

# Embracing PhilKor Unity through Project #KOREANS: An Action Research that Showcase the Talents and Skills of Learners through Korean Hallyu

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**Abstract:** The Special Program in Foreign Language-Korean all over the Philippines envisions a multilingual Filipino learner who is globally competitive and equipped with 21st-century skills in a culturally diverse environment while preserving their national identity. To support this, the researchers, developed an innovation that would fulfill this goal, and that is through the implementation of Project #KOREANS (Korean Language that Offers Responsive and Engaging Activities that Nurtures Students' Knowledge)". This study used descriptive method of research. The respondents of the study were all the SPFL-Korean Language Learners in DGANHS. The findings of the study revealed that most of the respondents were female, 14 years old, and from Grade 8 level. It showed that the learners were highly aware of the implementation of Project #Koreans. In addition, the learners strongly agreed on the positive impact of Project #Koreans like it made the subject fun and engaging. They become motivated to study more, and it boosts their self-confidence. It was also revealed that there was no significant relationship between the assessments of the profile of the respondents, as to their level of awareness and the Impact of the Project #Koreans. An additional-learning activity in Project #KOREANS was developed based on the result of the study.

**Keywords:** Hallyu Korean Language, Project #KOREANS, Special Program in Foreign Language-Korean.

## 1. Introduction

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

In addition, the Special Program in Foreign Language-Korean all over the Philippines, envisions a multilingual Filipino learner who is globally competitive and equipped with 21st century skills in a culturally diverse environment while preserving his/her national identity. With a mission to equip learners with skills and competencies in a foreign language,

providing them with greater opportunities through an enhanced research-based curriculum, a competent roster of teachers, supportive administrators, and strong collaboration with program partners.

Meanwhile, Dacanlao Gregorio Agoncillo National High School, in Calaca Batangas, offered the Special Program in Foreign Language-Korean Program, last June 2019; SPFL teachers in DGANHS, think of an innovation, that will fulfill this goal and that is through the implementation of Project #KOREANS (Korean Language that Offers Responsive and Engaging Activities that Nurtures Students' Knowledge)". This Project was conducted since 2019, it serves as a culminating task among the SPFL-Korean Language Learners, through allowing them to showcase their talents through Korean Hallyu like: singing, dancing, making art through drawing, and modelling their Hanbok or Korean Traditional clothes.

On the other hand, the COVID19 pandemic, resulted in the cancellation of classes in a face-to-face basis, that's why the Project #KOREANS was conducted in an Online Platform, through Facebook live stream. The pandemic, did not stop the Project #KOREANS to fulfill its goal, and virtually the SPFL-Korean Language Learners were able to showcase their talents online. This is in accordance with the Department of Education (DepEd) Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. This intends to ensure learners', and teachers' health, safety, and well-being, during COVID-19. The BE-LCP, established a legal framework that is designed to the "new normal, through the different kinds of learning modalities. This motivates the researchers as to conduct the study in order to determine the impact of the Project #Koreans among SPFL-Korean Language Learners, in order to upgrade the project to provide quality and engaging experience among the SPFL-Korean Language Learners in Dacanlao Gregorio Agoncillo National High School.

## 2. Action Research Questions

The purpose of this study is to determine the level of

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awareness and impact of the Project #Koreans among SPFL-Korean Language Learners in Dacanlao Gregorio Agoncillo National High School. With an end view of upgrading the project to provide quality and engaging experience among the SPFL-Korean Language Learners.

Specifically, this research will seek to answer the following questions:

1. What is the profile of SPFL-Korean Language Learners in terms of:
  - 1.1. Age;
  - 1.2. Sex; and
  - 1.3. Year level
2. What is the level of awareness of the SPFL-Korean Language Learners in the implementation of Project #Koreans?
3. What is the impact of the Project #Koreans among SPFL-Korean Language Learners?
4. Is there a significant relationship between the level of awareness, and impact of the Project #Koreans when grouped according to their profile?
5. Is there a significant relationship between level of awareness of the SPFL-Korean Language Learners and the impact of the Project #Koreans?
6. What additional learning activities will be developed to develop the talents and skills of the SPFL-Korean Language Learners?

#### A. Proposed Innovation, and Strategies

The innovation of the study was the conduct of Project #KOREANS (Korean Language that Offers Responsive and Engaging Activities that Nurtures Students' Knowledge).

This will serve as an intervention in order to sustain the interest of the SPFL-Korean Language learners to learn Korean Language, and to develop their talents and skills through Korean Hallyu.

The strategies that will help the SPFL-Korean Language learners to develop their talents and skills is through: Korean Pop Singing, Korean Pop dance, Hanbok Modelling, Recreating Korean Drama Scenes, Dress Like Korean Idol, and Korean Art)

#### Ethical Issues:

The identity of the respondents will remain anonymous to ensure confidentiality of the data, and the researchers will make sure that the result and output of the study will not serve other matters that are beyond the parameters of this research study.

Table 1  
Demographic profile of the respondents

Age	Frequency	Percent
12 years old	10	11
13 years old	43	42
14 years old	50	49
Total	103	100
Sex	Frequency	Percent
Male	30	29
Female	73	71
	103	100
Year Level	Frequency	Percent
7- SPFL	39	38
8- SPFL	64	62
	103	100

Table 1, shows that in terms of the demographic profile of SPFL- Filipino Language learners in terms of age, it was revealed that majority of the respondents are 14 years old, most are female, and came from Section SPFL-8.

Table 2, shows the Level of Awareness of the SPFL- Korean Language Learners in the implementation of the Project #Koreans. The statements that got the highest weighted mean are the following: Allow us to develop our talent and skills through Korean Culture; Develop the students the five macro skills of the SPFL-Korean Language Learners through (reading, writing, listening, viewing, and speaking); and make the lesson fun and engaging; with a weighted mean of both 3.65 (i.e., highly aware), and 3.64 (i.e., highly aware).

Least rated indicators are: Provide engaging activities, through dance, art making, and songs; Recognize talented and skilled students in class; and Embrace the Korean language and its culture for an in-depth appreciation of the lessons; with a weighted mean of both 3.54 (i.e., highly aware), and 3.55 (i.e., highly aware). Overall, the students are highly aware in terms of the implementation of the Project #Koreans., with a composite mean of 3.60.

This is because during distance learning, teachers strategize or tailor instruction based from the learning modalities of the students, to differentiate teaching practices and learning experiences means to make adjustments to what is being taught, how it is being taught, or what the resultant expectations are. Students begin their learning process at unique starting points, and learn in vastly different ways. [1] Moreover, differentiated instruction is a method that leverages deliberate practice targeted to the skills students need to work on and that may be different for individuals or groups of students. That's why teachers in Korean Language innovate this project to showcase the different talents and skills of Filipino Korean Language Learners [2].

Table 2  
Level of Awareness of the SPFL- Korean Language Learners in the Implementation of the Project #Koreans

Statements	WM	VI	R
1. Allow us to develop our talent and skills through Korean Culture	3.65	HA	1.5
2. Make the lesson fun and engaging.	3.64	HA	3
3. Develop the students the five macro skills of the SPFL-Korean Language Learners through (reading, writing, listening, viewing, and speaking)	3.65	HA	1.5
4. Provide engaging activities, through dance, art making, and songs.	3.54	HA	9.5
6. Recognize talented and skilled students in class.	3.54	HA	9.5
Composite Mean	3.60	Highly Aware	

Table 3  
Impact of the Project #Koreans among SPFL- Korean Language Learners

Statements	WM	VI	R
1. Develop their talent and skills through Project #Koreans.	3.63	SA	5
2. Discover their abilities in dancing, singing and art.	3.61	SA	7.5
3. Boost their confidence in showing their talents and skills.	3.64	SA	3
4. Become more appreciative about the talents of others.	3.64	SA	3
5. Realize the importance of discovering Korean Culture to better understand Korean Language.	3.62	SA	6
6. Make the subject Korean Language fun and engaging.	3.64	SA	3
7. Allow them to share their talents among different people through Facebook share.	3.57	SA	10
8. Motivate them to study more in Korean Language class.	3.66	SA	1
9. Allow them to showcase the different talents that they possess.	3.61	SA	7.5
10. Sustain their interest in learning Korean Language.	3.60	SA	9
Composite Mean	3.62	<b>Strongly Agree</b>	

Table 4

Significant Relationship Between the Assessments of the Profile of the Respondents, as to their Level of Awareness and the Impact of the Project #Koreans

	12 years old	13 years old	14 years old
12 years old	1		
13 years old	-0.0708	1	
14 years old	-0.4648	-0.2581	1
	Male	Female	
Male	1		
Female	-0.2129	1	
	7- SPFL	8- SPFL	
7- SPFL	1		
8- SPFL	-0.1280	1	

Table 5

Significant Relationship Between the Assessments of the Level of Awareness and the Impact of the Project #Koreans Among SPFL-Korean Language Learners

Variables	df	r	P-value	Description	Decision
Level of Awareness	102	0.75	4.82	Not Significant	Accept Null
Impact of Project#Koreans					
<i>Legend: If P- value is less than 0.05, Reject Null.</i>					

Table 3, shows the Impact of the Project #Koreans among SPFL- Korean Language Learners. The statements that got the highest weighted mean are the following: Motivate them to study more in Korean Language class; Boost their confidence in showing their talents and skills; Become more appreciative about the talents of others; and Make the subject Korean Language fun and engaging; with a weighted mean of 3.66 (i.e. strongly agree), and 3.64 (i.e. strongly agree). Least rated indicators are: Allow them to share their talents among different people through Facebook share; Sustain their interest in learning Korean Language; Discover their abilities in dancing, singing and art; and Allow them to showcase the different talents that they possess; with a weighted mean of both 3.57 (i.e. strongly agree), 3.60 (i.e. strongly agree), and 3.61 (i.e. strongly agree). Overall, the students strongly agreed on the Impact of the Project #Koreans among SPFL- Korean Language Learners, with a composite mean of 3.62.

This means that each student has a preferred learning style, and successful differentiation includes delivering the material to each style: visual, auditory and kinesthetic, and through words. This process-related method also addresses the fact that not all students require the same amount of support from the teacher, and students could choose to work in pairs, small groups, or individually. Moreover, applying different activities, that are fun and engaging can boost the motivation and engagement of the students to learn Korean Language [1].

Table 4 shows that among the profile of the respondents, only

the age of the respondents, have a negative moderate coefficient of correlation, between the age and the as to their Level of Awareness and the Impact of the Project #Koreans among the respondents, with a computed r- value is -0.0708, -0.4648. This means that age has an effect on the level of awareness of the learners. That's the reason why SPFL-Korean Language Teachers, should make sure that students are aware about Project #KOREANS, through providing orientation and making them part of the project.

Table 5 showed that the computed r- value is 0.75 which means that there was a high positive coefficient of correlation, but in the test of its significance, p- value is 4.82, which is greater than  $\alpha = 0.05$ . This means that there was no significant relationship between the assessments of the level of awareness and the impact of the Project #Koreans among SPFL- Korean Language Learners. Therefore, null hypothesis is accepted.

This means that one of the factors related to this transition is the attitude of learners towards online learning and distance education. The knowledge of their attitudes and perspectives will help the any institutions develop and apply appropriate models and forms of online learning to meet the students' needs in the distance learning. <sup>1</sup> Moreover, in education systems learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. An efficient growth of knowledge inside and outside of school is only possible if students have skills which initiate, guide and control

the search for information and later on its processing and storage. This is why the project uses certain teaching methods in order to offer the participants aid and guidance on learning those strategies, promote the individuals' already established learning strategies and their creation of new knowledge [2].

### 3. Recommendations and Conclusion

From the highlights of the findings and based on the conclusions drawn the following recommendations are made:

*To the Special Program in Foreign Language- Korean Learners:* they may continue to participate in every activity of Project #KOREANS, in order to develop their talents and skills. They must also be confident in sharing their talents and skills in Korean Hallyu in order to develop their skills.

*To the Special Program in Foreign Language- Korean Teachers:* they may apply the output of the study which is entitled "Project #KOREANS", that will serve as a way to provide encouragement and to motivate the learners through developing their talents and skills through Korean Hallyu.

*To the Special Program in Foreign Language- Korean Supervisor:* they may consider the application of the Project #KOREANS as part of an innovation that will showcase the talents and skills of the SPFL-Korean Learners in the

Philippines.

*To the School Head:* the result of the study which is an innovation, through Project #KOREANS can be included in School Based Management, as part of their intervention to support the learners even amidst the pandemic, through providing this project that will showcase the talents and skills of the SPFL-Korean Learners.

*To the future researchers:* the result of the study could serve as their reference in conducting a study that is similar to this, especially to those school that will adapt the project.

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