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Development and Validation of Speech Communication-Based Materials for BSED English Students of Polytechnic University of the Philippines Santa Rosa Campus, Laguna

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**Development and Validation of Speech Communication-Based Materials for
BSED English Students of Polytechnic University of the Philippines Santa
Rosa Campus, Laguna**

A SEMINAR PAPER

Presented to

the

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Taft Avenue, Manila

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching
with specialization in English Language Arts

by:

Ms. Jesellie P. Pastolero

October 2013

Approval Sheet

In partial fulfillment of the requirement for the degree of Master of Arts in Teaching with specialization in English Language Arts, this seminar paper entitled, **“Development and Validation of Speech Communication-Based Materials for BSED English Students of Polytechnic University of The Philippines Santa Rosa Campus, S.Y. 2013-2014”** prepared and submitted by **Ms. Jesellie Prudente Pastolero** is hereby recommended for approval and acceptance.

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JPP

ABSTRACT

Researcher : Ms. Jesellie Prudente Pastolero

Title : Development and Validation of Speech Communication-
Based Materials for BSED English Students of Polytechnic
University of the Philippines, Santa Rosa Campus, Laguna

Key Concepts: Speaking Skills

Instructional Materials

Degree : Master of Arts in Teaching

Specialization: English Language Arts

Adviser : Prof. Ali G. Anudin

The study primarily aimed at preparing and validating communicatively oriented and socially relevant instructional materials for the Sophomore BSE-English students of Polytechnic University of the Philippines, Santa Rosa Campus. These materials for speaking are to be used during the generalization or interaction part of a teacher's lesson, to complement the exercises on the prescribed textbook and or to integrate lessons with related conversational skills.

Specifically, the study sought to identify the learners' English language competencies through needs analysis; develop speaking instructional materials with socially relevant contexts; validate the materials' design in terms of Format (Structure), Content and Target tasks.

The study made use of the descriptive method. Moreover, the major data gathering instrument used in this study was researcher-designed checklist. The

researcher made use of John Munby's (1998) CNP or Communication Need Processor in his *Communicative Syllabus Design*. Munby's Communication Need's Processor gave the researcher the idea of needs analysis to determine the target users of materials to be designed. Given that this project aimed to produce instructional materials, the researcher undertook some activities in order. The steps may have been repeated as the development of the materials progressed.

As per the researcher's observation conducted with the BSE-English Sophomore teacher and observation of the English class, it was noted that the students mostly acted as mere listeners and participated cautiously only when asked by their teacher. These students desire to speak fluently and accurate English in spite of their limited vocabulary. Likewise, Vocabulary is the main language problem of the students and the main cause of their difficulty in the language is due to the lack of opportunity in using the language.

The researcher also found that students mostly engage in Listening and Reciting through story telling activities. On the other hand, their teacher typically uses the Discussion method in teaching the subject. Since the teacher lacked materials in helping students to improve their communicative skills, the teacher needed more strategies to teach speaking to English major students. In addition, the textbook used by the teacher failed to provide adequate amount of oral communication activities that would engage students to communicate actively in class.

Based on the findings, the researcher concluded that the Communicative approach in teaching language, when viewed and used in the proper perspective, makes learning more meaningful to the second language learners like Filipino students. Because English Communication Text books in High School also cater to teach speaking, it is imperative that future teachers, like the BSED English students, be taught to experiment with activities and be exposed to instructional materials to teach speaking. Moreover, students generally appreciate informal activities to practice their speaking skills. The challenge is for the teacher to be a systematic and an encouraging facilitator of these activities so that students are not only able to produce language fluently but also accurately.

The researcher recommended that a variety of oral activities should be given to students as well as employing a variety of teaching strategies. Similarly, class observation of students should be done. Moreover, everyday assessment should be conducted by the English teacher through observation and other methods of testing. Likewise, about 30 minutes to an hour of the English period should be set aside for an exchange of conversation of students dealing with the current events, socio-economic, and environmental issues. In like manner, the English teachers/ instructors should work together to design or develop a compilation of instructional materials suitable to the needs of BSED English students. Lastly, teachers should also involve the students in designing the instructional materials through listing the language functions and problems that they commonly see and those that they need to speak in the second language.

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Chapter I

The Problem and Its Setting

Introduction

In today's setting, it is undeniable that the continuous domination of English as a leading language in various countries is very evident. As early as the beginning of the 19th century, English had become the language of trade, contact and missionary work. Similarly, English is spoken around the globe and has a wider dispersion than any other language. In the Philippines, it is used as a means of communication nationally and internationally. Within these geographical regions, English acts as medium of instruction from the primary school up to tertiary level. Due to its demand, many students in the Philippines are into taking English related courses, one of which is BS Education major in English since it is believed that there are good opportunities for English teachers to earn and have a stable work here and abroad. For this reason, Filipino college students need to be at par with the English native speakers especially when it comes to oral communication in order to maintain the reputation of being one of the best speakers in the world.

According to Lambert, if a student wishes "to be successful in his attempt to learn another social group's language, he must both be able and willing to adopt various aspects of behavior, which characterize members of other linguistic group", (Lambert in Spolsky, 1989).

Obviously, a great number of Filipino college students nowadays attempt to learn the second language. Most of them are pregnant with ideas but are unable to put them all across their audience because they lack proper training, skills and effective use of a medium in communication. Aquino (2006) stated in her book that, “delivering a speech is like a baby, easy to conceive but hard to deliver.” This statement is significant in the process of communicating, particularly in public speaking, a course taught in college.

College students can be called to deliver speeches any time of the day as a part of their everyday communication activity. This is very evident especially to education college students taking up English as their major. To ordinary students, Speech or Oral communication may just be a course of degree, or simply a requirement to fulfill in order to get a degree. But for an English student, to master the art of speaking gives an individual a chance to develop one's skills in critical thinking, to spread influence, thoughts or ideas as a form of empowerment and to develop better interpersonal skills which are very important in honing their ability as they aim to develop themselves into fluent English communicators and educators.

Unfortunately, some students can hardly express themselves orally despite one year of adjustment in college. In addition, the attempt to revitalize English instruction in PUP Santa Rosa Campus, through informal and oral interviews conducted by the instructors in their classes, showed that the English competency of the students is still unsatisfactory.

Undeniably, oral communication is very important to both student of the second language and the language teacher. Since conversation takes both the student and teacher's time at home and in school, there will be many instances when a student will be asked to speak to groups of people. However, while students are in the actual process of communicating, teachers continuously discover problems that may hinder them to succeed in their objective of conveying the right message. One of these problems is the functional use of the language, thought production, grammar usage, and sound and word utterization to name a few. In spite of the presence of a good textbook in a speech communication class, college instructors find that BSE English students are often in need of supplementary materials to enhance more their communication skills.

On the other hand, Reganit (2004) stated that though the teacher is not the most important figure in the learning scene, he/she nevertheless greatly influences success or failure of the student's learning depending on how he/she processes and presents the lesson. On the contrary, not only is a teacher considered as a very significant factor in the school environment but also the materials he uses to deliver his/her point. These materials used by the teacher tend to have a significant implication which cannot be dismissed if academic excellence is to be achieved.

In order to achieve these educational goals, the use of *appropriate instructional materials* should be applied in a certain field of specialization in order

to supplement lessons which are prescribed in a school textbook. This is very true in the field of teaching the English language, especially in a speech class.

Materials for an English language course, therefore, to be truly effective and relevant must be responsive to both the language and intellectual needs of the learners of society. Furthermore Oremeji (2002) affirms that instructional information materials are of high value in imparting information, clarifying difficult and abstract concepts, stimulating thoughts, sharpening observation, creating interest and satisfying individual difference, which are also necessary in learning and utilizing a second language.

In the academe, it is known that instructional materials are tools which assist teachers to make lesson explicit to the learners. They are used to provide the richest possible learning environment which helps the teacher and learners to achieve specific objectives. Furthermore, they also assist the teachers to communicate more effectively and the learners learn more meaningfully.

In addition, instructional materials, as teaching-learning materials, constitute an integral component of classroom instructional process which is utilized in delivering educational information to the learner. In like manner, they make lesson real, concrete and effective. In effect, learners are motivated to learn at their own pace, rate and convenience.

The mastery of speaking skills in English is a priority for many second language or foreign language learners just like *Filipino English teachers* to be.

Consequently, students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency. This can be fully achieved if students are equipped with the appropriate instructional materials that are geared to the lesson and are designed in accordance to the needed skill at that very moment.

It is in this light that the researcher has been motivated to develop instructional materials that will help aid in teaching Speech Communication in a speech class for BSE major in English students of PUP Santa Rosa Campus.

Theoretical Bases

This section discusses the theories and concepts which emphasize to present oral communication activities.

The study adapted David Nunan's proposition of learner-centered learning. This learning technique is one of five techniques that encompass the communicative approach to language teaching.

The CLT umbrella of approaches covers various communicative teaching techniques based on integrated philosophies of teaching. The kind of teaching techniques associated with the communicative approach are too many to mention, but the following are the five main learning techniques mostly used:

a. *Learner-centered Learning*: Here the students have a say in what they want to

learn. It allows them to learn by themselves, and actively create learning situations in order to practice their English skills.

b. *Interactive Learning*: The concept is basically the use of group and pair work in fostering communication and language learning. This concept goes right to the heart of communication itself, stressing the dual roles of 'receiver' and 'sender' in any communicative situation.

c. *Cooperative Learning*: This concept stresses the 'team' like nature of the classroom and emphasizes *cooperation* as opposed to *competition*. Students learn as a group by sharing information with one another to help develop their language skills.

d. *Content-based Learning*: Here, language learning and content/subject matter are joined. An important factor in this kind of learning is that the content itself determines what language items need to be mastered.

e. *Task-based Learning*: This is a learner-centered approach, in which (in its strong form) students discover the target language through self-directed, task-based and project-based group investigations. According to this perspective, language learning is "a process that requires opportunities for learners to participate in communication, where making meaning is primary. Moreover, Ellis (2003), cited in an article that a 'Task' is a tool for engaging learning in meaning-making and thereby for creating the conditions for language acquisition".

These five modes of learning make up the *Communicative Approach* to teaching any form of subject matter. In teaching language, any teaching technique helps make the learners be competent in their use of the language rather than just knowing the language, as they call for the students' active role in the classroom and provides them a venue to practice the language in different situations within a facilitated environment.

Nunan,(1998) views on learner-centered learning is one that calls for less of an emphasis on learner's acquiring the totality of the language, but more on "assisting them gain the communicative and linguistic skills they need to carry out real-world tasks" .

He notes that this teaching method goes beyond the more traditional type of teaching where educators literally spoon feed the students with information predetermined by another set of teachers, as "the curriculum is a collaborative effort between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught.

Futher, he stresses that the learner-centered technique accepts that no one person can ever master every aspect or every skill of the language they are learning since it would be impossible to do so. However, they may be able to maximize its competent implementation in any given context that calls for its use in communicating with others-which is the main goal of the communicative approach and learner-centered learning.

From then on, the use of authentic language and classroom exchanges where real communication took place has become so popular. The approach was used at all levels and types of foreign language classrooms, as it became preferred over the older, more traditional teaching methods.

Below is a summary of the differences between traditional teaching approaches and communicative teaching approaches as presented by Nunan (1998).

Table 1 *Differences between traditional and communicative teaching approaches*

Traditional Approaches	Communicative Approaches
Focus in learning: Focus is on the language as a structures system of grammatical patterns	Focus is on communication.
How language items are selected: This is done on linguistic criteria alone.	This is done on the basis of what language items the learner needs to know in order to get things done.
<i>How language items are sequenced:</i> This is determined on linguistic grounds.	This is determined on other grounds, wit the emphasis on content, meaning, and interest.
<i>Degree of coverage:</i> The aim is to cover the ‘whole picture’ of language structure by systematic liner progression.	The aim is to cover, in any particular phase, only what the learner needs and seen as important.
<i>View of Language:</i> A language is seen as a unified entity with fix grammatical patterns and a core of basic words.	The variety of language is accepted, and seen as determined by the character of particular communicative contexts.

<i>Type of Language used:</i> Tends to be formal and bookish.	Genuine everyday language is emphasized.
<i>What is regarded as a criterion of success:</i> Aim is to have students produce formally correct sentences.	Aims to have students communicate effectively in a manner appropriate to the context they are working in.
<i>Which language skills are emphasized</i> Reading and writing.	Spoken interactions are regarded as at least important as reading and writing.
<i>Teacher/ Student roles:</i> Tends to be teacher-centered	Is student-centered
<i>Attitude to errors:</i> Incorrect utterances are seen as deviations from the norms of standard of grammar.	Partially correct and incomplete utterances are seen as such rather than just 'wrong'.
<i>Similarity/dissimilarity to natural language learning:</i> Reverses the natural language learning process by concentrating on the form of the utterances rather than on the content.	Resembles the natural language learning process in that the content of the utterances is emphasized rather than the form.

Therefore, as gleamed from the table above, traditional approaches are different from communicative approaches in their methods of how teachers expound language to the learners, and how the learners take in and apply the language in the classroom. The goals are also different as traditional approaches aim for the learners' capability in formulating grammatically accurate sentences,

while communicative approaches aim for the learners' capability in using the language they learn at school within the real-life context of the outside world.

Cunnington (2003) enumerates a few objectives as he suggests that all learner-centered classrooms must have in order for the learners to have a successful learning experience. According to him, "the learner is the beginning and end of the learning process; the learner's needs are the focus of the course/program/organization," and "the learner is in control of the learning experience." Hence, at the end of the period of learning, learner-centered teachers should give the students a chance to voice their opinions about their learning experience in the learner-centered classroom.

Cross (2002), as cited in Grimes (2011) establishes the same notion as Cunnington in that, "the learner-centered curriculum establishes the learner as the most significant and essential person in the teaching-learning process" as "learner-centered means: making student goals the focus of instructional design." These objectives are definitely centralized on the needs of the learners and look for the best way to maximize their classroom experience by making the classroom as catered to them as possible. Moreover, Cross (2002) provides an analogy of a basketball player for emphasizing her beliefs in the strengths of a learner-centered approach. She believes that one cannot transfer his or her talents in lecturing; therefore one cannot lecture another in how to score baskets. The learner must be allowed to experience scenarios with different variables being thrown his or her way. Only then will learners be able to make their knowledge their own and relevant to themselves.

Marzano (1992) claims that in learner-centered classrooms, “assessment should focus on students’ use of knowledge and complex reasoning rather than their recall of low-level information”. This therefore encourages the students to use more of their critical thinking and understanding abilities rather than just memorizing and repeating what they learned without truly knowing the essence of what is it that they are learning.

The practice of learner-centered learning goes hand-in-hand with the *communicative approach*, and therefore *cannot be separated* from one another, due to the fact that practicing that communicative approach to teaching means that one is also practicing the learner-centered technique as well.

Nunan (1999) lists five basic characteristics of Communicative Language Teaching, which can also attribute to the learner-centered view:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

Some of the basic principles that may be inferred from the communicative language teaching include (a) activities that involve real communication promote

learning; (b) activities in which language is used for carrying out meaningful tasks promote learning; and (c) language that is meaningful to the learner promotes learning

Conceptual Framework

In the design and development of the instructional materials, the researcher is guided by, first, the concept of Communicative Language Teaching Approach. The researcher believes that language teaching, if it is meant to be effective, should gain focus from a specific approach that the instructor rationally adheres to. No matter what language teaching approach a teacher supports, there comes an assurance that his or her methodology is not blindly selected but rather a learned decision based on expert information. In the teaching of speaking to Filipino students, the researcher believes that CLT allows the most provisions to encourage learner's practice of the speaking skills. Below are the main principles behind CLT that the researcher used as a guideline in designing the instructional materials (Dr. Bill Flick, Director of ESL at Auburn, <http://www.auburn.edu/~nunnath/engl6240/principi.html>):

- Language is a medium of communication. All communication has a social purpose – the learner has something to say or find out. The goal is Communication in social context, and Functional competence.
- Communication embraces a whole spectrum of functions and notions

- Classroom activities maximize opportunities for learners to use the target language in a communicative way for meaningful activities. Emphasis is placed on meaning rather than form.
- Communicative approach is much more pupil oriented; activities should be dictated by pupil's needs and interests.
- Accent is on functional/ usable language.
- Classroom should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication.
- Primacy of oral work. Emphasis is on oral and listening skills in the classroom. Contact time with language is all important and paves way for a more fluid command of the language and facilities and ease in expression
- Errors are a natural part of learning language. Learners trying their best to use the language creatively and spontaneously are bound to make errors. Constant correction is unnecessary and counter-productive. Corrections should be discreet but noted by the teacher. The teacher let the students talk and express themselves and the form of language becomes secondary.
- Grammar can still be taught, but less systematically, in traditional ways alone must be more innovative approaches.

- Use of idiomatic/everyday language (even slang words) – this is a language used in communication between people – not a ‘medium’/grammatical/exam- oriented /formal language.
- Communicative approach seeks to use authentic resources. These are more interesting and motivating. Newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news bulletins, discussion programmers – all can be exploited in a variety of ways.

Secondly, the researcher also takes into consideration the characteristics of the *notional-functional syllabus*. This type of syllabus takes into major consideration the student’s ‘social and vocational communicative needs’. In this type of syllabus, grammar points are taught as a way toward the accomplishment of communicative functions such as expressing feelings, persuading, and questioning, among others. More than sentence building, this instructional material is focused on teaching the learners to do something with the use of the language.

Lastly, the researcher also believes in Hymes’s (1970) communicative competence and Brown’s (1987) assertion that the ultimate learning is competence both in linguistic forms and language functions. Since the CLT approach supports focus on the learner’s needs and interests, as well as espouses the functional use of language, the instructional materials designed for this paper were based on the forms and functions anticipated to be of common use to sophomore BSE- English students based on the forms and functions

anticipated to be of common use to them who are likely immersed in more crucial situations in the actual field.

Academic language acquisition is not just the understanding of content area vocabulary. It includes skills such as comparing, clarifying, synthesizing, evaluating and informing. Academic language tasks are context-reduced. Information is read from a textbook or presented by the teacher. As students grow older, their context of academic tasks becomes more and more reduced. This level of language use is the focus of this study.

Figure 1

A Conceptual Diagram of Instructional Material Implementation

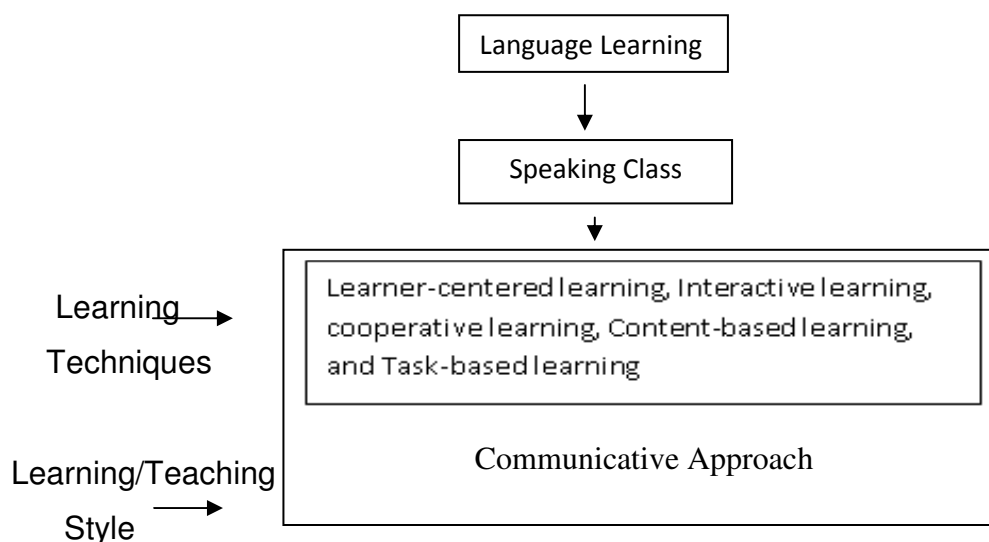


Figure 1 shows the learning techniques which were incorporated in the development of speech communication instructional materials. Moreover, the communicative approach is the teaching style associated with the learning technique. It calls for a more active role for the students in a learning environment mirroring that of the outside world.

The goal of learning techniques and teaching style is communicative competence. Hence, communicative competence looks for the learner to be able to correctly use the language learned in different kinds of real situations, and not just learn the different aspects of language.

Statement of the Problem

The study primarily aimed at preparing and validating communicatively oriented and socially relevant instructional materials for the Sophomore BSE-English students of Polytechnic University of the Philippines, Santa Rosa Campus. These materials for Speaking are to be used during the generalization or interaction part of a teacher's lesson, to complement the exercises on the prescribed textbook and/or to integrate lessons with related conversational skills.

Specifically, the study sought to address the following:

1. Identify the learners' English language competencies through needs analysis;
2. Develop speaking instructional materials with socially relevant contexts;
3. Validate the materials' design in terms of the following:
 - a. Format (Structure)
 - b. Content
 - c. Target tasks

Objectives of the Study

The main objective of the study is to prepare and design communicative and socially-relevant English language materials to be used as supplementary

materials for the undergraduate sophomore BSE-English students of PUP Santa Rosa Campus.

The secondary objectives of the study which are necessary to achieve the main objectives are:

1. to assess the language need of sophomore BSE English undergraduate students through needs analysis via questionnaires administered to students.
2. to use the results of the needs analysis as a guide in determining the content of the materials.
3. to provide speaking activities that would encourage students to develop oral communication skills.
4. to present instructional materials, activities and exercises to be used in speaking activities

Significance of the Study

This paper is an attempt to fill the need for the communicatively-oriented and socially relevant instructional materials for sophomore BSE-English students of PUP Santa Rosa Campus.

Despite efforts to revitalize English instruction in the college made through teacher training seminar workshops and conference for the English instructors of PUP Santa Rosa Campus, still there appears to be a need for additional reinforcement through the development of instructional materials. It is also hoped that these materials will provide the students with more opportunities for exposure to English language, and more importantly with occasions for language use.

The increasing number of sophomore BSE English students who have difficulty in their oral communication skills in English is very alarming. The use of instructional materials will give them the opportunity to supplement the knowledge and skill that they have learned in the course of teaching and learning encounter. This paper is very important because it will provide a clearer view on how instructional materials will help them to enhance their speaking skills. Hence the researcher intends to point out the relevance of this study to the following:

Firstly, are the students, who will primarily benefit from this study will be able to further enrich their speaking skills, through the instructional materials developed. Since learning is a process by means of knowledge, skills, habits, facts and principles acquired, retained and utilized, then the one means of achieving this effectively is through the use and assistance of instructional materials

designed especially for them. Furthermore, the students who aspire to be successful English teachers someday could benefit from the learning experience they will go through when observing seasoned English teachers.

Secondly, are the teachers who are responsible in educating students, can use and make these instructional materials as their motivation to improve the communication skills of the students. This paper will serve as a guide for them in preparing communicatively-oriented and socially-relevant instructional materials to make the students more deeply involved in the learning of English. Upon doing so, it will be of benefit to these teachers because there will be increase in productivity of effective teaching as learning takes place. Likewise, the materials will also be beneficial for the teachers to supplement his/her teaching, to enhance creative thinking and to sharpen students' imagination resulting to the learners' spontaneous and enthusiastic delivery of a message in the class.

Thirdly, are the curriculum planners, who are responsible for designing curriculums, they will be able to make use of this paper as a springboard to evaluate and update existing curriculums in English. They can also conduct quality assurance reviews from end of course surveys of teachers, and student evaluation as well with regard to the instructional material used every semester. In addition, they can also review speech communication textbooks and discuss matters with publishers to ensure that textbook edition changes and learning resources are appropriately reflected in course updates.

Lastly, the educational system and society at large will also benefit from the study because when the teachers solidify their teaching with instructional materials, when the learners learn effectively, the knowledge acquired will reflect in the society. Thus, the standard of education will also improve. In effect, the erroneous usage of English language will also be minimized.

Scope and Delimitation

This paper aimed to develop and validate Speech Communication based Instructional Materials for Bachelor of Secondary Education Students major in English.

This paper is concerned with the speaking skills of the Bachelor of Secondary Education students of Polytechnic University of the Philippines, Santa Rosa Campus in the City of Santa Rosa, Laguna for the school year 2013-2014. This study is limited to those students who are only taking Speech Communication class this semester.

The materials in this study are intended for use in Speech Communication Class of Sophomore BSE English students at PUP Santa Rosa Campus.

The emphasis of this paper is on the development of communicative materials to teach speaking.

The paper covered the preparation of the instructional materials based on the result of needs analysis conducted in the sophomore college student taking up BSE major in English for the school year 2013-2014. The student needs analysis was administered to 40 students through random sampling.

The subject matter of the instructional materials was lifted from English related topics and social studies articles.

It also dealt with the common errors and activities observed, used, and committed by the students in a Speech Communication class.

The major factor which may be considered a limitation to this study is the insincerity of the respondents in supplying appropriate information required of them in relation to their personal data, socio-economic and educational background. Time constraint also posed a limitation to the study.

This study included the testing and evaluation of the materials done by the language teacher and some evaluators.

Definition of Terms

The following terms were used in the study. Some terms were defined operationally.

1. *Authentic materials*- are also called learner contextualized materials. These are print or media materials that are used outside the classroom for other real-world functions that are incorporated in the lesson. They are materials and activities that reflect the interest, experiences and background of the students. Authentic materials are not only used to teach skills and subject matter but also teach survival and awareness with the real word of each student. (Jacobson, et.al 2003)
2. The *Communicative Approach*- the teaching style that allows the student to experience the language first-hand within the walls of the classroom, in order to

help the student find meaning of structured language use in a social context. It does not aim for a student to only master the rules and structures of a language, but looks for the student to be competent in implementing those rules and structures in a given language-use situation (Nunan, 1988).

3. *Communicative Language Teaching or CLT*- is simply a different way of referring to the communicative approach to language teaching.

4. *Instructional materials*- are classroom tools which are used to teach a language.

5. *Learner-Centered Teaching*- is one main feature under the umbrella of the communicative approach. It is an attitude towards teaching, based on students' individual needs, that provides the generation of new meaning through a reflective and involved role where students can share responsibility for learning and building knowledge with their teachers. This type of teaching looks for the teacher to encourage the learner to acquire language skills rather than know the body of language in order to communicate with others (Nunan, 1998)

6. *Speaking Classes*- refers to the classes where the communication of English is thought the spoken medium. In these classes, the aim is to develop the proficiency of the learner's ability to speak in the language with others in the different situations.

. Chapter II

The Review of Related Literature

This chapter covers a variety of literature on the theory and application of communicative approach of teaching English as a second language. The views presented in this paper enriched the horizon of the researcher and guided her on the recommended approach in the teaching of English through developing *instructional materials* for a *speech class*.

Studies that deal with the concept/theories of communication, speech communication / oral communication;

On Communication

Beebe & Beebe (2008) writes that: Human communication is at the core of our existence. It is impossible not to communicate with others even before we are born, we respond to movement and sound. With our first cry, we announce to others that we are here. Once we make contact with others, we communicate, and we continue to do so until we draw our last breath. Even though many of our messages are not verbalized, we nonetheless send messages to others intentionally and sometimes unintentionally.

According to Stewart (2012), in the most general sense, the terms “communication” and “communicating” label the *continuous, complex, collaborative process of verbal and non-verbal making*. The word “continuous” suggests that communication was going on when we were born and it will continue after we’re dead. On the other hand, “complex” means that there are many

elements or dimensions of communicative event, including facial expression, tone of voice, choice of words, past history, and social roles, among dozens of other factors. The words “verbal and non-verbal” highlight the two basic codes that humans work with while the term “collaborative” just means that we co-labor, or work together on the meanings we make. Even when two parties are in the midst of a violent disagreement, they are still co-constructing their meanings of anger, hostility, fairness, and respect. Moreover, Stewart (2012) added that whether written or spoken communication, face to face or digital, conflict or cooperation, the process basically involves making meaning together. All the time, everywhere, in all the contacts that make us social animals, humans are constructing meanings together and “communication” is the name of this ongoing process.

Interpersonal communication is a subset of this general process, a particular kind or type of communication.

Stewart (2012) in his book, “*Bridges Not Walls: A Book about Interpersonal Communication*” explains the six important features of all kinds of communication.

1. **Meaning:** Humans live in worlds of meaning, and communication is the process of collaboratively making these meanings.

Implication 1: No one person can completely control a communication event and no single person or action causes- or can be blamed for- a communication outcome.

2. **Choice:** All communication involves choices, some of which we actively consider, and others that seem almost automatic.

Implication2: The choices communicators make reveal their ethical standards and commitments.

3. **Culture:** Culture and communication are intertwined. Ethnicity, gender, age, social class, sexual orientation, and other cultural features always affect communication and are affected by it.

Implication 3: One culture affects what one would say about communication and how one would respond to it.

4. **Identities:** Some of the most important meanings people collaboratively construct are identities; all communicating, involves negotiating identities, or selves.

Implication: Identity messages are always in play.

5. **Conversation:** The most influential communication events are conversations

Implication 5: The most ordinary communication events are often the most significant.

6. **Nexting:** The most important single communication skill is “nexting.”

Implication 6: Whenever one is faced with a communication challenge or problem, the most useful question one can ask himself is, “What can I help to happen next?”

K.M. Galvin and C.A. Wilkinson (2002) as cited in Stewart (2012) view communication in a similar way. In their book, they mentioned that communication is complex, but often people think of communication as simply talking and listening. However, they indicate that there is much more to communication. A key concept they hold is that meanings are in people, not in words. Even a simple, concrete word can cause misunderstanding. The closer one's chosen meaning, the easier it is for one to communicate effectively. They also suggest that communication is a continuous, ongoing process which begins in first encounter and does not end until the last encounter. These encounters may involve *functional messages* which serve practical purpose or, in special cases, *nurturing messages* which convey a sense of caring.

Galvin and Cooper (2002) also added each person has some notion of what it means to communicate with another, and knows how it feels when communication attempts are successful or unsuccessful. They added that most people have not thought deeply about the communication process itself. Because communication itself is so complex, they view communication as a symbolic process. This means that symbols are used to transmit messages. Symbols are representation of a person, event, place, or object. In addition, objects and ideas can be used as symbols. As a communicator, one has to learn to use verbal and non-verbal symbols both as message creator and as a message interpreter.

Although verbal and non-verbal symbols permit us to transmit thoughts and feelings, the symbols must be mutually understood for the meanings to be truly

shared. Galvin (2002) stressed that “*Common meanings make it possible for us to communicate*”.

Galvin and Cooper (2002) also added that in almost all relationships much of everyday communication is what we call as *functional communication*. It involves managing day to day necessities and sharing impersonal communication. An estimate of 90% of the communication that goes between friends, between parents and children, and even spouses tends to be *functional communication*. On the other hand, *nurturing communication* occurs when participants send messages that are caretaking of the relationship- a message that indicates the other person and where relationship is valued. This carries the “I care about you” message and involves emotional closeness.

Communication and Development of the Self

(Adler and Rodman as cited in Galvin and Cooper, 2002), mentioned that we communicate depending on how we define ourselves (*self-concept*) and how we evaluate our selves (*self-esteem*). In this piece of self-perception and communication, communication scholars Adler and Rodman explore how we perceive ourselves and how those perceptions affect our communications with others. The concept of reflected appraisal describes how we develop an image of ourselves from the way we think others view use. In other words, they suggest that, relationally we are each other's makers. Therefore, self-concept comprises the physical and social perception individuals have of themselves that they have gained through their interactions with others highlighting the interactive nature of

building self-concept. An individual selectively incorporates the feedback of others; the message that really counts comes from significant others, whose opinion is valued by the individual.

Galvin and Cooper (2002) note the term *reflected appraisal*, coined by Harry Stack Sullivan, and is a good one to metaphorically describe the fact that we develop an image of ourselves from the way we think others view us. This notion of the “looking-glass self” was introduced in 1902 by Charles H. Cooley, who suggested that we put ourselves in the position of other people and then in our mind’s eye, view ourselves as we imagine they see us.

As we learn to speak and understand language, verbal messages-both positive and negative- also contribute to the developing self-concept. These messages continue later in life, especially when they come from what social scientist term significant others- people whose opinions we especially value.

On speaking or Oral communication

Speech was first taught in the schools of ancient Greece in 450 B.C. Tracing its roots to Aristotle, speech is the oldest academic discipline and one of the most modern in its concern with *interpersonal relationships*. Thus it proves that speaking is based on the idea that one’s ability to communicate effectively is important for successful human interaction.

Theorists and practitioners bring their own experiences and perspectives to the situation, thus, the definition of speaking skills have many versions. Rivers

(1976) states that speaking means expression of metaphor, which illuminates many aspects of a foreign language situation. Speaking is a vehicle of delivering meaning which people do not realize they are using it. Language is also a tool to deliver thinking, emotion and feeling and need in order to communicate with each other. To speak fluently and confidently in a variety of situation is a central human need and an important goal of education.

Effective speakers of English have communicative competence. This particular type of competence according to Scarcella and Oxford, as quoted in Richard and Renandya (2002) states that this consist of linguistic / grammatical competence in grammar, vocabulary and pronunciation; pragmatic / sociolinguistic competence in appropriate use of language for the context; discourse competence in coherence and cohesion; and strategic competence in using communication strategies. Hedge (2000) adds fluency to the list, which is most relevant to speech production.

Fluency is defined by Ellis and Sinclair (1992) as speaking spontaneously and meaningfully with no extensive pauses or excessive repetition.

Theories of Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richards and Renandya (2002), speaking is one of the elements of communication, where communication is the output modality and learning is the input modality of language acquisition. Brown

(1980) mentioned that human beings, need communication to express their ideas to do everything, what's more, as a student or learners, they have to speak with their teacher as long as in learning process to express their ideas. Similarly, Richards and Renandya (2002) added that communication in the classroom is embedded in focused meaning activity. Moreover, this requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Further, Richards and Renandya (2002) stress that out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create discourse that conveys their intention in real life communication.

Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction. In contrast, speaking is fundamental and instrumental act (Clark & Clark, 1997) since achievement of good speaking activity involves the people who interact and understand each other; speaking activity also became an instrumental interaction between teacher and student. It is instrumental, since the teacher should have a good speaking competence because he/she has to bring all of his students to understand the material through his/her speech.

De Vito (2006) also mentioned that speakers talk in order to have some effect on their listeners. Speakers assert things to change their state of knowledge. Likewise, they ask their listeners with questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

According to Brown (2001), the following are the principles for designing speaking techniques.

1. As the techniques that cover spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based interactive activities that do not capitalize grammatical pointers or pronunciation tips.

2. Provide intrinsically motivation technique

Try at all times to appeal the students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Even in those techniques that don't send student into ecstasy, help them to see activity will benefit them. Often students don't know why teachers ask them to do certain things; it usually pays to tell them.

3. Encourage the use of authentic language in meaningful context

It is not easy to keep coming up with meaningful interaction, so the teacher should find ways of encouraging students to make use of the genuine language in conversation.

4. Provide appropriate feedback and correction

In most EFL situation, students are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may get such feedback “out there” beyond the classroom, but even then the student is in a position to be of great benefit. It is important that a student take advantage of his/her knowledge of English to inject the kinds of corrective feedback that are appropriate for moment.

5. Capitalize on the natural link between speaking and listening

Many interaction techniques that involve speaking will also of course include listening. Never lose out on opportunities to integrate these two skills. As one perhaps focuses on speaking goals, listening goal may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiated oral communication

A good typical classroom interaction is characterized by teacher initiation of language. We ask question, give direction, and provide information, and students have been conditioned only to “speak when spoken to”.

7. Encourage the development of speaking strategies

Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as follows:

- a) Asking for clarification (what?)
- b) Asking someone to repeat something (excuse me?)
- c) Using fillers (I mean, well) in order to gain time to process
- d) Using conversation maintenance cues (right, yeah, okay)
- e) Getting someone attention (hey, say, so)

Types of Classroom Speaking Performance

The following are the six types of classroom speaking performance that students are expected to carry out in the classroom:

1. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating “human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to a teacher or student. Initiated questions or comments in speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

6. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

The problem of speaking

There are some characteristics that can make speaking difficult. As Brown (2001) demonstrates, some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4. Performance variables

One of the advantages of spoken language is that the process of thinking as one speaks allows him/her to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

5. Colloquial language

Students must reasonably be well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. It help learners achieve an acceptable speed along with other attributed of fluency.

7. Stress, Rhythm, and Intonation

This is one of the most important characteristics of English pronunciation. The stress time rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce moves of language in a vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

Studies that deal with the concept of communicative competence and communicative approach

Chomsky (1965) proposed the components underlying speaking effectiveness emphasizing the concept of grammatical or linguistic competence and cognitive aspects. Chomsky thinks that what linguist should study is the ideal speaker's competence, next his performance, which is too haphazard to be studied. Although a speaker possesses an internalized set of rules and applies them in actual use, he cannot tell exactly what these rules are. So the task of the linguist is to determine from the data of performance the underlying system of rules that has been mastered by the language user.

Richards and Rodgers (1986) noted that: At the end of the 1960's, Hymes (1970) put forward the term "*communicative competence*" to refer to appropriate language performance in contrast to *linguistic competence*. At the same time, Halliday (1975), Wilkins (1972, 1976), Widdowson (1972, 1978), Brumfit and Johnson (1979) emphasized the "*functional and communicative potential of language*". They saw the need to focus on communicative proficiency rather than on mere mastery of structure.

Influenced by this view of language learning and teaching, *Communicative Language teaching (CLT)* came into existence with explicit attention on language in use, which expanded the dimension of language from the previous linguistic forms to communicative functions.

Chomsky's (1965) linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows the language perfectly and is unaffected by such grammatically irrelevant conditions as memorizing limitation, distraction, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language to actual performance.

However, not all linguists agree with Chomsky. Dell Hymes (1971) holds that such view of Chomsky's linguistic theory is sterile, in that linguistic theory needs to be seen as part of a more general theory incorporating communication and culture. He introduces the term "*communicative competence*". His theory is a definition of what a speaker needs to know in order to be communicatively competent in a speech community. He found Chomsky's (1965) "*rule governed creativity*" insufficient for the social and functional use of language. Hymes extended the notion of competence to embrace broadly communicative competence. Hymes's approach to language is from a social-cultural competence perspective with the aim of studying the variety of ways of speaking on the part of the individual and the community. It is found that the speaker's manner of performance is not in random but in a regular way. Thus, it is possible to extend

the notion of competence restricted by Chomsky to knowledge of grammar, to incorporate the pragmatic ability for language use. This extended idea of competence is called *Communicative competence*. According to Hymes, linguistic competence is only a part of communicative competence.

According to Hymes, “if linguistic theory is to be integrated with a theory of communication and culture, two judgments of “grammatically” and “acceptability” derived from Chomsky’s theory must be replaced by four factors: possibility, feasibility, appropriateness and performance.

Hymes also assumes that L2 learners need to know not only the linguistic knowledge but also the culturally acceptable way of interacting with others in different situations and relationships.

Besides Hymes, Canale and Swain (1980) also proposed some ideas about communicative competence. According to them, the theory of basic communication skills which underlie the communicative teaching approaches, emphasizes the minimum level of communication skills needed to cope in a second language situation, and concomitantly de-emphasized concerns with appropriateness, rules of discourse and grammatical accuracy. They use the term *strategic competence* in relation to speaking as having solely a compensatory function.

Communicative competence comprise of the following:

1, *Grammatical competence*- which includes “vocabulary” word formation, sentence formation, pronunciation, spelling and linguistic semantics.

2. *Sociolinguistic competence*- which addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic context depending on contextual factors such as, states of participants, purpose of the interaction, and norms or conventions of interaction.

3. *Discourse competence*- which is concerned with mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written texts in different genres. It refers to the ability to use fluency, coherence, and cohesion in relating to information to others; and

4. *Strategic competence*- which is composed of the mastery of verbal and non-verbal communication strategies that may be called into action.

For students of language learning, it is deemed appropriate to concentrate in the *strategic dimensions* of competence.

Cooper (1968) supports Hymes’s idea and says that communicative competence requires more than just linguistic competence. He states that to communicate effectively, a speaker must not only know how to produce *grammatical utterances of language* but also to produce them appropriately.

The speaker must know what to say, with whom to say, when to say and where to say. In other words communicative competence emphasizes the knowledge of the rules of use in particular social situations.

Campbell & Wales (1970) share the same view and pointed that Chomsky's competence omits by far the most important linguistic ability to produce utterances which are not so grammatical but appropriate to the context in which they are made. By context they mean the situational and verbal context of utterances.

Widdowson (1972) points out that the root of the problem, the learners' deficiency in the ability to actually use the language, lies in the approach itself.

According to Littlewood (1981), many aspects of language learning can take place only through natural processes, which operate when a person is involved using the language for communication and the learner's ultimate goal is to communicate with others. Therefore the CLT approach is adapted to improve student's communicative competence.

Krashen (1985) conveys that the second language acquisition is an unconscious process if using language, not directly obtained by conscious learning. Thus, the major task for a teacher is to create an environment or a setting for students to acquire English by using it through activities in class.

Ellis (1997) says that whether a person is a good language learner or a poor one depends largely on his/her understanding of language. To be regarded as successful language learner, students need to get the information from reading and listening, and express themselves clearly.

However, the problem is who to make full use of the limited time in class to improve student's overall language competence by communicating in class since their textbook consist briefly of reading materials.

Widdowson (1978) points out that overemphasizing grammar would prevent the learner from developing their communicative competence.

CLT has originated from many places, but it appeared initially in Europe in the 1970s. However, CLT has no monolithic identity and has been implemented by many different instructors in different ways (Li, 1998).

Even so, it is generally believed that CLT focuses on more learner-centered instructions or learners' communication and interaction than teacher-centered instruction or the grammar-translated method.

A further definition of CLT which follows, is probably best explicitly characterized by Li (1998) as quoted in Mochida (2002):

1. Focus on communicative function
2. Focus on many tasks rather than on language per se (eg. grammar or vocabulary)
3. An effort to make task and language relevant to though group of learners through analysis of genuine, realistic situation
4. The use of authentic, from-life materials
5. The use of group activities; and

6. The attempt to create a secure, non-threatening atmosphere.

Some applied linguists argue strongly that grammar teaching should be minimized. Krashen (1982), suggests that efforts to teach grammar should be abandoned because learners will develop this inter-language naturally by engaging in communication in the L2. Krashen also suggests that grammar teaching is necessary because knowledge cannot be passed on in the form of stated rules, but can only be acquired unconsciously through exposure to the language.

CLT never ignores grammar teaching. Some linguists and teachers always stress that grammar is necessary for communication.

In addition to the insights above, developing a learner's competency in communicative language acquisition includes acquiring confidence and poise and developing control of the language for *interpersonal communication* and for academic purposes which language is used are referred to as *language functions*.

Moreover, Halliday's theory of *communication functions* serves as the foci of theory of communication on account of language use. Halliday (1975) identifies seven of them comprising *instrumental, regulatory, interactional, personal, heuristic, imaginative* and *representational* functions.

Some of the characteristics of the communicative view of language are as follows:

1. Language is a system of the expression of meaning.

2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative use.
4. The primary units of language are not merely its *grammatical and structural* features, but categories of *functional* and *communicative meaning* as exemplified in discourse.

Moreover, Bilingual education and English as Second Language (ESL) specialist commonly refer to two types of English proficiency as *Basic Interpersonal Communication Skills (BICS)* and *Cognitive Academic Learning Proficiency (CALP)* as coined by Jim Cummins (1980).

Cummins (1980) found that while most students learned sufficient English to engage in social communication in about two years, they typically needed five to seven years to acquire the type of language skills needed for successful participation in content classrooms.

BICS, its acronym, describes social, conversational language used for oral communication. Also it is described as social language, this type of communication offers many uses to the listener and is context- embedded language. Usually, it takes two years for students from different backgrounds to comprehend context- embedded social language readily.

English language learner can comprehend social language by:

1. observing speaker's non-verbal behavior(gestures, facial expressions, and eye actions);
2. observing other's reactions;
3. using voice cues such as phrasing, intonations, and stress;
4. observing, pictures, concrete objects, and other contextual cues which are present; and
5. asking for statements to be repeated, and/ or clarified.

Experts such as Jim Cummins differentiated social from academic language acquisition. BICS are language skills needed in social situations. It is the *day-to-day* language needed to interact socially with other people. English language learners (ELLs) employ BICs skills when they are on the playground, in the lunch room, on the school bus at parties, playing sports and taking on the telephone.

Social interactions are usually context embedded since they occur in a meaningful social context. They are not demanding cognitively. The language required is not specialized and these language skills usually develop within six to two years.

In a college setting, students are expected to have gained BICS, since they have learned English via lecture and oral communication as a medium of instruction.

Furthermore, Cognitive Academic Language proficiency (CALP) is the context-reduced language of the academic classroom. It takes five to seven years for English language learners to become proficient in the language of the classroom because:

1. non-verbal clues are absent;
2. there is less face-to-face interaction;
3. academic language is often abstract;
4. literacy demands are high (narrative and expository text and textbooks are written beyond the language proficiency of the students); and
5. cultural/ linguistic knowledge is often needed to comprehend fully.

CALP refers to formal academic learning. This includes listening, speaking and writing about subjects that are content material. This level of learning is essential for students to succeed in school. Students need time and support to become proficient in the academic areas.

Related studies on Communicative Approach and the Use and Development of instructional materials for language and teaching

On communicative approach

Bambrough (1994) as cited in Lyu (2006), explicates as he observed that it is “necessary that the conditions for using language in school be similar to those in the world outside if they are to have any effect on children’s competence.”

The communicative approach therefore, is the main teaching technique that is incorporated into this study since it is also the approach that the teachers take to their classes, allowing the students to practice the language.

The roles of the teacher in a communicative classroom are different from that of the more traditional type of classes. Teachers in the communicative classroom are required to take a less active role as teachers and a more active role as facilitators, talking less, listening more, and allowing the students to perform. When the teacher gives an activity for the students to do, the teacher must step back, observe, and monitor. This role that the teacher plays is the essence of learner-centered learning and it is done so as to give the learners more time and practice to apply and / or interact amongst each other while using the language (Larsen-Freeman, 1986)

Such practices are not only done in the Philippines, but in other countries as well. The following are a few examples of case studies of particular communicative approaches done outside the Philippines:

In “English through Drama for Oral Skills Development” by Laura Miccoli (2003, a classroom was investigated on the use of drama in the oral skills class of EFL learners. The study observed the advantages of using drama and pinpointed the importance of the use of portfolios and reflection for encouraging meaningful learning.

The study described the classroom procedures and course structure. Evaluation was made through portfolios that included the presentation of the evidences of learning. Drama provides a reason to use language. "As learners rehearse, they engage in a process that includes the establishment of characters' personalities, motives, and persona, creating a genuine purpose for communication". The motivation of this study was on the students' meaning making, investigating both the effects of the drama method in teaching and learning.

A similar study in Japan by Paul Mennim (2003) on the "Rehearsed Oral L2 Output and Reactive focus on Form" aimed to discover whether first-year university EFL students could use a rehearsal of their final oral presentation in order to make improvements on their spoken language skills. Basically, this study involved two chances to do a certain task. This "second chance" gave the students an opportunity to evaluate what they might have done wrong or could improve from the first effort, getting teacher feedback and the being able to try again.

These students were required (by groups of three) to give three oral presentations throughout the duration of the course. They picked topics that interested them and must use their English for research and group work. During this study, the normal oral presentations proceeded, except that two weeks before their scheduled presentations, each group performed a 20-minute private rehearsal with the teacher. This was tape-recorded and reacted on. The students watched their rehearsals and marked their criticisms, corrections and improvements in the transcripts they used as their guide (during presentations only

cue-cards were allowed). The teacher took, then added her own revisions, and handed them back a week before the final presentation. The students then had time to focus on the form of their presentations and improve them. When the final presentation was done, it was again tape-recorded. Transcripts of the presentation were then marked by the teacher and students.

For the analysis of the study, the transcripts of the rehearsal and of the final presentation were compared. This resulted in a significantly higher improvement on language form, oral skills and cultural relevance of the content. The experiment succeeded in focusing the students' attention to form.

Such is the success of the learner taking the central role in the language classroom. They are given opportunities to experience the language first-hand either through oral or written work. And most importantly, they are provided with a venue where they can hone their skills with the language while guided by those that look out for their utmost needs and sincerely aim to help them achieve their best in language use.

These aforementioned studies aided the study in the way that they portray how the positive influences of the communicative approach were clearly evident in the learners as they were engaging in the learning process. This was evident in the study of Miccoli (2003), where the students were using the language through the roles they had to play in the drama production they were rehearsing for.

Similarly, the study of Mennim (2003), illustrated the positive influence of constant language use within the classroom, and how it helped the students

involved improve on their language use when compared with that at the beginning of the study to the end.

These studies simply show the success that the communicative approach and learner-centered learning have on students. This illustration proved that the communicative approach does help students improve their proficiency of language, thus giving further credibility to the teaching approach that is being studied.

On Instructional Materials

Tomlinson (2012) in his article mentioned that materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). Oxford (2002) as cited in Tomlinson (2012), added that as different learners learn in different ways, the ideal materials aim to provide all these ways of acquiring a language for the learners to experience and sometimes select from.

However, the reality is that most commercially produced materials focus on

informing their users about language features and on guiding them to practice these features, a fact that is highlighted by Richard's (2006) comment that 'instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'. The same point is made by Tomlinson and Masuhara (2008) in their reviews of currently used adult EFL course books: both conclude that the emphasis in most course books is on providing explicit teaching and practice. In addition, Tomlinson (2010) mentioned that 'Materials development' refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials.

Tomlinson & Masuhara (2004) reported projects from all over the world in which research has been conducted on the effectiveness of materials designed to apply for instance, extensive reading approaches, process and discovery approaches to the development of writing skills, and process drama and problem-solving approaches. Gray (2010), as quoted in Tomlinson (2012) departs from this concern with the effectiveness of materials and focuses on the representational practices in textbook development and, in particular, on the effects of producing global course books as promotional commodities which give English meaning in highly selective ways.

Materials Evaluation

Much of the early literature on materials development attempted to help teachers and materials developers to develop criteria for evaluating and selecting materials. For example, as cited in Tomlinson (2012), Tucker (1975) proposed a four-component scheme for measuring the internal and external value of beginners' textbooks, Davison (1976) proposed a five-category scheme for the evaluation and selection of textbooks and Dauod & Celce-Murcia (1979) provided checklists of criteria for evaluating course books. Likewise, Candlin & Breen (1980) proposed criteria for evaluating materials and, unlike many of their contemporaries, also proposed the use of these criteria when developing materials.

Similarly, Tomlinson (2012) knows that certain writers provided a very detailed checklist of evaluation criteria for evaluating materials such as that of Cunningsworth (1984). Moreover, Tomlinson (2012) mentioned that Rivers (1981) provided categories and criteria for evaluating material, Mariani (1983) wrote about evaluation and supplementation, Breen & Candlin (1987) published a principled guide for both evaluators and producers of materials and Sheldon (1987,1988) suggested criteria for both evaluating and developing textbook material.

Tomlinson (2012) in his article mentioned that Harmer (1991, 1998), Roberts (1996), Ur (1996), Brown (1997), Hemsley (1997) and Gearing (1999) also proposed checklists for evaluating materials. Many of the lists of evaluation criteria in the literature above are specific to a context of learning and cannot be transferred to other contexts without considerable modification. There are exceptions: Matthews (1985), for example, insists that any evaluation should start

from a specification of the teaching situation, Cunningsworth (1995) stresses the importance of determining criteria relevant to the target learners and Byrd (2001) gives priority to the fit between the textbook and the curriculum, students and teachers.

Tomlinson & Masuhara (2004) proposed the following questions for evaluating criteria:

- a) Is each question an evaluation question?
- b) Does each question only ask one question?
- c) Is each question answerable?
- d) Is each question free of dogma?
- e) Is each question reliable in the sense that other evaluators would interpret it in the same way?

Mukundan & Ahour (2010) reviewed 48 evaluation checklists from 1970 to 2008 and enumerated the following observations: many of them are being too demanding of time and expertise to be useful to teachers; some are too vague to be answerable, too context bound to be generalizable, too confusing to be useable and lastly, too lacking in validity to be useful. They conclude that a framework for generating clear, concise and flexible criteria would be more useful than detailed and inflexible checklists and also that more attention should be given to retrospective evaluation than to predictive evaluation, to help teachers to evaluate the effect of the materials they are using and make modifications.

This point is also stressed by Tomlinson (2012). Mukundan & Ahour (2010) also advocated a composite framework for evaluation consisting of multiple

components and including computer analysis of the script of the materials (focusing, for example, on the vocabulary load or on recycling).

Tomlinson (2012) proposed a process for generating principled criteria instead of an unrealistic set of criteria for all contexts. He stressed that evaluators need to develop their own principled criteria which take into consideration the context of the evaluation and their own beliefs. He claimed that evaluation criteria should be developed before materials are produced, and used to make decisions about the approach, procedures and activities to be adopted as well as to monitor their development and subsequent use.

Moreover, Tomlinson (2012) differentiates between universal and local criteria, the former being those that can be used to evaluate materials for any learner anywhere. To generate these criteria, he advises evaluators to brainstorm a list of principled beliefs that they hold about how languages are most effectively acquired and then convert these beliefs into criteria for evaluating materials, such as 'Are the materials likely to achieve affective engagement?' (Tomlinson, 2012). He defines local criteria as those specific to the context in which the materials are going to be used, arguing that they are best generated from a profile. He also recommends a procedure for generating such criteria which was used in Tomlinson (2012) and in Masuhara (2008) for evaluating course books and on a number of materials development projects led by Leeds Metropolitan University in, for example in China, Ethiopia and Singapore.

Tomlinson (2012) recognizes that evaluation is inevitably subjective, that it focuses on the users of the materials' and attempts to measure the potential or actual effects of the materials on their users. In contrast, analysis focuses on the materials and aims to identify what they contain, what they ask learners to do and what they say they are trying to achieve, aiming to provide an objective account of the materials, though the selection of questions is inevitably subjective and there is often a hidden agenda which it is hoped the revealed data will support.

Littlejohn (2011) makes a similar distinction when he says that analysis is concerned with materials 'as they are' and 'with the content and ways of working that they propose'. He suggests first carrying out an analysis of materials to find out how suitable they are for the context of use, followed by an evaluation to predict the likely effects of the materials on their users.

In the last ten years a number of other writers have proposed frameworks for materials evaluation instead of checklists. McGrath (2002), as mentioned in Tomlinson's (2012) article, distinguishes between 'general criteria (i.e. the essential features of any good teaching-learning material)' and 'specific (or context related) criteria' and, in relation to choosing a course book, proposes a procedure which includes materials analysis, first-glance evaluation, user feedback, evaluation using situation specific checklists and, finally, selection. In the same article, McDonough & Shaw (2003) suggest that the evaluators' first conduct an external evaluation 'that offers a brief overview from the outside' and then carry out 'a closer and more detailed internal evaluation'. They stress that the four main considerations when deciding on the suitability of materials are usability,

generalizability, adaptability and flexibility. Riazi (2003), as cited in Tomlinson (2012) provides a critical survey of textbook evaluation schemes from 1975 onwards, in which he points out the transience of many of the criteria, which he says were based on pedagogic approaches fashionable at the time. In his conclusion he supports Cunningsworth (1995) in insisting on the importance of collecting data about the context of learning and proposes a procedure which includes a survey of the teaching/learning situation, a neutral analysis, a belief-driven evaluation and a selection.

Other writers have offered principled advice on developing evaluation criteria, including Wallace (1998), who suggests twelve 'criterion areas' for materials evaluation; Rubdy (2003), who proposes and gives examples of a dynamic model of evaluation in which the three categories of psychological validity, pedagogical validity and process and content validity interact; Tomlinson & Masuhara (2004), with their evaluation procedure for inexperienced teachers and McCullagh (2010), who sets out the procedure she used to evaluate materials for medical practitioners.

Materials Adaptation

It is undeniable that good teachers are always adapting the materials they are using to the context in which they are using them in order to achieve the optimal congruence between materials, methodology, learners, objectives, the target language and the teacher's personality and teaching style. Tomlinson (2012) mentioned other early publications which provided help to teachers when

adapting materials these includes Candlin & Breen (1980), who criticise published communicative materials and suggest ways of adapting them so as to offer more opportunities for communication, Cunningsworth (1984), who focuses on how to change materials so that they get the learners to do what the teacher wants them to do and Grant (1987), who suggests and illustrates ways of making materials more communicative.

In addition, Tomlinson (2012) included experts who have given advice about adaptation in the nineties like Willis (1996), on based materials, Nunan (1999), on procedures for making materials more interactive and on ways of increasing student participation when using listening materials.

McDonough & Shaw (2003), as quoted in Tomlinson (2012) devote a chapter to adaptation. After considering the many reasons for adapting materials, they focus on the principles and procedures of adaptation and give advice on adding, deleting, modifying, simplifying and reordering. McGrath (2002) also devotes a chapter to discussing the objectives, principles and procedures of adaptation. He proposes 'four evaluative processes' when basing a lesson on a course book and goes on to discuss the issues and procedures involved in each process. Teachers may select the material that will be used unchanged, reject either completely or partially sections of the material add extensions or further exploitation of the existing materials and replace components of the materials. McGrath (2002) sets a series of useful tasks for the readers to check their understanding of his suggested procedures and their ability to use them. Some of these tasks involve the reader adapting course book materials; others involve

them in evaluating adaptations suggested by experts. One problem with the tasks is that they are not situated in a specific learning context, even though one of the main objectives of adaptation is to make the materials of more value to the students using them. McDonough, Shaw and Masahura (2012) solve this problem by getting the reader to make use of materials they are familiar with and to adapt them to make them more suitable for their own teaching situation.

Islam & Mares (2003) solve the congruence problem by situating their three example scenarios in three different contexts which they are familiar with. They borrow objectives and categories from previously published lists but include such objectives as adding real choice, catering for all learner styles, providing for learner autonomy, developing high-level cognitive skills, and making the input both more accessible and more engaging.

A different approach to adaptation is taken by Saraceni (2003), who advocates providing the learners with an important role in adapting the materials they are using. In order to involve learners in the process, she proposes that materials should actually be written with learner adaptation in mind, aiming to be learner-centered, flexible, open-ended, relevant, universal and authentic, and giving choices to learners. She also stresses that offering provocative topics and aesthetic experience can facilitate learner adaptation. She criticizes published materials for being, stereotypical and un-motivating, and provides an example of materials designed so that they can be adapted by the learners using them. A similar line is taken by Jolly & Bolitho (2011), who propose a dynamic approach to materials writing and adaptation which involves teachers as materials writers

trialing their materials with their classes and then modifying them to take account of student feedback and suggestions.

Tomlinson & Masuhara (2004) aim 'to help teachers to reflect upon their own practice and identify principles and systematic procedures for materials adaptation'. They discuss the principles and procedures of materials development at a very practical level, providing suggestions for optimizing the teaching context so as to make it adaptation-friendly and setting the readers five tasks involving them in the adaptation of materials for students they are actually teaching. They also stress the need for a criterion-referenced evaluation of materials before making decisions about adaptation.

Authenticity of texts and tasks

As cited in Tomlinson (2012), researchers as Little et al. (1994), Bacon & Finneman (1990), Kuo (1993), McGarry (1995), Wong, Kwok & Choi (1995), Nuttall (1996), Mishan (2005), Gilmore (2007) and Rilling & Dantas-Whitney (2009) argue that authentic materials can provide meaningful exposure to language as it is actually used, motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards the learning of a language.

Mishan (2005) as mentioned in Tomlinson (2012) gives a detailed account of the debate about authenticity and provides a rationale for using authentic materials, as does Trabelsi (2010), who argues for providing university students

with materials which are authentic because they 'are tailored to the learners' profile and are suitable to the stakeholders'...expectations and demands'.

A number of researchers have compared data from corpora of authentic language use with data from course books and have criticized the lack of authenticity of the latter. For example, as cited in Tomlinson (2012), Gilmore (2004), compares textbook and authentic interactions and Lam (2010) reports the high frequency of the discourse particle 'well' in the Hong Kong corpus of Spoken English compared to its infrequency in the course books used there. However, other researchers, such as Widdowson (1984, 2000), Day & Bamford (1998), Ellis (1999) and Day (2003) claim that authentic material can pose too many problems for learners: they put forward arguments for contriving materials that will simplify and facilitate learning. Widdowson (1984), for example, believes that 'pedagogic presentation of language...necessarily involves methodological contrivance which isolates features from their natural surroundings', Ellis (1999) argues for 'enriched input' which has been flooded with examples of the target structure for use in a meaning-focused activity, and Day (2003) attacks what he calls the cult of authenticity, saying there is no empirical evidence that authenticity facilitates language acquisition, and citing evidence that learners find authentic texts more difficult than simplified or elaborated texts.

According to Trabelsi (2010), what might be authentic for one location (or for one learner) might not be authentic for another. It is not the text or the task which is authentic but the learner's interaction with it.

The roles of new technologies in language-learning materials

Mukundan (2008) as cited in Tomlinson (2013), has warned against the danger of educationalists thinking that 'multimedia can drive pedagogically sound methodology' and gives the example of Malaysia where, in his opinion, teaching courseware 'directs teaching in a prescriptive manner'. Reinders & White (2010) make the obvious but very important point that whether Computer Assisted Language Learning (CALL) materials facilitate learning depends on 'how the technology is implemented'. Maley (2011) points out how IT can be used as a resource 'for the freeing of teachers and learners alike from the constraints of the course book' and for providing 'rapid and flexible access to unlimited information resources'. However, he also points out that change is so rapid that the resources are bound to be ephemeral, that there is a danger of total capitulation to technology. Lewis (2009) describes and demonstrates how technology can be

made use of in the ELT classroom and suggests, for example, ways of using cloud computing and mobile technology.

Tomlinson (2012) in his article mentioned that Chapelle & Lui (2007) have described the effects of CALL materials on their users, Derewianka (2003), Murray (2003), Blake (2008), Reinders & White (2010), Kervin & Derewianka (2011) and Motteram (2011) have given accounts of the development and use of electronic materials and Ferradas Moi (2003) has written about the development of materials which make use of hyperfiction.

Similarly, Derewianka (2003) mentioned the potential benefits of electronic materials is that they facilitate reading by making hidden information available, by providing on-the-spot help, by supporting comprehension with graphics, video and sound, and facilitating writing through modeling the genre, demonstrating the process, facilitating brainstorming and research, helping to draft and providing the potential for conferencing, editing and revision. Reinders & White (2010) stated the electronic material's organizational advantages such as easy access, convenient storage and retrieval, easy sharing and recycling and cost efficiency; pedagogical advantages such as authenticity, interaction and situated learning; learner advantages such as instant feedback, choice of route and sequence, monitoring of progress, control and empowerment.

Moreover, Motteram (2011) cited that electronic materials help in the localized adaptation of materials; free source of a variety of authentic texts; out-of-class opportunities for spoken interaction between learners; development of digital literacy through comparing and evaluating sources of similar information; choice of

routes and activities when using teacher blog materials. Likewise, Kervin & Derewianka (2011) indicated that technology aids in the collaborative problem solving activities inside and outside the classroom; interaction in simulated environments such as Second Life; modeling and feedback for pronunciation practice; resources for intensive and extensive listening (and viewing) at the learner's convenience and other opportunities for integrated learning environment.

Research in materials development

Richards (2005), stressed that all materials reflect the writers' theories of language, language use and language acquisition. He admitted that very few materials producers are also academic theorists and researchers and that there is very little research into the design and effects of materials, going on to suggest ways of connecting research and materials development. In addition, in (2008), as mentioned in Tomlinson (2012) pointed out how surprisingly little research has been published on materials evaluation, which can also be said of research on the development and use of materials.

On the other hand, a number of books on materials development do include reference to research. For example, as quoted in Tomlinson (2012), Harwood (2010) contains numerous chapters relating research-driven theory to materials development. Mishan (2005) reviews the research literature on SLA and concludes that, authentic texts 'provide the best source of rich and varied input for language learners', 'impact on affective factors essential to learning, such as

motivation, empathy and emotional involvement' and stimulate 'whole-brain processing' which can result in more durable learning (Mishan 2005). Ellis (2011) reports research experiments on the effects of task-based materials in action and discusses their implications. Tomlinson (2012) also reported that there are reports on research into the use of electronic materials (Derewianka 2003), hyperfiction (Ferradas Moi 2003), materials for beginners (Cook 2003), the realisation of primary school coursebook tasks in the classroom (Ghosn 2003), and the development of textbooks (Lyons 2003; Popovici & Bolitho 2003; Singapore Wala 2003).

Tomlinson (2012) noted findings on language acquisition, language-learning materials and numerous chapters reporting systematic evaluations of materials in different regions of the world. In addition he cited that there are reports on research relating materials development to the neurolinguistic processes involved in early reading (Masuhara 2007), to the inner voice and visual imaging (Tomlinson & Avila 2007), to influences on learners' written expression (Ghosn 2007) and to the value of comprehension in the early stages of the acquisition of Bahasa Indonesia (Barnard 2007).

In addition Tomlinson & Masuhara (2010) report on twenty-two materials development research projects in fourteen countries. These reports focus on research on the value of extensive reading, in-house materials designed for university students, locally developed materials for language learners and different types of materials.

Chapelle (2008) argued that language experts and material developer need to take materials evaluation forward into a more research-oriented framework, which will enable them to make claims about the effects of materials on the basis of evidence from research.

As mentioned in Tomlinson (2012), Canniveng & Martinez (2003), Lyons (2003), Popovici & Bolitho (2003), and Bolitho (2008) have stated in their works, materials development and projects are ideal for stimulating teachers to think about how best to facilitate language acquisition and development, to gain self-esteem and confidence and to develop personally and professionally in ways which help them to help others.

Chapter III

Methodology

This chapter presents the research design, participants, and procedures of the study.

Research Design

This seminar paper produced instructional materials meant to teach speaking. The design is generally descriptive. This method according to Aquino, as cited in Ariola (2006) is a fact finding method of research, which is more than just data gathering since it follows logical classification of data and where discussion of data is carried up to the level of adequate interpretation.

Instruments

The data of this study were collected through a questionnaire survey. The questionnaire method is preferred because the data collected through this method is easily quantifiable. This method gives informants enough time to provide well thought out answers and this requires low cost and saves time. The questionnaire was prepared by the researcher adopting ideas from Munby's and modified those ideas according to the objectives of this study.

Moreover, a Likert Scale was also used to gain understanding of attitudes or perceptions. Most items in the questionnaire are affirmative sentence/statements demanding some scaled response. Those choices available for response are ordered from least desirable to most desirable and coded numerically.

Participants

The expected users of the activities designed here are the Bachelor of Secondary Education Students major in English and English Instructors teaching Speech communication class in Polytechnic University of the Philippines, Santa Rosa Campus, City of Santa Rosa, Laguna for the 1st semester of school year 2013-2014.

Methodology/Procedures

Given that this project aimed to produce instructional materials, the researcher undertook the following activities in order. Some steps may have been repeated as the development of the materials progressed.

1. Presented proposal to the committee for instructional material development and or textbook evaluation committee.
2. Conducted research and survey of the BSE English students' curriculum and syllabus to make an inventory of the points and the forms to be considered for the activities to be made through the Needs Analysis. The researcher also surveyed the textbooks used by the school and the course curriculum of the English students.
3. Collected authentic materials, instructional aids and other contextual resources that can be used for materials development.

4. Designed and modified the instruction material for content, sequence, and layout. Each Activity will include the:

- Activity title
- Activity objectives
- Rhetorical Act used
- Language Function
- Suggestion for Integration
- Materials
- Procedures

5. Developed the activities.

6. Presented the activities to co-instructors in English for feedback, suggestions and evaluation. (Created an Evaluation form for peers and for the instructional material)

7. Presented activities to the thesis adviser for comments.

8. Tried out the instructional materials to BSE- English Students and made necessary revisions, modifications and/or corrections.

9. Finalized the instructional materials.

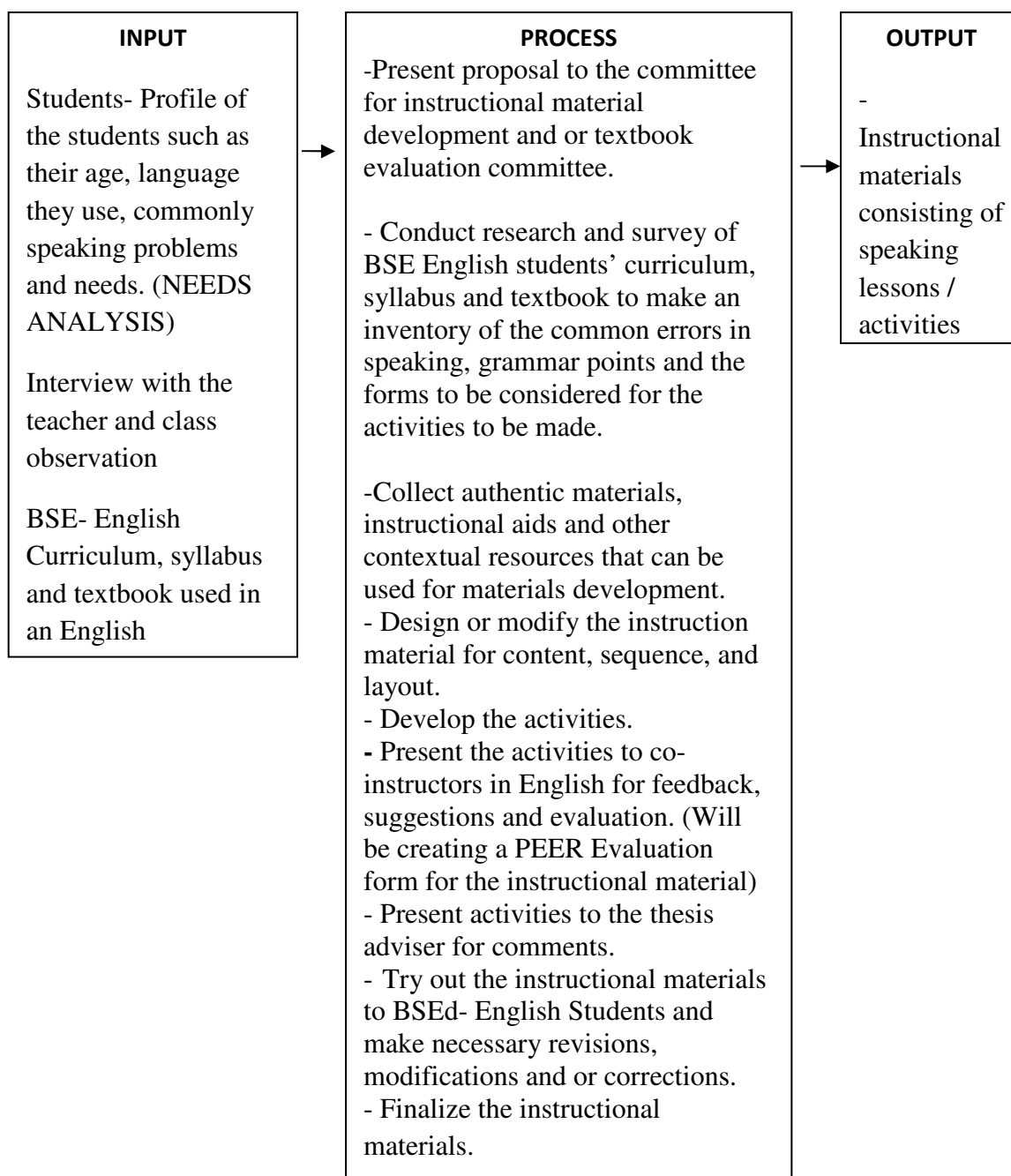


Figure 2

Figure 2, illustrates the process of the study utilizing the System Model Approach Model comprising Input-Process-Output.

The input stage as shown in the first box, specifies the gathering of information on the subjects with regard to student's profile, speaking problems and needs (Needs Analysis). It gives the means of data gathering through interview with the teacher and class observation. It covers an analysis of the BSE-English curriculum and syllabus of PUP Santa Rosa Campus.

The stage indicates the processes that the researcher undertook for the preparation of materials for developing the oral communication skills of the students.

The output stage indicates the expected output in the form of instructional materials consisting of speaking lessons and activities.

CHAPTER IV

Presentation, Analysis, and Interpretation of Data

This chapter presents and discusses the results of the needs analysis questionnaires of the BSE- English sophomore students of PUP Santa Rosa Campus. Also, this section presents the instructional materials design for this study and the scope and sequence of instructional materials.

This presentation is organized according to the following order:

1. Treatment of Needs Analysis Data
2. Presentation and analysis of the results of the student's needs questionnaires
3. Description of Instructional Materials

Treatment of Needs Analysis Data

This phase discusses how needs analysis data were derived. It showed the following steps:

1. Requested the English teacher, teaching Speech Communication to administer the student questionnaires through random sampling, in their English class at the beginning of the semester. The researcher collected them and got back forty (40) questionnaires from BSE Sophomore students.

2. Prepared the master's list and a tally sheet showing the frequency of distribution.

3. Classified the questionnaire into the following categories:

Under the ***Personal Needs***:

- a. The Attitude of students towards English as a Language and as a subject
- b. The Proficiency in English based on Perception of respondents
- c. Students' Language Problem
- d. Students' Causes of Difficulties in the Past Learning of English
- e. Speech Class Activities which students enjoy most
- f. Teacher-Related Activities used in Teaching Speaking

For ***Social Needs***:

- a. Occasions where students use English as a medium of communication outside the classroom
- b. Use of English in establishing relationship with People

Presentation and Analysis of the Results of the Student's Needs Questionnaires

The first item addressed in the questionnaire was under Personal Needs, specifically about the attitude of BSE sophomore students in PUP Santa Rosa Campus towards English as a Language and a subject. Answers were obtained through the use of a five-point scale questionnaire and through the use of a 5 Class Intervals to give the verbal interpretation.

1.0 -1.75 – Strongly Disagree (SD)

1.8 – 2.5 - Disagree (D)

2.6 – 3.3 – Undecided/ Neither Agree/ Disagree (U)

3.4 – 4.1 - Agree (A)

4.2 – 5 - Strongly Agree (SA)

The statistical answer to this question is given in table 1 below.

PART 1 PERSONAL NEED

Table 1

Attitude towards English as a Language and as a Subject

Statements	Weighted Mean	Verbal Interpretation
1. I think that English language is very valuable in communication.	4.92	SA
2. I think of Speech Communication as an important subject.	4.87	SA
3. I like English as a subject during my first year.	4.27	SA
4. English is an important Lingua Franca in globalization	4.95	SA
5. When someone speaks English I think he is educated	4.77	SA
6. The command in English is very helpful in understanding emigrants and their cultures	4.95	SA
7. English should be the medium of instruction in tertiary studies	4.87	SA
8. I need English in order to succeed in higher education	5	SA
9. I do not feel awkward when using English	4.77	SA
10. I wish I could speak fluent and accurate English	5	SA

Table 1 shows the statements that lead to identifying the attitude of students towards English as a language and subject. Among the ten (10) statements, items number 8 and 10 have the highest weighted mean of 5, which is verbally interpreted as STRONGLY AGREE. It indicates that respondents consider English as an avenue to succeed in achieving higher education. Moreover, this indicates that the respondents desire to speak fluent and accurate English. Thus, it can apparently be said that the respondents have positive attitude towards English. Rula (2006) states that positive attitudes toward a subject affect learning.

In like manner, Merisuo-Storm (2007) reached similar conclusions: for success in foreign language learning, students' attitudes and motivation play very significant roles.

Table 2

Proficiency in English based on Perception of respondents

Statements	Weighted Mean	Verbal Interpretation
1. I speak English at home.	3.22	Sometimes
2. I speak English outside the classroom.	3.02	Sometimes
3. I am watching English Television Shows/Program at home.	3	Sometimes
4. I listen to English radio program	3.37	Often
5. I read English newspaper.	3.45	Often
6. I read English magazine(s)	3.97	Often
7. I order simple meal in a restaurant.	4.02	Often
8. I am in social situations giving appropriate greetings and leave-taking expressions	4.45	Always
9. I state some reasons for my position on a controversial topic (for example euthanasia)	4.27	Always
10. I can sustain every day in casual style English with my friends	4.35	Always

Table 2 shows the Proficiency in English based on the Perception of respondents. The table indicates that students perceive that they are proficient in the use of English language when they engage in social situations that lead them to give greetings and leave-taking expressions. This is seen on item number 8, which has a weighted mean of 4.45 and a verbal interpretation of ALWAYS. Moreover, respondents also feel a certain level of proficiency when stating reasons for a controversial topic. This is seen in item number 9 with a weighted mean of 4.27. Similarly, item number 10 shows that respondents can sustain every

day casual English conversation with their friends. This item holds a weighted mean of 4.35. On the other hand, respondents perceive that they OFTEN become proficient in use of English when they order meals in a restaurant, read magazines, newspaper and when they listen to radio programs. Table 2 would refer to item numbers 4,5, 6 and 7 with a weighted mean of 3.37,3.45, 3.97 and 4.42. On the contrary, respondents indicates that they SOMETIMES feel they are proficient in the use of the language when they speak at home, outside the classroom and when they are watching English television shows at home. On the table this refers to item numbers 1,2 and 3, with a weighted mean of 3.22, 3.02 and 3 respectively.

Table 3

Language Problems

Statements	Weighted Mean	Verbal Interpretation
1. <i>Pronunciation</i>	3.4	Oftentimes
2. <i>Auditory discrimination</i>	3.05	Sometimes
3. <i>Vocabulary</i>	3.42	Often
4. <i>Spelling.</i>	2.75	Sometimes
5. <i>Sentence Structure.</i>	2.9	Sometimes
6 <i>Grammar(S-V-Agreement).</i>	2.75	Sometimes
7. <i>Reading Comprehension.</i>	2.47	Seldom
8. <i>Listening Comprehension.</i>	2.45	Seldom
9. <i>Construction of sentences.</i>	2.67	Sometimes
10. <i>Construction of paragraphs</i>	2.62	Sometimes

Table 3 shows the common Language Problems that the respondents experienced in learning the English language. The table indicates that among the ten items, respondents consider item number 3, Vocabulary, as the primary

language problem. It has a weighted mean of 3.42 with a verbal interpretation of OFTEN. Similarly, item number 1, Pronunciation, with a weighted mean of 3.4 is considered as the second language problem of students and item number 2, Auditory discrimination, as the third, with a weighted mean of 3.05, verbally interpreted as SOMETIMES. This is followed by Sentence Structure, with a weighted mean of 2.9, Spelling, with a weighted mean of 2.75, Grammar, with a weighted mean of 2.75, Construction of sentences, with a weighted mean of 2.67 and construction of paragraphs, with a weighted mean of 2.62, which are all verbally interpreted as SOMETIMES. On the other hand, Reading comprehension, with a weighted mean of 2.47 and Listening Comprehension, with a weighted mean of 2.45 are verbally interpreted as OFTEN.

Table 4

Causes of Difficulties in the Past Learning of English

Statements	Weighted Mean	Verbal Interpretation
1. Lack of time for studying	2.72	Sometimes
2. Lack of time speaking the language.	3.45	Often
3. The lack of textbook to be used.	2.5	Seldom
4. The textbook used in the class.	2.3	Seldom
5. The teaching method of the subject teacher.	2.3	Seldom
6. The poor instructional materials used.	2.2	Seldom
7. The lack of support to use English in the home environment and the community.	2.32	Seldom
8. Limitation of vocabulary proficiency.	3.32	Sometimes
9. Unwillingness and lack of motivation to learn English	2.75	Sometimes
10. The classroom is crowded, the environment is not suitable.	2.3	Seldom

Table 4 shows the Causes of Difficulties of the respondents in the Past Studies of English. The table indicates that item number 2 or Lack of time speaking the language is the main reason of the difficulty. It has a weighted mean of 3.45 and is verbally interpreted as OFTEN. Likewise, item number 8 or Limitation of vocabulary proficiency, with a weighted mean of 3.32 and a verbal interpretation of SOMETIMES, is considered the second reason of difficulty. Third, is item number 9, the Unwillingness and lack of motivation, with a weighted mean of 2.75 and is verbally interpreted as SOMETIMES. This is followed by the Lack of time for studying, with a weighted mean of 2.72, the Lack of textbook to be used, with a weighted mean of 2.5, the lack of support to use English in home and community, with a weighted mean of 2.32, The textbook used on the class, the teaching method of the subject teacher, Poor instructional materials and the crowded classroom, all with a weighted mean of 2.3 and is verbally interpreted as SELDOM.

Table 5

Speech Class Activities Students enjoy most

Items	Weighted Mean	Verbal Interpretation
1. Reading aloud	4.07	Often
2. Listening	4.52	Always
3. Reciting through story telling	4.52	Always
4. Oral interpretation	3.77	Often
5. Competing in contest/class activities	3.42	Often
6. Dramatization/ Role Playing	3.37	Sometimes
7. Group/ Panel Discussion	3.82	Often
8. Simulations	3.37	Sometimes
9. Information Gap	3.4	Often
10. Brainstorming	3.7	Often

Table 5 shows the Speech Class Activities students engage the most in their speech class subject. It is shown in the table that item number 2, Listening and item number 3, Reciting through Story Telling, with the same weighted mean of 4.54 and with a verbal interpretation of ALWAYS, is the most enjoyed activities of the students in their speech classes. The second is item number 1, Read Aloud, with a weighted mean of 4.07 and a verbal interpretation of OFTEN. Third, is Group/ Panel Discussion, with weighted mean of 3.82 and is verbally interpreted as OFTEN. This is followed by Oral interpretation, with a weighted mean of 3.77, Brainstorming, with a weighted mean of 3.7 and Competing in contest/class activities, with a weighted mean of 3.42, interpreted as OFTEN. Next is Information Gap, with a weighted mean of 3.4, Dramatization/ Role Playing, with a

weighted mean of 3.37 and Simulations, with a weighted mean of 3.37, both verbally interpreted as SOMETIMES.

Table 6

Teacher-Related Activities used in Teaching Speaking

Items	Weighted Mean	Verbal Interpretation
1. <i>Lecture</i> method	4.35	Always
2. <i>discussion</i> method	4.42	Always
3. <i>Pair work</i>	3.25	Sometimes
4. Reading Aloud	3.6	Often
5. Audio materials/aids	2.97	Sometimes
6. Dramatization/ Role Playing	2.67	sometimes
7. Group/ Panel Discussion	3.2	sometimes
8. Simulations	3.37	Sometimes
9. Information Gap	3.4	Often
10. Brainstorming	3.7	Often

Table 6 shows the Teacher-Related Activities used in Teaching Speaking. The table indicates that among the 10 items, item number 2, Discussion method, with a weighted mean of 4.42 and a verbal interpretation of ALWAYS, is the teacher's most used form of method in teaching a Speech Class. Second is Lecture method, with weighted mean of 4.35 and a verbal interpretation of ALWAYS. Third is, Brainstorming, with a weighted mean of 3.7, verbally interpreted as OFTEN. This is followed by Reading aloud, with a weighted mean of 3.6, and Information Gap, with a weighted mean of 3.4 and is verbally interpreted as OFTEN. Next is, Simulations, with a weighted mean of 3.37, Pair Work, with a weighted mean of 3.25, Group/ Panel discussion, with a weighted mean of 3.2, Audio materials/aids, with a weighted mean of 2.97 and Dramatization/ Role

Playing, with a weighted mean of 2.67 and are all verbally interpreted as SOMETIMES

PART II . Social Needs

Table 7

Occasions where English is used as a Medium of Communication Outside the Classroom

Items	Weighted Mean	Verbal Interpretation
1. when conversing with my family at home.	3.12	Sometimes
2. when talking with my friends.	3.1	Sometimes
3. when talking with strangers.	2.8	Sometimes
4. when attending church services.	3.05	Sometimes
5. during parties/ social functions.	2.72	Sometimes
6. during community/ association meetings.	3.12	Sometimes
7. during picnics/ outings	2.5	Seldom
8. during telephone conversation	3.1	Sometimes
9. when having book conversation with friends	3.12	Sometimes
10. when offering help to others	2.85	Sometimes

Table 7 shows the Occasions where English is used as a medium of Communication outside then classroom. The table indicates that respondents used English language when conversing with their family at home (item number 1), during parties/ social functions (item number 6), and when they are having a book

conversation with friends (item number 9).The items mentioned all have a weighted mean of 3.12 and is verbally interpreted as SOMETIMES. This is followed by the following items; When talking with friends, and During telephone conversation, both with a weighted mean of 3.1, When attending to church services, with a weighted mean of 3.05, When offering help to others, with a weighted mean of 2.85, When talking to strangers, with a weighted mean of 2.8, During parties/ social functions, with a weighted mean of 2.72, which are all verbally interpreted as SOMETIMES. On the other hand, the table shows that respondents SELDOM use English language During picnics/ outings, which has a weighted mean of 2.5.

Table 8

Use of English in Establishing Relationship with People

Items	Weighted Mean	Verbal Interpretation
English speaking helps me to...		
1. gain respect from people	4.2	Very Much
2. gain confidence	4.35	Very Much
3. improve family relationship	2.65	Much
4. be understood clearly by others	3.85	Agree
5. fit in a group where I want to be a part of	3.85	Agree
6. develop inter-personal skills with people	3.85	Agree
7. broaden my knowledge in other fields where English is used by people conversing with it .	4.5	Very Much
8. read and understand another person's emotions	4.5	Very Much
9. gain more friends	2.65	Much
10. interact with people of different nationalities easily	3.85	Agree

Table 8 shows the Use of English in Establishing Relationship with People. The table indicates that item number 7, with a weighted mean of 4.5, illustrates that English helps respondents to broaden their knowledge in other fields whenever they communicate with people. Similarly, item number 8, with the same weighted mean as item number 7, indicates that using English allows respondents to read and understand another person's emotions. Both items are verbally interpreted as VERY MUCH. Third, is item number 2, English helps respondents gain confidence, with a weighted mean of 4.35, followed by Gaining respect from

people, with a weighted mean of 4.2 and is verbally interpreted as VERY MUCH. On the other hand, items number 4,5,6, and 10, with a weighted mean of 3.85, shows that respondents AGREE in, that English language helps them to Be Understood clearly by others, to Fit in a group where they want to be a part of, to Develop their inter-personal skills with people, and to interact with people of different nationalities easily. Whereas, items number 3 and 9, with a weighted mean of 2.65, shows English helps Improve Family Relationship and Gain Relationship, these items are verbally interpreted as MUCH.

Description of Instructional Materials

Each instructional material developed here was designed and patterned after the Communicative Teaching Approach. Although some lessons involved language focus activities, there were little emphasis on the forms and rules, since the activities/ lessons must prioritize enhancement of speaking skills through achieving communicative competence. It is therefore viewed that these materials will be used in generalization, integration or reinforcement part of a speaking lesson.

A. Aims of the materials

These materials are intended for the sophomore college students of Polytechnic University of the Philippines Santa Rosa Campus, who have learned and studied Basic English grammar and vocabulary in their early years as high school graduates and freshmen years.

The materials have the following objectives:

1. to develop students' efficient comprehension of speaking academic English;
2. to develop students' intellectual priorities through English language study ;
3. to increase students' personal awareness through the study of socially relevant topics in English;

4. to increase students' understanding of how language functions;
5. to provide students with skills which will enable them to perform well in oral communication; and
6. to provide students with whole task practices in the classroom through various kinds of communicative activity.

B. Contents of the Materials

The content is an integration of reading comprehension, structural, notional, functional and discourse-based type of materials for students of English as a second language. The content of the material is based on the belief that there would be instances required for BSE-English students to gain awareness of social issues and controversy or the ones with human interest angle. In line with this, the researcher incorporated subject matters that encourage critical thinking and speaking through a shared activity.

C. Structure of the Activities

The materials were designed for students to know how topics are organized to express certain communicative functions. Contents were organized in such a manner that it begins with a communicative activity as a springboard for a lesson that will enhance speaking more. There will be short reading selection followed by a comprehension checkup and finally will end with a speaking task.

Each Activity includes the following elements:

1. *Activity Number and Title*- the place of the activity, according to the scope and sequence, but should not necessarily dictate the order of which the teacher should use the material.
2. *Activity objectives*- This states what the learners are expected to accomplish or demonstrate in terms of skill.
3. *Rhetorical Act* – This refers to the methods of development and patterns of organization that writers and speakers use to organize their ideas about a topic
4. *Language Function*- This is the act or activity that needs to be accomplished or satisfied while using the Rhetorical acts.
5. *Suggestion for Integration*- These are lessons or topics for which the specific instructional material may also be useful.
6. *Materials*- These are materials necessary for the performance of a tasks.
7. *Procedures*- This is a step by step guide of how to implement or execute the activities. This is mainly for teacher's use and not for the student's to figure out. Except for some attachments, the students or participants in the tasks are not supposed to read this part.

D. Learning Activities

The material uses a variety of learning activities to develop speaking skills.

They are as follows:

1. Dialogues and visuals for speaking and listening comprehension

2. Some passages with functions (ex. Definition, classification, comparison and contrast, analogy etc.) which are common in academic subjects such as English, Sociology, Political Science and others.
3. Text that will practice pronunciation and vocabulary which also aids in expressing generalizations.
4. Practice activities involving answer questions, role simulations, games, and problem-solving activities related to the content of a passage given, forming opinions or getting implications, criticizing and evaluating reading materials through individual presentation, dyads or group presentations.

In summary, the following is the activity number, title topic, Rhetorical Act, Language Function, and Suggestion for Integration of the instructional materials:

ACTIVITY NO.	TITLE	OBJECTIVE	RHETORICAL ACT	LANGUAGE FUNCTION	SUGGESTION FOR INTEGRATION
1	COMMUNICATION	To brainstorm and express as many ideas as possible given a particular topic, to; define the term connotatively/ denotatively	Definition	Commenting, evaluating, reporting, suggesting, probing, questioning	Use of method of definition: -Physical Description, Word Derivation, Elimination, Negative Statement, Concrete Examples, Connotative and Denotative
2	THE MAGIC OF EVERYDAY COMMUNICATION	To classify the different types of communication; Enumerate classification of set of items	Classification	Suggesting, questioning	Use of signal words for classification
3	CHALLENGES TO EFFECTIVE COMMUNICATION	To point out the different barriers in communication through showing relationships between an action or response, to evaluate causes and reasons, examine effects and consequences	Cause and Effect	Commenting, evaluating, suggesting, probing, questioning	Use of signal words to indicate cause-effect

ACTIVITY NO.	TITLE	OBJECTIVE	RHETORICAL ACT	LANGUAGE FUNCTION	SUGGESTION FOR INTEGRATION
4	DEVELOPMENT OF OUR SENSE OF SELF	To create a strong mental picture of one-self including details that discloses one's value system	Character Sketch	Arguing, commenting, evaluating, suggesting, reporting, agreeing, disagreeing	Use of sensory images in characterization Use of Figures of Speech
5	SELF-IMAGE AND SELF ESTEEM	To use description skills in describing one's self, to use phrases and modifiers to make vivid and effective descriptions	Description	Persuading, evaluating, commenting, suggesting, reporting, agreeing, disagreeing, questioning	Making Descriptions Forming Questions Use of Sensory images in Description Figures of Speech as an aid to Description
6	BE YOURSELF	To illustrate or show one's characteristics through giving examples of unique traits that only he/she possesses	Example	Suggesting, questioning, commenting, advising, reporting, evaluating,	Making pattern of examples and longer illustration followed by interpretation
7	TALKING TO CONNECT "Getting to Know You"	To explain and show an idea or concept in communicating by comparing it with another of its kind, to reveal their similarities, or by contrasting them to show their differences	Comparison and Contrast	Evaluating, questioning, commenting, ordering, arguing, agreeing, disagreeing	Use of transitional words that highlight similarities and difference between ideas.

ACTIVITY NO.	TITLE	OBJECTIVE	RHETORICAL ACT	LANGUAGE FUNCTION	SUGGESTION FOR INTEGRATION
8	MAKING DIALOGUES (Ethical Choices behind our Talk)	To present steps in a process of establishing dialogues in communication to suit the audience or convention partner	Process	Ordering, suggesting, reporting, questioning, reminding	Use of signal words denoting order Making chronology of events
9	MAKE IT A STORY	To use narratives to bring out ideas and support generalizations, to use personal experiences in delivering narration/stories	Narration	Reporting, speculating, inviting, persuading	Use of Point of View in Narration Making anecdotes/story to illustrate a point
10	SEEING THROUGH SPEAKING “ Say YOU, Say Me”	To deliver effective and valid analogies on topics given through speaking, to compare notions that are usually considered quite different in most aspects and are not commonly related	Analogy	Reporting, agreeing, disagreeing, commenting, evaluating, persuading, probing, questioning, arguing	Use of concrete details Drawing of metaphorical comparison in explaining a point

Chapter V

Summary, Conclusions, and Recommendation

Findings

The following were the findings in this study:

1. As per the researcher's observation conducted with the BSE-English Sophomore teacher and observation of the English class, it was noted that the students mostly acted as mere listeners and participated cautiously only when asked by their teacher. Most of the students prefer to listen than to participate during discussion and probing session with their teacher.
2. Vocabulary is the main language problem of the students. The students desire to speak fluently and accurate English despite their limited vocabulary. During the 1st two weeks of the semester, students were observed to have limited vocabulary knowledge. Despite the restraint, majority of the students tried to communicate with the help and motivation of their subject teacher. The teacher, at some point provided list of new words on the board for students to use once they were asked to create coherent sentences.
3. The main cause of students' difficulty in the past learning of the language is the lack of time for speaking the English language.
4. Students mostly engaged in Listening and Reciting through story telling activities. Likewise, their teacher typically uses Discussion method in teaching the

subject. Since the first four weeks concerned about teaching concepts and basic principles in communication, the teacher served as a mere lecturer. This led to the inactive participation of students in class, as a result, students acted as plain listeners during class discussion. On the other hand, students were able to participate when asked to tell narratives.

5. The teacher needed more strategies to teach speaking to English major students. Furthermore, the teacher lacked materials in helping students improve their communicative skills. In addition, the textbook used by the teacher failed to provide adequate amount of oral communication activities that would engage the students to communicate actively in class.

Conclusion

The following conclusions were drawn based on the findings:

1. The Communicative approach in teaching language, when viewed and used in the proper perspective, makes learning more meaningful to the second language learners like the Filipino students.
2. Since English Communication Text books in High School also cater to teach speaking, it is imperative that future teachers, like the BSED English students, be taught to experiment with activities and instructional materials to teach speaking.
3. Students generally appreciate informal activities to practice their speaking skills. The challenge is for the teacher to be systematic and be an encouraging facilitator of these activities so that students are not only able to produce language fluently but also accurately to deliver language functions.

Recommendations

1. A variety of oral activities should be given to students and different teaching strategies should be employed. The teacher should focus on helping students improve their oral communication skills for academic and daily life. As a facilitator, the teacher should give emphasis on increasing students' confidence, fluency, pronunciation and vocabulary through realistic and practical activities both in and out of the class. If the teacher decides to incorporate content topics, pronunciation, idiom and slang usage, active listening skills, and conversation strategies may also be included.

2. Class observation of students should be done. Moreover, everyday assessment should be conducted by the English teacher through observation and other methods of testing.

Since the main purpose of assessing is to enhance teaching and learning, the teacher should assess students' achievements in speaking based on evidence from a variety of sources. Likewise, assessment of speaking should be done in whole class settings, group interactions and individual presentations for a range of purposes, on a variety of topics.

To do so, the teacher may collect evidence of students' achievements in talking as they engage in modeled, guided and independent teaching tasks. Teachers should also use criterion-referenced assessment, developed with the students, to assess talking and listening. Moreover, during modeled talking and listening, teachers should observe students in class discussions, observing how often they interact,

and respond to questions and discussion points. In guided and independent talking and listening, teachers should capture students' oral texts in real time where practicable, as this conveys body language, response to audience, facial expressions, use of extra material such as charts and objects.

3. A period of about 30 minutes to an hour of the English period should be set aside for an exchange of conversation dealing with current events, socio-economic, and environmental issues. A few hours of English classes every week, where the teacher tries to speak as little as possible to give his students the opportunity to speak is very vital in learning the language. Likewise, allowing students to discuss issues that concern the society will encourage them to bring in real or hypothetical situations which they can make use of to enhance their ability to form insights, inference and opinion.

4. The English teachers/ instructors should work together to design or develop a compilation of instructional materials to teach speaking suitable to the needs of BSED English students. An annual update, revision or development of instructional materials will be of great help in making teachers and students keep abreast with the recent strategies used in teaching speaking and in incorporating new socially relevant authentic materials that could be used in the activities of the designed instructional materials.

5. Teachers should also involve students in designing the instructional materials by listing the language functions and problems that they commonly see and those that they need to speak in the second language. Providing opportunities for

students to use talking and listening across the curriculum makes them aware of the particular language requirements of the subjects. Upon doing this, students will become conscious of their own and others' understandings of the subject, as well as providing insights into the process of developing their ideas. Thus, more concepts and ideas will be known or understood through interactions among students, teachers and texts.

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APPENDIX A

Instructional Materials

Activity # 1

COMMUNICATION

(kə,mju:nɪ'keɪʃn/ kə,myōōni'kāSHən/ kəmjunəkeʃən)

Objectives	To brainstorm, and express as many ideas as possible given a particular topic, to define the term connotatively/ denotatively
Rhetorical Act	Definition
Language Function	Commenting, evaluating, reporting, suggesting, probing, questioning
Suggestion for Integration	Use of method of definition: -Physical Description, Word Derivation, Elimination, Negative Statement, Concrete Examples, Connotative and Denotative definition
Materials	Sheets of paper, pen, pictures from newspaper, article from newspaper/Facebook page

What's your Definition?

Procedures

1. The teacher prepares 5 sheets of paper with one word topic for each group.

Example:

1. internet 2. Cellular phone 3. I-pad 4. Letter 5. Communication

2. Students are assigned to or allowed to pick 5 members in a group. They are to sit in a round table facing each other. A team captain/ leader will be chosen by the members.

3. The activity begins once the teacher place the topic sheets in pile on the table or the team leader's desk/armrest. The teacher instructs each student in a group to define the 5 given terms base on how they understood it. The teacher should stress the importance if answering in a complete sentence before starting.

4. The first student (chosen by the leader) picks the 1st sheet from the pile and reads the word. Then the student gives his/her definition on what was read. Each person is going to take 1-2 minutes to deliver.

5. After the student has expressed a viewpoint, he/she asks others in the group to offer their thoughts/ definition on the term/ subject given.

6. While the students are working, the teacher circulates around the room, listening to be sure that all students are speaking and defining the terms in a complete sentence.
7. The groups continue working until everyone has chosen a topic sheet or the allotted time for the exercise has expired.
8. With the same group, the teacher asks students to read an article taken from FACEBOOK. Then, students will define the given words taken from the text through any of the following methods of Definition. The teacher may introduce a short discussion of the commonly used methods.

Methods of Definition

- 1. Physical Description-** involves knowing the shape sizes, and other features of visual appearance of a material or object which set it apart from the other.
- 2. Elimination** – the method of defining a thing or telling what it is not by eliminating all the things with which it might be confusing. (Ex. What is charm? Is it fascination? Glamour? Or hypnotism?)
- 3. Negative Statement-** to show what a thing is not. It shows negative aspects. (Ex. Love is not a game that you can play.)
- 4. Concrete examples and instances-** Gives specific example. (Ex. A radio is an appliance use for listening.)
- 5. Connotative Definition-** a statement of the equivalence of connotation between the defined term and another expression. It may be classified as Personal connotation and General connotation. *Personal connotation* is is the emotions or feelings a word creates in you or in any one individual. *General connotation* is a word means to a large group of people; a mind picture that is shared. (Ex. man’s beard. In Victorian times, the image of a bearded man was that of a proper older gentleman – a grandfather. But in the 1960’s, a bearded man came to mean “unshaven hippie.”)
- 6. Denotative Definition-**the literal meaning of the word one find in the dictionary.(Ex. Mother. The dictionary would define mother as “a female parent.”)

READING TASK

Example text:



VOCABULARY WORDS

Read the following words. Define the following terms found on the above text through any methods of Definition.

1. taxpayers (**tækspeərz**)
2. protest (**prətest**)
3. pork barrel (**pɜrk bærel**)
4. scams (**skæmz**)
5. unperturbed (**ʌnpərtərbd**)

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

1. What does the writer would want his readers to do?
2. Do you think that this social media protest against the abuse of public funds effective to ignite people's consciousness against corruption? How and Why?

<https://www.google.com.ph/#q=fb+post+of+Ito+Rapadas+pic>

Communicative Task

DYADS- Picture Reading

Instructions:

1. Study the pictures.
2. Think of a story based on the picture
3. Relate the story to the class using definition and some examples.



Pictures taken from Google images and Manila Bulletin ,August Issue

Activity # 2

THE MAGIC OF EVERYDAY COMMUNICATION

(THē 'majik əv 'evrē,dā kə,myōōni'kāSHən/ kəmjunəkefən)

Objectives	To classify the different types of communication; Enumerate classification of set of items
Rhetorical Act	Classification
Language Function	Suggesting, questioning, commenting, reporting
Suggestion for Integration	Use of signal words for classification
Materials	Pictures from newspapers showing the types of communication, sheets of paper

Classify It!

Procedures:

1. After the lecture of the teacher on the topic “Communication” and the “Different types of Communication”, the teacher may review students on ways of classifying ideas.

Example:

Classification- the purpose is to clearly define something and place it in a group according to some basis or rule so that it only fits in one group. In order for one to be successful at this one has to be very detailed. Moreover, it involves the gather of ideas into types, kinds, or categories according to a single basis of division.

This make use of **Logical sequence**- it list the categories in this order: either *most to least outrageous, least to most expensive, from largest to smallest* and so on.

Transitional expressions used:

- ✓ *can be divided*
- ✓ *can be classified*
- ✓ *can be categorized*
- ✓ *the first type*
- ✓ *the second kind*
- ✓ *the last category*

2. Students will be asked to work in pairs. Each pair of students is given newspapers/magazines containing samples of pictures and the communication activities

used under each Types of Communication. Students will arrange the pictures and items according to the classification they belong.

3. After 2-4 minutes, the teacher will ask a pair to present their output in the class observing the use of transitional words in their delivery and the presentation of the classified pictures and ideas.

Example:

TYPES OF COMMUNICATION

Intrapersonal – Talking to one’s self

-message consists of our thoughts



Interpersonal- two or more people

- ✓ To solve a problem,
- ✓ to share information
- ✓ To fulfill social needs



Small-Group- three or more people

- seen in social organization
- church assemblies
- clubs



Public Communication- public speaking

- lecture and seminar
- convocation and sermon
- concert

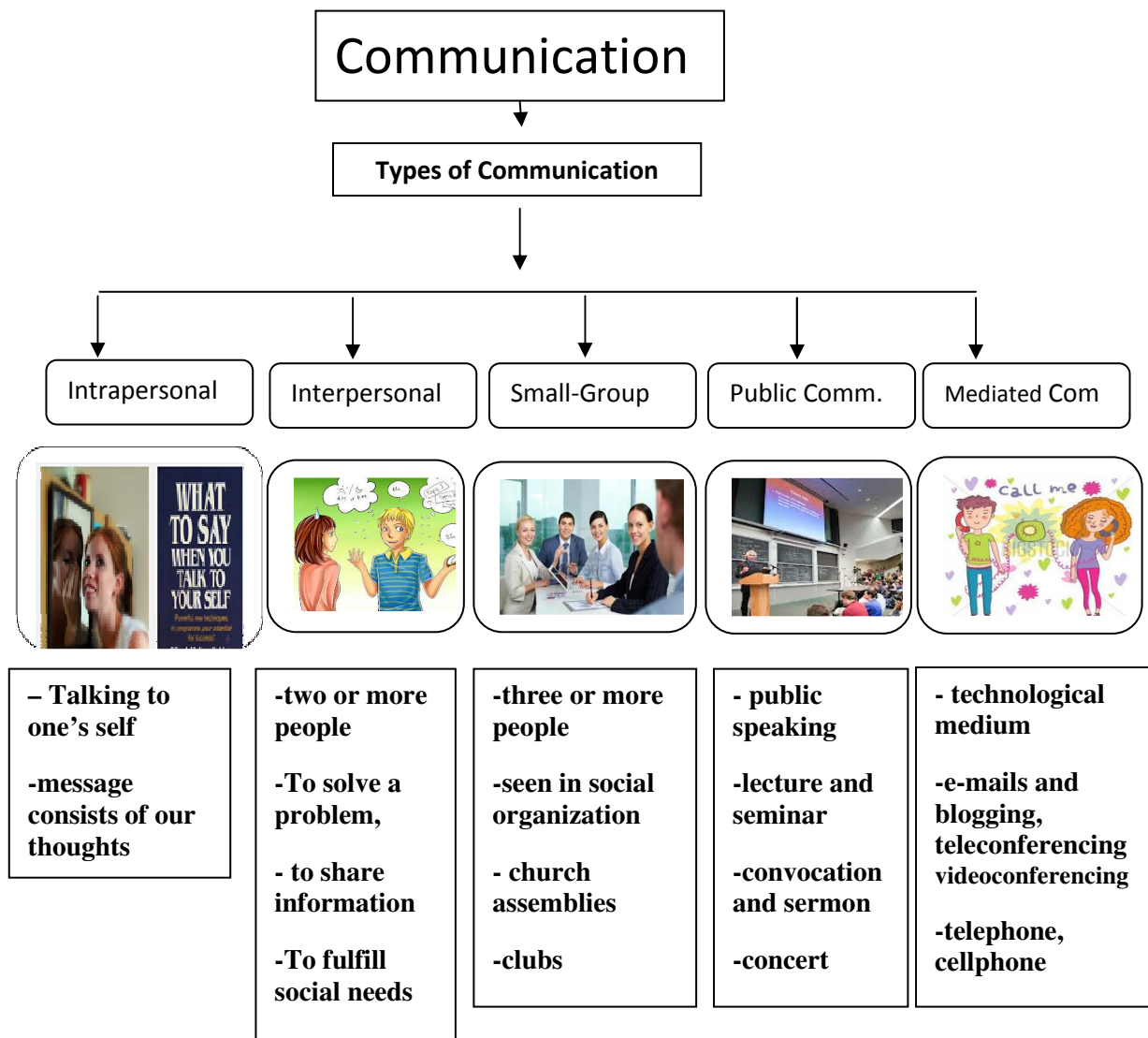


Mediated Communication- technological medium

- e-mails and blogging
- teleconferencing, videoconferencing
- telephone, cellphone



Pictures from <https://www.google.com.ph/#q=images+of+communication+pictures>



Pictures from <https://www.google.com.ph/#q=images+of+communication+pictures>

4. After the presentation, the teacher will form students into group of 5. The students will be asked to decide on a recent topic that is interesting to discuss. Using this topic, the students will prepare a pantomime where the five types of communication are presented. Each group will interpret each pantomime and will identify the type of communication involved.

5. Students will be given 5-10 minutes to present. While the groups are preparing, the teacher circulates to check that each member participates in the brainstorming part of the activity.

6. Once the activity is finish, the teacher may now proceed to a short reading task activity to ensure familiarization of the skill in using classifying when speaking. A teacher may ask a student or the entire class to read this aloud.

READING TASK

Types of Friends

Friends can be classified according to their *honesty, loyalty, the type that fits you into their schedule, or the type that finds time for you when they need something.*

An *honest friend* tells you the truth even if it's not always what you want to hear. In the long run, that honest friend may have saved you from embarrassment or possibly rejection. They give you constructive criticism overall. The *loyal friend* is the type of friend that will be there for you through the thick and the thin. They don't care how good or bad you may look one day; they are sensitive to your feelings, they respect you and the other people in your life, and most of all they will never let you down when times are hard. They may be what you call *a best friend*. The third group, *the person that fits you into their schedule*, is the type of person that is always on the go. They barely have time for themselves let alone another person. More than likely they will not be there for you when you need them most, because they are so wrapped up in their busy, hectic life. Then you have the *self-absorbent type of "friend"* that *finds time for you only when they need something*. This type of person isn't what you would call a friend. This person may always be extremely nice to you because they know that if they are nice to you then they will more than likely get what they want. They will call you every once in a while when it is almost time for them to use that person again. It may be for a ride to work, home, or they just want somebody to hang out with because they have no other friends. If the person that is being used is smart they will eventually realize that they are getting used and will stop being there for that person.

~© Amy Neill~

From <http://english120.pbworks.com>

VOCABULARY WORDS

Read the following words. Use each words to create a sentence.

1. friend /frɛnd/
2. honest /ənəst /
3. criticism /krɪtəsɪzəm /
4. loyal /ləjəl /
5. schedule /skɛdʒʊl /

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

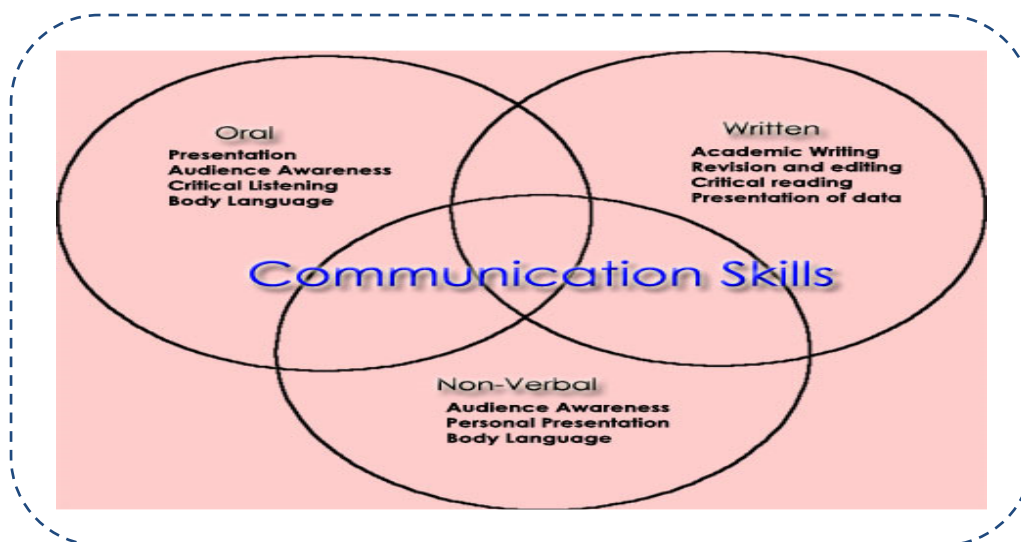
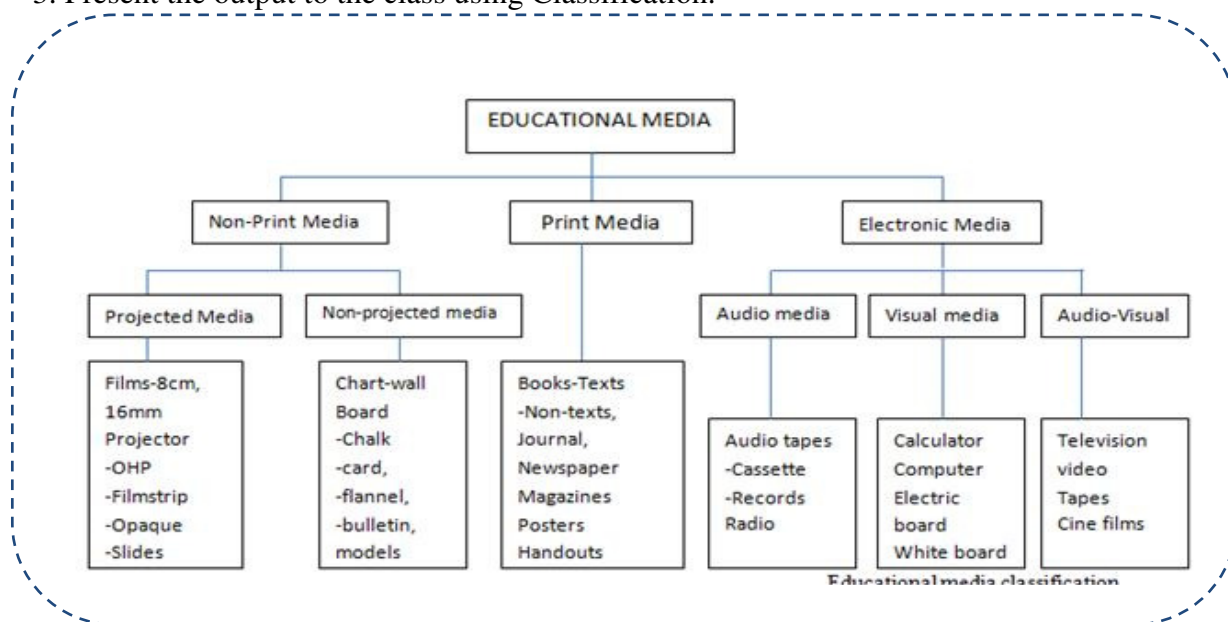
1. What are the four classifications of friends according to *Amy Neill*?
- 2 Which one can be called a “best friend”? Why?
3. Who is a “*self-absorbent type of friend*”? Why is it called this way?
4. If you are to classify yourself, what kind of friend are you? Prove your answer by giving situations that shows the kind of friend you are.

Communicative Task

DYADS- Picture Reading

Instructions:

1. Study the pictures in diagrams below.
2. Develop a paragraph using signal words used in Classification
3. Present the output to the class using Classification.



Pictures from <https://www.google.com.ph/#q=images+of+communication+pictures>

Activity # 3

CHALLENGES TO EFFECTIVE COMMUNICATION

(tʃæləndʒəz tu əfektɪv kəmjunəkeɪʃən)

Objectives	To point out the different barriers in communication through showing relationships between an action or response, to evaluate causes and reasons, examine effects and consequences
Rhetorical Act	Cause and Effect
Language Function	Commenting, evaluating, suggesting, probing, questioning
Suggestion for Integration	Use of signal words to indicate cause-effect
Materials	Sheets of paper, pen, paper, copy of reading materials

(For review purposes this short game could be used as a starter activity)

Procedures:

1. As a form of review for the previously discussed topic on the “Barriers in Communication”, the teacher will conduct a game entitled “Get It Together”.
2. Students will be in dyad. One person in each pair should be blindfolded. It is the job of the blindfolded person to retrieve specific items from the center of the circle based on the cues given by the partner (The items are placed in random by the teacher).
3. The exercise will have an activity time of 15-20 minutes. It is simple when it starts, but becomes more complicated as more blindfolded people enter the circle and begin trying to find items through instructions coming from their partners. (The teacher will be the one to assign the item to be picked per each student)
4. At the end of the exercise, the teacher will ask the students about the methods people used to tune out others' noise and confusion and maintain focus on working as a team.

What's Your Opinion?

Procedures:

1. The teacher will create topic sheets which contain issues experienced in the society. The one word or short sentence topic will be written on a sheet of paper. The more topic sheets, the better to get the interest of the class. (Examples of topics: Abolishment of SK

Elections, War in Syria, Overfishing and destructive fishing, Corruption, Labor Problems, Dengue outbreaks, Climate Change, Bullying, Overpopulation etc.)

2. The teacher will have the class stand up and arrange the chairs or tables so the students can sit together in small groups. The teacher might consider manipulating the groups to ensure a "talker" is placed with those who might not be so outgoing. The teacher will also stress the importance of answering in a complete sentence before starting.
3. Once the groups have been arranged, a group leader is selected. The group leader chooses who picks up the first topic sheet.
4. The task begins by placing the topic sheets placed in a pile on the table or the leader's desk. A student (chosen by the leader) picks a sheet from the pile and reads the topic. The student then gives an opinion on what was read.
5. After the student has expressed a view point, he or she asks others in the group to offer their thoughts on the subject. If no one volunteers, a student is then picked by the person who read the question. That student can either offer an opinion or elect to choose a new subject from the pile of topic sheets.
6. While the students are working, the teacher should roam around the room; listening to be sure students are speaking in complete sentences or helping those who seem stuck on a question. The groups continue working until everyone has chosen a topic sheet or the allotted time for the exercise has expired. The activity should last from 20-30 minutes.
7. After every group has finished, the teacher will have a short discussion of delivering a message/speech through Cause and Effect.

Example: **Cause and Effect is used in:**

- Explaining the reasons (causes) why something happened
- Describing the results (effects) of an event, action, or condition

Causes are the reasons that something happened (Ex. the causes of pollution, divorce, heart disease, anorexia, etc.,) It can be identified and presented so that the reader gains a better knowledge of how the causes brought about certain results.

Similarly, when we think of ***Effects***, we often think of benefits or advantages such as the benefits of exercise or the advantages of self-

employment. Or we could look at the negative effects of a cause such as divorce, alcoholism, or global warming.

Signal words used in Cause and Effect

Because, since, consequently, this led to...so, if...then, nevertheless, accordingly, because of, as a result of, in order to, may be due to, yet, for this reason, not only...but, and also

8. The teacher may now proceed to a short reading task activity to ensure familiarization of the skill in using Cause and Effect styles when speaking. A teacher may ask a student or the entire class to read this aloud.

READING TASK

10 reasons why it floods in Manila

[CITY SENSE By Paulo Alcazaren](#) (The Philippine Star) | Updated June 15, 2013

Floods do not respect political boundaries and will flow from one city to the next, yet we continue to address flooding (as well as all other urban problems) within the confines of individual LGUs. It does not make sense.

It's raining (sic) season once again and we face the yearly problem of flooding in Metro Manila. I keep getting calls from broadcast media asking for interviews about the problem, its historical origins and urban redevelopment solutions. Giving these interviews I feel like a broken record enumerating the reasons for floods in the metropolis, so I figure it would be good just to list them once and for all.

This list may not contain all the reasons but these, in my opinion, are the major ones:

1. ***It floods because it rains; the rains and the typhoons that bring them have increased in magnitude.*** Yes, it's climate change. To deny this is futile. It's here now and it makes all historical flood levels, well, history. The paths of typhoons have also become unpredictable (not that we have enough weather men to predict them — many of our good ones have left for better-paying jobs overseas). Typhoons now cross parts of the archipelago that did not use to have them regularly and so people are caught unprepared. Despite these changes in patterns, Metro Manila still gets dumped with rain, especially since its total area, and population in this area, is equivalent to or larger than most provinces and many regions in the country.

2. ***It floods because of population and urbanization.*** Metro Manila has a population of 12 million and counting. Urbanization, specifically urban sprawl is a manifestation of all these millions living together and needing houses, buildings, roads, parking lots and infrastructure. All these cover ground that used to be open and able to absorb much of the storm water that fell on the metropolis. In our lifetimes we've seen fringes of the metropolis gobbled up and transformed from cogon and rice fields to thousands of subdivisions, hundreds of shops and malls, hectares of paved-over parking lots, dozens of business districts. All this hard covering serves to channel all the storm water much faster into an already inadequate drainage system designed when the reality was much more open land and much less rain. The open ground before served to mitigate the volume of rain that flowed into these drains, esteros and our rivers. We also had more plant cover and trees in the metropolis to help sop up all this water.

3. ***It floods because the rain comes down from denuded uplands.*** Metro Manila floods come from elevated surrounding regions, all the way up to the Sierra Madres. There, we have lost almost all of our original forest cover from illegal logging. All this forest cover lost makes millions of hectares of upland a bald watershed that flows freely into the metropolis. This situation is repeated around almost all major urban areas in the country. The source is upstream and this is where solutions should start, although it is among the longest-term solutions. We need to recover our forest cover to reduce the amount of rain that floods our low-level metropolis.

4. *Metro Manila is not only low but it is sinking.* Ground water extraction due to deep wells is causing major areas of the metropolis to sink. The north section of CAMANAVA and the southern cities from Pasay onwards have sunk from a foot to over a meter and this has made those areas more vulnerable to floods and storm surges. Scientists have pointed to the fact that this flattening has increased the reach of storm surges from the seaside to as much as 20 kilometers inland. So we get it from both ends in a perfect storm — from the mountains and from the sea. The ground is also sinking due to the weight of all that concrete, buildings and infrastructure mentioned in reason no.

5. *It floods because we have less drainage than before.* Reports have it that we have lost almost half of our metropolitan esteros and canals. We used to have over 40 kilometers of them and now we only have about 20. Many have been lost to development, disappearing without a trace (now it regularly floods where they used to be of course).

6. *It floods because many of those esteros, canals and waterways of our metropolis we have left are chock-full of informal settlers.* Because there are no alternatives for low-income mass housing, desperate people settle in desperate areas. These settlements have little by way of solid waste management and sewers. All these go to the waterways, filling many of them so solid that dogs can cross over them. And we wonder why it floods. Many of these drainage ways and easements were identified in the several master plans made for Manila and Quezon City. Planners had allocated as much as 50 meters of space on either side of these but greed set in and these easements disappeared and what little was left are now our favelas teeming with millions.

7. *It floods because the main flood control system started in the '70s was never completed.* The Manggahan floodway was only one half of the picture. It was meant to channel floodwater into Laguna Bay. The lake was meant only as a holding area and the excess water was to have been flushed from there to Manila Bay via the Parañaque spillway. That spillway was never built. To build it now would cause trillions and urban sprawl has seen its path covered with more millions of people and thousands of structures.

8. *It floods because what little left of our drains and flood control infrastructure is ill-maintained.* Reaching many of them is a problem because of informal settlements. Overlapping jurisdictions of local and national agencies conspire to dissipate responsibility and funding for this vital task of ensuring our drains are unclogged and free. It's just like homeowners not cleaning their gutters of debris before a rainy season. When the typhoons come, the gutters overflow.

9. *It floods because urban development is unplanned and unfettered.* Mega-developments that see clusters of 30 to 40-storey towers on retail podiums surrounded by hectares of parking cause havoc in districts planned with drainage infrastructure meant for low-density development. Because there is a lack of planning context (actually a lack of any planning at all), all drainage, road and traffic infrastructure is useless to carry the additional load — that's why most flooded areas are also traffic-clogged.

10. *The final reason it floods in this short list (and there are many other reasons) is politics.* Metro Manila is made up of 16 cities and one town (Pateros). Floods do not respect political boundaries and will flow from one city to the next yet we continue to address flooding (as well as all other urban problems) within the confines of individual LGUs. It does not make sense. Politics also conspires to keep informal settlers where they are because they represent votes.

VOCABULARY WORDS

Read the following italicized words. Match the synonym of these words from the given options below. Write only the letters of the correct answer.

1. To deny this is *futile* /**fjutəl**/ a. to swallow or eat hastily or hungrily in large pieces; gulp
2. urban *sprawl* is obvious /**sprɔl**/ b. pointless, useless
3. *gobbled* up by floods /**gabəld əp**/ c. to scatter in various directions; disperse
4. *informal settlers* /**ɪnfɔrməl**/ /**setlɜz**/ d. spread, extension
5. *dissipate* responsibility- /**dɪsəpet**/ e. urban dwellers inhabiting government and privately- owned lands with no legal tenure; squatters

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

1. According to the writer, what are the 10 most common reasons why we experienced flood?
2. Among the ten reasons, which do you think is the most observable cause of flood in majority of the cities today? Why?
3. Is there still a solution for the extreme flooding that we are experiencing lately? What could it be?

Communicative Task

Instructions: (This can be an individual or group activity)

1. Study the pictures below.
2. Develop a News Report using signal words that shows Cause and Effect.
3. Be ready to present your News Flash reporting in the class.



Activity # 4

DEVELOPMENT OF OUR SENSE OF SELF

(dɪvələpmənt əv awər sɛns əv sɛlf)

Objectives	To create a strong mental picture of one-self including details that discloses one's value system
Rhetorical Act	Character Sketch
Language Function	Arguing, commenting, evaluating, suggesting, reporting, agreeing, disagreeing
Suggestion for Integration	Use of sensory images in characterization
Materials	Sheets of paper, pencil or any coloring materials

“ Who Am I?”

Procedures:

(Individual Activity)

1. Students will be asked about their idea of “Sense of Self”.

Example of possible answers:

Sense-of-Self means that you know who you are and that you are comfortable with yourself. When you have a strong Sense-of-Self you are able to go out and face the world with confidence and the belief that you can handle the ups and downs that come with living.

Sense-of-Self is the things you believe in. *Sense-of-Self* begins with values, beliefs and morals. These are foundations of your personality and your behaviors that determine the way we interact with others and the world around us. It is a blueprint that you can reflect on to behave the way you do in different circumstances.

2. The teacher will provide students a sheet of paper containing the basic sketch of their observable personality traits. It is a written and oral exercise designed to initiate the student's thinking about himself. Answers should be carefully considered and seriously answered.

3. Students fill out the biographical sketch provided by the teacher. Students may fill in the blanks with as much information as they need to provide a complete response.

Example:

Date _____

Name _____ Age _____ Birthdate _____

Zodiac Sign _____

I was born in _____-. Now I live at _____

I am ____ tall and weigh ____ pounds.

My eyes are _____ and my hair is _____

I am ____ handed. I have ____ brother(s) and ____ sister(s).

People often say that I look _____.

I think I look _____.

My most common facial expression _____.

*My Favorite**My Least Favorite*

Color ____

Saying ____

Book ____

Magazine ____

Movie ____

T.V. Show ____

Piece of Music ____

Painting ____

Food ____

Drink ____

My lucky number is ____ . The closest Person to me is ____ .

The person I admire most is ____ because ____ .

I would like to be (a) ____ when I am older.

My biggest fear is ____ .

My strongest belief is ____ .

My favorite habit is ____ .

My worst habit is ____ .

I am a ____ person because I ____ .

If I were a ____ I would ____ .

I used to ____ now I ____ .

People say that I am ____ because I ____ .

I am always happy whenever I see ____ .

_____upsets me a great deal.

I find it easy to talk about ____ but difficult to discuss ____ .

If I wrote a story about my life it would be ____ .

4. From the completed sketches, discussion may involve comparisons and contrasts of the information that has been given by each student. The presentation may be done per individual.

5. The instructor should encourage students a drive towards the use of exact details in sketching one's character.

6. After the presentation of students, the teacher will have a short discussion of ways on how to make characterization effective; one is the use of Sensory images in speaking.

Examples: Role of Sensory images in Character Sketching

Senses	Information conveyed
Visual (sight)	Form of outline, size, distance, perspective, motion, color, light, surface
Auditory (Hearing)	Volume(loud or soft), quality, pitch, cause or source of sound
Tactile or Tactual (touch)	Texture, temperature, resistance(hard or soft), skin sensations(tickling), degree of moisture
Gustatory(taste)	Sweetness, saltiness,etc.
Olfactory(smell)	Scents, offensive or nauseating odor
Organic(with the help of internal organs, muscles and systems)	Weight and pressure, pain, fresh air, chill fever, shivering

Adapted from a lesson by Paciencia Q. Tiburcio et.al. 2009. Writing in the Discipline: Leading to Academic Research. Manila: Mutya Publishing House

Imagery can also achieved through the use of Figures of Speech

<i>FIGURE</i>	<i>BASIC PRINCIPLE</i>	<i>EXAMPLE</i>
<i>Allusion</i>	<i>Using actual name of a well-known figure in history, literature or politics</i>	<i>Imedific(glamorous)</i> <i>Herculean (strong)</i>
<i>Antithesis</i>	<i>A contrast of ideas</i>	<i>Romantic fool</i>
<i>Euphemism</i>	<i>Pleasant expression for an unpleasant idea</i>	<i>Her grandmother pass away (die)</i>
<i>Hyperbole</i>	<i>An exaggeration</i>	<i>She cried a river over his death</i>
<i>Irony</i>	<i>Saying the opposite of what is meant</i>	<i>(If you did not do your task) “That’s a good act!”</i>
<i>Litotes</i>	<i>An understatement; opposite of hyperbole</i>	<i>The test is not a joke</i>
<i>Metaphor</i>	<i>Comparison of two unlike things</i>	<i>The Lord is my shepherd</i>
<i>Metonymy</i>	<i>Use of word standing for an idea</i>	<i>Malacanang(President)</i>
<i>Onomatopoeia</i>	<i>A sound signifying the source or words creating auditory images</i>	<i>Chirping from the tree</i> <i>Thundering sky</i>
<i>Personification</i>	<i>Attributing to inanimate object or animals the traits or characteristics of human beings</i>	<i>The moon smiled</i> <i>The wind whispered</i>
<i>Simile</i>	<i>Direct comparison of two unlike things using <u>as</u> or <u>like</u></i>	<i>Pliant like a bamboo</i>
<i>Synecdoche</i>	<i>Using a part to mean the whole or even the whole to mean the part</i>	<i>A girl of 18 summers</i>

Adapted from a lesson by Paciencia Q. Tiburcio et.al. 2009. Writing in the Discipline: Leading to Academic Research. Manila: Mutya Publishing House

7. Students will be asked to improve their entries in their personality trait sheet paper using sensory images and figures of speech. The teacher will call students to present their new version in class.

(Group Activity)- This is optional. The teacher may use the individual or group activity if necessary.

1. Students will work in groups of 5-6. They will be building their own self-concept map using sensory words.
2. The group should do each of the step below, pausing after each step to allow each group member to record his or her personal thoughts in a notebook. Each member should write as many words or thoughts as time allows. The group is given 10-15 minutes to do the activity. The purpose of the group responses is not confessional or self-revealing; the purpose is to generate words that shows characterization which can be used by group members when they record their own thoughts and ideas.

Example of steps:

- a. One at a time, each member of the group should orally complete the sentence “**I want** _____.” To fill in the blank, members should use terminal values such as *a... silent environment, comfortable life, intellectual growth, everlasting happiness, sweet freedom, huge love, or friendship.*
- b. Again taking turns, each member of the group should orally complete the sentence “**I am** _____.” To fill in the blank, members should use instrumental values such as *honest, credible, ambitious, independent, optimistic, or caring.*
- c. Each member of the group, in turn, should orally complete the sentence, **I like** _____. To fill in the blank, members should use attitudes that explain why they like what they like. For example: *I like sports for its competition; I like working out for its physical fitness; I like cats for their independence; I like hiking for its adventure; or I like friendships for their security.*
- d. In turn, each member of the group should orally complete the sentence **I believe** _____. To fill in the blank, members should use authority beliefs that we accept because of the source (society, religion, parents, or peer-group authority). Examples include “*You should respect others’ beliefs,*” “*Going to church is good,*” “*You should honor your parents,*” or “*Studying is necessary to get through college.*”

Source: Adapted from an exercise by A.M. Shubb,
“The Communication Pages: Building a Self-Concept
Map.” *GeoCities*, 1999. Retrieved March 14, 2003,
from [http://www.geocities.com/Athens/Forum/7908/
building.htm](http://www.geocities.com/Athens/Forum/7908/building.htm).

3. Students now have four lists in their notebook. They will look at their lists and see how the items relate to each other. The teacher will circulate to check that each group is working.

4. Students will devise a way to visually represent all these aspects of them in the class. A visual representation could be a chart, graph, model, outline, picture, 3D structure, or whatever works best for the common description of their group.

5. Each group will choose a rapporteur to present their collected output. The teacher will help students in interpreting their output of their Sense of Self activity.

6. After every group has finished, the teacher will have a short discussion of a strategy used to characterize.

* The teacher may now proceed to a short reading task activity to ensure familiarization of Character Sketch styles in speaking. A teacher may ask a student or the entire class to read this aloud.

READING



RIGHTFOOTED: “If I can fly a plane, what can you do?”

— Jessica Cox,

On February 2, 1983 at a hospital in Sierra Vista, Arizona, a Filipino-American baby came into this world without arms as a result of a rare birth defect. Everyone who was there that day recalls their emotions of helplessness when they first saw little Jessica. Especially devastated was her mother Inez, who was overwrought. *Who would take care of this child as she grew to become an adult, and who would love her? What kind of life could she have without the ability to do even the most basic things like eat or hold a phone or drive?* With incredible perseverance and faith, Jessica Cox has learned to do all of those things and much more — *with her feet*. Against all odds but with strong faith and the help of her family, she put herself through high school and then college, typing papers with her toes. She got her driver’s license and then astonishingly, her pilot’s license – a feat that landed her in the Guinness Book of World Records as the world’s only armless pilot. It also allowed her to do what she’d always dreamed of doing: launching a career as a motivational speaker and advocate for the disabled.

In May of 2012 Jessica Cox got married to her former Taekwondo instructor (she has two black belts). There were many well-wishers there that day, including three young girls — Teresa, Ana and Ira — who were also born without arms. They shared in Jessica’s joy, and took away something to bolster their own self-esteem. It was an ecstatic moment when Ira caught Jessica’s bouquet. Jessica threw it with her right foot, and Ira caught it with her chin! That is only one instant out of many wonderful things. Jessica’s RIGHT FOOT attests her determination, generous spirit, and enthusiasm for life.

Jessica is a woman of extreme courage and accomplishment... but she knows that in many places in the world the disabled face so much prejudice that even extreme courage and faith are not enough. In some places in Africa for example, people with disabilities are often perceived as “unwanted”, punished by angry ancestral spirits. Shunted aside by society, they are rarely accepted into the mainstream world and become beggars. This is the kind of adversity Jessica wants to confront and to change.

Jessica’s amazing story of overcoming adversity and her ongoing work to change the lives of other people – disabled and “normal”, is not just about disability, it’s about the importance of being different. That’s a belief she continues to share, group by group, family by family, child by child. This is really an incredible story of a woman who would not let even the most severe physical limitations stop her. RIGHTFOOTED is about how one person has turned her so-called disability into a powerful tool to change things for others — and Jessica Cox is a symbol for what the human spirit can achieve.

<http://www.indiegogo.com/projects/rightfooted-the-documentary-about-jessica-cox>

VOCABULARY WORDS

Read the following words. Find the paragraph where the given words are located in the text. Then give their meaning through context clue.

1. odds /**adz** /
2. advocate /**ædvəkət** /
3. prejudice /**prɛdʒədəs** /
4. bolster /**bolstər** /
5. shunted /**ʃəntəd** /

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

1. Who is Jessica Cox? What makes her eccentric in the eyes of those who have seen her at birth?
2. How was she able to overcome her limitations in school and in society?
3. What characteristic does this woman possess which makes her truly inspiring?

Communicative Task

Instructions: (This can be an individual or group activity)

STRETCH TO SKETCH

1. After all students read the text, the teacher will ask them to put it away. Students are to sketch what the text is all about, what the text means to them, the picture they had in their head while reading, or a major concept they learned from the text.
2. The teacher will instruct students to write a short explanation of his sketch. Their explanation should include insights in the author's language that spark certain images. Students should be reminded that they have to use sensory images in their explanation.
3. In small groups, have students share sketches and explanations. At the end of the sharing have the group decide on one sketch to share with the whole class.

Name _____

Date _____

Text title _____

DRAW A PICTURE or SYMBOL THAT REPRESENTS WHAT YOU READ:

Activity # 5

SELF-IMAGE AND SELF ESTEEM

(self- ɪmədʒ ænd self əstim)

Objectives	To use description skills in describing one's self, to use phrases and modifiers to make vivid and effective descriptions
Rhetorical Act	Description
Language Function	Persuading, evaluating, commenting, suggesting, reporting, agreeing, disagreeing, questioning
Suggestion for Integration	Making Descriptions Forming Questions Use of Sensory images in Description Figures of Speech as an aid to Description
Materials	paper, art supplies, and magazines

Procedures:

1. As a review, Students will be asked to define the term self-esteem and self -image. Write their ideas on a sheet of paper/ on the board.

Example: **Self-image** is the kind of person you perceive yourself to be. It includes:

Physical (being concrete, what you look like, your sex, height, weight, clothes you wear, kind of home you have)

Academic (How well you perform in school)

Social (How you relate with other people)

Transpersonal (covers how well you relate to the supernatural or the unknown)

Self-esteem refers to the feelings and attitude you have about yourself, including how you values yourself.

2. Students are going to complete a personal inventory during this lesson to help them achieve better self-understanding.

Personal Inventory

School Subjects

- a. I like _____.
- b. I do not like _____.
- c. I am good at _____.
- d. I am not good at _____.
- e. I am good at this subject, but I do not like it: _____.
- f. I am not good at this subject, but I like it: _____.

Activities

- a. I like _____.
 - b. I do not like _____.
 - c. I am good at _____.
 - d. I am not good at _____.
 - e. I am good at this activity, but I do not like it: _____.
 - f. I am not good at this activity, but I like it: _____.
 - g. I prefer being involved in individual activities _____ or group activities ____.
- (Check one.)

Relationships with Friends and Adults (Check the statements that apply to you.)

- a. I am generally well liked: _____.
- b. I am generally not well liked: _____.
- c. I have a group of friends: _____.
- d. I prefer having one or two friends: _____.
- e. I am a leader: _____.
- f. I am a follower: _____.
- g. I prefer people who like the same things I like: _____.
- h. I prefer people who like different things: _____.
- i. I have the support of significant adults in my life: _____.
- j. I have the support of a group of peers: _____.

Food Preferences

- a. I like to eat _____.
- b. I do not like to eat _____.
- c. I do _____ do not _____ eat a balanced diet. (Check one.)

Relaxing

- a. I relax by _____.
- b. I like relaxing alone _____ or with other people _____. (Check one.)
- c. After this activity, I always feel calm and peaceful. _____.

3. Students should not take more than 10 or 15 minutes in class to complete the inventory. Then ask students to take the information they learned about themselves and create a short essay that describes who they are. Make available paper, art supplies, and magazines to cut up. Give students about 20 minutes to complete their projects.

4. Ask for student volunteers to share their essays, and their personal reflections, with the class.

5. Teacher will ask students what they learned about themselves.

Possible questions for discussions are as follows:

- ✓ How can you apply this information in their lives? How does it affect the goals they set for themselves?
- ✓ What is the one thing you can do to build your self-esteem?
- ✓ What do you think the relationship is between self-esteem and becoming involved with drugs, alcohol, or a potentially bad crowd at school? Do you think that a person with high self-esteem or low self-esteem would be more likely to do those things? Give reasons to support your ideas.
- ✓ Do you have a friend who has low self-esteem? What are some of the signs of low self-esteem? What could you do to help your friend raise his or her self-esteem?

Teacher will tell them that understanding their own strengths, weaknesses, and preferences is essential in boosting their self-image and self-esteem.

6. The teacher will now introduce ways to describe an individual or one's self. This can be done through:

-Use of Sensory images in Description

-Figures of Speech and adjectives as an aid to Description

(The first two have been discussed in Activity 4. The teacher may continue discussing this topic through giving examples and types of description used in speaking and writing)*

There are two types of description according to purpose:

a. ***Objective***-sometimes called informative, scientific or technical, aims to inform or to identify. It is factual, focus on the physical aspect and appeals to the intellect. Ex. **The Betrayal of Christ is a 5 ½ by 4 foot canvass of Michelangelo**

b. ***Subjective***-referred to as artistic, aims to give pleasure or to elicit special feelings or reactions; hence suggestive and evocative in language.

Ex. You turn away, and with you turns a new thought-that your new house is to be found somewhere-somewhere in the hearts of the good and gentle people you have loved and cherished.

7. Students may ask to supply the missing information using descriptive words

(1) As I was growing up in the 60's, television was the only entertainment my family knew of the electronic sort. (2) The 7 o'clock nightly news was such an important part of our family that my dad knocked a wall down and built a huge cabinet in its place just to accommodate our 19-inch black and white. (3) No one was allowed to talk or make a sound when the television was on; all eyes were glued to the moving and flickering image. The box commanded absolute respect. (4) In the daytime, "the television needs its rest" my mother would say, as she patted its pseudo-wooden top and covered it with a doily she had made herself. (5) There is no doubt that TV was as central to our lives as it was to the lives of all our friends during that period.

(adapted from an essay by Angeline Chan, <http://write-site.athabascau.ca.>)

8. Students will be grouped in 3-4 members. Each group will give a series of three descriptions that range in graduated difficulty. The specifications outlined by the teacher include the following:

- a. All description must be in written complete sentences.
- b. All description must be exact and objective, free of any value judgments.
- c. There should be a great deal of emphasis on detail.

Example: The man.

The man's mouth looked *mean*.

A more exact description might read: The man's mouth had *thin* lips held *tightly* together.

9. The descriptions should be finished when the student feels that they are complete. At this point the instructor should produce an object of simple shape and composition (eg., a block or a baseball, a student's hand, a photograph (color if possible) of a face and have students write a description. The instructor may want to time this brainstorming activity.

10. Student's presentation of output should follow after each group compares different entries for detail, completeness, and objective accuracy.

* The teacher may now proceed to a short reading task activity to ensure familiarization of Descriptive styles in speaking. A teacher may ask a student or the entire class to read this aloud.

READING TASK

Reality Check Through A Mirror

By ROSEMARIE V. IBARRITA

THEY say, "The eyes are the windows to one's soul." My mirror allows me to see the indescribable glow in my eyes whenever I am happy. It has become my loyal companion. Whenever I feel blue, I tell my reflection, "Smile, Rose!" Then, I apply some make up on my face to perk up my own image. A mere application of lipstick – plus a good smile – can give a lady an instant make-over.

My mother used to call me, "Pangit!" (ugly) when I was in grade school. I could see the irony in it though. Sisters of my classmates called me, "Lovely with charming smiles." Some even giggled whenever I flashed my pair of dimples. So I thought, "Mama must be kidding." Nevertheless, I began checking my reflection more often to draw some confirmation (chuckles.) Mama later explained why she called me "pangit."

She just didn't want me to grow up with vicious vanity pulsating in my system.

Someone voiced out, this mirror habit could give me narcissistic tendencies.

I replied, "If my mirror could make me learn to love myself more, then I would welcome it." Love for one's self helps us respond to our natural defense mechanisms. Moreover, the earnest desire to protect one's self is often coupled with the will to uphold one's integrity. I am describing here an honest person who values honor.



A humble mirror does not just check the way we look. It may even help us comprehend the deep mystery of our reason for living.

A close female friend confided to me ages ago, and recently gave me the go signal to mention in this article her personal experience on that tearful day when she and her partner could not come up with a compromise about a brain-draining problem. She filled up the bathtub with water, and she was ready to meet eternity. Timely, her attention was drawn to a nearby mirror. Though her eyes were swollen from hours of incessant

crying, she saw the most beautiful reflection of herself on the mirror. It brought her back to her senses that, no matter what, life was still good. She was saved.

However, tears fell when an ace illustrator shared that the man we highly esteemed took his life. It was only this year I learned about his sad fate. Could a simple mirror have possibly saved him too? It could have reminded him how great he was. His selfless efforts provided countless Filipino writers and editors, illustrators, distributors and many others a bountiful spring of joy and pride, not to mention the huge bread and butter they took home.

I believe, there is no harm in checking regularly one's image through this polished glass backed with silver. Good appearance can lift up one's psychological state and self confidence.

I encouraged my students in my ESL (English, Second Language) class to use the mirror whenever we had sound drills. The mirror could guide the tongue in order to achieve the right sound. Then I asked them, "Slightly bite your lower lip, and push some air out." A certain sound was produced, and you surely could guess what it was. Fair enough?

In the multinational company I worked for, I overheard the conversation of some expats with our best performer in the marketing department. They asked her why she kept on looking at herself in the mirror whenever she talked to our clients on the phone. Was there any secret in it why she topped the marketing often? She replied, "When you smile at the mirror you get the positive feeling as if someone else is smiling at you. It can make you genuinely smile, thus, affecting your disposition and way of speaking on the phone. Amazingly, your positive attitude is transmitted through the phone and to your clients."

The corporate world is full of financial promises. Money was alluring and dazzling.

Avenue, on weekdays, I ran to publications on Saturdays, and proceeded to the radio station on Sundays to go on air. My activities were fun!

Fine restaurants I frequented satisfied my gluttonous appetite. While on a shopping spree later, my thigh-clasping skirt ripped. The mirror revealed the excessive pounds I gained. I abhorred what I saw.

I stayed away from the mirror for a period of time. I even skipped meals with a hope of getting back to my old self. When I glanced at the mirror again, I was terrified. I could no longer recognize my own reflection. The charming smile was gone and the pair of dimples disappeared. I saw nothing but skin and bones. This body worked like a bionic machine while not eating properly. Severe stiff neck tortured me, and I lost my balance. I was fully alarmed when none of the doctors I visited could find out what was really wrong with me. Hastily I flew back to the U.S. A., hoping for some miraculous cure.

To my horror, in Las Vegas, some of my former classmates (immigrants from Olongapo City) even wept upon seeing me. "What happened to our Miss Intramurals?" one uttered. My main physician, Dr. Higby stopped all my medications, but I had to take liquid, liquid, liquid for one of my buns was high. One kidney functioned irregularly that I should help it by drinking more water and natural fruit juice.

In New Jersey, Aunt Sally (Mama's youngest sister) encouraged me to find a reason for living. I took a glimpse of myself in the mirror, and I saw in my eyes the will to live. In spite of my horrible looks, my love for myself was intact. Fervently I prayed that "Someone" up there may grant me another chance to survive.

I came back to the Philippines and received an advice from Ernie Baron's free health seminars to include fruits, fruits, fruits in my diet. Yes! I made it through a deluge with striking lightning and booming thunder. Good thing, I was able to send Mr. Baron a "thank

So just like the achiever I mentioned above, I was captivated. I worked hard to continue on enjoying the glory of financial freedom. I was in action seven days a week. From Ayala

you" card.

A humble mirror does not just check the way we look. It may even help us comprehend the deep mystery of our reason for living. 

VOCABULARY WORDS

Read the following phrases under column A. Then, match the underlined words with their meaning under column B.

A

B

- | | |
|--|---|
| 1. <i>indescribable</i> glow /ɪndəskrajbəbəl/ /glo/ | a. to exhaust physically or emotionally |
| 2. <i>vicious</i> vanity /vɪʃəs/ /vænəti/ | b. impossible to describe |
| 3. <i>charming</i> eyes /tʃɑːmɪŋ/ /ajz/ | c. dangerous, ferocious |
| 4. <i>brain draining</i> problem /bren/ /drenɪŋ/ /prəbləm/ | d. continuing ; non-stop |
| 5. hours of <i>incessant</i> crying /əwərz/ /əv/ /ɪnsəsənt kraɪɪŋ/ | e. very pleasing or appealing |

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

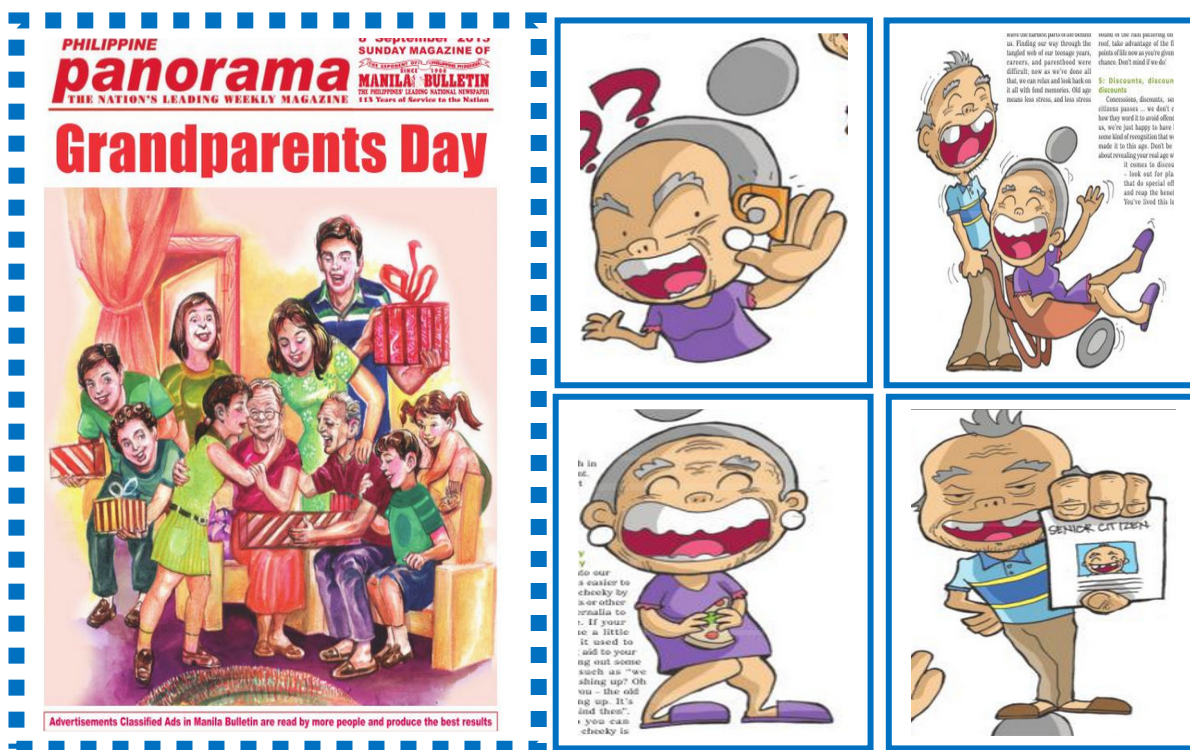
1. What is the function of the mirror in the life of the speaker?
2. Describe how she sees herself whenever she looks in the mirror
3. Based on the article, what are the positive and negative uses of a mirror in a person?
4. Explain this line, "A humble mirror does not just check the way we look. It may even help us comprehend the deep mystery of our reason for living."

Communicative Task

DYADS

Instruction:

1. Study the pictures. Create a scenario of the pictures given.
2. Use objective and subjective descriptions in your presentation.



Activity # 6

BE YOURSELF

(bi jərsɛlf)

Objectives	To illustrate or show one's characteristics through giving examples of unique traits that only he/she possesses
Rhetorical Act	Example
Language Function	Suggesting, questioning, commenting, advising, reporting, evaluating
Suggestion for Integration	Making pattern of examples and longer illustration followed by interpretation
Materials	Sheets of paper, pictures and copies of the reading materials

“The ME I Used to Know”

Procedures: *(This exercise will support the lecture of the teacher on GAINING CONFIDENCE through BEING YOURSELF. This will give the student an opportunity to go back and attempt to recapture (temporarily at least) a lost part of himself.)*

1. Students should break into small groups of no more than four.
2. They should then be asked to write down an incident from the past which they can clearly remember reacting to in a way which they would not act today. This should be a brief piece of descriptive writing no more than a paragraph or two.
3. Within each group, the students should decide on which childhood incident they would like to re-enact. The criteria for choosing may vary from the most interesting incident to the most commonly shared within the group.
4. The student whose incident was chosen now becomes the director of the group. One of the group members will be chosen to represent the director whose story is being told.
5. All the group members then will design a scenario to present to the other groups. This may be in the form of an improvisation or a short script of the incident recalled by the director.
6. The director must then coach his group to recreate that incident accurately. 15-30 minutes time should be given for adequate preparation and performance.

7. Discussion after each performance should concern what characteristic was being portrayed and how that behavior has changed in the director. The director of each group should be a main participant of the discussion with the instructor.
8. Students should compare the exhibited behaviors for similarity and differences among themselves. If time allows, more than one scene per group could be presented in class.
9. After each group's presentation, the teacher may now proceed to a short reading task activity to show Examples. A teacher may ask a student or the entire class to read the reading material aloud.

READING TASK



“How to Succeed at Being Yourself”

by Joyce Meyer

It's tough to enjoy life when you don't like yourself. People who haven't learned to accept and get along with themselves tend to have more difficulty accepting and getting along with others. Yet, the Bible repeatedly tells us to "love your neighbor as yourself." I personally spent years having a hard time getting along with people, until I finally realized through the Word of God how my difficulty with other people was actually "rooted" in my difficulties with myself.

The Bible says a good tree will bear good fruit, and a rotten tree will bear rotten fruit. Likewise, the "fruit" of our lives comes from the "root" within us. If you're rooted in shame, guilt, inferiority, rejection, lack of love and acceptance, etc., the fruit of your relationships will suffer. However, once you have a revelation of God's unconditional love for you and begin to accept yourself and others, eventually these new roots will produce good fruit, and your relationships will thrive.

Here are a few tips I believe will help you succeed at being yourself.

1. Never say or think negative things about yourself, such as, "I never do anything right." "I'll never change." "I'm ugly." "I look terrible." "I'm dumb." "Who could ever love me?" Matthew 12:37 says, ...by your words you will be justified..., and by your words you will be condemned.... Proverbs 23:7 says, ...as [a man] thinketh in his heart, so is he. In other words, the way we talk and think about ourselves reveals how we feel about ourselves.

2. Speak good things about yourself (as private confessions) in line with what the Word says about you. For example: "I am the righteousness of God in Christ." "I am made acceptable in the Beloved." "God created me and formed me with His own hands, and God doesn't make mistakes." I like starting the day making good confessions. Perhaps you can do this while you're driving to work or cleaning house. I also encourage you to look in the mirror and say out loud, "God loves and accepts you, and so do I." You may even try hugging yourself. This is beneficial to people who have lacked love and acceptance in their lives.

3. Never compare yourself with other people. God must love variety or He wouldn't have created us all differently—even down to our fingerprints. You'll never succeed at being yourself if you're trying to be like someone else. Other people can be a good example to you, but duplicating even their good traits will manifest differently through your individual personality.

4. Focus on your potential instead of your limitations. Actress Helen Hayes was told early in her career that if she were four inches taller she'd be the greatest actress of her time. Her coaches tried various methods of stretching her, but nothing increased her height. She refused to concentrate on the supposed limitation of being five feet tall and decided to concentrate on her potential. As a result, she was eventually cast as Mary, Queen of Scotland—one of the tallest queens who ever lived.

5. Find something you like to do that you do well, and do it over and over. If you spend your time doing things you're not good at, it'll frustrate you and cause you to feel defeated and unsuccessful.

6. Have the courage to be different and deal with criticism. Be a God-pleaser, not a man-pleaser (see Galatians 1:10). If you dare to be different, you'll have to expect some criticism. Going along with the crowd—when you know in your heart God's leading you a different way—is one reason people don't succeed at being themselves. You won't like yourself very much if you go against your own convictions.

7. Don't let the way another person treats you determine your worth.

8. Keep your flaws in perspective. People with a high level of confidence have just as many weaknesses as people without confidence, but they concentrate on their strengths—not their flaws or weaknesses.

In conclusion, let me remind you of my opening statement: It's tough to enjoy life when you don't like yourself. When you learn to succeed at being yourself, you'll be well on your way to enjoying life more fully.

This article is taken from Joyce's book, How to Succeed at Being Yourself.

http://www.joycemeyer.org/articles/ea.aspx?article=how_to_succeed_at_being_yourself

VOCABULARY WORDS

Read the following words below. Then use each to create a sentence.

1. tough / tʌf/
2. inferiority /ɪnfɪəriərəti/ /ɪnfɪəriərəti/
3. unconditional /ʌnkəndɪʃənəl /
4. rejection /rɪdʒekʃən /
5. thrive /θraɪv /
6. criticism /krɪtəsɪzəm /

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

1. According to the writer, who are the individuals who are most likely find life difficult to enjoy? Why?

2. Explain these verses mentioned by the writer in her article :

Matthew 12:37 says, “...by your words you will be justified..., and by your words you will be condemned....”

Proverbs 23:7 says, “...as [a man] thinketh in his heart, so is he.”

3. Have you ever experienced to find it difficult to “Be Yourself”? If YES, how were you able to overcome this difficulty? If NO, what led you to possess a positive outlook of yourself? Give Examples of situations to support your answer.

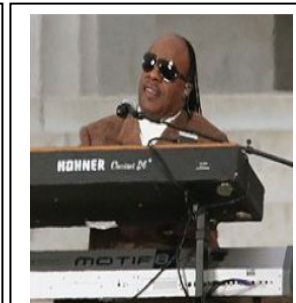
Communicative Task

DYADS/ GROUP

Instructions:

1. Students will be given 15-20 minutes to think and give examples of Famous personalities here in abroad, who succeeded in “Being themselves” in spite of their imperfections or disabilities.
2. The longer their list the greater the chance they will be declared the winners.
3. After listing down the names, they will write short descriptions of how these personas could possibly made to love and embrace their imperfections.
4. Each group will present their outputs in class.

Examples:

			
Nick Vujicic	Stevie Wonder	Apolinario Mabini	Stephen Hawking

Pictures from <https://www.google.com.ph/#q=images+of+communication+pictures>

Activity # 7

TALKING TO CONNECT

(tɒkɪŋ tu kənɛkt “gɛtɪŋ tu no ju”)

Objectives	To explain and show an idea or concept in communicating by comparing it with another of its kind, to reveal their similarities, or by contrasting them to show their differences
Rhetorical Act	Comparison and Contrast
Language Function	Evaluating, questioning, commenting, ordering, arguing, agreeing, disagreeing
Suggestion for Integration	Use of transitional words that highlight similarities and difference between ideas.
Materials	Paper, Pen, Copy of reading materials

Communication Activity **“Comparing Teenagers of Today and Yesterday”**

1. Students will work in groups of 3. One will be chosen to report the overall opinion of the group. Students will discuss the following questions in section A. Then, they will continue with the questions for discussion in section B
Section A.

- At what age do teenagers of yesterday and today start being independent? Are they encouraged to work for money outside of their homes? If yes, at what age? If no, what are the reasons?
- At what age are teenagers of yesterday/ today considered to be adults in our country?

Section B. (*Comparison of generation gap between parents and children*)

- What problems may cause the generation gap?
 - What conflicts do parents have with children?
 - What are the usual areas of misunderstanding between children and parents?
 - What do you think are the key issues in establishing one's own autonomy from the parents?
- For teenagers what is more important, parents' or peers' approval?
 - What may be the reasons for conflict among peers?
 - Does gender, in any way, influence the peer's conflict, i.e. are there similar reasons for misunderstanding between two girls and between two boys?

- Do males make better friends than females?

2. After the brainstorming of every group, the teacher will ask one rapporteur to discuss the output of every group.

3. After the presentation, students will be paired. The teacher will give each pair the same question.

Example:

Do people see you in the same way as you see yourself?

4. The teacher will instruct students to write a few lines about themselves and then they will compare what they have written with their partner's description of themselves. Students will count how many words and phrases from the following list of useful vocabulary they have in common.

Useful vocabulary: to trust somebody; to be impulsive; to be a natural leader; to be quick at making decisions; to be venturesome; considerate, charming, amusing, sensible, sensitive, moody, cautious, shy, indecisive; to be sure of oneself; etc.

5. After the paired activity, the teacher will give the students a reading material consisting of dialogues. In pair, students will identify who the participants are, how they are related, how old they might be and what problems they are discussing. What side are they sympathies with? Then the two students will choose a dialogue to act out.

Sample Dialogues:

(A)

- "You know dear, I'm a little concerned about Jenny's poor grades on her history tests."
- "Well, I am too, it's strange that on all her assignments, she seems to be doing fine, but when it comes to writing the test, she freezes or something."
- "Maybe we need to help her study better or quiz her before each exam. She seems to like the class all right."
- "And maybe we could talk to the teacher to see if she's noticed anything"

(B)

- "My parents are from the dark ages or something! They think they can run my life? Well I've got news for them!"
- "Well my folks are like that too - they give me a 9:30 p.m. curfew and force me to finish all my homework before I can go out with my friends."
- "Oh man, . . . sometimes, I just wish I could move out now and make all my own decisions."
- "Really? Wouldn't your parents freak out if you ever mentioned that?"
- "Well I suppose, but it's still a possibility."

(C)

- “C'mon mom, I can't come now - this movie is so awesome.”
- “Jonah, you said you'd help me hang the laundry right after dinner and what time is it now? . . . I would like you to do it now please!”
- “Oh man, it's like the best part. Can't I help later?”
- “I said immediately Jonah! This is your last call or I will have to get your father!”

6. Before the presentation of the students, the teacher will briefly tell students that “Comparison and Contrast” is also used in speaking as one way of explaining an idea or concept by comparing it with another of its kind to reveal their similarities, or by contrasting them to show their differences.

7. The teacher can also add that in using this rhetoric in speaking, certain transitional words are used. Some signal words used for Comparison and Contrast are as follows:

For Comparison	For Contrast
Like, in the same manner, equally, similarly, also, too, likewise, both__and, so, as-as	Whereas, in contrast, on the contrary, on the otherhand, instead, to differentiate, however, but,yet

8. After the short insight on signal words used in Comparing and Contrasting, the teacher will ask a pair of student to explain the content of the dialogues. Students will give their insights on the two different persona and perspective that they have.

Example

Parents and children differ in views. Contradiction between what one wants and what one may afford is a reason for many conflicts. On the one hand, children want their parents to leave them alone and not to interfere with their things. On the other hand, parents feel they have a right to give advice to their children as they care for them and earn the living for the family. NO matter how different the age gap is, both children and parents should learn how to compromise to understand each other.

9. Once the students are through, they will be asked to read a material provided by the teacher. This can be read aloud by the students observing proper intonation, articulation and pause.

READING TASK

Rich and poor in the Philippines

By Erik De Castro

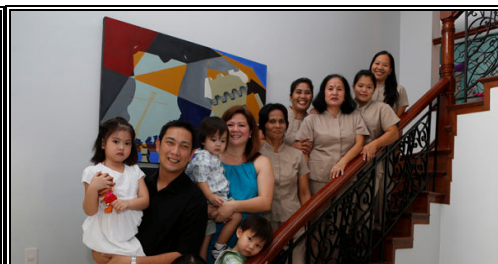
Manila, Philippines



Taking photos of poor people is nothing unusual for me, as the poor comprise more than a fourth of the Philippine population of nearly 97 million. They are also the most vulnerable during disasters such as typhoons, landslides and fires that frequently dominate the headlines in the country.

Late last month, the Secretary General of the state agency National Statistical Coordination Board wrote in an article that the gap between the country's rich and poor is widening, with the country's strong growth, the fastest in Asia so far this year, benefiting high-income earners more than those from the middle- and low-income classes. The article said the rich were enjoying significantly faster growth in incomes compared with people from lower income classes.

That helped me build the idea to juxtapose the lifestyles of the rich and poor in the country through images. I thought in the beginning that it was easy to document the rich and poor divide, but I found out as I was doing my picture story that it was a complex matter. I spent more than three weeks doing a picture story concentrating on two families with similar age brackets but from different income classes. I followed each of the two families as they went about doing their daily activities, spending lots of time with them even during ungodly hours of the day.



I first observed the family of Arnold Bolata, a 38-year-old father of four who works as a driver of a motorcycle taxi or tricycle and his 33-year-old wife Nancy, a street food vendor and a part-time cook at a small soft drinks company. They own a two-bedroom shanty at a squatter colony in suburban Quezon city, north of the capital Manila. Arnold and Nancy met in the same neighborhood 11 years ago. All their four children study at a public school, where they pay only 100 pesos (\$2.3) for each child annually as a required school contribution. Arnold works 16 hours a day with only Sunday as his rest day, and plies the streets even during rainy days. Nancy sells sweet banana snack which she herself cooks. They earn a combined income of about 20,000 pesos a month (\$462), just enough to put food on the table three times a day and pay for their household expenses.

I immediately noticed upon entering the house of the Bolato family that at least more than a dozen school achievement medals of their children were prominently displayed on their plywood walls. "We live a hand-to-mouth existence daily," Arnold said, "I only pray my wife and I don't get sick." Arnold said he is looking forward to finally paying off the loan he got for the motorcycle he is using, as that would lift a big burden on his family's finances. "That is progress for us," he said. "We are still not losing hope."

I next observed the family of Aaron Kasilag, a 35-year-old father of four who works as a senior marketing consultant in a multinational company dealing with e-commerce. His wife of seven years Pia, a 39-year-old former corporate manager in an international airline company, has decided to become a full-time mother while occasionally dabbling in the food catering business. Their two-story house in an upscale subdivision south of Manila has five bedrooms and five bathrooms. They have five housemaids and three cars. They pay a combined annual tuition fee and other school expenses of 250,000 pesos (\$6000) for their two older children who go to a private, exclusive school. Their third child, a three-year old boy, is enrolled in a private day-care center inside the subdivision, while their youngest child is a toddler. The three young children both speak to me in fluent English, and have manners like grown-ups.

"Our combined income is six-digits and I am saving 10-percent of that every month," Aaron said. "I was able to buy a car after two years in my present job, I think that's progress and I'm saving more now for my next car." "I share my dream in life with my wife, which is to give a comfortable life to our children," he said.

To relax after a busy day, Pia often goes to the supermarket with her three-year-old son. They are followed by two housemaids who push another shopping cart with groceries. "This is my way of relaxation," she says.

One common thing among rich and poor families is the goal to provide a good future for their children. Parents, whether rich or poor, want to spend quality time with their children, and instill good values in them. But the path to getting to those goals is paved differently for the high-income and low-income classes. The government must provide more opportunities for the poor to benefit from the country's rapid growth.

-From Photographers Blog <http://blogs.reuters.com/photographers-blog/2013/07/25/rich-and-poor-the-philippines/> 6-25-13

VOCABULARY WORDS

Read the following words and its meaning below. Then use each to create a sentence.

1. vulnerable **/vəlˈnərəbəl** / - capable of or susceptible to being wounded or hurt, as by a weapon: a vulnerable part.
2. juxtapose **/dʒəkstəpoz** / - to place close together or side by side, especially for comparison or contrast.
3. complex **/kəmˈpleks** / - a whole made up of complicated or interrelated parts
4. shanty **/ʃænti** / - a crudely built hut, cabin, or house; A roughly built, often ramshackle cabin; a shack
5. prominent **/prəˈmɪnənt** / - readily noticeable; standing out so as to be seen easily

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

1. Based on the article read, what makes the poor family different from the rich one? Identify or find out each difference.
2. Between the two families, who has the most “quality time” spent to their children? Why? Prove your answer by giving situations that would support your claim
3. Is it wrong to be born in a “Well-Off” family? Defend your answer.
4. According to Bill Gates, if you are born poor, it is not your mistake, but if you die poor it is your mistake. Do you agree with him? Explain your answer.

Communicative Task

DYAD/ GROUP ACTIVITY

Procedure:

1. Students will be group in pair or group of 4. The teacher will give them pictures in a Venn Diagram.
2. Students will brainstorm on the similarities and differences of each picture. After 10 minutes, each group will present their output in front.

Sample pictures:



Activity # 8

MAKING DIALOGUES (Ethical Choices behind our Talk)

(mekɪŋ dajələʒz (εθɪkəl tʃɔɪsəz bəhajnd awər tɒk)

Objectives	To present steps in a process of establishing dialogues in communication to suit the audience or convention partner
Rhetorical Act	Process
Language Function	Ordering, suggesting, reporting, questioning, reminding
Suggestion for Integration	Use of signal words denoting order Making chronology of events
Materials	Sheets of paper, pen, paper, copy of the reading material

Communication Game-

Dialogue (DYADS)

Procedures:

1. The teacher will prepare sheets of paper. This will be distributed among students
2. On the first piece, students, write one question regarding “Before and Now” happenings about Freedom, Citizen’s rights, violation of human rights and other social related events in the country. Then, students will be asked to write suitable answers to the questions on another piece of paper.
3. The teacher collects them and sorts out all the questions putting aside all the answers.
4. Then, if the class size, for instance, is forty (40) distribute 20 questions to 20 students, and 20 answers to the remaining 20.
5. Next, students read the questions one at a time while those holding the answers, listen very carefully and read aloud the appropriate answers to the questions.
6. If the answer is appropriate to the question, then he finds his own answer.
7. And then, the two of them, sit together and continue the dialogue making use of the original question and answer as the lead.
8. This will be done until everybody gets a partner.
9. The teacher should allow 30 minutes for a conversation afterwards call a volunteer from the class to deliver a dialogue.

10. Students will not write nor read their dialogue. It should be spontaneously presented.

11. After the activity, the teacher may lead students in discussing the importance of giving respect with regard to the opinion or perspective of the other partner whom they engage conversation with.

12. The teacher will briefly discuss that in conversation there are certain steps or procedure to follow whenever conversing.

-When conversation occurs members should:

- a. Not talk at the same time
- b. listen to each other
- c. give everybody a chance to say something
- d. help each other out
- e. share ideas
- f. take people's ideas seriously
- g. do not make anyone feel silly
- h. allow others join in

*The teacher will also mention that in communicating "Process" as a method of delivering information is mostly used to convey and understand a step-by-step procedure of what should be done. Since this rhetorical act is concerned with "how" topics, it may entail logical presentation of ideas and enough information to make the paragraph clear and understandable.

* Since it is time-bound, signal words used to denote time sequence help to achieve coherence in forming ideas when speaking. Among the signal words are:

First, second, third, next, until, then, later, to begin, to start, at the end, afterwards, soon, meanwhile, eventually, subsequently, lastly, finally and so on.

13. Students will be asked to read an article provided by the teacher. This can be read aloud or by a chosen student.

READING TASK

The Art of Forgiveness

By Christine Many Luff

To forgive may be divine, but no one ever said it was easy. When someone has deeply hurt you, it can be extremely difficult to let go of your grudge. But forgiveness is possible -- and it can be surprisingly beneficial to your physical and mental health.

"People who forgive show less depression, anger and stress and more hopefulness," says Frederic Luskin, Ph.D., author of *Forgive for Good* (HarperCollins, 2002). "So it can help save on the wear and tear on our organs, reduce the wearing out of the immune system and allow people to feel more vital."

So how do you start the healing? Try following these steps:

First, ***Calm yourself***. To defuse your anger, try a simple stress-management technique. "Take a couple of breaths and think of something that gives you pleasure: a beautiful scene in nature, someone you love," Luskin says.

Second, ***don't wait for an apology***. "Many times the person who hurt you has no intention of apologizing," Luskin says. "They may have wanted to hurt you or they just don't see things the same way. So if you wait for people to apologize, you could be waiting an awfully long time." Keep in mind that forgiveness does not necessarily mean reconciliation with the person who upset you or condoning of his or her action.

Third, ***take the control away from your offender***. Mentally replaying your hurt gives power to the person who caused you pain. "Instead of focusing on your wounded feelings, learn to look for the love, beauty and kindness around you," Luskin says.

Fourth, ***try to see things from the other person's perspective***. If you empathize with that person, you may realize that he or she was acting out of ignorance, fear -- even love. To gain perspective, you may want to write a letter to yourself from your offender's point of view.

Fifth, ***recognize the benefits of forgiveness***. Research has shown that people who forgive report more energy, better appetite and better sleep patterns.

Lastly, ***don't forget to forgive yourself***. "For some people, forgiving themselves is the biggest challenge," Luskin says. "But it can rob you of your self-confidence if you don't do it."

From: <http://www.rdasia.com/the-art-of-forgiveness#sthash.xT9Rg5gS.dpuf>

VOCABULARY WORDS

Read the following words and its meaning below. Then use each to create a sentence.

1. forgiveness / **fərgɪvnəs** / – Letting go of grudges and bitterness
2. apology / **əpələdʒi** / – written or spoken expression of one's regret, remorse, or sorrow for having insulted, failed, injured, or wronged
3. reconciliation / **rekənsɪlɪʃən** / – the act of bringing people together to be friendly again or coming to an agreement.
4. condone / **kəndən** / – to regard or treat (something bad or blameworthy) as acceptable, forgivable, or harmless
5. perspective / **pərspektɪv** / – to look through; viewpoint

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

1. What is forgiveness? How is it described in the first part of the article?
2. What are the positive benefits of forgiving according to Dr. Frederic Luskin?
3. Among the six steps of “Healing”, which one do you think is the hardest to do? Why? Explain your answer.
4. Why do think the writer entitled his article as “The Art of Forgiveness?” Elaborate your answer.

Communicative Task

INDIVIDUAL/ DYAD/ GROUP**Procedure:**

1. Students will choose a topic from the list of options given by the teacher. They will develop the topics chosen through “Process” using signal words that shows orderly sequence of steps. Topics are written in strips of papers rolled and placed inside a box/fishbowl.
2. Students will be called to pick one. They will only be given 5 minutes to prepare and to create a draft of their procedures. This will be delivered once called in front to recite.

Sample topics:

1. *How to lose weight without losing your mind.*
2. *How to choose a major in College*
3. *How to succeed in (or flunk out of) college*
4. *How to overcome insomnia*
5. *How to avoid a nervous breakdown during exams*
6. *How to complain effectively*
7. *How to develop self-confidence*
8. *How parents (or children) make us feel guilty*

Activity # 9

MAKE IT A STORY

(mek it ə stɔri)

Objectives	To use narratives to bring out ideas and support generalizations, to use personal experiences in delivering narration/stories
Rhetorical Act	Narration
Language Function	Reporting, speculating, inviting, persuading
Suggestion for Integration	Use of Point of View and signal words in Narration Making anecdotes/ story to illustrate a point;
Materials	Sheets of paper, pen,

Story Completion

Procedure:

1. The students will be asked to sit in a circle.
2. The teacher will start to tell a story. Then after a few sentences he/she stops narrating.
3. Then, each student starts to narrate from the point where the previous one stopped.
4. Each student starts to narrate from the point where the previous one stopped.
5. Each student is supposed to add from four to ten sentences.
6. Students can add new characters, events, descriptions and so on.
7. Once the teacher notice that all students have given their piece of the story, the teacher may now end the narrative.

* The teacher will review and briefly tell something about the importance of “Narration” in speaking.

Narration- may be fiction or non-fiction, simple or complex and has four basic elements: setting, character, plot and point of view. *Setting* denotes the time and place of the story. *Character* refers to the persons who take part in the narrative. The main character is called “protagonist” while the villain the “antagonist”. The *Plot* refers to the series of events of the story itself, moves toward the climax or highest point of interest and descends to the denouement (resolution) and the ending of the story. The so-called Point-of View in the story is the perspective of the writer takes in telling his story such as:

- ✓ First Person point of view – the writer tells his own story
- ✓ First-person-observer point of view- the character tells in the first person a story or event he has seen. Also known as second-person point of view.
- ✓ Author-observer point of view- known as “third person point of view”. The writer tells very objectively the event as they happened to another individual.

*Signal words denoting time is used when Narrating. Examples: *then, now, after that, later, eventually, at the same time, meanwhile, in a few minutes, within an hour etc.*

8. Students will read the reading material aloud or by a chosen reader per group.

READING TASK

Passing on the Kindness

By Vicky Chong, Singapore

My friends and I had just finished lunch at a hotel when it started to pour heavily. When it became lighter, I decided to brave the drizzle to get my car, which was parked at my office three streets away.

My friends argued that I shouldn't go, mainly because I was seven months pregnant then. I assured them that I'd be very careful. One of them wanted to come with me but I insisted that she stayed with another friend who needed help with her baby.

I walked out of the hotel and started making my way to the car. At the traffic junction, a van stopped and the passenger alighted with an umbrella. Before I knew what was happening, he walked right beside me and told me he would escort me to my destination. I was very embarrassed and declined, but he was very persistent.

During our walk, he kept telling me to walk slower, as the ground was wet. When we got to the car-park, I thanked him and we parted ways. I did not get his name and may not even recognize him now. Did he purposely stop for me? I'll never know.

So how did I pay it forward? I was at home when I noticed two Indian construction workers walking in the heavy rain. They were probably on their way to the construction site near my estate, which was a long walk in. I went out and passed them an umbrella. They were taken aback by my gesture, and I told them they should take the umbrella and keep it. They were very grateful and like me, probably wondered why a stranger was offering such kindness.

from <http://www.rdasia.com/passing-on-the-kindness#sthash.128JN7Lz.dpuf>

VOCABULARY WORDS

Read the following words below. Give the meaning of each words based on how it is used in the article.

1. argue / **argju** /
2. assure / **əʃʊr** /
3. insist / **ɪnsɪst** /
4. persistent / **pərsɪstənt** /
5. grateful / **ɡretfəl** /

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

1. Who is narrating the personal experience?
2. What is the condition of the narrator? Is the condition of the speaker the reason why someone had helped him/her?
3. Do you think the narrator will experience an act of kindness incase that she is not pregnant?
4. What is meant by the statement, “Pay it Forward”? Explain your answer by giving reasons.
5. Have you ever experienced an act of kindness given to you by someone who is unknown to you? If Yes, how did you react when he/she/they offered you help? If No, Have you extended your own act of kindness? Narrate your experience briefly.

Communicative Task

DYADS/GROUP

Instructions:

1. Read the headlines.
2. Narrate a story about the headlines using signal words or transitional devices.
3. Present your story in class.



**OFWs join
protests vs. pork
harrel**

**Corruption
thrives in
poverty**

**Thousands attend
anti-'pork' rally in
Luneta**

**Minority: No Lengthy
Pork Scam Trial Please**

Some pictures were taken from <https://www.google.com.ph/#q=images+of+communication+pictures>

SEEING THROUGH SPEAKING

“Say YOU, Say ME”

siŋ θru spi:kɪŋ

“se ju, se me”

Objectives	To deliver effective and valid analogies on topics given through speaking, to compare notions that are usually considered quite different in most aspects and are not commonly related
Rhetorical Act	Analogy
Language Function	Reporting, evaluating, agreeing, disagreeing commenting, persuading, probing, questioning, arguing
Suggestion for Integration	Use of concrete details Drawing of metaphorical comparison in explaining a point
Materials	Strips of paper, pen

Communication Activity -

“Say YOU, Say Me”

1. The teacher will divide the class into groups of 5. Then each group will choose a representative to choose strip of papers with famous statements /quotes inside a box/fish bowl.

Sample quotes:

a. “**Truth**, like **gold**, is to be obtained not by its growth, but by washing away from it all that is not gold.”
— Leo Tolstoy

b. “**People** are like **stained-glass windows**. They sparkle and shine when the sun is out, but when the darkness sets in, their true beauty is revealed only if there is a light from within.”

— Elisabeth Kübler-Ross

c. “A **good speech** should be like a **woman's skirt**: long enough to cover the subject and short enough to create interest”

— Winston Churchill

d. “The **universe** is like a **safe** to which there is a combination. But the combination is locked up in the safe.”
- Peter De Vries, Let Me Count the Ways

e. “**Writing a book of poetry** is like **dropping a rose petal down the Grand Canyon** and waiting for the echo.”
- Don Marquis

f. “**Girls** are like **phones**. They love to be held and talked to, but if you press the wrong button you'll be disconnected!”
-Anonymous

g. “**Duct tape** is like the **force**. It has a light side, a dark side, and it holds the world together.”
-Oprah Winfrey

2. The teacher will instruct students to choose which roles one s/he would like to have in the group.

3. Students are task to brainstorm their ideas on the chosen quote.

3. The students will choose from the following roles:

ROLE	TASK
Moderator	-will make sure that everyone is on task and that the group arrives at an agreement
Secretary	-will record the main points in the discussion and group's decision
Peacemaker	-will make sure that everyone in the group speaks appropriately, contributes in the brainstorming and listens attentively while others shares ideas.
Timer	-will make sure that everyone sticks to the limit (2minutes per person)
Reporter (s)	-will report to the class (in 2 minutes) what the group has shared upon

4. Students sharing of individual answers to group mates require 2 minutes per member. Discussion of answers and consensus building is good for 5 minutes and 2 minutes for Reporting of group output to the class.

5. While the activity is taking place the teacher should roam and check if students listen actively to the one speaking. The teacher should also observe students' posture and body gestures.

6. Students are expected to speak loudly and clearly while discussing with members. They are anticipated and encourage to use appropriate expressions to:

- ✓ Express opinions and preferences , Agree or disagree
- ✓ Inquire ,Give reasons and explanations, Summarize

Expressing opinions, preferences: I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt...

Inquiring: I wonder if..., Do you think/believe that..., What do you mean by..., Do you agree/disagree that... Do you like/dislike..., What do you think of/about...

Agreeing: I agree that..., I also think/believe that..., I was going to say that..., You have a point..., That's true..., You're right..., I suppose so...

Disagreeing: I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...

Giving reasons and offering explanations: To start with, The reason why..., That's why... For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...

Summarizing: In summary..., In short..., Basically..., In other words..., To sum it up...

7. After 10-15 minutes, students will present and discuss their outputs. Once the entire group is finish, the teacher will call students to synthesize key points made.

* The teacher may have a brief discussion on the relevance of using Analogy in speaking.

Analogy- is a special kind of comparison because it compares items that are usually considered quite different in most aspects.

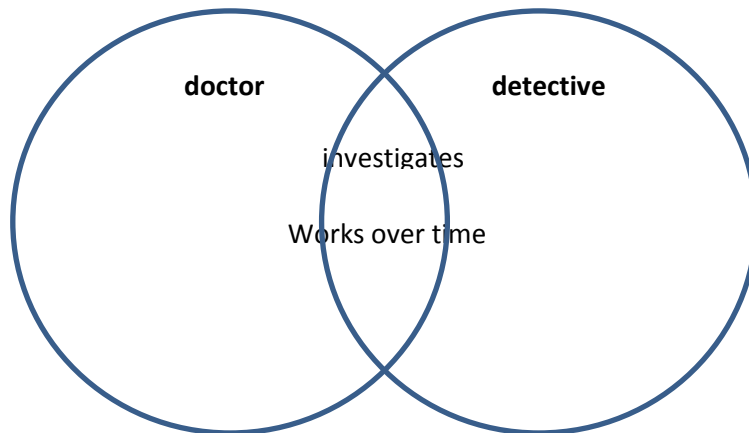
Making a strong connection between two otherwise dissimilar ideas can help one to understand and remember. Analogies are exactly -comparisons between two things. Typically, analogies are used to explain how something known is similar to something that is not familiar. Analogies are particularly useful when one is trying to explain ideas quickly. The biggest benefit is that they make it easy to remember complex ideas. So, analogies are powerful because they're meaningful and memorable.

Examples:

- a. How a **doctor** diagnoses **diseases** like how a **detective** investigates **crimes**.
- b. Just as a **caterpillar** comes out of its **cocoon**, so **we** must come out of our **comfort zone**.
- c. “To **steal ideas from one person** is **plagiarism**; to **steal from many** is **research**.” - Stephen Wright

* This type of method also uses Venn Diagram in writing. This is used to show similarities between two items being compared.

Example



8. The teacher may lead students to read the reading material for further student discussion.

READING TASK

Plagiarism, dishonesty, selfishness...what's next?

By APOLINARIO VILLALOBOS

A senator delivered a plagiarized privilege speech, a philanthropist businessman also delivered a plagiarized commencement speech before graduating students of a high end university.

The Napoles issue resulting from excessive greed is trending among plain rumor mongers and the hi-tech ones via social networks. And now, a UP student plagiarized a photo which eventually won. Where will greed bring us next?

The senator boldly defended himself with a smile. The businessman just resigned from his top post in the university with a sad face. Napoles is languishing in a luxurious confinement with a hearty laugh. A teacher in UP by the name of Mendoza called Solis, the photo plagiarist, a "good student", although she met him only once.

What is happening to us Filipinos? We seem to have lost our values. And, I am not surprised because the GMRC (Good Manners and Right Conduct) as an important integral component of basic instruction to students by the time they set foot on the school ground has been practically eliminated.

I am sure the reaction to this statement would be that it has been "improved", hence, "replace" with another subject. If so, are the same values still taught? Take note of the following:

- * Students no longer know how to kiss the hands of their elders, which is part of Filipino culture and tradition.

- * Seldom do you hear youngsters use the "po", "ho", "opo", "oho" (though some still due to the insistence of their parents).

- * Students love to sound foreign by not pronouncing Filipino words properly, such as the "R" (by not speaking in our language as Filipinos "the right way", we become dishonest because we do not show our real selves).

The school, through their teachers, seem deaf and blind to the above situations. I doubt if teachers ever call the attention of students who speak in Filipino with an American twang. All those point to the failure of our education system to inculcate in the minds of the students the honesty as a Filipino value.

Some students, in their desire to complete school requirements to be able to graduate, "copy" and "paste" research materials from the internet to come up with a thesis. I know this because I have encountered these kinds of materials in my job as an editor. I know that the material is plagiarized if it is very well written (it's too good to be true).

To confirm my suspicions, I would ask my clients to show me some of their notes. If my client admits to the crime, that's the time that I have to rewrite, condense, etc. the material.

Most often, these students humbly admit that they find it hard to express themselves in English. Bluntly put, the school failed in the aspect of general development of the students. A development which should have started at an early age, when parents entrusted their children to the school.

It is a sad reality that has become deeply rooted in the personality of our youth which they manifest when they go out to face the world teeming with the same bad attitude.

As a self-made Filipino who worked my way into a decent life through hard work and honesty, I am saddened by the new adage: ***May the best plagiarist and most dishonest win!***

<http://www.gmanetwork.com/news/story/329425>

VOCABULARY WORDS

Read the following words below. Choose the synonym of the word from the parenthesis. Consider how it is used in the text above.

1. plagiarize /pledʒiərajz/ (steal, borrow, give)
2. philanthropist /fəlænθrəpəst/ (humanitarian, critic, opponent)
3. luxurious /ləgzəriəs/ (inferior, frugal, extravagant)
4. inculcate /ɪŋkəlket/ (teach, learn, neglect)
5. blunt /blənt/ (tactful, pointless, sharp)

COMPREHENSION CHECKUP: RESPONDING THROUGH SPEECH

1. What is plagiarism?
2. According to the writer, what could be the possible reason why this is happening to Filipinos?
3. Why do you think people plagiarize (Homework, Articles, Books)?
4. Have you ever broken Copyright rules? If you did, why did you do this?
4. Are you against CD burning, massive photocopying and pirate copies? What are your reasons for this?
5. What do you think of the growing trend in downloading ready-made essays and others from the internet? Explain your answer.
6. Is Plagiarism, dishonesty and selfishness the same? Explain your insights.

Communicative Task

DYADS/ GROUP

Instructions:

1. Create an analogy using the given pictures below.
2. Brainstorm with your partner/ group members for 5 minutes.
3. Present your concept in class.

Life is Like an Examination



Life is like a race

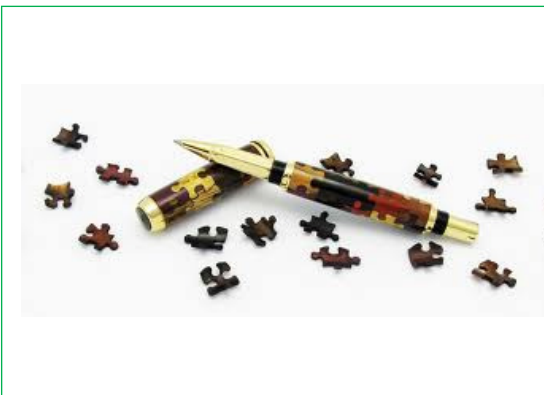


Pictures from <https://www.google.com.ph/#q=images+of+communication+pictures>

Ants and Humans



A Pen is like a Sword



Pictures from <https://www.google.com.ph/#q=images+of+communication+pictures>

APPENDIX B

Questionnaire



Polytechnic University of the Philippines
Santa Rosa Campus
City of Santa Rosa, Laguna



STUDENT NEEDS QUESTIONNAIRE

Dear Students:

I am in need of your help in the completion of my paper entitled, “Development and Validation of Speech Communication Based Materials for BSED English Students of Polytechnic University of the Philippines, Santa Rosa Campus. You alone can provide the necessary information needed to accomplish this task.

Below is a *self-assessment* check-up for you to accomplish. It will be collected by your Speech Communication teacher from each member of the class so that a profile of the entire class as to the information sought in the form may be drawn and so that the survey results may be taken account in the direction of the development of the materials to enhance speaking skills of students.

Read each item carefully before you give your answer. This is not a test and therefore there is no right or wrong answer.

Thank you and God bless!

Sincerely,

Ms. Pastolero, Jesellie P.
The Researcher

Name:_____ Age:_____ Course_____

Home Address:_____ Gender:_____

Direction: Choose the option you identify with, by ticking the box provided.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly disagree

PART I. PERSONAL NEEDS

A. Attitude towards English as a language and as a subject	5	4	3	2	1
1. I think that English language is very valuable in communication					
2. I think of Speech Communication as an important subject.					
3. I like English as a subject during my first year.					
4. English is an important Lingua Franca in globalization					
5. When someone speaks English I think he is educated					
6. The command in English is very helpful in understanding expatriates and their cultures					
7. English should be the medium of instruction in tertiary studies					
8. I need English in order to succeed in higher education					
9. I do not feel awkward when using English					
10. I wish I could speak fluent and accurate English					

5	4	3	2	1
Always	Often	Sometimes	Seldom	Never

B. Proficiency in English base on Perception of respondents	5	4	3	2	1
1. I speak English at home.					

2. I speak English outside the classroom.					
3 I am watching English Television Shows/Program at home.					
4. I listen to English radio program.					
5. I read English newspaper.					
6. I read English magazine(s).					
7. I order simple meal in a restaurant.					
8. I am in social situations giving appropriate greetings and leave-taking expressions					
9. I state some reasons for my position on a controversial topic (for example euthanasia)					
10. I can sustain every day in casual style English with my friends					

C. Language Problems	5	4	3	2	1
My problem in the use of language is....					
1. <i>Pronunciation</i>					
2. <i>Auditory discrimination</i>					
3. <i>Vocabulary</i>					
4. <i>Spelling.</i>					
5. <i>Sentence Structure.</i>					
6 <i>Grammar(S-V-Agreement).</i>					
7. <i>Reading Comprehension.</i>					
8. <i>Listening Comprehension.</i>					
9. <i>Construction of sentences.</i>					
10. <i>Construction of paragraphs</i>					

D. Causes of Difficulties in the Past Learning of English	5	4	3	2	1
1. Lack of time for studying					
2. Lack of time speaking the language.					
3. The lack of textbook to be used.					

4. The textbook used in the class.					
5. The teaching method of the subject teacher.					
6. The poor instructional materials used.					
7. The lack of support to use English in the home environment and the community.					
8. Limitation of vocabulary proficiency.					
9. Unwillingness and lack of motivation to learn English					
10. The classroom is crowded, the environment is not suitable.					
E. Speech Class Activities	5	4	3	2	1
In our speech class, I like the activity on...					
1. Reading					
2. Listening					
3. Reciting					
4. Oral interpretation					
5. Competing in contest/ class activities					
6. Dramatization/ Role Playing					
7. Group/ Panel Discussion					
8. Simulations					
9. Information Gap					
10. Brainstorming					

F. Teacher-Related Activities used in Teaching Speaking	5	4	3	2	1
Our teacher uses this related- activities in teaching speaking.					
1. <i>Lecture</i> method					
2. <i>discussion</i> method					
3. <i>Pair work</i>					
4. <i>Oral activity</i>					
5. Audio materials/aids					
6. Dramatization/ Role Playing					

7. Group/ Panel Discussion					
8. Simulations					
9. Information Gap					
10. Brainstorming					

PART II.SOCIAL NEEDS

A. Occasions where English is use as a medium of communication outside the classroom	5	4	3	2	1
<i>I use English as a medium of communication...</i>					
1. when conversing with my family at home.					
2. when talking with my friends.					
3. when talking with strangers.					
4. when attending church services.					
5. during parties/ social functions.					
6. during community/ association meetings.					
7. during picnics/ outings					
8. during telephone conversation					
9. when having book conversation with friends					
10. when offering help to others					

5	4	3	2	1
Very Much	So Much	Much	Very Little	None

B. Use of English in establishing relationship with People	5	4	3	2	1
English speaking helps me to...					
1. gain respect from people					
2. gain confidence					
3. improve family relationship					
4. be understood clearly by others					

5. fit in a group where I want to be a part of					
6. develop inter-personal skills with people					
7. broaden my knowledge in other fields where English is used by people conversing with .					
8. read and understand another person's emotions					
9. gain more friends					
10. interact with people of different nationalities easily					

APPENDIX C

Material Evaluation Form

EVALUATION FORM

Teacher Evaluation Form

Directions: The attached set of materials is intended to help students improve their speaking skills.

Rate it for its suitability using the rating scale. Check the appropriate column based on your judgment.

Criteria	YES	NO	NOT APPLICABLE	Inadequate opportunity to observe
1. Instructional materials are well designed, clearly written and appropriate for the lessons. <i>Comments:</i>				
2. Activities are at an appropriate level, relevant and current to students' experiences. <i>Comments:</i>				
3. Instructional materials indicate teaching techniques being employed and speaking skills to be developed. <i>Comments:</i>				
4. The teacher's implementation of the material is				

systematic and orderly.				
5. The activities are useful to help students improve their speaking skills in English <i>Comments:</i>				
6. The lessons provide students adequate opportunities to learn vocabulary for communication. <i>Comments:</i>				
7. The lessons provide adequate practice activities in speaking. <i>Comments:</i>				
8. The structure or format of the lesson is easy to follow. <i>Comments:</i>				
9. The directions are clear and concise. <i>Comments:</i>				
10. The illustrations are clear and appropriate for students. <i>Comments:</i>				

Suggestions on how to improve the instructional materials:_____

Evaluator:

Signature over Printed Name

APPENDIX D

Pup Santa Rosa BSEd-English Curriculum



Polytechnic University of the Philippines
SANTA ROSA CAMPUS
 City of Santa Rosa, Laguna



BACHELOR OF SECONDARY EDUCATION
Major in English
SY 2012-2013

Name: _____
 Address: _____

Student No. _____
 Telephone No. _____

FIRST YEAR

First Semester

Code No.	Subject Description	Lec	Lab	Units	Prerequisite	Professor	Grade
ENGL 1013	Study and Thinking Skills in English	3	0	3		_____	_____
FILI 1013	Komunikasyon sa Akademikong Filipino	3	0	3		_____	_____
HIST 1013	Heograpiya at Kasaysayan ng Pilipinas	3	0	3		_____	_____
PSYC 1013	General Psychology	3	0	3		_____	_____
SOCI 1013	Sosyolohiya, Kultura at Pagpapamilya	3	0	3		_____	_____
MATH 1013	College Algebra	3	0	3		_____	_____
COMP 1153	Intro. to Information & Communication Technology	3	0	3		_____	_____
PHED 1012	Physical Fitness and Self Testing	2	0	2		_____	_____
NSTP 1013	CWTS/ROTC 1	3	0	3		_____	_____
		26	0	26		Average	_____

Second Semester

Code No.	Subject Description	Lec	Lab	Units	Prerequisite	Professor	Grade
ENGL 1023	Writing in the Discipline	3	0	3	ENGL 1013	_____	_____
FILI 1023	Pagbasa at Pagsulat sa Ibat-ibang Disiplina	3	0	3	FILI 1013	_____	_____
LITE 1013	Philippine Literature	3	0	3		_____	_____
HUMA 1013	Introduction to the Humanities	3	0	3		_____	_____
NASC 1083	Biological Science	3	0	3		_____	_____
ECON 1013	Basic Economics with TAR	3	0	3		_____	_____
MATH 1043	Contemporary Mathematics	3	0	3		_____	_____
MATH 1033	Fundamentals of Mathematics	3	0	3		_____	_____
PHED 1022	Rhythmic Activities	2	0	2	PHED 1012	_____	_____
NSTP 1023	CWTS/ROTC 2	3	0	3	NSTP 1	_____	_____

23 0 29

Average

SECOND YEAR**First Semester**

Code No.	Subject Description	Lec	Lab	Units	Prerequisite	Professor	Grade
ENGL 1033	Speech Communication	3	0	3			
FILI 1033	Retorika	3	0	3	FILI 1023		
PHIL 1013	Logic	3	0	3			
EDUC 2203	Developmental Reading	3	0	3			
HIST 1023	Buhay, mga Gawain at Kaisipan ni Rizal	3	0	3	HIST 1013		
EDUC 2023	Educational Technology 1	3	0	3			
SEED 3193	Language Curriculum for Secondary School	3	0	3			
ENGL 2023	Introduction to Linguistics	3	0	3			
NUDI 1013	Prin. of Nutrition and Wellness Education	3	0	3			
PHED 1032	Individual/Dual Combative Sports	2	0	2	PHED 1022		
		29	0	29	Average		

Second Semester

Code No.	Subject Description	Lec	Lab	Units	Prerequisite	Professor	Grade
EDUC 2343	Ethics and Social Responsibility	3	0	3			
LITE 1023	World Literature	3	0	3			
EDUC 2033	Educational Systems & Current Issues	3	0	3			
NASC 1093	Ecology	3	0	3			
EDUC 2043	Child & Adolescent Development	3	0	3	PSYC 1013		
EDUC 2051	Field Study 1 - The Learner's Development						
	and Environment	1	0	1			
ENGL 3053	Structure of English Language	3	0	3			
ENGL 3173	Principles of Literary Criticism	3	0	3			
ENGL 3043	Afro-Asian Literature	3	0	3			
PHED 1042	Team Sports	2	0	2			
		27	0	27	Average		

THIRD YEAR**First Semester**

Code No.	Subject Description	Lec	Lab	Units	Prerequisite	Professor	Grade
EDUC 2073	Principles & Strategies of Teaching 1	3	0	3	EDUC 2043		
EDUC 2081	Field Study 2- Experiencing the Teaching-Learning Process	1	0	1			
EDUC 2093	Educational Technology 2	3	0	3	EDUC 2023		
EDUC 2101	Field Study 3 - Technology in the Learning Environment	1	0	1			
EDUC 2113	Philosophy of Education	3	0	3			
SEED 4053	Fundamentals of Research	3	0	3	MATH 1043, ENGL 1013		
ENGL 3393	English and American Literature	3	0	3	LITE 1023		

ENGL 3403	The Teaching of Speaking	3	0	3	ST 123		
ENGL 3412	The Teaching of Listening and Reading	3	0	3			
ENGL 3423	Teaching and Testing Literature	3	0	3			
		26	0	26		Average	

Second Semester

Code No.	Subject Description	Lec	Lab	Units	Prerequisite	Professor	Grade
SEED 4063	Thesis Writing	3	0	3	SEED 4053		
EDUC 2123	Principles & Strategies of Teaching 2	3	0	3	EDUC 2073		
EDUC 2133	Introduction to Curriculum Development	3	0	3			
EDUC 2141	Field Study 4 - Exploring the Curriculum	1	0	1			
SEED 3203	Preparation and Evaluation of Instructional Materials	3	0	3			
ENGL 3433	Language & Literature Assessment	3	0	3	ENGL 3423		
ENGL 3023	Mythology and Folklore	3	0	3	LITE 1023		
ENGL 3443	Campus Journalism	3	0	3			
POSC 1013	Politics & Governance w/ Phil. Constitution	3	0	3			
		25	0	25		Average	

FOURTH YEAR

First Semester

Code No.	Subject Description	Lec	Lab	Units	Prerequisite	Professor	Grade
EDUC 2153	Measurement and Evaluation	3	0	3	MATH 1043		
EDUC 2161	Field Study 5 - Assessment and Evaluation of Learning	1	0	1			
EDUC 2173	Principles of Guidance & Counseling	3	0	3			
EDUC 2183	The Teaching Profession	3	0	3			
EDUC 2191	Field Study 6 - On Becoming a Teacher	1	0	1			
ENGL 2053	Advanced English Grammar	3	0	3			
ENGL 3103	Creative Writing	3	0	3			
ENGL 3453	Speech and Stage Arts	3	0	3	ENGL 1033		
ENGL 3323	Introduction to Stylistics	3	0	3	ENGL 2023, ENGL 3173		
ENGL 3363	Translation and Editing of Text	3	0	3			
		26	0	26		Average	

Second Semester

Code No.	Subject Description	Lec	Lab	Units	Prerequisite	Professor	Grade
SEED 4076	Practice Teaching	6	0	6			
				6			

Jesellie Prudente Pastolero

Blk. 32 Lot 8 Golden City Subdivision
City of Sta. Rosa, Laguna
Cell no.0928-4900-25

E-mail address:

jess0286@yahoo.com/jeselliepastolero@yahoo.com



OBJECTIVES:

- To work in an institution where my abilities as a teacher can be tapped and maximized effectively.
- To make a difference in the lives of my future students.

CAREER PROFILE:

Polytechnic University of the Philippines
Santa Rosa Campus
City of Santa Rosa, Laguna
Part time Faculty Instructor

June 2008-Present

ASIA Technological School of Science and Arts
Golden City Subdivision
City of Santa Rosa, Laguna
Part time Faculty Instructor

November 2012-Present

STI College Santa Rosa
Balibago Complex, Balibago
Santa Rosa, Laguna
Assistant Professor 1

June 2011- October 2012

REX DEI ACADEMY
Ph.2 Blk. 13 Lot 17 Golden City Subdivision
City of Santa Rosa, Laguna
Faculty

June 2007-March 2008

As a teacher/ instructor, I...

1. Prepare instructional plan prior to teaching

2. Evaluate and maintain good academic performance of the students
3. Compute grades and submit grade sheet on time to the coordinator for checking
4. Attend seminars and trainings and update knowledge in teaching
5. Secure teaching competence and readiness at all times, and
6. Perform other task as directed by the coordinator, principal/director.

ACADEMIC ACHIEVEMENTS:

- **Graduate Study**
Philippine Normal University
Taft Avenue, Manila
Master of Arts in Teaching
English Language Arts
October 2013

- **College**
Polytechnic University of the Philippines
Sta. Rosa Campus
City of Sta. Rosa, Laguna
Bachelor of Secondary Education (Major in English)
Outstanding Student Teacher Awardee (2006-2007)
Dean's Lister (2006-2007)
Silver Awardee)
PGMA Scholar (2004-2005)
Silver Awardee (2004-2005)

- **Secondary**
Cabuyao National High School
Cabuyao, Laguna (1999-2003)
Best in Filipino (Academic Award)

- **Elementary Education**
Mirriamville School Inc.
Golden City Subdivision, City of Sta. Rosa
Laguna

EXAMINATIONS TAKEN

(ETS) Teaching of English for International Communication

TOEIC

PUP-Sta. Rosa Campus

Sponsored by Hopkins International Partners Inc.

September 18, 2009

PASSED

Licensure Examination for Teachers (LET)

Manila

August 26, 2007

PASSED**SEMINARS ATTENDED:**

Certificate of Appreciation as

Resource Speaker**“Enhancing the Correspondence Skills of the Organization Officers”**

November 8, 2012

PUP Sta. Rosa Campus, City of Sta. Rosa, Laguna

Certificate of Participation

“Electronic Grading System”

June 10, 2011

PUP Sta. Rosa Campus, City Sta. Rosa, Laguna

Certificate of Completion

“Teaching Skills Training 2”

June 7-10, 2011

STI College Santa Rosa, City of Sta. Rosa, Laguna

Certificate of Attendance

“Teaching Skills Training 1”

May 23-26, 2011

STI College Santa Rosa, City of Sta. Rosa, Laguna

Certificate of Appreciation

“Committee Member Mr. & Ms. PUP SANTA ROSA 2011”8th Founding Anniversary Celebration

February 21-25, 2011

Certificate of Attendance

“Principles and Ethics of Teaching”

October 30, 2009

PUP Sta. Rosa Campus, City Sta. Rosa, Laguna

Certificate of Participation

“English Works Teacher Training Workshop”

September 17&18, 2009

PUP Sta. Rosa Campus, City Sta. Rosa, Laguna

Certificate of Participation

**“University-Wide Research Seminar-Workshop on Writing
and Preparing Effective Proposals for Grant-in-Aid Funding”**

September 11, 2009

PUP Santo Tomas, Batangas Campus

Certificate of Participation

**“Faculty Development and Team Building Seminar-
Humanizing Professional Ethics in the Workplace”**

February 21, 2009

BLUROSE Lipa City, Batangas

Certificate of Participation

“Leading the Way to Information and Communications Technology”

January 19, 2008

St.Michael’s College of Laguna, Binan, Laguna

Certificate of Participation

“Finding Your True Worth in the Workplace”

March 09, 2007

4th floor of Sta. Rosa City Hall City of Sta. Rosa, Laguna

Certificate of Participation

“Values Education for Young Adults”

February 24, 2007

4th floor of Sta. Rosa City Hall City of Sta. Rosa, Laguna

Certificate of Participation

“Nurturing the Kindred Spirit in the Classroom”

September 03, 2006

2nd floor of Santa Rosa Commercial Center

Certificate of Participation

“Leadership and Team Building Seminar”

February 13, 2006

2nd floor of Santa Rosa Commercial Center

Certificate of Attendance

“Empowering your Personality”

December 20, 2005

2nd floor of Santa Rosa Commercial Center

Certificate of Attendance

“Counseling the High School Students”

October 06, 2005

PUP- Sta. Rosa Extension room A-202

Certificate of Attendance

“Seminar Workshop in Campus Journalism”

September 09, 2005

2nd floor of Santa Rosa Commercial Center**PERSONAL PROFILE:**

- Born at Canlubang, Laguna on February 27, 1986 to Mrs. Elsie Prudente Pastolero and Mr. Jesus Misterio Pastolero
- Single, 5’2” in height, 27 years old, Roman Catholic
- Goal –directed individual
- Knowledgeable in Computer (MS WORD, MS POWERPOINT AND MS EXCEL)

CHARACTER REFERENCES:**LORENZA ELENA S. GIMUTAO**

Professor/ Head Student Services

PUP Santa Rosa Campus

Mobile no. 09213807970

ENGR. ELMA LUZANO

Professor

PUP Santa Rosa Campus

Malayan Colleges

S.T.I Santa Rosa Complex

Mobile no. 09166258552

MRS. JOSEFINA COLCOL

Professor

PUP Santa Rosa Campus

SPCBA, San Pedro Laguna

City of Sta. Rosa Laguna

Mobile no. 09215084683

MRS. MACARIA D.C. Montenegro

Teacher

Southville Elementary School

Caingin, Santa Rosa City, Laguna

Mobile no. 09107141914

