

## Contextualizing Purposive Communication Course for Selected Professional Education Programs: Basis for Designing Contextualized Syllabus and Instructional Materials



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**ABSTRACT:** This study explores the contextualization of the general education course for collegiate-level students in the Philippines. Purposive Communication is a 3-unit course that is mandatory for English and is intended to improve student's abilities to communicate effectively in speaking, writing, and presenting to diverse audiences in both local and global settings. The macro skills are replicated in a sophisticated academic environment through digital technology. The program offers activities that help students acquire and display communication strategies for academic, professional, and other objectives. These strategies are guided by the standards of effectiveness and appropriate language usage.

The study utilized the Grounded Theory Method, a qualitative research approach developed by Kathleen M. Eisenhardt. A total of 10 informants were used to retrieve responses from the selected fields of disciplines as a jumpstart for designing the syllabus and instructional materials for specific professional educational programs. Six emergent themes shape the contextualization of the Purposive Communication course: developing confidence and competence in communication skills, articulating verbal and non-verbal for effective communication, integrating positive leadership characteristics, developing communication skills related to work, OBE-inspired teaching-learning process, and developing global skills for the 21st-century workplace. This study also presented a sample model for designing instructional material intended for a particular discipline and a modified portion of an actual syllabus of a Purposive Communication course highlighting communication for occupational purposes. The author recommended contextualizing this English course by suggesting to authors, curriculum designers, and educators to view the themes identified in this study as valuable references for designing educational materials and curricula. Furthermore, future research should focus on a single field of study to provide a more precise contextualization of the discipline, and the scarcity of books in local bookstores in the Philippines should serve as motivation to create customized Purposive Communication materials.

**KEYWORD:** ESP: contextualization purposive communication ;syllabus, professional education programs ;local and global contexts

### INTRODUCTION

Purposive Communication is a three-unit course in the New General Education Curriculum that aims to increase students' communicative competence and cultural awareness. The course focuses on writing, speaking, and presenting to diverse audiences for a variety of purposes. It aims to provide students with tools for evaluating texts critically and emphasizes the importance of communicating messages responsibly. The course aims to enhance students' English communication skills at the tertiary level, equipping them for their academic pursuits, chosen disciplines, and future careers.

A single course combines technical writing, public speaking, English for Specific Purposes, basic knowledge in mass communication, journalism, technical and oral presentation, political science, sociology, and other related areas. It takes 18 weeks, or 54 contact hours, in a regular semester.

Ghfar's (2023) study looked at how students react to feedback from their English instructors and how they engage in self-regulated learning processes because of that feedback. The findings guide educators and English instructors looking to improve the overall effectiveness of their feedback during English classroom assessments.

Frequent anxiety about foreign language anxiety (FLA) can hinder the acquisition and development of English language proficiency (Amengual-Pizarro, 2018). Students enrolled in English for Specific Purposes courses experience confusion, discomfort, and self-awareness when using the English language in a second language setting. The most significant source of anxiety across the three primary subtypes of performance anxiety concerns the potential consequences of failing their foreign language course.

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English for Specific Purposes (ESP) is an important aspect of tertiary English language education, with students praising the learning experience and the Online Discussion Forum (ODF) as a tool for improving English language proficiency (Jamali & Kristin, 2021). Needs analysis (NA) is critical for developing instructional materials for ESP and integrating an evidence-based nursing practice (ENP) curriculum into nursing colleges is a high priority (Showail, 2018). However, the curriculum frequently fails to address students' linguistic needs, limiting their academic success (Tunac & Atac's, 2023). Effective communication necessitates input and output methods and proficiency in English is required for business purposes, particularly in international tourism (Garcia-Sanchez, 2023; Choomthong, 2023). To prepare professionals for the global market and recognize English as a "lingua franca" in a variety of professional fields, universities should take on more responsibility for organizing and implementing ESP courses in higher education. On-the-job training (OJT) is critical for higher education students because it prepares them for a variety of job responsibilities and adapts to changing professional terminologies across industries.

This study specifically focused on the following concerns:

1. How do participants characterize the content of the Purposive Communication Syllabus about Knowledge, Skills, and Attitude (KSA) based on the chosen professional education programs?
2. What are the predominant themes that will encapsulate the ideal contextualized Purposive Communication course as determined by the chosen professional education programs?
3. Based on the findings, what is the suggested syllabus design for Purposive Communication for the selected higher education academic programs?
4. Based on the findings, what is the recommended design for the instructional materials for higher education programs that will align with both local and global perspectives?

### METHODOLOGY

The study employs Kathleen M. Eisenhardt's Grounded Theory Method to create a Purposive Communication course model for developing syllabi and instructional materials. The study includes ten participants who are matched based on their professional education programs and practitioners. The study employs Eisenhardt's Eight-Step Process of Constructing Theory from Case Study Research to investigate the impact of curriculum and instructional materials on learners' ability to prepare for both local and global contexts. The study focuses on defining the Purposive Communication syllabus's content, identifying dominant themes, recommending syllabus design, and creating instructional materials that are in line with local and global perspectives. The primary goal is to understand how the Purposive Communication course is contextualized in higher education and how it affects English communication skills in professional environments. The researcher proposed a theoretical proposition, claiming that higher education institutions can tailor their curricula to specific work environment requirements. This study used the Kathleen M. Eisenhardt (KME) method, which employs theoretical sampling to select cases that are likely to replicate or expand on the emerging theory. Participants were divided into two groups: program directors and practitioners in the professional workplace. This study chose participants based on their areas of specialization, years of teaching experience, and educational attainment. Data was collected using a variety of methods, including field notes, interviews, and other documents. The interview guides were modified to improve grounding, and the researcher carefully listened to and documented the conversations, allowing participants to freely express their thoughts and disclose personal information. CHED provided program chairs with guide questions on curriculum incorporation, instructional materials, Outcome-Based Education (OBE), technology integration, and the Purposive Communication syllabus. Practitioners were questioned about their professional experience, workplace characteristics, job responsibilities, interactions with management, motivations for working as an employee, anticipated requirements for graduates with similar areas of specialization, global perspectives in their field of work, activities and job descriptions, and salary structures. The study's goal was to gather a variety of perspectives and understand the reasoning behind relationships using various data collection methods. The findings will help with future research and policy development in professional education. The study involved gathering data from key informant interviews, field notes, and other relevant documents to address the research problem and questions. Field notes were a useful tool for documenting firsthand information during the investigation process. Regularly reviewing field notes enabled the timely identification of significant issues or discrepancies in responses provided by different individuals. Introspective comments were added to the transcripts to help with introspection and analytical understanding. Data analysis was central to developing theory from case studies, but it was also the most difficult and least standardized aspect of the procedure. This study uses two types of data analysis: within-case analysis, single-case analysis, and multiple-case analysis. Within-case or single-case analysis entails coding data gathered from interviews and observations, whereas cross-case or multiple-case analysis allows the researcher to compare participant responses and identify commonalities and disparities that can contribute to a thorough understanding of teaching efficacy. The researcher began cross-case analysis by standardizing case histories within the sample, looking at cases from different angles, and testing emerging relationships. After identifying multiple relationships, the researcher began to develop underlying logical arguments based on the informant's perspective and previous research findings. Incorporating literature was the next phase of the iterative procedure, in which researchers continuously compared theory and data, making iterative adjustments to develop a theory

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that closely matched the observed data. Achieving resolution is critical, and researchers should stop adding cases once they have reached theoretical saturation, as Eisenhardt (2002) suggests.

### RESULTS AND DISCUSSION

The single case analysis for every participant started by documenting the data gathered from the interview which were transcribed and thus given meaning by four levels of analysis namely: Level 1. Documenting Interview Protocols, Level 2. Creating Concepts and Themes, Level 3. Collapsing Themes into Sub-Themes, and Level 4. Defining the Themes. Each theme was developed through rigorous analysis and was clustered in tables for each item to explain their origins.

#### Category 1: Selected Program Heads

The participants were determined through the most accessible department following the given areas.

- a. Pharmacy
- b. Communication
- c. Psychology
- d. Physical Therapy

Considering this, Table 1 displays the individuals involved in this study, namely.

*Profile of the Program Heads*

Code	Area of Specialization	Years of Teaching	Bachelor's Degree	Highest Educational Attainment	Position /Rank	Service Years as Administrator
PC	Psychology	21	BS Psychology	Doctor of Philosophy	Chair	5
MCPC	Communication	13	AB Mass Communication	M.A. Educational Technology	Chair	7
PhPC	Pharmacy	Over 10	Bachelor of Science in Pharmacy	Master of Science in Pharmacy	Dean	Over 10
PTPC	Physical Therapy	15	Bachelor of Science in Physical Therapy	Master of Arts in Education	Asst. to the Dean	12
PhPC2	Pharmacy	17	Bachelor of Science in Pharmacy	Doctor of Philosophy in Pharmacy	Associate Dean	4

**Table 1**

**Category 2: Selected Employees of Professional Workplace (Practitioners) In view of this, Table 2 presents the participants in this research, wit. *Profile of the Practitioners***

Code	Area of Specialization	Bachelor's Degree	Specific Job Title	Service Years	Company
B	Mass Communication	AB Mass Communication	Anchor/Senior Reporter	9	Brigada News FM National
Psych	Psychology	BS Psychology	Guidance Counselor	34	Adamson University
Ph	Pharmacy	BS Pharmacy	Registered Pharmacist	11	Mercury Drug Store
PT	Physical Therapy	BS Physical Therapy	Lead/Senior Physical Therapy	7	Agile Physio-Recovery PT Clinic
Ph2	Pharmacy	BS Pharmacy	Ward Pharmacist Supervisor	4	Manila East Medical Center

**Table 2**

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By comparing the major themes of the six distinct frameworks and their subcategories, cross-case analyses were conducted. The researcher obtained the themes that comprised the emerging framework defining classroom management for the participants in this study using the snowballing technique.

From the participants' points of view, Table 3 illustrates the origin of the major themes that comprised the framework for contextualizing syllabi in Purposive Communication for the selected professional education programs.

Participant 1 (PC)	Participant 2 (MCPC)	Participant 3 (Ph)	Participant 4 (B)	Participant 5 (Psych)	Participant 6 (PhPC)	Participant 7 (PT)	Participant 8 (PTPC)	Participant 9 (PhPC2)	Participant 10 (Ph2)
Establishing leadership capacity	Proficient Communicator	Enhancing Interpersonal Skills and Relevant Work Attitude	Career Opportunities and Responsibilities	Integrative Positive Leadership Characteristics	Enhance adaptability skills				Establishing Leadership capacity
OBE-Inspired	Task-Based Language Teaching	Capacity-Building in Pharmacological Counselling		Developing Critical Thinking Skills	Strengthening OJT with Simulations/Immersion		Employing OBE-Inspired Teaching and Learning Process	Task-Based Language Teaching	
Communication Skills Development	Mastering the Art of Technical Writing	Improving Technical Writing Competency	Enhance Journalistic Competencies	Putting Premium on Effective Communication	Developing Interpersonal Communication Skills	Developing Interpersonal Communication	Strengthening OJT with Simulations and Immersions		Developing a Professional Work Attitude
Articulating Verbal and Non-Verbal Communication	Mastering English for Academic Purposes	Mastery of the Course Definitions and Processes					Articulating Verbal and Non-verbal Communication		
Expertise in the World of Work	Developing Global Skills for the 21 <sup>st</sup> Century Workplace	Developing Communicative Skills Related to Work	Globally Competitive Career Orientation		Acquiring Skills in Research Writing	Expertise in the World of Work	Developing Global Skills for the 21 <sup>st</sup> Century Workplace	Developing Global Skills for the 21 <sup>st</sup> Century Workplace	Developing Global Skills for the 21 <sup>st</sup> Century Workplace
Developing Desirable Characteristics	Mastering Global Standards for Career Opportunities	Establishing Connections of KSA and Ethical Values with Other Medical Professions				Developing Desirable Characteristics		Developing Confidence and Competence in Communication Skills	

Table 3: Creating Emergent Themes for the Final Framework

Following a thorough examination of individual cases and cross-cases, this research investigation developed The Final Framework of Classroom Management. Integrating Positive Leadership Characteristics; Developing Communicative Skills Related to Work; Implementing an OBE-inspired Teaching Learning Process; Articulating Verbal and Non-Verbal Skills for Effective Communication; Developing Global Skills for the Workplace in the Twenty-First Century; and Developing Confidence and Competence in Communication Skills are the six (6) components that comprise the Framework.

### Conclusion

The primary goal of the Commission on Higher Education (CHED) is to establish a solid educational framework for tertiary-level students, ensuring their preparedness for their future careers. Although the Purposive Communication Course is the only English course available to incoming college-level students or graduates of the Senior High School (K12 Curriculum) in the Philippines, it is strongly believed that the course will effectively develop the communicative competence and other related occupational skills necessary for producing well-rounded Filipino graduates. Purposive Communication is a form of communication that aims to convey information for specific and diverse purposes. The author of this paper aims to provide a contextual framework for this English Course. She firmly believes that tailoring the course to specific academic tracks will enhance the English Course and effectively guide graduates toward their chosen discipline.

The current Purposive Communication Course Content and Suggested Learning Plan provides a comprehensive overview of instructing this English course. CHED advised Higher Education Institutions (HEIs) to adapt and enhance their content and presentation to suit their specific clientele. This paper primarily addressed the contextualization of the objective for Communication for Work Purposes. To address the specific requirements of students in their specialized field, the author conducted a study to gather the perspectives, beliefs, and current approaches of program chairpersons and field practitioners. The conducted interviews led to the emergence of frameworks that represent the perceptions and specific occupational practices at both local and global levels. Every framework within the selected academic track has demonstrated the essential skills that Filipino graduates should have in their

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desired workplace. The final framework, which was determined after a comprehensive analysis of the responses and frameworks, will serve as the blueprint for the conceptualization and development of tailored syllabi and instructional materials. The incorporation of the abilities and perspectives of 21st-century graduates was facilitated through the composition of an adapted segment of the Purposive Communication Syllabus.

Explicitly, the teaching and learning process at the collegiate level, particularly for Purposive Communication, should be guided by Outcome-Based Education (OBE). The OBE framework establishes a definitive set of criteria that graduates must achieve to directly apply their knowledge and skills in their respective fields. The objective of equipping students for future professional careers is achieved by engaging them in tasks and activities that simulate real-world work scenarios. There is no discrepancy between the knowledge acquired in academic settings and the skills and abilities that employers expect from graduates in the professional field. Moreover, it has been discovered that possessing strong verbal and non-verbal communication skills is highly necessary for both local and global professional endeavors. By improving global skills, learners can develop essential competencies and proficiencies needed in the workplace, thus enhancing their global competencies. The presence of positive leadership qualities in graduates is an added attribute that contributes to developing a well-prepared Filipino professional. The learner has acquired significant knowledge, skills, and attitude (KSA).

The author conducted inquiries, interviews, and design work to develop a syllabus and instructional materials tailored to effectively train students in a particular program. The selected degree program includes specific topics that are essential for Purposive Communication teachers to teach. The syllabus and materials are designed to incorporate the content of the framework. The competencies refer to the desired learning outcomes in the revised version, while the topics encompass real-life subjects that are observed and practiced in an actual work environment.

### Recommendations

After contextualizing the Purposive Communication course to tailor-fit the selected professional education programs, it is recommended that:

1. Authors, curriculum designers, and educators view the themes identified in this study as valuable references for designing educational materials and curricula.
2. The study examined three different fields of study - pharmacy, psychology, and communication - by including program heads and practitioners from each field. It is recommended that future research focuses on a single field of study to provide a more precise contextualization of the discipline.
3. The scarcity of books in local bookstores in the Philippines should serve as motivation to create customized Purposive Communication materials.

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