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Gearing Up for COIL: Awareness, Attitudes, and Readiness Toward Collaborative Online International Learning among Selected Stakeholders of LCC-Bais

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ABSTRACT

Internationalization has emerged as a growing trend in higher education, with many institutions already establishing global partnerships. While COIL may no longer be a new concept in the national and global arena, its adoption among smaller educational institutions remains a challenge. This study investigated the level of awareness, attitudes, and perceived readiness toward COIL among students, faculty members, and administrators of LCC-Bais, which contributes to discussions on Sustainable Development Goal 4 (Quality Education) and SDG 17 (Partnerships for the Goals). Anchored in the Diffusion of Innovation Theory, the researchers employed a descriptive-comparative design and utilized a researcher-modified survey questionnaire. A total of 159 stakeholders from the three groups, with unequal representation, were selected through convenience sampling.

The findings revealed that faculty members and administrators possessed a moderate level of COIL awareness. Students, on the other hand, had a low level of awareness, particularly on COIL implementation and requirements. All stakeholder groups demonstrated positive attitudes toward COIL, although time zone differences and additional workload received less favorable ratings. Students and faculty members perceived a moderate level of readiness for COIL. Meanwhile, administrators reported higher perceived readiness, especially in terms of organizational support. This suggests that the support administrators recognize may not be equally evident to faculty members and students in their actual academic experiences. Overall, COIL implementation requires LCC-Bais to bridge awareness gaps, address practical concerns, and ensure that institutional support is clearly experienced by all stakeholders. In light of these findings, the researchers developed a COIL orientation guide and a supplemental educational pamphlet to bolster COIL awareness among stakeholders.

Keywords: *Collaborative Learning, International Learning, COIL Awareness, COIL Attitudes, COIL Readiness, Stakeholders, Virtual Exchange*

1. INTRODUCTION

The need for partnership among educational institutions has grown rapidly over the years. Collaborative strategies are viewed as instrumental in improving the quality and relevance of higher education. Rather than focusing solely on the sharing of educational resources, these partnerships now encompass collaborative teaching, learning, research, and innovation. According to Srinivas and Varaprasad (2024), recent developments in academic partnerships result from the growing complexity of societal challenges. In addition, these collaborations are viewed as strategic mechanisms in advancing Sustainable Development Goals 4 and 10 (Quality and Reduced Inequalities in Education), as well as SDG 17 (Partnership for Goals). This, in turn, sets the stage for educational institutions to adopt collaborative approaches that extend beyond local and national boundaries.

Among the emerging internationalization approaches is the Collaborative Online International Learning or COIL. The COIL approach is a pedagogy anchored in partnership and virtual exchange. First established at the State University of New York (SUNY) in 2006, COIL has expanded to different continents and countries across the world. Hackett et al. (2024) describe this approach as the collaboration between educators from various higher education institutions (HEIs) located in different countries who co-design and co-facilitate the teaching-learning process. Unlike the traditional virtual exchange concept, the COIL relies heavily on the mutual contribution of both partners to create a shared educational experience.

For Van Mol & Encinas (2022), educators use COIL for four main reasons. Firstly, COIL is believed to develop teamwork skills and facilitate effective curriculum content learning. Secondly, online communication offers a more practical way of reaching the international community, rather than flying abroad. Thirdly, international interaction allows students to be at par with globalization standards by developing intercultural competencies. Finally, learning by doing is both engaging and impactful, as opposed to traditional teaching methodologies.

COIL implementation has connected classrooms from numerous universities worldwide. Partnerships have been forged in countries like the United States, Canada, Spain, Poland, Colombia, the Dominican Republic, Singapore, and South Africa. The use of COIL in these countries meant sharing lessons, activities, assignments, and projects. Intercultural appreciation was also made possible through COIL. In light of these applications, awareness and positive attitudes toward COIL are considered important starting points for effective collaborations (Chan, 2025).

In the Philippines, COIL has given instructors and students in tertiary education the opportunity to connect, learn, and work with people from other countries. Among the HEIs that have started implementing COIL are the University of Santo Tomas (UST), Mariano Marcos State University (MMSU), the University of Southeastern Philippines (USeP), Kalinga State University, and several Ateneo universities. These universities have partnered with international education institutions from countries like the US, Japan, Indonesia, and Vietnam. Existing studies that focused on the effectiveness of COIL highlighted remarkable improvements in social skills, digital literacy skills, and intercultural understanding among Filipino learners (Pascual, 2026; Wacas et al., 2026). Socially, students were observed to become more communicative and interactive. Kucerova (2023) opined that the success of COIL implementation in the Philippines may be attributed to strong institutional support, adequate preparation, and reliable technologies.

Locally, Negros Oriental State University has engaged in COIL activities with numerous HEIs in the United States since 2024. For its implementers, COIL is not only about online learning. It is also about building relationships for life and empowering students to be successful in a world that requires intercultural competencies, critical thinking skills, and global cooperation (Negros Oriental State University, 2025). To date, other higher education institutions in Negros Oriental may have engaged in similar forms of international collaboration, but publicly accessible documentation of formal COIL implementation remains limited.

Research Problem

In the context of LCC-Bais, COIL is an entirely new approach. Formally introduced in the first quarter of 2026 through an international research conference, the school looks forward to adopting the said approach. The need to implement COIL as part of the school's internationalization efforts was further established through the encouragement of the CHEDRO-NIR in a seminar conducted in July 2026 on Project PIVOT (Partnerships for International Visibility and Organizational Transformation). It is therefore necessary to determine how prepared students, instructors, and administrators are, as the school wades in unfamiliar waters. Despite the abundance of foreign studies concerning COIL, applying it in the context of LCC-Bais warrants baseline data on stakeholder awareness, attitudes, and readiness.

This study serves as a starting point for informed implementation, ensuring that the adoption of COIL is not merely an aspiration but a deliberate and evidence-based institutional undertaking. Specifically, the study focuses on the existing level of COIL awareness among students, instructors, and administrators of LCC-Bais, particularly their understanding of COIL concepts, its implementation, and its requirements. It also considers the attitudes of these stakeholders toward COIL and their perceived readiness in terms of technological, pedagogical, intercultural, and organizational support. Of particular concern is whether differences exist among the three stakeholder groups in their COIL awareness, attitudes, and perceived readiness. These concerns point to the need to examine the institutional conditions that may influence COIL adoption and the policies, guidelines, or framework that may be appropriate for LCC-Bais.

Assumptions of the Study

The study assumes that students, faculty members, and administrators can provide meaningful and reasonably accurate responses regarding their awareness, attitudes, and perceived readiness toward Collaborative Online International Learning (COIL). It further assumes that these variables can be systematically measured using the indicators established in the research instrument. These assumptions concern the measurement and description of the study variables and do not predetermine the findings. In particular, greater awareness is not presumed to translate automatically into more favorable attitudes or higher readiness, while differences among stakeholder groups remain subject to empirical examination.

Objectives of the Study

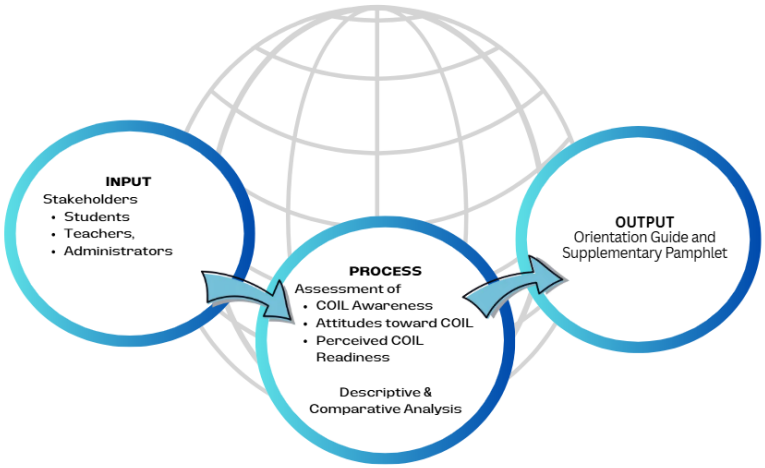
The study aims to assess the awareness, attitudes, and perceived readiness toward Collaborative Online International Learning (COIL) among students, instructors, and administrators of LCC-Bais. Specifically, it seeks to determine their level of awareness in terms of COIL concepts, implementation, and requirements; examine their attitudes toward COIL; and assess their perceived readiness across technological, pedagogical, intercultural, and organizational support dimensions. It also aims to determine whether significant differences exist among the three stakeholder groups in these areas and, based on the findings, propose an institutional COIL framework, policies, or guidelines to support its effective adoption and implementation.

Conceptual and Theoretical Framework

This study is anchored in the Diffusion of Innovation Theory of Everett M. Rogers. The theory explains how new ideas, practices, or technology are adopted into social systems. The theory posits that adoption does not happen instantly. Embracing an innovation requires people to develop awareness and positive attitudes toward it. While some individuals are receptive to an innovation, others may require more information or support before becoming ready to adopt it.

The theory was used as a guiding framework rather than a complete operational model. In the context of this current study, COIL may be considered an educational innovation. This, in turn, requires the selected stakeholders to develop sufficient awareness, favorable attitudes, and readiness before it can be successfully implemented and sustained.

Figure 1. *Conceptual Framework of the Study*



The study's conceptual framework follows the Input-Process-Output Model. It illustrates how the study is conducted, guiding the researchers in key stages. The framework includes a globe in the background, reflecting the global partnerships that characterize the COIL program. Selected stakeholders of the institution served as the study's input. These include the college students, college instructors, and administrators, as they are directly involved in the adoption and implementation of COIL at LCC-Bais. COIL in its current form is offered to students in higher education. It does not cover the learners in the Basic Education Department. The study excludes the parents, alumni, and local industry partners since they are not direct participants nor involved in the immediate delivery or institutional management of COIL activities. Moreover, these stakeholders are also less directly affected by the COIL implementation within the institution. The process involved assessing the level of awareness, attitudes, and perceived readiness toward COIL among selected stakeholders. The data were collected using a printed survey questionnaire and were analyzed using both descriptive and comparative methods. In the study's context, COIL awareness encompasses the following dimensions: awareness of concepts, implementation, and requirements. Awareness of COIL concepts covers respondents' understanding of the fundamental nature and purposes of COIL. Awareness of COIL implementation focuses on how COIL may be carried out within courses. Awareness of COIL requirements addresses the practical conditions necessary for implementation, including access to communication technologies and reliable internet connectivity.

Attitudes toward COIL encompass respondents' acceptance, perceived value, perceived benefits, concerns, and willingness to participate or support COIL integration. The construct reflects both favorable orientations toward COIL and potential reservations that may influence stakeholders' willingness to engage in or support its implementation.

On the other hand, perceived readiness for COIL was assessed through four dimensions: technological, pedagogical, intercultural, and organizational support. The technological dimension addresses access to devices, competence in using online platforms, adaptability to new technologies, and ability to manage minor technological difficulties. The pedagogical dimension covers communication, adaptability to collaborative learning approaches, and managing one's responsibilities. The intercultural dimension concerns respect for cultural differences. Finally, organizational support reflects perceptions of the institution's capacity to provide technological and logistical assistance. As an output of the study, the researchers proposed a COIL orientation guide to be used during a scheduled symposium for COIL awareness purposes. Likewise, a supplementary pamphlet was also developed to provide stakeholders with a concise reference to basic COIL concepts

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study contributes to discussions on Sustainable Development Goal 4 (Quality Education) and SDG 17 (Partnerships for the Goals) by examining institutional and stakeholder readiness for Collaborative Online International Learning (COIL) as an approach to internationalized education. Its multidisciplinary relevance connects educational technology, internationalization, intercultural learning, and institutional development. The findings may inform institutional policies, faculty development, technological support, and international academic partnerships to facilitate COIL adoption. However, these contributions are conceptual, as the study does not directly measure improvements in educational quality, intercultural competence, or SDG achievement.

2. METHODOLOGY

Research Design

This study employed both descriptive and comparative research methods. Descriptive research only seeks to systematically observe, record, and describe the characteristics of a phenomenon or population. Specifically, this study presented the selected stakeholders' awareness, attitudes, and perceived readiness for COIL descriptively. The findings served as the basis for the subsequent comparative analysis. This research method delves into the similarities and differences between two or more groups, phenomena, or conditions. Through this, the study established whether variations in the level of awareness, attitudes and readiness for COIL exist among students, instructors, and administrators.

Research Locale or Study Setting

The study took place in La Consolacion College, Bais City, a private, catholic, and PACUCOA-accredited institution offering both basic and higher education. As this study encompassed all college departments and programs of the institution, data gathering was conducted in the respective classrooms and offices of each department.

Participants or Data Sources

The selected stakeholders comprising the study are the college students, instructors, and administrators of LCC-Bais. College students are those enrolled in any of the college programs offered by the institution for the Academic Year 2026-2027. The instructors are those handling

subjects in the college department, either on a full-time or part-time basis, and have no administrative responsibilities. Instructors with administrative functions are classified as administrators, alongside the religious sisters and other key officials of the school. The student population was identified based on the records retrieved from the Registrar's office. Meanwhile, the records coming from the Human Resource and Development Officer served as the basis in determining the eligible population for instructors and administrators.

Sample size was determined using the GPower software. The a priori statistical power analysis of the software helped ensure that the sample size is adequate in detecting meaningful differences among the groups being compared. The analysis was based on a significance level of 0.05, a desired statistical power of 80%, and a medium effect size for a three-group comparison. The analysis yielded a minimum sample size of 159 respondents. However, the sizes of each group are remarkably different. Using a proportional allocation would have resulted in very small samples for the administrator and instructor groups. Thus, disproportionate allocation was subsequently used to ensure better representation of the smaller stakeholder groups. Selection of participants was done through convenience sampling.

Research Instruments or Materials

A survey questionnaire was used as the data-gathering instrument of this study. Aligned with the study's problem statement, the instrument consisted of 3 sections: Awareness, Attitudes, and Perceived Readiness. The COIL awareness section consisted of True or False statements. On the other hand, attitudes and perceived readiness used a 4-point Likert scale. The same set of survey items was administered to all three stakeholder groups. Thus, the questionnaire items had to be constructed in a role-neutral manner so that they could be appropriately understood and answered by all participants. The researchers used the SUNYCOIL self-assessment checklist as a basis for the items under COIL awareness. The section on COIL awareness is further divided into 3 subsections, each having 5 statements.

The items in the attitudinal section of the instrument were culled from the Global Learning Survey Questions developed by the Global Engagement team from DePaul University. The original items were phrased in the past tense to reflect respondents' previous experiences. For the present study, the items were modified to an attitudinal form to appropriately measure respondents' current attitudes toward the subject matter. The modifications were done while preserving the intent and content of the original items. A total of 10 statements comprised this section.

Lastly, the perceived readiness items were patterned from Naicker et al.'s study titled "Collaborative Online International Learning (COIL): Preparedness and experiences of South African students". Cognizant of contextual differences, the researchers made minor revisions to the existing questionnaire. The revisions were limited to the wording and contextual presentation of the items and did not change the underlying concepts, dimensions, or intended meaning of the original questionnaire. Perceived readiness consisted of 4 subsections, each having 5 items. Upon completion of the 3-section survey questionnaire, it was submitted to three experts for face validation. The experts who took part in the validation procedure were: 1. A COIL practitioner from a state university, 2. a COIL practitioner from the University of Indiana, USA, and 3. the head of a professional organization specialized in internationalization efforts. Pilot testing involved 20 non-participant college students. Statistical analysis of the pilot test results yielded a Cronbach's alpha coefficient of 0.77 and McDonald's Omega of 0.79, both of which confirm the internal consistency of the research instrument.

Data Gathering Procedure

Permission to conduct the study was first secured from the President of the Institution, on the endorsement of the Research Director. Upon approval of the request, the researchers visited the Deans and Program Heads, presented the permit issued by the President, and arranged for on-site data collection.

During the actual data collection, the participants were briefed regarding the purpose of the study, assured of the voluntary and confidential nature of participation, and given the opportunity to ask questions before completing the survey. The researchers made themselves available should guidance be needed while the participants answered the survey. The questionnaires were retrieved upon completion. The responses were then tallied, encoded, and statistically analyzed.

Data Analysis

Awareness, attitudes, and perceived readiness for COIL were summarized using weighted means interpreted on a four-point scale. The Kruskal-Wallis test was used to test differences across the three stakeholder groups. All tests were evaluated at the .05 level of significance.

Ethical Considerations

Informed consent was obtained from all participants after explaining the purpose of the study and the voluntary and confidential nature of their participation. Completed questionnaires were retrieved and stored in a locked cabinet at the Planning, Research, and Development Office to protect the confidentiality of the collected data. The researchers ensured compliance with the requirements of the institution's Ethical Review Board (ERB), including applicable ethical safeguards for research involving human participants. Furthermore, the use of generative AI solely for grammar polishing was properly disclosed through the institution's AI Declaration Form. Throughout the study, the researchers observed the principles of voluntary participation, informed consent, confidentiality, and responsible research conduct.

3. RESULTS AND DISCUSSION

3.1 Respondents' Level of COIL Awareness

In terms of the COIL concepts, the findings revealed that all stakeholder groups had a moderate level of awareness. This level indicates that the students, faculty members, and administrators are aware of the basic concepts of COIL. The stakeholders may have heard or encountered this concept, but may lack a deeper understanding of its principles. Additionally, the p-value of .324 indicates that there is no significant difference in the level of awareness of COIL concepts between the three stakeholder groups. Despite varying experiences, academic levels, responsibilities, and expectations, the findings revealed that their level of awareness regarding COIL concepts are comparable. Similarly, Abril and Hidalgo (2024) suggest that difference in perspective does not necessarily translate into remarkable differences in their overall awareness.

While faculty members and administrators possess a moderate level of awareness, the students were found to have a low level of awareness in both COIL implementation and COIL requirements dimensions. The data suggests that students may have limited awareness on the virtual exchange process and the things expected from them as learners. In the same manner, students may be unfamiliar with the online platforms used, synchronous and asynchronous learning modalities, and navigating cultural differences. Furthermore, the p-value of <0.001 for the two dimensions indicates significant differences in the level of awareness among stakeholders. The post hoc test revealed that students have a significantly lower level of awareness on COIL implementation and requirements.

Faculty members and administrators, on the other hand, appear to have comparable levels of awareness. This difference may be attributed to the nature of the stakeholders' roles and exposure. Faculty members and administrators may have greater opportunities to encounter discussions on internationalization through trainings, seminars, or webinars. Consistent with Huang and Lanford (2024), students' COIL awareness may be influenced by the degree to which the institution has introduced and implemented COIL. Having no formal COIL orientation leaves students less familiar with the processes, requirements, and expectations imposed on them as learners.

3.2 Respondents' Attitudes Towards COIL

Across the ten indicators, most weighted means fall within the 2.51-3.25 bracket, indicating favorable attitudes. Notably, all stakeholder groups reported lower weighted means for indicators 4 and 5, demonstrating unfavorable attitudes. Indicator 4, which obtained the lowest weighted mean, pertains to time zone differences that may require stakeholders to stay late at night. Meanwhile, indicator 5 pertains to the perceived additional workload and responsibilities related to COIL implementation. The findings underscore potential barriers in COIL implementation. This also revealed that scheduling and workload may need to be addressed to facilitate successful COIL implementation. The findings are consistent with Huang and Lanford (2024), who have identified time zone differences as a common impediment to intercultural virtual exchanges. To address this challenge, a combination of synchronous and asynchronous activities may be employed to accommodate participants' schedules.

Meanwhile, the attitudes of faculty members and administrators toward indicator 3 (COIL enhances the learning experience) were very favorable. This implies that the two stakeholder groups may have stronger recognition of the pedagogical advantages that virtual exchanges provide. Furthermore, faculty members demonstrated a very favorable attitude toward indicator 9, which concerns the inclusion of COIL activities in appropriate college courses. In contrast, the attitudes of students and administrators toward indicator 3 were not as high as those of faculty members. The direct involvement in lesson planning and instruction may have allowed faculty members to see how COIL can complement existing learning outcomes. Grover et al. (2024) suggest that when instructors recognize limitations in the teaching-learning approaches of the institution, they may feel more inclined to integrate COIL.

The Kruskal-Wallis test yielded a p-value of .810, providing sufficient evidence for the non-rejection of the null hypothesis. Taken together, having attitudes that do not significantly differ from each other reveals the stakeholders' consensus regarding the overall potential, value, and impact of COIL for LCC-Bais. Having a shared positive attitude toward COIL serves as a potential enabler for its COIL initiatives. This is consistent with Gosain and Gosain (2026), whose discussion highlighted the importance of shared institutional outlook to facilitate better COIL implementation.

3.3 Respondents' Perceived Readiness for COIL

The findings revealed moderate levels of perceived readiness for COIL among students and faculty members. The administrators, on the other hand, have reported a high level of perceived readiness for COIL.

For students, intercultural readiness (3.04) received the highest weighted mean. Meanwhile, organizational support obtained the lowest rating (2.76). A similar pattern can be observed among faculty members, with intercultural readiness (3.12) receiving the highest weighted mean and organizational support (2.95) the lowest. These findings suggest that students and faculty

members are generally open to interacting and working with people from different cultural backgrounds. However, students and faculty members may still need more preparation, guidance, and support from the institution. This finding runs parallel to the study of Mananay et al. (2024), in which higher education teachers in the Philippines were generally ready for internationalization but remained only moderately ready in some areas because of limited prior experience and challenges involving institutional resources.

Moreover, the technological and pedagogical dimensions obtained ratings from students and faculty members that may be interpreted as a "moderate perceived level of readiness". This indicates that students and faculty members are generally prepared in using digital tools, communicating through online platforms, and embracing collaborative learning approaches. Despite this, the results also indicate opportunities to strengthen their technological competencies and adapt to the demands of cross-cultural online learning environments.

Meanwhile, organizational support received the highest weighted mean of 3.51 from the perspective of the administrators. The perceived readiness for COIL in terms of the technological dimension was also found to be high, while the pedagogical and intercultural dimensions were moderate. This suggests that administrators generally perceive the institution as having a good level of organizational and technological preparation for COIL. From the administrators' perspective, these dimensions serve as a favorable foundation for COIL implementation. Using a Kruskal-Wallis test, the findings revealed that the perceived COIL readiness of administrators in terms of organizational support is significantly higher than the perceptions of the faculty members and students. The finding demonstrates that administrators have a more favorable and positive perception regarding the support provided by the institution in the implementation of COIL than students and faculty members. This perception may not have been equally evident to students and faculty members, thereby resulting in lower perceived readiness.

The statistical difference in the organizational support dimension may be attributed to differences in experience and expectations, which can be addressed through clearer communication of institutional support mechanisms and increased awareness of available resources. This is consistent with the study of Anderson and Garcia (2023), wherein administrators were found to possess stronger perceptions of organizational support because of their greater exposure to institutional policies and strategic thrusts. In contrast, students and faculty members may be more conscious of practical challenges that may need stronger organizational support.

Although administrators rated technological readiness as high and faculty members and students rated it as moderate, the difference was not statistically significant. All other dimensions also yielded insignificant statistical results, indicating that the three stakeholder groups share comparable perceptions of pedagogical and intercultural readiness. Taken together, the institution is generally prepared for COIL, especially from the administrative perspective. Nonetheless, additional orientation, technical assistance, and clear institutional support may prove beneficial to students and faculty members.

4. CONCLUSIONS AND RECOMMENDATIONS

Collaborative Online International Learning (COIL) is more familiar to faculty members, and administrators. As an internationalization strategy, the details about its implementation and requirements are not fully understood at the students' level. This gap may limit students' appreciation and potential contribution to COIL, highlighting the need to bridge the awareness gap between students and other stakeholders. All stakeholder groups demonstrate generally favorable attitudes toward COIL. This indicates a shared recognition of COIL's potential to enhance learning experiences and promote intercultural engagement. Despite this, concerns regarding time zone differences and additional workload reflect the realities and practical challenges of integrating COIL into existing academic responsibilities and schedules. A gap exists in stakeholders' perceived capacity to implement COIL between those directly involved in teaching and learning and those who exercise leadership and supervisory roles. Students and faculty members perceived a moderate level of readiness for COIL. Meanwhile, administrators reported a higher perceived readiness for COIL, especially in terms of organizational support. The support that administrators recognize at the institutional level may not be equally evident to faculty members and students in their actual academic experiences. Thus, institutional support, including resources, should not only be established but also accessible and evident to all other stakeholders. Overall, implementing COIL in LCC-Bais requires a shared understanding of its purpose, favorable attitudes, and adequate preparation among stakeholders. Successful COIL implementation depends on bridging awareness gaps, addressing practical concerns, and ensuring that institutional support is clearly experienced by all stakeholders. Doing so will enable LCC-Bais to soar beyond institutional boundaries and create meaningful international learning experiences for its academic community.

Taking these into consideration, the researchers respectfully recommend that the institution conduct information dissemination activities to increase the awareness of stakeholders of COIL, particularly among students. These activities may include symposia, distribution of educational materials (e.g., pamphlets), and publication of educational content (e.g., infographics, vlogs) on various social media platforms. Consultative sessions should be conducted among the different stakeholders groups so that concerns regarding COIL implementation can be voiced out or expressed. The concerns raised during these sessions should be acted upon by the competent authorities to promote positive attitudes toward COIL and encourage stakeholder participation. Time zone differences, for instance, may be addressed by offering varied learning modalities (e.g., synchronous, asynchronous, and offline). The school administration and faculty members should see to it that institutional resources and support are felt by and accessible to students. This may be done by intensifying the orientation program organized by the Office of the Student Affairs and Services (SAS). As LCC-Bais rolls out COIL in selected college programs, the administration and faculty members should provide sustained support to students. Adequate time should be allotted for COIL preparation and implementation to ensure that students do not bear the responsibility alone and that their academic and technological needs are addressed. The school may also consider acquiring or upgrading technological equipment and infrastructure, such as computers, webcams, headsets, and reliable internet connectivity, to support COIL activities. As an output of the study, the researchers proposed a COIL orientation guide to be used during a scheduled symposium for COIL awareness purposes. Likewise, a supplementary pamphlet was also developed to provide stakeholders with a concise reference to basic COIL concepts.

The findings and recommendations of this study should be considered in light of certain limitations. The study was confined to selected stakeholders of LCC-Bais City and therefore reflects the institutional context and perceptions of its respondents. It also examined perceived

COIL readiness rather than actual implementation, as the institution was still in the early stages of adopting COIL. Thus, the findings do not establish the effectiveness of COIL in improving learning outcomes or intercultural engagement.

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