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**DEVELOPING AN ORAL COMMUNICATION PROGRAM
FOR KOREAN EFL STUDENTS**

Javen G. Babac Jr.

**College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila**

March 2016

**DEVELOPING AN ORAL COMMUNICATION PROGRAM
FOR KOREAN EFL STUDENTS**

A Thesis

Presented to the College of Graduate Studies and Teacher Education Research

Philippine Normal University

The National Center for Teacher Education

Taft Avenue, Manila

In Partial Fulfillment

of the Requirements for the Degree of

MASTER OF ARTS IN EDUCATION

with specialization in English Language Teaching

JAVEN G. BABAC JR.

March 2016

APPROVAL SHEET

This master's thesis entitled **“DEVELOPING AN ORAL COMMUNICATION PROGRAM FOR KOREAN EFL STUDENTS”**, prepared and submitted by **JAVEN G. BABAC JR.**, in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION** with specialization in **English Language Teaching**, is hereby recommended for approval and acceptance.

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ABSTRACT

Name : Javen G. Babac Jr.

Title of Research : Developing an Oral Communication Program for Korean EFL Students

Key Concepts : Oral Communication Program for EFL students, Curriculum Design of Nation & Macalister (2010), Outcomes-based Education Curriculum of Biggs & Tang (2007)

Degree : Master of Arts in Education

Specialization : English Language Teaching

Adviser : Prof. Maria Teresa L. Manicio

The number of international students who come to the Philippines to study has more than doubled over the past years. Today, different institutions and universities are officially offering English programs for foreign students. However, most of these schools do not have standard guidelines in developing specialized programs for EFL students. Likewise, most of their available courses and or modules are mostly designed for ESL learners. Thus, the primary purpose of this study is to develop a language program for EFL students that is based on the salient features of the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007). Specifically, the study aims to achieve the following objectives: (1) to develop an oral communication program for Korean EFL students; (2) to tryout the developed program; and (3) to revise the program based on the feedback after the tryout phase. Furthermore, data for this

study were obtained from the participating 20 Korean EFL students, 10 English teachers and 6 school administrators. In line

with this, survey forms and interviews were employed in conducting the needs, environment and principles analyses. In due course, gathered data were used in developing the oral communication program. Far ahead, the tryout was directed for 2 ½ months, from June 4 to August 13, 2014 within the first semester of Academic Year 2014-2015. Generally, the overall success of the developed language program was measured based on the end-results of the following areas: (1) realization of the Intended Learning Outcomes (ILOs); (2) students' overall academic performance; (3) results of students' post-oral interview; and (3) results of Quality Matters program evaluation. Finally, based on the gathered results, it was therefore concluded that the development, tryout, and revision of the oral communication program for Korean EFL students has been completely successful.

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Chapter I

THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

The number of international students who come to the Philippines to study has more than doubled in 2013. The *Bureau of Immigration* (BI) reported on January 17, 2013, that it granted a total of 42,478 student visas and *special study permits* (SSPs) in 2012, which is 14 percent higher than the 41,443 foreign students in 2011. Currently, there are 31,000 *SSP* holders, mostly based in the provinces, and 16,478 student visa holders. In fact, among these student visa holders, 3,302 are new enrollees; whereas, 12,949 were old students (*Bureau of Immigration*, 2013).

Indeed, these remarkable statistical figures can be partly attributed to a rise in the number of accredited institutions authorized to admit foreign students. According to *UNESCO* (2013) the figures have risen from 104 schools and learning institutions in 2011 to 2,145 in 2012. These schools were accredited by the *Bureau of Immigration* (BI), *Department of Education* (DepEd), *Commission on Higher Education* (CHED), *Technical Education and Skills Development Authority* (TESDA) and *Federation of Accrediting Agencies of the Philippines* (FAAP). Furthermore, a report published at *The Ateneo Times* (2013), stated that “sampled data for 2012 (e=+1), the biggest number of foreign students was from Iran at 21.44%. South Korean students comprised 19.62% followed by those from China and ASEAN countries at 18.39% and 10.97%, respectively. The remaining 23.58% were students from other countries all over the globe.”

The upsurge in the number of foreign enrollees in the Philippines is perhaps a confirmation to the quality of its current educational system. This phenomenon may also be attributed to the proficiency of Filipino teachers in English and its use as a medium of instruction in most schools in the country. Cost is also a major consideration in studying. Compared to other Asian countries, Philippine Education is more affordable. The culture is much easy to adopt with and locals are more hospitable – offering an environment which is more open and less hostile. Arrival of great number of foreign students started in the 1980s, when the government began inviting foreign students to study in specialized fields such as medicine and agriculture (*Study in the Philippines*, 2007). In the 1990s, many schools were purposively established to offer courses in English language, aviation and hotel and restaurant management. Then in year 2000, the government relaxed the issuance of visas for foreign students and established exchange programs between Philippine schools and universities in Australia, the United States, South Korea, Canada, and Europe.

With the influx of foreign students interested to learn English in the Philippines, teaching of English as a foreign or second language gained a position of advantage. The Koreans and Japanese are the major clients of ESL schools in Manila and other urban cities like Cebu. These schools typically offer a 3-month to 6-month program of English language courses. Online English teaching is done in some other areas of the country mostly to Korean students. Today, even respected institutions and universities are officially offering English programs for foreign students. However, most of these schools

do not have standard guidelines in developing specialized programs for foreign students. Likewise, most of their available courses and/or modules are designed for ESL learners.

Consequently, EFL students usually experience difficulties learning the lessons and even understanding the language of their English teachers.

Thus, developing a specialized ESL program based on the current needs of Korean EFL students becomes a necessity. One of the local institutions that offers ESL programs is the Lyceum of the Philippines University, Manila through its *Center for Language Education and Proficiency* (CLEP) which is affiliated with thirty-nine (39) foreign universities both in Asia and Europe. From 2009 to the present, CLEP has already given its services to thousands of Korean, Chinese, and Japanese students. Due to the growing demand of CLEP services, the center faces the challenge of improving and refining its programs. Current observations about the center reveals that the center has an existing course list, along with prescribed books, but such teaching tools cannot fully meet the needs of its EFL clientele as said resources were designed for intermediate to advance level ESL learners.

With current developments as well as issues regarding ESL/EFL teaching in the country, particularly in most universities like LPU-Manila, the researcher, as one of CLEP's leading instructors for foreign students, was prompted to develop an oral communication program for Korean EFL students. Ultimately, the developed English program is envisioned as a language course that is based on the specific language needs of Korean EFL foreign students and would serve a standard guideline in developing other related ESL/EFL language courses.

1.2 Conceptual Framework

This study is primarily anchored on the underpinning program development principles of the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcomes-based Education Curriculum Model of John Biggs and Catherine Tang (2007).

The Language Curriculum Design of Paul Nation and John Macalister (2010) provides a crystal-clear, concise and comprehensive set of principles that is involved in developing quality language curricula and or language programs. The curriculum design suggested by Nation and Macalister (2010) is largely a “how-to-do-it” model that involves the integration of knowledge from various areas in the field of Applied Linguistics, such as language acquisition research, language description, teaching methodology, materials production and language assessment in creating a language program. The curriculum model was chosen as it provides a practical guide that is widely applicable in developing various types of language courses. In line with this, Nation and Macalister (2010) also presented the twenty (20) principles of language teaching that are useful in designing the course objectives, teaching methods, instructional materials and assessment tools of a language program.

Likewise, the Outcomes-based Education Curriculum Model of John Biggs and Catherine Tang (2007) is also used in this study. The theory explains how university teachers could improve and or enhance the following areas: (1) quality of teaching and learning; (2) assessment of learning outcomes; (3) support team for the teachers; (4) framework of quality assurance for administrators; and (4) overall enhancement of teaching across the whole university. The curriculum model of Biggs and Tang (2007) was chosen as it exclusively promotes the idea of program constructive alignment in terms of the target outcomes, teaching methods and assessment tools. Furthermore, the theory was also chosen as it

provides approaches in how to address important program development issues such as designing the intended learning outcomes, the learning activities, appropriate assessments and grading procedures.

Thus, anchoring this study on the guiding principles of Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcomes-based Education Curriculum Model of John Biggs and Catherine Tang (2007) could bring greater success in developing an effective oral communication program for Korean EFL students.

The paradigm, as graphically presented on page 6, illustrates the conceptual framework of the study, systematically presenting the curriculum process behind the development of the oral communication program in this present study. The proposed English program is based on the salient features of the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcomes-based Education Curriculum Model of John Biggs and Catherine Tang (2007). These features are to be used in developing the proposed English program for ESL/EFL students.

Primarily, the conceptual framework of this study is based on a communicative approach. Jack Richards (2006) explained that communicative approach, also known as communicative language teaching (CLT), put emphasis on interaction and problem solving as both the means and the ultimate goal of learning English - or any language. In line with this, the theoretical view learning is based on constructivists' perspective. Constructivism is a synthesis of various theories diffused into one form. It is the integration of both behaviorist and cognitivist ideals. The "constructivist stance maintains

that learning is a process of constructing meaning; it is how people make sense of their experience” (Merriam and Caffarella, 1999, p. 260).

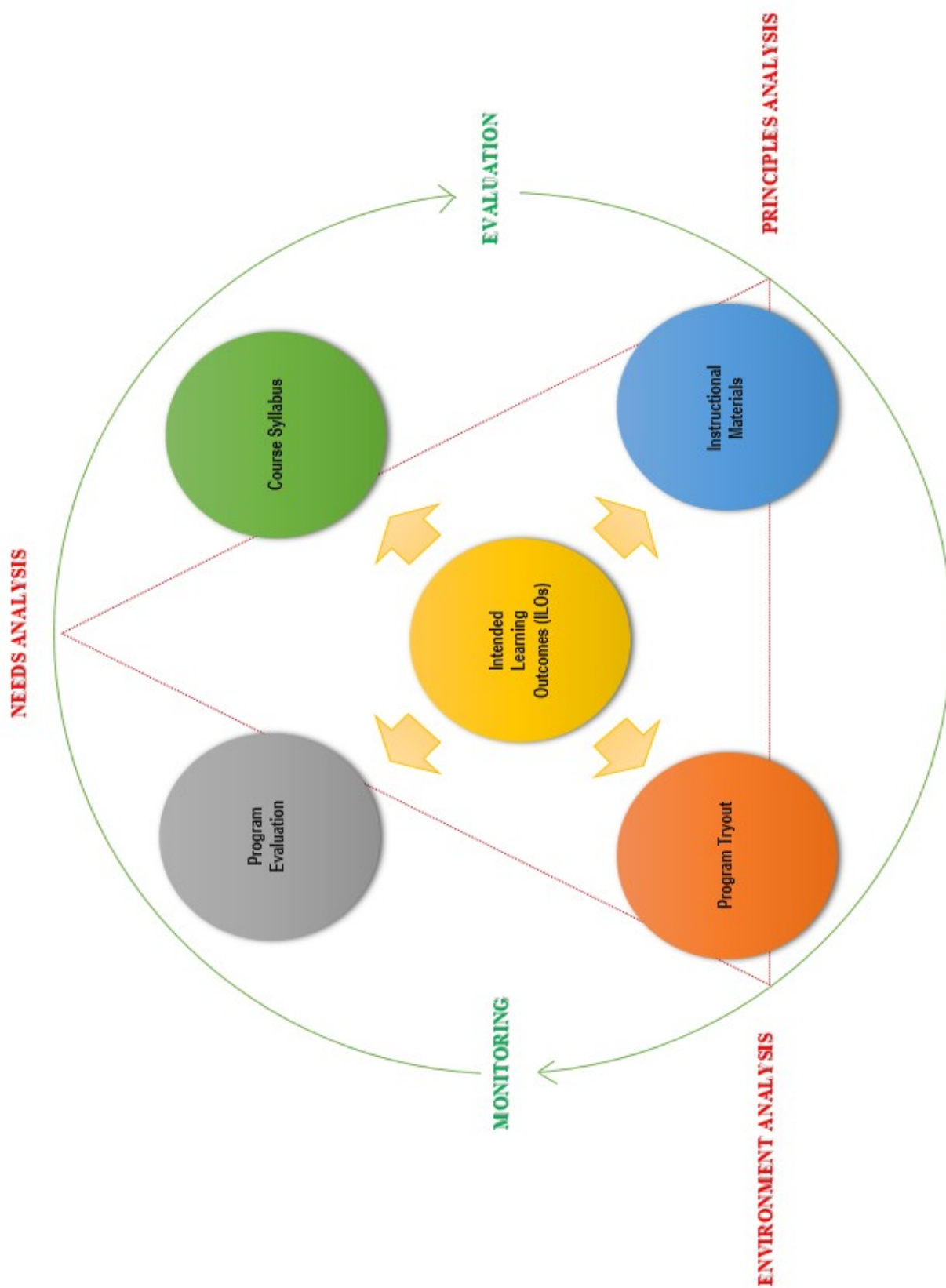


Figure 1. Conceptual Paradigm of Developing an Oral Communication Program for Korean EFL students

The paradigm as shown on page 6, Figure 1, presents three major illustrations of unified concepts that are involved in developing an oral communication program for Korean EFL students: the triangular needs analysis (outer circle), the five interconnected program development elements (inner circle) and the orbicular line which contains the monitoring and evaluation (body sphere).

The first set of concepts involves three unified program development Analyses. The first type is the Needs Analysis where the researcher examines what the target learners know already and what they need to know. These needs can be divided into three categories: Necessities, Lacks, and Wants (Nation & Macalister, 2010). The second type is the Environment Analysis which refers to environment factors, including class size, school facilities, level of motivation, teacher's profile, proficiency level of learners, and special learning goals. The third type is the Principles Analysis which pertains to the pedagogical principles to be used in developing the program. This phase is divided into three divisions: Content and Sequencing, Format and Preparation, and Monitoring and Assessment.

The second set of concepts contains five interrelated program development elements. Each of these elements is described as follow: (1) Intended Learning Outcomes (ILOs) – it pertains to the end-product of the triangulated analysis. These said ILOs are anchored on the conducted Needs Analysis, Environment Analysis in the early stage of the study; (2) Syllabus – it represents the course blueprint of the developed oral communication program. Its nature is eclectic which means that the syllabus is a combination of different communicative language approaches such as task-based, competency-based, and outcome-based. In line with this, the syllabus content and sequencing, format and

presentation, as well as monitoring and assessment are based on the determined ILOs; (3) Instructional

Materials – it embodies the preparation of teaching materials and equipment for the intended language course. The materials in this study primarily encompass realias. PowerPoint presentations, authentic texts, educational videos, recorded tools and speech laboratory; (4) Implementation – it stands for the program tryout. This is where every area (ILOs, syllabus contents, teaching and learning activities, assessment tools) of the developed program is being monitored and evaluated; (5) Assessment – it relates to the overall evaluation of the developed program. In this study, the success of the oral communication program is measured based on the results of the following areas: (1) realization of the Intended Learning Outcomes (ILOs); (2) students' academic performance (attainment of the ILOs); (3) results of post-oral interview; and (4) Quality Matters (QM) language program evaluation.

The third set of concepts reflected in the study's paradigm encompasses two on-going program interconnected elements. These two vital elements are as follow: (1) Evaluation – it signifies the constant evaluation being done throughout the construction and implementation process of the language program. This aspect of the curriculum model ensures that every phase of the developmental period is formatively evaluated by means of observation, checklist and interview. Likewise, overall feedback from students, teachers and administrators about the oral communication program is also included here. (2) Monitoring – it speaks of the continuous monitoring of all stages of the curriculum development process. It safeguards that every phase of the developed program is properly

and or successfully employed. Herein, the program developer is required to systematically monitor and recount all significant events. Generally, presented in the conceptual paradigm

are the underpinning concepts that the researcher has considered in developing the Oral Communication Program for Korean EFL students.

1.3 Statement of Objectives

This study primarily aims to develop an oral English program for Korean students that meets their identified academic and occupational needs. The said program is anchored on the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007).

Specifically, the study aims to achieve the following objectives:

1. To develop an oral communication program for Korean EFL students;
2. To tryout the developed program; and
3. To revise the developed program based on the results of the tryout phase.

1.4 Significance of the Study

The study entitled “Developing an Oral Communication Program for Korean EFL Students” primarily aims to provide a comprehensive guidelines in developing specialized English language programs for EFL learners. Specifically, this study will benefit the following:

Korean Students. The developed program is envisioned to help foreign students in improving their oral communication skills in terms of both academic and occupational English.

Language Teachers. The directed procedures behind the development of the oral communication program could guide other language teachers in planning, designing and selecting effective course activities, instructional materials and assessment tools intended for foreign students.

Lyceum of the Philippines University – Manila. The developed program may serve as a primary model in developing other specialized English programs being offered in the university.

Future Curriculum Developers and Researchers. The developed oral communication program may serve as a comprehensive guideline in developing other language programs that are specifically designed for other ESL/EFL learners.

1.5 Scope and Delimitation

This study primarily aims to develop an oral communication program for Korean EFL students. The overall structure of the said program is anchored on the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007). The study involves four interconnected stages: (1) triangulated analysis (needs, environment and principles); (2) program development; (3) program tryout; and (4) program evaluation. Furthermore, the oral communication program is merely intended for Korean students who are under the supervision of the Center of Language Education and Proficiency (CLEP) at Lyceum of the Philippines University – Manila. The entire program has a total

of thirty (30) hours and must be completed within 2 ½ months only. Furthermore, the developed oral communication program is evaluated based on the results of the following areas: (1) realization of the Intended learning Outcomes (ILOs); (2) students' overall academic performance; (3) post-oral interview results; and (5) Quality Matters language program evaluation rubric with 5 adapted standards. Nevertheless, this study delimitates its scope in the process of language program development, tryout, and evaluation only. Thus, a

comprehensive discussion and interpretation of gathered results in the needs analysis is not the focused of this study.

1.6 Definition of Terms

For clearer understanding of the terms used in this study, listed herewith are conceptually and operationally defined concepts.

CLEP. This initialism stands for Center for Language Education and Proficiency. The language center that caters all foreign students at Lyceum of the Philippines University – Manila.

Environment Analysis. It involves looking at the important environment factors, including class size, school facilities, level of motivation, teacher's profile, proficiency level of learners, and special learning goals (Nation & Macalister, 2010).

ILOs. This initialism stands for Intended Learning Outcomes. It is a term used in Outcome-based Education. In this study, it pertains to the end-product of phase 1. These

ILOs were anchored on the conducted Needs Analysis, Environment Analysis, Mission and Vision of the serving Institution, and principles of Outcome-based Education.

Oral Communication Program. A developed outcome-based language program which is intended for Korean EFL students. It aims to enhance the oral communication skills of the target learners in terms of academic and occupational English. The language program was anchored on the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007). Moreover, program logistics, course syllabus, teaching and learning activities, assessment tools, and instructional materials were designed based on the results of the triangulated Needs Analysis conducted by the researcher to 20 Korean students, 10 English teachers and 6 school administrators. Primarily, the program is envisioned to be a prototype in developing other English language programs designed for ESL/EFL students.

Outcomes-based Education. It strives to enable all learners to achieve to their maximum ability. It sets outcomes to be achieved at the end of the education process. The outcomes encourage a learner-centered and activity-based approach to education. This curriculum model has been adapted in designing the course syllabus of the developed oral communication program for Korean EFL students. OBE has been completely applied in formulating the program target outcomes and sequencing its contents. Furthermore, teaching-learning activities, instructional materials and assessment tools were also anchored on the said curriculum model.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter presents related literature and studies undertaken by different researchers which provide a broad knowledge and background for the subject under study. It starts with understanding what oral communication is (Rhaman, 2010; Clyne, 1994; Bizell, 1989; Halliday, 1978; Searle, 1969) followed by the difference between English as a Second Language or ESL and English as a Foreign Language or EFL (Wages, 2012; Ganderson, 2009; Maxom, 2009; Rajadurai, 2005; Kachru, 1985). In line with this, major factors behind the increasing number of foreign students in the Philippines is also explained (Cabayan, 2011; De Guzman et al., 2007; Miralao, 2007; Moral, 2007; Yoon, 2006; and Palabrica, 2002). Furthermore, comprehensive discussion on the Language Curriculum Design of Nation and Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007) was also presented in this chapter. Indeed, the aforesaid

related literature aided the researcher in developing the proposed oral communication program for EFL Korean students.

With the purpose of specifically responding to the needs of the target Korean students, related studies on English Education in Korea (Jambor, 2012; and Onishi, 2008) and common difficulties of Korean students in learning English (Park, 1997) were also incorporated in this chapter. Purposively, the abovementioned related studies have given the researcher the necessary data in developing the needs analysis forms in this study and eventually in structuring the course syllabus for the developed oral communication program for Korean EFL students.

2.1. Oral Communication

Nowadays, English language competency is one of the basic competencies which should be acquired by a university graduate in order to enter international market and to survive the global competition. Thus, the inability to communicate can lead to significant losses at the personal, academic, professional, and even societal level.

In line with this, one of the most important language competencies that a student should have is oral communication. Oral communication justifies a number of general and discipline-specific educational functions. Learning to speak is a vital goal in itself, for it equips students with a set of skills they can use for the rest of their lives. Speaking is the mode of communication most often used to express opinions, make arguments, give explanations, transfer information, and make impressions upon others. According to Patricia Bizell (1989) for successful communication, students need more than the formal ability to present well and a

range of standard expressions. Indeed, successful communication is context- dependent and thus embedded in its particular discourse community. In other words, oral communication reflects the persistent and powerful role of language and communication in human society.

As Mark Halliday (1978, p. 169) explains, communication is more than merely an exchange of words between parties; it is a “...sociological encounter” (Halliday, p. 139) and through exchange of meanings in the communication process, social reality is “created, maintained and modified” (Halliday, p. 169). Such a capacity of language is also evident in John Austin’s (1962) earlier work on speech act theory where, as cited by Michael Clyne (1994, p. 2), language and thus communication is an “...instrument of action”. Speech act theory, concerned with the communicative effect, that is, the function and effect of utterance, dissects

an utterance into three components: the actual utterance (the locution); the act performed by the utterance (the illocution); and the effect the act has on the hearer (the perlocution). John Searle’s (1969) work further defined speech acts as directives, imperatives, requests, and so on.

Mojibur Rahman (2010) expounded that oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. In line with this, oral communication can take various forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be premeditated.

Moreover, as a speaker there are numerous elements of oral communication of which one needs to be cognizant in order to learn how to use such components to his advantage. Apart from the language used for communication, there are several others elements which the

speaker should learn to communicate effectively. The skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc. Rahman (2010).

With the existing globalization today, calls have been made for graduates to be proficient in oral communication skills as for them to function effectively in the academic and professional setting. Consequently, oral communication skills course is included in undergraduate programs. However, despite the need, and the diverse ways of integrating oral communication skills in the curriculum, there appears to be little research and or English program available that provide a more precise understanding of the methods and approaches of teaching oral communication, especially for ESL/EFL students in the country. Indeed, this study aims to develop an oral communication program that meets both the needs of the EFL students and occupational standards of the business industry today.

2.2. English as a Second or Foreign Language (ESL/EFL)

English as a Second Language (ESL) and English as a Foreign Language (EFL) both refer to the study or usage of the English language by non-native speakers. Their distinction lies mainly in the geography, the nature of the students, and the English-speaking status of the teachers who do the teaching (Robert Wages, 2012). As defined:

“ESL is a term that stands for English as a Second Language and requires teaching English to students in countries where English is the basic language for communication. Canada, UK, US, Australia etc. are the countries that come under this category where English is being spoken everywhere but the students learning English are those who come from diverse backgrounds. These students need to

acquire proficiency in English to cope with the requirements in education and employment circles.” (Michelle Maxom, 2009)

Similarly, Kachru (1985) states that ESL refers to specialized approaches to language teaching designed for those whose primary language is not English. However, Gunderson (2009) argues that the term “*English as Second Language*” (ESL) in many cases is incorrect, because some who come to school have English as their third, fourth, fifth and so forth language. As a result, some individuals and groups have opted for the term “*Teaching English to Speakers of Other Languages*” (TESOL) to represent better the underlying language certainties. In line with this, ESL roughly corresponds to the “*Outer Circle*” described by Kachru (1985) in his work entitled “*Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle*.” Indeed, most of the countries included in the *Outer Circle* are former colonies of the UK or the USA, such as Malaysia, Singapore, India, Philippines, Kenya and others (Rajadurai, 2005).

On the other hand, EFL indicates the use of English in a non–English-speaking nation. In this context, language education can occur either in the student's home country, as part of the normal school curriculum or otherwise, for the more privileged minority, in an English-speaking country that they visit as a sort of educational tourist, particularly immediately before or after graduating from university. As defined:

“EFL is an acronym that stands for English as a Foreign Language. It is applicable for English teaching in countries where the majority does not speak English as a means of communication. These are countries where students are desirous of learning English because of the career prospects and also because of their desire to migrate and work in foreign countries where English is spoken. At present, South Korea, Vietnam, Japan, China, Thailand etc. can be considered as hot spots to

work as EFL teacher for native speakers. In such places, students learn English as a subject for years and often have a good grasp of the vocabulary and the grammar but do not get enough exposure to conditions where people converse only in English.” (Maxom, 2009).

Therefore, EFL is a traditional term meant for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. If ESL corresponds to the “*Outer Circle*”, EFL on one hand, corresponds to the “*Expanding Circle*” as described by linguist Kachru (1985). The countries placed in the *Expanding Circle* includes the rest of the world, where performance varieties of the language are frequently used, principally in restricted contexts. By and large, English plays a role here as a foreign language for international communication and for specific purposes as in the reading of scientific and technical materials. Countries in the *Expanding Circle* include China, Egypt, Indonesia, South Korea, Japan, Saudi Arabia and others (Rajadurai, 2005).

2.3. The Philippines: A hub for English Learning in Asia and other Non-English Speaking Countries.

At present, internationally-minded people are choosing to teach English as a Second Language (ESL) in different parts of the globe (even in the United States). In the Philippines for example, thousands of foreign nationals from different parts of Asia come to the country to study English as a Foreign Language (EFL). Students from China, Japan, South Korea, Vietnam, Taiwan, Thailand, and even in the Middle East chose to study English in the Philippines due to the various local schools that offer cheap yet high-quality English courses. As discussed:

“In the 1980s, the government began drawing foreign students to study in the Philippines, mostly in medicine and agriculture. A decade later, many schools and institutions offered short-term courses in English language, aviation, hotel and restaurant management, and maritime studies. In 2000, the government promoted the country as education center in Asia, making it easier for foreign students to apply for visas. It also established exchange programs between Philippine schools and universities in Australia, United States, South Korea, Canada, and Europe.”(*Emerging Education Hub in Asia-Pacific*, 2012).

Thus, the Philippines is now considered as a fast emerging education center in the Asia-Pacific Region. In fact, many local schools in the country are accredited abroad, and their graduates are creating a good impression worldwide. Likewise, foreigners do not find it hard to study in Philippine schools and adapt to its culture and customs. As stated:

“According to *Bureau of Immigration Statistics*, foreigners studying in the country have increased from 26,000 in 2011 to more than 61,000 in 2012. The phenomenal increase could be partly attributed to a rise in the number of accredited

institutions authorized to admit foreign students. This has risen from 104 schools and learning institutions in 2011 to 2,145 in 2012. Based on sampled data for 2012 ($e=\pm 1$), the biggest number of foreign students was from Iran at 21.44%. South Korean students comprised 19.62% followed by those from China and ASEAN countries at 18.39% and 10.97%, respectively. The remaining 23.58% were students from other countries all over the globe” (*Number of Foreign Students in the Philippines Increases*, 2013).

In effect, different leading universities and language institutions in the Philippines strive to develop powerful, innovative, and comprehensive ESL programs that are designed to enhance the language skills of both local and foreign students. In this day and age, EFL

and ESL are terms that are commonly used for teaching or learning of English as a language by people whose first language is not English. As more and more people are immigrating to English-speaking countries, and English continues to become the language of international commerce and trade – the need of effective language curricula and/or programs for both ESL and EFL learners will indeed continue to proliferate.

According to GoAbroad Team (2007) Filipinos are considered as one of the most competent English speakers in the world. The Philippines is also known for its highest standards of education, high-caliber educational institutions including the premier university of the land, the University of the Philippines. Furthermore, the country is one of the major exporters of English teachers, nurses and skilled workers abroad. As a result, it has now engaged in the emerging industry of ESL schools.

Koreans and Japanese are the major clients of language schools in Manila and other urban cities like Cebu. It offers from 3-month to 6-month English language courses. Online

English teaching is done in some other areas of the country mostly to Japanese English students. Apart from competence, cost is also a major consideration in studying. As has been said earlier, compared to other Asian countries, Philippine Education is more affordable. The culture is much easy to adopt with. People are more hospitable and the environment is more open and less hostile (GoAbroad Team, 2007).

Consequently, the Philippines language schools continue to be one of the best places to learn English as far as the Korean students market is concerned. According to Cebu-Philippines.Net (2013) “the Korean overseas study market can be broken down in three

categories. The first group comprises of youth who enroll in two-month Philippines ESL programs that coincide with their summer or winter breaks. The second set makes up of students who enter into the regular course offerings of international schools and universities in the Philippines. The third and most specialized outbound segment includes Koreans who intend to learn English used in particular fields, such as medicine and nursing. Packages for Philippines ESL as applied in golf, diving and other areas of interest are also in the menu of several tour wholesalers.” Therefore, South Korea is currently the country’s top source of foreign arrivals. A total of 126,354 Korean nationals landed in the Philippines between January and February 2013, making up 22.1 percent of over-all tourist traffic (Cebu-Philippines.Net, 2013). Thus, developing a specialized ESL program based on the current needs of foreign students will surely be valuable and marketable.

2.4. Language Curriculum Design of Nation & Macalister (2010)

Currently there is a great deal of concern about how a curriculum can best meet students' needs. Infinite approaches such as team teaching and individualized instruction have been used

by educators to help meet these needs. But, regardless of the approach an instructor uses, a basic question has to be answered: To what extent will the approach actually assist students in preparing for academic works or employment tasks? To answer the question, Paul Nation and John Macalister (2010) offer a comprehensive paradigm for the design and creation of a language program or curriculum based on current language teaching and education principles.

Nation and Macalister (2010) divided the process into a series of interconnected circles. The three outer circles represent *Principles*, *Needs*, and *Environment*, global factors

which must be considered in balance during the design process. *Principles* refers to the guiding concepts used to promote learning within the program, ideally based on a review of the current language learning literature. *Needs* is short for needs analysis, or in other words a detailed evaluation of what the learners need and want from the course. *Environment* looks at the context that surrounds the course, including resources and constraints that will affect the course. According to Nation and Macalister (2010) the inner circle covers more specific aspects of course design, often referred to as “syllabus,” including *Content* and *Sequencing*, *Format* and *Presentation*, and *Monitoring* and *Assessing*. At the center of the inner circle are *Goals*, a reminder to keep curriculum goals the top priority. Finally, the entire diagram is encircled by a line marked *Evaluation*, which they state is a reminder to continuously monitor the curriculum design process in order to make appropriate adjustments.

a. Environment Analysis

The first step in any curriculum design process should be a realistic look at the environment in which the course is created, in particular who the learners are, who the teachers are, and what the teaching and learning situation is (Nation and Macalister,

2010). *Environment Analysis* involves considering the factors of the situation in which the course is to be used and determining how the course should take account of them. One way of approaching environment analysis is to work from a list of questions which focus on the nature of the learners, the teachers and the teaching situation.

Nation and Macalister (2010) stated that “there are many factors that could affect curriculum design, so as a part of the procedure of environment analysis, the

curriculum designer should decide which factors are the most important. The importance of a factor depends on” (p.20): (1) Whether the course will still be useful if the factor is not taken into account, and (2) How large and pervasive the effect of the factor is on the course.

The following are the steps involved in *Environment Analysis* (Nation and Macalister, 2010): (1) Brainstorm and then systematically consider the range of environment factors that will affect the course; (2) Choose the most important factors (no more than five) and rank them, putting the most important first. (3) Decide what information is needed to fully take account of the factor. The information can come from investigation of the environment and from research and theory; (4) Consider the effects of each factor on the design of the course; and (5) Go through steps 1, 2, 3, and 4 again.

Nation and Macalister (2010) explained that “*Environment Analysis* involves looking at the local and wider situation to make sure that the course will fit and will meet local requirements. There is considerable research data on many of the important environment factors, including class size, motivation, learners of mixed proficiency and special purpose goals. Good environment analysis draws on both analysis of the

environment and application of previous research and theory. In some models of curriculum design, environment analysis is included in needs analysis” (p. 21).

b. Needs Analysis

Nation and Macalister (2010, p.24) said that “*Needs Analysis* is directed mainly at the goals and content of a course. It examines what the learners know

already and what they need to know. Moreover, needs analysis makes sure that the course will contain relevant and useful things to learn. Indeed, good needs analysis involves asking the right questions and finding the answers in the most effective way.”

With a rough understanding of the environment in which the international studies English program will function, one may move on to evaluating the needs of the learners. These needs can be divided into three categories: *Necessities*, *Lacks*, and *Wants* (Nation & Macalister, 2010):

1. **Necessities** - What is necessary in the learners’ use of language? For example, do the learners have to write answers to exam questions?
2. **Lacks** - What do the learners lack? For example, are there aspects of writing that were not practiced in their previous learning (L1, L2)?
3. **Wants** - What do the learners wish to learn?

Nation & Macalister, (2010) said that “another way to look at needs is to make a major division between *present knowledge* and *required knowledge*, and *objective needs* and *subjective needs*. Very roughly, *Lacks* fit into present knowledge, *Necessities* fit into *required knowledge*, and *Wants* fit into subjective needs” (p.25).

c. Principles

Knowing the needs of the learners, as well as the environment where they will be taught, teachers decide upon the principles that will best guide them toward their goals (Nation and Macalister, 2010). Any language program should make use of an approach based on current principles that are supported by empirical research. Fortunately, several respected researchers have compiled lists of the most effective

principles for encouraging language learning (Brown, 2002; Nation and Macalister, 2010).

Nation and Macalister (2010) have introduced twenty principles in Language Curriculum Development. “These principles have been divided into three groups. These three groups represent the three major divisions of the central circle in the curriculum design.” (pp. 38-40)

First is the *Content and Sequencing* (the first group of principles deals with content and sequencing). That is, they are concerned with what goes into a language course and the order in which language items appear in the course. The aim of these principles is to make sure that the learners are gaining something useful from the course. Second is the *Format and Preparation*. It is concerned with what actually happens in the classroom and during the learning. Most practically, they relate to the kinds of activities used in the course and the ways in which learners’ process the course material. It is in this aspect of curriculum design that teachers may have their greatest influence on the course. And third is the *Monitoring and Assessment*. The third group of principles

(as the group name entails) deals with monitoring and assessment and to some degree evaluation.

Generally, in each of the groups indicated above, the principles have been ranked in order of their importance, so that the first principle in the group is the most important of that group, the second principle is the next most important and so on.

Nation and Macalister (2010, p.40) stated that “it is worth looking at other researchers’ lists of principles to see how they differ from the others.”

d. Goals

More and more companies are seeking graduates with strong language skills and the ability to function effectively in an intercultural environment (Hideshi Ihara, 2011). To this end, a solid curriculum will balance linguistic targets with benchmarks for measuring competency in dealing with interpersonal communication in global contexts. In order to make this wide variety of goals, both academic and career-oriented more manageable, it is advisable to break them down into performance objectives (Brown, 1995).

e. Content

A growing body of research supports the integration of language learning and content (Nation and Macalister, 2010), and few fields provide as rich a source of materials for language classrooms. English-language learning textbooks abound with themes related to culture and geography, global issues, area studies, and global business, and newspapers and news magazines, both in print and online, provide unlimited authentic texts that can be used for engaging lessons.

f. Sequencing

Rather than trying to build some kind of hypothetical foundation built on random topics and then moving up to a false hierarchy toward content, it is more effective to see sequencing as a spiral with topics, skills, concepts, and

vocabulary repeated and recycled through the course of the program in increasing difficulty (Nation and Macalister, 2010).

g. Format and Presentation

Once it has been decided what to teach and when, the question of how arises. Considering the international and multicultural nature of the environment proscribed here, the program's pedagogy should reflect current practices that will help students not only achieve linguistic and cultural competence, but also be prepared for the kind of varied contexts that await them, especially if they are to engage the global community in ways described by the mission statements of these kinds of programs (Nation and Macalister, 2010).

In other words, it is at the format and presentation part of the curriculum design process that the data gathered from needs and environment analysis, and the principles chosen to maximize learning come together in activities that involve the learners. Most of the decisions made regarding constraints, needs, principles, content and sequencing will only be indirectly observable through the format and presentation of the lessons. But these decisions must come through into the lesson format or the work done on these aspects of curriculum design has been wasted, and

the course might not suit the environment or learners for which it is intended, and might not apply what is known about teaching and learning (Nation and Macalister, 2010).

h. Monitoring and Assessment

According to Nation and Macalister (2010) the success of any task or process must be monitored and assessed in order to be measured, and language learning is no exception. Nowadays, most universities that teach EFL on a large scale have some system of assessment in place, often one of the widely accepted measures such as the TOEFL, TOEIC, or GTEC. Indeed, assessments used will depend on the specific objectives of the program, but could include such types as placement, diagnostic, and achievement tests, learner portfolios, self and peer assessment, interviews, and task performance reviews.

i. Evaluation

Nation and Macalister (2010) said that the final point to consider when creating an English program is how to evaluate the program. Although the exact criteria of evaluation will vary, several important points include checking that the level of instruction is appropriate for students in the program, goals and objectives are relevant and being met, students are satisfied with their courses, and the program is operating within institutional constraints such as budget and mission. Methods for program evaluation could include interviews with students and instructors, surveys (both self and course evaluation), teacher portfolios,

assessment results, classroom observation, and student and teacher achievements. The purpose of each method of evaluation as well as how it will be used should be made clear to everyone

involved in order to ensure a healthy climate of respect and value. When an area of possible improvement is identified, ideally through multiple measures, the appropriate stages of curriculum development discussed should be revisited and revised. Curriculum design should be seen as a continuous process with the curriculum itself as a tool used to bring together the various components that will make a program more effective (Nation and Macalister, 2010). In order to develop a more solidified curriculum, the researcher has chosen an outcome-based approach in developing an oral communication program for EFL students.

2.5. Outcomes-Based Education (OBE)

Over the years of development, the paradigm of outcomes-based education (OBE) has transformed from traditional OBE, through transitional OBE into the era of what William Spady (1980) refers as transformational OBE. The rigorous OBE is now a trend in different countries around the globe including the Philippines. In fact, Commission on Higher Education Memorandum Order 46 (CMO 46), or the Policy-standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-based and Typology-based QA has been issued by the commission (CHED, 2013). It instructs that all universities and institutions in the country should align their respective course curricula to

OBE. In order to understand this new prescribed curriculum design, presented herewith is a comprehensive discussion of the said curriculum model.

Outcome-based education, or OBE, is a student-centered approach to education that focuses on the intended learning outcomes resulting from instruction. Norman Jackson (2002, p.142) stated that the three components that comprise an outcome-based approach to learning are: (a) an explicit statement of learning intent expressed as outcomes which reflect educational aims, purposes and values; (b) The process or strategy to enable the intended learning to be achieved and demonstrated (curriculum, teaching, learning, assessment and support and guidance methods); and (c) Criteria for assessing learning which are aligned to the intended outcome.

In line with this, John Biggs and Catherine Tang (2007) identify three versions of outcome-based education, wherein each of which is briefly discussed below.

1. Outcome-based Education Version 1 (Spady)

Developed in the 1980's and '90's, the concept of outcome-based education is most commonly associated with William Spady (Harden, 1999; Killen, 2000; Biggs & Tang, 2007). According to Spady (1994) "outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens." (p. 12)

Indeed, Outcome-based education is designed so that “all students are equipped with the knowledge, skills and qualities needed to be successful after they exit the educational system” (Spady, 1994, p. 9). Spady (1994) describes learning outcomes as “...clear learning results that we want students to demonstrate at the end of significant learning experiences” (p. 2). While “exit outcomes” represent the culmination of a student’s career, “enabling outcomes” provide the “key building blocks” upon which these are developed (p. 8). Once the exit outcomes have been identified, curriculum, instructional strategies, assessment and performance standards are organized to ensure that students are able to achieve them.

Spady’s “OBE Paradigm” (1994) is based on three premises and four principles. The premises are: (1) All students can learn and succeed but not on the same day and not in the same way; (2) Successful learning promotes even more successful learning; and (3) Schools control the conditions that directly affect successful learning.

The four “power principles” are: (1) Clarity of focus on culminating outcomes of significance; (2) Expanded opportunity and support for learning success; (3) High expectations for all to succeed; and (4) Design down from your ultimate, culminating outcomes. The first principle, clarity of focus, requires instructors to make deliberate, informed choices when designing instruction in order to facilitate students’ achievement of the intended learning outcomes. The second principle, expanded opportunities, “...is based on Spady’s first premise that, while all learners can be successful, they may require different instructional strategies and

additional learning opportunities in order to do so.... Most students can achieve high standards if they are given appropriate opportunities” (Roy Killen, 2000, pp. 3-4). This is linked to the third principle, high expectations, according to which success reinforces prior learning, heightens self-confidence and provides motivation. Finally, in the last principle, designing down, the instructor begins by identifying the exit outcomes, followed by the “building blocks” of learning that enable students to achieve these. In order for an educational system to be described as outcome-based, these four principles must provide its philosophical foundation.

Two approaches exist within Spady’s outcome-based education paradigm: “traditional/transitional” OBE and “transformational” OBE. The traditional/transitional approach “...emphasizes student mastery of traditional subject-related academic outcomes (usually with a strong focus on subject-specific content) and some cross discipline outcomes (such as the ability to solve problems or to work co-operatively)” (Killen, 2000, p. 2). In contrast, the transformational approach “... emphasizes long-term, cross-curricular outcomes that are related directly to students’ future life roles (such as being a productive worker or a responsible citizen or a parent)” (Killen, 2000, p. 2).

2. Outcome-based Education Version 2: Ensuring Accountability

In the 1980’s and 90’s, outcome-based education was widely adopted in the United States, Australia and the United Kingdom to provide evidence of accountability to meet the needs of accreditation agencies and external stakeholders,

such as government and employers (Killen, 2000; Biggs & Tang, 2007). Accountability requires quality measures, metrics or performance indicators, typically defined as inputs, outputs or outcomes.

3. Outcome-based Education Version 3: Enhancing Teaching and Learning

In the third version of outcome-based education, learning outcomes are used for the sole purpose of enhancing teaching and learning (Biggs & Tang, 2007). In this model, instructors must first clearly state and communicate the intended learning outcomes (ILOs), and minimum acceptable standards for success are established so that students understand what is expected of them. Instructors then select instructional strategies that will help students to gain the desired skills, knowledge or values. Finally, instructors choose assessments that are *constructively aligned* with the learning outcomes and provide evidence that these have been achieved.

a. Instructional Planning using OBE

Instructional planning under OBE system takes four major steps: (1) *Deciding on the Outcomes*. It is very important to define the outcomes of a program in specific and precise manner. Spady and Marshall (1994) wrote “Outcomes are clear, observable demonstrations of student learning that occur after a significant set of learning experiences.... Typically, these demonstrations, or performances, reflect three things: (1) what the student knows; (2) what the student can actually do with what he or she knows; and (3) the student’s confidence and motivation in carrying out the

demonstration. A well-defined outcome will have clearly defined content or concepts and be demonstrated through a well-defined process beginning with a directive or request such as ‘explain,’ ‘organize,’ or ‘produce’.” Thus, most outcomes and standards should be described in terms of three dimensions: (1) *Context*—simple to complex (2) *Content*—simple to complex and (3) *Competence*—low to high.

b. Demonstrating Outcomes

Expected demonstrations will be defined by setting ‘benchmarks’ for each level of the program. Each benchmark is a skill that must be demonstrated by the student. Unlike the outcomes, the list of benchmarks is different in every level of study. Benchmarks should address and define specifically the goals of the curriculum and determine ways to assess whether students have reached these goals at that level of study (Spady and Marshall, 1994).

c. Deciding on Contents and Teaching Strategies

One of the most common questions among teachers is ‘what experiences will I need to provide?’ At the beginning of any class the teachers will delineate expectations and outcomes to make the students feel like participants in classroom decisions. When this is done the students tend to be more supportive of activities and learning processes taken in all aspects of the class.

There are two general approaches to implementing outcome-based models: (1) ‘Whole-class’ models which seek to bring all learners in a classroom up to high levels of learning before proceeding further, and (2) ‘Flexible’ models which use flexible grouping, continuous progress, technological approaches and instructional management.

The latter model requires the instructor to make a sincere attempt to meet each student at his/her level of competency and build upon the 'strengths already there' throughout the course. After the first few days of the course, students must have clearly understood the objectives of the program. In addition, a classroom climate of mutual respect should have been built and the teacher has a great deal of information about each student. At this juncture, it would help if the instructor could conduct an assessment of students' mastery in varied areas, including the content they had learnt and other skills that they had developed. The assessment could help the instructor determine what instructional levels to begin the course at (Spady and Marshall, 1994).

It is significant to note that a specific textbook is not used for these classes. Since a regular textbook would bring a sense of confinement, it is preferable to use a varied range of reference books and authentic materials from the world around such realias, sample documents, copies of business letters etc. Each year, units of study are developed according to the changing needs of the student population and integrated into the curricula. In this manner one can build upon the interests of the students and individualize their classroom experience. Integral to this program is the completion of projects, reports, and group activities to evaluate a student's thoughts and process of development. The projects are often open-ended, giving the students freedom to explore whatever their interests and abilities lead them to.

d. Assessments in OBE

The entire curriculum in OBE is driven by assessments that focus on well-defined learning outcomes and not primarily by factors such as what is taught, how long the student

takes to achieve the outcomes or which path the student takes to achieve their target. The learning outcomes are set out on a gradation of increasing complexity that students are expected to master these outcomes sequentially. Willis and Kissane (1995) suggested two techniques for assessing students' learning outcomes: (1) 'Standard-referenced assessment' (similar to criterion-referenced assessment but with a clearer description of expected performance), and (2) Student portfolios documenting their progress. Given that assessments in OBE focus on the students' learning outcomes (i.e. how much and how well the students have learnt), this could imply that students with different abilities will follow different paths to reach their goals and may finish at different times. This brings forth some questions on when and how often to carry out the assessments in a semester or how many attempts should a particular student be allowed to show her/his abilities. In addition, as OBE requires ongoing feedback between the student and the lecturer, continuous assessments could help the lecturers determine the following: (1) How to improve the learning outcomes? (2) What is the progress of particular students in the class? and (3) When to assess the students on how much they have learnt?

2.6. English Education in South Korea

In South Korea, English is taught as a mandatory subject from the third year of elementary school up to high school, and in most universities, with the aim of performing well on the TEPS, TOEIC and TOEFL, which are tests of reading, listening, writing, speaking, and

grammar-based English. Attributable to large class sizes and other factors in public schools, many parents expend to send their children to private English-language schools in the afternoon or evening. In fact, the most ambitious parents send their children to kindergartens that utilize English exclusively in the classroom (Onishi, 2008).

Many children also live abroad for anywhere from a few months to several years to learn English. Sometimes, a Korean mother and her children will move to an English-speaking country for an extended period of time to enhance the children's English ability. In these cases, the father left in Korea is known as a *gireogi appa* literally a "goose dad" who must migrate to see his family (Onishi, 2008). There are more than 100,000 Korean students in the U.S. The increase of 10 percent every year helped Korea remain the top student-sending country in the U.S. for a second year, ahead of India and China. Korean students at Harvard University are the third most after Canadian and Chinese (*ICEF Monitor*, 2008). Moreover, Jambor (2012) said that as a result of recent curriculum changes, the education system in Korea is now placing a greater emphasis on English verbal abilities rather than grammatical skills. Thus, universities require all first year students to take an English conversation class in their first year and some universities require students to take conversational English classes throughout the entirety of their university life. In fact, according to a 2003 survey conducted by the Hong Kong-based Political and Economic Risk Consultancy, despite being one of the countries in Asia that spends the most money on English-language education, South Korea ranks the lowest among 12 Asian countries in English ability. English as a subject discipline, that is, the study of linguistics, literature, composition/rhetoric, or pedagogy is uncommon except in top-tier or graduate programs in Korea. As a result, despite efforts to recruit foreign faculty in

Korean universities, opportunities for tenure are fewer and professorial privileges and salaries are lower than for foreigners contracted to teach major disciplinary courses in English.

2.7. Shared Difficulties of Koreans in Learning English

Presented herewith are some of the communication difficulties encountered by Korean students in learning English. The following linguistics findings were the results of a

comprehensive examination of some of the differences between the Korean and English languages conducted by Myung-Seok Park (1997).

a. Phonological Differences

As defined by Clark *et al.* (2007) phonology is the systematic use of sound to encode meaning in any spoken human language, or the field of linguistics studying this use. As regards with this, the sound system of English is extremely different from the sound system of Korean. Thus, native Koreans learning English encounter a massive phonological snares.

The branch of phonology that deals with the restrictions on possible phonetic combinations is called *phonotactics*. Park (1997) explicated that Korean phonotactical rules allow for words to end only in vowels or a select few consonants. As a result, when speaking English, Korean learners of English have a tendency to add a vowel to an English word that ends in a consonant that could not occur at the end of a Korean word; for example, the plural “s” occurs frequently in English. But no words end with the “s” sound in Korean. This is why you may hear Korean learners of English say “Englishee,” and “shirtsuh,” instead of “English” and “shirts.” According to M.S. Park (1997), Chair of the English Department at Dankook University, “Such superfluous vowels can be removed by practicing letting the final

consonant just fade away, rather than making it end abruptly.” Accordingly, English has a number of sounds that do not exist in Korean, including:

Table 1
English Sounds that do not exist in Korean Language (Park, 1997)

IPA Symbol	Common Substitution
f	Korean learners of English tend to start with a /p/ and force air between their lips (as an interlabial fricative, for those of you who have studied phonology). If you close your eyes, and listen to the sound produced, it sounds almost identical to an /f/. However, problems arise when they pair the substitute sound with other consonants, as in “free,” which sounds markedly different when pronounced using the common /f/ substitution discussed here. Other times they may pronounce an /f/ as an unmodified /p/, so that the word “coffee” comes out as “coppee.”
v	Korean learners of English often substitute a /b/ sound so that Vancouver comes out as “Bancouer.”
θ (th as in “third”)	/s/ is often substituted so that “think” comes out as “sink.”
ð (th as in “the”)	/d/ is often substituted so that “this” comes out as “dis.”
ʒ (zh as in vision) and z	/z/ and /ʒ/ are both often pronounced as a vague /j/ /dʒ/ sound, so that “zip” comes out sounding like “jip” and “pizza” like “pija.”

b. Homologous Pairs

M.S. Park (1997) expounded that teaching students homologous pairs will greatly help their understanding of English pronunciation. Two sounds are said to be homologous when the mouth organs are moved exactly the same way to make both sounds, the only difference being that the voice is used for one, and the other is made without use of the voice. A voiced sound cannot be properly reproduced without using one’s voice, and an unvoiced sound cannot be properly reproduced if one’s voice is used. One pair that occurs in both English and Korean is p/b and ㅍ/ㅂ; wherein /p/ is voiceless, while /b/ is voiced. Both English and Korean have a number of

homologous pairs; thus, the concept can be taught first with native Korean sounds, before being applied to English sounds.

Table 2
Homologous Pairs in English and Korean Language (Park, 1997)

Homologous Pairs in English and Korean	
<i>Unvoiced</i>	<i>Voiced</i>
k/ㅋ	g/ㄱ
p/ㅍ	b/ㅂ
ch/ㅈ	j/ㅊ
t/ㅌ	d/ㄷ
f	v
s	z
sh	z

In the table above, you can see the homologous pairs identified in both Korean and English. It is noticeable that the first four pairs occur in both English and Korean, while the next pair occurs exclusively in English (f/v). The last two pairs are special: the unvoiced sounds occur in both Korean and English, but the voiced sounds occur exclusively in English. As explained (Park, 1997) this means that the students already know how to properly place their vocal organs to accurately reproduce the /z/ and /zh/ sounds; the teacher merely needs to train them to make an /s/ or an /sh/ sound while engaging their voice, and good /z/ and /zh/ sounds will emerge. Similarly, if a teacher can train students to make a proper /f/ sound, teaching /v/ is just /f/ while using one's voice."

Park (1997) expounded that after learning these concepts and proper pronunciation of the said sounds, Korean students will eventually use the correct pair, but still produce the wrong sound. "In Korean, voiced consonants are only positional variants of corresponding voiceless ones: a consonant is voiced when it comes between other voiced sounds...a Korean speaker tends to use a voiced consonant instead of a correct

voiceless one between voiced sounds; for example, ‘Pick up’ is often pronounced like ‘pig up,’” (Park, 1997, p. 4). The source of this error is the Korean habit of using voiced consonants in some positions and unvoiced ones in others (p. 5).

There are other consonant situations that learners of English often have trouble with, such as /p/, /t/, and /k/ when they occur at the end of a word (referred to as unvoiced

stops). The /p/ in stop phonetically different from the /p/ in “park,” for example. This is confusing to Korean learners of English. One of the most difficult is /t/, which sounds different in the words “ten” and “city.” If you listen to many American English speakers say “writing,” it sounds like “riding.” Thus, it is common to see Korean learners of English substituting a /d/ for the /t/ in words like “water” (Park, 1997).

Consonant clusters (like glimpsed, as the /e/ is silent, or three-twelfths) are also problematic, as Korean phonotactic rules don’t allow for sounds that begin to approach the pronunciation complexity of *f* followed by *θ* followed by *s* without intermediary vowels as occurs in the aforementioned *twelfths*. To mitigate consonant clusters, Korean learners of English are likely to insert superfluous vowels, for example pronouncing the “e” in “published” (Park, 1997). He notes that it is extremely difficult for Korean speakers to read the following stanza at normal speed: (1) Amidst the mists and coldest frosts; (2) With stoutest wrists and loudest boasts; (3) He thrusts his fists against the posts; and (4) and still insists he sees the ghosts.

According to Park (1997) English vowels also present difficulty to Korean learners of English. Koreans have trouble with English diphthongs. A diphthong (also known as a gliding vowel) is a vowel that experiences a change in quality during its

pronunciation, such as the word *eye*. *Eye* begins with /a/ (as in “father”) and ends with /ɪ/ (as in “be”) with the tongue gliding smoothly from the /a/ to the /ɪ/. These kind of sounds do not exist in Korean, so Korean learners of English commonly either leave out the glide or pronounce the diphthong as two distinct vowels (p. 7).

Park (1997) stated that when a foreign word containing the /aɪ/ diphthong is written in Hangul, it is written as O|O|: two distinct vowels. Korean learners of English “cannot hear this glide and so cannot tell the difference between the vowel /i/ as in sit and the diphthong /iy/ as in “seat” and in reproducing both /i/ and /iy/ he tends to use the Korean /i/ (O|) which gives an in-between effect. A native speaker of English cannot tell whether the Korean speaker has said “it,” or “eat,” (p. 7). Indeed, this is just one example of several difficulties Korean learners of English have with English vowels.

c. Communicative Differences

M.S. Park (1997) described that Korean students have a very different classroom culture than their Western counterparts. In Korean culture, when a teacher asks a student a question, the student is expected to give the answer, and if the student cannot give the answer, feels somewhat ashamed that they failed to live up to the teacher’s expectations. After all, the teacher chose them to relay a piece of information to the whole class. Other students who know the answer to the question may feel superior in that moment, and the student who can’t answer the question knows this, hence contributing to that feeling of shame. Therefore, when the teacher asks a question and the student doesn’t know the answer, the student will avoid eye contact and be silent. The teacher, recognizing that the

student doesn't know the answer, will ask another student, thereby taking the focus off of the first student (Park, 1997).

However, in Western culture, not having the answer to a question doesn't carry so much stigma. M.S. Park (1997) said that a student asked a question to which he or she doesn't know the answer, will simply say "I don't know" and the teacher will likely ask

someone else. Problems can arise when you put a Western teacher in front of Korean students. The teacher will ask a student a question, such as "What is this?" The student, not knowing the answer, will study their book (or their desk) intently and not respond. The Western teacher initially is likely to think the student either didn't hear or didn't understand the question, and so they ask again "What is this?" The student again fails to respond, now highly embarrassed. The teacher may ask a third time, because in Western culture, the student may be perceived as ignoring the teacher, which is disrespectful. This teacher and student are locked into a vicious spiral, with the teacher demanding an answer so that he/she can be respected, and the student declining to answer so that he/she is not humiliated. The Korean student may be thinking "Everyone in the room knows I don't know, so why force me to acknowledge my ignorance out loud?" (Park, 1997).

d. Differential Use of Vocabulary by Language

According to Professor M.S. Park (1997) the English word "see" does not always mean the same thing in English as it does in Korean. For example, used as "to view," the meaning of the Korean word boda (보다) and its English equivalent "to see," are the same. However, in Korean, one cannot literally say "I'd like to see the manager," as "see" in Korean only means "view." Park (1997) explained that in English, the context tells the

listener that in fact you want to speak with the manager, but in Korean “see” is not used in this manner. You need to say “I want to talk to the manager.” These kinds of language-transfer issues work both ways; hence, one must be cautious when he speaks. Characteristically, Koreans would not use *a ton* of idioms and metaphors when they speak, unlike the native speakers of English. An idiom is any expression where two words, when

used together, have a different meaning than they have when used separately for example (Park, 1997):

“A Korean learner of English learns the word “up,” which is a direction toward an elevated position. But “shut up” doesn’t mean to close something above you; “beat up” doesn’t mean to hit something above you, and “mess up” doesn’t mean to make something untidy above you. These are just a few; we have break up, crack up, trip up, jack up, etc. Idioms are extremely confusing to someone trying to learn to speak English. If one understands Latin roots, prefixes and suffixes, and is faced with a word never before seen, one may be able to decipher the meaning. However, there is no intuitive mechanism to decipher the meaning of an idiom, no guide you can give your students which will be of general use when learning them; idioms must be memorized.”

Thus, M.S. Park (1997) strongly emphasized that native speakers of English, called upon to teach English as a Second or Foreign Language, must pay close attention to their choice of words, as idiomatic expressions occur so naturally and automatically in their speech that they may not realize their Korean students have no idea what they are saying.

Summary

The purpose of this study is to develop an oral communication program for Korean EFL students. This review of related literature and studies affirm that various underpinning

concepts and principles are to be employed in formulating the intended English oral communication program under study. It starts with understanding what oral communication is (Rhaman, 2010; Clyne, 1994; Bizell, 1989; Halliday, 1978; Searle, 1969) followed by the difference ESL and EFL (Wages, 2012; Ganderson, 2009; Maxom, 2009; Rajadurai, 2005; Kachru, 1985). In line with this, factors behind the increasing number of foreign students in the Philippines is also explained (Cabayan, 2011; De Guzman et al., 2007; Miralao, 2007; Moral, 2007; Yoon, 2006; and Palabrica, 2002). Furthermore, comprehensive discussion on

the Language Curriculum Design of Nation and Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007) was also presented in this chapter. Indeed, the aforesaid related literature aided the researcher in developing the proposed oral communication program for EFL Korean students. Moreover, as to ensure a high functionality and marketability level of the program, an array of related studies on English Education in Korea (Jambor, 2012; and Onishi, 2008) and Common difficulties of Korean students in learning English (Park, 1997) were purposively integrated in this chapter.

Chapter III

RESEARCH METHODOLOGY

This chapter discusses the research design, profile of the participants, sampling method, program development procedures and course materials used in the study.

3.1. Research Design

This research is descriptive in nature. The study aims to comprehensively discuss every stage involved in developing the oral communication program under study.

This type of research describes what exists and helps to uncover new facts and meaning. The purpose of descriptive research is to observe, describe, and document aspects of a situation as it naturally occurs (Polit & Hungler 1999). This involves the collection of data that provides an account or description of individuals, groups or situations. Instruments used to obtain data in descriptive studies include (1) questionnaires; (2) interviews (closed questions); (3) and observation (checklists, etc.). In this research, gathered data from the

conducted needs analysis via questionnaires and interviews were used as bases in developing the oral communication program.

Moreover, there is no experimental manipulation and/or any random selection to groups, as there is in experimental research. Thus, participants in this study were purposively chosen as their numbers were already quantified prior to their arrival in the Philippines. This is because foreign students are normally composed of 20 to 40 students per group and are all required to take the TOEIC Test upon admittance in the university. In line with this, students

were usually clustered based on the results of their placement tests (e.g. beginner, intermediate or advance). Furthermore, the characteristics of individuals and groups such as students, teachers and schools can be the focus of descriptive research. For instance, Korean students were the target participants in this study – wherein, learners' language needs had served as source of data in constructing the intended English program. Hence, it provided a knowledge base which can act as a catalyst for other types of quantitative research methods. For example, an evaluation of the developed program can be done as a follow-up study. In a nutshell, this research design has been chosen, as the developer, for the most part, intended to systematically discuss the underpinning procedures behind the development of the oral communication program for EFL students.

3.2. Participants of the Study

The participants of this study were twenty (20) Korean students from Tongmyong University of Information Technology (TIT), Busan, South Korea. The students were bona fide exchange students during the first semester of Academic Year 2014-2015 and were

supervised by the Center for Language Education and Proficiency (CLEP) of Lyceum of the Philippines University – Manila. Specifically, the participants were fourth year college students with different bachelor degrees such as Engineering, Architecture, Tourism Management, Harbor Logistics and Hotel Management. Based on the results of the TOEIC Speaking Test administered to the 20 Korean students, 6 were categorized at (785 – 900) or Working Proficiency Plus level, 5 at (605 – 780) or Limited Working Proficiency level and 9 at (405 – 600) or Elementary Proficiency Plus level. Generally, participants can somehow communicate in English (with/without the help of an electronic dictionary).

3.3. Sampling Method

This study utilized a selective sampling method. Selective sampling occurs where the researcher decides to sample in a particular locale or seek particular types of people.

Schatzman and Strauss (1973) stated that selective sampling is a practical necessity that is “shaped by the time the researcher is available to him, by his framework, by his starting and developing interests, and by any restrictions placed upon his observations by his hosts” (p. 39). Schatzman and Strauss (1973) suggest that after several observation visits to the sites, the researcher will know who to sample for the purpose of the study. They proceed to discuss sampling of time, locations, events and people. In their discussion of sampling people, they state that the researcher selects people according to the aims of the research. Categories such as age, gender, status, role or function in organization, stated philosophy or ideology that may serve as starting points.

In this study, participants were chosen by following the aforesaid sampling technique. The number of foreign students at LPU-Manila is usually predicted due to an existing MOA

between LPU-Manila and Universities in South Korea. Furthermore, students were already grouped based on the results of their TOEIC Test results.

3.4. Rationale of the Developed Oral Communication Program for Korean EFL Students

With the influx of foreign students interested to learn English in the Philippines, teaching of English as a foreign or second language gained a position of advantage. The Koreans and Japanese are the major clients of ESL schools in Manila and other urban cities like Cebu. These schools typically offer a 3-month to 6-month program of English language courses. Online English teaching is done in some other areas of the country mostly to Korean students. Today, South Korea is the country's top source of foreign arrivals. A total of 126,354 Korean nationals came to the Philippines between January and February 2013, making up 22.1 percent of over-all tourist traffic (Cebu-Philippines.Net, 2013). Therefore, developing a specialized ESL/EFL program based on the current needs of foreign students becomes a necessity.

One of the local institutions that offers ESL programs is the Lyceum of the Philippines University, Manila through its Center for Language Education and Proficiency (CLEP) which is affiliated with thirty-nine (39) foreign universities both in Asia and Europe. From 2009 to the present, CLEP has already given its services to thousands of Korean, Chinese, and Japanese students. Due to the growing demand of CLEP services, the center faces the challenge of establishing standard guidelines or procedures in developing specialized language programs for its clientele. Current observations about the center reveals that CLEP has an existing course list, along with prescribed books and modules, but such

tools cannot fully meet the language needs of its foreign EFL students. This is because all resources available were generally designed for ESL learners and not for EFL learners. Thus, CLEP appears to fall short on this aspect.

Overall, the developed language program ultimately aims to address the said concerns of CLEP by providing it a comprehensive guideline in developing other prospective English programs which involve the following procedures: (1) administration of the needs analysis; (2) development of the program syllabus; (3) selection of teaching and learning activities; (4) preparation of instructional materials; (5) employment of assessment tools; (5) tryout of the developed program; and (6) evaluation of the language program.

3.5. Program Development Process

In developing the Oral Communication Program for Koreans EFL Students, the following program development procedures were step-by-step done. The program development process model used in this study is illustrated in Figure 2 on page 52.

- a. Identify the Target Situation (Environment Analysis). This phase involves looking at the factors that will have a strong effect on decisions about the goals of the program, what to include in the program, and how to teach and assess it. These factors can arise from the learners (level of motivation, age, language proficiency etc.), the teachers (knowledge or expertise, teaching experience, educational philosophy etc.) and teaching and learning situation (class size, program duration, resources etc.).
- b. Learning Situation (Needs Analysis). The second phase focuses on the investigation of the learners' weaknesses or lacks, needs and wants. Here,

students' language deficiencies and perceived needs as well as wants are used as a guide in developing the content of the syllabus, deciding on the teaching and learning strategies/activities, developing the course materials, and in evaluating the learning outcomes at the end of the program (Needs Analysis).

- c. Theoretical View of Language (Principles Analysis). This sub-phase of the Needs Analysis is considered as an important element in developing the course syllabus. In this study, the theoretical view of language is anchored on communicative

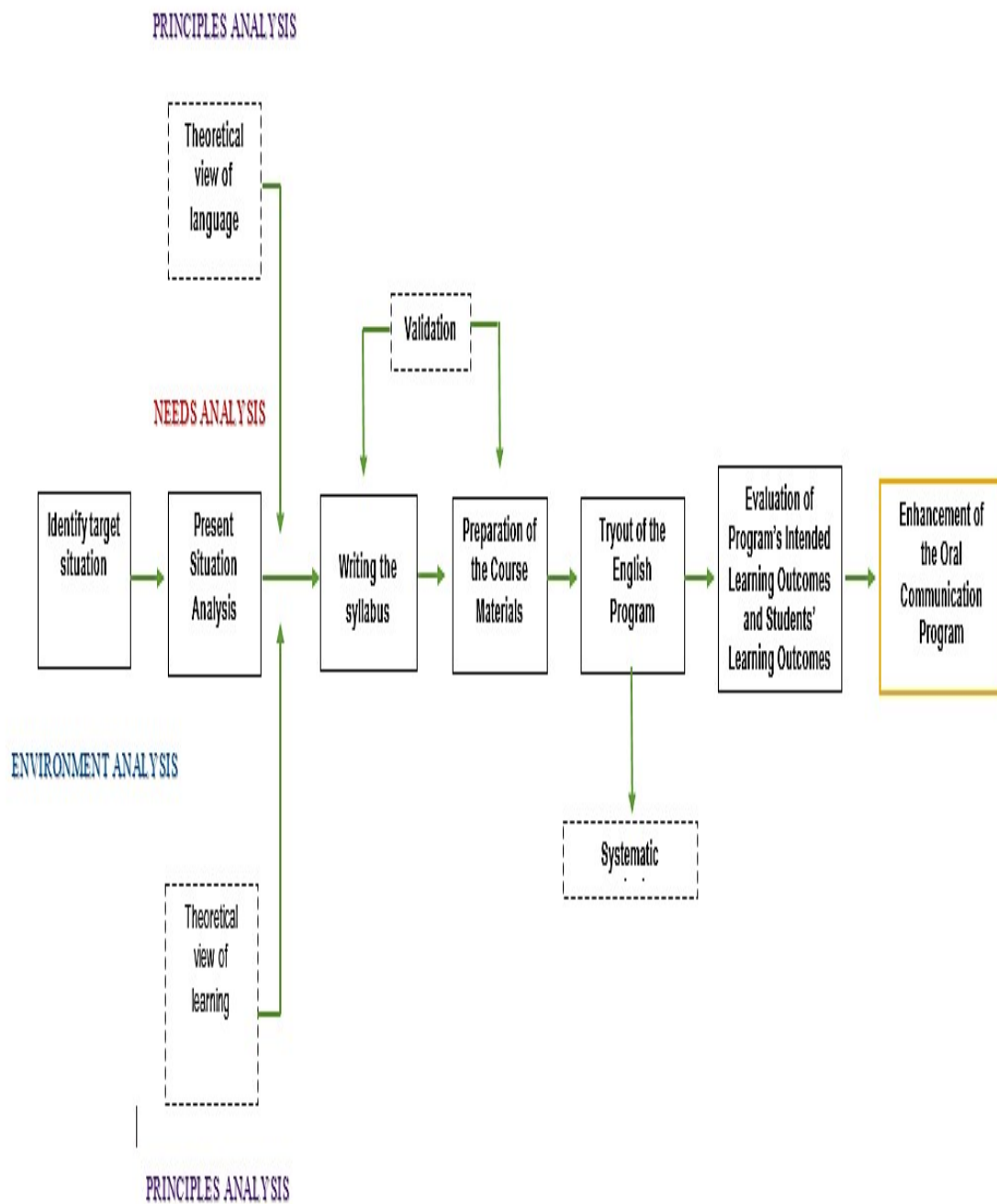


Figure 2. Program Development Process Model

perspective. The communicative, or functional view of language is the view that language is a vehicle for the expression of functional meaning. Moreover, the semantic and communicative dimensions of language are more emphasized than the grammatical characteristics, although these are also included (Richards and Rodgers, 1986:2001).

- d. Theoretical View of Learning (Principles Analysis). In order to write an OBE-based syllabus, this sub-phase of the Needs Analysis is included. Generally, the theoretical view of learning in this study is anchored on constructivism. Atherton (2013) explained that constructivism, particularly in its "social" forms, suggests that the learner is much more actively involved in a joint initiative with the teacher of creating ("constructing") new meanings. Constructivism is mainly a theory – based on observation and scientific study – about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.
- e. Writing the Syllabus. This phase pertains to the actual construction of the course syllabus. It is the end-product of the conducted triangular Needs Analysis as discussed in the study's Conceptual Framework at Chapter 1. In this study, the syllabus is a combination of the guiding principles of Outcomes-based (shown on how the program objectives were designed and aligned with the selected teaching methods and assessment tools.), Competency-based (reflected on the intended learning objectives which actually represent the identified needs [language competencies] of the target learners), and Task-based (represented through the

types of course activities that are employed in the program); thus – eclectic. These

three approaches have been utilized concurrently so as to complete a course syllabus that holds specific language competencies and series of tasks which support the realization of all of the target outcomes reflected in the developed program.

- f. Preparation of the Course Materials. The selection, development, and organization of documents to be included in the set of instructional materials for any course program is usually dependent on the program's ultimate goals, students' learning styles and availability of the resources. Indeed, in this study, instructional materials will be chosen based on the triangulation of the three aforesaid factors. Another aspect to be considered is the results of the environment analysis. It pertains to the educational facilities available at the serving institution such as LDC projectors, laptops, speakers, speech laboratory etc.
- g. Validation. This phase functions as a special controlling element for the developed syllabus and instructional materials. The aforesaid documents are needed to be validated by at least five (5) language experts and or practitioners. For that reason, higher quality and level of success of English program is assured.
- h. Tryout of the Developed Program. This is the most crucial part of the study. It is the phase wherein the oral communication program will be implemented. It involves the implementation of the course syllabus and the utilization of the

prepared instructional materials. The researcher himself is responsible for the actual tryout of the program. The oral communication program has a total of ten (10) sessions with three hours per meeting. First 1 ½ hour is allotted for classroom

lecture; whereas, the other 1 ½ hour is for hands-on activities at the speech laboratory. In addition, the developed program is supposed to be completed within 2 ½ months or less.

- i. **Systematic Monitoring.** This phase requires the researcher to record all significant events that occurred during the program's implementation. Monitoring includes the course syllabus, teaching strategies, classroom activities, instructional materials, testing instruments, and progress of the students. This step was done in order to ensure that all of the program's goals were achieved. In this study, monitoring tools include checklist (teacher), video/written journals (students), portfolios (students) and recorded interviews (students). The monitoring involves both inside and outside contact hours with the students.
- j. **Evaluation of the Program's Intended Learning Outcomes (ILOs) and Students' Learning Outcomes (SLOs).** This phase primarily evaluates the significant relationship between the ILOs and SLOs. Ideally, the two components should match in order to assert that the developed English program has been successful and students have accomplished the expected outcomes. In this phase, presentation of students' portfolios was required

(portfolio includes recorded videos of students' individual or group oral tasks, performances and or examinations from session 1 to 10). This is to validate if there were significant improvements on the oral skills of the students after taking-up the English program. Moreover, two final individual oral tests that included a Braggart

Speech (a type of confidence-building speech that required students to brag something that they are very blessed with or proud of) and PowerPoint presentation (Business Meeting Context) were administered to showcase the overall learnings of each student.

- k. Enhancement of the Oral Communication Program. This is the final stage of the program development process. It pertains to the ultimate revisions and or expansions that were needed to be done to improve the quality of the developed Oral Communication Program for Korean EFL students. This included the course syllabus, teaching strategies, classroom activities, instructional materials and testing instruments.

The procedures discussed herein were the stages involved in structuring the English program for foreign students. Furthermore, the curriculum development procedures were largely anchored on the principles of Biggs, J., & Tang, C. (2007), Brown, H. D. (2002), Nation, I. S. P & Macalister, J. (2010), and Richards, J. (2001).

3.6. Data Gathering Tools for Needs Analysis

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors (Songhori, 2008). In its simplest form, needs analysis is a tool which can be used by language teachers and or learners to access the specifics of which area(s) they need to concentrate on in their language teaching and or acquisition.

In this study, the approach on *Needs Analysis* (NA) is based on the principles of Nation and Macalister (2010). They said that “*Needs Analysis* is directed mainly at the goals and content of a course. It examines what the learners already know and what they need to know. Moreover, Needs analysis makes sure that the course will contain relevant and useful things to learn. Indeed, a good needs analysis involves asking the right questions and finding the answers in the most effective way. With a rough understanding of the environment in which the international studies English program will function, one may move on to evaluating the needs of the learners. These needs can be divided into three categories: Necessities, Lacks, and Wants” (Nation & Macalister, 2010, pp.24–36). Thus, these principles have been used in constructing the program’s NA questionnaires for the students, teachers, administrators and researcher.

In this study, the NA questionnaire focuses on the language profile of the target Korean students. Included herein is a list of oral competencies that they are expected to possess (necessities), needed to learn based on the results of the English proficiency test or interview (lacks) and preferred teaching strategies and learning activities (wants). Lastly, all

developed Needs Analysis instruments in this study were validated by a group of experts that includes English teachers, language center directors and school administrators.

3.7. Rating Tool for the Developed Oral Communication Program

Evaluation of the developed oral communication program for Korean EFL students has been done through Quality Matters (QM) Higher Education Rubric, Fifth Edition, 2014. John Sener (2010) said that Quality Matter Rubric is a project developed by MarylandOnline (MOL) and funded by the U.S. Department of Education's Fund for the Improvement of Post-

Secondary Education (FIPSE) to create an inter-institutional model for assuring the quality of online and or other educational courses. The Quality Matters rubric is based on national standards of best practices in teaching and learning, the research literature, and instructional design principles (*see attached adapted QM Rubric, p. 213*).

In this study, the researcher adapted five QM rubric standards in evaluating the developed oral communication program. These five QM standards comprised the following: (1) Course Overview and Introduction; (2). Learning Objectives; (3) Instructional Materials; (4) Assessment and Measurement; and (5) Course Activities and Learner Interaction. In line with this, two QM rubric forms were specifically designed for the involved participants. The first QM rubric is intended for both language teachers and school administrators. Whereas, the second QM rubric is intended for the foreign students.

Generally, results of the QM rubric evaluation were used in assessing the success the developed language program. Eventually, gathered results were also triangulated with the

overall academic performance of the students (attainment of the Intended Learning Outcomes or ILOs) and results of the post-oral interview.

3.8. Program Development Procedures

This section discusses the program endorsement procedures, preparation of data gathering tools and running of the three needs analyses.

a. Program Endorsement Procedures

A proposal letter was forwarded to the department chair of English and Literature (DEL) at Lyceum of the Philippines University - Manila. The letter stated the intention of the researcher to develop and tryout an oral communication program for Korean EFL students who

are under the supervision of the Center for Language Education and Proficiency (CLEP) at the said university. It was explained in the letter that active involvement of 10 DEL faculty members is necessary for the success of the proposed program. Upon acceptance, the department chair endorsed the letter to the Dean of College of Arts and Sciences (CAS) to gather additional support, and at the same time, for the researcher to get an official authorization to utilize the speech laboratory during the program implementation. As soon as the letter was approved, the researcher officially submitted a written proposal to the director of CLEP with additional signatories from both aforesaid department chair and college dean. Upon review, the CLEP director immediately approved the proposal and granted the researcher full authorization to develop and execute the proposed oral communication program for Korean students within the first semester of Academic Year 2014-2015.

Prior to the development of the oral communication program, a support team was established by the researcher. Primarily, the support team has served as a help desk

throughout the duration of the study. This support team was composed of the following people: (1) CLEP director; (2) DEL chair; (3) CAS dean; (4) House Office head; (5) Korean administrators; and (6) CLEP secretary. Specifically, each member of the support team got a special role in the development, tryout and evaluation of the oral communication program. Functions of each member are as follow: (1) CLEP Director – deals with the payroll concerns, resources for the instructional materials and coordination with the Korean administrators; (2) DEL Chair – communicates with the involved English teachers; (3) CAS Dean – approves the official operation of the speech laboratory and mass communication room; (4) House Office Head – plots and finalizes the classroom schedules; (5) Korean administrators – coordinate with the target students and monitor their respective progress; and (6) CLEP secretary – provides all needed information about the Koreans and administers the program evaluation at end.

b. Development of Needs Analysis Instruments

The researcher carried out three interconnected stages in completing the Needs Analysis (NA). In this study, the said stages include the following: (1) preparation of data gathering tools (2) administration of Needs Analysis; and (3) interpretation of gathered data.

1. Development of the NA Form and Interview Questionnaire for Students

The NA survey form and interview questionnaire used for the students were specifically designed to gather their perceived needs, lacks and wants related to oral communication. The NA survey form was designed similar to an application form. It is divided into eight sections which provide the following data: (1) Basic Information – name, age, gender, school in Korea etc. (2) Program Schedule - desired number of class hours, projected timetable, sponsor of the training etc.; (3) Basic and Secondary

Language Education Background; (4) College or University Language Education Background; (5) English Examinations Taken; (6) Language Training Needs – General and Specific English Oral Skills with boxes for other preferred oral communication needs; (7) Suggested Classroom Activities; and (8) List of Interests.

Generally, the main goal of this NA survey form is to gather shared self-assessed needs, lacks and wants of the target students (*see Appendix A, p. 177*). In line with this, the researcher also provided Korean translations of most items specified in the developed instrument. It was done so as to make the completion of the survey form relatively easy – especially for students who are below or within the beginner level. In order to secure the accuracy of the translation, the researcher requested two visiting Korean professors to correct and validate the translated items.

On the other hand, for the interview questionnaire, the researcher has prepared ten questions (*see Appendix B, p.181*). Five of these are marked as non-rated questions (opening and closing spiels) whereas the other half are marked as rated questions (measuring oral skills of the students). The five rated questions are as follow: (1) Tell me something about yourself; (2) Why is learning English important?; (3) What is/are your strength(s) in English?; (4) What is/are your weakness(es) in English?; and (5) How do you evaluate success?. Each rated question is assessed from 0 to 4. The researcher adapted the standard speaking test rubric applied in TOEIC exams.

Descriptions of each score is as follows: 0 – speaker makes no attempt to respond or no response at all; 1 – the response is very limited in content and or coherence; 2 –

the response addresses the question, but development of the topic is limited; 3 – the response addresses the question appropriately, but may fall short of being fully developed; and 4 – the response fulfills the demands of the question, with at most minor lapses in completeness. Primary purpose of the oral interview is to evaluate the oral communication skills of the students before and after the tryout of the developed oral communication program.

After both NA Survey Form and Interview Questionnaire were completed, the researcher asked a team of experts to finally validate the developed instrument. The validation team was composed of ten English professors, two English department chairs and two language center directors.

2. Development of NA Forms for Teachers and School Administrators

Needs Analysis for both teachers and school administrators was directed through a developed survey questionnaire (*see Appendix C, p.183*). List of questions asked for the said participants includes their respective recommended target oral communication

skills, proposed classroom activities, suggested instructional materials and advised assessment tools for the target Korean learners. Likewise, items under the “general and specific language needs” were adapted from the NA survey form for the students. It contains 17 proposed general language skills (academic English) and 11 specific language skills (Occupational English). Moreover, the researcher provided two additional boxes for other needs that were not specified in the survey questionnaire. Core objective of this developed instrument is to gather the needs, lacks and wants of the students as perceived by both English teachers and school administrators. For the

validation, the researcher asked again a team of experts to authenticate the third developed instrument. Likewise, the validation team was composed of ten English professors, two English department chairs and two language center directors.

3. Development of the NA Forms for the Researcher and or Program Developer

The researcher also took a big part in designing the oral communication program. The researcher is required to triangulate all gathered data from the students, teachers and administrators through comprehensive Environment and Principle Analysis. Environment Analysis (EA) Form contains specifications regarding environmental factors related to developing a language program. The EA form is divided into six sections namely: (1) target students and class size; (2) school facilities needed; (3) level of motivation among target participants; (4) language proficiency level of learners; and (5) teacher's profile (*see Appendix D, p.186*) .

On the other hand, Principles Analysis (PA) Form shows the overall curriculum development approach to be used in the study. PA Form has four sections that stipulate the following data: (1) program development approach; (2) content and sequencing; (3) format and preparation; and (4) monitoring assessment (*see Appendix E, p. 188*). In

general, Environment and Principle Analyses aided the researcher to systematically develop the oral communication program as anchored on the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007).

Overall, the three aforesaid Analyses used in this study (i.e. Needs Analysis, Environment Analysis and Principles Analysis) have guided the researcher in triangulating all gathered data (from students, teachers and administrators) in developing a specific oral communication program for Korean EFL students.

c. Administration of the Needs Analysis

In this study, the Needs Analysis was participated by 20 Korean students, 10 English teachers and 6 school administrators. Whereas, Environment and Principles Analyses were solely accomplished by the researcher.

1. Administration of Needs Analysis to Students

Needs Analysis for Korean EFL students was directed through e-mail and video call. It was done online as all target participants were not yet in Manila during summer 2014. There were 20 Korean EFL students who participated in the Needs Analysis. The students were third year college students from Tongmyong University of Information Technology (TIT), Busan, South Korea. They were under the exchange student program of CLEP and required to complete one semester at LPU-Manila.

Contact information of the target participants was provided by CLEP. After getting all necessary data, the researcher prepared the materials and scheduled the Needs Analysis. For the survey form, it was sent via email to the 20 participating

students dated April 9, 2014. In line with this, students were instructed to answer and resend the file within five working days. Fortunately, all NA forms were sent back as early as two days dated April 11, 2014. Prior to the sending of NA forms,

students had already been informed by their school administrators. Thus, communicating with the students had been fast and easy.

Schedule of oral interview with the students through skype was coordinated with the Korean administrators one week before its implementation. Timetable of the conducted online oral interview is presented in Table 3.

Table 3
Schedule of Video Call Interview to Korean Students

Student Name	Date/Day	Korea Time	Manila Time
1. Student 1	April 16 / Wed	1:00-1:10 p.m.	2:00-2:10 p.m.
2. Student 2	April 16 / Wed	1:11-1:20 p.m.	2:11-2:20 p.m.
3. Student 3	April 16 / Wed	1:21-1:30 p.m.	2:21-2:30 p.m.
4. Student 4	April 16/ Wed	1:31-1:40 p.m.	2:31-2:40 p.m.
5. Student 5	April 16/ Wed	1:41-1:50 p.m.	2:41-2:50 p.m.
6. Student 6	April 16/ Wed	1:51-2:00 p.m.	2:51-3:00 p.m.
7. Student 7	April 16/ Wed	2:30-2:40 p.m.	3:30-3:40 p.m.
8. Student 8	April 16/ Wed	2:41-2:50 p.m.	3:41-3:50 p.m.
9. Student 9	April 16/ Wed	2:51-3:00 p.m.	3:51-4:00 p.m.
10. Student 10	April 16/ Wed	3:01-3:15 p.m.	4:01-4:15 p.m.
11. Student 11	April 17/Thu	1:00-1:10 p.m.	2:00-2:10 p.m.
12. Student 12	April 17/ Thu	1:11-1:20 p.m.	2:11-2:20 p.m.
13. Student 13	April 17/ Thu	1:21-1:30 p.m.	2:21-2:30 p.m.
14. Student 14	April 17/ Thu	1:31-1:40 p.m.	2:31-2:40 p.m.
15. Student 15	April 17/ Thu	1:41-1:50 p.m.	2:41-2:50 p.m.
16. Student 16	April 17/ Thu	1:51-2:00 p.m.	2:51-3:00 p.m.
17. Student 17	April 17/ Thu	2:30-2:40 p.m.	3:30-3:40 p.m.
18. Student 18	April 17/ Thu	2:41-2:50 p.m.	3:41-3:50 p.m.
19. Student 19	April 17/ Thu	2:51-3:00 p.m.	3:51-4:00 p.m.
20. Student 20	April 17/ Thu	3:01-3:15 p.m.	4:01-4:15 p.m.

Korean administrators have been a big help in materializing the skype-based oral interview. In fact, students were given the opportunity to choose their preferred

schedule based on the provided timetable of the researcher. Likewise, students were also advised to be online 10 to 15 minutes before their scheduled interview.

It was done to avoid delays and or delimit other possible problems that may occur. In due course, the two-day oral interview for the Korean students has been successful.

2. Administration of Needs Analysis to English Teachers

The directed Needs Analysis to language teachers has been clearly positive. NA survey forms were given to ten English teachers who were under the Department of English and Literature, LPU - Manila. Participants were DEL teachers who are also teaching foreign students under CLEP programs. Basically, respondents were teachers who are reliable sources of certain data needed for the study. However, the said English teachers had different summer class schedules. Thus, NA forms were distributed to them in three separate dates. April 22 was for teachers who had T/F classes, April 23 for teachers who had W/S classes and April 24 for teachers who had M/TH classes.

All involved English teachers were very cooperative in answering the NA forms. In fact, most of them provided detailed suggestions on specific outcomes, teaching and learning activities, instructional materials and assessment tools which they consider suitable for the proposed oral communication program for Korean students.

Presented in Table 4 is the charted schedule of NA forms distribution to concerned teachers.

Table 4

Schedule of NA Forms Distribution to Teachers

	Teacher	Date/Day	Time
1.	Teacher 1	April 22 / Tuesday	8:30 a.m.
2.	Teacher 2	April 22 / Tuesday	8:30 a.m.
3.	Teacher 3	April 22 / Tuesday	1:00 p.m.
4.	Teacher 4	April 22 / Tuesday	1:00 p.m.
5.	Teacher 5	April 22 / Tuesday	1:00 p.m.
6.	Teacher 6	April 23 / Wednesday	11:30 a.m.
7.	Teacher 7	April 23 / Wednesday	11:30 a.m.
8.	Teacher 8	April 23 / Wednesday	11:30 a.m.
9.	Teacher 9	April 24 / Thursday	1:00 p.m.
10.	Teacher 10	April 24 / Thursday	1:00 p.m.

Teachers were given maximum of three days to complete the NA forms. But fortunately, all ten DEL teachers returned their respective survey questionnaires on the same day that the forms were given to them. This only shows that concerned English teachers would like to take part in developing the oral communication program for Korean students.

3. Administration of Needs Analysis to School Administrators

In this study, there were 2 local and 4 foreign school administrators who participated in the Needs Analysis. Survey forms were given on April 22, 2014. In line with this, local administrators received printed copies of the NA form; whereas, foreign administrators received just soft copies of it as they were still in South Korea during that time. Similar with the teachers, school administrators were given maximum of three days to return the said files to the researcher. Presented in Table 5 is the report on exchange of files between the researcher and the involved school administrators.

Table 5
Schedule of NA Forms Distribution to School Administrators

Administrator	Position	Date Given	Date Returned
Local Administrator 1	Center Director	April 22, 2014	April 22 , 2014
Local Administrator 2	Department Head	April 22, 2014	April 22 , 2014
Foreign Administrator 1	University President	April 22 , 2014	April 23, 2014
Foreign Administrator 2	Vice President	April 22 , 2014	April 24, 2014
Foreign Administrator 3	Center Director	April 22 , 2014	April 23, 2014
Foreign Administrator 4	Manager	April 22 , 2014	April 24, 2014

Eventually, the local administrators returned the survey questionnaires on the same day that the form were given to them. Whereas, foreign administrators sent back the NA Forms within two days. In due course, gathered data from the 6 school administrators were equally considered in developing the oral communication program for Korean students.

4. Administration of the Environment and Principles Analysis

The researcher conducted two evaluative measures, namely Environment Analysis (EA) and Principles Analysis (PA), in finalizing the structure design of the oral communication program for Korean EFL students. The researcher has employed the two developed EA and PA survey forms to triangulate and summarize all gathered data from the three involved respondents (students, teachers and school administrators). Completion of Environment Analysis and Principles Analysis survey forms was started on April 28 and completed on April 29. In detail, the researcher has analyzed the results per group (students, teachers and administrators) and then all gathered data was triangulated to create a specific language curriculum design to be used in this study. Presented in Table 6 is the schedule of tasks for the said two forms of analysis.

Table 6
Schedule of Tasks for Environment and Principles Analysis

Task	Group	Date Started
Environment Analysis	Students (S)	April 28, 2014
Environment Analysis	Teachers (T)	April 28, 2014
Environment Analysis	Administrators (A)	April 28, 2014
Triangulation	STA	April 28, 2014
Principles Analysis	Students (S)	April 29, 2014
Principles Analysis	Teachers (T)	April 29, 2014
Principles Analysis	Administrators (A)	April 29, 2014
Triangulation	STA	April 29, 2014

Accomplished language curriculum design (output of Environment and Principles Analyses) has served as core basis in developing the oral communication program for Korean EFL students. Specifically, structured curriculum design has served as basis in choosing the contents of the course syllabus, selecting the teaching and learning activities, preparing the instructional materials and choosing the assessment tools suited for the intended language program.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents a comprehensive discussion on the results of the conducted needs analyses, program tryout and course evaluation of the developed Oral Communication Program for Korean EFL Students. Herein, presentation of gathered data and significant events is primarily anchored on the underpinning procedures of the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007).

4.1. Results of the Needs Analysis

Presented herein is a comprehensive discussion on the analysis and interpretation of gathered data from the directed three forms of analysis (needs, environment and principles) which was participated by 20 Korean students, 10 English teachers, 2 school administrators and the researcher.

a. Results of the Needs Analysis to Students

The Needs Analysis was conducted to 20 Korean ESL/EFL students. Presented herein are students' general language profile, selected language needs, suggested language activities, areas of interests and results of the pre-oral interview.

1. Students' General Language Profile

The Needs Analysis was directed to 20 Korean students who were under the exchange program of CLEP during the first semester of Academic Year 2014-2015. Based on the conducted Needs Analysis, language profiles of the participated students are as follow:

Table 7
Students' Language Profile

Student Profile	English Usage	Years of Practice	College Degree	English Program Attended	English Exam Taken	Level of Proficiency
1	Foreign	13	Tourism	GE	TOEIC	Intermediate
2	Second	16	Tourism	GE	TOEIC/IELTS	Advanced
3	Foreign	11	HRM	None	TOEIC	Intermediate
4	Foreign	11	HRM	None	TOEIC	Intermediate
5	Foreign	8	Logistics	None	TOEIC	Beginner
6	Foreign	9	Architecture	None	TOEIC	Beginner
7	Foreign	8	Engineering	None	TOEIC	Beginner
8	Second	15	HRM	GE	TOEIC	Advance
9	Foreign	9	Engineering	None	TOEIC	Beginner
10	Second	16	HRM	GE	TOEIC/TOEFL	Advanced
11	Second	15	HRM	GE	TOEIC/TOEFL	Advanced
12	Foreign	8	Engineering	None	TOEIC	Beginner
13	Second	17	HRM	GE	TOEIC/TOEFL	Advanced
14	Foreign	9	Engineering	None	TOEIC	Beginner
15	Foreign	9	HRM	None	TOEIC	Beginner
16	Foreign	11	Tourism	None	TOEIC	Intermediate
17	Foreign	9	Architecture	None	TOEIC	Beginner
18	Second	16	Tourism	GE	TOEIC/IELTS	Advanced
19	Foreign	11	Tourism	None	TOEIC	Intermediate
20	Foreign	8	Logistics	None	TOEIC	Beginner

As illustrated in Table 7, 6 out of 20 or 30% of the Korean students considered English as their second language and 14 out of 20 or 70% Korean students considered English as their foreign language. Thus, majority of the participants were Korean EFL students who have been exposed to English at least within 8 to 13 years, however, with limited practice. This is because EFL Korean students only learned English at school, wherein grammar was the focus and not enough opportunities given to practice speaking. On the other hand, students who considered English as their second language have been exposed to the said language within 15 to 17 years in South Korea. Likewise, concerned ESL Korean students also used to enroll in other English language programs before (e.g. speaking, reading, writing, grammar etc.) which have given them more opportunities to communicate in English.

In terms of language proficiency, students who belong to the intermediate and advanced levels were students who are taking baccalaureate degrees in Hotel Management and Tourism. Thus, these students were intrinsically motivated to learn English as it is needed in their as future careers as tourist guides, hoteliers, managers and flight attendants. In fact, advance students previously took General English courses and other language examinations like IELTS and TOEFL to enhance and certify their language skills. Whereas, students who belong to the beginner level were those who are taking baccalaureate degrees in engineering, architecture and harbor logistics. These are students who wanted to learn English for personal growth and or for pre-employment purposes. Hence, these students were motivated to learn English to enhance their oral skills for basic interpersonal communication and for their prospective job interviews. Indeed, all gathered information about the students' language profile has been considered in grouping them based on their respective language proficiency level.

Generally, the 20 Korean students who participated in the study have different language skills and areas of interests. However, what bonded them together was their shared goal of improving one's oral skills in English through the help of the developed oral communication program which was specifically designed for them.

2. Students' Perceived Language Needs

Based on the results of the conducted Needs Analysis, students' perceived language needs are as follow:

Table 8
Students' Perceived Language Needs (General English)

General English Language Needs	Very Needed	Needed	Not Needed
Consonant and vowel sounds	15	5	0
Correct Pronunciation	20	0	0
Understanding common English words	0	6	14
English intonation patterns	16	4	0
Word stress	12	8	0
Non-verbal communication	20	0	0
Make and respond to invitations and requests	17	3	0
Introduce oneself and others	15	5	0
Use sentence and phrase connectors	0	9	11
Use appropriate pronouns and forms of address	0	4	16
Interact appropriately in academic setting	0	8	12
Interact appropriately in everyday encounters	0	20	0
Narrate events in past and future time	0	9	11
Manage conversations	20	0	0
Perform social functions without complications	20	0	0
Speak with intelligible or neutral accent	5	15	0
Use colloquial speech and idioms.	0	20	0
Other suggested needs: Public Speaking – 12 students American Accent – 17 students Oral Reading – 14 Students			

As reflected in Table 8, students' topmost perceived language skills to learn are as follow: (1) correct pronunciation; (2) non-verbal communication; (3) manage conversations; (4) perform social functions without complications; (5) make and respond to invitations and requests; (6) English intonation patterns; (7) consonant and vowel sounds; (8) introduce oneself and others; (9) word stress. In line with this, students also suggested the following topics to be included in the oral communication program: (1) public speaking; (2) American accent; and (3) oral reading. Thus, gathered data only show that majority of the Korean students who participated in the study were primarily

interested in enhancing their oral communication skills in an attempt to achieve fluency in speaking.

Table 9
Students' Perceived Language Needs (Occupational English)

Specific English Language Needs	Very Needed	Needed	Not Needed
1. Job interview skills	20	0	0
2. Converse in social situations with clients/superiors etc.	20	0	0
3. Travel Survival Skills (customs, transport, hotel, etc.)	20	0	0
4. Give oral presentations	20	0	0
5. Make sales presentations	0	3	17
6. Negotiate with clients or suppliers	3	17	0
7. Lead or take part in business meetings	20	0	0
8. Receive clients or suppliers	0	5	15
9. Lead factory or laboratory visits	0	3	17
10. Answer telephone calls in English	20	0	0
11. Read technical documents	0	3	17
12. Other suggested needs:			
a. Resume Writing – 16 students			

As shown in Table 9, students' topmost preferred specific English language skills are as follow: (1) job interview skills; (2) conversation skills in business context; (3) travel survival skills; (4) give oral presentations; and (5) lead or take part in business meetings. Moreover, 16 students suggested resume writing to be included in the language program as a supplement to the job interview. Thus, gathered data only prove that students were also interested to learn and or enhance their oral skills in terms of occupational communication. Generally, results of the Needs Analysis regarding students' language needs were tallied with the results from the teachers and administrators. In due course, topmost answers from the three said respondents were all considered in formulating the contents of the program syllabus.

3. Students' Suggested Classroom Activities

Aside from the language needs, students were also asked to suggest classroom activities that they want to have in the program. Indicated below are their common suggestions.

Table 10
Students' Suggested Classroom Activities

Classroom Activity	Number of students
Individual Speaking Tasks	17
Group Tasks	12
Role plays	15
Class Games/Icebreakers	20

As indicated in Table 10, majority of the Korean students suggested to have both individual and group tasks in the class. This only shows that students wanted to have classroom activities that will require them to perform either alone or with a group. Likewise, students also suggested to have role plays or skits. This somehow bear out that students were interested to directly practice any acquired oral skills through contextualized simulations as a form of application.

All 20 participated students put forward to have class games and or icebreakers. This indicates that students involved were generally playful as they desired to make their learning experience in the program extra fun through games. Eventually, suggested activities of the students were tallied with the results from the teachers and administrators. Then, topmost answers from the three respondents were considered in designing the classroom activities incorporated in the developed oral communication program.

4. Students' Areas of Interests

Areas of Interests	Number of students
Arts (sketching, painting, doodling, etc.)	14
Computers (games, applications, programming etc.)	17
Fashion (clothes, accessories, shoes, etc.)	13
Literature (novels, short stories, poetry, comics, etc.)	18
Music (singing, instruments & composing)	17
Recreational Activities (fishing, climbing, surfing, etc.)	12
Sports (basketball, football, chess, swimming, etc.)	16
Theater (stage plays)	14
Travels (beaches, islands, mountains, old cities, etc.)	20
Video Making (short films, editing, animation)	14

Based
on the
results
of the

conducted Needs Analysis, students specified areas of interests are as follow:

Table 11
Students' Areas of Interests

As indicated in Table 11, students' top answers regarding their areas of interests are as follow: (1) travels; (2) literature; (3) computers; (4) music; and (5) sports. These collected data from the students were used in designing the teaching and learning processes employed in the developed program. The intention is to provide activities and or lessons that in some way address students' diverse range of interests. For instance, some class activities have required the students to use

computer applications. Whereas, other lessons asked the students to read and show appreciation of certain literary texts through oral presentations.

However, students' areas of interests concerning travels, sports and recreational activities were not completely materialized in the program, except in simulation activities employed in the class or during academic sharing wherein students are required to speak. As an alternative, gathered data were used in planning the extracurricular activities of the students. As a result, Korean students was given the opportunity to visit Tagaytay, Subic, Boracay and Palawan during their 5 month stay in the country. Likewise, CLEP also hosted a Sports Fest Week exclusive for all foreign students studying at the university. The primary goal was to cater the shared leisure pursuits of students in terms of sports and recreational

activities. In other words, the researcher did not just guarantee learning success but also gratifying experience among learners in the developed the oral communication program for Korean EFL students.

5. Results of the Oral Interview

The researcher conducted an oral interview with the Korean students to facilitate a direct assessment of their oral communication skills. This is also to evaluate students' perceived lacks, needs and wants as regards with speaking. Furthermore, results of the oral interview have served as bases in dividing the 20 Korean students into two separate groups in terms of their assessed language proficiency levels.

Table 12
Results of the Pre-Oral Interview with the Korean Students

	Student Name	Q1	Q2	Q3	Q4	Q5	Total	Interpretation
1.	Student 1	3	4	4	4	4	19	Advance
2.	Student 2	3	4	4	4	4	19	Advance
3.	Student 3	3	3	2	3	3	14	Intermediate
4.	Student 4	3	3	2	3	2	13	Intermediate

5. Student 5	1	2	2	2	1	8	Beginner
6. Student 6	3	3	2	3	3	14	Intermediate
7. Student 7	1	2	2	2	2	9	Beginner
8. Student 8	3	4	4	4	4	19	Advance
9. Student 9	3	2	2	3	2	12	Intermediate
10. Student 10	3	4	4	4	4	19	Advance
11. Student 11	3	4	3	3	4	17	Advance
12. Student 12	2	2	2	2	2	10	Beginner
13. Student 13	3	4	4	4	4	19	Advance
14. Student 14	3	2	2	4	3	14	Intermediate
15. Student 15	3	3	2	3	2	13	Intermediate
16. Student 16	3	3	3	3	3	15	Intermediate
17. Student 17	3	3	3	3	3	15	Intermediate
18. Student 18	3	4	4	4	4	19	Advance
19. Student 19	3	3	2	3	3	14	Intermediate
20. Student 20	2	2	2	2	2	10	Beginner
Interpretation of Scores							
0 – 5 Not Proficient	6 – 10 Beginner			11 – 15 Intermediate		16 – 20 – Advance	
Legend							
Q = (Interview) Questions 1, 2, 3, 4, 5 Score Scale: 1 to 4 points (Lowest 1 & Highest 4)							

As stated in table 12, 5 students are at the advance level, 8 students at the intermediate level and 7 at the beginner level. This only shows that majority of the assessed students could somehow communicate in English. However, there are still areas to improve like grammar, pronunciation, content development and coherence. In due course, all gathered data from the Korean EFL students were triangulated with the collected data from both English teachers and school administrators. The said triangulation was done through the Environment and Principles Analyses conducted by the researcher (Discussed in Section 5 – *Results of the Principles Analysis*). Ultimately, results of the said triangulation were used in developing the oral communication program for Korean EFL students.

b. Results of the Needs Analysis to Teachers

The second Needs Analysis was conducted to 10 English teachers under the Department of English and Literature (DEL) at LPU-Manila. These are language teachers who are also teaching foreign students under CLEP's programs.

1. Teachers' Profile

The language teachers who participated in the Needs Analysis were all full-time faculty members of English and Literature Department and have been teaching foreign students in the past 4 to 16 years. Indicated below is the profile of the said language teachers.

Table 13
Teachers' Profile

Teacher	Degree(s)	Years of Teaching Experience
Teacher 1	M.A. in Linguistics /PhD. in English Language and Literature	16
Teacher 2	M.A. in Linguistics/PhD. in Applied Linguistics	12
Teacher 3	M.A. in English /PhD. in Applied Linguistics	14
Teacher 4	M.A. in English Language Education	4
Teacher 5	M.A. in English	4
Teacher 6	M.A. in English and Literature Teaching	6

Teacher 7	M.A. in English Language Arts	8
Teacher 8	M.A. in Linguistics	10
Teacher 9	M.A. in English Language Education	12
Teacher 10	M.A. Ed. English and Literature Teaching	10

As indicated in Table 13, respondents were English teachers who have Master and Doctorate Degrees in English Language Teaching and Applied Linguistics. In line with this, these are teachers who have been exposed for years in teaching foreign students such as Koreans, Chinese, Japanese, Vietnamese, Iranians, Indians, Cambodians, Taiwanese and more. Similar with the collected data from other respondents, gathered data from English teachers' were also considered in developing the oral communication program for Korean EFL students.

2. Teachers' Perceived Language Needs of Korean Students

Based on the results of the conducted Needs Analysis, teachers' perceived language needs of the Korean students are as follow:

Table 14
Teachers' Perceived Language Needs of Students (General English)

General English Language Needs	Very Needed	Needed	Not Needed
Consonant and vowel sounds	10	0	0
Correct Pronunciation	10	0	0
Understanding common English words	0	4	6
English intonation patterns	8	2	0
Word stress	8	2	0
Non-verbal communication	10	0	0
Make and respond to invitations and requests	10	0	0
Introduce oneself and others	10	0	0
Use sentence and phrase connectors	9	1	0
Use appropriate pronouns and forms of address	8	2	0
Interact appropriately in academic setting	10	0	0
Interact appropriately in everyday encounters	10	0	0
Narrate events in past and future time	0	10	0
Manage conversations	10	0	0
Perform social functions without complications	10	0	0
Speak with intelligible or neutral accent	10	0	0
Use colloquial speech and idioms.	1	9	0

Other suggested needs:

1. Human Communication Process - 10
2. Elements of Communication - 10
3. Barriers to Effective Communication - 10
4. Verbal Communication - 10
5. Public Speaking - 10
6. Speech Writing - 10
7. American Accent Training – 8

As shown in Table 14, teachers' topmost perceived language skills to be taught to Korean students are as follow: (1) consonant and vowel sounds; (2) correct pronunciation; (3) non-verbal communication; (4) make and respond to invitations and requests; (5) introduce oneself and others; (6) interact appropriately in academic setting; (7) interact appropriately in everyday

encounters; (8) Manage conversations; (9) perform social functions without complications; and (10) speak with intelligible or neutral accent. Generally, the 10 English teachers considered majority of the items as “very needed” and a few as “needed”. The only item that got 6 remarks as “not needed” is *understanding common words in English*. Thus, this only shows involved English teachers perceived the students as learners who already hold basic language skills and should be given more opportunity to be exposed in different language situations that will require them to communicate more in the target language through speaking.

Furthermore, teachers also suggested the following topics to be included in the oral communication program: (1) human communication process; (2) elements of communication; (3) barriers to effective communication; (4) verbal communication; (5) public speaking; (6) speech writing; and (7) American accent

training. Suggested topics of English teachers only indicate that providing first a background about human communication process is indeed important. By the same token, teaching the students how to write major types of public speeches as well as techniques in speech delivery would be helpful too. Lastly, English teachers also believe that providing the Korean students an American Accent Training (for familiarization purposes only) would be an interesting lesson for the students.

Table 15
Teachers’ Perceived Language Needs of Students (Occupational English)

Specific Occupational Language Needs	Very Needed	Needed	Not Needed
--------------------------------------	-------------	--------	------------

Job interview skills	10	0	0
Converse in social situations with clients/superiors etc.	10	0	0
Travel Survival Skills (customs, hotels, stores, etc.)	10	0	0
Give oral presentations	10	0	0
Make sales presentations	0	10	0
Negotiate with clients or suppliers	0	10	0
Lead or take part in business meetings	10	0	0
Receive clients or suppliers	0	10	0
Lead factory or laboratory visits	0	10	0
Answer telephone calls in English	10	0	0
Read technical documents	0	10	0
Other suggested needs:			
1. Resume Writing - 10 2. Oral Presentation with Visual Aids – 7 3. Listening enhancement activity - 7			

As presented in Table 15, English teachers' topmost perceived occupational language skills to teach to Korean students are as follow: (1) job interview skills; (2) communicate with clients and superiors; (3) travel survival skills; (4) give oral presentations; (5) initiate business meetings; and (6) answer telephone calls. Majority of the items were marked as "very needed" and a few were considered "Needed". This simply affirms that most of the specified occupational language needs in the NA form are highly recommended to be taught to the target students.

Nevertheless, English teachers still added other possible occupational language needs appropriate for the target students such as (1) resume writing, which was similarly requested by the students in their NA form; (2) oral presentation with visual aids, which teachers believe to enhance the presentation skills of the students; and (3) listening tasks, which teachers strongly consider as an important component of oral communication. Generally, results of the Needs Analysis regarding teachers' perceived language needs of the target students were again used as a guide in formulating the contents and format of the program syllabus.

3. Teachers' Recommended Teaching-Learning Activities

Based on the results of the conducted Needs Analysis, teachers' uppermost recommended teaching and learning activities are as follow:

Table 16
Teachers' Recommended Teaching and Learning Activities

Teaching – Learning Activity	Number of Teachers
1. Academic sharing	7
2. Brainstorming	10
3. Class workshops	8
4. Communication games	10
5. Computer activities	7
6. Creative oral reading	7
7. Demonstrations	10
8. Dyads or triads tasks	10
9. Full-class discussion	8
10. Group presentations	10
11. Guest speaker	6
12. Guided inquiry	4
13. Hands on activity	10
14. Information gap	7
15. Informative report	5
16. Interviews	10
17. Listening tasks	7
18. One-on-one Speaking	8
19. Panel discussion	10
20. Poetry Reading	8
21. Problem-based tasks	6
22. Reader's theater	7
23. Role Plays	10
24. Short speech delivery	8
25. Short talk	6
26. Simulations	10

27. Small group discussion	10
28. Small-group oral work	7
29. Speech Drills	10
30. Team-based oral work	7
31. Tutorials	8
32. Video viewing	7

As indicated in Table 16, English teachers have suggested a total of 32 teaching and learning activities in which most were employed in the developed oral communication program. Some of the frequently used teaching and learning activities in the program are as follow: (1) academic

sharing; (2) brainstorming; (3) full-class discussion; (4) group presentations; (5) hands on activity; (6) role plays; (7) simulations; (8) speech drills; (9) student tutorials; and (10) video viewing. Thus, all sessions in the program are designed to provide both student-centered and interactive classroom for the target students. Nevertheless, it is interesting to note that teachers did not mention or suggest “language games” as part of the teaching and learning activities for the developed oral program. It may be perceived that teachers do not consider tertiary students interested with games as most of them are already adults. However, results of the needs analysis from the students’ only shows that even adult learners (like the college Korean students) are indeed driven to have classroom games as part of their learning experience.

4. Teachers’ Recommended Instructional Materials

Based on the results of the conducted Needs Analysis, teachers’ topmost recommended instructional materials are as follow:

Table 17
Teachers’ Recommended Instructional Materials

Instructional Material	Number of teachers
Projected and Non-Projected	
Audio clips	10
Audio speakers	10
Electronic resources	7
Excerpts (dialogues, poems)	8
Handouts	10
Lapel/microphone	10
Laptop	10
PowerPoint presentations	10
Presentation clicker-laser	7
Realias	7
Recorded materials	10
Task cards	8
Tell Me More program	10
Video clips	10

Video recorders	7
Textbooks	
Speak Well, Get Connected by Custodio, E.S. et al.	10
Public Speaking: Concepts and Skills for a Diverse Society by Jaffe, C.	5
Private and Public Speaking by Carpio et al.	3
Speech for Leadership in a Changing World by Bascara, L.	2
Speak Up! Speech & Oral Communication for College by Jimenez, E.	4
English Pronunciation by Mata, L.	2
The ELP English Manual by Malicsi, J.	2

As indicated in Table 17, involved 10 English teachers have suggested a total of 23 instructional materials including specific textbooks that can be used in the oral communication program for Korean EFL students. Some of the widely used instructional materials in the program are as follow: (1) audio clips; (2) handouts; (3) animated PowerPoint presentations; (4) Tell Me More program; (5) task cards; (6) video clips. Eventually, recommended materials (including the cited textbooks) aided the researcher in enhancing the contents and methods of presentation of the lessons that were incorporated in the developed oral communication program.

5. Teachers' Recommended Assessment Tasks and Tools

Based on the results of the conducted Needs Analysis, teachers' recommended assessment tasks and tools are as follow:

Table 18
Teachers' Recommended Assessment Tasks and Tools

Assessment Task and Tool	Number of Teachers
Assessment Task	
1. Blogs	7

2.	Contextualized simulation (role plays, skits)	10
3.	Impromptu speech (occasional speeches)	7
4.	Job interview	10
5.	Journal writing	10
6.	Oral presentation (formal and informal)	7
7.	Oral reading	8
8.	Oral recitation	10
9.	Podcast	7
10.	Resume writing	10
11.	Speech Drills	10
12.	Speech writing	10
Assessment Tool		
1.	Audio Recorder	7
2.	Excerpts of dialogues and scripts	8
3.	List of Commonly Asked Interview Questions	10
4.	List of Table Topics	7
5.	Rating rubrics	10
6.	Tell Me More Program	10
7.	TOEIC Test Materials	10
8.	Video Recorder	7

As indicated in Table 18, English teachers have suggested assessment tasks and tools that they perceived suited for an oral communication program for Korean students. Some of these topmost recommended assessment tasks are as follow: (1) contextualized simulations; (2) job interview; (3) journal writing (converted to video blog); (4) oral recitation; (5) resume writing; (6) speech drills; and (7) speech writing. Whereas, topmost suggested assessments tools include the following: (1) top interview questions; (2) rating rubrics; (3) Tell Me More Program; and (4) TOEIC Test Materials.

Generally, it is evident that all aforesaid assessment tasks and tools recommended by English teachers were purposively aligned with their suggested language needs, teaching-learning activities and instructional materials which they perceived useful in developing the oral communication program Korean students. Indeed, results of the needs analysis to English teachers were later on

triangulated with the gathered results from both students and school administrators (Discussed in Section 5 – *Results of the Principles Analysis*).

c. Results of the Needs Analysis to Administrators

The third Needs Analysis was conducted to 6 school administrators. The group was composed of 2 local administrators from Lyceum of the Philippines University, Manila and 4 foreign administrators from Tongmyong University of Information Technology (TIT), South Korea.

1. Administrators' Profile

The 6 school administrators who participated in the Needs Analysis have been very supportive and cooperative throughout the research. They took part important roles in the three major phases of this study namely the development, tryout and evaluation phase of the developed oral communication program. Moreover, said school administrators were also members of the support group of the researcher who aided him in materializing the target goals of this study.

Table 19
Administrators' Profile

Administrator	Position	Years of Administrative Experience
Local Administrator 1	Language Center Director	19
Local Administrator 2	Department Head	16
Foreign Administrator 1	University President	30
Foreign Administrator 2	Vice President	30
Foreign Administrator 3	Language Center Director	22
Foreign Administrator 4	Students' Manager	10

As indicated in Table 19, involved school administrators have administrative experience between 10 to 30 years. Furthermore, most of them have wide experience in curriculum development, language needs analysis,

course evaluation, and other areas of concerns regarding English programs for Korean students. Thus, these school administrators somehow guided the researcher in designing the course program which is suited for the target students. Likewise, the school administrators were also the ones who lastly reviewed and officially approved the developed oral communication program prior to its implementation.

2. Administrators' Perceived Language Needs (General English)

Based on the conducted Needs Analysis, administrators' perceived language needs of Korean students are as follow:

Table 20
Administrators' Perceived Language Needs of Students (General English)

General English Language Needs	Very Needed	Needed	Not Needed
Consonant and vowel sounds	6	0	0
Correct Pronunciation	6	0	0
Understanding common English words	0	3	3
English intonation patterns	6	0	0
Word stress	6	0	0
Non-verbal communication	6	0	0
Make and respond to invitations and requests	6	0	0
Introduce oneself and others	6	0	0
Use sentence and phrase connectors	6	0	0
Use appropriate pronouns and forms of address	6	0	0
Interact appropriately in academic setting	6	0	0
Interact appropriately in everyday encounters	6	0	0
Narrate events in past and future time	4	2	0
Manage conversations	6	0	0
Perform social functions without complications	6	0	0
Speak with intelligible or neutral accent	6	0	0
Use colloquial speech and idioms.	2	4	0

Other suggested needs:

1. Human Communication Process – 2
2. Levels of Communication - 2
3. Barriers of Communication - 2
4. Speech Delivery - 6

As shown in Table 20, administrators' topmost perceived language needs of the Korean students are as follow: (1) consonant and vowels sounds; (2) correct pronunciation; (3) English intonation patterns; (4) word stress; (5) non-verbal communication; (6) Make and respond to invitation and requests; (7) introduce oneself and others; (8) use of transitional devices in speaking; (9) interact appropriately in academic setting; (10) interact appropriately in everyday encounters; (11) manage conversations; (12) perform social functions without complications; and (13) speak with intelligible or neutral accent.

It is apparent that majority of the perceived language needs of the school administrators are somewhat similar with what of English teachers and Korean students (themselves) considered needed as well. Hence, this only shows that the three groups of participants have shared awareness on what oral communication skills should be included in the language program to be developed in this study.

In addition, school administrators also suggested other likely topics to be included in the oral communication program. Specifically, these recommended supplemental topics are as follow: (1) human communication process; (2) levels of communication; (3) barriers in oral communication; and (4) speech delivery which is also a reciprocated suggestion of the English teachers.

Table 21
Administrators' Perceived Language Needs of Students (Occupational English)

Specific Occupational Language Needs	Very Needed	Needed	Not Needed
--------------------------------------	-------------	--------	------------

Job interview skills	6	0	0
Converse in social situations with clients/superiors etc.	6	0	0
Travel Survival Skills (customs, hotels, stores, etc.)	6	0	0
Give oral presentations	6	0	0
Make sales presentations	4	2	0
Negotiate with clients or suppliers	2	4	0
Lead or take part in business meetings	6	0	0
Receive clients or suppliers	2	4	0
Lead factory or laboratory visits	2	4	0
Answer telephone calls in English	6	0	0
Read technical documents	2	4	0
Other suggested needs:			
1. Resume Writing - 4 2. Cover Letter Writing - 2			

As presented in Table 21, administrators' topmost perceived occupational language needs of Korean students are as follow: (1) job interview skills; (2) converse with clients and superiors; (3) travel survival skills; (4) give oral presentation; (5) lead or take part in business meetings; and (6) answer telephone calls in English. Again, results clearly show that most of the answers given by the school administrators were somehow similar with what both students and teachers perceived as needed as well. However, there were three items considered as "very needed" by some administrators which perceived differently by both the teachers and students. The said language skills are the following: (1) negotiate with clients and suppliers; (2) receive clients and suppliers; and (3) read technical documents. Indeed, this is where administrators show their expertise in choosing specialized contents for a particular program as they also counted in occupational language skills that they perceived needed and or required for the students to perform in the their future jobs.

3. Administrators' Recommended Teaching and Learning Activities

Based on the results of the conducted Needs Analysis, Administrators' recommended teaching and learning activities are as follow:

Table 22
Administrators' Recommended Teaching and Learning Activities

Teaching – Learning Activity	Number of Administrators
1. Brainstorming	4
2. Communication games	6
3. Computer-based activities	4
4. Demonstrations	4
5. Hands on activity	6
6. Individual speaking task	5
7. Interviews	6
8. Oral Recitations	6
9. Role Plays	6
10. Simulations	4
11. Situational-based tasks	4
12. Speech delivery	6
13. Speech Drills	6
14. Tutorials	6
15. Workshops	4

As indicated in Table 22, school administrators have proposed 15 teaching and learning activities that they considered useful in the oral program. However, all of their suggested activities are similar with what English teachers have suggested in their NA Forms. Likewise, it is evident that school administrators have fewer number of suggestions compared with the English teachers. This only shows that English teachers are still generally skilled in providing innovative ideas in designing and or selecting effective teaching and learning activities meant for a particular language program.

4. Administrators' Recommended Instructional Materials

Based on the results of the conducted needs analysis, administrators' recommended instructional materials are as follow:

Table 23
Administrators' Recommended Instructional Materials

Instructional Material	Number of Administrators
Projected and Non-Projected	
Handouts	4
Lapel/microphone	2
PowerPoint presentations	6
Realias	3
Recorded clips	6
Tell Me More program	2
Video clips	6
Textbooks	
Speak Well, Get Connected by Custodio, E.S. et al.	2
Oral presentations for technical communication by Gurak, L.J.	2
Speech and Oral Communication for College Students by Diaz, R.	3
Oral Communication: Skills, Choices, & Consequences by Young, K.	4
It's the Way You Say It by Fleming, C.	3
Communicating Effectively in English by Potter, P.	4
Oral Communication: A Practical Approach by Pasternack, M.	3
Talk Like TED by Gallo, C.	4
Oral Communications by Hurley, M.	3

As indicated in Table 23, school administrators have suggested 7 instructional materials that they find helpful in developing the instructional materials for the oral communication program. Yet again, they suggested a shorter list of projected and non-projected materials compare with what the group of English teachers have listed. Nevertheless, in terms of textbooks, school administrators have recommended more current textbooks that have been useful as source of ideas in formatting and sequencing the contents and or topics specified in the developed program syllabus.

5. Administrators' Recommended Assessment Tasks and Tools

Based on the conducted needs analysis, administrators' recommended assessment tasks and tools are as follow:

Table 24
Administrators' Recommended Assessment Tasks and Tools

Assessment Task and Tool	Number of Administrators
Assessment Task	
Job interview	6
Journal writing	4
Oral presentation (formal and informal)	4
Public Speeches	6
Role plays	4
Speech Drills	6
Writing Task (resume, speech)	4
Written Exam	4
Assessment Tools	
List of Table Topics	2
Rating rubrics	6
Recording gadgets	4
Tell Me More Oral Exercises	2
TOEIC, TOEFL ETS Materials	6

As shown in Table 24, it is evident that 7 suggested assessment tasks of the school administrators are alike with what the English teachers have proposed. However, school administrators added a new item and that is the “written exam”. The researcher found out that four respondents recommended the written exam as a form of assessment in the oral program. Hence, written exams were integrated in the program so as to measure students’ mastery of certain concepts (short quizzes) and or to assess students’ application of learning through writing tasks (e.g. speech and resume writing).

d. Results of the Environment Analysis

Environment Analysis was done to accumulate all gathered data from the Needs Analysis conducted to the students, teachers and administrators. This form of analysis aims to consider the factors of the situation in which the course will be used and to determine how the language program should take account of them. Based on the directed Environment Analysis, the researcher have congregated the following data.

1. Target Students and Class Size

As presented in Table 25, students who participated in the study were college students who were between 21 to 25 years old. This set of information was gathered so as to adjust the program's design based on the nationality, age bracket and educational level of the target students.

Table 25
Environment Analysis - Target Students and Class Size

Environment Situation	Gathered Data
Nationality	Korean Students
Age Bracket	21 to 25 years old
Educational Level	College Undergraduates
Class Size	10 Students per class

Prior to the directive of the Environment Analysis, the proposed total number of students per class was 20. However, Korean administrators requested the researcher to divide the students into two separate groups which reduced the class size from 20 to 10 students per section. Indeed, smaller number of students in each class permitted the teacher to attend with the individual needs of the students. Likewise, classroom activities were employed with no conflict with time. Furthermore, students were also given enough time to prepare for their respective oral presentations. And above all, the teacher was given the opportunity to provide immediate feedback to students' performances and or presentations.

2. School Facilities Needed

School facilities needed for a language program should be determined first prior to its development so as to ensure that the execution of the program will not be affected due to lacks of available facilities and or equipment.

Table 26
Environment Analysis - List of School Facilities Needed

Facility/Equipment	Available/Not Available
ICT-based classroom	Available
Speech Laboratory	Available
Auditorium	Available
Online Library	Available
Lectern	Available
Lapels, wireless microphones	Available
Speakers (amplifier)	Available
Mass Communication Room	Available

As shown in Table 26, the language program needs the following school facilities and equipment: (1) ICT-based classroom as most of the lectures and workshops were in PowerPoint presentations; (2) speech laboratory which is a requirement for the developed program; (3) auditorium which is used for big or major oral demonstrations; (4) online library that could provide wide-range of available materials for the students; (5) Lectern which is used for formal speech presentations; (6) lapels or wireless microphones which are needed during oral presentations; (7) portable loud speakers which are meant for lectures with video or audio clips; and (8) mass communication room which is needed during small presentations. Fortunately, all listed necessary facilities were available and provided by the university. Therefore, everything related to school facilities and equipment were materialized with no troubles.

3. Level of Motivation of the Target Participants

Based on the conducted interview, the researcher perceived the students to have shared “high level” of motivation in learning. All of the 20 Korean students have great expectations from both the course and the teacher. They

look forward to further enhance their strengths in English and made their weakness as their strengths thought the help of the teacher. Furthermore, the

students openly expressed their excitement to visit the country and learn a lot from the language program. Thus, this required the researcher to develop an oral communication program that will meet or even surpasses their expectations.

4. Students' Language Proficiency Levels

The language proficiency levels of the target students were anchored on the results of their TOEIC Speaking Test provided by CLEP and pre-oral interview directed by the researcher.

Table 27
Comparison of Students' Speaking Tests Results

Student Name	TOEIC Test	Oral Interview	Matched/Not Matched
Student 1	Intermediate	Advanced	Not Matched
Student 2	Advanced	Advanced	Matched
Student 3	Intermediate	Intermediate	Matched
Student 4	Intermediate	Intermediate	Matched
Student 5	Beginner	Beginner	Matched
Student 6	Intermediate	Intermediate	Matched
Student 7	Beginner	Beginner	Matched
Student 8	Advanced	Advanced	Matched
Student 9	Intermediate	Intermediate	Matched
Student 10	Advanced	Advanced	Matched
Student 11	Advanced	Advanced	Matched
Student 12	Beginner	Beginner	Matched
Student 13	Advanced	Advanced	Matched
Student 14	Beginner	Intermediate	Not Matched
Student 15	Beginner	Intermediate	Not Matched
Student 16	Beginner	Intermediate	Not Matched
Student 17	Beginner	Intermediate	Not Matched
Student 18	Advanced	Advanced	Matched
Student 19	Beginner	Intermediate	Not Matched
Student 20	Beginner	Beginner	Matched

As shown in Table 27, 14 out of 20 tests results or 70% have matched and 6 out of 20 tests results or 30% did not. For the test results that have matched, 6 students who got scores for the “advanced level” at TOEIC Speaking test also

got the same level in the oral interview which was conducted by the researcher. Similarly, 4 students who got scores for the “intermediate level” at TOEIC Speaking test also got parallel results. Finally, 4 assessed “beginner level” students at the TOEIC Speaking test also got similar results in the oral interview.

On the other hand, for the test results that did not match, 5 evaluated “beginner level” students at the TOEIC Speaking test have gotten higher scores in the oral interview which eventually placed them in the “intermediate level”. In line with this, one student who got an “intermediate level” status at the TOEIC speaking test was assessed by the researcher to be in the “advanced level” during the oral interview.

Generally, the gathered data only show that both standardized and teacher-made oral tests could somehow be used in assessing students’ language proficiency in speaking. In a standardized test, it helps teachers to identify the natural aptitudes of individual students. Whereas, in a teacher-made test, it allows the teachers to make future specific instructional goals that would effectively meet the needs of the students. Indeed, their difference will only transpire in the level of validity and reliability of the end-results. In

due course, majority of the students were majority marked as EFL learners who can communicate effectively in an English speaking environment.

5. Teacher's Profile

The researcher has served as the language teacher in the developed oral communication program for Korean EFL students.

The researcher wanted to secure a direct involvement in the tryout of the language program in order to personally monitor every single development that would transpire during its implantation. Likewise, the researcher believes that he has enough experience in teaching the target students and considers himself as the best person to deliver the developed program in the way that it is supposed to be delivered. In order to minimize any possible biases in the part of the researcher, constant monitoring and consultation with the involved English teachers and school administrators were observed throughout the study. By and large, results of the Environment Analysis (EA) were used in completing the Principles Analysis (PA) which eventually served as the language program guide in this study.

e. Results of the Principles Analysis

Principles Analysis triangulates all gathered data from the Needs Analysis and Environment Analysis. Accordingly, triangulated data were used in determining the program development approach, theoretical view of language, theoretical view of learning, contents and sequencing of the program syllabus, format and preparation of teaching-learning activities and the forms of assessments used in the development of

the oral communication program. In line with this, presented below are the results of the conducted Principles Analysis.

1. Program Development Approach

The program development approach was based on the salient features of Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcomes-based Education Curriculum Model of John Biggs and Catherine Tang (2007). The curriculum design suggested by Nation and Macalister (2010) is

largely a “how-to-do-it” model that involves the integration of knowledge from various areas in the field of Applied Linguistics, such as language acquisition research, language description, teaching methodology, materials production and language assessment in developing a language program. Primarily the curriculum of Nation and Macalister were used as a guide in conducting the triangulated needs analyses (needs, environment and principle), developing the course syllabus, preparation of the instructional materials, and selection of assessment tools for the developed oral communication program.

On the other hand, the Outcomes-based Education Curriculum Model of John Biggs and Catherine Tang (2007) provides approaches in how to address important program development issues such as designing the intended learning outcomes, the learning activities, appropriate assessments and grading procedures. Generally, the curriculum model of Biggs and Tang were used in aligning the learning outcomes, classroom activities and assessment of

the developed oral communication program based on the principles of an Outcomes-based Education (OBE) program.

Therefore, anchoring this study on the guiding principles of Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcomes-based Education Curriculum Model of John Biggs and Catherine Tang (2007) could bring greater success in developing an effective oral communication program for Korean EFL students.

Furthermore, the theoretical view of language is founded on a communicative perspective which considers language as a vehicle for the

expression of functional meaning and wherein communicative dimensions of language are more emphasized than the grammatical characteristics, although structures are also included (Richards and Rodgers, 1986:2001). On the other hand, the theoretical view of learning of the oral program is anchored on constructivism. It is a synthesis of various theories diffused into one form. It is the integration of both behaviorist and cognitivist ideals. The constructivist stance maintains that learning is a process of constructing meaning; it is how people make sense of their experience” (Merriam and Caffarella, 1999, p. 260). Furthermore, the creation of knowledge from experience and use of that knowledge to support new learning represent fundamental principles of any constructivist instructional model and outcomes-based education program. Therefore, abovementioned two language program development models used in this study were purposively complemented by the chosen theory of language and theory of learning.

2. Syllabus Contents

The contents of the program syllabus are based on the results of the Needs Analysis conducted to the Korean students, English teachers and school administrators. For a topic to be included in the program syllabus it should be perceived by majority of the respondents as “very needed”. Specifically, an accumulated average of 80% is needed for a topic to be considered as part of the program syllabus. Whereas, a topic that was perceived as “very needed” by only two groups because the other group voted for it as just “needed” was also counted in.

Table 28
Principles Analysis - General English Needs (marked as “very needed”)

General English Language Needs	Students	Teachers	Admins	AVE
1. Consonant and vowel sounds	75%	100%	83.33%	86.11%
2. Correct Pronunciation	100%	100%	100%	100%
3. Understanding common English words	0%	0%	0%	0%
4. English intonation patterns	80%	80%	100%	86.66%
5. Word stress	60%	80%	100%	80%
6. Non-verbal communication	100%	100%	100%	100%
7. Make and respond to invitations and requests	85%	100%	100%	95%
8. Introduce oneself and others	75%	100%	100%	91.66%
9. Use sentence and phrase connectors	0%	90%	100%	63.33%
10. Use appropriate pronouns and forms of address	0%	80%	100%	60%
11. Interact appropriately in academic setting *	0%	100%	100%	66.66%
12. Interact appropriately in everyday encounters *	0%	100%	100%	66.66%
13. Narrate events in past and future time	0%	0%	66.66%	22.22%
14. Manage conversations	100%	100%	100%	100%
15. Perform social functions without complications	100%	100%	100%	100%
16. Speak with intelligible or neutral accent	50%	100%	100%	100%
17. Use colloquial speech and idioms.	0%	10%	33.33%	14.44%

As indicated in Table 28, 12 out of 17 topics or 60%, under the general English language needs, were mutually considered as “very needed” by the three respondents. These 10 chosen general language needs are as follow: (1) consonant and vowel sounds; (2) correct pronunciation; (3) English intonation

patterns; (4) word stress; (5) non-verbal communication; (6) make and respond to invitations and requests; (7) introduce oneself and others; (8) interact appropriately in academic setting; (9) interact appropriately in everyday encounters; (10) manage conversations; (11) perform social functions without complications; and (12) speak with intelligible or neutral accent. Though items #11 and #12 only got 66.66%, both were still counted in as both teachers and administrators perceived the said items as “very needed”. But then again, 5 out of 17 topics or 41.18% (items #3, #9, #10, #13 and #17) were excluded in the program syllabus as majority of the respondents considered the said items as “not needed”.

On the other hand, as presented in Table 29, 6 out of 11 topics or 54.54% of the occupational English needs were considered in developing the program syllabus. Each of the selected topics got a perfect score from the three groups of respondents. The 6 chosen occupational language needs are as follow: (1) job interview skills; (2) converse in social situations with clients/superiors etc.; (3) travel survival skills; (4) give oral presentations; (5) lead or take part in business meetings; and (6) answer telephone calls in English. Gathered results only show that students, teachers and administrators have shared views on the importance of the 6 selected occupational language needs to be part of the program syllabus.

Table 29
Principles Analysis - Occupational English Needs (marked as “very needed”)

Specific Occupational Language Needs	Students	Teachers	Admins	AVE
1. Job interview skills	100%	100%	100%	100%
2. Converse in social situations with clients/superiors etc.	100%	100%	100%	100%

3. Travel Survival Skills (customs, hotels, stores, etc.)	100%	100%	100%	100%
4. Give oral presentations	100%	100%	100%	100%
5. Make sales presentations	0%	0%	33.33%	11.11%
6. Negotiate with clients or suppliers	15%	0%	66.66%	27.22%
7. Lead or take part in business meetings	100%	100%	100%	100%
8. Receive clients or suppliers	0%	0%	66.66%	22.22%
9. Lead factory or laboratory visits	0%	0%	66.66%	22.22%
10. Answer telephone calls in English	100%	100%	100%	100%
11. Read technical documents	0%	0%	66.66%	22.22%

However, Table 29 also shows that 5 out of 11 topics or 45.46% were omitted to be part of the program syllabus. These are topics (items #5, #6, #8, #9 & #11) that only some school administrators perceived as “very needed”. However, majority of both students and teachers considered the topics either “needed” or “not needed” at all”. This is because school administrators are more concerned with specific and specialized language needs of the learners.

Whereas, students and teachers are more concerned with specific yet generally applicable language needs in oral communication. Lastly, other suggested language needs of the three respondents were also included in the program syllabus. Presented in Table 30 is the list of topics that have been incorporated in the syllabus of the developed oral communication program for Korean EFL students.

Table 30
Principles Analysis - Other Language Needs (suggested by the respondents)

Topic	Number of Respondents
1. American Accent Training	17 students, 8 Teachers
2. Barriers to Effective Communication	10 teachers, 2 administrators
3. Elements of Communication	10 teachers
4. Formal and Informal Oral Presentations	14 students, 7 teachers
5. Human Communication Process	10 teachers, 2 administrators
6. Public Speaking (Speech Delivery)	12 students, 10 teachers, 6 administrators
7. Resume Writing	16 students, 10 teachers, 4 administrators
8. Verbal Communication	10 teachers

3. Sequencing the Contents of the Program Syllabus

Generally, there were 23 major topics that have been covered in the program syllabus. These topics have been arranged in a linear way based on the sequencing principles of Nation and Macalister (2010) which is organizing the contents of the program syllabus (e.g. topics, concepts and skills) in increasing difficulty. The aforesaid method of sequencing was chosen because most language programs today involve linear development design, beginning with simple items that prepare students for later more complex items. In line with this, majority of the participants are EFL students. These are students who are not yet competent in using the target language. Thus, they would only learn better if concepts and or skills are taught to them in increasing level of difficulty. Indeed, using a linear design syllabus contents would be a good choice based on the target EFL learners.

Last but not least, the program syllabus also followed a thematic design. The first half the syllabus is focusing on General English (GE); whereas, the other half is concentrating on English for Occupational Purposes (EOP). This supports the overall thrust of the developed oral communication program which to enhance the oral communication skills of the Korean students in terms of academic and occupational English.

4. Format of Teaching and Learning Activities

Formats of teaching and learning activities in the developed program were based on the results of the conducted Needs and Environment Analysis. Thus, forms of learning activities that were employed in the program are primarily anchored on the

shared preference of the teachers and students (although suggested teaching and learning activities of the administrators were also considered).

The format of the lessons and activities in the developed program were intentionally aligned with the areas of interests of the target students. This is to sustain the interest of the students to participate and or interact during class discussions. Some of these integrated areas of interests are as follow: (1) arts; (2) computers; (3) literature; (4) music; (5) theater; (6) travel; and (7) video making. As a result, common activities employed in the language program are as follow: (1) role plays; (2) creative oral reading (poetry); (3) computer-based activities; (4) simulations; and (6) sketching (graphical illustrations). Lastly, implemented activities in the developed oral communication program were also chosen based on the language proficiency level of the students, given time-frame, class size and physical features of the classroom.

As mentioned earlier, teaching and learning activities were also considered based on certain teacher factors. First, activities should be able to be presented by teacher.

For instance, the teacher should be skilled in giving different types of class activities (e.g. speech drills, creative oral reading, Tell Me More exercises, business presentations etc.) in order for the students to perform tasks effectively. And second, the teacher should hold good classroom management. For example, the teacher should be experienced in dealing with diverse groups of learners (age, nationality, level of motivation, language proficiency, etc.) so as to secure that all target goals will be met at the end of the lesson. Indeed, it is important that the teacher is aware on the

specific needs, lacks and wants of the students in order to design effective classroom lessons and or activities.

Table 31
Principles Analysis -Recommended Teaching and Learning Activities

Teaching and Learning Activities	Remarks
Academic Sharing	Highly Recommended by the teachers
Brainstorming	Highly recommended by the teachers and administrators
Class Games/Icebreakers	Highly recommended by the students, teachers & administrators
Class Workshops	Highly recommended by the teachers and administrators
Computer Activities	Highly recommended by the teachers and administrators
Creative Oral Reading	Highly recommended by the teachers
Demonstrations	Highly recommended by the teachers and administrators
Full-class discussion	Highly recommended by the teachers
Group Tasks (Dyads, Triads, etc.)	Highly recommended by the students and teachers
Hands on Activity	Highly recommended by the teachers and administrators
Individual Speaking Tasks	Highly recommended by the students and administrators
Information Gap	Highly recommended by the teachers
Interviews	Highly recommended by the teacher and administrators
Listening Tasks	Highly recommended by the teachers
One-on-one speaking	Highly recommended by the teachers
Panel discussions	Highly recommended by the teachers
Poetry Reading	Highly recommended by the teachers
Problem-based Tasks	Highly recommended by the teachers
Reader's Theater	Highly recommended by the teachers
Role Plays	Highly recommended by the students, teachers & administrators
Speech Delivery	Highly recommended by the teachers and administrators
Short Talk	Highly recommended by the teachers
Simulations	Highly recommended by the teachers and administrators
Small Group Discussion	Highly recommended by the teachers
Speech Drills	Highly recommended by the teachers and administrators
Tutorials	Highly recommended by the teachers and administrators
Video Viewing	Highly recommended by the teachers

Indicated in Table 31 are the topmost suggested teaching and learning activities of the participating Korean students, English teachers and school administrators. Specified activities were generally employed on the developed oral communication program for Korean EFL students.

5. Monitoring and Assessment

In selecting the monitoring techniques and assessment tools for any language program, the researcher should consider the following areas: (1) environment in which the course will be used; (2) the assessed needs of the

learners; and (3) principles of designing the teaching and learning process. In this study, forms of monitoring and assessments were anchored on the results of the conducted Needs, Environment and Principles Analyses. Presented herein are the forms of monitoring and assessment tools that were employed in the developed oral communication program.

As discussed in the previous sections, students were assessed prior to the development and tryout of the language program. This was done to determine the language proficiency levels of the students. In line with this, two types of placement tests were used in this study. First was the results of their TOEIC speaking tests provided by CLEP and second was the oral interview conducted by the researcher. Likewise, results of the two placement tests were also used as basis in grouping the students into two separate classes.

Activities that learners have done in the program were carefully monitored to see if each of which is likely to meet its learning goals. In line with this, the researcher prepared a “Students’ progress Report” that was used to monitor students’ individual performance and or progress throughout the program (*see attached Students’ Progress Form, p.197*). The observation sheet includes the following information: (1) name of the student; (2) oral task – with indicated percentage or score; (3) homework – with indicated percentage or score (4) class performance – with indicated grade or score; and (5) comments – teacher’s personal observation about the student.

The topmost suggested short-term assessment tests that both teachers and administrators recommend to be employed in the developed program are as follow: (1) oral interview; (2) role play; (3) group oral presentation; (4) listening tests; (5) simulations; (6) speech drills; (7) video blog; (8) oral recitation; (9) Tell Me More Exercises; (10) writing workshops; and (11) academic sharing. Nevertheless, utilized short-term achievement tests were only those that can effectively show the formative progress of the students.

The forms of achievement tests that were recommended and employed in the developed oral communication program are as follow: (1) multimedia portfolio; (2) video blog; (3) podcast; (4) job interview; (5) braggart speech; (6) impromptu speech; (7) one-on-one oral interview; and (8) individual oral presentation. Employed achievement tests in the study were purposively designed to observe the summative progress of the students. For instance, achievement tests were only given after two or three units have been discussed. At this time, students were required to apply two or more skills that they have learned from

the past lessons (e.g. braggart speech). Furthermore, one of the highlights in the program was the presentation of students' multimedia portfolios which also considered as a summative test. Here, students were asked to present their individual portfolios to the group and discuss how they have enhanced their oral communication skills throughout the program.

Table 32

Principles Analysis – Recommended Assessments

Assessment Tasks	Assessment Tools
(1) Blogs	(1) Audio Recorder
(2) Contextualized Simulation	(2) Excerpts of dialogues and scripts
(3) Impromptu Speech	(3) List of Interview Questions
(4) Job Interview	(4) List of Table Topics
(5) Journal Writing	(5) Rating Rubrics
(6) Oral Presentation	(6) Tell Me More Program
(7) Oral Reading	(7) TOEIC Test Materials
(8) Oral Recitation	(8) Video Recorder
(9) Podcast	
(10) Resume Writing	
(11) Role Plays	
(12) Speech Drills	
(13) Speech Writing	
(14) Written Exercises	

Table 32 shows the topmost suggested forms of assessment tasks and tools of both English teachers and school administrators which they mutually perceived applicable in the language program. In due course, listed assessment tasks and tools were all employed in the developed oral communication program.

After results of the Principles Analysis have been assessed and finalized, the development of the program syllabus and preparation of instructional materials precede the process of the program development.

4.2. Developed Program Syllabus

A negotiated Outcomes-based syllabus was used in this study. This kind of syllabus involves the teacher, students, administrators and other concerned people who are working together to make decisions at many parts of the syllabus development process. Thus, presented herein are the major parts and procedures involved in

developing the course syllabus of the oral communication program for Korean EFL students (*see Appendix G p.192*).

a. Course Description

The researcher crafted the course description based on the overall purpose of the oral communication program. Likewise, results of the conducted needs, environment and principles analyses were also considered in formulating the course description. After combining the two said areas of concerns, the researcher came up with the following course description: This oral communication program is designed to prepare Korean ESL/EFL students to communicate effectively in diverse social situations. The course focuses on teaching strategies for effective oral communication in both academic and industrial contexts. Moreover, it introduces students to the prescribed level and practical requirements of speech communication in today's world.

The oral communication program aims to foster among students profound understanding and appreciation of an operative human communication process. Likewise, it also presents proper sound production, intonation pattern and word stress as necessary elements in improving oral communication in English. Furthermore, the

program highlights listening, audience characteristics, message composition and delivery, and context as significant parts of communication. Lastly in this oral program, students both learn and meet the demands of public presentations in culturally and professionally diverse contexts, and develop competence and flexibility in oral presentations.

b. Institutional – Level Intended Learning Outcomes

The developed program was designed to hone the necessary skills and competencies required by both the academe and industry among college graduates. Nevertheless, the developed program's institutional learning outcomes were largely based on the core competencies showed by the Lyceum of the Philippines University – Manila in terms of communication. These institutional intended learning outcomes are generally clustered into three: (1) to develop clarity, precision, and maturity in English oral communication; (2) to exemplify a flexible intellectual capacity centered on thinking skills and problem-solving abilities that can be applied to a wide range of professional responsibilities where individuals must take action in the face of concrete human problems; and (3) to focus attention on the importance of cultural and social values in understanding the forces that have shaped English communication.

Thus, the constructed seven (7) program-level learning outcomes and forty-six (46) unit-level learning outcomes (ILOs) that were both used in shaping the

developed oral communication program were purposively anchored on the aforesaid three (3) communication ILOs for all LPU graduates.

c. Program – Level Intended Learning Outcomes

The program-level learning outcomes of the developed oral communication program for Korean EFL students were based on the results of the needs analysis

conducted to the participating foreign students, language teachers and school administrators. After aligning the NA results with LPU's core ILOs, the researcher came up with the following seven (7) program-level outcomes: (1) to develop fluency, accuracy, and appropriateness in both academic and occupational English communication; (2) to acquire understanding on the processes, levels, and functions of human communication; (3) to develop oral skills in expressing thoughts, beliefs and experiences with clarity, confidence, and courtesy in academic, social and work-related situations; (4) to acquire techniques in making and delivering different types of public speeches; (5) to demonstrate intelligent use of verbal and non-verbal communication abilities; (6) to execute oral presentations that are clearly focused, well-organized, substantially supported, properly worded, and effectively delivered; and (7) to apply correct pronunciation, good diction and intelligible or neutral accent in speaking.

By and large, the abovementioned program-level ILOs abridge the specific forty-six (46) unit-level ILOs that were stated in the program syllabus. Thus, manifestations and or evidences of learning will be reflected on the overall

performance of the students from start to end of the developed oral communication program.

d. Structure of the Program Syllabus

The structure of the developed syllabus is largely anchored on an Outcome-based format. The syllabus design is consist of five columns with the following

labels: (1) specific learning outcomes (unit level objectives); (2) subject matter (topics); (3) OBE methodology (teaching – learning activities, form of assessment and instructional materials); (4) session's number and category with indicated number of hours; and (5) comments meant for areas of improvement. The developed oral communication program has a total of thirty (30) hours and has been divided into 10 meetings.

Likewise, each meeting has two separate sessions: Session 1 (Lecture Class for 1.5. Hour) and Session 2 (Speech Laboratory Class for 1.5. Hour). Thus, indicated in the syllabus were 10 meetings with 3 hours each (15 hours for the lecture and 15 hours for the laboratory). Overall, as discussed in the previous sections, organization of topics in the program syllabus was linear (from easy to difficult) and thematic (from academic to industrial context).

4.3. Adapted Instructional Materials

In this study, the instructional materials development process followed a reverse of that associated with traditional educational planning. It is because the program's material

preparation is consistent with an Outcomes-based Education curriculum design. Spady (1993) said that instructional materials should be created in order to support the intended outcomes of the specific program. Thus, instructional tools used in the developed oral program were purposively selected and or prepared based on the results of the conducted Needs, Environment and Principles Analyses. In other words, all materials used in this

study were developed based on how they would best facilitate the desired final outcomes of the oral communication program. Likewise, specific instructional materials used in the study were only chosen after the program syllabus was already completed. Presented in Table 33 is the list of instructional materials and textbooks employed in the developed oral communication program for Korean EFL students.

Table 33
List of Instructional Materials used in the Developed Program

Instructional Materials	
Projected and Non-Projected	
(1) Audio clips	(1) PowerPoint presentations
(2) Audio speakers	(2) Presentation clicker-laser
(3) Electronic resources	(3) Realias
(4) Excerpts (dialogues, poems)	(4) Recorded materials
(5) Handouts	(5) Task cards
(6) Lapel/microphone	(6) Tell Me More program
(7) Laptop	(7) Video clips
(8) PowerPoint presentations	(8) Video recorders
(9) Presentation clicker-laser	
Textbooks	
(1) Speak Well, Get Connected by Custodio, E.S. et al.	
(2) Public Speaking: Concepts and Skills for a Diverse Society by Jaffe, C.	
(3) Private and Public Speaking by Carpio et al.	
(4) Speech for Leadership in a Changing World by Bascara, L.	
(5) Speak Up! Speech & Oral Communication for College by Jimenez, E.	
(6) English Pronunciation by Mata, L.	
(7) Oral presentations for technical communication by Gurak, L.J.	
(8) Speech and Oral Communication for College Students by Diaz, R.	
(9) Oral Communication: Skills, Choices, & Consequences by Young, K.	
(10) It's the Way You Say It by Fleming, C.	
(11) Communicating Effectively in English by Poter, P.	
(12) Oral Communication: A Practical Approach by Pasternack, M.	
(13) Talk Like TED by Gallo, C.	
(14) Oral Communications by Hurley, M.	

In this study, the researcher purposively prepared a course file of PowerPoint Presentations (PPTs) exclusive for the developed oral communication program. In every PPT file, it begins with a title slide which specifies the name of the school, language center, course program, focused lesson, and name of the developer. Likewise, each PowerPoint presentation is designed as a comprehensive representation of each unit in the program syllabus. Thus,

each PPT contains slides for the preliminary routines (recap, lesson's objectives, and elicitation activity), detailed lecture, practice exercise(s), application task(s), rating rubric(s), summary of the topics discussed and the homework/extension activity.

Moreover, video clips and audio files were also adapted as supplementary tools in the developed program. These are materials from various educational resources (both free and paid) to enhance the delivery of the lessons. For the employed video clips, these were materials which have presented the overview of the lessons, give operative tips to students, show samples of speech delivery and more. On the other hand, audio files used in the program were adapted from TOEIC Listening/Speaking files and American Accent Training Courseware which were used in giving exemplar audio samples and or short listening tests to students. For other materials, the researcher also utilized realias, task cards, handouts and other electronic devices available in the online library. Equally, set of electronic and laboratory devices such as presentation clicker, lapel, wireless microphones, audio speakers, headsets and lectern were also used. Overall, majority of the instructional materials in the developed oral communication program were mostly ICT-based.

4.4. Class Grouping Design

As mentioned in the previous sections, grouping of students was based on the results of the placement assessments (TOEIC Test Results & Oral Interview) conducted to the students. The researcher ensured that there would be equal distribution of learners into two sections (Advanced, Intermediate and Beginner Level).

Table 34a
List of Students under FORALCOM – 1 (Group 1)

Student Name	Proficiency Level
Student 1	Advanced
Student 2	Intermediate
Student 3	Beginner

Student 4	Intermediate
Student 5	Advanced
Student 6	Advanced
Student 7	Beginner
Student 8	Intermediate
Student 9	Intermediate
Student 10	Advanced

FORALCOM – 1 was composed of ten (10) Korean students wherein 4 of them belonged to the advanced level, 4 in the intermediate level and 2 in the beginner level.

Table 34b
List of Students included in at FORALCOM – 2 (Group 2)

Student Name	Proficiency Level
Student 1	Advanced
Student 2	Intermediate
Student 3	Beginner
Student 4	Intermediate
Student 5	Advanced
Student 6	Advanced
Student 7	Intermediate
Student 8	Intermediate
Student 9	Intermediate
Student 10	Beginner

On the other hand, FORALCOM – 2 was composed of ten (10) Korean students whom 3 belong to the advanced level, 5 in the intermediate level and 2 in the beginner level. Generally, the conducted purposive grouping of students has been successful. Indeed, the researcher has achieved two interactive classes with heterogeneous students in each group.

4.5. Class Schedule Design

After the preparation of instructional materials and students grouping, the plotting of class schedules was done next. Since Korean administrators requested CLEP to have two separate groups for the forthcoming twenty (20) Korean students, the original proposed schedule was somehow changed. Instead of the instructor having only 3 hour class (3 units) per week it was changed to 6 hour class (6 units) per week. Therefore, the instructor was

required to conduct a 6 –hour class every Wednesday from sessions 1 to 10 and within 2 ½ months. However, session 10 is considered as special day since it is the culminating day. In session 10, Korean students were gathered together in one class for their final oral interview and portfolio presentations both in the morning and the closing program and awarding ceremony in the afternoon (*see plotted class schedule in the appendices*).

Overall, the prepared class schedules were carried out without any adjustments, make-up classes and suspensions ensued. This can be attributed to the researcher's constant coordination with the language center director, Korean administrators, House Office Head and the Korean students.

4.6. Results of the Program Tryout

The tryout of the developed oral communication program for Korean EFL students started on June 4, 2014 and ended on August 13 of the same year. It took almost 2 ½ months for the entire program to be completed. Presented herein are the significant events that have transpired during the tryout phase. Discussion of significant events concentrates on thematic areas of the developed oral program that have worked and not work. Some of these aforesaid areas are (1) program overview and introduction; (2) program's learning objectives; (3) course activities and learning interaction; (4) instructional materials; and (5) monitoring and assessment.

a. Presentation of the Course Overview and Introduction

At the beginning of the program tryout, the teacher conducted a course orientation and discussed with the students the overall target goals and structure of the developed oral communication program. This supports the key principle of Outcomes-based

Education in terms of Teaching and Learning Enhancement (Biggs & Tan, 2007) which entails that instructors must first clearly state and communicate to the students the intended learning outcomes (ILOs) and standards for success in the course, so that students will generally understand what is expected of them.

Furthermore, also part of the course orientation was the class introductions. During the first day (Session 1A), the teacher started the activity by discussing his educational background, affiliations, employment history and teaching philosophy. Later, students were also asked to introduce themselves. Each student was requested to state his or her name, strength(s) and weakness(es) in English and his or her personal request(s) to the teacher. Generally, students stated that they do not have any particular strength(s) in English yet; instead, they outspokenly admitted that they need to enhance almost everything in them (listening, pronunciation, diction, fluency etc.). Nevertheless, students optimistically looked forward that they will learn a lot from the developed oral program and it will give them the necessary self-confidence to speak English. Whereas, for the common personal requests, students requested the teacher to maintain his high level of energy, extend his patience in teaching them, provide interactive games, and others simply said that they do not have any more requests to the teacher as they are already satisfied about him.

After the class introductions, students were also asked to take part in formulating the house rules (uniquely called in the program as the “Ten Commandments”). In this activity, the class was divided into two groups. Each group was asked to list 10 house rules that they want to implement in the classroom. Upon completing their respective

lists, students along with the teacher deliberated the top 10 commandments. Generally, the finalized 10 commandments encompassed rules for classroom management, classroom routines, class performance, self-discipline and spiritual faith.

In most part, results of the aforesaid two introductory activities contributed a lot in the success of the students throughout the tryout of the developed oral communication program. First, students learned to practice the 5s policy from start to finish (sort, systematize, sanitize, sweep and self-discipline). Thus, orderliness and cleanliness have been maintained in the classroom. Second, each student used to experience taking class responsibilities as the “Emperor of the Day”. The class emperor typically leads the prayer, monitors the attendance, does the recap and gives the generalization of the lesson. Third, students were honest enough to raise their questions, difficulties and other learning issues, straight to the teacher. Thus, immediate answers and or solutions were given to address their respective concerns. Fourth, students turned to be more participative and cooperative in classroom activities. In fact, students were eager to join and perform different oral tasks in the class. Fifth, students were always done with their homework and advance readings before attending the class. Hence, students were always prepared to recite and or to share the things that they have read or experienced regarding the lesson. And sixth, students observably sought to become the best that they can be. They meant not just to pass, but instead, to get the highest possible grade for every assessed class performances that they were engaged with in the oral program.

Indeed, abovementioned positive things that have transpired in the tryout of the developed oral communication program can be attributed to the successful administration of the course overview and introduction. This justifies the “power

principles” of Outcomes-based Education (Killen, 2000) which states that instructor should deliberate and informed choices when designing or establishing classroom instructions so as to expedite students’ realization of the intended learning outcomes and or desired behaviors that are needed to be successful in the program.

b. Delivery of the Intended Learning Outcomes

In this study, the program syllabus contains learning outcomes that are clearly stated, and most importantly, written from the learners’ perspective. This is in accordance with the OBE principles of Spady & Marshall (1994) and Tan & Biggs (2007) which state that written outcomes or objectives should serve as clear indicators of observable demonstrations of student learnings that occur after a significant learning experience. Accordingly, during the tryout of the developed program, the researcher always ensured that the relationship between the target learning outcomes and teaching-learning activities in every lesson is clearly discussed to the students.

Consider Session 6B as an example. In the said session, one of the two target outcomes of the lesson is to make students speak both confidently and purposively through a public speech. As an application activity, students were asked to deliver a 2-3 minute braggart speech (a speech that requires students to brag or flaunt certain things that they are extremely proud of, such as awards, talents, physical attributes, wealth, family, pets etc., and yet should still unveil good values at the end of the speech). Prior

to the performance, the teacher discussed with the students the purpose, importance and relationship of the given task to the program’s general objectives or outcomes.

Likewise, the teacher also expounded that braggart speech is a confidence-building task, wherein it showcases one's language skills in delivering an occasional speech in an unusual yet purposive way. The teacher added that in the given task, students should manifest their acquired skills in correct pronunciation, intelligible or neutral accent, non-verbal communication and speech writing skills. Here, the teacher relates the objectives of the said performance-based activity to the one of which stated in the general outcomes of the developed oral communication program which is to develop clarity, precision and fluency in English oral communication among the students. Indeed, making the students clearly understand the purpose, goals and criteria of any given ILO will surely give positive response and better performance from the learners.

On the other hand, in terms of the suitability, the researcher considers most intended outcomes as both accurate and appropriate but not necessarily perfect. Just like any other developed language programs that have been implemented for the first time, there are still many areas (e.g. objectives, contents and sequencing) that are needed to be improved and or altered in the program syllabus. For instance, sessions 5A and 5B were both focused on American Accent alone. Here, session 5A could be replaced by World Englishes as an introductory lesson and make session 5B as an extended lesson which focuses on American Accent Training. In sessions 5A and 5B, the researcher observed that having two succeeding sessions about American Accent Training is not practical. In each class, there were only 10 students. Indeed, a lesson and application activity on

American Accent Training can be completed within just 1 ½ hour. Thus, adding a lesson on World Englishes first prior to American Accent Training will be a good idea. This has been added so as to make the students be aware that there are many variations of English. Nevertheless, amongst these variations – American and British English are most widely used.

Another example, is Session 3B which is about making and responding to requests and invitations. Instead of focusing only into two social functions, the researcher could change it to a more general topic about formal and informal oral communication that would include more social functions such as asking and giving directions, making requests, saying refusals, giving bad and good news etc.. In session 3B, the researcher observed that students have easily learned the lesson. This only shows that students are indeed capable of learning more social functions in one session. Likewise, if changes are done, all class activities can still be completed in just 1 ½ hour since there are only 10 students per group. In the same way, sessions 3B and 4A both require necessary adjustments in terms of sequencing. It would be better if the lesson on English Rhythms comes first (as Session 3B) for the learned skills to be applied in the simulation activities under the succeeding Session 4A (Formal and Informal Oral Communication). In doing so, students will be exposed into a wider scope of social contexts and promote better learning outcomes. Indeed, other related changes done in the program syllabus are further discussed in section 4.8. – Areas of Program Improvement.

c. Implementation of the Course Activities and Learner Interaction

The researcher ensured that all employed course activities would contribute to the achievement of the target goals of the developed oral communication program. Each session was designed to provide course activities that require the students to perform specific learning outcome(s) and encourage them to interact with each other.

Some of these learning activities that promote interaction among students and were employed in the program involved podcasting, communication games, small group discussion, problem-based activities, role plays, simulations etc. For instance, one of the objectives of Session 3A is to make the students apply their understanding on the levels of human communication through a group podcast. For that reason, students were instructed to form groups of five. Each group was asked to brainstorm for the best concepts and or ideas that they can use in their respective podcasts. Indeed, this kind of activity has required the students to work altogether as a group from the planning, to the preparation and until to the presentation of their works.

Another form of interaction that was established during the tryout of the developed oral communication program is the interaction between the teacher and the students. This kind interaction is called as the academic sharing. For example, in Session 2B, the teacher shared his experiences teaching American pronunciation among ESL/EFL learners. After that, the teacher also asked the students to share their personal experiences and other difficulties in learning English. Here, the researcher validated the study of M.S. Park (1997) as majority of the students exhibited their problems in producing /f/ as they sounded it as /p/; /s/ sounded as /sh/; short /I/ sounded as /iy/ and

/æ/ like /ε/ as they speak. Furthermore, through academic sharing, the researcher discovered many things about the students. For example, students shared that wealthy Koreans either hired home-based American tutors or directly go to the United States to study and learn English. Whereas, for those who cannot afford to hire American tutors, but somehow wanted to achieve quality education, they typically enroll themselves in short-term English courses offered in the Philippines or take bachelor degree programs in the country. Indeed, these are just few of the many things that academic sharing have brought during full-class interaction with the teacher.

Likewise, included in the course activities and learner interaction was the teacher's feedback. Within the 10 sessions of the developed oral communication program, immediate feedbacks were usually provided after each presentation. Feedbacks always implicate both the strong and weak points of any given performance either individual or by group. Feedbacks on areas of improvement were courteously given to students in order to avoid embarrassment or discouragement among them. Whereas, good points were usually exaggerated by the teacher to uplift the morale of the students. Therefore, the teacher's feedback made the learners know how well they have performed a particular task, based on a given set of criteria. Likewise, such feedbacks were also used by the teacher in determining how far the students have achieved certain learning outcome(s) in the developed program.

d. Utilization of the Instructional Materials

Making the students aware of the purpose and use of instructional materials for learning activities added success to the effective utilization of the said tools throughout

the tryout of the developed oral communication program. Normally, students were provided advance weekly electronic handouts for them to read ahead of time. For instance, electronic handouts and video files for Session 6A were given in advance to the Korean students. The topic is about speech making and delivery. The given materials contain comprehensive tips regarding speech outlining, types of audience, speech techniques, visuals material used in oral presentations, and videos of sample speeches. In doing so, students did not encounter much trouble in understating the lesson and the session was focused more on full-class discussion and application activities.

During group activities, task cards were usually provided so as to save time and make the class manageable. In effect, tasks were always completed by the students without constant queries to the teacher and most importantly, on time. For example, Session 9A requires students to have group PowerPoint presentation. After a short class discussion, students were asked to form groups of five. Each group was required to prepare a 5-10 slide PowerPoint presentation that showcases their acquired skills in preparing visual materials for an oral presentation. First, the teacher explained first the objectives of the activity. Next, the teacher asked the students to do a count off from 1 to 2 which divided the class into two groups. Afterwards, the teacher called all members of each group to stand up and asked them to choose a leader. Then, the

teacher requested each leader to get their respective task cards. Finally, the teacher instructed the students to go to their respective groups then meet in small circles and start the

activity. As a result, students were given 30 minutes for the preparation, 20 minutes for the oral presentation and 5 minutes for the teacher's feedback.

Generally, other instructional materials utilized in this study encompassed but not limited to PowerPoint slides, literary excerpts, audio materials, speech laboratory equipment, recording gadgets, relisas, LCD projector, laptop, lapel or microphone and rating rubrics. These were employed in order to offer a variety of instructional materials to be used in the developed oral communication program. Likewise, the researcher also aimed to provide some ICT-based instructional materials so as to get the interest of the students. Majority of the Korean EFL students who participated in the developed oral communication program wanted to have multimedia-based presentations and frequent use of their smartphones, tablets and laptops. Furthermore, all instructional materials operated in the program were appropriately cited. For instance, video clips, PowerPoint slides and provided handouts indicated a list of specific sources in APA style. This is to safeguard the validity of information and at the same time properly acknowledge the sources of the adapted materials.

Lastly, a distinction between required and optional materials was also discussed even at the beginning of the program. Students were not restricted to use and or to search for other materials that they find helpful in making their learning

experience more successful. In fact, some students used to share to the class other information that they had read or personally have experienced. Indeed, the teacher encouraged the students to practice such kind of sharing in the class and their response was just overwhelming. For instance, in Sessions 8A and 8B students shared how job

interviews are usually done in South, Korea. They even detailed their knowledge on how top companies administer their tough hiring process. Students even brought printed samples of resume (format and style) that they usually used in their country. Overall, this made the class discussion more interesting and interactive.

e. Administration of Monitoring and Assessment Tools

Forms of assessments used in the study were designed to observably measure the stated target outcomes of the developed oral communication program for Korean EFL students. Forms of assessments used in the 10 sessions included but not limited to individual contextualized speaking tasks, role plays, public speeches, podcasts, video blogs, creative oral reading, business-based oral presentations and simulated job interviews. At the beginning of the course, students were promptly informed about the grading policy and the series of oral assessments that they are required to perform in the developed oral communication program.

Moreover, rating rubrics with specific and descriptive criteria were also given. Before students execute any form of assessment task, the teacher always explains and provides the rating rubrics to the students. This is to make sure that students are guided on what to perform and what manifestations of learnings are expected from

them. As a result, majority of the students have successfully performed all given assessments on or even beyond the given standards. Likewise, assessment tools employed in the developed program were sequenced and aligned based on the learners' assessed oral skills.

Another feature of the developed oral communication program for Korean EFL is its alternative learning assessment tools. During the tryout, students were provided with multiple opportunities to track their learning progress through group podcasts, electronic portfolios and video blogs. For example, instead of having the traditional scrapbook or clear book portfolio, students were required to create their individual electronic portfolios in documenting their learning progress. At the end of the program, students were required to share and discuss their respective electronic portfolios. Presentation of students' outputs was done during the Culminating activity at Session 10B. Indeed, this form of assessment is based on Willis and Kissane (1995) suggested technique for assessing students' learning outcomes.

Nevertheless, two problems regarding monitoring and assessments have still emerged during the tryout. First, the researcher observed that some students encountered problems in creating their individual video blogs and electronic portfolios. This happened as not all students are skilled in video editing. It was only resolved when the instructor requested skilled students to help their classmates in preparing and editing the aforesaid multimedia outputs. Second, in terms of group assessments, there were few who experienced troubles in disseminating the group

tasks. Typically, beginner and intermediate level students were grouped with the advanced ones. Consequently, less proficient students were always monopolized by the advanced level students. For instance, each group was asked to prepare a 3 to 5-minute podcast about American Accent. The leader (who is an advance level student) usually dominates the brainstorming and eventually prepares the script. Whereas, other members (composed

of the beginner and intermediate level students) were always assigned as the cameramen and video editors. In this case, the group may get a high grade, but unfortunately, there was no equal opportunity given to all members to perform at their utmost potentials in terms of speaking. In order to resolve this, the teacher rectified the rubrics and mechanics used for group assessments. For instance, each member is now required to speak either as one of the podcasters and or actors in the video, because if not, the student would not be included in the group grade. Similarly, peer evaluation was also added to the rating mechanics as it effectively monitor and somehow delineate monopolization in group assessments. Indeed, abovementioned interventions aided the teacher in addressing the unexpected difficulties. This only shows that teachers should often observe and reflect if assessment tools used in the class are effective and reliable enough to measure the learning level or performance of the students. Likewise, teachers must be skilled in choosing, implementing, and monitoring a wide range of reflective, unique, and engaging assessment tools so as to observe higher level of validity, reliability and washback.

4.7. Results of the Program Evaluation

The overall success of the developed oral communication program for Korean EFL students was measured based on the end-results or outcomes of the following: (1) realization of the Intended Learning Outcomes (ILOs); (2) overall students' academic performance; (3) students' post-oral interview; and (4) Quality Matters program evaluation.

a. Realization of the Program's Intended Learning Outcomes

The developed Oral Communication Program for Korean EFL students has three (3) Institutional-level Intended learning Outcomes (ILOs), seven (7) general program-level Intended Learning Outcomes (ILOs), and forty-six (46) specific unit-level Intended Learning Outcomes (ILOs) that were all anchored on the results of the conducted Needs Analysis in the early stage of the study. Thus, shown in Table 35 is the comprehensive alignment, sequencing and evaluation (indicators of performance) of the program's ILOs (*see Appendix J, p. 212*).

Table 35
Realization of the Program's Intended Learning Outcomes (ILOs)

Institutional-Level (IL) 3 ILOs	Program-Level (PL) 7 ILOs	Unit-Level (UL) 46 ILOs	Indicator(s) of Performance	Remarks
(1) Develop clarity, precision, and fluency in English oral communication.	(1) Develop fluency, accuracy, and appropriateness in both academic and occupational English communication. (Based on IL 1, 2, 3)	UL ILO 1 (Based on PL)	Students' set goals, expectations, shown behaviors and delivered performances.	Achieved
		UL ILO 2 (Based on PL)	Individual self-introduction (personal information and learning expectations)	Achieved
		UL ILO 3 (Based on PL)	Formulation of the ten commandments	Achieved
		UL ILO 4 (Based on PL)	Role playing	Achieved
		UL ILO 5 (Based on PL)	Registered Tell me More account and completed Exercises I	Achieved

(2) Exemplify a flexible intellectual capacity centered on thinking skills and problem-solving abilities that can be applied to a wide range of professional responsibilities where individuals must take action in the face of concrete human problems.	(8) Acquire understanding on the processes, levels, and functions of human communication. (Based on IL 2 & 3)	UL ILO 6 (Based on PL)	Sketch Model	Achieved
		UL ILO 7 (Based on PL)	Oral Presentation	Achieved
		UL ILO 8 (Based on PL)	Simulation	Achieved
		UL ILO 9 (Based on PL)	Speech Drill	Achieved
		UL ILO 10 (Based on PL)	Speech Drill	Achieved
		UL ILO 11 (Based on PL)	Podcast	Achieved
		UL ILO 12 (Based on PL)	Podcast	Achieved
		UL ILO 13 (Based on PL)	Listening Test	Achieved
		UL ILO 14 (Based on PL)	Speech Drill	Achieved
	(15) Develop oral skills in expressing thoughts, beliefs and experiences with clarity, confidence, and courtesy in academic, social and work-related situations. (Based on IL 1, 2, 3)	UL ILO 15 (Based on PL)	Oral Reading	Achieved
		UL ILO 16 (Based on PL)	Skit	Achieved
		UL ILO 17 (Based on PL)	Simulation	Achieved
		UL ILO 18 (Based on PL)	Reader’s Theater	Achieved
		UL ILO 19 (Based on PL)	Poetry Reading	Achieved
		UL ILO 20 (Based on PL)	Accent Drill	Achieved
		UL ILO 21 (Based on PL)	Video Blog	Achieved
	(22) Acquire techniques in making and delivering different types of public speeches. (Based on IL 1, 2, 3)	UL ILO 22 (Based on PL)	Video Blog	Achieved
		UL ILO 23 (Based on PL)	American Accent Training Drill	Achieved
UL ILO 24 (Based on PL)		Telephone Conversation	Achieved	
UL ILO 25 (Based on PL)		Written Speech	Achieved	
UL ILO 26 (Based on PL)		Written Speech	Achieved	
UL ILO 27 (Based on PL)		Speech Outline	Achieved	
UL ILO 28 (Based on PL)		Braggart Speech	Achieved	
(23) Demonstrate intelligent use of verbal and non-verbal communication abilities. (Based on IL 1, 2, 3)		UL ILO 29 (Based on PL)	Speech Delivery	Achieved
	UL ILO 30 (Based on PL)	Impromptu Speech	Achieved	
	UL ILO 31 (Based on PL)	Toastmaster Impromptu Speech	Achieved	
	UL ILO 32 (Based on PL)	Formal Impromptu Speech	Achieved	
(3) Focus attention on the importance of cultural and social values in understanding the forces that have shaped English communication.		UL ILO 33 (Based on PL)	Podcast	Achieved
		UL ILO 34 (Based on PL)	Podcast	Achieved
		UL ILO 35 (Based on PL)	Podcast	Achieved
	(24) Execute oral presentations that are clearly focused, well-organized, substantially supported, properly worded, and effectively	UL ILO 36 (Based on PL)	Printed Resume	Achieved
		UL ILO 37 (Based on PL)	Job Interview	Achieved
		UL ILO 38 (Based on PL)	Job Interview	Achieved

	delivered. (Based on IL1 & 2)	UL ILO 39 (Based on PL)	Podcast	Achieved
		UL ILO 40 (Based on PL)	Podcast	Achieved
		UL ILO 41 (Based on PL)	PowerPoint Presentation	Achieved
	(25) Apply correct pronunciation, good diction and intelligible or neutral accent in speaking. (Based on IL 1 & 3)	UL ILO 42 (Based on PL)	Oral Presentation	Achieved
		UL ILO 43 (Based on PL)	Oral presentation	Achieved
		UL ILO 44 (Based on PL)	Oral Interview	Achieved
		UL ILO 45 (Based on PL)	Oral Presentation	Achieved
		UL ILO 46 (Based on PL)	Video Blog	Achieved

Legend:

- ILOs – *Intended Learning Outcomes*
- IL – *Institutional Level*
- PL – *Program Level*
- UL – *Unit Level*
- IL ILO – *Institutional Level Intended Learning Outcome*
- PL ILO – *Program Level Intended Learning Outcome*
- UL ILO – *Unit Level Intended Learning Outcome*

As illustrated in Table 35, the developed oral communication program for Korean EFL Students has successfully delivered all of its Intended Learning Outcomes (ILOs) from institutional to unit level. This has been justified through the results of both formative and summative performances (demonstrated ILOs) of the participating students. Indeed, students' successful demonstration of all ILOs can be attributed to the following factors: (1) clear statement of the intended learning outcomes; (2) effective instructional strategies and learning activities; (3) appropriate assessment tools; and (4) ongoing monitoring and feedback.

First is clear statement of the intended learning outcomes (ILOs). Based on the end-results, the researcher concludes that if teachers clearly state the purpose and or goals of the ILOs along with the minimum acceptable standards (criteria) to the students, then

they are highly expected to perform the target outcome(s) with greater level of success. This affirms Jackson (2002) claim that one of the important components which comprise a good outcome-based approach to learning is the explicit statement of learning intent which reflects the educational aims, purposes and values of a particular course or program. Likewise, Biggs and Tang (2007) also stated that teachers must first clearly state and communicate the intended learning outcomes (ILOs), along with the minimum acceptable standards for success so as to make the students understand and demonstrate what are expected from them.

Second is effective instructional strategies and learning activities. In order to successfully realize the ILOs, it is also important that teachers choose instructional strategies and learning activities that propel students' opportunity in learning the intended outcomes. This supports Biggs and Tang (2007) statement that instructors should select instructional strategies that will help students to gain the desired skills, knowledge or values so as to enhance the teaching and learning process. Similarly, Spady (1994) stated that successful learning promotes even more successful learning. This means that teachers should provide more opportunities and supports to students so as to secure learning success. In other words, all students are indeed capable of being successful learners. They just need different instructional strategies and learning opportunities (based on students' needs, lacks, & wants) in order to do so.

Third is appropriate assessment tools. One of the major reasons behind the success of achieving all of the ILOs is that the program's assessments were all focused and aligned with the well-defined intended learning outcomes and set out on gradation of increasing complexity that students are expected to learn. Students were evaluated through assessment tools that can measure: (1) what students have learned; (2) what students can do with what

they have learned; and (3) students' confidence and motivation in demonstrating what they have learned. In line with this, both standard – referenced assessments (with clear descriptions of expected performance) and student portfolios (document students' progress) were used so as to assess students' acquired ILOs. This affirms Biggs and Tang (2007) claim that in OBE, instructors should choose assessments that are constructively aligned with the intended learning outcomes and provide evidences that ILOs have been achieved. Likewise, Spady and Marshall (1994) also stated that outcomes should be clear, observable demonstrations of students' learnings that occur after a significant set of learning experiences so as to truly measure students' success.

Lastly is ongoing monitoring and feedback. The researcher safeguarded that each ILO will be learned and demonstrated by each student. It was done through ongoing interaction between the students and the teacher. Normally, the teacher gives immediate feedback right after each student's performance. Herein, the teacher objectively explains to the students both of their strong points (commendable) and weak points (needs improvement) for each performance and or output. Thus, establishing an open, positive communication between the teacher and students will be a great help in achieving the ILOs. Furthermore, ongoing monitoring of students' learning progress is also important. The teacher should be observant and proactive enough on students' individual learning so as to be aware on what part of the program must be amended so as to ensure or propel the achievement of the ILOs. This validates Willis and Kissane (1995) statement that OBE requires ongoing feedback and continuous assessments as both can aid teachers in determining the following: (1) how to improve the learning outcomes? (2) what is the progress of particular students in the class? and (3) when to assess the students on how much they have learnt?. Likewise, Nation and

Macalister (2010) stated that ongoing monitoring and feedback resemble two important principles: (1) as much as possible, the learners should be interested and excited about learning the language and they should come to value this learning; and (2) learners should receive helpful feedback which will allow them to improve the quality of their language use. Thus, ongoing monitoring, assessment and feedback can provide a teacher and learners with information about the learners' present knowledge and progress, and it can also be a means of encouraging involvement and participation towards the achievement of the ILOs.

Overall, the most important feature of outcomes-based education (OBE) is that all students are expected to be successful in achieving all of the Intended Learning Outcomes (ILOs). In Spady's words: "Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do

successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens" (Spady, 1994:1). Indeed, such approach trusts that someone can determine what things are "essential for all students to be able to do", and that it is possible to achieve these things through an appropriate organization of the education system and through appropriate classroom practices.

b. Students' Overall Academic Performance

In this study, students' academic performances were measured based on the following graded criteria: (1) *class performance* (individual/group tasks, academic sharing, oral/written tasks, etc.) which is 30 %; (2) *laboratory outputs* (Tell Me More exercises, workshop products, speech drills) which is 20%; (3) *performance-based assessments* (speeches, oral presentations, oral interview, Tell Me More tasks) which is 30%; and (4) *student's electronic*

portfolio (compilation of written outputs, video blogs, podcast, recorded oral exercises etc.) which is 20%. In line with this, a student is required to get an average of at least 75% to be considered passed. Likewise, a student who accumulated more than three absences is marked FDA (Failed due to absences).

Table 36
Summary of Students' Academic Performance

Student Name	Sec	CP	LA	PBT	SP	GWA	Remarks
		30	20	30	20	100%	
Student 1	1	29	20	28	20	97	Superior
Student 2	2	29	20	29	20	98	Excellent
Student 3	1	28	20	26	18	93	Very Good
Student 4	2	28	20	27	20	95	Superior
Student 5	1	26	17	24	18	85	Average
Student 6	1	28	20	25	19	92	Very Good
Student 7	2	27	18	22	17	84	Average
Student 8	1	30	20	29	19	98	Excellent
Student 9	2	28	18	28	19	93	Very Good
Student 10	2	29	20	29	20	98	Excellent
Student 11	1	29	20	30	19	98	Excellent
Student 12	1	25	17	24	17	83	Average
Student 13	2	30	20	29	20	99	Excellent
Student 14	1	28	19	28	18	93	Very Good
Student 15	2	27	18	28	19	92	Very Good
Student 16	1	27	20	27	20	94	Very Good
Student 17	2	28	20	27	18	93	Very Good
Student 18	1	29	20	29	20	98	Excellent
Student 19	1	28	20	27	19	94	Very Good
Student 20	2	26	17	23	17	83	Average
<i>Interpretation of Grades</i>							
98 – 100 – Excellent 95 – 97 – Superior 92 – 94 – Very Good		89 – 91 – Good 86 – 88 – Above Average 83 – 85 – Average				80 – 82 – Satisfactory 76 – 79 – Fair 75 – Passed	
<i>Legend</i>							
Sec – Section CP – Class Performance		LA – Laboratory Outputs PBT – Performance-based Test				SP – Student Portfolio	

As indicated in Table 36, 20 out of 20 or 100% of the students have successfully passed the program with general averages ranging from 83% to 99%. Specifically, 6 out of 20

students or 30% got “excellent” remarks; 2 out of 20 or 10% got “superior” remarks; 8 out of 20 or 40% got “very good” remarks; and lastly 4 out of 20 or 20% got “average” remarks.

Gathered results only affirm that students have satisfactory performed throughout the tryout of the developed oral communication program. Generally, great success of students in passing the program can be attributed to the following factors: (1) direct involvement of students in the designing the oral communication program; (2) student’s clear understanding of the program objectives; (3) teacher’s established strong classroom management (collaborative setting of target goals and house rules); (4) execution of effective teaching and learning activities which provided more opportunities for class interaction and active learning; (6) employment of distinct instructional materials that mobilized the achievement of the program’s target outcomes; and (7) facilitation of different assessment tasks and tools that offered learners with multiple opportunities to track their learning progress.

Definitely, there are many other students, teacher and or program-related factors that can be cited why Korean students have successfully completed the developed program. However, what clearly transpired during the tryout were the shared goals of the students to achieve all of the intended learning outcomes of the developed oral communication program and their drove intrinsic motivation of improving respective skills in English oral communication.

c. Results of the Final Oral Interview

The final oral interview was conducted during the 10th Session (morning shift) of the developed oral communication program. Each student was assessed for 5 minutes. In line with this, the order of interview was in alphabetical order. For the post-oral interview, similar set of questions and rating rubric from the pre-oral interview was used. This is to see if there would be a significant difference between the rating scores of the students after completing the developed oral program.

Table 37

Results of Students' Final Oral Interview

	Student Name	First Interview	Second Interview	Point Difference	Remarks
1.	Bang (Ruby)	19	20	1	Improved
2.	Cho (Sarah)	19	20	3	Improved
3.	Do (Grace)	14	18	4	Improved
4.	Eom (Robert)	13	18	5	Improved
5.	Eun (Lea)	8	13	5	Improved
6.	Ha (David)	14	18	4	Improved
7.	Hong (Eric)	9	14	5	Improved
8.	Hwan (Ben)	19	20	1	Improved
9.	Jang (Will)	12	18	6	Improved
10.	Jeung (Paul)	19	20	1	Improved
11.	Jin (Joshua)	17	20	3	Improved
12.	Pi (Lucas)	10	15	5	Improved
13.	Pyeon (Mary)	19	20	1	Improved
14.	Rim (Justine)	14	19	5	Improved
15.	Ryong (Jack)	13	18	5	Improved
16.	Su (Emma)	15	19	4	Improved
17.	Tae (Dan)	15	19	4	Improved
18.	Tak (Anna)	19	20	1	Improved
19.	Won (Adam)	14	18	4	Improved

20.	Yang (Kenneth)	10	15	5	Improved
<i>Interpretation of Scores</i>					
0 – 5 Not Proficient		6 – 10 Beginner	11 – 15 Intermediate	16 – 20 – Advance	

As indicated in Table 37, all 20 Korean students have clearly improved their rating scores in the post-oral interview. For the advance level students, 1 point was added to their former shared scores of 19 points and eventually gave them a perfect score of 20 points during the post-oral interview. Furthermore, for intermediate level students, they got a minimum of 4 points and maximum of 6 points as progress in their rating scores. Whereas for the beginner level students, a shared 5 point increase was added in their respective scores during the second oral interview. Thus, gathered scores only show that students have noticeably improved their oral skills after completing the developed oral communication program for Korean EFL students.

Specifically, one evident improvement in the performance of the students during the post-oral interview was the way they answer the questions in terms of topic development, grammar, diction and articulation. For instance, question # 1 (tell me something about yourself) was previously answered by the students either by saying too much details about their personal and family lives or giving not enough details at all. However, in the post-oral interview, students have improved their responses by focusing only on the skills, abilities, interests and or characteristics that would best describe them.

Likewise, interview questions from number 2 to 5 were also answered with better content development, organization and manner of delivery. By and large,

results of the final oral interview simply validates that students have successfully learned or enhanced their oral skills upon completing the developed oral communication program for Korean EFL students.

d. Results of the Program Evaluation through QM Standards Rubric

The final evaluation of the developed oral communication program for Korean EFL students was based on the 5 adapted standards of course design by the Quality Matters (QM), Higher Education Rubric (Fifth Edition, 2014). The said 5 adapted QM standards are as follow: (1) Course Overview; (2) Learning of Objectives; (3) Instructional Materials; (4) Assessment and Measurement; and (5) Course Activities and Learner Interaction. The program evaluation was conducted

to all Korean students, English teachers and school administrators who participated in the study.

Specifically, the program evaluation was administered on August 20, 2014, one week after the tryout of the developed oral communication program was completed. On the said target date, the secretary circulated the QM rubrics to all concerned teachers and administrators then requested them to return the QM rubrics on the day itself. Whereas, program evaluation for the students was administered at Room 501M from 10:00 a.m. to 10:30 a.m. The next day (August 22, 2014), the CLEP secretary returned all QM rubric forms to the researcher. Indeed, presented herein are the results of the conducted program evaluation based on the 5 adapted QM rubric standards used in evaluating developed language programs.

1. Standard 1 – Course Overview

Based on the conducted survey to 20 Korean EFL students, 10 English teachers and 6 school administrators, Standard I – *Course Overview and Introduction* gathered the following points.

Table 38a
QM Rubric- Results of Standard I – Course Overview

Respondents	Number	Average Rating/ Highest Possible Points = %	Remarks
Students	20	11/11= 100%	Passed
Teachers	10	11/11 =100%	Passed
Administrators	6	11/11 = 100%	Passed
Total	36	100%	Passed

*Note: A total of at least **8.91** out of 11 points or an equivalent of **81%** is needed to be considered passed.*

Results indicated in Table 38a only show that the developed oral communication program for Korean EFL students have successfully met the necessary criteria of a course program under QM Rubric Standard I. This verifies that the researcher has clearly presented and discussed the course overview and the other components of the developed oral communication program to all concerned people, especially to the students.

Generally, perfect ratings from the three groups of respondents (students, teachers and administrators) can be attributed to the following factors: (1) purpose and structure of the developed language program were clearly introduced to involved participants; (2) classroom and or program policies with which the students are expected to comply were jointly collaborated; (3) prerequisite knowledge in the discipline and or any required competencies were clearly discussed with the students; (4) minimum technology or technical skills expected of the learners were clearly explained in the class; (5) course and

teacher introductions were successfully delivered; (6) students were also given the opportunity to introduced themselves and to set their personal goals at the beginning of the program; and (7) program syllabus (contents, time frame, grading system, etc.) was clearly explicated to students. In a nutshell, the overall design and objectives of any developed language program should be made clear first to all concerned people, most especially to the students at the

beginning of the course. In doing so, a greater level of success would be achieved at the end of the program's implementation.

2. Standard II - Learning Objectives

Based on the conducted survey to 20 Korean EFL students, 10 English teachers and 6 administrators, Standard I – Course Overview and Introduction gathered the following points.

Table 38b
Results of Standard II –Learning Objectives

Respondents	Number	Average Rating/ Highest Possible Points = %	Remarks
Students	20	15/15 = 100%	Passed
Teachers	10	14.5/15 = 96.67%	Passed
Administrators	6	15/15 = 100%	Passed
Total	36	98.89%	Passed

*Note: A total of at least **12.15** out of 15 points or **81%** is needed to be considered passed.*

As shown in Table 38b, both students and administrators are satisfied with the learning objectives that were indicated in the program syllabus. However, apparently ratings from the second group of respondents (English Teachers) only gathered an average of 14.5 out of 15 points or 96.67% compare with the 15 out of 15 points or 100% from both students and school administrators. This is because five English teachers commented that certain objectives stated in the

program syllabus can still be improved in terms of content and emphasis. Gathered results did not surprise the researcher as certain learning objectives of the developed program that needed necessary changes were already identified during its tryout. Nevertheless, in general perspective, formulated learning objectives (target outcomes and or competencies) of the developed

oral communication program still passed the QM standard II with an accumulated score of 14.5 points or 96.67% from the three groups of respondents, which is thus far higher than the passing rate of at least 13 points or 86.67%.

Primarily, a passing rate for Standard II could be attributed to the following factors: (1) majority of the program learning objectives described outcomes that are measurable; (2) unit learning objectives described outcomes that are measurable and consistent with the program-level objectives; (3) all learning objectives were stated clearly and written from the learner's perspective at the program syllabus; (4) the relationship between learning objectives and course teaching-learning activities was clearly explained to students; and (5) learning objectives stated in the program syllabus are suited to the level of the course (oral communication program for tertiary Korean ESL/EFL students).

In this study, program learning objectives were mostly grounded on the results of the conducted needs analysis to Korean students, English teacher and school administrators. Thus, all written objectives in the program syllabus were the triangulated perceived wants, needs and lacks of the target students.

3. Standard III – Assessment and Measurement

Based on the conducted survey to 20 Korean EFL students, 10 English teachers and 6 administrators, Standard III – Assessment and Measurement gathered the following points.

Table 38c
Results of Standard III – Assessment and Measurement

Respondents	Number	Average Rating/ Highest Possible Points = %	Remarks
Students	20	13/13 = 100%	Passed
Teachers	10	13/13 = 100%	Passed
Administrators	6	13/13 = 100%	Passed
Total	36	100%	Passed

*Note: A total of at least **10.53** out of 31 points or an equivalent of **81%** is needed to be considered passed*

Data indicated in Table 38c only affirm that all assessment tools used in the program have met the expectations of Korean EFL students, English teachers and school administrators. Assessment tools used in the study were chosen and employed based on the results of the conducted needs analysis, provided budget, and program's overall objectives (Nation and Macalister, 2010). As a result, involved participants were completely satisfied in the outcomes of assessment as their comments and suggestions were generally considered by the researcher. With a perfect score of 13 points or 100% from the three groups of participants, the program has indeed passed QM standard III – Assessment and Measurement.

Indeed, positive feedback gotten from the respondents can be attributed to the following factors: (1) employed assessment tools and or tasks measured the target learning objectives of the developed program; (2) course grading policy were clearly stated in the syllabus; (3) specific and descriptive criteria were

provided for the evaluation of students; work and were tied to the program grading policy; (4) the assessment tools and tasks were sequenced, varied and suited to the target learning outcomes and or learner work being assessed; and (5) the developed program provided students with multiple opportunities to track their respective learning progress.

4. Standard IV – Instructional Materials

Based on the conducted survey to 20 Korean EFL students, 10 English teachers and 6 administrators, Standard IV – Instructional Materials gathered the following points.

Table 38d
Results of Standard IV – Instructional Materials

Respondents	Number	Average Rating/ Highest Possible Points = %	Remarks
Students	20	13/13 = 100%	Passed
Teachers	10	13/13 = 100%	Passed
Administrators	6	13/13 = 100%	Passed
Total	36	100%	Passed

Note: A total of at least 10.53 out of 13 points or an equivalent of 81% is needed to be considered passed

Ratings reflected in Table 38d only show that the developed oral communication program for Korean EFL students has met the given criteria of QM standard IV - Instructional Materials with a straight perfect score of 13 points or 100% from the three groups of respondents. This strongly verifies that employed instructional materials in the study were chosen and developed based on how they would best facilitate the target outcomes of the developed program.

Moreover, outstanding results of Standard IV can also be attributed on the following factors: (1) both the purpose of instructional materials and how the

materials are to be used for learning activities were clearly explained to students; (2) all instructional materials used in the program were appropriately cited; (3) instructional materials were current; (4) a variety of instructional materials was used in the program; and (5) the distinction between required and optional materials was clearly discussed to the students.

5. Standard V – Course Activities and Learner Interaction

Based on the conducted survey to 20 Korean EFL students, 10 English teachers and 6 administrators, Standard V – Course Activities and Learner Interaction gathered the following points.

Table 38e
Results of Standard V – Course Activities and Learner Interaction

Respondents	Number	Average Rating/ Highest Possible Points = %	Remarks
Students	20	11/11= 100%	Passed
Teachers	10	11/11 =100%	Passed
Administrators	6	11/11 = 100%	Passed
Total	36	100%	Passed

*Note: A total of at least **8.91** out of 11 points or an equivalent of **81%** is needed to be considered passed*

As shown in Table 38e, standard V got a straight perfect score of 11 points or 100% from the three groups of respondents. This only show that all respondents were completely satisfied with the course activities and learner interaction opportunities that were employed in the developed oral communication program.

Specifically, great success of the executed course activities and learner interaction can be attributed to the following factors: (1) the learning activities promoted the achievement of the stated learning objectives; (2) learning

activities provided opportunities for the interaction that support active learning; (3) the teacher's plan for classroom response time and feedback on assignments or class performances was clearly stated and discussed; (4) the requirements for learner interaction were clearly explained to students.

6. Other Comments/Suggestions

The researcher included a separate box for other comments and or suggestions. This additional part of the survey questionnaire is unique in the Program Evaluation Form that was made for the students. Indeed, the researcher wanted to get personal feedback from the students who directly experienced the tryout of the developed oral communication program.

Table 38f
List of Unedited Personal Comments and Suggestions from the Students

Actual Comments - Not Edited	
1.	Probably his teaching methods are the best practices for foreign students like us.
2.	He's so friendly and makes teaching/studying more fun.
3.	Concise and ENJOYABLE LESSONS. I wish he is also our teacher in other subjects. =P
4.	He is very precise with all his teachings.
5.	I think that there is no need for any more improvement. Thank you sir!!!
6.	I believe he has done his best by implementing good ways of teaching.
7.	enthusiastic; engages us in fun yet challenging activities.
8.	He gave us a lot of individual speaking activities which really helped us because we're being exposed to different types of speaking skills.
9.	CLEAR DICTION OF WORDS.
10.	He is very eager and enthusiastic in what he is doing. He gives us different tasks that are enjoyable.
11.	he give us enough time to prepare for our oral presentations.
12.	Actually Sir Javen shows what ORAL COMMUNICATION is all about. Confidence + Techniques + Good Practice = Excellent speaking skills. Thank you sir Javen for bringing out the best in us and for being the best teacher.
13.	Teacher is a person whose principles I think are worth following. He is a role model.
14.	The lessons are obviously well thought of and planned.
15.	He knows how to keep the class quiet and get our attention with his colorful ways of teaching.
16.	very professional with his lesson/stand. good program with the best teacher, thank you.
17.	He is the best English teacher ever. Please teach in South, Korea. =P
18.	I FOUND OUT HIS SCHEDULE OF WORK EVERY WEDNESDAY AND ALL I CAN SAY IS THAT I ADMIRE HIS PROFESSIONALISM AND HARDWORK.
19.	He is organized with his lessons.
20.	He helped us to improve our speaking skills. He is very good and so cool!

As illustrated in table 38f, Korean students were clearly satisfied on how the developed oral communication program was implemented to them. In line with this, enumerated comments of students were intentionally documented without any form of alterations and or corrections. This is to maintain the authenticity of the gathered data. Generally, top comments of the students were referring to their shared satisfaction on the following areas: (1) teaching methods employed; (2) established teacher-student relationship; (3) delivery of the lessons; (4) provided course activities; (5) classroom management; and (6) realization of the target goals. Though most of the comments were pertaining to the teacher, it is still evident that concerned students were totally satisfied on the things that they have learned and experienced from the tryout of the developed program.

Based on the results of the realization of the Intended Learning Outcomes (ILOs), overall students' academic performance, students' post-oral interview and conducted program evaluation, it is therefore evident that the development and tryout of the oral communication program for Korean EFL students have been a great success.

4.8. Areas of Improvement

One of the ultimate goals of this study is to enhance the developed oral communication program based on the results or findings of the tryout phase. Thus, presented herein are the areas that have been changed and or improved towards the enhancement of the oral communication program.

a. Improvements in the Learning Objectives (Unit Level)

The following intended learning outcomes (ILOS) stated in the original program syllabus were intentionally revised so as to achieve more specific, measurable, attainable, realistic and time-bound objectives for certain lessons. Illustrated in Table 39 is the detailed comparison between the original and revised Intended Learning Outcomes (ILOs) indicated in the program syllabus. Listed changes were based on the researcher's recorded remarks and or suggestions in each lesson during the tryout developed oral communication program (*see Appendix H, p.200*).

Table 39
Revised Learning Objectives

Original Intended Learning Objectives (ILOs)	Revised Intended Learning Objectives (ILOs)	Comments
Session 1A	Session 1A	
1. Discuss the background, importance, and goals of the course. 2. Participate in the formulation of house rules and course expectations. 3. Introduce oneself to the group.	1. Discuss the background, importance, and goals of the course. 2. Participate in the class introductions. 3. Take part in the formulation of the house rules and course expectations.	• Minimal changes are done to make the objectives more comprehensible. • Objectives 2 and 3 were interchanged based on the sequence of their realization in the lesson.
Session 2A	Session 2A	
1. Explain the human communication process model. 2. Recognize barriers to effective communication through a skit.	1. Illustrate a personal human communication process model through a sketch. 2. Explain the elements involved in human communication process. 3. Recognize major barriers to effective communication through a contextualized simulation.	• Objective # 1 is added in order to provide a more student-centered objective. • Major changes are done to make objectives #2 and #3 more specific, measureable, attainable, realistic, and time-bound.
Session 2B	Session 2B	
1. Produce words with critical American vowel and consonant sounds correctly.	1 Articulate both American vowel and consonant sounds correctly. 2	• The first objective is revised in order to make it more specific. • Objective # 2 is added to

	3 Produce words with /f/, /v/, th (voiceless), th (voiced), zh (vision) sounds correctly.	provide a specific objective that addresses the pronunciation problems of the participating students.
Session 3B 1 Make and response to invitations and requests 2 Use conversational gambits in making basic transactions through a simulation.	Session 4A (rearranged) 1 Perform formal and Informal conversations through simulations. 2 Use conversational gambits in initiating, prolonging and ending either formal or informal discussion.	- Objective #1 is improved to provide a wider-scope of functional skills for the students to perform in class. - Objective #2 is revised to make it more S.M.A.R.T.
Session 4A 1 Recognize the American English Rhythm 2 Use intelligible word stress and intonation pattern in oral reading.	Session 3B (rearranged) 1 Recognize the American English Rhythm. 2 Pronounce English words with correct stress. 3 Use intelligible word stress and intonation pattern in oral reading.	Original objective #2 is divided into two separate objectives to make it more specific and comprehensible.
Session 5A 1 Recognize four different American Accents in reading dialogues. 2 Produce intelligible or neutral Accent in speaking English	Session 5A (New Topic) 1 Recognize major world Englishes and their respective lexicons 2 Imitate at least two Englishes with intelligible or neutral accent. 3 Explain the importance of consistency in using a particular variation of English.	- Total revision is done in order to provide a new set of objectives pertaining to an alternative lesson. - Objectives # 1 and #2 are revised and purposively used in Session 5B.
Session 5B 1 Produce American Accent in various social contexts.	Session 5B 1. Produce Intelligible or Neutral Accent 2. Use Intelligible and or Neutral Accent in a simulated Telephone Conversation.	Objectives # 1 and #2 are adapted from the original objectives from Session 5A.
Session 6A 1. Follow the conventions in speech making. 2. Consider the audience as well as purpose in writing a prepared speech.	Session 6A 1. Follow the conventions in formal speech making. 2. Consider the audience and purpose in writing a prepared speech. 3. Prepare an outline for a braggart speech with good introduction, body and conclusion.	- Objectives #1 and #2 are improved so as to make them more specific. - Objective #3 is added to provide a more specific and measurable ILO.
Session 7A 1. Identify the rules and styles in impromptu speaking.	Session 7A 1 Identify the rules and styles in impromptu speaking.	Objective #2 is added to provide a more specific and

	2 Perform an impromptu speech through Toastmaster International (IT) Exercises.	measurable ILO.
Session 7B 1 Apply the rules and styles in delivering an impromptu speech.	Session 7B 1. Apply the rules and styles in delivering a formal impromptu speech through a simulated competition.	Minor revision is done in order to make the objective more S.M.A.R.T.
Session 8A 1 Discuss the process and types of Oral Interviews. 2 Enumerate the Dos and Don'ts in a Job Interview. 3 Write a comprehensive resume	Session 8A 1 Discuss the process and types of oral interviews. 2 Enumerate the Dos and Don'ts in a job interview. 3 Identify top interview questions. 4 Write a comprehensive resume	Objective # 3 is added to provide another specific ILO in the concerned session.

b. Improvements in the Syllabus Contents (Topics)

The following contents and or topics stated in the original program syllabus were intentionally revised so as to break the contents down into smaller well-specified topics. This was done in order to make the lessons or units of the developed program fit together in accordance with a linear-spiral method of sequencing. Illustrated in Table 40 is the detailed comparison between the original and revised contents and or topics that are indicated in the program syllabus. Listed changes were based on the researcher's recorded remarks and or suggestions in each lesson during the tryout developed oral communication program.

Table 40
Revised Syllabus Contents

Original Syllabus Contents	Revised Syllabus Contents	Comments
Session 1 - Course Orientation - House Rules - Group Introductions	Session 1 - Course Orientation - Self-Introduction - Establishment of House Rules	Minor changes are done in order to make the topics more specific.

Session 2B American Vowels and Consonant Sounds	Session 2B - American Vowel and Consonant Sounds - Tell Me More Lessons 2 and 3	Specified the Tell Me More Lesson.
Session 3B - Making Requests and Invitations - Responding to Requests and Invitations	Session 4A (new topic and rearranged) - Formal and Informal Oral Communication - Gambits used in Asking for Information, Making, Requests, Refusing Invitations, Giving Bad and Good news.	Changed the scope of the topic in order to cover more social functions.
Session 4B - Poetry Reading - Non-conventional Poetry Reading	Session 4B - Creative Oral Reading - Conventions in Poetry Reading - Tell Me More Lessons 4 & 5	Indicated more specific topics.
Session 5A American Accent Training	Session 5A (New Topic) - World Englishes - Difference between American and British English. - Concept of Consistency in Oral Communication	Added a new topic that would serve as an introductory lesson for Session 5B.
Session 5B American Accent (Extension Activity)	Session 5B - American Accent Training - Decorum in Telephone Conversation - Tell Me More Lesson 6 (End)	Provided more specific topics that address the lessons' ILOs.
Session 6A - Speech Making and Delivery - Speech Outlining - Types of Audience - Using Visuals	Session 6A - Introduction to Speech Writing - Speech Outlining - Types of Audience - Common Speech Patterns - Techniques in Speech Delivery	Added new topics that could enhance the learning experience of the students.

c. Improvements in the Teaching and Learning Activities

The following course activities stated in the original program syllabus were intentionally revised so as to maximize the teaching and learning process. Likewise, changes done in the course activities aim to balance the following areas: (1) meaning-focused input; (2) language-focused learning; (3) meaning-focused output; and fluency activities. Illustrated in Table 41 is the detailed comparison between the original and revised teaching and learning activities indicated in the program syllabus.

Listed changes were based on the researcher's recorded remarks and or suggestions in each lesson during the tryout developed oral communication program.

Table 41
Revised Teaching and Learning Activities

Original Teaching and Learning Activities	Revised Teaching and Learning Activities	Comments
Session 1 • Video Viewing • Small Group Discussion (SGD)	Session 1 • Video Viewing • Class Introductions • Brainstorming • Group Oral Presentation	Added more specific student-centered course activities like brainstorming and group oral presentation.
Session 1B • Lecture • Brainstorming • Drawing Task • Video Viewing • Problem-based Activity (Skit)	Session 1B • Short Lecture, • Communication Game (message relay) • Group Brainstorming • Drawing Task • Video Viewing • Problem-based Activity (Skit)	Included a communication game that could enhance the teaching and learning process.
Session 2B • Lecture • Speech Drills • Simulation	Session 2B • Lecture • Speech Drills • Academic Sharing • Listening Activities • Hands-on	Added an academic sharing activity which promotes full-class discussion. Likewise, listening and hands on activities are also added so as to enhance the individual learning experience of the students.
Session 3B • Group Discussion • Video viewing • Group Task	Session 4A (rearranged) • Academic Sharing • Small Group Discussion • Video viewing • Group Task	Incorporated academic sharing and video viewing which enhanced the teaching and learning process.
Session 4A • Class Discussion • Listening to Authentic Materials • Speech Drills	Session 3B (rearranged) • Short Lecture • Listening to Authentic Materials • Speech Drills • Listening Activities	Added listening activities as extension tasks for students. Similarly, class discussion is changed to short lecture (teacher) as the lesson requires it.

Session 4B • Class Discussion • Listening to Authentic Materials • Speech Drills	Session 4B • Lecture • Short Class Workshop • Video Viewing • Guided Oral Reading • Listening Task	Added more interactive and interesting course activities such as class workshops, guided oral reading and video viewing.
Session 5A • Hands-on (Speech Laboratory)	Session 5A (New Topic) • Class Discussion • Video Viewing • Speech Drills • Listening Activity	Provided a new set of course activities intended for the new added lesson.
Session 5B • Hands on (Speech Laboratory)	Session 5B • Class Discussion • Speech Drills • Listening Activity • 1-on-1 Interview.	Listed more specific course activities that are needed in the lesson.
Session 6A • Lecture, Writing Workshop	Session 6A • Lecture • Writing Workshop • Video Viewing • Small-Group Discussion	Added video viewing and small-group discussion so as to make the teaching and learning process more stimulating and interactive.
Session 6B • Short Class Discussion • Video Viewing	Session 6 B • Full-Class Discussion • Video Viewing • Academic Sharing	Full class discussion and academic sharing are added in order to provide more interactive and student-centered activities.
Session 7A • Lecture • Video Viewing	Session 7A • Lecture • Video Viewing • Toastmasters Table Topics Exercises	Specified Toastmasters table topics as an additional course activity.
Session 7B • Class Discussion	Session 7B • Full-class discussion • Interaction with Guest Speakers/Judges • Speech Competition	Enumerated more specific course activities that could enhanced the teaching and learning process.
Session 8B • Class Discussion	Session 8B • Full-class discussion • One-on-one Job Interview	Specified one-on-one Job Interview as an additional course activity.
Session 9A • Lecture • Video Viewing • Class Workshop	Session 9A • Lecture • Brainstorming • Team-based Activity • Video Viewing • Class Workshop	Added more student-centered activities such as brainstorming and team-based tasks.

d. Improvements in the Assessments

The following assessments stated in the original program syllabus were intentionally revised so as to attain higher level of reliability, validity and practicality of all assessment tools and or tasks used in the developed program. Illustrated in Table 42 is the detailed comparison between the original and revised assessments in the program syllabus. Listed changes were based on the researcher's recorded remarks and or suggestions in each lesson during the tryout developed oral communication program.

Table 42
Revised Forms of Assessment

Original Forms of Assessment	Revised Forms of Assessment	Comments
Session 1B • Individual Speaking Task • Role Playing	Session B • Role Playing (triads) • ICT-based Test (Tell Me More)	Individual speaking task is changed to ICT-based test at Tell Me More software.
Session 2A • Group Presentation	Session 2A • Short Oral Presentation • Simulation	Added both individual and group assessments.
Session 5B • ICT-based Test (Tell Me More)	Session 5B • American Accent Training Oral Drill • Simulated Telephone Conversation • ICT-based Test (Tell Me More)	Added two performance-based assessments.

Overall, the goal of the revisions done in this study is to improve the developed oral communication program for Korean EFL students in terms of the following areas: (1) amount of learning; (2) quality of learning; (3) quality of teaching; (4) quality of curriculum design; and (5) teacher, learners and administrators satisfaction.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study presented a précis on the development of an oral communication program for Korean EFL students that is based on the salient features of the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007).

Specifically, the study aims to achieve the following objectives: (1) To develop an oral communication program for Korean EFL students; (2) To tryout the developed program; and (3) To revise the program based on the feedback after the tryout phase. The participants of the study were composed of 20 Korean EFL students, 10 English teachers and 6 school administrators. Furthermore, the developed program was ran for 2 ½ months, from June 4 to August 13, 2014 during the first semester of school year 2014-2015.

Thus, shown in this chapter are the summary of procedures, conclusions and recommendations involved in the conducted needs analyses, program development, tryout, evaluation and revision of the developed oral communication program.

5.1. Summary

The researcher submitted a formal proposal to the concerned school administrators (English Department Chair, College of Arts Dean, and Language Center Director) of Lyceum of the Philippine University – Manila. The proposal discussed the intention of the researcher to develop and tryout an oral communication program for Korean EFL students who are under the language programs of the Center for Language Education and Proficiency (CLEP).

In this study, the researcher developed five different data gathering instruments for the Needs Analysis. The said NA instruments are composed of the following: (1) NA form for the students; (2) Interview Questionnaire for the students; (3) NA form for the teachers and administrators; (4) Environment Analysis Form for the researcher; and (5) Principles Analysis Form for the researcher again. The Needs Analysis was participated by 20 Korean students, 10 English teachers and 6 school administrators. Whereas, Environment and Principles Analyses were solely accomplished by the researcher.

The developed syllabus in this study took an eclectic approach by drawing on its design and structure based on the following types of syllabi: outcomes-based, task-based, competency-based, and content-based. David Nunan (1988) explains that courses with an eclectic approach to syllabus development reflect the specific needs of each individual student and the teacher's experience in combination. It is an approach that covers the most effective aspects in optimizing what works best between the students and teacher.

Generally, the developed oral communication program was designed to enhance the oral communication skills of the target Korean EFL students in terms of English for academic purposes (EAP) and English for occupational purposes (EOP). Likewise, learning objectives stated in the program syllabus are based on the conducted needs analysis to participating foreign students, language teachers and school administrators.

Instructional materials used in this study were developed based on how they would best facilitate the desired final outcomes of the oral communication program. The researcher purposively prepared a course file of PowerPoint Presentations (PPTs) exclusive for the developed oral communication program. Moreover, video clips and audio files were also adapted as supplementary tools in the developed program. For other materials, the researcher also utilized realias, task cards, handouts and other electronic devices available in the online library. Equally, set of electronic and laboratory devices such as presentation clicker, lapel, wireless microphones, audio speakers, headsets and lectern were also used. Overall, majority of the instructional materials in the developed oral communication program were mostly ICT-based.

Forms of assessments used in the study were designed to observably measure the stated target outcomes of the developed oral communication program for Korean EFL students. Forms of assessments included but not limited to

individual contextualized speaking tasks, role plays, public speeches, podcasts, video blogs, creative oral reading, business-based oral presentations, simulated job interviews etc. In addition, specific and descriptive criteria were provided for the evaluation of students' performances and tied up with the course's grading policy (see attached adapted rubrics). Furthermore, all assessment tools and or tasks were arranged based on increasing level of difficulty.

The tryout of the developed oral communication program for Korean EFL students started on June 4, 2014 and ended on August 13 of the same year. It took almost 2 ½ months for the entire program to be completed. Presented herein are the significant events that have transpired during the tryout phase. Discussion of significant events concentrates on thematic areas of the developed oral program that have worked and not work. Some of these aforesaid areas are (1) program overview and introduction; (2) program's learning objectives; (3) course activities and learning interaction; (4) instructional materials; and (5) monitoring and assessment.

Finally, the overall success of the developed oral communication program for Korean EFL students was measured based on the end-results or outcomes of the following: (1) realization of the Indented Learning Outcomes (ILOs); (2) overall students' academic performance; (2) results of students' post-oral interview; and (3) Quality Matters program evaluation.

5.2. Summary of Findings

1. Based on the gathered results, the developed oral communication program for Korean EFL Students has successfully delivered all of its Intended Learning

Outcomes (ILOs) from institutional (3 ILOs) to program (7 ILOs) to unit (46 ILOs) level. This has been justified through the results of both formative and summative performances (demonstrated ILOs) of the participating students. Indeed, students' successful demonstration of all ILOs can be attributed to the following factors: (1) clear statement of the intended learning outcomes; (2) effective instructional strategies and learning activities; (3) appropriate assessment tools; and (4) ongoing monitoring and feedback.

2. Based on the results of the overall academic performance of the students, 20 out of 20 or 100% of the students have successfully passed the program with general averages ranging from 83% to 99%. Generally, great success of students in passing the program can be attributed to the following factors: (1) direct involvement of students in the designing the oral communication program; (2) student's clear understanding of the program objectives; (3) teacher's established strong classroom management (collaborative setting of target goals and house rules); (4) execution of effective teaching and learning activities which provided more opportunities for class interaction and active learning; (6) employment of distinct instructional materials that mobilized the achievement of the program's target outcomes; and (7) facilitation of different assessment tasks and tools that offered learners with multiple opportunities to track their learning progress.
3. Based on the results of the final oral interview, all 20 Korean students have clearly improved their rating scores in the post-oral interview. Gathered scores show that students have noticeably improved their oral skills after completing

the developed oral communication program for Korean EFL students. Specifically, one evident improvement in the performance of the students during the post-oral interview was the way they answer the questions in terms of topic development, grammar, diction and articulacy.

4. Based on the results of the QM standards Rubric evaluation, Standard I (Course Overview and Introduction) got perfect ratings from the three groups of respondents (students, teachers and administrators. Standard II (learning

Objectives) only gathered an average of 14.5 out of 15 points or 96.67% compare with the 15 out of 15 points or 100% from both students and school administrators. This is because five English teachers commented that certain objectives stated in the program syllabus can still be improved in terms of content and emphasis. Standard III (Assessment and Measurement) got a perfect score of 13 points or 100% from the three groups of participants. Standard IV (Instructional Materials) got a straight perfect score of 13 points or 100% from the three groups of respondents. This strongly verifies that employed instructional materials in the study were chosen and developed based on how they would best facilitate the target outcomes of the developed program. Standard V (Course Activities and Learner Interaction) also got a straight perfect score of 11 points or 100% from the three groups of respondents. This only show that all respondents were completely satisfied with the course activities and learner interaction opportunities that were employed in the developed program. Overall, the developed oral

communication for Korean EFL students has highly passed the Quality Matters (QM) Rubric based on the five adapted standards for developed language programs.

5. Based on the conducted program evaluation, a few ILOs required minor revisions in order to achieve more specific, measurable, attainable, realistic and time-bound objectives for certain lessons. A detailed list of revisions was illustrated at Table 39 at Chapter IV. Moreover, some course activities stated in the original program syllabus were also intentionally revised so as to maximize

the teaching and learning process in the developed program. Furthermore, changes done in the course activities aim to balance the following areas: (1) meaning-focused input; (2) language-focused learning; (3) meaning-focused output; and fluency activities. Illustrated at Table 40 in Chapter IV is the detailed comparison between the original and revised teaching and learning activities indicated in the program syllabus. Lastly, certain assessments stated in the original program syllabus were also improved so as to attain higher level of reliability, validity and practicality of all assessment tools and or tasks used in the developed program. Illustrated at Table 41 in Chapter IV is the detailed comparison between the original and revised assessments indicated in the program syllabus. Listed changes were also based on the researcher's recorded remarks and or suggestions in each lesson during the tryout developed oral communication program. Overall, the goal of the revisions

done in this study is to improve the developed oral communication program for Korean EFL students in terms of the following areas: (1) amount of learning; (2) quality of learning; (3) quality of teaching; (4) quality of curriculum design; and (5) teacher, learners and administrators satisfaction.

5.3. Conclusions

1. Good needs analysis covers a range of needs using a variety of data-getting tools. This is because needs are not always clear and are often changing so it is important that needs are looked at from a variety of perspectives at a variety of times. The times of needs analysis can include needs analysis prior to a course

implementation, needs analysis in the initial stage of the program, ongoing needs analysis during the running of the program and needs analysis at the end of the course.

2. In general, discover learners' needs by considering their lacks, wants and necessities. Afterwards, decide what course contents and presentation features that will meet the identified needs of the learners.
3. A reliable needs analysis includes using well-thought and or standardized tools that are utilized systematically. Rather than just observing people performing tasks that the target learners will have to do after the program, it is better to systematize the needs analysis by using checklist, survey forms, or by recording and apply standardized analysis procedures.

4. A valid needs analysis involves looking at what is significant and important to the target learners. Consideration of the type of need that is being looked at and the type of data that is being gathered is important. Thus, before needs analysis starts it may be required to do a ranking activity to determine what type of need should get priority in the needs analysis investigation.
5. When designing a program, a comprehensive table or survey form can be used as a checklist to help sort out the few that will be given most attention in a particular piece of curriculum design. For instance, the researcher could list some detected environment constraints and suggest some of the effects on the curriculum design and or better provide feasible alternatives.
6. In designing a language program, it would be better if the researcher takes a more philosophical stance on principles considering the nature of language, the nature of learning and the role of the culture. It will be helpful to consider the *twenty principles of language teaching and learning* listed by Macalister and Nation (2010) upon developing a language course. The selection of and or ranking of the selected language teaching and learning principles is primarily based on the researcher's personal view of language teaching. Thus, seeking suggestions from other language teachers and or practitioners (experts) would be a great help to balance everything.
7. Syllabus contents and sequencing should take consideration of the environment in which the course will be employed, the determined needs of

the learners, and the chosen principles of teaching and learning to be used in the language program. Making sensible, well-justified choices about contents is one of the most important parts of the curriculum design. If poor syllabus contents are chosen, then excellent teaching and learning end with a poor return for learning effort.

8. When designing the format of the lessons, the researcher needs to consider environment factors such as the length of time available for each lesson, the teacher' and students' role in the lesson, and the size of the class. Format and presentation syllabus contents should consider the environment in which the course will be used, the assessed needs of the learners, and principles of teaching and learning being followed in developing the language program. A

language course should include a roughly even balance of the following factors: (1) meaning-focused input; (2) language-focused learning; (3) meaning focused output; and (4) fluency activities.

9. The instructional materials should contribute to the achievement of the stated course and or program objectives. Likewise, both the purpose of instructional materials and how the materials are to be used for learning activities should be clearly discussed with the students. Current and a variety of instructional materials should be used in any language program. Furthermore, the distinction between required and optional materials are also discussed with the students.

10. Good monitoring and assessment can provide the teacher and learners with information about the learners' present knowledge and progress, and it can also be a means of encouraging involvement and participation among students. All forms assessment employed in the program should be monitored by the researcher to check if such assessments are doing their jobs properly and or they are not causing unnecessary works for the students.
11. Assessment is a major source of information for the evaluation of any course or program towards its gradual improvement. Assessment also contributes significantly to the teacher's and students' sense of achievement in a course. However, it is often neglected in curriculum design and courses are less effective as a result. Therefore, curriculum design should include the planning of a well-thought-out program of assessment of various kinds as possible.
12. A support team should be established at the beginning of the program development. The support team may include English teachers, school administrators, language experts and or other stakeholders that could assist the researcher in directing the needs analysis, syllabus development, course tryout, and program evaluation.
13. The researcher should make sure that the tryout should be done in the way it was designed to be done. However, sudden adjustments on the focus contents, teaching and learning activities, instructional materials or assessments may

happen during the tryout, most especially if the researcher perceives it necessary.

14. If both teachers and learners are aware of the goals of each activity, why they are useful goals, how the activity should be best presented to achieve the goal, and what kind of learning involvement is needed, and the signs of successful involvement, then learning is more likely to be successful. In delivering the lessons, the teacher should observe good time management. In line with this, setting classroom routines will be very helpful in achieving it. Likewise, using instruction cards during class activities could also save so much time of the lesson.

15. Teacher's feedback should always implicate both the strong and weak points of any given student's performance. Nevertheless, feedback on areas of improvement must be courteously discussed by the teacher to avoid

embarrassment or discouragement among students. Ultimately, the learners should feel good about their progress.

16. It is advisable to use multiple assessment tools (either standardized or adapted) in evaluating the developed program. Furthermore, active participation of all involved people in the program evaluation is highly encouraged.

17. A good evaluation should involve the assessment of the teaching and learning. This can include looking at the performance of teachers and students,

observing lessons and examining students' achievements. Program evaluation can also look at the environment of the developed program, which may encompass administrative procedures, accessibility and quality of resources, and how experts view the program.

18. Evaluation is an important part of good curriculum design. It guarantees that weaknesses in curriculum design are identified and improved. If evaluation is successful, it could give the researcher (program developer) and other stakeholders (students, teachers, administrators etc.) confidence in the quality and value of the developed program.

5.4. Recommendations

After a successful development and implementation of an oral communication program for Korean EFL students, the following recommendations are hereby made:

1. The researcher strongly recommends the Language Curriculum Design of Paul Nation and John Macalister (2010) and Outcome-based Education Curriculum Model of John Biggs and Catherine Tang (2007) as bases in developing similar language programs for ESL/EFL students. Likewise, developing other language courses focusing on another macro skills such as listening, reading and writing is highly encouraged.
2. In this study, the Korean students have served as the target beneficiaries. Thus, developing other specialized language programs for other potential ESL/EFL

clienteles like Japanese, Chinese, Iranian and other nationalities would be a good choice of research.

3. A study focusing on the best practices in teaching and assessing ESL and or EFL students would be another good choice of topic. Indeed, prospective gathered data could contribute to the progress of the ESL/EFL language education in the Asia pacific region.

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APPENDICES

APPENDIX A

Needs Analysis Form for the Students

Application Form and Needs Analysis

Please complete and submit this form so we can plan a course/workshop best suited to your needs.

(완료 하 고 우리가 귀하의 요구에 가장 적합 한 코스/워크샵을 계획할 수 있도록이 양식을 제출 하십시오.)

Name		Gender		Age	
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School			Position		
Address			Post Code	Country	
Mobile		Landline		E-mail	

- How many hours of training do you want?
(훈련의 얼마나 많은 시간 들이 시겠습니까?)
- When would you like to start your training? ☐ Urgent ☐ Within 30 days ☐ In 2 to 3 months ☐
In more than 3 months
(때 훈련을 시작 하시겠습니까?) (긴급) (30 일 이내) (2 ~ 3 개월)
(3 개월 이상)
- Will the training be paid for by your school? ☐ Yes ☐ No
(훈련에 대 한에 의해 지급 됩니까 학교?)

If *no*, how much is your allocated budget?
(아니, 얼마 인지 할당 된 예산?)

ENGLISH TRAINING PROFILE

1. Basic and Secondary Education

- At school, you had taken English as:
(학교, 영어 촬영 했다:)
- 1st Language 2nd Language Foreign Language ☐ Never ☐
- How many years did you study English?
(몇 년 동안 영어를 공부 했습니까?)

2. College or University Education

- Your degree or diploma (e.g. MA, BS, AB, MBA etc.):
(당신의 학위 또는 졸업장 (예: 석사, 학사, AB, MBA 등):
- During these studies, did you take English courses? ☐ Yes ☐ No
(이러한 연구 기간 동안 영어 과정 취하 나요)
- If yes, please specify:
(예, 지정 하십시오:)
- For how many terms? How many hours a week?
(얼마나 많은 용어?) (일주일에 몇 시간?)
- What type of course?
(어떤 유형의 코스?)
- General English ☐ Business English ☐ Technical English ☐
(일반 영어) (비즈니스 영어) (기술 영어)
- How long is it since you have finished these courses?
(얼마나 오랫동안 그것은 때문에이 과정을 완료?)

3. English Examinations

- Have you taken English examinations? (e. g. TOEFL, TOEIC, IELTS etc.) ☐ Yes ☐ No
(영어 시험 복용 했습니까?)
- If yes, please specify your scores: Listening Speaking Reading writing
(그렇다면, 당신의 점수를 지정 하십시오: (듣기) (말하기) (읽기) (쓰기))
- At what level do you estimate your English proficiency?
(어떤 수준에서 당신이 당신의 영어 실력을 견적 할?)

- ☐ Beginner (specify) ☐ Low ☐ Mid ☐ High
☐ Elementary (specify) ☐ Low ☐ Mid ☐ High
☐ Intermediate ☐ Low ☐ Mid ☐ High
☐ Upper Intermediate (specify) ☐ Low ☐ Mid ☐ High
☐ Advanced ☐ Low ☐ Mid ☐ High

4. Your English Training Needs

- Please check the columns which correspond to you present and future needs in English:
(당신은 현재와 미래의 요구 영어에서에 해당 하는 열을 확인 하십시오:)

General English Language Needs	Very Needed	Needed	Not Needed
1. Consonant and vowel sounds (자음과 모음 소리)			
2. Correct Pronunciation (입니 다. 정 확 한 발 음)			
3. Understanding common English words (입니 다. 이 해 일 반 적 인 영 어 단 어)			
4. English intonation patterns (입니 다. 영 어 억 양 패 턴)			
5. Word stress (입니 다. 낱 말 긴 장)			
6. Non-verbal communication (입니 다. 비 언 어 적 커 뮤 니 케 이 션)			
7. Make and respond to invitations and requests (입니 다. 확 인 하 고 초 대 장 을 요 청)			
8. Introduce oneself and others (자 신 과 다 른 사 람)			
9. Use sentence and phrase connectors (문 장 과 어 구 커넥터)			
10. Use appropriate pronouns and forms of address (사 용 합 니 다. 적 절 한 대 명 사 형 태 의 주 소 를 사 용 하 여)			
11. Interact appropriately in academic setting (를 소 개 합 니 다)			
12. Interact appropriately in everyday encounters (일 상 만 남 으 서 적 절 하 게 상 호 작 용)			
13. Narrate events in past and future time (과 거 와 미 래 의 시 간 에 이 벤 트 를 나 레 이 터)			
14. Manage conversations (대 화 관 리)			
15. Perform social functions without complications (합 병 증 없 이 사 회 적 기 능 수 행)			
16. Speak with intelligible or neutral accent (가 능 한 또 는 중 립 악 센 트 와 이 야 기)			
17. Use colloquial speech and idioms. (사 용 하 는 구 어 체 연 설 과 속 어.)			
18. Other suggested needs: (다 른 특 정 한 필 요)			

Specific English Language Needs	Very Needed	Needed	Not Needed
1. Job interview skills (일 구 두 면 접)			
2. Converse in social situations with clients/superiors etc. (고 객 / 상 사 등 와 사 회 적 상 황 으 서 대 화)			
3. Travel Survival Skills (customs, transport, hotel, stores, etc.) 생 존 기 술 (관 세, 교 통, 호 텔, 상 점, 등)			
4. Give oral presentations (를 소 개 합 니 다)			
5. Make sales presentations (판 매 프 레 져 테 이 션 만 들 기)			
6. Negotiate with clients or suppliers (고 객 또 는 공 급 업 체 와 협 상)			
7. Lead or take part in business meetings (리 드 또 는 비 즈 니 스 미 팅 에 참 여)			
8. Receive clients or suppliers (고 객 또 는 공 급 업 체)			
9. Lead factory or laboratory visits (공 장 또 는 실 험 실 방 문 지 도)			
10. Answer telephone calls in English (영 어 로 전 화 대 답)			
11. Read technical documents (기 술 문 서 읽 기)			
12. Other suggested needs: (다 른 특 정 한 필 요)			

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5. *Suggested Classroom Activities*

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6. *Areas of Interests and or Hobbies*

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Thank you for immediately completing this questionnaire.

즉시이 설문지를 작성 주셔서 감사 합니다.

APPENDIX B

Interview Questionnaire for the Students

INTERVIEW QUESTIONNAIRE

Examiner: This oral interview will take approximately five to eight minutes to complete. You will be asked five questions. Please be advised that different types of speaking skills will be evaluated including pronunciation, intonation, grammar, vocabulary, content, and organization. However, this will not be graded and will not affect your class standing in any way. The purpose of this interview is to simply evaluate your English speaking skills at this point of time.

Do you have any questions before we begin?

- If yes, ask the student to address his or her concern.
- If none, proceed to the questions.

Non-rated questions:

Examiner: Hello (In Korean), what's your name?

Examinee: (States his or her name)

Examiner: Do you feel nervous?

- If yes, tell the examinee words of encouragement for him or her to be relaxed.
- If no, tell the examinee that it's great to know.

Rated questions:

Question 1: Tell me something about yourself.

___ 1 point ___ 2 points ___ 3 points ___ 4 points

Question 2: Why learning English is important?

___ 1 point ___ 2 points ___ 3 points ___ 4 points

Question 3: What is/are your strength(s) in English? (Are you good at listening, speaking, reading, writing, grammar or vocabulary?)

___ 1 point ___ 2 points ___ 3 points ___ 4 points

Question 4: What are your weakness(s) in English? (Are you bad at listening, speaking, reading, writing, grammar or vocabulary?)

___ 1 point ___ 2 points ___ 3 points ___ 4 points

Question 5: How do you evaluate success?

___ 1 point ___ 2 points ___ 3 points ___ 4 points

Non-rated questions:

Examiner: Thank you very much (In Korean) _____ (English name of the student). How was it?

Examinee: (let the examinee speaks)

Examiner: Again, Thank you. I wish you good luck!

APPENDIX C

Needs Analysis Form for the Teachers and Administrators

Application Form and Needs Analysis

Please complete and submit this form so we can plan a course/workshop best suited to Korean EFL Students.

Name		Gender		Age	
School		Position			
Address			Post Code		Country
Mobile		Landline		E-mail	

- How many hours of training do you want?
- When would you like to start your training? ☐ Urgent ☐ Within 30 days ☐ In 2 to 3 months
☐ In more than 3 months ☐

PROFESSIONAL RECOMMENDATIONS - BASIS FOR PROGRAM DEVELOPMENT

General Language Needs	Very Needed	Needed	Not Needed
19. Consonant and vowel sounds (자음과 모음 소리)			
20. Correct Pronunciation (입니 다. 정 확 한 발 음)			
21. Understanding common English words (입니 다. 이 해 일 반 적 인 영 어 단 어)			
22. English intonation patterns (입니 다. 영 어 억 양 패 턴)			
23. Word stress (입니 다. 낱 말 긴 장)			
24. Non-verbal communication (입니 다. 비 언 어 적 커 뮤 니 케 이 션)			
25. Make and respond to invitations and requests (입니 다. 확 인 하 고 초 대 장 을 요 청)			
26. Ask and give basic information (응답. 요 청 하 고 기 본 정 보)			
27. Use sentence and phrase connectors (문 장 과 어 구 커 넥 터)			
28. Use appropriate pronouns and forms of address (사 용 합 니 다. 적 절 한 대 명 사 형 태 의 주 소 를 사 용 하 여)			
29. Interact appropriately in survival situations (생 존 상 황 에 서 적 절 하 게 작 용)			
30. Interact appropriately in everyday encounters (일 상 만 남 에 서 적 절 하 게 상 호 작 용)			
31. Narrate events in past and future time (과 거 와 미 래 의 시 간 에 이 벤 트 를 나 레 이 터)			
32. Manage conversations (대 화 관 리)			
33. Perform social functions without complications (합 병 증 없 이 사 회 적 기 능 수 행)			
34. Speak with intelligible or neutral accent (가 능 한 또 는 중 립 악 센 트 와 이 야 기)			
35. Use colloquial speech and idioms. (사 용 하 는 구 어 체 연 설 과 속 어.)			
36. Other specific needs: (다 른 특 정 한 필 요)			

English for Specific Purposes	Very Needed	Needed	Not Needed
13. Job Oral interviews (일 구 두 면 접)			
14. Converse in social situations with clients/superiors etc. (고 객 / 상 사 등 와 사 회 적 상 황 에 서 대 화)			
15. Travel Survival Skills (customs, transport, hotel, stores, etc.) 생 존 기 술 (관 세, 교 통, 호 텔, 상 점, 등)			
16. Give technical or scientific presentations (입니 다. 기 술 또 는 과 학 프 레 젠 테 이 션 을 주 고)			
17. Make sales presentations (판 매 프 레 젠 테 이 션 만 들 기)			
18. Negotiate with clients or suppliers (고 객 또 는 공 급 업 체 와 협 상)			
19. Lead or take part in business meetings (리 드 또 는 비 즈 니 스 미 팅 에 참 여)			
20. Receive clients or suppliers (고 객 또 는 공 급 업 체)			
21. Lead factory or laboratory visits (공 장 또 는 실 험 실 방 문 지 도)			
22. Answer telephone calls in English (영 어 로 전 화 대 답)			
23. Read technical documents (기 술 문 서 읽 기)			

24. Other specific needs: (다른 특정 한 필요)

Recommended Teaching –Learning Activities

Recommended Instructional Materials

Recommended Assessment Tools

Thank you for immediately completing this questionnaire.

즉시이 설문지를 작성 주셔서 감사 합니다.

APPENDIX D

Environment Analysis Form

ENVIRONMENT ANALYSIS SURVEY FORM		
Target Students and Class Size		
☐ Nationality: _____	☐ Age Bracket: _____	☐ Education Level: _____
☐ Less than 5 students		
☐ At least 10 students		
☐ At least 15 students		
☐ At least 20 students		
☐ At least 30 students		
☐ More than 30 students		
School Facilities Needed		
☐ ICT-based classroom		
☐ Speech Laboratory		
☐ Auditorium		
☐ Online Library		
☐ Others, please specify: _____		

Level of Motivation of Target Participants
○ _____ High ○ _____ Mid ○ _____ Low
Language Proficiency Level of Learners
○ _____ (785 – 900) Working Proficiency Plus level ○ _____ (605 – 780) Limited Working Proficiency level ○ _____ (405 – 600) Elementary Proficiency Plus level.
Teacher's Profile
○ Name: _____ ○ Age: _____ ○ Years of Teaching Experience: _____ ○ Highest Educational Attainment: _____ ○ Last attended university: _____ ○ Certification/Licensure Exam(s) taken: _____ ○ Foreign Language(s): _____ ○ Technical Skills: _____ ○ Special Skills: _____

APPENDIX E

Principles Analysis Form

PRINCIPLES ANALYSIS SURVEY FORM			
Program Development Approach			
○ Outcomes-based ○ Competency-based ○ Skills-based ○ Content-based	○ Language Curriculum Model:		
	Theoretical View of Language:		
	Theoretical View of Learning:		
Content and Sequencing			
Topic	Session #	Time/Room	Lecture/Laboratory

Format and Preparation

○ Individual Task ○ Group Task ○ Problem-based Activity ○ Simulation ○ Role play ○ Speech writing	○ Academic sharing ○ Oral Speech ○ Oral reading ○ Speech drill ○ Group Discussion ○ Class Workshop
○ Others, specify:	

Monitoring and Assessment

○ Oral Presentation ○ Podcast ○ Portfolio ○ Video blog	○ Public speech ○ Rubrics ○ Oral interview
○ Others, specify:	

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Individual Task ○ Group Task ○ Problem-based Activity ○ Simulation ○ Role play ○ Speech writing | <ul style="list-style-type: none"> ○ Academic sharing ○ Oral Speech ○ Oral reading ○ Speech drill ○ Group Discussion ○ Class Workshop |
| <ul style="list-style-type: none"> ○ Others, specify: | |

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Oral Presentation ○ Podcast ○ Portfolio ○ Video blog | <ul style="list-style-type: none"> ○ Public speech ○ Rubrics ○ Oral interview |
| <ul style="list-style-type: none"> ○ Others, specify: | |

APPENDIX F

Students' Progress Form

Name	Oral Task	Homework	Class Performance	Comments

STUDENTS' PROGRESS FORM

Overall Comments:

Session : _____

Date : _____

APPENDIX G

Original Program Syllabus

ORAL COMMUNICATION PROGRAM FOR KOREAN EFL STUDENTS

Course Syllabus

Subject Code	:	ENGORAL100
Subject Title	:	Oral Communication
No. of Units	:	Three (3) units
Lecture Hours/Week	:	1.5 hour (A)
Laboratory hours/Week	:	1.5 hour (B)

Pre-requisite	:	None
Program Developer	:	Javen G. Babac Jr., MA Ed ELT

Course Description

This English program is designed to prepare Korean EFL students to communicate effectively in various social situations. The course focuses on teaching strategies for effective oral communication in both academic and industrial contexts. Moreover, it introduces students to the level and practical requirements of speech communication. It aims to cultivate in them an understanding and appreciation of the communication process.

It also presents proper sound production, intonation and stress as necessary elements in improving communication using English. The course also highlights listening, audience characteristics, message composition and delivery, and context as significant parts of communication. Students learn about the demands of public presentations in culturally and professionally diverse contexts, and develop competence and flexibility in presentation.

Institutional-Level Program Objectives

This developed oral communication program is designed to hone the necessary skills and competencies required by the academe and industry among college students and or graduates. Specifically, it has three basic objectives:

1. Develop clarity, precision, and fluency in English oral communication;
2. Exemplify a flexible intellectual capacity centered on thinking skills and problem-solving abilities that can be applied to a wide range of professional responsibilities where individuals must take action in the face of concrete human problems; and
3. Focus attention on the importance of cultural and social values in understanding the forces that have shaped English communication.

Program-Level Learning Objectives:

The developed oral communication program has the following general target objectives:

1. to develop fluency, accuracy, and appropriateness in both academic and occupational English communication;

2. to acquire understanding on the processes, levels, and functions of human communication;
3. to develop oral skills in expressing thoughts, beliefs and experiences with clarity, confidence, and courtesy in academic, social and work-related situations;
4. to acquire techniques in making and delivering different types of public speeches;
5. to demonstrate intelligent use of verbal and non-verbal communication abilities;
6. to execute oral presentations that are clearly focused, well-organized, substantially supported, properly worded, and effectively delivered; and
7. to apply correct pronunciation, good diction and intelligible or neutral accent in speaking.

Unit-Level Intended Learning Outcomes

Upon completion of the oral communication program, students are specifically expected to demonstrate the following:

Intended Learning Outcomes (ILOs)	Topics	Teaching and Learning Activities (TLAs); Assessment Tasks (ATs); and Instructional Materials (IMs)	Session/No. of Hours	Remarks/Suggestions for Improvement
- Discuss the background, importance, and goals of the course. - Participate in the formulation of house rules and course expectations. - Introduce oneself to the group (Pre-assessment).	- Course Orientation - House Rules - Group Introductions	- Video Viewing, Small Group Discussion (SGD) - Formulating ten Classroom Commandments - LCD Projector, Laptop, Task-Cards, Speaker, Video-clip about the course, Rating Rubric.	Session 1A (1.5 Hour)	
- Introduce oneself and others - Create an account at Tell Me More Program.	- Formal and Informal Introductions - Tell Me More Program Lesson 1	- Class Discussion, Video Viewing, ICT-based Task - Individual Speaking Task, Role Playing - Video Clips about Introductions, LCD Projector, Laptop, Speaker, Task Cards, Rating Rubric, Speech Laboratory	Session 1B (1.5 Hour)	
- Explain the human communication process model. - Recognize barriers to effective communication through a skit.	- The Human Communication Process Model - Elements of Communication - Barriers to Communication	- Lecture, Brainstorming, Drawing Task, Video Viewing, Problem-based Activity (Skit) - Group Presentation - Video Clips about the Communication Process and Barriers to	Session 2A (1.5 Hour)	

		Communication, LCD Projector, Laptop, Speaker, Rating Rubric, Manila Papers, Markers, Scotch tapes		
Produce words with critical American vowel and consonant sounds correctly.	American Vowels and Consonant Sounds	- Lecture, Speech Drills, Simulation - ICT-based Testing (Tell Me More – Beginner Level) - Speech Laboratory Equipment (Computer Units, Headsets), laptop, LCD Projector.	Session 2B (1.5 Hour)	
- Use verbal and non-verbal communication techniques in various social contexts. - Apply understanding on the levels of communication thru a group podcast.	- Verbal and Non-Verbal Communication - Levels of Communication	- Brainstorming, Informative Report, - Group Podcast - Task Cards, Construction Papers, Scotch Tape, Rating Rubric, Laptop, LCD projector	Session 3A (1.5 Hour)	
- Make and response to invitations and requests - Use conversational gambits in making basic transactions through a simulation.	- Making Requests and Invitations - Responding to Requests and Invitations	- Group Discussion, Video viewing, Group Task - Simulation Activity - Video Recorder, Task Cards, Rating Rubric, Laptop, LCD Projector	Session 3B (1.5 Hour)	
- Recognize the American English Rhythm - Use intelligible word stress and intonation pattern in oral reading.	- The English Rhythm - Word Stress - Intonation Patterns	- Class Discussion, Listening to Authentic Materials , Speech Drills - Reader's Theater Activity - Audio materials, Speaker, Laptop, LCD Projector, Copy of the Story, Rating Rubric	Session 4A (1.5 Hour)	
- Use correct stress, pause and intonation pattern in reading a poem. - Appreciate the beauty of poetry through stylistic oral reading.	- Poetry Reading - Non-conventional Poetry Reading	- Class Discussion, Listening to Authentic Materials , Speech Drills - Poetry Reading Activity	Session 4B (1.5 Hour)	

		Laptop, LCD Projector, Audio Materials, Copy of the Poem Rating Rubric.		
- Recognize four different American Accents in reading dialogues. - Produce intelligible or neutral Accent in speaking English	American Accent Training	- Class Discussion, Speech Drills, Listening Activity, 1-on-1 Interview. - American Accent Training Test, Simulated Oral Interview. - Laptop, LCD Projector, American Accent Training Materials, Rating Rubric	Session 5A (1.5 Hour)	
Produce American Accent in various social contexts.	American Accent (Extension Activity)	- Hands-on (Speech Laboratory) - ICT-based Test (Tell Me More) - Speech Laboratory Equipment.	Session 5B (1.5 Hour)	
- Follow the conventions in speech making. - Consider the audience as well as purpose in writing a prepared speech.	- Speech Making and Delivery - Speech Outlining - Types of Audience - Using Visuals	- Lecture, Writing Workshop - Speech Writing Task - LCD Projector, Task Cards, Handouts, Rating Rubric	Session 6A (1.5 Hour)	
- Speak with confidence and purpose during speech delivery. - Recognize the audience and purpose in delivering a prepared speech.	Braggart Speech (Application)	- Short Class Discussion, Video Viewing - Speech Delivery - Video Clips of Braggart Speeches, microphone, Rating Rubric.	Session 6B (1.5 Hour)	
Identify the rules and styles in impromptu speaking.	- Impromptu Speaking - Speech Delivery Techniques	- Lecture, Video Viewing - Toastmasters Impromptu Exercises - Video Clips regarding Tips for Impromptu Speaking and some samples, Rating Rubric	Session 7A (1.5 Hour)	

• Apply the rules and styles in delivering an impromptu speech.	• Impromptu Speech (Application)	• Class Discussion • Impromptu Speaking Competition • Rating Rubric, Wireless Microphone and or Lapel	Session 7B (1.5 Hour)	
• Discuss the process and types of Interviews. • Enumerate the Dos and Don'ts in a Job Interview. • Write a comprehensive resume	• Job Interview (Discussion) • Resume Writing	• Lecture, Video Viewing , Writing Workshop • Resume Writing • LCD, Videos about Oral Interview and Resume Writing, Rating Rubric, Handouts	Session 8A (1.5 Hour)	
• Show confidence in answering all questions in a Job Interview. • Employ the Dos and Don'ts in a Job Interview.	• Job Interview (Application)	• Class Discussion • Simulated Job Interview • Rating Rubric, Video Recorder	Session 8B (1.5 Hour)	
• Explain the major characteristics of an oral presentation. • Discourse the Dos and Don'ts in a formal presentation. • Prepare visual materials for an oral presentation.	• Introduction to Oral Presentations • Visual Aids • Formal Presentations	• Lecture, Video Viewing, Class Workshop • Group PowerPoint Preparation Task • Videos regarding Oral Presentation and recorded samples, Handouts, Rating Rubrics	Session 9A (1.5 Hour)	
• Employ appropriate visual materials and non-verbal communication techniques to enhance oral presentations. • Deliver an oral presentation with confidence.	• Oral Presentation (Application)	• Class Discussion, Panel Discussion • Individual Oral Presentations • Speech Laboratory Equipment, Rating Rubrics	Session 9B (1.5 Hour)	
• Demonstrate confidence and fluency in an oral interview.	• Summative Performance-based Assessment	• Recorded One on One Interview • Task-based Oral Test • Rating Rubrics	Session 10A (1.5 Hour)	
• Demonstrate English oral skills thru student's portfolio presentation.	• Portfolio and or Video Blogs Sharing • Awarding Ceremony	• Group Sharing, Video Viewing • Individual Oral Presentations	Session 10B (1.5 Hour)	

• Express appreciation through video blogs.		• Laptop, LCD Projector, Wireless Microphones, Podium, Rating Rubrics		
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References:

Bascara, L. (2008). Speech for Leadership in a Changing World.

Custodio, E.S., Nolasco, M. F. C., & Ambida, R S. (2012). Speak Well, Get Connected Malabon City. Mutya Publishing House, Inc.

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Malicsi, J. (2005). The ELP English Manual (7th Ed.). Quezon City. The Classics Foundation.

Mata, L. & Soriano, I. English Pronunciation: Theory, Technique & Practice Materials on Sound, Rhythmand Intonation).

Course Requirements:

- Attendance.
- Academic sharing
- Participation in class discussions, individual/group tasks and workshops
- Written tasks (homework, seatwork, evaluation/assessment, speech writing etc.)
- Performance-based Oral Examinations (oral speeches, job interview, oral presentations etc.)

Computation of Grades

- Class Performance (individual/group tasks, academic sharing, oral/written tasks, etc.) - 30 %
- Attendance/Recitation (class participation, /tasks and graded recitation) - 20%
- Performance-Based Assessments (speeches, oral presentations Tell Me More tasks) - 30%
- Student's Portfolio (written outputs, video blogs, podcast, recorded oral exercises etc.) - 20%

100%

Developed by/date	Approved by/date	Noted by/date
JAVEN G. BABAC JR.		

English Program Developer		
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APPENDIX H

Revised Program Syllabus

ORAL COMMUNICATION PROGRAM FOR KOREAN EFL STUDENTS

Course Syllabus

Subject Code	:	ENGORAL100
Subject Title	:	Oral Communication
No. of Units	:	Three (3) units
Lecture Hours/Week	:	1.5 hour (A)
Laboratory hours/Week	:	1.5 hour (B)
Pre-requisite	:	None
Program Developer	:	Javen G. Babac Jr., MA Ed ELT

Course Description

This oral communication program is designed to prepare Korean ESL/EFL students to communicate effectively in diverse social situations. The course focuses on teaching strategies for effective oral communication in both academic and industrial contexts. Moreover, it introduces students to the prescribed level and practical requirements of speech communication in today's world. The oral communication program aims to foster among students profound understanding and appreciation of an operative human communication process.

The language course also presents proper sound production, intonation pattern and word stress as necessary elements in improving oral communication in English. Furthermore, the program highlights listening, audience characteristics, message composition and delivery, and context as significant parts of communication. Lastly in this oral program, students both learn and meet the demands of public presentations in culturally and professionally diverse contexts, and develop competence and flexibility in oral presentations.

Institutional-Level Learning Objectives

This developed oral communication program is designed to hone the necessary skills and competencies required by both the academe and industry among college students and/or graduates. Specifically, it has three core objectives:

1. Develop clarity, precision, and fluency in English oral communication;
2. Exemplify a flexible intellectual capacity centered on thinking skills and problem-solving abilities that can be applied to a wide range of professional responsibilities where individuals must take action in the face of concrete human problems; and
3. Focus attention on the importance of cultural and social values in understanding the forces that have shaped English communication.

Program-Level Learning Objectives

The developed oral communication program has the following general target objectives:

1. To develop fluency, accuracy, and appropriateness in both academic and occupational English communication;
2. To acquire understanding on the processes, levels, and functions of human communication;
3. To develop oral skills in expressing thoughts, beliefs and experiences with clarity, confidence, and courtesy in academic, social and work-related situations;
4. To acquire techniques in making and delivering different types of public speeches;
5. To demonstrate intelligent use of verbal and non-verbal communication abilities;
6. To execute oral presentations that are clearly focused, well-organized, substantially supported, properly worded, and effectively delivered; and
7. To apply correct pronunciation, good diction and intelligible or neutral accent in speaking.

Unit-Level Intended Learning Outcomes

Upon completion of the oral communication program, students are specifically expected to demonstrate the following:

Intended Learning Outcomes (ILOs)	Topics	Teaching and Learning Activities (TLAs); Assessment Tasks (ATs); and Instructional Materials (IMs)	Session/No. of Hours	Remarks/Suggestions for Improvement
- Discuss the background, importance, and goals of the course. - Participate in the class introductions. - Take part in the formulation of the house rules and course expectations.	- Course Orientation - Self-Introduction - Establishment of House Rules	- Video Viewing, Class Introductions, Brainstorming, Group Oral Presentation - Construction of the ten commandments (Group Task) - LCD Projector, Laptop, Clicker, Task-Cards, - Speaker, PPT, Video-clip about the course, Manila papers, markers, scotch tapes.	Session 1A (1.5 Hour)	
- Introduce oneself and others in diverse social contexts. - Create an account at Tell Me More Program.	- Formal and Informal Greeting and Introductions - Tell Me More Program Lesson 1	- Full Class Discussion, Video Viewing, Academic Sharing - Role Playing (Triads), ICT-based Test (Tell Me More). - Video Clips about Introductions, LCD Projector, Laptop, Clicker Speaker, PPT, Task Cards, Rating Rubric, Video Recorder, Speech Lab Equipment	Session 1B (1.5 Hour)	
Illustrate a personal	The Human	Short Lecture,	Session 2A	

human communication process model through a sketch. • Explain the elements involved in human communication process. • Recognize major barriers to effective communication through a contextualized simulation.	Communication Process Model • Elements of Communication • Barriers to Effective Communication	Communication Game (message relay), Group Brainstorming, Drawing Task, Video Viewing, Problem-based Activity (Skit) • Short Oral Presentation, Simulation (group) • Video Clip about the Communication Process and Barriers to Communication, LCD Projector, Laptop, Clicker, Speaker, Rating Rubric, Task Cards, Bond Papers, Video Recorder.	(1.5 Hour)	
• Articulate both American vowel and consonant sounds correctly. • Produce words with /f/, /v/, th (voiceless), th (voiced), zh (vision) sounds correctly.	• American Vowels and Consonant Sounds • Tell Me More Lessons 2 and 3	• Lecture, Speech Drills, Academic Sharing, Listening Activities, Hands-on • Individual Oral Drills, ICT-based Test (Tell Me More) • Speech Laboratory Equipment (Computer Units, Headsets), laptop, Clicker, PPT, LCD Projector.	Session 2B (1.5 Hour)	
• Use verbal and non-verbal communication techniques in different social contexts. • Apply understanding on the levels of communication thru a group podcast.	• Verbal and Non-Verbal Communication • Levels of Communication	• Full-class Discussion, Brainstorming, Informative Report • Live Group Podcast • Task Cards, Construction Papers, Scotch Tape, Rating Rubric, Laptop, PPT, Clicker, LCD projector, Video Recorder	Session 3A (1.5 Hour)	
• Recognize the American English Rhythm. • Pronounce English words with correct stress. • Use intelligible word stress and intonation pattern in oral reading.	• The English Rhythm • Word Stress • Intonation Patterns	• Lecture, Listening to Authentic Materials , Speech Drills, Listening Activities • Small-group oral work (Reader's Theater) • Audio materials, Speaker, Laptop, LCD Projector, Clicker, PPT,	Session 3B (1.5 Hour)	

		Copy of the Story, Rating Rubric, Video Recorder		
- Perform formal and Informal conversations through simulations. - Use conversational gambits in initiating, prolonging and ending either formal or informal discussion.	- Formal and Informal Oral Communication - Gambits used in Asking for Information, Making Requests, Refusing Invitations, Giving Bad and Good news.	- Academic Sharing, Small Group Discussion, Video viewing, Group Task - Group Simulation Activity - Video Recorder, Task Cards, Rating Rubric, Laptop, LCD Projector, PPT, Clicker, Audio Speaker	Session 4A (1.5 Hour)	
- Deliver correct stress, pause and intonation pattern in reading a literary text. - Appreciate the beauty of poetry through creative oral reading	- Creative Oral Reading - Conventions in Poetry Reading - Tell Me More Lessons 4 & 5	- Lecture, Short Class Workshop, Video Viewing, Guided Oral Reading, Listening Task. - Individual Poetry Reading - Video Clip about Oral Reading, Copy of the Poem, Clicker, Audio Sample Clips of Poetry Reading, PPT, CLD Projector, Audio Speakers, Rating Rubric, Video Recorder, Speech Lab Equipment	Session 4B (1.5 Hour)	
- Recognize major world Englishes and their respective lexicons. - Imitate at least two Englishes with intelligible or neutral accent. - Explain the importance of consistency in using a particular variation of English.	- World Englishes - Difference between American and British English. - Concept of Consistency in Oral Communication	- Class Discussion, Video Viewing, Speech Drills, Listening Activity, Academic Sharing. - Individual Oral Recitation - Laptop, LCD Projector, American Accent Training Materials, Rating Rubric, Video Recorder	Session 5A (1.5 Hour)	
- Produce Intelligible or Neutral Accent - Use Intelligible and or Neutral Accent in a simulated Telephone Conversation.	- American Accent Training - Decorum in Telephone Conversation - Tell Me More Lesson 6 (End)	- Class Discussion, Speech Drills, Listening Activity, 1-on-1 Interview. - American Accent Training Oral Drill, Simulated Telephone Conversation, ICT-based Test (Tell Me	Session 5B (1.5 Hour)	

		More). Laptop, LCD Projector, Clicker, PPT, Audio Speaker, American Accent Training Materials, Rating Rubric, Audio Recorder		
- Follow the conventions in formal speech making. - Consider the audience and purpose in writing a prepared speech. - Prepare an outline for a braggart speech with good introduction, body and conclusion.	- Introduction to Speech Writing - Speech Outlining - Types of Audience - Common Speech Patterns - Techniques in Speech Delivery	- Writing Workshop, Video Viewing, Small-Group Discussion - Guided Speech Outlining (Individual Task) - LCD Projector, Laptop, Clicker, PPT, Audio Speaker, Handouts, Rating Rubric, Digital Camera	Session 6A (1.5 Hour)	
- Speak with confidence and purpose during speech delivery. - Recognize the audience and purpose in delivering a prepared speech.	Braggart Speech (Application)	- Full-Class Discussion, Video Viewing, Academic Sharing - Individual Speech Delivery - Sample Video Clips of Braggart Speech, Lapel, Audio Speaker, Laptop, LCD Projector, PPT, Clicker, Rating Rubric, Video Recorder	Session 6B (1.5 Hour)	
- Identify the rules and styles in impromptu speaking. - Perform an impromptu speech through Toastmaster International (IT) Exercises.	- Impromptu Speaking (Practice Drill) - Speech Delivery Techniques	- Lecture, Video Viewing, Toastmasters Table Topics Exercises - Impromptu Speech Delivery - Video Clips regarding Tips for Impromptu Speaking and some samples, PPT, LCD Projector, Clicker, Audio Speaker, Rating Rubric	Session 7A (1.5 Hour)	
Apply the rules and styles in delivering a formal impromptu	Impromptu Speech (Formal Application)	Short Full-Class Discussion, Interaction with Guest	Session 7B (1.5 Hour)	

speech through a simulated competition.		Speakers/Judges, Speech Competition • Impromptu Speech Delivery • Rating Rubric, Lapel, Audio Speaker, Mass Communication Room		
• Discuss the process and types of oral interviews. • Enumerate the Dos and Don'ts in a job interview. • Identify top interview questions. • Write a comprehensive resume	• Job Interview (Discussion) • Resume Writing	• Lecture, Video Viewing, Writing Workshop • Resume Writing • LCD Projector, Laptop, Clicker, PPT, Videos about Oral Interview and Resume Writing, Rating Rubric, Handouts	Session 8A (1.5 Hour)	
• Show confidence in answering all questions in a Job Interview. • Employ the Dos and Don'ts in a Job Interview.	• Job Interview (Application)	• Short Full-Class Discussion, One-on-one Interview, • Simulated Job Interview • List of Top Interview Questions, Rating Rubric, Video Recorder	Session 8B (1.5 Hour)	
• Explain the major characteristics of an oral presentation. • Discourse the Dos and Don'ts in a formal presentation. • Prepare visual materials for an oral presentation.	• Oral Presentation (Discussion) • Visual Aids • Formal Presentations	• Lecture, Brainstorming, Team-based Activity, Video Viewing, Class Workshop • Team-based Task (Group PowerPoint Presentation) • Videos regarding Effective Oral Presentation and recorded samples, LCD Projector, Laptop, Clicker, Audio Speaker, PPT, Handouts, Rating Rubrics	Session 9A (1.5 Hour)	
• Employ appropriate visual materials and non-verbal communication techniques to enhance oral presentations. • Deliver an oral	• Oral Presentation (Application)	• Class Discussion, Panel Discussion • Individual Oral Presentations	Session 9B (1.5 Hour)	

presentation with confidence.		Speech Laboratory Equipment, Rating Rubrics		
Demonstrate confidence and fluency in 1-on-1 oral interview.	Summative Performance-based Assessment	- Individual Interview - Recorded 1-on-1 Oral Interview - Copy of Interview Questions, Rating Rubrics, Video Recorder, Audio Recorder	Session 10A (1 ½ Hour)	
- Demonstrate clarity, precision, and fluency in English through an oral presentation. - Express appreciation through video blogs.	- Portfolio and or Video Blogs Sharing - Awarding Ceremony	- Group Sharing, Video Viewing - Individual Oral Presentations - Laptop, LCD Projector, Audio Speakers, Wireless Microphones, Podium, Rating Rubrics	Session 10B (2 Hours) Session 10C (2 ½ Hours)	

References:

Bascara, L. (2008). *Speech for Leadership in a Changing World*.

Custodio, E.S., Nolasco, M. F. C., & Ambida, R S. (2012). *Speak Well, Get Connected* Malabon City. Mutya Publishing House, Inc.

Carpio, et al. (2009). *Private and Public Speaking*. Manila: REX Bookstore.

Jaffe, C. (2009) *Public Speaking: Concepts and Skills for a Diverse Society* (3rd Ed.). Belmont: Wadsworth.

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Malicsi, J. (2005). *The ELP English Manual* (7th Ed.). Quezon City. The Classics Foundation.

Mata, L. & Soriano, I. *English Pronunciation: Theory, Technique & Practice Materials on Sound, Rhythm and Intonation*.

Course Requirements:

1. Attendance.
2. Emperor of the Day/Academic Sharing
3. Multimedia Portfolio
4. Participation in class discussions, individual/group tasks and workshops
5. Written tasks (homework, seatwork, evaluation/assessment, speech writing etc.)
6. Performance-based Oral Examinations (oral speeches, job interview, oral presentations etc.)

Computation of Grades

- Class Performance (individual/group tasks, academic sharing, oral/written tasks, etc.) - 30 %
- Laboratory Outputs (Tell Me More exercises, workshop products, speech drills) - 20%
- Performance-Based Assessments (speeches, oral presentations, Tell Me More tasks) - 30%
- Student's Portfolio (written outputs, video blogs, podcast, recorded oral exercises etc.) - 20%

100%

Developed by/date	Approved by/date	Noted by/date
JAVEN G. BABAC JR. English Program Developer		

APPENDIX I

Adapted Quality Matters Standards Rubric

(1) Evaluation Form for Students, Teachers, and
Administrators

**EVALUATION OF THE DEVELOPED ORAL COMMUNICATION PROGRAM FOR
KOREAN EFL STUDENTS BASED ON THE FIVE ADAPTED STANDARDS OF
QUALITY MATTERS RUBRIC (FIFTH EDITION)**

Name (optional) : _____

Position : _____

School : _____

Date : _____

General Instructions:

The following rubric is designed to evaluate the developed oral communication program for Korean EFL students using the five adapted standards of the Quality Matters Rubric (Fifth Edition). Read and complete each of the following standard rubric. Please circle the most appropriate number of each statement which correspond most closely to your desired response.

Standard I – Course Overview and Introduction	Points		
1.1. Learners are introduced to the purpose and structure of the course.	1	2	3
1.2. Course and/or program policies with which the students are expected to comply are clearly discussed.	1	2	
1.3. Prerequisite knowledge in the discipline and/or any required language skills are clearly discussed.	1	2	

1.4. Minimum technology and/or technical skills expected of the learners are clearly discussed.	1	2	
1.5. The self-introduction by the instructor is appropriate and effective.	0	1	
1.6. Learners are asked to introduce themselves to the class.	0	1	
Total			
Comments and or Suggestions:			
Standard II – Learning Objectives	Points		
2.1. The general learning objectives or course/program competencies, describe outcomes that are measurable.	1	2	3
2.2. The unit learning objectives or competencies describe outcomes that are measurable and consistent with the general course-level objectives or competencies.	1	2	3
2.3. All learning objectives are stated clearly and the syllabus and written from the learners' perspectives.	1	2	3
2.4. The relationship between learning objectives or competencies and course activities is clearly discussed.	1	2	3
2.5. The learning objectives or competencies are suited to the level of the course/program.	1	2	3
Total			
Comments and or Suggestions:			
Standard III – Assessment and Measurement	Points		
3.1. The assessments measure the stated learning objectives or competencies.	1	2	3
3.2. The course grading policy is clearly discussed.	1	2	3
3.3. Specific descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	1	2	3
3.4. The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	1	2	
3.5. The course provides learners with multiple opportunities to track their learning progress.	1	2	
Total			
Comments and or Suggestions:			
Standard IV – Instructional Materials	Points		
4.1. The instructional materials contribute to the achievement of the state course and/unit learning objectives or competencies.	1	2	3
4.2. Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	1	2	3
4.3. All instructional materials used in the course are appropriately cited.	1	2	
4.4. The instructional materials used are current.	1	2	
4.5. A variety of instructional materials is used in the course.	1	2	
4.6. The distinction between required and optional materials is clearly explained.	0	1	
Total			
Comments and or Suggestions:			

Standard V – Course Activities and Learner Interaction		Points		
5.1. The learning activities promote the achievement of the stated learning objectives or competencies.	1	2	3	
5.2. Learning activities provide opportunities for interaction that support active learning.	1	2	3	
5.3. The instructor's plan for classroom response time and feedback on learners; output is clearly discussed.	1	2	3	
5.4. The requirement for learner interaction are clearly explained.	1	2		
Total				
Comments and or Suggestions:				
Overall Comments and or Suggestions				

APPENDIX J

Table 36

Realization of the Program's Intended Learning Outcomes (ILOs)

Table 36
Realization of the Program's Intended Learning Outcomes

Institutional-Level (IL)	Program-Level (PL)	Unit-Level (UL)	Indicator(s) of Performance	Remarks
(4) Develop clarity, precision, and fluency in English oral communication.	(26) Develop fluency, accuracy, and appropriateness in both academic and occupational English communication. (Based on IL 1, 2, 3)	(1) Discuss the background, importance, and goals of the course.	Students' goals, expectations, behaviors and performance.	Achieved
		(2) Participate in the class introductions.	Individual self-introduction (personal information and learning expectations)	Achieved
		(3) Take part in the formulation of the house rules and course expectations.	Formulation of the ten commandments)	Achieved
		(4) Introduce oneself and others in diverse social contexts.	Role playing	Achieved

		(5) Create an account at Tell Me More Program.	Registered Tell me More account and completed Exercises 1	Achieved
		(6) Illustrate a personal human communication process model through a sketch.	Sketch Model	Achieved
		(7) Explain the elements involved in human communication process.	Oral Presentation	Achieved
	(33) Acquire understanding on the processes, levels, and functions of human communication. (Based on IL 2 & 3)	(8) Recognize major barriers to effective communication through a contextualized simulation.	Simulation	Achieved
		(9) Articulate both American vowel and consonant sounds correctly.	Speech Drill	Achieved
		(10) Produce words with /f/, /v/, th (voiceless), th (voiced), zh (vision) sounds correctly.	Speech Drill	Achieved
		(11) Use verbal and non-verbal communication techniques in different social contexts.	Podcast	Achieved
		(12) Apply understanding on the levels of communication thru a group podcast.	Podcast	Achieved
		(13) Recognize the American English Rhythm.	Listening Test	Achieved
		(14) Pronounce English words with correct stress.	Speech Drill	Achieved
	(40) Develop oral skills in expressing thoughts, beliefs and experiences with clarity, confidence, and courtesy in academic, social and work-related situations.	(15) Use intelligible word stress and intonation pattern in oral reading.	Oral Reading	Achieved
		(16) Perform formal and Informal conversations through simulations.	Skit	Achieved

(5) Exemplify a flexible intellectual capacity centered on thinking skills and problem-solving abilities that can be applied to a wide range of professional responsibilities where individuals must take action in the face of concrete human problems.	(Based on IL 1, 2, 3)	(17) Use conversational gambits in initiating, prolonging and ending either formal or informal discussion.	Simulation	Achieved
		(18) Deliver correct stress, pause and intonation pattern in reading a literary text.	Reader's Theater	Achieved
		(19) Appreciate the beauty of poetry through creative oral reading.	Poetry Reading	Achieved
		(20) Recognize major world Englishes and their respective lexicons.	Accent Drill	Achieved
		(21) Imitate at least two Englishes with intelligible or neutral accent.	Video Blog	Achieved
	(47) Acquire techniques in making and delivering different types of public speeches. (Based on IL 1, 2, 3)	(22) Explain the importance of consistency in using a particular variation of English.	Video Blog	Achieved
		(23) Produce Intelligible or Neutral Accent	American Accent Training Drill	Achieved
		(24) Use Intelligible and or Neutral Accent in a simulated Telephone Conversation.	Telephone Conversation	Achieved
		(25) Follow the conventions in formal speech making.	Written Speech	Achieved
		(26) Consider the audience and purpose in writing a prepared speech.	Written Speech	Achieved
		(27) Prepare an outline for a braggart speech with good introduction, body and conclusion.	Speech Outline	Achieved
		(28) Speak with confidence and purpose during speech delivery.	Braggart Speech	Achieved

	(48) Demonstrate intelligent use of verbal and non-verbal communication abilities. (Based on IL 1, 2, 3)	(29) Recognize the audience and purpose in delivering a prepared speech.	Speech Delivery	Achieved
		(30) Identify the rules and styles in impromptu speaking.	Impromptu Speech	Achieved
		(31) Perform an impromptu speech through Toastmaster International (IT) Exercises.	Toastmaster Impromptu Drill	Achieved
		(32) Apply the rules and styles in delivering a formal impromptu speech through a simulated competition.	Formal Impromptu Speech	Achieved
	(6) Focus attention on the importance of cultural and social values in understanding the forces that have shaped English communication.	(33) Discuss the process and types of oral interviews.	Podcast	Achieved
		(34) Enumerate the Dos and Don'ts in a job interview.	Podcast	Achieved
		(35) Identify top interview questions.	Podcast	Achieved
	(49) Execute oral presentations that are clearly focused, well-organized, substantially supported, properly worded, and effectively delivered. (Based on IL1 & 2)	(36) Write a comprehensive resume.	Printed Resume	Achieved
		(37) Show confidence in answering all questions in a Job Interview.	Job Interview	Achieved
		(38) Employ the Dos and Don'ts in a Job Interview.	Job Interview	Achieved
		(39) Explain the major characteristics of an oral presentation.	Podcast	Achieved
		(40) Discourse the Dos and Don'ts in a formal presentation.	Podcast	Achieved
	(50) Apply correct pronunciation, good diction and intelligible or neutral accent in speaking. (Based on IL 1 & 3)	(41) Prepare visual materials for an oral presentation.	PowerPoint Presentation	Achieved
		(42) Employ appropriate visual materials and non-verbal communication techniques to enhance oral	Oral Presentation	Achieved

		presentations.		
		(43) Deliver an oral presentation with confidence.	Oral presentation	Achieved
		(44) Demonstrate confidence and fluency in 1-on-1 oral interview.	Oral Interview	Achieved
		(45) Demonstrate clarity, precision, and fluency in English through an oral presentation.	Oral Presentation	Achieved
		(46) Express appreciation through video blogs.	Video Blog	Achieved

APPENDIX K

Adapted Oral Communication Rubrics

Appendix K1
Group Oral Presentation Rubric

Group Oral Presentation Rubric

4	3	2	1
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
Group members help each other as needed.	Group members help each other as needed.	Some group members speak clearly and are easy to understand.	Most group members are hard to understand.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Oral presentation includes many details.	Oral presentation includes some details.	Oral presentation includes few details.	Oral presentation includes few or no details.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

Appendix K2

Impromptu Writing Rubric

Personal impromptu writing Enter rubric description				
	Not yet within 2 pts Writing does not meet the assignment's criteria indicating either significant weakness in formal prose or lack of effort. Plagiarized = an automatic zero	Meets 3 pts Writing meets the assignment's criteria, but does not consistently engage the reader and would benefit from substantial revision	Fully meets 4 pts Mature and generally effective writing that demonstrates the writer's involvement, but would benefit from some editing	Exceeds 5 pts Mature, effective, engaging writing that involves the reader. Few, if any, errors
Meaning 30 % ☐ engagement, originality ☐ details, examples ☐ personal connection	Not yet within ☐ writing is not engaging and ideas are difficult to follow ☐ limited use of details and examples ☐ no evidence of personal involvement with the topic	Meets ☐ writing is workman-like and may be sporadically engaging ☐ some relevant details and examples ☐ minimal connection to personal experience	Fully meets ☐ writing is mature and generally engaging while demonstrating some originality ☐ supporting details and examples are relevant and sufficient ☐ topic is connected to personal experience	Exceeds ☐ writing is mature and engaging, demonstrating considerable originality ☐ details and examples enhance the reader's involvement ☐ transforms the topic into a strong, personal statement
Style 30 % ☐ voice and tone ☐ sentence structure/length ☐ vocabulary, use and language ☐ stylistic/ rhetorical devices	Not yet within ☐ writing demonstrates little or no voice and tone ☐ repetitive use of simple sentence structures ☐ limited vocabulary; may be colloquial or informal ☐ little or no use of rhetorical/stylistic devices	Meets ☐ attempt to use voice and tone ☐ limited repertoire of sentence lengths and types ☐ basic but appropriate vocabulary ☐ attempt to use stylistic/ rhetorical devices	Fully meets ☐ voice and tone compliment the writing's purpose ☐ varied sentence lengths and types ☐ varied and appropriate language ☐ some use of rhetorical/ stylistic devices	Exceeds ☐ voice and tone strengthen the writer's purpose ☐ wide repertoire of effective sentence structure ☐ precise, concise language ☐ wide repertoire of effective rhetorical/stylistic devices
Form 20 % ☐ introduction ☐ sequence, organization ☐ transitions ☐ conclusion	Not yet within ☐ introduction may be vague or non-existent ☐ lack of logical sequence and organization ☐ seems disjointed because ideas may not be linked with transitions ☐ conclusion may be ineffective, rushed or non-existent	Meets ☐ introduction prepares the reader but may not be engaging ☐ sequence and organization are evident ☐ uses a variety of transitions ☐ conclusion provides a resolution	Fully meets ☐ engaging introduction ☐ sequence and organization are logical ☐ transitions are effective and varied ☐ conclusion is effective	Exceeds ☐ introduction inspires the reader to continue ☐ sequence and organization enhance comprehension ☐ transitions are transparent ☐ conclusion provides a satisfying resolution
Conventions 20 % ☐ spelling ☐ sentence structure/ punctuation ☐ usage	Not yet within ☐ little or no proofreading evident; meaning is interfered with errors in: ☐ spelling ☐ sentence structure/ punctuation ☐ usage	Meets ☐ inconsistent proofreading and editing; errors may distract the reader but does not effect meaning, in: ☐ spelling ☐ sentence structure/ punctuation ☐ usage	Fully meets ☐ a few errors that do not distract the reader; appears to have been edited and proofread in: ☐ spelling ☐ sentence structure/ punctuation ☐ usage	Exceeds ☐ evidence of effective proofreading and editing; few, if any, errors in: ☐ spelling ☐ sentence structure/ punctuation ☐ usage

Source: Retrieved from: <http://www.rcampus.com/rubricshowc.cfm?code=AA592X&sp=yes>

Appendix K3

Multimedia Portfolio Rubric

ePortfolio RUBRIC

Student Name:

Criteria	Novice 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points
Reflection: Is there evidence that the student has learned something? That growth has occurred?	Reflection is limited or not existent	Reflection is apparent, but it remains on a surface level	Reflection is thoughtful and covers several levels and/or perspectives	Reflection is deep, consistent, and demonstrates thoughtful consideration of multiple levels/perspectives
Academic Artifacts: Is there evidence that the student is engaged in his/her learning process? Have all the necessary artifacts been included?	Course-related content is limited and/or not a thorough demonstration of applied learning	Course-related content shows little variety and demonstrates adequate applied learning	Course-related content contains some variety and demonstrates solid applied learning	Course-related content contains a variety of superior demonstrations of applied learning
Personalization & Connections: Does the student demonstrate s/he is making connections between course learning and other areas (other courses, personal/professional life)? Is the eP expressive and engaging?	No connections are made between the coursework and anything else; expressiveness of personality is limited or not existent	A few connections are made between the coursework and other parts of the student's life; expressiveness of personality is noticeable	Some connections are made between the coursework and other parts of the student's life; expressiveness of personality is clearly evident in the content.	A variety of connections are made between the coursework and other parts of the student's life; expressiveness of personality and is clearly apparent in the content, and creativity in this expression is evident: writing, pictures, media, etc.
Audience: Is the content appropriate and well done?	The overall presentation is inconsistent and has elements that are not suitable for one audience or another.	The overall presentation is mostly consistent and mostly suitable for at least one audience.	The overall presentation is well-considered, well-done, and suitable for at least one audience	The overall presentation is well-thought out, excellently executed, and suitable for an academic as well as a wider audience
Mechanics: Are sentence level errors at a minimum? Is syntax and word choice correct and effective?	Sentence level errors, including grammar, spelling, & punctuation, are so egregious that they distract from the content. Syntax and/or word choice are confusing and/or inappropriate.	There are many sentence level errors (grammar, spelling, & punctuation). Syntax is inconsistent and/or word choice is not very effective.	There are some sentence level errors (grammar, spelling, & punctuation). Syntax errors are minor and/or word choice is average.	Sentence level errors, including grammar, spelling, & punctuation, are very few to none. Syntax and word choice are exemplary.

Total of 20 points available/Grading Rubric:

A (93+) = 4.0 (18.6 and above)	B (83-86) = 3.0 (16.6-17.3)	C (73-76) = 2.0 (14.6-15.3)	D (63-66) = 1.0 (12.6-13.3)
A- (90-92) = 3.7 (18.0 -18.5)	B- (80-82) = 2.7 (16-16.5)	C- (70-72) = 1.7 (14-14.5)	D- (60-62) = .7 (12-12.5)
B+ (87-89) = 3.3 (17.4-17.9)	C+ (77-79) = 2.3 (15.4-15.9)	D+ (67-69) = 1.3 (13.4-13.9)	F (59-) = 0 (11.9 and below)

ePortfolio Rubric, version 2

Source: Retrieved from: <https://www.cte.cornell.edu/teaching-ideas/teaching.../eportfolios.html>

Appendix K4

Oral Presentation Rubric

Oral Presentation Rubric

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS:

Source: Retrieved from: <http://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html>

Appendix K5

Podcast Rubric (Part 1)

Podcast Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Introduction	5-6 points	3-4 points	2 points	0-1 points	
	Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.	Describes the topic and engages the audience as the introduction proceeds.	Somewhat engaging (covers well-known topic), and provides a vague purpose.	Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear.	
Content	8-10 points	4-7 points	3-4 points	0-2 points	
	Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented.	Accurate information is provided succinctly.	Some information is inaccurate or long-winded.	Information is inaccurate.	
Delivery	5-6 points	3-4 points	2 points	0-1 points	
	Well rehearsed, smooth delivery in a conversational style. Highly effective enunciation and presenter's speech is clear and intelligible. Correct grammar is used throughout the podcast.	Rehearsed, smooth delivery. Enunciation, expression, pacing are effective throughout the podcast. Correct grammar is used during the podcast.	Appears unrehearsed with uneven delivery. Enunciation, expression, rhythm are sometimes distracting during the podcast. Occasionally incorrect grammar is used during the podcast.	Delivery is hesitant and choppy and sounds like the presenter is reading. Enunciation of spoken word is distant and muddled and not clear. Poor grammar is used throughout the podcast.	
Interview	5-6 points	3-4 points	2 points	0-1 points	
	Open ended questions are used that draw interesting and relevant information from the interviewee.	Open ended questions and follow-up questions are used appropriately.	Open ended questions and follow-up questions are occasionally irrelevant to the topic.	Only yes-or-no questions are used. No follow-up questions are asked.	

Source: Retrieved from: web.missouri.edu/~charlesj/final/documents/PodcastingRubric.pdf

Appendix K5

Podcast Rubric (Part 2)

Graphic and Music Enhancements	5-6 points	3-4 points	2 points	1-0 points	
	The graphics/artwork used (if any) creates an effective presentation and enhance the podcast. Music enhances the mood, quality, and understanding of the presentation. All graphic and music enhancements are owned by the creator of the podcast or copyright cleared.	The graphics/artwork (if used) relates to the audio and reinforces content and demonstrates functionality. Music provides supportive background to the podcast. Graphic and music enhancements are owned by the creator of the podcast or copyright cleared.	The graphics/artwork (if used) sometimes enhances the quality and understanding of the presentation. Music provides somewhat distracting background to the podcast. Use of copyrighted works is questionable.	The graphics are unrelated to the podcast. Artwork is inappropriate to podcast. Music is distracting to presentation. Copyright infringement is obvious.	
Technical Production	5-6 points	3-4 points	2 points	1-0 points	
	Presentation is recorded in a quiet environment without background noise and distractions. Transitions are smooth and spaced correctly without noisy, dead space. Podcast length keeps the audience interested and engaged.	Presentation is recorded in a quiet environment with minimal background noise and distractions. Transitions are smooth with a minimal amount of ambient noise. Podcast length keeps audience listening.	Presentation is recorded in a semi-quiet environment with some background noise and distractions. Transitions are uneven with inconsistent spacing; ambient noise is present. Podcast length is somewhat long or somewhat short to keep audience engaged.	Presentation is recorded in a noisy environment with constant background noise and distractions. Transitions are abrupt and background noise needs to be filtered. Podcast is either too long or too short to keep the audience engaged.	
TOTAL POINTS					/40

Source: Retrieved from: web.missouri.edu/~charlesj/final/documents/PodcastingRubric.pdf

Appendix K6

Role Play or Skit Rubric

Rubric for Skit or Role Play

Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	weight	Exceptional	Admirable	Acceptable	Attempted
Understanding of Topic	40%	☐ Factual information is accurate ☐ Indicates a clear understanding of topic	☐ Factual information is mostly accurate ☐ Good understanding of topic	☐ Factual information is somewhat accurate ☐ Fair understanding of topic	☐ Information is inaccurate ☐ Presentation is off topic
Cooperation	30%	☐ Accepts ideas of others; able to compromise ☐ All members contribute	☐ Accepts most ideas without negative comments; able to compromise ☐ Some members contribute	☐ Unwilling to compromise ☐ Few members contribute	☐ Group does not work together ☐ One person does all the work
Presentation	30%	☐ Shows confidence ☐ Informative ☐ Entertaining; engages audience ☐ Speaks loudly and clearly ☐ Appropriate use of body language	☐ Shows some confidence ☐ Presents some information ☐ Engages audience ☐ Can be heard ☐ Some use of body language	☐ Unsure of responsibility ☐ Somewhat informative ☐ Engages audience intermittently ☐ Hard to hear ☐ Some movement	☐ Portrayal stalls ☐ Lacks information ☐ Audience bored ☐ Mumbles ☐ Body language is lacking; inappropriate

Assignment Score _____ + Beyond/Bonus _____ = Final Score _____

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Source: Retrieved from cte.sfasu.edu/wp-content/uploads/2012/01/Skit.doc

Appendix K7
Speech Delivery Rubric (Part 1)

Rubric for the Assessment of Oral Communication: Content

Indicators of Effective Content	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Introduction: gains attention, connects to topic, establishes credibility	No attention getting strategy was evident. No clear or relevant connection to topic or speech purpose. No credibility was established.	Use of attention getting strategy, but did not seem to adequately capture audience attention and/ or lead to desired outcome. Credibility was implied.	Effective strategy to capture listeners' attention. Adequate introduction of the topic. Credibility was established by the speaker.	Creative attention getting strategy captures listeners' attention to introduce the topic. It is relevant to the topic and clearly gains the desired response from the audience. Credibility was established by speaker.
Thesis Statement: explicit, identifies topic, previews main points	No thesis statement. Main points are not clearly identified, audience unsure of the direction of the message.	Thesis is implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed.	Thesis statement identifies topic and lists/previews main points.	Speaker clearly stated a well formulated thesis statement during the speech introduction. Thesis statement identifies topic and lists/previews main points.
Connection to Audience: needs & interest, demonstrates understanding	Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to audience.	Topic seems somewhat relevant to audience. Vague reference to audience needs and or interests. Identifies target audience.	Clearly stated the relevance of topic to audience needs and interests. Expresses an understanding of their target audience.	Connection of topic to audience needs and interests is stated with sophistication. Identifies and expresses a deep understanding of their target audience.
Subject Knowledge: depth of content, relevant support, clear explanation	Provides irrelevant or no support. Explanation of concepts is inaccurate or incomplete.	Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.	Main points adequately substantiated with timely, relevant and sufficient support. Accurate explanation of key concepts.	Depth of content reflects thorough understanding of topic. Main points well supported with timely, relevant and sufficient support. Provided precise explanation of key concepts.
Organization: main points distinct from support, transitions, coherence	Lack of structure. Ideas are not coherent. No transitions. Difficult to identify introduction, body, and conclusion.	General structure/organization seems adequate. Difference between main points and supporting details is blurred. Logical flow, but no clear signposts for transitions.	Clear organizational pattern. Main points are distinct from supporting details. Smooth transitions differentiate key points.	Effective organization well suited to purpose. Main points are clearly distinct from supporting details. Graceful transitions create coherent progress toward conclusion.

Source: Retrieved from valenciacollege.edu/academic-affairs/.../Communicaterubrics.pdf

Appendix K7

Speech Delivery Rubric (Part 2)

Rubric for the Assessment of Oral Communication: Delivery

Indicators of Effective Delivery	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Eye Contact: establish rapport; expand zone of interaction	Reads speech from notes/manuscript. Avoids eye contact with audience.	Conspicuous use of speaker notes. Only occasional, sporadic glances at audience.	Eye contact establishes rapport with audience. Unobtrusive use of speaker notes. Scanning of audience to establish a zone of interaction.	Consistently uses eye contact to maintain rapport with audience. Inconspicuous use of speaker notes. Effective use of scanning to expand zone of interaction.
Movement: expressive, comfortable, enhances message	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message.	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable.	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable.
Voice: rate, pitch, volume and tone are natural and authentic	Fails to maintain audience interest and support the verbal message due to excessive monotone, inappropriate rate and volume. Pitch may be strained or flat.	Inconsistent use of voice to support message. Monotone passages interfere with audience interest. Rate may be too fast or slow; volume too high or low. Pitch is strained at times, too artificial or too nervous.	Tone fits verbal message, changing for emphasis at appropriate moments. Rate and volume allow audience to follow message. Pitch seems natural to speaker.	Tone is authentic and appropriate to topic. Rate, pitch and volume vary at key points to support the verbal message and keep audience interest. Voice is natural to the speaker and topic, talking with rather than at audience.
Fluency: pronunciation, enunciation, articulation are smooth; lack of fillers	Incoherent presentation due to many factors that undermine fluency including poor pronunciation. Long pauses interrupt flow of speech. Excessive use of vocalized fillers distracts audience.	Pronunciation is mostly correct yet enunciation and articulation are still tentative. Speaker recovers from awkward pauses and proceeds. Vocalized fillers are noticeable but not excessive.	Careful pronunciation supports coherence of presentation. Enunciation and articulation of words are mostly clear. Pauses were momentary and did not interrupt fluency of speech. Vocalized fillers are minimal and do not distract the audience.	Coherence of presentation strongly supported by correct pronunciation, confident enunciation and articulation. Pauses are purposeful and enhance fluency of speech. Virtually no vocalized fillers are noticeable.

This rubric is intended for use in the assessment of student achievement at the institutional level. It can also be used as a guide for development of rubrics to measure writing at the program, course and section levels. Please send your comments and suggestions about this rubric to Kurt Ewen, LET Co-chair kewen@valenciacollege.edu. For more information <http://valenciacollege.edu/learningevidence/>

Source: Retrieved from valenciacollege.edu/academic-affairs/.../Communicaterubrics.pdf

Appendix K8

TOEIC Speaking Test Rubric ©



TOEFL

iBT/Next Generation TOEFL Test Independent Speaking Rubrics (Scoring Standards)

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

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Appendix K9

Speech Writing Speech Rubric

Name: _____

Speech Writing Rubric

Topic: _____

	Level 1	Level 2	Level 3	Level 4
Thesis and salutation	Thesis states purpose with little or no insight; salutation missing.	Thesis states purpose with some insight; simple salutation.	Thesis states purpose with insight; clear salutation.	Thesis states purpose with clear insight; clear and informative salutation.
Introduction	Unclear preview of the speech and does little to grab audience's attention.	Somewhat clear preview of the speech and grabs attention with some efficiency.	Clear preview of the speech and grabs attention.	Clear preview of the speech and grabs attention with high efficiency.
Argument 1	Argument is not apparent or not supported by evidence or examples Explains main idea with little effectiveness	Argument is somewhat supported with a few pieces of evidence or examples Explains main idea with some effectiveness	Supported argument with use of evidence and examples Effectively explains main idea	Well-supported argument with effective use of evidence and examples Main idea explained with high effectiveness
Argument 2	Argument is not apparent or not supported by evidence or examples Explains main idea with little effectiveness	Argument is somewhat supported with a few pieces of evidence or examples Explains main idea with some effectiveness	Supported argument with use of evidence and examples Effectively explains main idea	Well-supported argument with effective use of evidence and examples Main idea explained with high effectiveness
Argument 3	Argument is not apparent or not supported by evidence or examples Explains main idea with little effectiveness	Argument is somewhat supported with a few pieces of evidence or examples Explains main idea with some effectiveness	Supported argument with use of evidence and examples Effectively explains main idea	Well-supported argument with effective use of evidence and examples Main idea explained with high effectiveness
Conclusion	Emphasized main points and summarized speech with little clarity	Emphasized main points and summarized speech with some clarity	Emphasized main points and summarized speech	Emphasized main points and summarized speech with high clarity
Organization	Not well-organized or lacks transition sentences	Somewhat organized with few transition sentences	Organized with some transition sentences	Well-organized with clear transition sentences

Comments:

Overall grade: _____

Source: Retrieved from <http://teachingrocks.ca/wp-content/uploads/2012/05/speech.writing.rubric.pdf>

Appendix K10

Peer Evaluation Form

Name _____ Class Period _____ Date _____

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 1=Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree

Attribute	Yourself	1.	2.	3.
Was dependable in attending group meetings.				
Willingly accepted assigned tasks.				
Contributed positively to group discussions.				
Completed work on time or made alternative arrangements.				
Helped others with their work when needed.				
Did work accurately and completely.				
Contributed a fair share to weekly papers.				
Worked well with other group members.				
Overall was a valuable member of the team.				
Column Totals 				

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Appendix K11

Progress Assessment

Name _____ Class Period _____ Date _____

	Need to Work on This Score 1	Successful Score 2	Outstanding Score 3
Getting Set Score _____	Noisy. Moved too slowly. Didn't know where to go or interfered with other groups.	Moved into group reasonably well, ready to get to work. May have had work. Needed a reminder or two from the teacher.	Moved efficiently and quietly into group, ready to work.
Being Considerate Score _____	Noisy. Failed to take turns. Failed to listen. Hurt feelings of others in group. Argued or interfered with other groups.	Worked reasonably well together. May have needed a reminder or two from the teacher.	Worked quietly together. Took turns. Listened to each other's ideas. Supported and helped each other. Together, asked for help from teacher as appropriate.
Doing Assignment Score _____	Off task. Wasted time. Argued. Unable to work out problems without lots of teacher intervention. Unprepared. Unable to decide who needs to do what. Failed to share workload or failed to meet deadlines.	Stayed on task most of the time. Everyone did his fair share. Finished on time. May have needed a reminder or two from the teacher.	Stayed focused. Everyone worked well together to accomplish assignment goals.
Quality of Work Score _____	Work done in a rush. Failed to follow rubric for assignment.	Work done carefully, following guidelines of rubric.	Extra work put into assignment. Met criteria for an outstanding assignment by guidelines of rubric.
Individual Role Score _____	Failed to work well with group. Failed to pull fair load, or interfered with other groups.	Worked reasonably well with group. Did fair share of work. May have needed a reminder or two from the teacher.	Worked well with group. Did fair share of work and helped others in the group be successful.

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Appendix K12

Cooperative Learning Rubric

Name _____ Class Period _____ Date _____

Category	4	3	2	1
Contribution to Group Goals Score: _____	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group.	Works toward group goals without occasional prompting; accepts and fulfills individual role within the group.	Works toward group goals with occasional prompting.	Works toward group goals only when prompted.
Consideration of Others Score: _____	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Show sensitivity to the feelings of others.	Needs occasional reminders to be sensitive to the feelings of others.
Contribution of Knowledge Score: _____	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contribute information to the group only when prompted.
Working and Sharing with Others Score: _____	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
Total Overall Score _____	Comments:			

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APPENDIX L

Authenticity Result



AUTHENTICITY RESULT

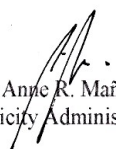
Date of Release: February 18, 2016
Result Code: 2016-76
Submission ID: 633403015
Title of Output: Developing an Oral Communication Program For Korean Efl Students
Author(s): Javen G. Babac Jr.

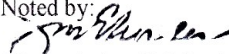
Authenticity Report:

- **Similarity Report: 14%**
- **Interpretation:** A similarity report of 14% means that 14% of the whole paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (13%), publications (4%) and student papers (6%) for the remaining similarity percentage.
- **Highlighted text in the Manuscript:**
 - Red marks and highlights are set of texts directly or exactly copied from online sources
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Recommendations:

- Use of quotations for exactly copied text is suggested.
- For assumed to be cited parts of the manuscript but highlighted, it is recommended that authors rephrase these portions.


Rio Anne R. Maño
(Authenticity Administrator)

Noted by: 
Dr. Marie Paz E. Morales
Director, Publications Office



publications.office@pnu.edu.ph
Taft Avenue, Manila, 1000, Philippines
Tel. No. 3171768, Loc. 530

APPENDIX M

Curriculum Vitae



CURRICULUM VITAE

JAVEN BABAC JR.

Heights, Sanville Subdivision,
Quezon City, Metro Manila, Philippines

javenbabac@yahoo.com – www.javenbabac.webs.com

ACADEMIC EMPLOYMENT RECORD

October 2014 to Present

De La Salle - College of Saint Benilde – Taft Avenue, Manila

Part-time English Instructor

- Teaches Technical Writing, Oral Communication and English for Academic Purposes

November 2014 to Present

Our Lady of Fatima University – Valenzuela City

Part-time French Instructor

- Teaches French Language to HRM and Tourism Students

November 2012 to November 2015

Philippine Normal University (NCTE) – Taft Avenue, Manila

Part-time English and Literature Instructor

- Handled the following courses: English for Specific Purposes (ESP), Oral Communication, Introduction to Linguistics, World Literature, Technical Writing, and Academic Reading

June 2013 to October 2014

De La Salle Araneta University – Malabon City, Metro Manila

Part-time English and Literature Instructor

- Handled the following courses: Translation and Editing, American and English Literature, English for Specific Purposes (ESP), and Teaching Listening and Speaking

November 2011 to October 2014

Lyceum of the Philippines University – Intramuros, Manila

Full-time to Part-time English and College Researcher

- College Academic Researcher, Outreach Program English Area Coordinator
- Handled the following courses: Research Writing, World Literature, Oral Communication, and Academic Thinking Skills

June 2011 to March 2012

Technological Institute of the Philippines - Aurora Cubao, Quezon City

Full-time General Education Instructor

- Taught General Education courses such as English, Philosophy, Psychology, Rizal, Ethics, and Research

June 2009 to March 2011

STI College Muñoz Edsa – Congressional Avenue, corner Edsa, Quezon City

Full-time English, Literature, and French Instructor

- Appointed as the College Editor
 - Handled all English and Literature Courses
 - Developed the First Instructor's Guide and Courseware in Basic French
-

INDUSTRIAL EMPLOYMENT RECORD

August 2013 to November 2015

Girlene's Human Resource Center – Mandaluyong City, Metro Manila

Part-time (On call) Training Specialist

- Administers Business Writing Trainings in Top Companies
- Conducts English Speaking Workshops in Top Companies

December 2014

Activation Machine Incorporated – Pasig City, Metro Manila

Commissioned Business Writing Trainer

- Developed specialized Business Writing Training for Admin and Staff
- Trained employees using Outcome-based Approach

Summer 2013

ePhilippines Adventuress Travel – Makati City, Metro Manila

Commissioned E-mail Writing Trainer

- Developed a specialized E-mail Writing Module for a Travel Agency
- Trained employees using Outcome-based Approach

EDUCATIONAL BACKGROUND

Graduate Level

Philippine Normal University (NCTE) – Taft Avenue, Manila

Master of Arts in Education with specialization in English Language Teaching

March 2016

Tertiary Level

Philippine Normal University (NCTE) – Taft Avenue, Manila

Bachelor of Secondary Education, major in English

March 2009

Secondary Level

Ernesto Rondon High School – Brgy. Project 6, Quezon City, Metro Manila

Student Leader of the Year, Journalist of the Year, First Honorable Mention

March 2005

Elementary Level

Mines Elementary School – Brgy, Varsa, Quezon City, Metro Manila

Model Student of the Year, Honorable Mention, Best in English and Social Studies

March 2001

PROFESSIONAL LICENSES

Certificate of Testing Speaking and Reading (TOEIC)

Propell Hopkins – Manila

February 2013

Certificate of Language Proficiency in Basic French

Multilingual Language Center – San Juan City, Metro Manila

April 2010

Licensure Exam for Teachers

Professional Regulation Commission – National Capital Region
October 2009

PUBLICATIONS

Workbook Title: Hospitality English Preparatory Course
De La Salle College of Saint Benilde and BIT – Toyoma
January 2015

Research Title: 2012 TOEIC Test Results: Basis for Developing an Outcome-Based Speech Communication Program for Second Year College Students
Research and Publication at Lyceum of the Philippines University – Manila
January 2014

Research Title: Comparative Speaking Test: Basis for Developing ESP-Based Course for Freshmen College Students
Research and Publication at Lyceum of the Philippines University – Manila
January 2014

Article Title: A CAStory: History Created in Masla
LPU Tower; Volume IV No. 3 at Lyceum of the Philippines University - Manila
March 2013

Textbook Title: Introduction to French Language
STI College Muñoz – Edsa Publication
June 2010

PERSONAL INFORMATION

Date of Birth: January 15, 1988
Place of Birth: Sto. Niño, South Cotabato
Age: 28
Gender: Male
Height: 5'6
Weight: 160 lbs
Marital Status: Single
Religion: Roman Catholic
Interests: Travels, Computer Programing, Movies, Micro Business, Culinary, Outdoor Sports, Mobile Games, Photography etc.
