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Level of Effectiveness of Speech Communication Syllabus as Perceived by Selected Teachers and Students of Cavite State University, Indang Cavite

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(Seminar Paper, Philippine Normal University)

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**LEVEL OF EFFECTIVENESS OF SPEECH COMMUNICATION SYLLABUS
AS PERCEIVED BY SELECTED TEACHERS AND STUDENTS
OF CAVITE STATE UNIVERSITY, INDANG CAVITE**

**A Seminar Paper
Presented to the
College of Graduate Studies and Teacher Education Research
Philippine Normal University
The National Center for Teacher Education**

**In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching
with Specialization in English Language Arts**

by

JOCELYN A.LEGASPI

April, 2014

APPROVAL SHEET

This special project entitled “ **LEVEL OF EFFECTIVENESS OF SPEECH COMMUNICATION SYLLABUS AS PERCEIVED BY SELECTED TEACHERS AND STUDENTS OF CAVITE STATE UNIVERSITY, INDANG, CAVITE** ” prepared and submitted by JOCELYN A.LEGASPI in partial fulfillment of the requirements for the Degree, Master of Arts in Teaching with Specialization in English Language Arts has been examined and approved.

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JOCELYN A. LEGASPI

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ABSTRACT

Researcher : JOCELYN A.LEGASPI

Title of Seminar Paper : “LEVEL OF EFFECTIVENESS OF
SPEECH COMMUNICATION
SYLLABUS AS PERCEIVED BY
SELECTED TEACHERSAND
STUDENTS OF CAVITE STATE
UNIVERSITY”

Key Concepts : Effectiveness , Syllabus Design ,
Communicative Competence and
Expected Learning outcomes

Degree : Master of Arts in Teaching

Specialization : English Language Arts

Adviser : Prof. Irish C. Sioson

This seminar paper is anchored on the fact that the Philippines is a top producing country of overseas skilled workers and their need to be fluent in English as an international medium of communication; a necessity for global competitiveness .Thus the role of the university is to equipped the students who

aspire to go across the miles to be communicatively competent. So there is a need to overview the goals, curriculum and specifically the oral communication syllabus of the university. What may be any missing link can perhaps be addressed along the way in this study. Therefore the researcher decided to determine the effectiveness of the Speech Communication syllabus via expected learning outcomes as demonstrated by technology students.

In relevance to this, Brown (1995) has emphasized that a well-structured **syllabus** is a major decision in language teaching and there were two important characters to consider; the teacher and the student. According to Khranke (1987) the teachers' factor and their assessment of the expected learning outcomes of a syllabus is necessary. In addition Richards and Rodgers (1986) referred to them (teachers) as sole agents in the attainment of educational goals.

However in this study, the teachers' overall rating through the expected learning outcomes from Bloom's cognitive, psychomotor and affective domains; the recommended syllabus per CHED standard is **moderately effective**.

Based on the technology students' **fair** assessment of their own expected learning outcome, it has been found out that there are implications. Bailey (1977, as cited in Seliger & Long, 1983) described that second and foreign language speakers are disappointed and apprehensive when they used the language in real interaction because they have not been prepared for spontaneous communication and could not cope with simultaneous demand. In relevance, a study of Pinawin (2008) on a CHED recommended syllabus on Communication

Arts, emphasized his interactional view of English language as the means of performing social interaction between individuals, both in familiar situations and in public places. The reason why Ravina(2010)another researcher was able to produced a sourcebook for oral communication for BSIT students was because he found out that IT students rarely used English in their basic interpersonal communication and seldom use it in academic setting, they were intimidated and tended to be very mechanical and felt inadequate in terms of fluency and strategy in using English as their second language. These validated Ravina's (2010) study that Information Technology students should have another syllabus based on their needs of the English language in their future workplace.

Recommendations

In the light of the significance of the findings and the foregoing conclusions, the following are hereby recommended : the implementation of a syllabus for technology and business students suitable for the communicative needs of IT and other Business courses, an immersion or training for the students with consistent interaction activities and communicative by nature in the target job place, and finally further studies on the design of Speech Communication Syllabus be based on global setting for technical courses so the students can be globally competitive.

CHAPTER I

The Problem and Its Background

Introduction

Speech Communication is one of the general education subject requirements in all the curriculum programs in a university. One of the objectives of speech communication course is that students are expected to use English as a second language in different communicative opportunities. Thus, in this course, students are taught speaking the English language practically based on theoretical foundations for human interaction. Human interaction is regarded as the basis of personal relationships, small groups, communities and culture. Furthermore, students are given various speaking activities to obtain the course objectives geared towards their university mission, that is, to produce professional, skilled and morally upright individuals for global competitiveness. With English as the world's most widely used language, students must be equipped with it to be globally competitive. Since this language is used widely for international business and communications, English language proficiency is indispensable for the success of overseas Filipino workers, professionals and the nation. Many studies have shown that the ability to communicate effectively is a prerequisite for success in almost all careers all over the world. Graddol (2006) states that universities play a key role in developing knowledge economies;

international surveys of the attractiveness of a country as an outsourcing destination routinely assess the quality and number of local graduates. For example, a report by the international consultancy McKinsey in December 2005 indicated that although India produces 2.5 million university graduates each year, only a quarter are 'suitable' for employment by multinationals or their Indian outsourcing partners. Within five years, India may find itself short of 150,000 IT engineers and 350,000 BPO workers – such as the kind needed for call-centers. The chief handicaps are weak in spoken-English skills, especially among graduates of non-elite schools, and the uneven quality of college curricula and faculty. Such shortages lead to a high staff turnover, and escalating wage costs, which erode India's competitive advantage.

According to Balili (2010), being proficient in the English language is one of the keys to becoming globally competitive. A Filipino student who is competent in the use of English language has an edge over others in terms of job opportunities. Marcelo (2010) mentioned that it used to be that the Philippines' biggest competitive advantage in the global job market is the proficiency of our skilled workers in the English language. The advantage, however, is fast being eroded by the rising competition from other countries coupled with declining mastery of the English language by our graduates. However, recent issues concerning the current curriculum have come up despite the unceasing researches done by academicians; for example, the level of language proficiency oral and written continues to deteriorate. Pinawin (2008) affirms that there is now

a generation of Filipinos who cannot communicate in English even after several years of schooling. Performance of language learners like poor communication skills and a meager choice of vocabulary terms seem to be underestimated. Likewise, Ravina (2010) points out several errors committed by Filipino college students. He also has very good suggestions on how to improve the students' ability to speak English, one of which is requiring students to speak English in school at all times. It is in this light that the speech communication teachers' ability to develop their students' speaking skills should be stressed in colleges and universities.

The English language teachers play an important role in developing learners' speaking skills. In developing the speaking skills of second language learners, English language teachers should provide learners various speaking activities. It is very essential that second language teachers have to employ various and meaningful speaking activities to make them communicatively competent individuals. Moreover, English second language teachers should create a classroom environment where students have real-life communication, authentic activities and meaningful tasks that promote oral language. Hence, there is a need to look into the speech communication syllabi that are being used by state colleges and universities than the speech curriculum because there is a distinction between curriculum and syllabus. What is usually assumed is that the curriculum but not the syllabus should be given attention (Dubin & Olshtain, 1986, as cited in Brown, 1995), but Nunan (1989) states that a syllabus is more

specific and more concrete than a curriculum, and a curriculum may include a number of syllabi. "A curriculum may specify only the goals (what the learners will be able to do at the end of the instruction), while the syllabus specifies the learning outcomes used to move the learners towards the goal" (Nunan, 1989, p.57). Therefore, the syllabus design plays a significant part as an outline which guides the teachers and the learners as well. Syllabus design has the content, roles of the materials, roles of the learners and roles of the teachers, the expected learning outcomes and the procedures which specify the activities that are actually used in the classroom.

Thus, the important role of the language teacher is to create purposeful and varied activities in the syllabus that will develop students or individuals who can comfortably and competently participate in a range of situations which require students to speak.

Kayi (2006) states that today's world requires the goal of teaching speaking which should improve the student's communicative skills because it is only in that way can students express themselves and learn how to follow the social and cultural rules appropriate to each communicative circumstance. Students are varied as learner type which is another variable in the choice of syllabus. Much has been said and written about types of learners in the last several decades (Birckbichler and Omaggio ,1978, as cited by Brown ,1995). A prevailing belief in language teaching is that there are numerous and distinct types of learners. Kranhke and Knowles (1987)stated that learner types can then

be considered a causal factor in syllabus choice. Students as learners can be seen in practical and observable terms such as type of cognitive activity, lifestyle, aspirations, educational and social backgrounds.

This paper presents a study on the level of effectiveness of the Speech Communication Syllabus as perceived by teachers and students of Cavite State University and its implications to syllabus enhancement. Perhaps, there were attempts in this field that discussed the problems encountered by the speech communication learners and teachers when the existing speech communication syllabus is concerned. Despite the effective implementation of the speech communication syllabus per CHED standards, a common observation seems to be that the weakness of some Filipino graduates is speaking English. College graduates still lack the speech communication competency necessary in the competitive world of employment that can possibly lead them to a better job or at least more respect in the workplace. It would seem, therefore, that further investigations are needed in order to enhance the speech communication syllabus to somehow augment fluency in English, maybe in the language teaching style of the teacher, or in the subject matter that makes the teaching matters. Choices range from more or less purely linguistic syllabi, where the content of instruction is some skill or information and only incidentally the form of the language.

In view of the above-mentioned scenario, a special project focused on the level of effectiveness of the speech communication syllabus as perceived by

teachers and students of CvSU by specifically looking into the students' expected learning outcomes and its implication. This project can have implications that could contribute and suggest some points on other research on oral communication to cope with global competition.

Conceptual Framework

Clearly, a syllabus based on the theory of learning espoused by cognitive code of teaching would have to emphasize language forms and whatever explicit descriptive knowledge about those forms was presently available. A syllabus based on the theory of Stephen Krashen (1979) that is characterized by unconscious acquisition of language ability through exposure to appropriate language input in meaningful settings, is assigning a minor role to conscious learning and formal practice. However, according to Brown (1995) the well-structured **syllabus** is a major decision in language teaching, and it should be made as consciously and with as much information as possible. It has also been stated by Brown that the syllabus design theory has been an active area of investigation within applied linguistics for a number of years (Clark 1987; Dubin & Olshtain, 1986; Nunan 1985, 1998; 1991; White 1988; Wilkins, 1976; Yalden, 1987 as cited by Brown). As a result of the more recent movement toward communicative theories of language and language learning, the syllabi tended to be expressed in more communicative terms. For example, in Europe's *Threshold level* (Van Elk & Alexander 1980, pp.17-117 as cited by Brown, 1995) "the

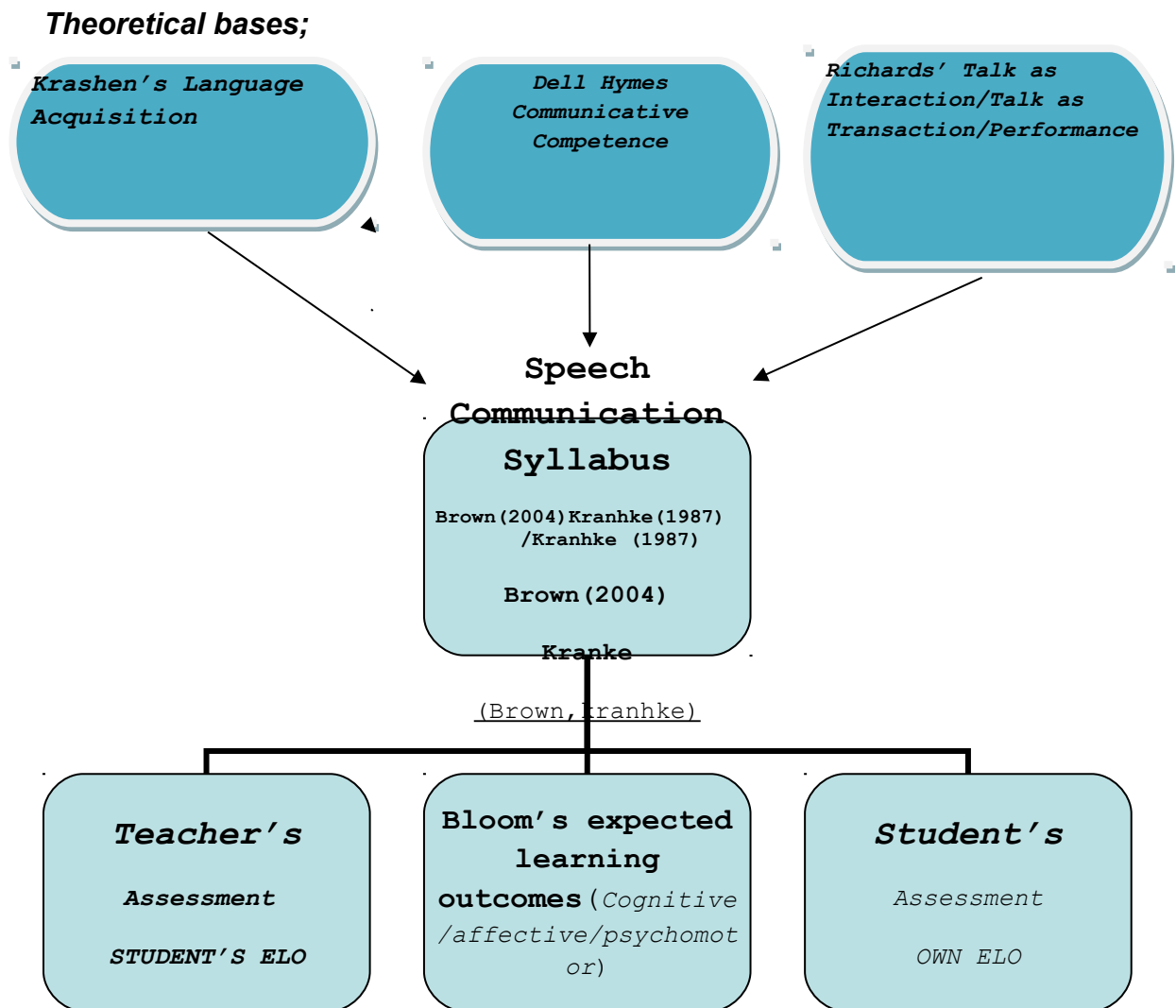
following components of a syllabus are specified: The situations in which the foreign language will be used, including the topics that will be dealt with, the language activities in which the learner will engage, the language functions that the learner will fulfil ,that the learner would be able to do with respect to each topic, the general notions that the learner would be able to handle, the specific (topic related) notions that the learner will be able to handle, the language forms that the learner will be able to use when the course is completed, and the degree of skill with which the learner will be able to perform.”

However, according to Krahne (1987) the **teachers** should be considered in developing the syllabus. “Teachers factors, along with the more general program factors, teachers play a role in determining what the content of language instruction will be. A truism of teaching is that teachers tend to teach what they know. A teacher who is not familiar with the aspects of language will not be likely to teach a grammar lesson, but might for example, focus on the social uses(functions) of language of how it is used in various situation”(p.78).If teachers wish to improve student’s communicative skills ,it his task to be involved in the development of the Speech communication syllabus.

Other factors to be considered according to Krahne (1987) are the experience, expectation and prior knowledge that the **students** bring to the instruction which can also affect syllabus choice. Generally, the goal of the students should match the goals of the program, and students have different goals. If so, the instructor has three choices: possibly lose students, to give in to

the students either completely or by compromising, or to convince the students over time that the program decision is appropriate” (pp.79-80). These syllabus components include both objectives and content, and their expected learning outcomes clearly assume a communicative approach. While it may be true that not all of these potential units of analysis will prove necessary and useful in a particular situation, they should at minimum, be considered. The study is about the level of effectiveness of a speech syllabus structure based on the students’ expected learning outcomes expected by teachers and should be demonstrated by the students in their respective classes where the medium of instruction is English. Furthermore, it also presents the students’ assessment of their own expected learning outcomes.

Figure 1. Conceptual Framework



The flow of the study is ideally how would the Theory of language acquisition develop the communicative competence of Technology students through an

assessment of their expected Learning outcomes be based on the teachers and their students since the curriculum trend now is outcome based.

Statement of the Problem

The study aimed to determine the level of Effectiveness of the existing English 6 (Speech Communication) syllabus at the Cavite State University during the Academic Year 2013.

Specifically, the study aimed to answer the following questions:

1. What is the level of effectiveness of English 6 (Speech Communication) syllabus based on:

1.1 teachers' assessment on the students' expected learning outcomes, and

1.2. students' assessment of their own expected learning outcomes

2. Is there a relationship between the teachers' assessment of their students' expected learning outcomes and the students' assessment of their own expected learning outcomes?

Hypothesis:

Ho: There is no relationship between teachers' and students' assessment on the effectiveness of Speech Communication Syllabus based on the expected learning outcome.

H1: There is a relationship between teachers' and students' assessment on the effectiveness of Speech Communication syllabus based on the expected learning outcome.

Significance of the Study

At this point in time when students are so assertive and inquisitive regarding their academic status to prepare for their future career, this study is significant, for it provides information about the global need for English language competent workers. This paper presents the existing syllabus design being used for speech communication classes across disciplines and will show the implications through the teachers' and students' perception. This will also serve as guide to new teacher graduates in developing instructional materials for the speech courses. However, the author is hoping that the results of the special project will be beneficial to the following sectors:

Cavite State University administrators. The results of the study may serve as an information guide for the administrators of CavSU who decide on curriculum review, syllabus design and implementation of speech programs suitable for technical courses.

English and Speech Instructors. The result of the special project may provide information on students' learning outcomes to determine some innovations in Oral Communication English Syllabus.

Students. The findings will benefit the students as they will become aware of the need for sincere involvement in Speech Programs for technical courses; the students will be equipped with information for the global need for English as medium of transaction.

Professionals. Those who practice speaking English as their second language and the professionals who are involved in English speaking situation.

Future researchers. This study could be of help to other future researchers who want to study more on oral communication.

Scope and Delimitation

This study has only focused on the perception of the teachers and students on the present syllabus, based on the assessment of their students' expected learning outcomes and experiences in the classroom. The author has limited her study on the students' learning outcomes based on the teachers' and students' assessment, and the two-shot survey questionnaire provided for them to come up with the implications of the present syllabus to the speech/oral communication subject.

Definition of Terms

- **Assessment.** The sum of methods and processes used to evaluate the effectiveness, attainments (knowledge, know-how, skills and competences) of a learner/individual's expected learning outcome.

- **Adequacy.** The term refers to the sufficiency or quantity of resources, expected learning outcome, and effects of a learning tool used.
- **Analytic rubrics.** The analytic form is more useful for grading purposes. Analytic rubrics contain a scale (usually 0-4 or 1-4) and a set of criteria. The criteria directly measure the stated learning outcomes. In the course syllabus, the analytic rubric is used to evaluate the required output of the student. In cases where there is more than one output, there may be more than one rubric to assess different outputs.
- **Effectiveness.** In the study the term refers to the quality or potency of the program, syllabus or material assessed.
- **Expected learning outcome.** The term refers to the achievements of the learner as an oral communicator (expressed in the aims of a module or course) which can take many forms and can be broad or narrow in nature.
- **Aims.** These are concerned with teaching and the teacher's intentions whilst learning outcomes are concerned with learning. Moon (2002) suggests that one way to distinguish aims from learning outcomes is that aims indicate the general content, direction and intentions behind the module from the designer/teacher viewpoint.

- **Learning outcomes.** These are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.
- Authentic assessments typically are criterion-referenced measures. That is, a student's aptitude on a task is determined by matching the student's performance against a set of criteria to determine the degree to which the student's performance meets the criteria for the task. To measure student performance against a pre-determined set of criteria, a rubric, or scoring scale is typically created which contains the essential criteria for the task and appropriate levels of performance for each criterion.
- **Student Output.** This refers to the performance demonstrated in the classroom situation as evidence of achieving the learning outcome, specific product generated and demonstrated by the student.
- **Syllabus.** This is a document given to students and prepared by an instructor showing a course's intended learning outcomes, outputs, other requirements, assessment and grading system, plan of coverage and study and references.
- **Transformative Learning (TL).** This is the pedagogical framework adopted by the university for characterizing the teaching-learning

process in the General Education courses and for achieving the learner-centered inquiry.

CHAPTER II

Review of Related Literature

In view of analysing a particular syllabus especially that of speech communication there is also a need to look at the curriculum development. Curriculum has a broad definition. Ralph Tyler (1957, as cited in Brown, 1995) states that the curriculum is all of the learning of students which is planned by and directed by the school to attain its educational goals. According to Hilda Taba (1962, as cited by Nunan, 1989)all curricula, regardless of their particular design is, are composed of certain elements. A curriculum usually contains a statement of aims and specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the expected learning outcomes. Referred from Pennsylvania State Board of Education (1998) it is a series of planned instruction that is coordinated and articulated in a manner designed to result in the achievement of the students' learning outcome of specific knowledge and skills and their application. Curriculum mapping is about representing spatially the different components of

the curriculum so that the whole picture and the relationships and connections between the parts of the map are easily seen. This complete picture is more meaningful to the teacher, the student or the manager than the picture presented by the random collection of pieces which is often what they have Harden (2001, p. 123, as cited in Brown, 1995). In this context, oral language teaching can be successful with a syllabus design based on the different curriculum purposes of the school: first, the experiences that can be provided to attain the purpose, second is the methodology, third, the assessment and fourth the evaluation. According to Bloom (1956), another factor to consider are the objectives of the course. They should be based on the taxonomy of educational objectives as a system of classifying educational objectives that guide teachers in the design and preparation of syllabus and instructional materials. The taxonomy was published in 1956 as part of a series of conferences undertaken by a committee of educators chaired by Dr. Benjamin Bloom. According to him, it is essential to study student learning outcomes for a program of study. The purpose of assessing a subjects' learning outcomes is to articulate with clarity and completeness the learning and performance that all students will reliably demonstrate upon the completion of a program of study. This learning can be reflected in one or more domains:

- Cognitive - enduring or essential knowledge. (What do you want students will know?)

- Behavioral - skills and abilities. (What will students be able to do?)
- Affective – attitudes, values or beliefs. (What do you want your students to care about?)

When the researcher started on the assessment of student learning outcomes, most teachers and instructors seek clarification about the difference between objectives and learning outcomes and the way to evaluate student-centered statements is as follows:

Learning outcomes broadly represent the achievement and integration of instructional objectives from courses in a program. Learning outcomes usually reflect higher-levels of thinking than objectives used to build a specific lecture or lesson. Learning outcomes are the achieved consequences of what was learned.

Teacher-focused versus Student-centered

Teacher-focused outcomes do not require students' learning to be achieved. They only indicate that something has been taught. Teacher-focused experiences may require students to think logically but usually do not require them to think critically. Student-centered outcomes reflect the learning that takes place in relation to the teaching performed. Outcomes are usually the synthesis of several objectives and often involve higher levels of thinking or broader mastery than objectives.

Examples that combine the concepts of centeredness and objective/outcomes are:

* Teacher-focused learning outcome (undesirable):

Learning outcome: Faculty will provide a template covering all required output for students

* Student-centered learning outcome (desirable):

The student will complete all the activities and speaking engagements that include all components necessary for successful oral communication skill development.

Teacher-focused versus Student-centered

Student-centered outcomes reflect the learning that takes place in relation to the teaching performed. Outcomes are usually the synthesis of several objectives and often involve higher levels of thinking or broader mastery than objectives. The objectives are grouped in three domains namely, cognitive, affective and psychomotor. Each domain has a hierarchy of objectives ranging from simple to complex levels. Of the three domains, the cognitive is often used for specifying levels of student work in a course. The cognitive domain begins with knowledge and moves on to comprehension, application, analysis, synthesis and evaluation. A revised version of the taxonomy was published in 2000 by Lorin Anderson and David Krathwohl. The cognitive domain consists of the

following levels: remember, understand, applying, analyze, evaluate and create. Another pedagogical framework adopted by the universities in their General Education courses is Transformative Learning, a teaching-learning process for achieving the learner-centered curriculum. In traditional linear syllabus metaphorically, it was believed that language develops in the same way as a building is constructed. Learners do not acquire each item one at a time, but numerous items imperfectly, all at once. But with the advent of communicative language teaching in the 1970s, a very different approach to syllabus design was proposed by a number of linguists. This approach began with an analysis of the communicative needs of the learner. A set of techniques and procedures known as needs analysis was developed to assist designers (Nunan, 1989, p.57). Syllabus content should reflect the communicative purposes and needs of the learners.

Related theories: Stephen Krashen (1974) has hypothesized that affective variables relate to second language acquisition such as certain personality characteristics like self-confidence and lack of anxiety which predict success of proficiency. He argued that we should abandon grammatically structured syllabuses completely in favor of a “natural approach” to language learning. In the natural approach there are communicative activities that promote subconscious acquisition following the natural order rather than conscious learning based on conscious instruction. In Dell Hymes’ theory of communicative competence and the practice of communicative language teaching, the teaching

of oral communication skills as contextualized socio-cultural activity has become the focal point in many ESL classrooms. The impact of communicative competence theory cannot be overstated. Perhaps, the most obvious way in which the oral skills pedagogy has evolved as a result of this theory is that it is no longer acceptable to focus only on developing the grammatical competence of the students, but teachers are expected to balance a focus on accuracy with focus on fluency as well. According to Hedge (2000), the term fluency has two meanings. The first is “the ability to link units of speech together with facility and without strains or inappropriate slowness or undue hesitation” (pp.275-276) which is what is commonly understood as fluency in language teaching materials, and in language assessment procedures. But Hedge (2000) also proposes a second, more holistic sense of fluency, that of “natural language use” which is likely to take place when speaking activities focus on meaning and negotiation, when speaking strategies are used, and when overt correction is minimized.

Moreover, Krashen (1974) proposed a theory of learning that is characterized by the nature of linguistic input; that is, the nature of the speech addressed to second language learners which is an important factor in influencing how well they learn. Krashen states that a necessary condition for language acquisition to occur is that the acquirer understands input language that contains a structure ‘a bit beyond’ his current level of competence. Clearly, the well structured syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible.

The syllabus components include both objectives and content and clearly assume a communicative approach. While it may be true that not all of the potential units of analysis will prove necessary and useful in a particular situation, they should at minimum, be considered.

However, according to Krahne (1987), the teachers should be considered in developing the syllabus. "Teachers factors, along with the more general program factors teachers play a role in determining what the content of language instruction will be. A truism of teaching is that teachers tend to teach what they know. A teacher who is not familiar with the aspects of language will not be likely to teach a grammar lesson, but might for example, focus on the social uses(functions) of language of how it is used in various situation"(p.78).

Another factor to be considered according to Krahne (1987) is generally, the students' expectations focus on form (structural content) and instruction that focuses on function (functional-situational). "If so, the instructor has three choices: possibly lose students, to give in to the students either completely or by compromising, or to convince the students overtime that the program decision is appropriate" (pp.79-80). Learner centeredness is the theme that emerged in the last few years basing on the assumption that learners learn in different ways. Adults must work harder than children in order to learn a new language, but the learning skills they bring to the task permit them to learn faster and more efficiently. The skills they have already developed in using their native languages will make learning English easier. Although

one will be working with students whose English will probably be quite limited, the language learning abilities of the adult in the ESP are immense.

Another component, according to Richards (1990) are the speaking activities in the syllabus which should be directly parallel to the expected learning outcome, an expanded three part version of Brown and Yule's framework(after Jones ,1996 and Burns, 1998 as cited by Brown ,1995): *talk as interaction: talk as transaction*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

First, talk as interaction refers to what is normally meant by conversation and describes interaction which serves a primarily social function. Opening and closing conversations, choosing topics, making small talk, recounting personal incidents and experiences, turn taking, using adjacency pairs, interrupting and reacting to others are some of the skills involved in using talks as interaction.

Second is talk as transaction refers to the type of talk to situations where the focus is on what is said or done. Some of the skills involved in using talk as transactions are: explaining a need or intention; describing something; asking question; confirming information; justifying an opinion; making suggestions; clarifying, understanding, making comparisons, and agreeing and disagreeing. In other words, accuracy may not be a priority as long as information is successfully communicated or understood.

Third is the talk as performance which refers to public talk, that is, the talk which transmits information before an audience such as morning talks, public

announcements and speeches. Talk as performance tends to be in the form of monologue rather than dialogue, often followed as recognizable format (e.g. welcome speech) and is closer to written language rather than conversational language. It is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Some of the skills involved in using talk as performance are: using an appropriate format; presenting information in an appropriate sequence; maintaining audience engagement and using correct pronunciation and grammar; creating an effect on the audience; using appropriate vocabulary, and using appropriate opening and closing.

Teaching speaking is a very important part of second language learning. Richards (1990) claims the learners' problems in terms of speaking are the following; cannot sustain spoken interaction beyond short segments; frequent communication breakdowns and misunderstandings; lack of vocabulary needed to talk about common utterances; cannot participate actively in conversation; spoken English does not sound natural; poor grammar and poor pronunciation.

The design of an instructional system will be considerably influenced by how learners are regarded. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process. This is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, "the

degree to which learners influence the learning of others, and the view of the learner as processor, performer, initiator, problem solver”(Richards, p.23).

The process of learning a new language is not a conscious one like learning mathematics, physics or any other technical subject. It should happen at the subconscious level. In the sense, it should be internalized by adopting different learning strategies or methods. "Internalizing a language" should be the purpose of any language strategy. Once the learner has internalized a language it means that the person is in a position to use it without groping for words. In a nutshell, it should be learned as one learns his own mother tongue, which is already internalized by the learner. So whatever the strategy or the method the learner adopts, it should enable him to internalize the language. Learning subconsciously does not mean that the learner should not exert an effort to learn a language. Taking language input by reading and listening and also by giving output by speaking and writing the learner has to adopt any of the language strategies by exerting conscious effort in order to take the input of the language.

In order to improve the speaking of English, superficial learning is not enough. Krashen (1979) states that the advanced learning or advanced input should have taken place. Teaching involves the syllabus and the way in which teaching is organized in schools is for instructional purposes. Teaching the language is what teachers do in schools, in an organized way for predetermined learning outcomes. Learning, on the other hand, is something that happens in the mind of the learner. This could happen through experience

inside or outside the school. Learning, in other words, can occur even without systematic instructional planning. Often, this kind of informal learning could be even more effective than learning through planned instruction. One can think of numerous examples in language learning, especially if she/he considers how a child learns the mother tongue. Why does one need to think of developing language teaching in school? Perhaps the answer is that in terms of the second language English, systematic exposure is only given in school to a majority of the learners. What is common between teaching and learning? 1) In teaching, the individual teacher is involved and methodology does not lie outside the individual, and learning involves individual learning processes. "Learning strategies are operational or steps used by a learner to facilitate the acquisition, storage or retrieval of information" (Kausar ,2004, p. 123). Both points put the stress on the individual on the cognitive readiness to learn and the involvement in cognitive activity. It also stresses the fact that learning involves interaction of existing knowledge (be it attitude, content, world views, languages and other components) with incoming new knowledge. This activity naturally differs from person to person.

In Kausar's (2004) study, he mentioned that in an Indian state university the teacher caters to a class of forty (40). The teacher for a particular class has a method that suited their discipline or program. There may be a particular student who responds to a communicative approach effectively. One more important factor is an English language learner may not be inside the school or a college. For example, most of the engineering colleges in Andhra Pradesh are affiliated with JNTU (Jawaharlal Technological University), Hyderabad in which, English is prescribed for the first year B. Technology students. Students tend to take English

very casually in the first year, but when they needed to attend campus interviews in the third and fourth year of their batch, they felt the need to learn English better. Hence, there should be strategies and methods where the learner can use and learn the language with minimum support from the teacher. The role of teacher should be limited. Learners should be in a position to learn the language whenever he wants to learn for his own improvement.

Related Studies. According to Ravina (2010) IT students rarely used English in their basic interpersonal communication and seldom use it in academic setting. These two observations contributed to the lack of confidence and oral communication skill of technical students. The instructor should know these particular problems that should be answered and what steps should be undertaken to solve them. Pinawin (2008) states that the syllabus was of great help in determining the contents of the instructional material, the preparation of the activities that will be performed in each lesson, and the allotment of time devoted for the lessons and activities. Thus, it was anchored on the specific needs of the learners for occupational purposes. The material was communicative in approach so that the English speaking competence of the learners will be truly enhanced. He further stated that the semantic and communicative dimensions of the teachers are considered. His preoccupations, including his or her needs, wishes and learning styles should be the bases of language syllabi. They should be more emphasized than the grammatical characteristics. On the other hand, Ravina (2010) states that speech and oral communication courses should be patterned on what the students need to have

in their future deployment. Trainings, practices, and drills contained in the course should deal with real situations. Such activities would prepare them to face challenges in the actual world or job place.

Synthesizing the different theories and local studies validated the recent study of Ravina (2010) on the effectiveness of the syllabus specifically for technical students. It could further illuminate the problem from which the technological students suffered. Though in a way the literature would contribute to the trend of somehow finding an exact solution on how practical oral communication among courses in technology could be attained by looking into the syllabus and its expected learning outcomes, the teacher, and the learner as well.

CHAPTER III

Methodology

This chapter presents the methodology and procedures that the researcher adopted in this study. It discusses the research design, participants of the study, sampling techniques, instrument, data gathering procedure and the analysis of the implications of the results.

Research Design

Descriptive survey research was used in this study. The descriptive method is a factfinding study that gathers evidence that can be used to modify the syllabus to make it more effective. Effectiveness of the syllabus was based on the satisfaction of expected learning outcomes with adequate results.

Participants

The participants were 80 sophomore students from four different disciplines, namely, 20 sophomores taking Bachelor of Science in Information Technology, 20 sophomore students taking Bachelor of Science in Agricultural Engineering, 20 taking Bachelor of Science in Electronics technology, and 20 taking Bachelor of Science in Computer Engineering who were enrolled in English 6 Speech Communication during the second semester of the school year 2012-2013. Twelve faculty members also participated in the study, two with Bachelor of Sciences degrees, seven with Master of Arts degree, and three with Doctors of Philosophy of Cavite State University (Main Campus). The researcher

involved 12 faculty members and 80 students to accomplish the survey. The research questionnaire was distributed to 20 students per class. In determining the size of the respondents the researcher used the non-random purposive sampling method. A two-shot survey was done by the researcher, one for the students and another for the teachers.

Instruments

The researcher used a five-point rating scale research questionnaire for the students and a five-point rating Likert scale research instrument was also employed for the faculty. This instrument consisted of 30 items with questions patterned from the Micro/Macro Skills of Oral production (Brown, 2004, pp. 142-143) which is used to assess the expected learning outcomes of the sophomore students of Cavite State University.

Procedure

The researcher constructed a survey questionnaire for the faculty to determine the realization of the expected learning outcomes of the Speech Communication syllabus using a five-point scale rubric to measure how extensive the students demonstrate their communication skill. An instrument of a 5-point rating scale for the students to assess their own expected learning outcome was also constructed. In determining the size of the respondents the researcher used the non-random purposive sampling method. A two-shot survey was done by the researcher to two types of participants. The data is presented in a matrix to show the frequencies of the answers of the teachers with respect to the discipline of

their students and the answers of their students to each expected learning outcomes in the instrument. They would put a check on the column which suited their answer. Analysis and description were based on the results presented as the weighted mean.

The teachers were asked the extent at which the students demonstrated the learning outcomes of the Speech Communication in their classes. Thus, the researcher decided to conduct the said study in the second semester at Cavite State University because of the proximity and employment of the said faculty members in the said university. The students, on the other hand, were asked how adequate their expected learning outcomes were. The data are presented in a matrix to show the frequencies of the answers of the teachers and their students to each statement in the instrument about the expected learning outcomes. Analysis and description were based on the results and presented as the weighted mean. However, in the second problem the researcher computed the correlation between the teachers' Expected Learning Outcome (ELO) and students' (ELO) mean.

Statistical treatment

1. Weighted Mean. To compute the mean that gives the observation an equal weight in accordance to their relative importance, the weighted mean was

computed as: $\sum Xw = \frac{\sum f(w)}{N}$

N

Where: f = frequency

w = weight of the response or scale

N =total number of response

2. Spearman Coefficient of Rank Correlation

	<i>T</i>	<i>S</i>
<i>T</i>	1.000	
<i>S</i>	.269	1.000

30 sample size

± .361	critical value .05 (two-tail)
± .463	critical value .01 (two-tail)

CHAPTER IV

Results and Discussion

This chapter deals with the presentation of data gathered and analyzed by the researcher. The following illustration presents the summary of the **expected learning outcomes** of the teachers and the students' research questionnaire.

Table 1. Summary of teachers' response to students expected learning outcomes

ELO	1		2		3		4		5		FINAL RATING	REMARKS
1	0	0	1	2	2	6	7	28	2	10	3.83	ME
2	0	0	1	2	1	3	8	32	2	10	3.92	ME
3	1	1	0	0	3	9	5	20	3	15	3.75	ME
4	1	1	0	0	4	12	5	20	2	10	3.58	ME
5	0	0	1	2	1	3	5	20	5	25	4.33	VE
6	0	0	2	4	3	9	3	12	3	15	3.33	ME
7	1	1	0	0	4	12	4	16	3	15	3.67	ME
8	0	0	1	2	5	15	3	12	2	10	3.25	ME
9	0	0	2	4	5	15	4	16	1	5	3.33	ME
10	0	0	3	6	3	9	5	20	2	10	3.75	ME
11	3	3	2	4	3	9	4	16	0	0	2.17	LE
12	1	1	1	2	7	21	2	8	2	10	3.5	ME
13	0	0	5	10	3	9	3	12	3	15	3.83	ME
14	0	0	5	10	2	6	3	12	4	20	4	VE

15	0	0	4	8	3	9	5	20	2	10	3.92	ME
16	1	1	5	10	6	18	0	0	0	0	2.5	LE
17	0	0	1	2	7	21	3	12	1	5	3.33	ME
18	0	0	4	8	6	18	2	8	1	5	3.25	ME
19	0	0	0	0	7	21	2	8	3	15	4.17	VE
20	0	0	3	6	4	12	3	12	2	10	3.33	ME
21	2	2	1	2	4	12	3	12	2	10	3.17	ME
22	1	1	2	4	3	9	3	12	3	15	3.42	ME
23	1	0	3	6	3	9	2	8	2	10	2.75	LE
24	0	0	5	10	4	12	3	12	1	5	3.25	ME
25	1	1	3	6	5	15	3	12	2	10	3.67	ME
26	0	0	4	8	5	15	2	8	2	10	3.42	ME
27	0	0	3	6	3	9	4	16	3	15	3.83	ME
28	0	0	2	4	6	18	2	8	3	15	3.75	ME
29	1	1	3	6	3	9	3	12	2	10	3.17	ME
30	0	0	2	4	5	15	2	8	3	15	3.5	ME

INTERPRETATION	MEAN SCORE
Barely Extensive (BE)	1.0 - 1.8
Least Extensive (LE)	1.81 – 2.60
Moderately Extensive (ME)	2.61 – 3.40
Very Extensive (VE)	3.41 – 4.21
Most Extensive (ME)	4.22– 5.00

Findings :(according to the order of frequency)

A. **Moderately Extensive.** The data show that majority of the faculty members answered that 25 out of 30 students' learning outcomes have been moderately demonstrated by the students. ELO;1,2,3,4,6,7,8,9,10,12,13,15,17,18,20,21,22,24,25,26,27,28,29 and 30 which include understanding classroom and teaching instructions, understanding essential information from a simple spoken texts, participating actively in a simple conversation, asking and answering questions or signaling non understanding, practicing to make oneself understood starting from situations, cartoons, or written and spoken texts, ability to read aloud texts from the course book comprehensibly, becoming acquainted with correct sound production from IPA symbols, ability to write texts with the aid of instructions, able to spell words correctly after being spelt out, understanding everyday English conversation at adequate speaking speed, ability to understand language recordings from the course book, reading orally simple texts, discerning key phrases and words and gathering the course of action, reading orally simple texts ,gathering the course of action, expressing one's own opinions, intentions and experiences, paying attention to natural rhythm when speaking, ability to speak publicly, ability to write texts with correct spelling and to redraft texts with the aid of recorded speech, narrating personal experiences, and reading or listening for information also from an altered perspective orally, and ability to read aloud unfamiliar texts comprehensibly.

B. Most Extensively 1. The data show that the majority of the 12 faculty members answered that the students have demonstrated most extensively the expected learning outcome number 5 which means that the students have demonstrated the ability to repeat words and short spoken texts correctly with the mean score of **4.33**.

C. Very Extensively 1. The data show that almost 12 faculty members answered that the students have also demonstrated very extensively expected learning outcome number 14 which means that the students can read aloud prepared texts comprehensively, with the mean score of 4.00.

2. The data show that all faculty members answered that the students have also demonstrated very extensively expected learning outcome number 19, which means that the students can understand speakers of English in familiar situations, with a mean score of 4.17.

D. Least Extensive demonstration of expected learning outcomes

1. The data show that more than half of 12 faculty answered that the students have the least extensively demonstrated expected learning outcome number 11, which means that the students cannot participate actively in English conversation, with the mean score of **2.17**.

2. The data show that all of the 12 faculty members answered that the students have least extensively demonstrated expected learning outcome number 16, which means that the students cannot participate in straight English conversation, with a mean score of **2.50**.

3.The data show that half of 12 faculty members answered that the students have least extensively demonstrated expected learning outcome number 23, which means that they cannot pronounce the words correctly as well as speak them with proper intonation, with the mean score of **2.75**.

The results reveal that out of thirty expected learning outcomes **majority** of all of these that have been shown or demonstrated by the students were classified by the teachers as **moderately extensive**. The two out of these expected learning outcomes were classified as **very extensive**, while the remaining two were **least extensive** demonstration of ELO.

Table 2. Summary of the student's assessment of their own expected learning outcomes

ELO	1		2		3		4		5		FINAL RATING	REMARKS
1	0	0	2	4	40	120	23	92	15	75	3.59	A
2	3	3	6	12	32	96	28	112	11	55	3.48	A
3	0	0	7	14	39	117	22	88	8	40	3.24	F
4	0	0	8	16	36	108	22	88	11	55	3.34	F
5	2	2	10	20	31	93	25	100	13	65	3.5	A
6	1	1	8	16	36	108	25	100	7	35	3.25	F
7	2	2	13	26	37	111	25	100	6	30	3.36	F
8	1	1	8	16	36	108	23	92	14	70	3.59	A
9	3	3	8	16	32	96	25	100	9	45	3.25	F
10	2	2	10	20	36	108	24	96	6	30	3.2	F
11	2	2	9	18	38	114	15	60	7	35	2.86	F

12	2	2	11	22	41	123	17	68	7	35	3.13	F
13	4	4	10	20	40	120	17	68	7	35	3.09	F
14	2	2	14	28	36	108	19	76	9	45	3.24	F
15	2	2	10	20	37	111	24	96	4	20	3.11	F
16	2	2	20	40	29	87	17	68	5	25	2.78	F
17	0	0	19	38	39	117	17	68	7	35	3.23	F
18	3	3	16	32	36	108	17	68	7	35	3.08	F
19	11	11	15	30	33	99	11	44	8	40	2.8	F
20	5	5	17	34	35	105	19	76	3	15	2.94	F
21	4	4	12	24	34	102	21	84	6	30	3.05	F
22	6	6	12	24	40	120	16	64	7	35	3.11	F
23	8	8	9	18	39	117	19	76	5	25	3.05	F
24	6	6	10	20	33	99	15	60	6	30	2.69	F
25	6	6	14	28	36	108	20	80	7	35	3.21	F
26	5	5	17	34	37	111	15	60	5	25	2.94	F
27	4	4	19	38	21	63	27	108	9	45	3.23	F
28	15	15	11	22	23	69	22	88	9	45	2.8	F
29	2	2	7	14	25	75	30	120	16	80	3.64	A
30	0	0	7	14	23	69	30	120	20	100	3.79	A

INTERPRETATION	MEAN SCORE
Strongly Inadequate (SI)	1.0 - 1.80
Inadequate (IA)	1.81 – 2.60
Fair (F)	2.61 – 3.40
Adequate (A)	3.41 – 4.21
Strongly Adequate (SA)	4.22– 5.00

A. The findings (according to frequency) based on the results that the expected learning outcome of the students is **adequate** in the following items:

1. Almost half of the 80 students answered that they have adequate learning in item number 1 with the weighted mean of 3.59, which means that they could understand classroom teaching instructions.

2. Half of the 80 students answered that they have **adequate** learning in item no.2 with the weighted mean of 3.48, which means they could understand essential information from a simple spoken text.

3. Half of the 80 students answered that they have **adequate** learning in item no.5 with the weighted mean of 3.50, which means that they can repeat words and short spoken texts correctly.

4. Based on the data half of the 80 students answered that they have **adequate** learning in item no. 8 with a weighted mean of 3.59, which means they were able to spell words correctly after being spelled out.

5. Based on the data more than half of the 80 students answered that their learning is **adequate** in item no.29 with weighted mean of 3.64, which means that they paid attention to fluency and natural rhythm when speaking.

6. Based on the data more than half of the students answered that their learning is **adequate** in item no.30 with a weighted mean of 3.79 which means that they can read, speak and understand simple authentic texts.

B. Based on the data the following expected learning outcome of the students have **fair** ratings. The following items have the weighted mean below 3.00.

1. More than half of the students answered **fair** in their expected learning outcome item no.11, with a weighted mean of 2.86, which means that their participation in English conversation is **fair**.

2. More than half of the 80 students answered **fair** in ELO item no.16 with a weighted mean of 2.78, which means that they were only fair in paraphrasing what has been heard or written.

3. More than half of the 80 students answered **fair** in ELO item no.19 with a weighted mean of 2.80, which means that they are only fair in understanding speakers of English in familiar situations.

4. More than half of the 80 students answered **fair** in ELO Item no. 20 with a weighted mean of 2.94, which means that they have fair ability in public speaking.

5. Almost 80 students answered **fair in** ELO Item no.26 with a weighted mean of 2.94 and Item no. 26 which means that their ability to speak English language fluently is **fair**.

6. More than half of the 80 students answered **fair** in ELO Item no.28 with the weighted mean of 2.80 and Item no. 28, which means that they lack the skill in transmitting information by paraphrasing orally.

The data show that the students' assessment of their own expected learning outcome are almost **fair**, meaning they were dissatisfied with their own performance in their speech because almost all of the students' learning outcomes were **below adequate**.

The expected learning outcome as categorized according to Bloom's three domains of objectives and the skills being developed among the students are shown in the succeeding tables.

Table 3. Summary of the average scores of the teachers and students of their ELO under cognitive domain

EIO	1	2	7	8	14	15	29	MEAN
Teacher	3.83	3.92	3.67	3.25	4.0	3.92	3.17	3.68
Students	3.59	3.48	3.36	3.59	3.24	3.11	3.64	3.43
							0A m	3.55

The results revealed that the cognitive skills shown by the students are moderately extensive with a mean of 3.68, according to their teachers, According to the students they rated themselves with a mean of 3.48 **adequate**. In the above results, this means that the students can understand classroom instructions, can understand essential information by listening, can write after listening to the instruction, spell the words correctly after listening, can read aloud prepared texts comprehensively. According to Seliger (1975) the cognitive states of the learner refer to the neurological stages of maturation, and these cognitive stages may need external stimulation of some kind in order to reach full potential in second language acquisition. Lorin Anderson and David Krathwohl as cited by Murcia (2006) recognize that the cognitive domain consists of the following levels: remembering, understanding, applying, analyzing, evaluating and being creative contribute to the effectiveness of the Speech Communication syllabus.

Table 4. Summary of the average scores of the teachers and students of their ELO under psychomotor domain

Q.	Teachers	Students
3	3.75	3.24
4	3.58	3.34
5	4.33	3.5
6	3.33	3.25
9	3.33	3.25
10	3.75	3.2
11	2.17	2.86
12	3.5	2.86
13	3.83	13
16	2.2	2.85
17	3.33	17
18	3.25	3.08
19	4.17	2.8
20	3.33	2.94
21	3.17	3.05
22	3.42	3.11
23	2.75	3.05
24	3.25	2.69
26	3.42	2.94
MEAN	3.42	3.2
OVERALL		3.31
MEAN		

The data shows that the psychomotor skills that the students had shown according to their teacher are moderately extensive (3.42). Although the students have a lower mean than their teachers' ratings they still rated their own expected learning outcome adequate (3.2) which means that moderately they can participate in simple conversations, repeat words in English correctly, read texts from the English course book comprehensively and listen to language recordings from multimedia, read aloud English conversations at a given speed, observe good pronunciation, intonation and rhythm, paraphrase what they heard, and make changes and adjustment to adequate resources. They can produce sounds based on IPA symbols

(Katona, 1940, as cited in Richards & Rodgers ,1986), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined tracing activities include understanding respective audio lessons taken from various media, redrafting texts with the aid of recorded speech and reading unfamiliar texts aloud.

Table 5. Summary of the average scores of the teachers and students of their ELO under Affective domain

ELO ⇔	25	27	28	30	MEAN
Teacher	3.67	3.83	3.75	3.5	3.6
Students	3.21	3.23	2.8	3.79	3.28
				Overall Mean	3.44

The data have shown that the affective skills of the students according to their teachers are moderate, and this means that they can narrate personal experiences and observe ethics and proper decorum in the conduct of the class. In connection with this, Taba's (1962, as cited in Brown ,1995) step no. five outline states that the selection and organization of learning experiences of the students must be considered by the course designer. Piepho (1981) considers the affective level of interpersonal relationship and conduct can use oral language as a means of expressing values and judgment about oneself and others. The students agreed with these, with a mean of 3.28 which is also moderate.

As an answer to research question number 2, the study has generally not been able to show clear or consistent relationship between student classroom behaviors and achievement and teachers' expectation. The result with the critical value of below .05 for both variables means no correlation; .361 for the students and critical value .463 below critical value .01.

	<i>T</i>	<i>S</i>
<i>T</i>	1.000	
<i>S</i>	.269	1.000

30

sample size

23

± .361

critical value .05
(two-tail)

$\pm .463$ critical value .01
 (two-tail)

The significance level called mean and the interval of confidence complement each other. A .05 level of significance is precisely the same as a 95% confidence interval, and the null hypothesis that there is no relationship between the two variables is accepted because they are below the critical value 0.5 and 0.1. This could mean that the teachers' assessment of the students' expected learning outcome is independent and highly based on the given curriculum and syllabus. The correlation of variables like these with student's mean on the outcomes variables may fail to produce statistically significant results, not because a relationship does not exist but because, through an interaction effect, the positive value of such behaviors for some students is cancelled out by its having the opposite effect on others. This may account for the null findings reported by the researcher on student and teacher variables.

CHAPTER V

Summary, Conclusions, and Recommendation

Summary

The purpose of this study is to determine the level of effectiveness of Speech Communication syllabus of Cavite State University by looking into the perception of 12 speech teachers and 80 sophomore students as they answered the expected learning outcomes.

The study found that the teachers' overall rating in the cognitive, psychomotor and affective domains is moderately effective.

The students' overall rating based on the three domains cognitive, psychomotor and affective were a few points lower than that of teachers' however, the students rate among the three is still moderately adequate.

An overall assessment of the teacher regarding the syllabus' expected learning outcomes is moderate which means it is moderately effective.

An overall rating of the students' own assessment of their own expected learning outcomes is fair, which is a little lower than their teachers' rating.

Overall interpretation of these as an answer for problem statement no.2 is that the teachers' assessment of the students' expected learning outcome is independent and highly based on the given curriculum and syllabus. It is possible for a given teacher to address the class as a whole undifferentiated, the reason why he is positive in his responses. Teachers' explanation may be used indiscriminately for the class and to those who feel that learning is appropriate for them and needed by them. On the other hand, on the part of the students, Schuman (1978, as cited in Seliger, 1983) noted that very often the successful language learning is an **individual outcome** rather than the cause. Hence, it is obvious that the student's character is to defend his answer as an individual who is subjective or the one who expresses his personal point of view, while the teachers as experts and proficient in the English language feel that they influenced different students in almost the same way. Hatch et.al. (1978) mentioned in their studies that teachers have a special register of language. Every teacher is faced with the problems of conveying information with an explicit, lucid language, which will frequently necessitate simplification and restructuring of information. Thus, English speaking teacher as experts should have presented significant and coherent ideas of knowledge but in a way that is

comprehensible to learners who lack competencies. It is on the part of the teacher to ensure communication which perhaps sometimes appears to lead to ambiguous over-simplification or redundant over-elaboration of lessons. Probably, some compromise between these two extremes would be appropriate. The teachers are careful to be explicit and perspicuous while meeting the learners' need through effective instructional methods for improved clarity of instruction.

Conclusion

Based on the theoretical and practical implications of the findings the following generalizations were inferred and conclusions were drawn from the results.

The researcher has found out that the existing Speech Communication syllabus per CHED standards is moderately effective, through students who have demonstrated their ELO moderately extensive to their teachers. Therefore, according to Khranke (1987) teacher factors and their assessment of the expected learning outcome are necessary since the Cavsu speech instructors rated the overall demonstration of the students' learning outcomes as moderately extensive. Richards and Rodgers (1986) referred to English language teachers as sole agents in the attainment of educational goals.

With regard to the students' assessment of their own expected learning outcome, Bailey (1977, as cited in Seliger & Long, 1983) described that second and foreign language speakers are disappointed and apprehensive when they use the language in the real interaction because they have not been prepared for spontaneous communication and could not cope with simultaneous demand as what the technology students of Cvsu were experiencing. They did not excel in English oral communication. Pinawin (2008) emphasized his interactional view of English language as the means of establishing and maintaining interpersonal relationship and for performing social interaction between individuals, both in familiar situations and in public places. When Ravina (2010) found out that IT students rarely used English in their basic interpersonal communication and seldom used it in academic setting, they were intimidated by speaking English and tended to be very mechanical and at the same time felt inadequate in terms of fluency and strategy in using the language. The researcher found this study parallel to the studies of the previous researches like that of Pinawin and Ravina which showed the oral production skills of the students were identified to be poor to average, and it is evident in the results that the study showed the frustration of the students to enter communicative situations with ease because they lack the confidence to speak English language. Thus, the level of effectiveness of the Speech Com Syllabus is fair as to the students' response as an answer to problem statement no. 1.1.

Technology students and students of other courses from different disciplines find it hard to speak English fluently because of the nature of their course. This validated Ravina's (2010) study that Information Technology students should have another syllabus based on their needs of the English language in their future workplace.

Thus, finding a job or making new acquaintances, or being in a situation or interacting in a setting or situation should be included in the syllabus. Tarone (1980) states that interactions are motivated by a need on the part of the speaker to say something to each other that may be considered important, necessary or new. One has no choice but to use the English language. So given the chance, if technology students are used to some realistic tasks in career orientation that they need to use the English language, they will practically use it in the workplace as well (Krashen & Seliger, 1975). The social environment for language use can exist in the classroom or outside that is, any social environment in which language is used as tool for communication is a potential environment for the acquisition of language. Though the classroom differs from the world outside its essential contribution seems to be that it provides the language learner with isolated units of language upon which one can focus and also practice. However, one may assume naturalistic environments are a tool for communication rather than an object of learning.

Recommendation

In the light of the significance of the findings and the foregoing conclusions, the following are hereby recommended:

1. the implementation of a syllabus for special purposes or for technology and business students suitable for the communicative needs of IT and other Business courses,

2. an immersion or training with full, consistent interaction and natural use of the English language with communication by the students with those who are speakers of the second language in the target job place coordinated by the institution,

3. the syllabus design to be integrated to fit the contents with the objectives of IT courses,

4. for the teachers to utilized experiential learning of IT students as jumpstart to the English topics in order to sustain the interest of the latter, and

5. further studies on the design of Speech Syllabus be based on global setting for technical courses for the students to be globally competitive.

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APPENDICES

CvSU Vision

*The premiere University
in historic Cavite
recognized for
excellence in the
development of globally
competitive and morally*



Appendix A. Transmittal

**REPUBLIC OF THE PHILIPPINES
CAVITE STATE UNIVERSITY**

**COLLEGE OF ARTS AND SCIENCES
Department of Languages and Mass
Communication**

CvSU Mission

*Cavite State University
shall provide excellent,
equitable and relevant
educational opportunities in
the arts, sciences and
technology through quality
instruction and relevant
research and development
activities.*

It shall produce

DR.EVELYN O.SINGSON

DEAN,CAS
Cavite State University- Main Campus
Indang , Cavite, Philippines

Madam:

Greetings!

The undersigned will be conducting a study titled **“LEVEL OF EFFECTIVENESS
OF SPEECH COMMUNICATION SYLLABUS AS PERCEIVED BY SELECTED**

TEACHERS AND STUDENTS OF CAVITE STATE UNIVERSITY, INDANG, CAVITE” as partial fulfillment for the subject: Ela 555 Research in MAT Ela.

In line with this, the undersigned requests permission from your good office that she be allowed to conduct a survey among the Speech Instructors and Professors and their students to gather information that will be useful to her study. Rest assured that the information gathered will be treated with confidentiality.

Your approval is highly appreciated and will be of great help in the conduct of the study.

Thank you.

Noted;

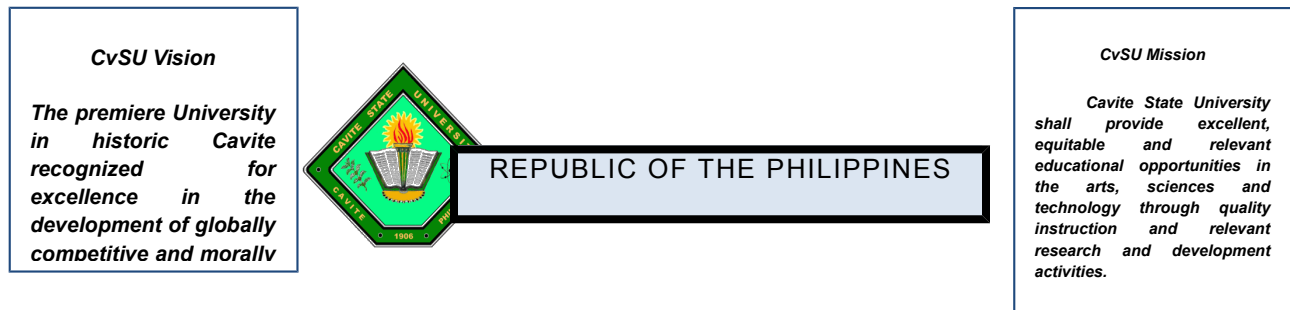
JOCELYN A.LEGASPI

MARILOU S.MATILLA

Researcher

DLMC-Chairperson

Appendix 2.Cover letter for the Survey Questionnaire



GRADUATE SCHOOL

July 22-25 .,2013

Dear Participant,

As a partial fulfillment of the requirements for Master of Arts in Teaching with specialization in English Language Arts, I am conducting a study entitled “ LEVEL OF EFFECTIVENESS OF SPEECH COMMUNICATION SYLLABUS AS PERCEIVED BY SELECTED TEACHERS AND STUDENTS OF CAVITE STATE

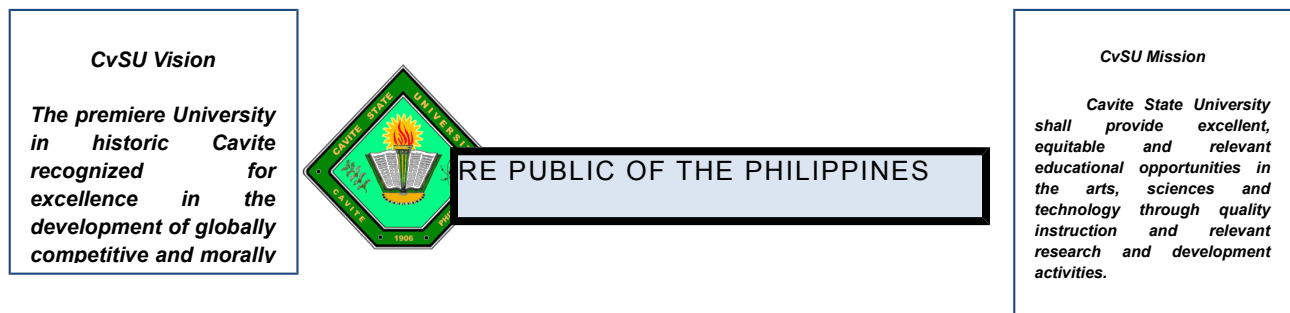
UNIVERSITY, INDANG, CAVITE”. This study aims to determine some suggestions on enhancement based on the teachers and students assessment on Speech Communication Syllabus at Cavite State University.

In this regard, I am asking for your kind cooperation in answering the attached questionnaire. Rest assured that the data will be gathered in this study will be treated with strict confidentiality.

Thank you very much and God bless us all.

Very truly yours,
JOCELYN A.LEGASPI
Researcher

Appendix A.2 Survey questionnaire for the Teachers



LEVEL OF EFFECTIVENESS OF SPEECH COMMUNICATION SYLLABUS AS PERCEIVED BY SELECTED TEACHERS AND STUDENTS OF CAVITE STATE UNIVERSITY, INDANG, CAVITE

PART 1. Please provide the following personal information by filling up the data called for or by putting a check when applicable.

Name:(optional)_____

Age_____

Gender: ☐ Male ☐ Female

☐ Married ☐ Civil Status ☐ Single ☐ Separated

Educational Attainment:

☐ Ed D/Ph. Units

☐ Master's Degree

☐ Master's units

☐ Bachelor's degree

Employment Status:

☐ Permanent

☐ Temporary

☐ Contractual full time

☐ Contractual part time

LEVEL OF EFFECTIVENESS OF SPEECH COMMUNICATION SYLLABUS AS
PERCEIVED BY SELECTED TEACHERS AND STUDENTS
OF CAVITE STATE UNIVERSITY, INDANG, CAVITE

To what extent do each of the learning outcome do your students demonstrate?
Course : _____

5–most extensive 4-very extensive 3-extensive 2-limited

1 –barely extensive

	5	4	3	2	1
1.Understanding classroom and teaching instructions					
2.Understanding essential information from a simple					

spoken text					
3. Participating actively in a simple conversation, to ask and answer questions or to signal non understanding					
4.Practice to make oneself understood starting from situations, cartoons, or written and spoken texts					
5. Ability to repeat words and short spoken texts correctly					
6. Ability to read aloud texts from the course book comprehensibly					
7.Ability to write texts with the aid of instructions					
8.Able to spell words correctly after being spelt out					
9.Understand everyday English conversation at adequate speaking speed					
10.Ability to understand language recordings from the course book					
11. Participate actively in English conversation					
12.Observes good pronunciation, intonation and rhythm					
13. Reading orally simple texts, to discern key phrases and words and to gather the course of action					
14. Able to read aloud prepared texts comprehensibly					
15. Include personal experience and personal information in conversation					
16.Participate actively in straight english					

conversation					
17. Be able to paraphrase what has been heard or written					
18.Become acquainted with correct sound production from IPA symbols					
19. Apply intonation,and pronunciation correctly					
20. Ability to speak in public.					
21. Participate actively in straight English conversation					
22.. Express one's own opinions, intentions and experiences					
23.Apply pronunciation and intonation correctly					
24. pay attention to fluent natural rhythm when speaking					
25..Ability to feel emotions during class activities					
26.Ability to speak the language fluently					
27.Narrate personal experiences, and read or heard information also from an altered perspective					
28. Speech communication Syllabus preference rate					
29. Speech communication class rate					
30. Read, speak and understand simple authentic texts					

Appendix B

Survey questionnaire for the Students

LEVEL OF EFFECTIVENESS OF SPEECH COMMUNICATION SYLLABUS AS PERCEIVED BY SELECTED TEACHERS AND STUDENTS OF CAVITE STATE UNIVERSITY, INDANG, CAVITE

Dear participant(student),
Please check the appropriate number of column that suits to your performance
using English Language as a medium of communication in your speech class.

Expected learning outcomes from students of Speech Com

5 -strongly adequate 4-adequate 3 -fair 2 – inadequate 1-strongly
inadequate

	5	4	3	4	1
1.Understanding classroom and teaching instructions					
2.Understanding essential information from a simple spoken text					

3. Participating actively in a simple conversation, to ask and answer questions or to signal non understanding					
4.Practice to make oneself understood starting from situations, cartoons, or written and spoken texts					
5. Ability to repeat words and short spoken texts correctly					
6. Ability to read aloud texts from the course book comprehensibly					
7.Ability to write texts with the aid of instructions					
8.Able to spell words correctly after being spelt out					
9.Understand everyday English conversation at adequate speaking speed					
10.Ability to understand language recordings from the course book					
11. Participate actively in English conversation					
12.Observes good pronunciation, intonation and rhythm					
13. Reading orally simple texts, to discern key phrases and words and to gather the course of action					
14. Able to read aloud prepared texts comprehensibly					
15. Include personal experience and personal information in conversation					
16.Be able to paraphrase what has been heard or written					
17.To make changes to and continue adjusting with the aid of adequate resources					
18.Become acquainted with correct sound production from IPA symbols					
19. Understand speakers of English (standard) in familiar situations					

20. Understand respective audio taken from various media					
21. Participate actively in straight English conversation					
22. Express one's own opinions, intentions and experiences					
23. Apply pronunciation and intonation correctly					
24. Ability to fill in information gaps by different means of interaction					
25. Ability to read aloud unfamiliar texts comprehensibly					
26. Ability to write texts with correct spelling and to redraft texts with the aid of recorded speech					
27. Narrate personal experiences, and read or heard information also from an altered perspective					
28. Transmit information by paraphrasing orally					
29. Pay attention to fluent, natural rhythm when speaking					
30. Read, speak and understand simple authentic texts .					
Thank you!					

Appendix C
English 6/Speech communication Syllabus

CvSU Vision

*The premiere University
in historic Cavite
recognized for
excellence in the
development of globally
competitive and morally*



REPUBLIC OF THE PHILIPPINES

CvSU Mission

*Cavite State University
shall provide excellent,
equitable and relevant
educational opportunities in
the arts, sciences and
technology through quality
instruction and relevant
research and development
activities.*

COLLEGE OF ARTS AND SCIENCES
Department of Languages and Mass Communication
COURSE SYLLABUS

1st Semester, Academic Year 2012-2013

Professor / Instructor: DLMC Faculty
Office Location: 2/F, CAS Building
Office Telephone Number:

Mobile Number:
e-mail address:
Consultation Hours:

Course Code : ENGL 6
Course Title : **SPEECH COMMUNICATION**
Course Description : Basic principles of speech common
to all forms of oral communication

Credit Units	:	3
Credit Hours	:	5
Lecture	:	2
Laboratory	:	3

Prerequisites : ENGL 1 and ENGL 2

Course Objectives:

At the end of the semester, with 70 percent accuracy, students are expected to:

- explain the components of the communication process by simulating oral communication;
- recognize the levels, types and functions of communication by citing occasions where they can be observed;
- use appropriate and correct language in speech communication by participating in group dynamics;
- apply correct phrasing, blending of sounds, intonation, rhythm and stress to convey desired meanings by dramatizing and presenting real life situations;
- communicate and express ideas and emotions effectively by selecting and presenting individual or group speeches;
- criticize everyday speaking experiences and cope with communication problems at all levels by participating or leading in a small group decision-making process; and

- use English as a second language in different communication opportunities.

Core Values

Students are expected to live by and stand for the following University tenets:

TRUTH is demonstrated by the students' objectivity and honesty during examinations, class activities and in the development of projects.

EXCELLENCE is exhibited by the students' self-confidence, punctuality, diligence and commitment in the assigned tasks, class performance and other course requirements.

SERVICE is manifested by the students' respect, rapport, fairness and cooperation in dealing with their peers and members of the community.

In addition, they should exhibit love and respect for nature and support for the cause of humanity.

Course Content

Number of
Hours

Overview of the Course

I. The Speech Communication Process: An Overview 9

- A. Defining Communication and Speech Communication
- B. Types and Levels of Communication
- C. Components of Communication
- D. Principles of Communication
- E. Models of Communication

II. Understanding the Listening Process 9

- A. Defining Listening
- B. The Nature, Process and Importance of Listening
- C. Models of Listening
- D. Types of Listening
- E. Barriers against Effective Listening
- F. Ways to Improve Listening Skills

First Long Exam	(Lecture) 1 (Laboratory) 3	
III. Symbol Systems		16
A. Verbal Symbols		
B. Nonverbal Symbols		
Midterm Exam	(Lecture) 12 (Laboratory) 3	
IV. Intrapersonal Communication		6
A. Nature of Intrapersonal Communication		
B. Perception of Self: Self-Concept and Self-Esteem		
C. The Self-Fulfilling Prophecy and the Self		
D. Ethics in Communication		
Second Long Exam	1 (Lecture) 3 (Laboratory)	
V. Interpersonal Communication		5
A. Nature of Interpersonal Communication		
B. Barriers against Effective Interpersonal Communication		
Dyadic Interpersonal Communication		8
A. Conversation		
B. The Dialogue		
C. The Interview		
VII. Group Communication		5
A. Nature of Group Communication		
B. Types of Discussion Groups		
VIII. Public Communication		8

		A. Nature of Public Communication	
		B. Types of Speeches	
		C. Speech Writing and Delivery	
IX. Mediated Communication			5
		A.Telephone and Cellular Phone	
		B.Conference Call and Videoconferencing	
		Voice Mail	
Final Exam	2	(Lecture)	1
		Laboratory)	2
Total Number of Hours			90

References for:

(English 6,CHED Recommended Speech communication Syllabus)

Diaz, R.H. 2009. *Speech and oral communication for college students*.National Bookstore.

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Miller, M.G. 2007. *Effective communication for colleges*. South-Western: Thompson Learning Inc.

Miranda-Plata, S.M. et. al. 2005. *Keys to making a difference*.Trailblazer Publications.

Padilla, Mely M. et. al. 2010. *Speak right*. Mutya Publishing House, Inc.

Tendero, E. V. et. al. 2009. *Fundamentals of effective speech and oral communication*.Mutya F Publishing House, Inc.

Supplementary Readings:

online resources	newspapers
magazines	research articles

Teaching Methods/Suggested Learning Activities

Topics I-IX

- Lecture/Discussion
- Demonstration Techniques
- Reporting / Facilitation
- Portfolio Development

Topics III-IX

- Simulation Techniques
- Group Activity
- Brainstorming
- Panel Discussion

Instructional Equipment & Materials

Chalkboard / whiteboard/ Audio-visual materials/LCD projector
/laptop

Course Requirements

Individual/Group presentations	Portfolio	Exposure Trip
Major Exams (Written/Oral)	Attendance	
Class Participation	Performance Activities	

Evaluation of Student Performance/Grading System

Lecture 60%

Quizzes / Examinations	60%
Portfolio	30%
Attendance/Participation	<u>10%</u>
	100%
Laboratory 40%	
Quizzes / Examinations	40%
Practical	(30%)

Written	10%)
Portfolio	40%
Attendance / Participation	<u>20%</u>
	100%

Curriculum Vitae

JOCELYN A.LEGASPI

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bananaqueen48@yahoo.com

09353019974



PRESENT EMPLOYMENT: Instructor at the Department of Languages and Mass Communication, College of Arts and Sciences, Cavite State University (Main)

EDUCATIONAL BACKGROUND:

MAT- ENGLISH LANGUAGE ARTS –Academic requirements completed –Philippine Normal University (2013)

B.MASSCOMMUNICATION-Graduated with the Degree of Bachelor in Mass Communication,

Pamantasan ng Lungsod ng Maynila (1982)

Certificate of Eligibility CAREER SERVICE
PROFESSIONAL, July 26, 1987

EMPLOYMENT EXPERIENCES:

Teaching English subjects like ENGLISH 1 2,
ENGLISH 5, AND ENGLISH 6 as instructor at Cavite
State University. 2005-2014 up

Teaching English subject -INDANG NATIONAL HIGH
Indang ,Cavite

Communication relations staff -WORLD VISION
International . SHORELINE DEVELOPMENT
CENTER.
2002-2004-, Malainan Bago, Naic Cavite

Teaching English subject -DAINE WESTERN CAVITE
INSTITUTE, Daine 1, Indang, Cavite 1988-1994, 1998-
2000

Teaching English subject -MAKATI HOPE
CHRISTIAN SCHOOL Pasong Tamo Ext. Makati
City. 1995-97

Freelance Writer and Researcher ,Business Link
Inc. Singalong Manila 1994

SEMINARS AND TRAINING ATTENDED:

**6TH College of Arts and Sciences In-House
Review (Research Forum)** March 5, 2014 ,CAS
AVR, Cavite State University, Indang Cavite

ROLE CALL, Journalism Seminar, February 27,

2014,University Gymnasium, Cavite State
University,Indang Cavite

CAS Seminar Series 2013,CAS AVR, December 19,
2013 Cavite State University

Seminar –‘**Workshop Book Writing in Filipino and English**’ -Participant , December 13,2013 Cavite
State University Sponsored by Mutya Publishing
house

‘**The Teachers Treasure Chest Course**’ –Participant,
November 19,2013,Rolle Hall , College of Arts and
Sciences, Cavite State University Sponsored by
GABAY GURO-PLDT

Wika Natin and Daang Matuwid-Participant in
Seminar August 15,2013 CvSU Gymnasium,Cavite
State University

‘**English Proficiency Training**’- Participant ,Rolle Hall
College of Arts and Sciences , October 22-23 2012 ,
Sponsored by GABAY GURO-PLDT

‘**Developments in the Verbal System of Philippine
English and other World Englishes**’ ,February
5,2011 ,Participant De La Salle University ,Manila

‘**Teatrical Play in Human 4** one of the panel of
Judges’ (Literature, Arts, Man and Society CvSu,
October 5,2011

‘**JUXTAPOSED**’ Constructing Media Role amidst
Political Arena, Participant February 3,2010,College of
Arts and Sciences,CvSu

Seminar on **Dragon fruit Processing**, Participant,
November 24,2010 Farmers Information and Training
Center, Research Center CvSu

Seminar on **Barangay Integrated Approach and Nutrition Improvement**(BIDANI) Participant,
November 25,2010, Spearhead and proponent ;
University of the Philippines in cooperation with CvSu
(main)

‘Capabilty Enhancement Seminar for Language Teachers’, Participant , May 26 ,2009 Mutya
publishing house

‘English Literacy Program’ Extension Project,
Coordinator and Facilitator, May 7,2009 DWCI

‘Third Extension in House Review’-Participant,
Southern STARRDEC Conference room OCTOBER
20,2008

Seminar on Directorship and Tools for Improved Performance-Jannuary 16,2009 CMDS BLDG.

LEKTYUR;ANG TEKSTO AT GRAMATIKA (MGA USAPIN SA WIKA,PANITIKAN AT EDUKASYON)
PARTICIPANT JUNE 3 2009

Workshop in Developing the Cvsu Research and Extension Programs. Research and Extension
Center Training Services. Conference room, Cavite
State University Participant, October 23 2008

PERSONAL PROFILE:

Birthdate: November 9, 1960

Civil Status: Married

Gender: Female

Nationality: Filipino

REFERENCES:

- 1 .NOLINA L.RODIL.-**Daine Westen Cavite Institute**,
Indang Cavite (Principal)Barangay Daine 1
2. ROMULO PATINIO-Barangay Chairman **Barangay
Daine1**, Indang Cavite
- 3.DIVINIA C.CHAVEZ PhD.- President ; Cavite State
University, Indang Cavite
- 4.MARILOU S.MATILLA –Chairperson ,Department of
Languages and Mass Communication
- 5.DR.LYNN G.PENALES PhD –Dean, College Arts
and Sciences , Cavite State University

