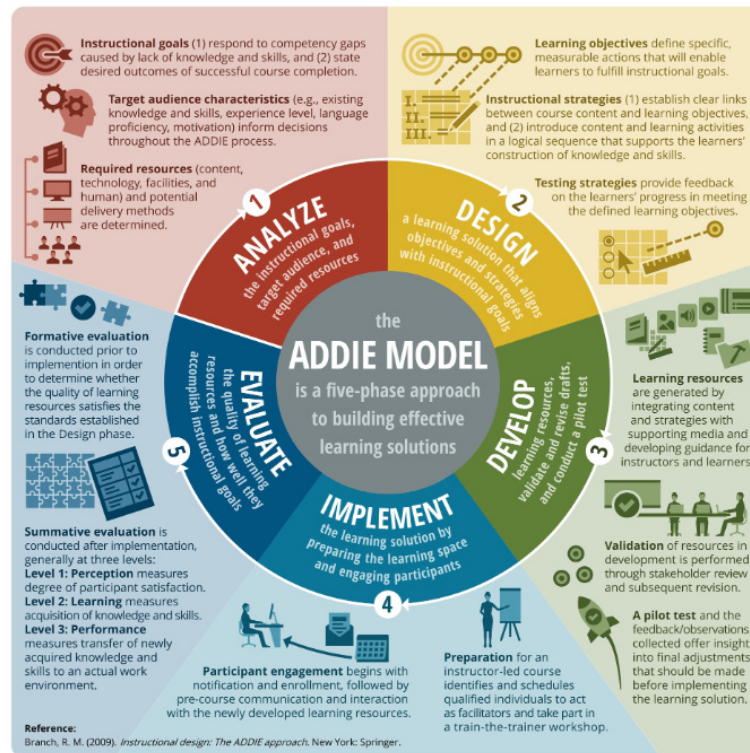


Figure 1: ADDIE Model

MATERIALS AND METHODS

This study employed a quantitative method, specifically a descriptive design, to assess the development of instructional material in Nihongo at Bataan Peninsula State University. According to Bhandari (2020), quantitative methodology involves gathering and analyzing numerical data to detect trends, compute averages, forecast outcomes, verify causal relationships, and extend findings to larger populations.

This study utilized a survey to determine and evaluate the proficiency levels of 277 first- and second-year college students in Japanese language learning, focusing on writing, speaking, reading, listening, and grammar skills. Bouchrika (2023) noted that descriptive design aims to accurately and systematically describe a population, circumstance, or phenomenon.

The participants, selected using quota sampling, were full-time students aged 18 to 25, enrolled in the First Semester of the Academic Year 2023-2024. The instruments used were researcher-made survey questionnaires, validated and tested for accuracy before distribution. A five-point scale was used to assess the proficiency levels.

Additionally, researcher-made instructional materials were developed and validated by experts based on pretest results, covering aspects like writing, speaking, reading, listening, and grammar. These materials were scrutinized for quality assurance and included achievable activities. Teachers with at least two years of experience teaching Japanese, JLPT passers, and language consultants evaluated the materials. The data collection process involved securing necessary approvals, conducting pretests, and ensuring proper coordination with the Dean. The gathered data were then collated, tallied, coded, tabulated, analyzed, and interpreted to provide quantitative results.

Descriptive statistics employed to analyze the data. The arithmetic mean used to determine the proficiency level of the participants in learning Japanese and the assessment of the module made by the experts and validators.

To facilitate the interpretation of the data:

The Likert Scale was commonly used in research to employ the questionnaire. It was the most widely used approach in scaling the responses of the survey research, and such a term was used interchangeably with a rating scale.

Scale and Description

Score	Scale Range	Description	Interpretation
5	4.26 – 5.00	Strongly Agree	High proficient level
4	3.26 – 4.25	Agree	Proficient level
3	2.6 – 3.25	Neutral	Moderate proficient level
2	1.76 – 2.5	Disagree	Low proficient level
1	1.0 – 1.75	Strongly disagree	Very low proficient level

RESULTS AND DISCUSSION

Demographic Profile of the Participants

Based on the gathered responses, the frequency

distribution of the participants in terms of age, gender, course, and year level was shown in Table 1.

Table 1: Demographic Profile of the Respondents

Profile	Frequency	Percent
Age		
21	21	7.58
18	49	17.69
19	142	51.26
20	51	18.41
22	9	3.25
17	3	1.08
25	1	0.36
Did not say	1	0.36
Total	277	100.00
Gender		
Male	165	59.57
Female	112	40.43
Total	277	100.00
Course		
Bachelor of Science in Industrial Engineering	74	26.71
Bachelor of Science in Mechanical Engineering	61	22.02
Bachelor of Science in Agricultural and Biosystems Engineering	61	22.02
Bachelor of Technical-Vocational Teacher Education Major in Hotel and Restaurant Services	11	3.97
Bachelor of Technical-Vocational Teacher Education Major in Food and Service Management	8	2.89
Bachelor of Technical-Vocational Teacher Education Major in Automotive Technology	8	2.89
Bachelor of Technical-Vocational Teacher Education Major in Garments, Fashion, and Design	10	3.61
Bachelor of Technical-Vocational Teacher Education Major in Animation	7	2.53
Bachelor of Technical-Vocational Teacher Education Major in Electronics Technology	3	1.08
Bachelor of Technical-Vocational Teacher Education Major in Civil and Construction Technology	5	1.81
Bachelor of Technical-Vocational Teacher Education Major in Electrical Technology	5	1.81
Bachelor of Technical-Vocational Teacher Education Major in Drafting Technology	10	3.61
Bachelor of Science in Architecture	1	0.36
Bachelor of Technical-Vocational Teacher Education Major in Mechanical Technology	7	2.53
Bachelor of Science in Nursing	1	0.36

Bachelor of Technical-Vocational Teacher Education Major in Welding and Fabrication Technology	5	1.81
Total	277	100.00
Year level		
1 st year	125	45.13
3 rd year	0	0.00
2 nd year	151	54.51
4 th year	1	0.36
Total	277	100.00

The study revealed that most of the respondents were aged 19 years old (f=142, 51.26%). Meanwhile, only one respondent aged 25 years old had the lowest frequency (f=1, 3.6%). These findings indicated that most of the respondents in this study were in their early 20s stage. This implied that students in this age group had more exposure to learning Japanese at the university.

Similarly, the majority of the participants were male with the highest frequency of 165 (59.57%), while the least of them were female (f=112, 40.43%). Given the potential influence of gender on language learning preferences and outcomes, this gender disparity might have impacted the applicability of the developed instructional material across diverse student profiles. It suggested that the material might have been more tailored to the learning needs and preferences of male participants, potentially limiting its effectiveness for female learners.

On the other hand, most of the respondents took up a Bachelor of Science in Industrial Engineering, f=74 (26.71%). Whereas, only one of them had taken up a Bachelor of Science in Architecture and a Bachelor of Science in Nursing, respectively. This suggested that the observed distribution of respondents' academic backgrounds might have had limitations in terms of being representative and diverse. The focus on a single academic field, specifically Industrial Engineering, could have impacted the applicability of the study's results

to a wider audience. If the instructional content was largely developed or validated with respondents from a particular academic discipline, it was likely to be better suited to the learning requirements and preferences of individuals in that field. This had the potential to restrict the efficacy and pertinence of the curriculum for learners with diverse academic backgrounds.

Finally, the results indicated that most of the participants were second-year college, f=151 (54.51%); whereas, only one of them (0.36%) was fourth-year college. The unequal distribution among college years could have impacted the applicability of the study's results and the suitability of the teaching content. If the majority of participants were second-year students, the material could be customized to better suit the learning requirements and preferences of students at that particular moment in their academic journey. It might not have comprehensively met the demands and obstacles encountered by fourth-year students.

The Proficiency Level of the Respondents in Learning Japanese

Table 2 presented the results of the proficiency level of the students in terms of the five (5) indicators that were assessed. These indicators showed the aspects to where the students encountered difficulties in learning Japanese. The findings showed that the respondents had a moderate

Table 2: Proficiency Level in Learning Japanese

	Mean	Std. Deviation	Interpretation	Rank
WRITING	2.10	.81	Moderate	1
SPEAKING	2.08	.85	Moderate	2
READING	1.95	.79	Low proficient level	4
LISTENING	2.05	.81	Low proficient level	3
GRAMMAR	1.88	.82	Low proficient level	5

proficiency level in writing and speaking, with the highest mean observed in writing equivalent to 2.10 (SD=0.81). This suggested that respondents had a reasonable command of expressing themselves through written and spoken Japanese. However, a contrasting trend was observed in the proficiency levels of reading, listening, and grammar. These language skills showed lower proficiency levels among the respondents. Specifically, grammar exhibited the lowest mean of 1.88 (SD=0.82), indicating a relatively weaker grasp of grammatical aspects compared to the other skills.

The disparities in proficiency levels across various

language skills suggested potential areas for targeted improvement in the instructional material or teaching strategies. It is noteworthy to mention that considering the specific challenges in reading, listening, and grammar could have enhanced the overall language proficiency of the respondents. Additionally, considering the moderate proficiency levels in writing and speaking, reinforcing these skills could have contributed to a more balanced and comprehensive language learning experience.

In support, the findings of the current research on Japanese students' competency level were corroborated by Quintos' (2021) study and other pertinent sources.

Quintos' study, which complemented the present study, illuminated learners' diverse issues in comprehension, speaking, pronunciation, reading, and writing, showcasing the complex barriers to proficiency.

Similarly, Quintos's (2021) study underscored listening comprehension, crucial to language proficiency, and was supported by Leong and Amahdi's (2017) emphasis on hearing and speaking. Quintos' pronunciation difficulties emphasized its link to listening abilities, complicating communication. The reading challenges identified by Quintos, such as scanning short papers and reading characters, aligned with Shehu's (2015) focus on vocabulary, working memory, and text processing in reading comprehension.

Moreover, Quintos' writing issues, matching Fareed *et al.*'s (2016) studies on linguistic proficiency, writing anxiety, and organizational deficits, along with the current study's intermediate writing proficiency, were highlighted. Fabrice (2020) advocated for less daunting writing tasks, corresponding with the research's focus on Japanese language acquisition issues. These observations, coupled with the current study's findings on proficiency levels, emphasized the urgent need for comprehensive language skill-specific instructional methodologies. Given the proficiency challenges, a sophisticated strategy was needed to enhance Japanese language students' learning experience.

Table 3: Demographic Profile of the Evaluators

Name of the Evaluator	Company	Position	Length of Service
E1	PUP	Assistant Professor	13 years
E2	BSU	Associate Professor	20 years
E3	BEMAC Japan	Engineer	N3 passer
E4	BSU	Teacher 1	N3 passer
E5	BEMAC Japan	Architect	N3 passer
E6	MSU	Associate Professor	30 years

Module Validation

The module validation process involved six evaluators with diverse backgrounds, each bringing a unique set of experiences and expertise to the assessment. The evaluators' demographic profile, as outlined in Table 3, provides insights into their respective affiliations, positions, and language proficiency levels.

The diversity in the evaluators' educational and professional backgrounds, coupled with their varying levels of Japanese language proficiency, ensures a comprehensive and multifaceted assessment of the instructional material. The inclusion of evaluators with extensive service in academia and those associated with language-focused institutions enhances the credibility and

Table 4: Module Validation and Assessment

	Mean	Std. Deviation	Interpretation	Rank
Learning Objectives	3.40	.13	Highly evident	5
Learning Content	3.70	.11	Highly evident	4
Format	3.13	.21	Evident	6
Language	3.87	.10	Highly evident	1
Presentation	3.77	.15	Highly evident	3
Usefulness	3.80	.13	Highly evident	2

thoroughness of the module validation process.

In the following table, the outcomes of the evaluators' assessment of the module are presented. Table 4 provides a comprehensive overview of the evaluated material, offering insights into its performance concerning learning objectives, content, format, language, presentations, and overall usefulness.

Based on the findings, the study revealed that the language used in the module is highly evident, as reflected in its highest mean score of 3.87 (SD=.10). This indicates that the language employed in the material is clear and effective in conveying information. On the other hand, the format has the lowest mean score of 3.13 (SD=.21) which is still interpreted as evident. While the mean suggests that the format is still evident, the relatively lower score compared

to other criteria implies that there might be aspects of the module's structure, layout, or organization that could be enhanced for greater clarity or effectiveness. In general, the developed module has met the standard relative to the criteria for learning objectives, learning content, format, language, presentation, and usefulness.

The related literature significantly supported the study's findings regarding the development and validation of instructional modules. The study underscored the clarity and effectiveness of language in the module, with a specific emphasis on language as a significant strength. This aligns with insights from Dimarucot (2021), Lane (2022), and Marbas (2022), all highlighting the crucial role of clear language in instructional materials for effective learning and student understanding.

Furthermore, the study revealed that, although the format of the module remained evident, it received a relatively lower score compared to other criteria. Torrefranca's (2017) study in the related literature reinforced this observation, emphasizing the importance of well-structured content and format in instructional modules. Torrefranca's positive evaluations for the structured and clear organization of instructional modules resonated with the study's emphasis on the significance of format. Additionally, the related literature stressed the importance of clear learning objectives, well-structured content, and motivating presentation, all in harmony with the study's findings. Kariman *et al.*'s (2019) study further supported the relevance of quality educational objectives, processes, and outcomes, providing additional backing for the importance of clear learning objectives in instructional modules. The emphasis on sequential and coherent topic presentation in Torrefranca's (2017) study also aligned with the findings concerning the structure and organization of the module.

CONCLUSION

Based on the study's findings, the respondents demonstrated satisfactory proficiency in both writing and oral communication, effectively expressing their opinions. However, disparities in reading, listening, and grammar proficiency highlighted areas for potential improvement in instructional resources. The designed module generally met the criteria for learning objectives, content, format, language, presentation, and usefulness. While the language used in the module was clear and effective, the format received relatively lower ratings compared to other criteria. The study recommends investigating the reasons behind proficiency variations to refine instructional approaches, specifically addressing factors influencing reading, listening, and grammar proficiency. Focusing on these areas can enhance overall language proficiency and provide a more comprehensive learning experience. Additionally, improving the module's format by considering specific aspects of structure, layout, or organization to enhance clarity and effectiveness is advised. This can be achieved by incorporating feedback from assessors and employing an iterative process. Continuous evaluation and adaptation of the module based on feedback will ensure consistently high quality across all evaluated criteria.

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