**November 21,2024**

Edwin V. Caduada

Principal

Maligaya Elementary School

Prk. Maligaya, San Jose, General Santos City

Dear Sir/Ma’am,

Mabuhay!

We are conducting research titled “Gamified Learning Platform for Indigenous Language” to study the preservation and revitalization of indigenous languages, focusing on the B'laan community in General Santos City. Our study aims to explore factors contributing to the decline in indigenous language use, assess current preservation initiatives, and examine the potential of digital platforms in language learning. Our goal is to provide insights that inform effective preservation strategies and enhance cultural identity and engagement among the youth.

In connection with this, we seek your permission to survey/interview the youth. All data gathered will be treated with strict confidentiality.

Thank you for your consideration.

Respectfully yours,

**Cherry Mae P. Bautista**

**Jose Ricardo T. Cepe**

**Arnel James G. Delfin**

**Shiela G. Frasco**

Noted by:

Julus Paolo Palma

Adviser

**RESEARCH RESPONDENT/ PARTICIPANT CONSENT FORM**

**TITLE OF THE STUDY**:

“Gamified Learning Platform for Indigenous Language”

**RESEARCHERS**

Name: **Cherry Mae P. Bautista**

**Jose Ricardo T. Cepe**

**Arnel James G. Delfin**

**Shiela G. Frasco**

**School:** STI College- Gen. Santos, Inc.

**Address:**  J. Catolico Ave., Gen. Santos City

**Contact No:**  **0908 713 7644**

**E-mail address:** cepe.220250@gensan.sti.edu.ph

You are being invited to be a part of this endeavor because you fit the inclusion criteria for informants of the study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding to participate in this study. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign and will be given a copy of this form.

**PURPOSE OF THE STUDY**

This study aims to gather data related to the preservation and revitalization of indigenous languages. The result of this study will serve as a basis for developing more effective strategies to sustain these languages and strengthen cultural identity among indigenous communities.

**STUDY PROCEDURES**

If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 45 minutes.

**POTENTIAL RISKS AND DISCOMFORTS**

There are no anticipated risks or discomforts related to this research. On the other hand, you may opt not to answer questions that make you feel any psychological or emotional distress, or you can withdraw as a participant in the study if you feel that you cannot discuss the information that is asked of you. The researcher values your participation and will place your welfare as her highest priority during the study.

**POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY**

This study can generate relevant information which can be useful to public and private administrators, teachers, and policymakers. The results, discussions, and findings from this study can spark evidence-based information that can be used by Local government units, educational institutions, cultural preservation groups, community leaders and the B’laan , Maguindanaon, and T’boli tribe will benefit from the study. This research on gamified language learning for the Maguindanaon, T'boli, and B'laan languages could help these stakeholders by enhancing language preservation and education strategies. for the purpose of the study to foster cultural preservation and revitalization of Indigenous languages by creating engaging, gamified learning tools. These tools aim to support language retention and learning in younger generations, potentially influencing educational policy and curriculum development that includes Indigenous languages..

This research can contribute to the few and limited studies on the subject area of educational technology and Indigenous language preservation. It explores gamified learning approaches as an innovative method for teaching and maintaining endangered Indigenous languages.

You may also find this survey as a way of assessing the development and implementation of a gamified learning platform designed specifically to teach B'laan, Maguindanaon, and T'boli languages. It seeks to assess the platform's effectiveness in engaging learners, and encouraging the continued use of these Indigenous languages. By participating in this research, you can benefit others by sharing your

best practices, issues, and concerns that can help teachers, Indigenous community members, and education policymakers by providing a model for incorporating Indigenous language learning into modern educational platforms.

**CONFIDENTIALITY**

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

**PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights, or remedies because of your participation in this research study.

**RIGHTS OF RESEARCH PARTICIPANT**

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the researcher, or if you want to talk to someone independent of the researcher, please contact Julus Paolo Palma, through the institutional email juluspaolo.palma0727@gensantos.sti.ph.

**Certificate of Consent**

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction. To wit:

* + I fully understand the nature and purpose of this research/study.
  + I give my voluntary consent to participate in this research/study.
  + I give my consent to the researcher to record the related activities.
  + I can stop participating in the study at any time, for any reason without penalty.
  + If I have questions about the research in general or about my role in the study, I can freely ask the researcher about my concerns.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature above Printed Name of Respondent Date Signed (MM/D/YR)

**Survey Questionnaire**

**Part 1 - Indigenous People**

Instruction: Please provide the necessary information being asked. Write N/A if not applicable.

| Name (Optional)/Alias: |  |
| --- | --- |
| Age |  |
| Gender |  |
| Tribe |  |

Instruction: Please use the Likert’s Scale below as your guide in rating the indicators by encircling the appropriate number.

| **SCALE** | **VERBAL INTERPRETATION** | **QUALITATIVE DESCRIPTION** |
| --- | --- | --- |
| 5 | Strong Agree | Indicates a strong commitment to learning their Indigenous language, high confidence in their skills, or a high value placed on language learning efforts |
| 4 | Agree | Reflects that learning their Indigenous language is considered important, with good confidence in language skills |
| 3 | Neutral | Suggests a moderate level of importance or confidence in language skills, indicating a balanced view of learning the language |
| 2 | Disagree | Shows low confidence in their Indigenous language skills or limited value seen in learning the language |
| 1 | Strongly Disagree | Indicates a lack of importance or confidence in learning their Indigenous language, reflecting minimal interest in it |

| **INDICATOR** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **LEARNING** | **5** | **4** | **3** | **2** | **1** |
| 1. Learning Indigenous language is important to me. |  |  |  |  |  |
| 2. I am motivated to learn more about my Indigenous language. |  |  |  |  |  |
| 3. I feel a strong connection to my culture when I learn my Indigenous  language |  |  |  |  |  |
| 4. I am motivated to improve my skills in my Indigenous language. |  |  |  |  |  |
| 5. I believe learning my Indigenous language is important for the future of my community. |  |  |  |  |  |
| 6. I would like to see more language classes or resources available for learning my Indigenous language. |  |  |  |  |  |

| **INDICATOR** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SKILLS** | **5** | **4** | **3** | **2** | **1** |
| 1. I am confident in my ability to speak and understand my Indigenous language. |  |  |  |  |  |
| 1. I am comfortable using my Indigenous language to communicate with others. |  |  |  |  |  |
| 3. I actively seek opportunities to improve my skills in my Indigenous language. |  |  |  |  |  |
| 4.I am confident in my ability to read and write in my Indigenous language. |  |  |  |  |  |
| 5. I can teach others how to speak, read, or write in my Indigenous language. |  |  |  |  |  |
| 6. I am confident in passing down my Indigenous language to younger generations. |  |  |  |  |  |

| **INDICATOR** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PREFERENCE** | **5** | **4** | **3** | **2** | **1** |
| 1. I am interested in using technology (websites, videos, online courses) to help me learn my Indigenous language. |  |  |  |  |  |
| 1. I find that short daily lessons are more effective than longer, infrequent lessons. |  |  |  |  |  |
| 1. Interactive tasks like games or quizzes will enhance my learning experience. |  |  |  |  |  |
| 1. Visual aids (e.g., pictures, flashcards) help me learn my Indigenous language better. |  |  |  |  |  |

| **INDICATOR** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CHALLENGES** | **5** | **4** | **3** | **2** | **1** |
| 1. I find it difficult to access resources for learning my Indigenous language. |  |  |  |  |  |
| 1. It is challenging to find fluent speakers who can teach me my Indigenous language. |  |  |  |  |  |

**Part 2**

**Open Ended Questions for Indigenous People respondents:**

1. How do you preserve your tribe language?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What difficulties are you experiencing in learning your tribe language?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the challenges that you have faced in communicating to other individuals using your tribe language?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How knowledgeable are you about your native language?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do you actively practice or maintain your fluency in your native language?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What challenges have you encountered when using other languages aside from your native language?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 1 - Non-Indigenous People**

**Instruction:** Please provide the necessary information being asked. Write N/A if not applicable.

| Name (Optional)/Alias: |  |
| --- | --- |
| Age |  |
| Gender |  |

Instruction: Please use the Likert’s Scale below as your guide in rating the indicators by encircling the appropriate number.

| **SCALE** | **VERBAL INTERPRETATION** | **QUALITATIVE DESCRIPTION** |
| --- | --- | --- |
| 5 | Strong Agree | Indicates a strong commitment to learning their Indigenous language, high confidence in their skills, or a high value placed on language learning efforts |
| 4 | Agree | Reflects that learning their Indigenous language is considered important, with good confidence in language skills |
| 3 | Neutral | Suggests a moderate level of importance or confidence in language skills, indicating a balanced view of learning the language |
| 2 | Disagree | Shows low confidence in their Indigenous language skills or limited value seen in learning the language |
| 1 | Strongly Disagree | Indicates a lack of importance or confidence in learning their Indigenous language, reflecting minimal interest in it |

| **INDICATOR** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING** | 5 | 4 | 3 | 2 | 1 |
| 1. I am interested in using a online resource to learn the B'laan language. |  |  |  |  |  |
| 1. I believe a platform for learning the B'laan language would help me and other students appreciate it more. |  |  |  |  |  |
| 1. A digital platform would make it easier for me to learn the language at my own pace. |  |  |  |  |  |
| 1. Learning B'laan through interactive games feels like an engaging approach. |  |  |  |  |  |
| 1. I am likely to recommend a language platform with games to friends and family. |  |  |  |  |  |
| 1. I believe that using games can enhance the learning experience for Indigenous languages. |  |  |  |  |  |

**Open Ended Questions for Non-Indigenous People users**

1. Could you kindly share if you have any relatives or connections with Indigenous communities?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you had an opportunity to learn or hear Indigenous language being spoken?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why do you think it is important to preserve Indigenous languages?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you think non-Indigenous people can help to support the preservation of Indigenous people?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you ever used a website or other resources to learn about Indigenous languages?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the aspects of the B'laan language (e.g., pronunciation, grammar, cultural phrases) that you find particularly Interesting?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the aspects of the B'laan language (e.g., pronunciation, grammar, cultural phrases) that you find particularly difficult?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INSTRUMENT VALIDATION TOOL**

**Directions:** *To establish the instrument's validity, you are requested to encircle the appropriate number that reflects your rating. When needed, you may write comments and suggestions to improve its validity.*

| **SCALE** | **VERBAL** | **DESCRIPTION** |
| --- | --- | --- |
| **5** | **Very Highly**  **Valid** | The instrument is very highly valid. It provides unbiased data, allowing 0-5% error |
| **4** | **Highly Valid** | The questionnaire is highly valid. It provides unbiased data. Allowing 6-10% error. |
| **3** | **Moderately**  **Valid** | The questionnaire is moderately valid. It provides unbiased data,  allowing 11-15% error. |
| **2** | **Less Valid** | The questionnaire is less valid. It provides unbiased data, allowing  16-20% error. |
| **1** | **Not Valid** | The questionnaire is not valid. It provides biased data, allowing 21% or more errors. |

| **CRITERIA** | **Expert’s Rating and Remarks** |
| --- | --- |
| **1. Appropriateness of Scale.** *The scale of the instrument is appropriate for measuring each item.* |  |
| **2. Suitability of Items.** *The concepts, vocabulary, and structure are suitable to the respondents' level.* |  |
| **3. Relevance of Items.** *The instrument has items appropriate to the study's variables that can measure what it intends to measure.* |  |
| **4. Clarity of Direction.** *The direction or content of the instrument is easy to understand.* |  |
| **5. Adequateness of Items.** *The number of items is adequate to represent the coverage of the research or study.* |  |
| **6. Organization.** *The items are framed and organized logically.* |  |
| **7. Objectivity.** *The instrument can gather factual data that is free from biases and subjectivity.* |  |
| **8. Comprehensiveness.** *The instrument can generate comprehensive information within the given time frame.* |  |
| **9. Data Generation.** *The instrument can be used to generate data that are essential to research data analysis.* |  |
| **10. Attainment of Purpose.** *In general, the instrument serves the purpose for which it is constructed.* |  |
| **Grand Mean Rating / Validity Level** |  |

***Source:*** *Robles (2019)* Development and Validation of Educational Video Tutorials for 21st Century Secondary Learners. <https://asianjournal.org/online/index.php/ajms/article/view/186.>

**GENERAL COMMENTS AND SUGGESTIONS:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CERTIFICATION OF EXPERT- VALIDATOR**

This is to certify that I have thoroughly reviewed the <Type of Instrument e.g. Survey- Questionnaire and/or the One-on-one Interview Guide Questions> of the Research of Cherry Mae P. Bautista;Jose Ricardo Cepe; Arnel James G. Delfin; and Shiela G. Frasco, titled **“**Gamified Learning Platform for Indigenous Language**”**and found that it has complied with standard and acceptable research procedures that can yield reliable and valid results.

This certification is issued this \_\_\_\_ day of \_\_\_\_\_\_\_\_ 2024 at STI College- Gen. Santos, Inc., General Santos City.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation