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Assessing the Philippine Language and Literature Open Educational Resources on Fitness for Purpose: A Case Study of *Aklatang Bayan* and *Kadluan*

Mariyel Hiyas C. Liwanag¹, Christopher Bryan A. Concha², and Christian P. Gopez³

¹Department of Humanities, University of the Philippines Los Baños, mcliwanag2@up.edu.ph

²Department of Filipino, De La Salle University - Manila, christopher.concha@dlsu.edu.ph

³Department of Humanities and Social Sciences, De La Salle University - Manila, christian.gopez@dlsu.edu.ph

Finding accessible and contextualized resources for Philippine language and literature topics was a difficult task even before the pandemic. Since the onset of COVID-19, obtaining educational materials has become more challenging, and more so with studies on open educational resources in the Philippine context. With these issues, the study initially identified existing and available open educational resources (OERs) on Philippine language and literature. In particular, the paper concentrated on two OERs, namely, *Kadluan* and *Aklatang Bayan*. Afterward, the selected OERs were assessed using the principles of fitness for purpose.

Kadluan and *Aklatang Bayan's* strengths lie in their ease of use, material organization, and user interface. However, the legal aspects of both OERs provide limitations on how materials can be used despite their accessibility. Additionally, both OERs championed knowledge production and consolidation with *Aklatang Bayan* publishing research and creative works of Sentro ng Wikang Filipino as the publisher and *Kadluan* serving as a consolidation of open-access works of Filipino researchers. Additionally, both OERs were developed with inclusivity on gender and culture. Meanwhile, the two examined OERs also need to develop the integration of curricular progression, a variety of multimedia materials, and the space for sharing and engagement with and among users. The article is vital because it not only enriches the limited discourse on OERs in the country, but also envisions sustainable, inclusive, and responsive digital materials for Filipino learners in this post-pandemic era.

Keywords: fitness for purpose, language education, open educational resources, Philippine language and literature

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Introduction

Open Educational Resources (OER) are public domain or open-licensed materials of various forms and media used for learning, teaching, and research. According to David Wiley, these materials can be retained, reused, revised, remixed, and redistributed (Bliss & Smith, 2017). The 40th session of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) General Conference in 2019 endorsed the *Recommendation on Open Educational Resources* (ROER) to assist member states in the creation and distribution of openly licensed learning and teaching materials, making these accessible and inclusive to researchers, teachers, and students as part of the six goals under the 2030 Agenda for Sustainable Development (UNESCO, 2022). OER can be typologically categorized as software tools used for developing and delivering content, including courseware, learning objects, references, implementation resources, interoperations, licensing tools, and designing practices (Organisation for Economic Co-operation and Development Centre for Educational Research and Innovation, 2007). The concept of OER has been around before the emergence of UNESCO's concept of OER. Its earliest project can be traced back to the 1970s with the volunteering efforts to build Project Gutenberg, an online archive of works considered public domain (Roncovic, 2022). This era also marked the opposite pathways for American universities; while some went towards the "for-profit route," others paved their way toward the opposite (Bliss & Smith, 2017, p. 10). Much has progressed with OER since these early creations, yet the inaccessibility of academic materials prevails, especially in developing countries.

In the Philippines, the issue is still the non-accessibility of materials. This becomes more striking, especially for the Philippine Language and Literature (PLL) discipline, as open access remains scarce despite the diversity of languages and vast array of literature in the country. Ethnologue currently lists 186 languages in the Philippines (Eberhard et al., 2023), while Philippine literature of different languages can be traced back to the pre-colonial period with speeches or oral traditions later on transcribed or written (Blake, 1911). Moreover, Philippine Language and Literature teachers had

experienced difficulty in looking for resources for their subjects, especially when the country went into emergency remote teaching (Liwanag, 2020). Thus, although access and knowledge of OER have been emphasized because of the pandemic, it may still be considered a developing project in the Philippines. Teachers from higher education shared the need for training support, policy and infrastructure development, and introduction to legal protocols such as the Creative Commons (CC) license (Arinto & Cantada, 2013). Teachers also shared their confusion about the nature of OER and their awareness on its legal implications (Peregrino et al., 2020). Villamejor-Mendoza (2013) even posited the question on the openness of OER and other open initiatives based on the parameters of open admission, open curriculum, scale of distance learning, collaboration, and sharing and use of OER.

With this context, the paper examines the fitness for purpose of *Aklatang Bayan* by Sentro ng Wikang Filipino of the University of the Philippines Diliman and *Kadluan* by Tanggol Wika. Fitness for purpose is a framework developed by Jung, Sasaki, and Latchem (2016) that will be briefly discussed later in this article. Specifically, the objectives of this study are as follows:

1. discuss the landscape of OERs for the discipline of Philippine language and literature;
2. evaluate *Aklatang Bayan* and *Kadluan* using the framework of fitness of purpose; and,
3. recommend insights to guide organizations, institutions, and academicians in developing sustainable and responsive OERs for the Philippine language and literature.

OER development in the Philippines is considered relatively young, with its earliest initiatives being in the early 2010s. It is, therefore, essential to shed light on its progress, specifically in the discipline of Philippine language and literature. The United States Agency for International Development or USAID (2020) briefly provided the early initiatives of OER-related projects that had been executed in the country. These included tablets loaded with freeware and OER in public high schools aided by the Australian Government from 2012 to 2014, the Strengthening Basic Education in the Visayas (STRIVE) project from 2010 to 2015, and the UNESCO-conducted policy forum in 2015 with different universities and government offices. The Department of Education (DepEd) also released

an aide memoire in 2020 on OER due to the 2019 mandate of UNESCO. In its memoire, DepEd discussed the concept and significance of OER, the previous working papers on OER starting from its 2002 introduction to the 2015 briefer by the Regional Technical Assistance (RTA), and its project Digital Rise Program (Department of Education, 2020b). In that same year, DepEd also elaborated the Digital Rise Program, which tackles teaching digital literacy skills, teaching and learning with Information and Communications Technologies (ICT), and improving processes in the finance and administration of the department by computerization (Department of Education, 2020a). With the ongoing progress of the education sector in creating and developing OER, this paper aims to aid in mapping the landscape of Philippine language and literature OER and provide recommendations for further creations, recreations, and improvements.

Before the birth of the Department's project, several studies have been conducted on the OER initiatives in the Philippines. The existence of OER is significant in a country with limited educational resources, inaccessible education, and slow or lack of internet connectivity. With this educational condition, most studies focus on teachers' and students' knowledge and attitudes toward OER. For example, a survey of 50 respondents was conducted among Philippine Higher Education Institution (HEI) teachers regarding training support, policy development, popularization of legal protocols, especially the CC license, improvement of technological infrastructure, and collaborations among institutions as significant courses of action to be undertaken since the OER in the country had been at its initial development at that time (Arinto & Cantada, 2013). Another survey among 93 secondary education teachers from a rural public high school was also conducted to gauge the teachers' attitudes and perceived behaviors toward OER (Villanueva & Dolom, 2018). From the survey, they concluded that since teaching is more of an individual endeavor, their attitude, cognition, and perceived behaviors are significant factors to consider in their adoption of OER. Moreover, students' preferences, feedback, and recommendations are nonexistent since the teachers primarily and solely choose the materials, implicitly showing "a linear nature of knowledge transfer" (Villanueva & Dolom, 2018). Similarly, another study surveyed the teachers' knowledge of OER, and the most significant findings of the study center on the confusion about OER's definition and CC licensing (Peregrino et al., 2020).

While the aforementioned studies focus more

on the users of OER, some studies focus on the development aspect of OER. For example, Flor (2013) focused on the challenges and issues faced by indigenous groups in designing, developing, and testing an indigenous knowledge management system using ICT. Meanwhile, another study focused more on the side of an OER publisher. The Vibal Foundation, supported by the Vibal Publishing House, Inc., produced four open educational resources (OER) projects, which are Filipiniana.net, WikiPilipinas, the Philippine Online Chronicles, and E-turo. Garcia et al. (2013) studied the challenges and innovations of these projects by conducting interviews and document analysis.

Despite the initiatives in research and development, two issues remain prevalent in broadening and improving OER in the Philippines. First, technological issues were highlighted during the pandemic, including the teachers' need for accessible and quality online materials (Collado et al., 2021). Second, there is a lack of assessments of existing OER centering on the PLL, given that the initiative to push for OER is a relatively developing matter in the country. This paper intends to add to the budding development of OER by providing a case study assessment of PLL-centric OER.

As the country continuously faces a shortage of open, accessible, and quality educational materials, educators who teach the Philippine language and literature in both basic and higher education institutions encounter a more serious paucity of teaching and learning resources. While Filipino is the national language of the Philippines, English prevails as a medium of instruction from the fourth grade of basic education to post-graduate degrees. Most of the materials in the country are also written in English despite legalizing and implementing the use of the mother tongue in teaching in 2016. Furthermore, the publication of research articles in English is higher than the production of scientific projects in the national language (Martin, 2018; Ong & Ochoa, 2022; San Juan, 2023). It is worth noting that from more than 500 journals in the Philippines, only 10 are monolingual in Filipino. Most journals in the Philippines only accept manuscripts written in English (Gopez, 2024).

Methodology

A preliminary mapping list of existing OER in the Philippines that includes teaching and learning materials on Philippine language and literature topics was collected based on the typology of Open Educational Resources by Anne Margulies.

They include content management systems, social software, development tools, learning management systems, courseware, learning object tools, collections, licensing tools, best practices, and interoperability (Organisation for Economic Co-operation and Development Centre for Educational Research and Innovation, 2007). The name of the OER, publisher's name, and its type were also listed.

Furthermore, this study employed a qualitative approach by evaluating two OERs from the preliminary mapping list based on these four criteria: the availability of the OERs during the time of the study, the use of Filipino as the language of the OERs, the specificity of the OERs on the discipline of PLL, and the variety of content type available in the OERs. Based on these criteria, only *Kadluan* and *Aklatang Bayan* remained. These two OERs were evaluated using the fitness for purpose framework by Insung Jung, Teruyoshi Sasaki, and Colin Latchem (2016). The framework posited the dimensions of legal and technical, content, and pedagogy of an OER (Jung et al., 2016):

1. the legal and technical aspects of the framework pertain to citing and acknowledging copyright laws and the ease of use;
2. the content aspect pertains to timeliness and cultural, disciplinary, and learning appropriateness; and

3. the pedagogical aspect discusses the methodological processes of the OER for teaching and learning.

Each dimension has its set of proposed qualitative principles that OER should adhere to. These principles became the guiding ideas in assessing both the *Kadluan* and *Aklatang Bayan*. Lastly, these qualitative assessments of *Kadluan* and *Aklatang Bayan* based on Jung, Sasasaki, and Latchem's fitness for purpose were cross-referenced with existing research and materials.

Results and discussion

A Preliminary Mapping of OER Landscape in the Philippines

The first direction of this paper is to identify and describe the existing OERs specifically in the country. Researchers analyze available OERs to promote awareness among teachers and students, in line with UNESCO's goals. Lack of awareness is a common issue for OER, making it crucial to promote the existence of available resources. Following this call from UNESCO, twenty-nine (29) OERs that include Philippine Language and Literature (PLL) materials were initially identified alongside their respective publishers and typology (Table 1):

Table 1. A preliminary mapping list of OERs with Philippine language and literature materials

Open Educational Resources	Publisher	Type of OER
1. Aklatan	Komisyon sa Wikang Filipino	Collections
2. Aklatang Bayan	Sentro ng Wikang Filipino of University of the Philippines - Diliman	Collections
3. CultureEd of the Philippines	National Commission for Culture and the Arts	Collections
4. Daluyan	Sentro ng Wikang Filipino of University of the Philippines - Diliman	Journal
5. Dalumat	Networked Learning PH	Journal
6. DepEd Commons	Department of Education	Collections
7. Diksiyonaryo PH	unknown	Dictionary
8. Diwa	Pambansang Samahan sa Sikolohiyang Pilipino	Journal
9. E-turo	Vibal Foundation	Collections
10. Filipiniana.net	Vibal Foundation	Collections
11. Filipinolohiya	Polytechnic University of the Philippines	Journal

Table 1. Continuation

Open Educational Resources	Publisher	Type of OER
12. Hasaan	University of Santo Tomas	Journal
13. Iskomunidad	University of the Philippines - Diliman	Wiki
14. Kadluan	Tanggol Wika	Collections
15. Kapitbisig	unknown	Collections
16. Katipunan	Ateneo de Manila University	Journal
17. Kawing	Pambansang Samahan sa Linggwistika at Literaturang Filipino	Journal
18. Malay	De La Salle University	Journal
19. Marayum Dictionary PH	Department of Science and Technology and the University of the Philippines - Diliman	Dictionary
20. Martial Law Museum	Ateneo de Manila University	Collections
21. PHL CHED Connect	Commission on Higher Education	Collections
22. Project Gutenberg	Project Gutenberg Literary Archive Foundation	Collections
23. Saliksik E-journal	Bahay-Saliksikan ng Kasaysayan /Bagong Kasaysayan Inc. (Bakas)	Journal
24. Salin	Propesyonal na Asosasyon ng mga Tagapagtaguyod ng Salin	Journal
25. Techno-aklatan	National Library of the Philippines	Collections
26. TVUP	University of the Philippines	Collections
27. UPOU Networks	University of the Philippines Open University	Collections
28. WeLearn: Online Teaching Materials for Filipinos	De La Salle University	Collections
29. WikiPilipinas	Vibal Foundation	Wiki

From this list, 11 were published and maintained by universities, primarily the Ateneo de Manila University, the De La Salle University, the Polytechnic University of the Philippines, the University of Sto. Tomas, and the University of the Philippines. Meanwhile, five from the list are managed by government institutions such as the National Commission for Culture and the Arts, the Department of Education, the Commission on Higher Education, the National Library of the Philippines, and the Komisyon sa Wikang Filipino. One OER, the *Marayum Dictionary PH*, is a shared project by a government institution and a university (Department of Science and Technology and the University of the Philippines - Diliman), while two (2) are from unknown publishers. The other six (6) are published by academic and professional organizations like Networked Learning PH, Pambansang Samahan sa Sikolohiyang

Pilipino, Tanggol Wika, Pambansang Samahan sa Linggwistika at Literaturang Filipino, Bahay-Saliksikan ng Kasaysayan or Bagong Kasaysayan Inc. (Bakas), and Propesyonal na Asosasyon ng mga Tagapagtaguyod ng Salin. The remaining four are from non-profit organizations (Vibal Foundation and Project Gutenberg Literary Archive Foundation). This only shows that higher education is at the forefront of the OER movement in the Philippines. For instance, the University of the Philippines Open University has been actively promoting the use of OER to increase awareness since 2011. As part of the institution's commitment to providing quality higher education and wider access, they have implemented significant enhancements to their open learning and distance education programs, with the explicit aim of encouraging the use of OER in various online course packages (Bonito et al., 2016).

It is worth highlighting that Vibal, a commercial entity in the publishing industry, has been actively advocating for OER in the Philippines through its philanthropic arm, Vibal Publishing House. Vibal is one of the institutions at the forefront of innovating educational experiences through web-based technologies, alongside UP Open University (Garcia et al., 2013).

It is also important to note the existence of numerous documents and collections uploaded by credible writers and authors in the discipline of PLL in crowdsource-based digital document libraries like Academia, Scribd, and PDFCoffee, to name a few. Another interesting note is that a few crowdsourced digital libraries uploaded to cloud drives like Google Drive were discovered, though most of the materials in these drives are copyrighted. Ultimately, these crowdsourced databases in cloud drives were excluded by the researchers to avoid copyright issues. However, the existence of such collections and databases provides a sliver of proof that there is a willingness on the part of scholars and academicians to share resources to a larger academic community, and that teaching and learning materials take a lot of work to come by for Filipino scholars and teachers, especially for the discipline of PLL. Additionally, the mapping is preliminary, and the possibility of being unable to include OER for PLL has been acknowledged.

The preliminary mapping list of OERs in this research contained 15 collections, 10 Filipino monolingual journals, two (2) wikis, and (two) 2 dictionaries. These types of OER can be considered under the umbrella typology of content, which are "materials published for learning or reference" by Margulies (Organisation for Economic Co-operation and Development Centre for Educational Research and Innovation, 2007).

The list was eventually trimmed down using the set criteria: (1) the availability of the OER during the time of the study, (2) the use of Filipino as the language of the OER, (3) the specificity of the OER on the discipline of PLL, and (4) the variety of content type available in the OER. From these four criteria, two OER remained for evaluation using the framework of fitness for purpose: *Kadluan* and *Aklatang Bayan*.

Kadluan is a work-in-progress open-access link repository project of videos and varied materials for Philippine languages, literature, history, and Philippine Studies. This is managed by Tanggol Wika (TW), a broad alliance of Filipino teachers and

organizations that asserts the need to retain the subjects of Filipino, Literature, and the Philippine Government and Constitution at the tertiary level (San Juan, 2013; Tanggol Wika, n.d.). The repository is now publicly accessible through the Alliance's website (www.tanggolwika.org) with the main goal of *Kadluan* of becoming a one-stop link site for open-access content on the disciplines of PLL and Philippine Studies.

While *Kadluan* thrives on the collective effort of affiliated individuals and organizations, the *Aklatang Bayan* of Sentro ng Wikang Filipino (SWF) or Center of the Filipino Language is housed under a government-funded national university, the University of the Philippines (UP) Diliman (<https://sentrofilipino.upd.edu.ph/publikasyon/aklatang-bayan/>). *Aklatang Bayan* is the Sentro ng Wikang Filipino's online repository of the portable document format (PDF) version of the books, research, and creative works published by their institute. The Constitution of SWF in 1982 comes from the University's Language Policy. The four core principles of the University of the Philippines Language Policy are rooted in the SWF Constitution, which declares Filipino as the national language that springs from the regional languages and describes English as the global lingua franca (Sentro ng Wikang Filipino, n.d.). Additionally, this policy is rooted in the Philippine Constitution's mandate of establishing the use of the Filipino language as an official and teaching language (Santos, 2019).

Legal and Technical Fitness of *Aklatang Bayan* and *Kadluan*

The first principle under the legal and technical aspects of Jung, Sasaki, and Latchem's (2016) framework is the conformity of the OER to copyright laws and the appropriate acknowledgment and citation for these. *Aklatang Bayan* provides a pop-up message before giving a user access to the material and downloading it from the site. The pop-up message explains that a user can openly access, download, and use the material with the condition of recognizing the copyright of the institution, the authors, and editors by citing them appropriately. The site also explicitly stated that the authors, editors, and the Sentro ng Wikang Filipino-UP Diliman must be cited. Additionally, users are reminded that any downloaded material should remain unchanged and not be used commercially. This last stipulation also bears limitations on how the materials from the site can be used, as users may not remix or revise the materials to suit the needs of their classrooms. On the other hand, despite *Kadluan* bearing the

principle of open access in its rationale, it lacks an explicit message on how the materials can be used, thus giving different interpretations to users on how they can utilize the materials and the extent of the use allowed by the management and the creators.

User confusion on licensing leads to the second legal and technical principle of an OER. This principle is aligned with a few of David Wiley's characteristics of an OER. According to these studies, open educational resources can be reused, revised, remixed, and redistributed (Jung et al., 2016; Wiley in Bliss & Smith, 2017). *Aklatang Bayan* stipulated that the material can only be used in its original form. Therefore, it is accessible yet unavailable to the concept of modifications. Abbey Elder (2021) considers those openly licensed and freely available but with modification restrictions as more of an open-access material rather than an OER. On the other hand, *Kadluan* lacks any user guidance on the extent of material use. Licensing confusion alongside other factors such as pedagogical or content standards could be a challenging factor in OER creation and usage (Jung et al., 2016; Teplitzky et al., 2021).

The third principle of the legal and technical aspects of fitness for purpose is the user-interface design that allows ease of navigation and use (Jung et al., 2016). Two observations on the ease of use were noted for both *Aklatang Bayan* and *Kadluan*, primarily on the process of accessing and user interface design. First, both sites have similar ease of access to materials. *Kadluan* requires no signing up to gain access to the site, and even the websites linked in the repository require no signing up as well; thus, the materials are highly accessible without an account. Similarly, *Aklatang Bayan* requires no signing up to gain access, therefore, any user with an internet connection can simply gain access to materials. Second, the current forms and designs of *Kadluan* and *Aklatang Bayan* repositories are simple, clear, and consistent. The materials in *Aklatang Bayan* are arranged according to the themes as follows: Bahandi (Kayamanan), Ili (Bayan), Laum (Pag-asa), and Sanyata (Liwanag o Ganda). However, a brief introduction to what the themes are all about and what should be expected from each section is overlooked. Despite that, the information or metadata for each material is evident, with each material having its unique and artistic book cover. The users also see reviews by other academic personalities, information about the author, the synopsis of the material, and the type of material by clicking the resources. This design

enables the users to browse through materials with interest. Users could also contact the OER for concerns or queries since the institution's contact details for different channels are available. They also provide a built-in feedback form. Likewise, *Kadluan's* materials are typologically categorized according to the material type, and arranged further alphabetically, highlighting the title then followed by the creator and the creator's affiliation.

Since these two OERs provide intuitive design and navigation systems, their presentation methods align with computer users' varied levels of technological knowledge and abilities. *Kadluan's* method of linking in the repository is intuitive, as the users simply click on the links and are redirected to other websites hosting the materials. Similarly, *Aklatang Bayan's* click-and-download method is useful and intuitive. User interface design is significant for OER as it effectively provides space for visual appeal and engagement, and diminishes confusion and frustration from its users (Kishabale, 2021). *Kadluan's* current organizational structure functions well with its limited number of linked materials. However, if the list of materials grows longer, the structure may become ineffective. Therefore, the arrangement of materials needs improvement to ensure effective organization. Creating a separate section for each category would be more efficient so that users will have more ease in searching for materials.

Content Fitness of *Aklatang Bayan* and *Kadluan*

The first content principle of fitness for purpose is that the OER should be up-to-date and correct (Jung et al., 2016). Due to *Kadluan* being in a work-in-progress form, its latest update was on the 25th of June 2020. *Aklatang Bayan*, on the other hand, has its recent releases of materials such as a series of lectures and interviews on Martial Law (PS 21 Wika, *Kultura at Panitikan sa Ilalim ng Batas Militar*) and poetry (*Transisyon*) in 2022 and anthologies of literary works (*Palihang Rogelio Sicat Unang Antolohiya*) and of children's literature review (*Suring Supling: Kalipunan ng mga Rebyu ng mga Aklat Pambata sa Pilipinas*) in 2023. Materials, however, are to be revised and updated regularly, especially in the content, to keep pace with the developments in the field alongside national and varied cultural contexts (Smart & Jagannathan, 2018).

The second content principle is that the OER presents noteworthy ideas and skills apt for the discipline (Jung et al., 2016). *Aklatang Bayan* has avoided the re-invention of ideas since the OER relies

on the publications of Sentro ng Wikang Filipino. The materials in *Aklatang Bayan* are considered of original value because the majority are online versions of the university language institution's own published books. The *Aklatang Bayan's* managing institution, Sentro ng Wikang Filipino, also urges users to share these resources with others so that they can be consumed by a wider public.

Conversely, Tanggol Wika's (TW) *Kadluan* has a different way of avoiding re-invention, with their call for authors and writers to share their works published and hosted publicly elsewhere in the repository through an online form. Vital information such as the author's full name, the affiliated organization or university's name and location, the title of the material, and the complete link were asked in the online form. The option to allow TW to upload the file in *Kadluan* if not yet uploaded elsewhere is available and presented, and the user can simply upload the file in the form as well. *Kadluan* only provides links to resources posted on other websites, unlike other OERs that host materials on their own. However, the organization explained this conscious effort of simply linking existing materials to avoid redundancy and consider the low capacity of the database and the low bandwidth users. Providing only links allows low bandwidth users to gain access to the site more easily due to lower database capacity for loading and avoid crashing the site due to multiple users. This function is significant for a country that still does not have a reliable and fast internet connection, especially for an online learning environment. A study conducted by Salac and Kim (2016) on internet connectivity in the Philippines revealed that the country's internet infrastructure is not as advanced as that of its neighboring Asian countries. For instance, the average internet speed in Thailand was 7.4 Mbps, whereas in the Philippines, it was only 2.8 Mbps. In terms of internet speed, the Philippines is ranked 104th out of 160 countries. The study highlights the lack of competition in the internet connectivity sector as one of the leading causes of the Philippines' expensive and poor internet connection. Despite a slight improvement in internet speed in recent years, the Philippines still lags in terms of average download speed. According to the 2023 edition of Worldwide Broadband Speed League, the country ranks 86th out of 220 countries with a modest average download speed of 43.36 Mbps. This is slower than the Asian average of 45.72 Mbps (Manila Standard, 2024). Further efforts are needed to improve internet speeds and bring them in line with the global standards. With resources uploaded to another website, data traffic of the repository is reduced, an advantageous

move, especially for individuals with limited internet connectivity.

The framework's third principle of the content aspect is its racial and gender inclusivity and cultural appropriateness (Jung et al., 2016). *Kadluan*, with its limited number of materials, attempts to be inclusive by providing space for materials about cultural practices. An example is the documentary film *Pamana: Kalinangan ng Mendez, Cavite Episode 5 Michael Delos Reyes*. Providing additional content that reflects the diversity of languages, cultures, ethnicities, religions, ages, genders, and other circumstances is necessary. On the other hand, one of *Aklatang Bayan's* key highlights is its effort to be inclusive by providing relevant content that helps expand learners' knowledge, especially on contentious themes like culture, race, and gender. The *Awit ng Bakwit*, a compilation of Vijae Alquisola's children's poems, is one of the books that has been uploaded. It not only highlights the Bakwits' (evacuees') culture and circumstances but also describes the state-sponsored tyranny of their tribal community. Chuckberry Pascual's *Hindi Ito Romansa* is also a collection of short gay stories that explore homosexual space and discourse in the Philippines. One highly observable characteristic in two of the OERs evaluated is their network-building. Both *Kadluan* and *Aklatang Bayan* observed this practice. *Tanggol Wika* (TW) uses to its advantage the network it has made with other organizations to develop a more collective repository by maximizing its affiliation with different academic and professional organizations in managing this work-in-progress repository. *Kadluan* can potentially connect universities to link all their undergraduate and graduate theses about the Filipino language and culture on the website, particularly those written in Filipino. Similarly, the managing institution of *Aklatang Bayan* was able to utilize its network through collaboration. For example, the book *Bungkalan* is a publication written by a farmworkers' union, *Unyon ng Manggagawa sa Agrikultura*. However, collaborations with other academic organizations and institutions have been unexplored and can be further developed. Additionally, both need to provide more varied materials that cater to different neurodivergences and people with disabilities. With limited OERs for the PLL discipline, endeavors like *Kadluan* and *Aklatang Bayan* can be considered progressive spaces to expand the resources on inclusivity. Given the limited number of teaching materials and research articles written in Filipino, particularly in other local languages, these projects are already significant steps toward easing the burden of finding such materials for instructors and

students.

Pedagogical Fitness of Aklatang Bayan and Kadluan

The first principle of pedagogical fitness is that the OER can be of aid in relaying simple to complex tasks or problems relevant to real-life situations (Jung et al., 2016). The lack of progression is a feature overlooked in both *Kadluan* and *Aklatang Bayan*. *Kadluan* only serves as an online link repository of materials that teachers can use in their classroom, either for their professional self-development or for their classroom as a material for teaching. Since materials are organized by their typology or alphabetically arranged, such progression from simple to complex content is unseen in the repository. While the materials of *Aklatang Bayan* are divided into categories, the content's progression from simple to complex is not apparent. The intended audience for each work is likewise not specified. The need to incorporate the notion of simple to complex tasks or problems can be explained by the pedagogical concept of the "No Interface Hypothesis" where simpler rules can be taught while more complex ones are difficult to teach as these can be learned through praxis (Karimi & Abdollahi, 2022). The goal of incorporating this teaching progression is to develop students' processes of thinking, expressing, and organizing ideas further and enable them to accomplish more complex tasks or problems (Rankin, 1990). Somehow, this pedagogical principle is also related to the next principle of recalling, relating, and applying existing knowledge, skills, and attitudes as scaffolding in new learning. Jung, Sasaki, and Latchem (2016) discussed that an OER should serve as a space for these scaffoldings toward learning new concepts or ideas.

It is not only the principle of providing space for students to have learning progression that both OERs had limitations with because a similar observation was noted for the third and the fourth principles of pedagogical fitness. The third principle of pedagogical fitness is the capability of an OER to provide space for transferring knowledge to varied problems, tasks, or contexts (Jung et al., 2016). Meanwhile, the fourth principle of pedagogical fitness is the OER's capacity for curricular and pedagogical integration. Both OERs packaged themselves as open-access sites, and therefore, the primary purpose is for the materials to be freely and publicly disseminated. Hence, the pedagogical structure and curricular activities like lesson plans, activities, and modules are perceived in both OER.

Contextualized learning is significant in raising the students' engagement and learning ability while enabling the link between ideas in and from different disciplines or real-life situations (Sambayon et al., 2023).

Similarly, *Kadluan*, in its work-in-progress status, has yet to offer a clear accumulation of formal and non-formal knowledge and skills that can be used as pathways to formal education. *Aklatang Bayan*, too, is unable to offer varied pathways since the materials included are directly irrelevant to each other and in non-succession. A similar observation shared by *Kadluan* and *Aklatang Bayan* is the need to provide additional materials for wider uses aside from formal education. While *Kadluan's* efforts in establishing a repository of research, learning, and teaching resources are commendable, it currently lacks materials that would cater to the demands of non-traditional students and work-based learners, as the majority of the materials are geared toward undergraduate and graduate students. Similar to *Kadluan*, *Aklatang Bayan* is highly appreciated due to the limited number of OERs for the disciplines. While some of the learning materials in *Aklatang Bayan* cater to the needs of geographically, socially, or economically excluded students, non-traditional students, and work-based learners, most of the resources uploaded and curated on the platform are limited to formal education subjects. The fifth and sixth pedagogical principles describe OER as capable of integration and mitigation of various courses and environments and as an engaging space that develops interests (Jung et al., 2016). This principle is deemed necessary, especially in the context of textbook shortage reported by the Second Congressional Commission on Education (EDCOM 2). According to the report, only 27 titles were successfully delivered from 2012 to 2022 (Batallones, 2024).

According to Jung et al. (2016), there are five pedagogical principles of fitness. These principles include using OER as a space for presenting new and appropriate content, providing supplementary materials for teaching and learning, integrating multimedia, giving interactivity for student engagement, and providing interactive materials for teaching. These pedagogical principles of OER were not observed in *Kadluan* and *Aklatang Bayan*, which is expected due to their nature of only providing access to materials. *Aklatang Bayan* should add video and podcast content to its online library in addition to book production. This would allow authors to discuss and explain their works in more detail and provide a better learning experience for

users. Additionally, the OER, with its digital nature, has the opportunity to expand its multimedia books, especially with children's literature content. On the other hand, *Kadluan* touches both conventional and online education, since it provides links not only to reading materials but to other media types. For example, films and several video lectures from different webinars were included in the repository. *Kadluan* also provides varied types of written materials, including journal articles, news, glossaries, and electronic or digitized books. Given that it is currently a work in progress, some sections, such as the module and self-learning kit, are noticeably empty at the time of writing. For example, the categories of lesson plans, modules, self-learning kits, and presentation slides are still empty. While *Kadluan* contains documentary videos and video lectures, the repository has yet to include multimedia and interactive materials such as digital games and podcasts. The repository also serves only as a one-way communication portal with a lack of space for feedback and assessment. However, the Google Form to crowdsource creators willing to volunteer or share their works is commendable because this creates a model of a repository based on the alliance's network or community of Filipino teachers. The OER is created through voluntary efforts of researchers and academicians in sharing their outputs and is primarily targeted to be used by teachers. Since the model of the OER is for the teachers and by the teachers, the repository can be considered of interest to its target audience. Also, the structure and activities often found in teaching materials like lesson plans and modules are not present in the repository. However, it is also worth noting that *Kadluan* is still in development; therefore, it is understandable why some sections, such as the module and the self-learning kit, are still unfilled.

The last three pedagogical principles for fitness pertain to the learners' space for independence, reflection, and discussion (Jung et al., 2016). These two OERs lack space for the community to freely share their best practices in knowledge generation, teaching, and research. While encouraging people to contribute their research, learning resources, and instructional materials is a great feature, *Kadluan* and *Aklatang Bayan* can strengthen their platforms by providing a separate section for community discussion and allowing users to discuss their best practices and share their thoughts. According to several studies, an environment fostering active participation is necessary for learning as it provides learners the opportunity for dynamic exchanges not only with the topics but also with their peers and teachers (Bulger et al., 2002).

Summary, Conclusion, and Recommendations

The qualitative assessment of the selected OERs indicates that, while most of the criteria were observed, there is a need for further improvement on all the dimensions examined. The ease of use principle for selecting OER based on fitness was the only principle close to having a consistently observed evaluation. The absence of open content licensing for *Kadluan* and the prohibition of remixing and revising for *Aklatang Bayan* were only a few of the drawbacks. The content fitness of the OERs also marks the beginning of educational material development for inclusivity and new knowledge. Meanwhile, the pedagogical fitness of *Aklatang Bayan* and *Kadluan* needed improvement in its capability to provide a space for learning community exchanges, flexible non-formal and informal knowledge and skills, and curricular integration and progression. The study's results highlighted the importance of having a dependable and accessible OER, particularly in a developing country like the Philippines, where open-access educational materials are scarce. Analyzing the upsides and downsides of the examined OERs is a prerequisite to determining the aspects that need to be addressed and improved. Although the results are far from ideal, the country's present OER situation, particularly for language and literature, is far from dismal. It is hoped that Tanggol Wika and Sentrong Wikang Filipino will succeed in their efforts to enhance the Open Educational Resources (OERs) for the Philippine language and literature, especially in this post-pandemic era where digital and open-access resources are of utmost importance. With the help of the study's initial insights, they can address the areas that need improvement and make their existing OERs even better.

Evaluating a larger number of OERs in the Philippines is deemed necessary for researchers, teachers, developers, and policymakers to gain a more holistic view of the landscape of OERs in the country. Another trajectory that can be taken from this paper is to include a larger number of Philippine language and literature teachers in basic and higher education in analyzing the OERs using a similar framework. The evaluation of two OERs has shortcomings, well indicated in this paper. For example, adapting existing frameworks or developing new tools fitting for the Philippine language and literature discipline is highly significant which could cover the niches of disciplines and other nuances of open educational resources in the Philippines.

Despite listing twenty-nine (29) OERs with Philippine

language and literature content, it is important to note that other content mills (e.g., Academia, Scribd, PDFCoffee) initiated by individuals or groups can be seen online. What is evident from the preliminary mapping and case assessment is the need for a more complex, holistic, and integrated OER in the Philippines, specifically for the disciplines of Philippine language and literature. Creating more OERs and further developing existing OERs are welcomed endeavors for developers, organizations, and institutions, and the strengths of *Kadluan* and *Aklatang Bayan* can be utilized as blueprints for such moves.

Ethics statement

All the materials, including the case studies, are open-access and publicly available.

Declaration of conflict of interest

We declare that this manuscript has no potential competing interest, is original, has not been published before, and is not currently submitted for publication elsewhere. No financial support was also received for this study.

Author contributions

Liwanag, Concha, and Gopez contributed to the conceptualization of the topic, research implementation, analysis, writing, finalizing, and revising of the manuscript.

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