

Assessment of Instructional Materials in Speech and Oral Communication: Basis for Curriculum Enhancement

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Abstract: Education promotes development for quality teaching in general which includes the social aspects brought about by the environmental pressures, the growing interdependence of people and countries, and the changing needs of people and societies. All educational systems aim for quality education to produce students who demonstrate understanding of scientific concepts, critical and creative thinking skills, and love and appreciation for the English language. Thus, educators and concerned government agencies have been mandated and were asked to strengthen English language offerings and teaching to maximize the students' skills and knowledge. Our facility in English, a competitive edge over other Asian nations, as well as in other nations is slowly being undermined by growing perceptions of its deterioration. The perceived deterioration is attributed to many factors not the least of which is the quality of instruction in all levels of our educational system. Thus, the teachers of English especially in speech and oral communication should be adept and resourceful to meet the global competencies. The study used the descriptive-normative research design as it aimed to assess the instructional materials used in teaching speech and topics that can be supplemented by these instructional materials in which the researcher believed has something to do with effectiveness of instructional materials as basis to enhance the curriculum. This method was used to gather the needed and relevant data and information about the research variables. More specifically, the researcher was able to gather data through questionnaire because it covers a small population where the variables were concrete. It further used qualitative questions to qualify data based on international norms in Speech and Oral Communication. Most of the indicators were much accepted by the respondents in assessing the instructional materials offered to enhance the curricular offering in terms of Content and Acceptability.

Keywords: Education, curriculum, enhancement, instructional materials, speech oral communication, English.

I. INTRODUCTION

English is the medium through which practically all knowledge is assessed, it is imperative that the quality of instruction in English be upgraded. Recent emphasis on teaching-learning method is on that in which learners are made to have active participation. Active participation of learners will increase motivation and also minimize abstraction associated with English learning, thus increasing learning experience. This can be facilitated by making use of instructional materials and resources which can minimize abstraction associated with English.

Teaching can only be effective when adequate and relevant instructional materials are used. Many educators and researchers have reported the importance of instructional materials in teaching knowledge and reinforce verbal instruction. Abimbade (1997) said that instructional resources in teaching and learning make students learn more and retain better what they have been taught and that it also promotes and sustains students' interest. It also allows the learners to discover themselves and their abilities.

The success and failure of English instruction cannot only be attributed to quality teachers, curriculum and government projects but also to large extent on the availability and adequacy of teaching materials. There were many educational findings that supported the

curriculum that the use of appropriate instructional materials in various teaching-learning situations promote effective teaching. Their uses arouse student's interest, solicit active participation, thus, high learning of content follows. For this matter, the use of instructional material is one method in promoting active learning.

The instructional material is an example of re-engineered outcome from the realization that more things simply do not fit into the dynamic world made even more complex by mega trends such as globalization and information superhighway. To be competitive and to survive the needs and qualities of creativity, innovativeness, and ingenuity, instructional materials must answer the limitations of teaching such as balance among cognitive, effective and psychomotor learning. The instructional materials should also emphasize analysis and application of concepts and laws.

According to Name (1990) the use of instructional materials in the classroom can provide effective substitute for direct contact of students with environment whether it is social or physical. Instructional materials help through physical limits of time and space. A teacher may take his class by means of appropriate materials to any distant place and meet the people who live there and observe places and things.

Speech and oral communication subject deserves special attention in terms of the production of instructional materials like textbooks, workbooks or manuals and other references in order to attract the students to learn English and enable them to realize its importance. Many college/university students consider Speech and Oral Communication as part of their curriculum which they have to comply with. Instructional materials are vital to teaching-learning process. It is potent in reducing abstraction that characterizes English concepts. Many educators emphasize the importance of instructional materials to meet the needs of individual students. AMAIU-Bahrain, for one aims for quality education to produce students who demonstrate understanding of English language, critical thinking skills, and more equipped with communication skills.

II. RESEARCH METHODOLOGY

Research Design

The study used the descriptive-normative research design as it aimed to assess the instructional materials used in teaching speech and topics that can be supplemented by these instructional materials in which the researcher believed has something to do with effectiveness of instructional materials as basis to enhance the curriculum. This method was used to gather the needed and relevant data and information about the research variables. More specifically, the researcher will gather data through questionnaire because it covers a small population where the variables were concrete. It further used qualitative questions to qualify data based on international norms in Speech and Oral Communication.

Respondents

The respondents of this study were the professors teaching Eng103d/DBI305 during the third trimester, SY 2011 – 2012. There were 8 professors who served as the critics of the assessment and evaluation of the instructional materials used in the subject.

Instruments

Two sets of questionnaires were adopted from the studies of Amid (1996) and Bautista (2005 & 2008) on development and validation of instructional materials. The instructional materials used in Speech and Oral Communication were assessed and evaluated according to:

- A. Veracity of the Content:
 - A.1 Comprehensiveness of the Content;
 - A.2 Difficulty Level;
 - A.3 Relevance; and
 - A.4 Sequence/Organization
- B. General Acceptability:
 - B.1 Objectives;
 - B.2 Content;
 - B.3 Presentation; and
 - B.4 Usefulness.

Statistical Tools

The frequency counts, weighted mean and descriptive interpretation were used in this study.

III. RESULTS AND DISCUSSION

1. *Assessment of Instructional Material in terms of the Comprehensiveness of its Content.* Table 1 presents the assessment of instructional material in terms of the comprehensiveness of its content. It assessed its content, suitability of the exercise to the level of the learners, attainability of the objectives, its language usage and the sufficiency of the exercises. In general, the content of the material is assessed with a mean of 3.369 and interpreted as much. This means that the instructional material used in Speech and Oral Communication contains enough competencies to develop the essentials of the subject.

2. *Assessment of Instructional Materials in terms of its Difficulty Level.* Table 2 shows the assessment of instructional materials in terms of level of difficulty on the following items: to what extent are the terms used in the instructional materials understandable for the students. The total average weighted mean is 3.333 with a descriptive interpretation of much. This could mean that the level of difficulty is just fair and the students can understand the lessons in the discussions/explanations. Only, there are some exercises to be added so that the students will be active and interested to participate.

3. *Assessment of Instructional Material in terms of its Relevance.* Table 3 shows assessment of instructional materials in terms of relevance with items: to what extent are the communications relevant to present day situation? These items got a total weighted average mean of 3.375 and with a descriptive interpretation of much. This could mean that the items or the instructional materials especially the exercises are related and analogous.

4. *Assessment of Instructional Material in terms of its Sequence/Organization.* Table 4 presents the assessment of instructional materials in terms of its sequence/organization. These items got a total average weighted mean of 3.167 and with descriptive interpretation of much. This could be attributed to the resourcefulness of the faculty in preparing the instructional materials to be presented to the students.

5. *General Assessment on the Content of Instructional Material.* Table 5 shows the general assessment on the content of instructional materials. In summary, these items got a total average weighted mean of 3.311 with descriptive interpretation of much.

6. *The Acceptability of the Instructional Materials in terms of its Objectives.* Table 6 shows the acceptability of the instructional materials in terms of its objectives on different areas: specific, measurable and attainable. They have a total average weighted mean of 3.292 and with a descriptive interpretation of accepted. This could mean that the objectives of the course conform to the knowledge and understanding, subject specific skills, thinking skills and transferrable skills of the course specifications of the instructional materials.

7. *The Acceptability of the Instructional Materials in terms of its Content (Introductory Part).* Table 7 shows the acceptability of the instructional materials in terms of its

content (introductory part) on the following items: directions to the students is clearly stated to guide them in using the materials, overview of the instructional materials clearly introduces the student to the main text, scope of the instructional materials clearly gives the outline of the main text, and objectives of the instructional materials specifically what the students tell and expect after using the instructional materials. These gained a total average weighted mean of 3.468 with a descriptive interpretation of accepted. This could mean that the instructional materials in terms of its content conform to the needs of student to become effective, productive and motivated speakers in the future.

8. *The Acceptability of the Instructional Materials in terms of its Content (Main Text)* Table 8 shows the acceptability and perception of respondents on the instructional materials in terms of content with its main texts: the basic concepts are prerequisites to higher English subjects, the basic concepts are those which students must learn in understanding oral communication, which are fundamentals in taking higher English subjects; next is, lessons discussions are interesting and enriching; theoretical discussions are balanced; then, examples are sufficient to enable the students to obtain a thorough grasp of the principle involved ; lastly, exercises are sufficient for follow-up and reinforcement. These got a total average weighted mean of 3.208 and with descriptive interpretation of accepted. This could be attributed to the prerequisite subjects being taken, which have a background on speaking skills, different activities being taken during the laboratory time and different speaking exercises.

9. *The Acceptability of the Instructional Materials in terms of its Presentation.* Table 9 shows the acceptability and perception of the respondents on the instructional materials in terms of its presentation on the following items: the lessons are properly sequenced to preceding topics. It provides the students the background for succeeding topics; next item, the language has been made clear and meaningful.

Words and terms are defined at the level of average students; Illustrations and diagrams help significantly the understanding of the concepts involved; then, discussions and explanations are simple and clear.

The topics are illustrated with detailed examples got a weighted mean of 3.500 with descriptive interpretation of much accepted; Lastly, the topics are arranged in order of complexity to enable the students to learn and understand a particular topic with a weighted mean of 3.250 and with descriptive interpretation of accepted. These items got a total average weighted mean of 3.354 and a descriptive interpretation of accepted. This could due to the resourcefulness of the faculty in preparing the instructional materials to be used in teaching speech and oral communication.

10. *The Acceptability of the Instructional Materials in terms of its Usefulness.* Table 10 shows the acceptability of the instructional materials in terms of its usefulness and perception of the respondents on the instructional materials in terms of its usefulness: Teachers can refer to it for more effective lesson planning and lecture preparation; Next is students can use it conveniently on before class discussion for preparation; During class discussion for better understanding; then, after class discussion for review and follow-up, and relevance of the material to higher English subjects. These items got a total average weighted mean of 2.875 with descriptive interpretation of accepted. This could mean that the instructional materials are updated to the needs of the students.

11. *The General Acceptability of the Instructional Materials*

Table 11 shows the general acceptability of the instructional materials. In terms of: objectives; content; introductory; main text; presentation, and usefulness. These items got a total average mean score of 3.215 with descriptive interpretation of accepted. This could mean that the instructional materials are updated to the needs of the students.

Table 1. Assessment of Instructional Material in terms of the Comprehensiveness of its Content

	Mean	Descriptive Interpretation
1. To what extent does the content cover all the sub-topics under:		
a. Communication Process	3.688	Much
b. Elements of Communication	3.250	Much
c. Barriers to Communication	4.000	Very Much
d. Verbal Communication	4.000	Very Much
e. Non-verbal Communication	3.875	Very much
f. Speech Presentation	4.000	Very Much
	3.000	Much
2. To what extent are the exercises suited to the level of the learners.	3.250	Much
3. To what extent are the objectives:		
a. Specific	3.250	Much
b. Observable	3.625	Very Much
c. Measurable	4.000	Very Much
d. Attainable	2.000	Not Much
	3.375	Much

4. To what extent is the language used in the module:	3.531	Very Much
a. clear	3.500	Very Much
b. simple	3.625	Very Much
c. comprehensive	3.500	Very Much
d. motivating	3.500	Very Much
5. To what extent is the number of exercises for each topic sufficient enough to realize the objectives of each topic?	3.125	Much
Average	3.369	Much

Table 2: Assessment of Instructional Materials in terms of its Difficulty Level

	Mean	Descriptive Interpretation
1. To what extent are the terms used in the instructional materials understandable for the students	3.250	Much
2. To what extent do the explanations/discussions convey a clear idea	3.375	Much
3. To what extent are the given exercises within the capability of the learners?	3.375	Much
Average	3.333	Much

Table 3: Assessment of Instructional Material in terms of its Relevance

	Mean	Descriptive Interpretation
1. To what extent are the communications relevant to present day situation?	3.375	Much
2. To what extent are the exercises analogous with the skills to be developed?	3.375	Much
Average	3.375	Much

Table 4: Assessment of Instructional Material in terms of its Sequence/Organization

	Mean	Descriptive Interpretation
1. To what extent is the content of the instructional materials presented?	3.500	Very Much
2. To what extent does the organization of the content help students develop the needed writing and speaking skills?	3.000	Much
3. To what extent are the topics arranged in logical and chronological sequence?	3.000	Much
Average	3.167	Much

Table 5: General Assessment on the Content of Instructional Material

	Mean	Descriptive Interpretation
1. Comprehensiveness of the Content	3.369	Much
2. Difficulty Level	3.333	Much
3. Relevance	3.375	Much
4. Sequence/ Organization	3.167	Much
Average	3.311	Much

Table 6: The Acceptability of the Instructional Materials in terms of its Objectives

	Mean	Descriptive Interpretation
1. What is your perception on the objectives of the instructional materials?		
1.1 Specific	3.375	Accepted
1.2 Measurable	3.875	Much Accepted
1.3 Attainable	2.625	
Average	3.292	Accepted

Table 7: The Acceptability of the Instructional Materials in terms of its Content (Introductory Part)

	Mean	Descriptive Interpretation
2. What is your perception on its content? (Introductory Part)		
2.1 “Directions to the Students” is clearly stated to guide them in using the materials	3.375	Accepted
2.2 “Overview of the instructional materials” clearly introduces the student to the main text	3.375	Accepted
2.3 “Scope of the instructional materials” clearly gives the outline of the main text	3.750	Much Accepted
2.4 “Objectives of the instructional materials” specifically what the students tell and expected after using the instructional materials.	3.375	Accepted
Average	3.468	Accepted

Table 8: The Acceptability of the Instructional Materials in terms of its Content (Main Text)

	Mean	Descriptive Interpretation
2. What is your perception on its <u>content</u> ? (Main Text)		
a. The basic concepts are prerequisites to higher English subjects.	3.500	Much Accepted
b. The basic concepts are those which students must learn in understanding oral communication, which are fundamentals in taking higher English subjects.	3.250	Accepted
c. Lesson discussions are interesting and enriching	3.375	Accepted
d. Theoretical discussions are balanced with practical applications.	3.000	Accepted
e. Examples are sufficient to enable the students to obtain a thorough grasp of the principle involved	3.000	Accepted
f. “Exercises are sufficient for follow-up and reinforcement	3.125	Accepted
Average	3.208	Accepted

Table 9: The Acceptability of the Instructional Materials in terms of its Presentation

	Mean	Descriptive Interpretation
3. What is your perception on its presentation?		
3.1 The lessons are properly sequenced to preceding topics. It provides the students the background for succeeding topics.	3.500	Much Accepted
3.2 The language has been made clear and meaningful. Words and terms are defined at the level of average students.	3.125	Accepted
3.3 Illustrations and diagrams help significantly the understanding of the concepts involved.	3.500	Accepted
3.4 Discussions and explanations are simple and clear.	3.250	Accepted
3.5 The topics are illustrated with detailed examples.	3.500	Much Accepted
3.6 The topics are arranged in order of complexity to enable the students to learn and understand a particular topic.	3.250	Accepted
Average	3.354	Accepted

Table 10: The Acceptability of the Instructional Materials in terms of its Usefulness

	Mean	Descriptive Interpretation
4. What is your perception on its usefulness ?		
4.1 Teachers can refer to it for more effective lesson planning and lecture preparation.	3.250	Accepted
4.2 Students can use it conveniently –		
Before class discussion for preparation.	2.750	Accepted
During class discussion for better understanding	2.875	Accepted
After class discussion for review and follow-up	2.625	Accepted
4.3 Relevance of the material to higher English subjects	2.875	Accepted
Average	2.875	Accepted

Table 11: The General Acceptability of the Instructional Materials

	Mean	Descriptive Interpretation
1. Objectives	3.292	Accepted
2. Content	3.338	Accepted
2.1 Introductory Part	3.468	Accepted
2.2 Main Text	3.208	Accepted
3. Presentation	3.354	Accepted
4. Usefulness	2.875	Accepted
Average	3.215	Accepted

IV. CONCLUSION AND RECOMMENDATIONS

The study came up with the following conclusions:

1. The different features of speech and oral communication program of the Department of Languages and Literature are the topics/lessons contained in the Course Specifications and Course Outline of Speech and Oral Communication (Englo3D/DBI305).
2. The instructional materials that are offered by the Languages and Literature Department in enhancing the curricular offering in Speech and Oral Communication are: Module; Textbook and Speech Laboratory Facility.
3. The benchmarking from other university and colleges will help improve the instructional materials in enhancing the curricular offering.

Recommendations

In the light of the findings and conclusions, the researcher offers the following recommendations:

1. The teachers teaching speech and oral communication should sit down together and revise the module to suit the needs of the students.
2. Benchmarking to other colleges and universities.
3. Conduct another study in another setting using laboratory facility.

ACKNOWLEDGMENT

I would like to extend my gratitude to my respondent of this research study, to my friends who introduced me to this publication journal and to International Advanced

Research Journal in Science and Engineering and Technology for giving me the opportunity to publish this research study.

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BIOGRAPHY

Dr. Severa Bacal Pagcaliwagan completed her degrees in Bachelor of Education and Liberal Arts both majors in English. She finished her Master of Arts in Teaching (MAT) major in English at The University of Batangas, and took her Doctorate degree in Educational

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