

Recalibration of the KLD Purposive Communication Curriculum: Meeting the Standards of the ASEAN Region

Reuta, Janine M.^a, Rojas, Ma. Gemma R.^b,
Buelo, Robbie Jan Vincent T.^c,
^{a,b,c} Kolehiyo ng Lungsod ng Dasmaringas, Cavite, Philippines

Abstract

This research effort was intended to shed light into the purposive communication curriculum implemented in the Philippines and how it could be altered or enhanced so that its content is more consistent with ASEAN requirements. The study aims to assist students in ASEAN member countries to enhance their communication skills regionally as nations strive for cooperation and familiarization. So as to arrive at this, the study reviewed current purposive communication curricula and established precise demands in ASEAN's environment. The purpose of the study was creating a framework that factors in linguistic and cultural differences within the ASEAN region. as it is designed to use qualitative research in order to gain more information. Ability to lessen or eliminate language barriers will help better cross-cultural communication and cooperation in the ASEAN region. As the lessons about purposive Communication are adapted based on the peculiarities of its member countries, this research is intended to enhance communication education in the Philippines. The ultimate aim of this research strategy was to find out how teaching the effect and importance of meaningful communication in a country must be modified according to those standards that are used within the Southeast Asian region. This study made use of many techniques to touch on the Communication curriculum that has been enforced by education authorities in this country, as well carrying out data with information regarding the changeability of communication classes. It aimed at contributing to enhancing instruction that had greater knowledge of culture. Finally, the target undertaken in this research was to improve intercultural communication and foster higher cooperation among ASEAN countries.

Keywords: purposive communication, curriculum, recalibration, ASEAN region, standards

Introduction

Communication is an effective tool that has been used since the early days of human civilization to facilitate cooperation, problem-solving and conflict resolution. In the case of ASEAN, which is made up of ten member countries that are highly diverse in nature and

located in the Southeast Asia region together as it has been historically observed to be rapidly globalizing towards an integrated setting (ASEAN, n.d.). The importance associated with communicating within this organization cannot also be underestimated whatsoever; Nevertheless, the current purposive communication studies curriculum in the ASEAN member nations may not have effectively incorporated all linguistic and cultural needs of this area. Furthermore, they might have been influenced by Western communication models that may not be entirely appropriate for the ASEAN region (Chen 2017).

Thus there might be problems for the students to communicate well with their peers from other ASEAN countries. This may cease to play as a group or any aggregation across the region. We needed to check up and redesign the existing purposive communication curriculum in order to strengthen communicating between different cultures from all across ASEAN area.

The research proposal for this study was to look into the reinvention of a purposive communication curriculum foundation as per ASEAN region requirements. The study is innovative, as it aims at fostering collaboration and understanding among students from member countries of ASEAN with a view to enhancing their communication skills. Considering ASEAN's cultural and linguistic diversity, this study aimed at designing a framework of purposive communication curriculum that meets these requirements in addition to investigating specific demands on practitioners for interaction within this region.

The process of recalibrating curriculum supported gained detailed understanding about the research, via using qualitative method and autoethnographic design. The idea of the study was to address as comprehensively possible perspectives from education policy makers and communication educators within ASEAN member countries by way of employing a qualitative research approach.

The outcome of this research is intended as a way to contribute to the betterment or improvement of purposeful communication education in the Philippines, comparative with ASEAN standards that should lead into increased intercultural communications and collaboration. This shed light on what is the best method in designing communication curricula related to our cultural context of ASEAN region for educational policy makers, curriculum developers and language pedagogues. It is this research's goal to help make a more cohesive and interconnected ASEAN community by promoting the development of effective communication skills through curriculums which are culturally relevant.

The study addressed the following research questions:

1. How does the existing Purposive Communication curriculum in the Philippines, as prescribed by the Commission on Higher Education, differ from the ASEAN standards in terms of content, structure, and learning outcomes?
2. What are the best practices and successful approaches employed by other ASEAN member countries in their Purposive Communication curricula, and how can these insights be integrated into the recalibration process for the Philippine curriculum to meet ASEAN standards?
3. What are the specific challenges and limitations in the current Philippine Purposive Communication curriculum that need to be addressed to align it with the ASEAN standards effectively?

Review of Related Literature

Useful scholars focused on purposive communication, intercultural communication, language education and curriculum development in the regional context of studies related to ASEAN.

Purposive communication means the deliberate, aimed and goal-oriented exchange of knowledge, concepts or feelings; this mechanism has been investigated quite carefully in a number of settings. Chen (2017) asserted the fact that it is important to develop culturally appropriate curriculum for English communication in Asian contexts. This perspective is particularly relevant when accounting for the linguistic and cultural diversity of the ASEAN region.

Researchers have taken interest in intercultural communication at the ASEAN setting. Ibrahim 2019 speaks about the challenges of intercultural communication in ASEAN and notes that these should be addressed first through education as it plays a crucial role. Intercultural communication is very vital in promoting cooperation and understanding involving ASEAN member countries owing to the linguistic, cultural diversity associated with that area.

Language education was a critical curriculum element in preparing the students for effective communication. Gudykunst and Kim (2017) provide a comprehensive overview of intercultural communication concepts that could facilitate the design of language learning programs tailored to different requirements by ASEAN nations.

Researchers have also observed the importance of designing a curriculum that is area-specific and culturally sensitive. Curriculum developers need to consider the unique cultural practices and communication norms of these ASEAN member states in order for communication education's effectiveness (Chen, 2017).

In addition to this another way of guiding the recalibration process is looking at what has worked as well as what hasn't, in terms of strategies and best practices incorporated into the communication curricula for other ASEAN member nations. Such observations can therefore provide valuable lessons and contribute to the creation of a more effective, ASEAN-compliant curriculum for communication in .

Thus, the literature analysis highlights how crucial it is to adjust the Purposive Communication curriculum in the Philippines to align with ASEAN standards. Within the framework of ASEAN's linguistic and cultural diversity, the body of research that has already been conducted highlights the necessity of culturally appropriate curricula and successful intercultural communication techniques. Through the application of this information, the proposed study aims to support the creation of a curriculum that promotes improved collaboration and communication skills among ASEAN member nations.

Theoretical Framework

FIGURE 1 Overview of Communication Accommodation Theor

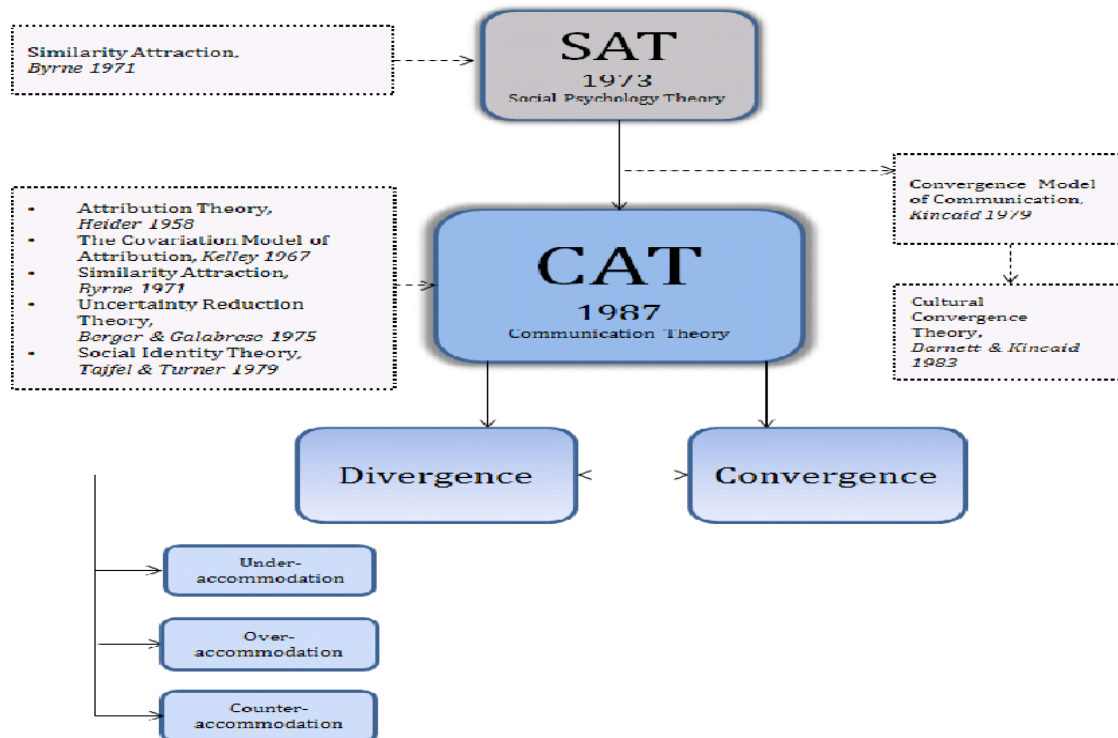


Figure 1.0

The study will be based on the Communication Accommodation Theory (CAT) as presented by Giles, Coupland and Coupland 1991. In cross-cultural scenarios, CAT identifies the importance of adjusting communication patterns to fit others. It acknowledges that

divergence, the one highlighting differences in communication and convergence , which means adjusting each other's mindset for similarities will have to be present.

CAT has been widely used by intercultural communication research to address the issue of how people adapt their pattern of communication based on what they downgrade themselves and perceive others as similar or different in these terms Giles, Coupland & Coupland. This is particularly applicable to the Philippines' recent adjustment of its Purposive Communication curriculum in accordance with ASEAN standards.

By using CAT in this study, it is suggested that the best curriculum should balance admiration for diverse practices of communication between ASEAN members with a hint towards more common standards. The study will analyze how the curriculum may be modified in order to promote positive communication and understanding among ASEAN member nations using CAT as its supporting theory.

CAT provides an insightful instrument to analyze how linguistic attitudes, perceptions and intergroup relationships are impacted by communication accommodation (Giles Coupland , & Coupland , 1991). This theoretical perspective can be adopted to investigate the socio-psychological processes that impact communication behavior in settings of a heterogeneous language and cultural scenario found within the ASEAN region.

The theoretical basis of the study is Communication Accommodation Theory. Using the ideas of CAT, this research attempts to design a reformed Purposive Communication curriculum in the Philippines that will reflect linguistic and cultural complexity characteristic for the ASEAN region. In addition, this framework allows to analyze communication methods employed by individuals in cross-cultural encounters in great detail that helps clarify the complexity of successful communication practices at ASEAN level.

Significance of the Study

This research will greatly impact many parties in communication education and regional collaboration associated with the ASEAN context.

Education Policy Makers and Curriculum Developers. This recalibration of the Philippine Purposive Communication curriculum to meet ASEANs standards would give policymakers in education a valuable source of information. By understanding the specific problems and limitations of current curricula, they may pinpoint areas that need to be improved upon and make targeted amendments which are complementary to linguistic as well cultural diversity among ASEAN member countries. As a result of this research, the development of an improved and culturally relevant communication program that equips

students with basic communicational skills required for cross-cultural interactions will be guided.

Language Educators. This study will help the language educators to employ successful strategies and best practice used in the communication curriculum of other ASEAN member nations. Language instructors can also use these discernments to adopt innovative pedagogical approaches that meet the unique communication needs of ASEAN pupils. Through effective intercultural communication techniques, teachers will be able to teach their pupils how they can approach people politely and confidently of various linguistic cultural backgrounds.

Students and Learners. This study will impact directly on students and learners in the Philippines due to enhanced Purposive Communication curriculum. A more culturally relevant curriculum will help students improve their communication skills, facilitating productive interactions with peers who belong to various nations in the region called ASEAN. They will be able to work together more easily, build stronger cross-cultural relationships and engage in productive debates both within the ASEAN family and outside.

ASEAN Regional Cooperation. Communication is an important tool for regional cooperation. This study seeks to reposition Purposive Communication curriculum so that it fits ASEAN norms in enhancing intercultural understanding and cooperation among member nations of the ASEAN.

Contribution to Knowledge. This study will contribute to the body of knowledge on curriculum development in ASEAN region, intercultural communication and communicational education already available. The inclusion of Communication Accommodation Theory (CAT) as the theoretical framework enhances understanding communication behaviors and techniques within intercultural contacts. This research is useful for anyone who has an interest in communication studies, curriculum design or intercultural relations involving the ASEAN region.

In conclusion, this study is important since it may help to enhance intercultural understanding among different ASEAN member nations and communication education. This research fosters a more culturally relevant and successful curriculum by providing helpful information to school boards, those who create the Purposive Communication curriculum curricula, language teachers as well students. Consequently, the ultimate goal of this project is to enhance regional cooperation and foster the growth as well as stability of the ASEAN community.

Research Design

The research strategy for this study was qualitative with data collection and analysis methods included. Qualitative methodology would allow us to understand the process of recalibrating the Purposive Communication curriculum in the Philippines so that it meets ASEAN criteria thoroughly. As such, this investigation utilizes an incredibly strong qualitative research design focused on the creative approach of autoethnography. As Creswell and Poth 2018 reveal, qualitative research methods allow understanding individual experiences in depth as well as the cultural phenomena. Adopting the concept of reflexivity and self-narrative, this design seeks to reveal how personal narratives intertwine with broader cultural contexts, promoting a complete sense of investigation of lived experiences. By amalgamating what qualitative inquiry does well, the research design hopes to embrace the depth and richness possible within personal narratives situated in frames of autoethnography.

The research had a qualitative phase that involved the literature analysis, current Purposive Communication curriculum visitation undertaken by researchers who are also participants in this study (researcher-participants) as suggested by autoethnography.

Qualitative Data Analysis:

First, the Triangulation Technique was used with literature analysis. secondly, a revisit of the present curriculum as recommended by Philippines' Commission on Higher Education and third, strength weakness opportunities threats analysis of the Curriculum utilized by this Institution.

Literature analysis was applied, mainly through the use of how Communication Accommodation Theory (CAT) strengthened by analysing aspects of what had been previously mentioned. The researcher-participants used different curricula from diverse countries as platforms on which the Purposive Communication in Philippines' curriculum was formed. In addition, CAT was also employed to determine the relative similarity of these curricula across the ASEAN region. The theory proposed that people had a tendency of accommodating based on how communication transcended.

Revisiting the program took an in-depth assessment of what is contained currently within our curriculum since this technique allowed us to analyze how many elements are equity distributed across a piece of content as it can occur from various references or communication sources.

In this regard, a SWOT Analysis was conducted in order to evaluate the complete potential of the current educational curriculum for meeting students' education needs across

ASEAN region. The SWOT Analysis performed offered many insights about the Strengths, Weaknesses, Opportunities and Threats of the current curriculum. Curriculum strengths included the focus on improving interpersonal skills, creating trust and empathy, as well as having such professional presentation skills that were so necessary for efficient communication. There were weaknesses in terms of imbalance between theoretical concepts and application into practice that may hamper students' ability to apply knowledge which was taught, problems with instructor quality variability impacting the overall learning environment.

Data Gathering Procedure:

This research used qualitative data collection techniques in its multi-step data collection process.

The research methodology had a multiperspective data-collection procedure whereby the inquisition of Purposive Communication curriculum, Philippines ASEAN was conducted holistically to determine various aspects including capabilities and limitations it has. 1 To start with, the researcher-participants obtained copies of present curriculum documents from official sources including those designed and given by Commission on Higher Education to know how Purposive Communication in Philippines is structured At the same time, researcher-participants explored communication issues in ASEAN member nations and drew information from educational sites and appropriate agencies. Second, to build a theoretical base they perform an in-depth literature review on Communication Accommodation Theory and CAT worth discussing scholarly works that deal with communication curricula of the ASEAN Region. Third, a SWOT analysis was taken of the Purposive Communication to be used in PHP. Qualitative insights were also synthesized from interviews ,surveys and official documents on strengths, weaknesses, opportunities and threats related to it. To increase the validity of our results, A0B2C3 -the researcher-participants triangulate their findings whereby they compare data gathered from different sources and methods such as Pfitter' 1974 p. 68 a comprehensive exploration on why this phenomenon is taking place.

In conclusion therefore, this study will utilize a comprehensive and objective approach to data collection incorporating both qualitative as well quantitative methodologies. This research attempts to generate insights into the rebalancing of the Purposive Communication curriculum in the Philippines aligned with standards observed within the ASEAN area by gathering statistical data from teachers, policy makers and students.

Instrument of the Study:

As part of this research methodology, a key element involved the active collaboration between both researchers and participants in strategically utilizing SWOT analysis. Researchers-participants collaboratively dove into the nook and cranny of Purposive Communication curriculum in the Philippines to search out for its internal strengths and weaknesses, as well as outside opportunities threats. The researcher-participants, which are the educators and professionals who play an intimate role in the educational landscape, contributed their knowledgeable views through interactions and FGDs. The cooperative effort used the SWOT analysis in order to identify what strengths are there that could be consolidated, where weaknesses need to be corrected and thereby identified. This interactive and participatory model gave a broad systemic understanding of the dynamics involved in teaching, learning, curriculum enactment that created an organic sense for possible improvements or returning.

Findings:

The study of Purposive Communication curricula in the Philippines and across ASEAN Region, conceived through the lens of the Communication Accommodation Theory (CAT), provides nuanced results that highlight both convergence and divergence principles relating to communication strategies. The study absorbed several important principles from Giles, Coupland and Coupland's 1991 CAT framework – a consideration of converging into the acknowledgment of very different linguistic spaces as well as cultural landscapes among ASEAN member states in line with its interest for changes on pure intercultural approaches to communications when applying them.

12 However, contextual nuances to be found in each nation's communication curriculum manifest divergence. For instance, the Philippines has something certain in cultural dimensions that are different from other ASEAN countries' approaches. This goes hand in hand with CAT's acknowledgement that communication strategies are flexible enough to fit various sociocultural environments (Giles, Coupland & Coupland Comparative Sociolinguistic Studies 1984).

Accordingly, variations in the incorporation of modern communication tools and technologies are further pointed out. A couple of these tools are becoming second nature to some ASEAN nations while the Philippines might display different levels in adapting others. This disparity highlights the fact that CAT recognizes different patterns of communication contrasted based on contextual premises Giles, Coupland and Coupland's .

With these conclusions, the research highlights that standardized communication norms and cultural adaptive strategies are dynamically interconnected as diverse elements shaping opportunities within ASEAN Member States' societies. Perspectives that are in line with the principles of CAT, these offer rich insights for repositioning Philippine Purposive Communication curriculum to help facilitate intercultural communication competence (Giles Coupland & Coupland 1991). This study emphasizes the need for balancing convergence and

divergence in facilitating effective communication practices within a culturally distributed educational environment.

The analysis of the curriculum shows high scores in promoting interpersonal skills making it an area where students are able to learn how to establish rapport and build connections with clients as well as colleagues; This trust and empathy in improving effective communication among any individuals with differences is what sets people apart. Additionally, the curriculum focuses strongly on professional presentation skills in both design and leadership which include creativity , critical thinking, self confidence and personal image. All these elements combined enrich not only student's written and spoken English language skills but ensure that they are adequately equipped to communicate effectively in a professional environment.

However, major weaknesses are the imbalance regarding emphasis on theory versus practical application thereby perhaps hindering students' ability to apply theoretical knowledge in real life situations. Another weakness is the effect of instructor quality on effectiveness of the course, with there being differences in learning outcomes arising as a result of inconsistencies in qualities possessed by different instructors. These weaknesses further highlight that there are difficulties in transitioning theoretical knowledge to practical skills and the crucial role instructors play in defining this learning experience.

Opportunities for enhancement can be seen in the possibility of incorporating curricula with field practicality, allowing students to engage and apply what they learn. The inclusion of relevant and current communication tools would then be seen as an opportunity that could help to foster collaboration, self-exploration, and promote innovation with a view toward creating better experiences for learning on the part of students. Moreover, interdisciplinary collaboration has the potential to enhance communication courses with teaching skills that help learners communicate effectively with experts in other professions contributing a comprehensive perspective of communicatory practices across several professional fields.

On the other hand, challenges to curriculum may include issues with coherence in content and quality where inconsistencies could undermine standardization going forward what will potentially be detrimental to overall educational outcome. Technological progress brings a threat to old communication practices and therefore shows that adaptation is necessary. Finally, there is a possible risk of emphasizing communication theory too much without proper understanding as to how such theories are applied practically leading students unprepared for the complexities in real situations related to making sense about what they can or cannot do. These strengths, weaknesses, opportunities and threats have to be balanced

properly in order for the curriculum not only be effective but also relevant within conceptual dynamics of any given field, say communication education.

Conclusion:

Coming to the end, changing an educational program of purposive communication through reflecting language aspects and cultural realities as well as socio-ethnic contexts is a necessary modification in education that can help facilitate inclusive and fruitful communicating. My research venture has recognized the panoply of richness in our learning situations and showed how important cultural setting shapes communication patterns.

By recognizing and actualizing some elements in the curriculum course, we supplement gaps while designing a more dynamic learning tool. The results emphasize the importance of teachers adopting a multifaceted approach and viewing language-related nuances as well as cultural diversity in communication trainings.

Recommendations:

Such a suggestion implied ongoing communication with relevant stakeholders students, teachers and community leaders to ensure that the new curriculum developed would be flexible enough and responsive. This recalibration is an effective way of fostering cultural competence, compassion and mutual understanding among students while at the same time improving their linguistic abilities. With a chaotic landscape of educational institutions looming on the horizon, this recalibration stands at its core as forward-moving toward equipping people with the ability to adapt and flourish in an increasingly diverse future. It refers to a radical method of providing the cultural intelligence and linguistic skill necessary for successful communication amid our interrelated global society.

And as one is developing a curriculum that would address the standards of specific regions, such as ASEAN countries; there are to take under consideration cultural and social attributes along with linguistic characteristics particular not only for certain regions but also socio-economic aftermaths relevant for the mentioned areas. Enhancement of the curriculum could recommend that lessons on intercultural communication in professional settings may involve and sometimes focus entirely; culture is emphasized when it comes to work-related communications including language barriers, introducing concepts such as cultural intelligence toward ; offering strategies for enhancing this culturally intelligent behavior option. Furthermore, enhancing linguistic proficiency can be achieved through lessons focusing on advanced linguistic skills and effective communication techniques, covering diagnostic language proficiency assessments, grammar refinement, effective verbal communication, and specialized language for professional contexts. Lastly, recognizing the impact of socio-economic factors on communication dynamics and fostering skills appropriate

for diverse socio-economic situations are vital. This involves incorporating lessons on economic literacy, business and corporate communication, media and socio-economic communication, and communication in cross-cultural economic settings into the curriculum. These research recommendations aim to ensure a comprehensive and contextually relevant curriculum that prepares individuals for the multifaceted challenges of the ASEAN region and beyond.

References:

Chen, J. (2017). Culturally Appropriate Curriculum Development for English Communication in Asian Contexts. *Journal of Language, Identity & Education*, 16(2), 78–89.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.

Giles, H., Coupland, N., & Coupland, J. (1991). *Contexts of Accommodation: Developments in Applied Sociolinguistics*. Cambridge University Press.

Gudykunst, W. B., & Kim, Y. Y. (2017). *Communicating with Strangers: An Approach to Intercultural Communication*. Routledge.

Ibrahim, A. (2019). Intercultural Communication in ASEAN: Challenges and Prospects. In *Communication and Global Power Shifts* (pp. 149-166). Palgrave Macmillan.

ASEAN. (n.d.) About ASEAN. Retrieved from <https://asean.org/about-asean/>