

CONTEXTUALIZED INSTRUCTION FOR SPEECH COMMUNICATION

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ABSTRACT

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In the twenty-first century, educators must tackle the issue of the modern period. The results of the study will assist school administrators in providing guidance to all English teachers regarding the adoption of contextualized instruction in teaching the students in order to achieve lifelong learning that can be applied in their real life. With a mean of 1.032, the fluency and accuracy of the 31 pupils fall into the category of needing improvement. The mental structure of the kids could not be sequential, which could skew the coherence of thinking units. Numerous observations, according to Labastida (5), demonstrated that kids struggle with thinking, expressing themselves, and communicating. These can be seen in class discussions when students are reluctant to participate in them. While 13 of the responders had good content in their responses.

However, 18 of the pupils had content that needed to be improved. Table 2 displays the respondents' entry-level scores. Thirty-one (31) pupils fall under the "needs improvement" category. This has implications for organizing in that it allows students to write on a particular area of interest, but there are drawbacks to the way thoughts are put together. According to Howard (88), writing that is well-organized is crucial not just for learning but also because it serves knowledge first and communication second. Table 3 shows the respondents' post-test speaking score following their exposure to contextualized instruction. There were 10 students whose accuracy and fluency fit the good group, and 20 students whose accuracy and fluency fit the requires improvement category. With a mean score of 1.290, it is possible that kids' speech is slurred and their thoughts are disjointed. Wilkins, who was cited by Flores (11), and who asserted that nothing can be communicated without grammar and vocabulary, can be used to corroborate this. There were 14 respondents whose organization fell into the "good" category; however, 16 respondents, with a mean score of 1.419, fell into the "needs improvement" category. This indicates that students have a sense of organization in their writing, even though some organizational tools are only sporadically used. According to the data, the respondents' speaking score at entrance level, specifically in terms of fluency and accuracy, was 0.032, whereas their post-test score was 1.290.

Keywords: Communication Contextualized, Instruction, Speech.

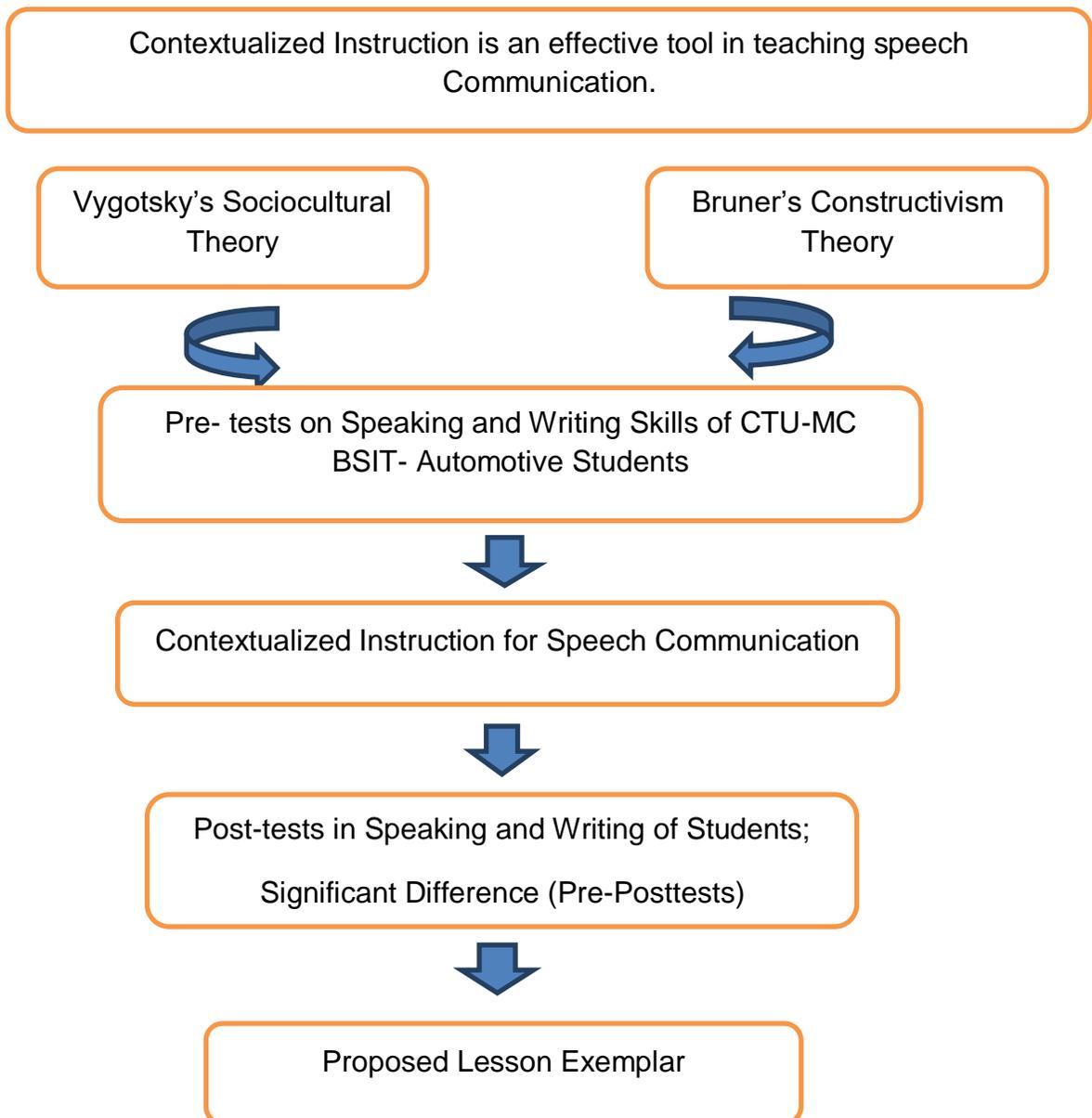
I. Introduction

Twenty first century educators have to face the challenge of the time. It is but necessary for them to possess a portfolio of teaching innovations that would match the interest and capacity of these “millennial” learners. It is likewise necessary for these mentors to have a reservoir of teaching strategies that would motivate, engage and endure the learners to acquire learning. There have been a variety of these teaching techniques that would seamlessly make the class, interactive, dynamic and participative. Among these teaching methodologies and / or strategies is the contextualized teaching. Contextualized teaching and learning (CTL), makes the subject matter content more significant to the students.

In this strategy, students will be more participative in the class; the tasks given to them would be more specific in relation to their field of specialization. Students are expected to act, react and interact in order to develop their critical thinking skills. Inasmuch as contextualized teaching is student centered, teachers would act as facilitators of learning. Currently, the trend of education is outcomes- based. Students are given the opportunity to maximize their learning the macro skills; listening, speaking, reading, and writing. This is in consonants with the concept of CTL. In speech communication class, automotive technology students have this difficulty in expressing their ideas in speaking and writing especially on some general topics which they themselves cannot relate. Generally, it has been observed that a number of technology students cannot express their ideas both in speaking and in writing.

This study then is conceived so as to assess if the automotive students would enhance their speaking and writing skills when exposed to contextualized teaching and learning. This study assumes that Contextualized Instruction is an effective strategy in teaching speech communication. This is anchored on Vygotsky’s Socio cultural Theory and Bruner’s Constructivism Theory. Contextualized Teaching and Learning (CTL), also known as Contextualized Instruction, is defined as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student. Contextualized Instruction is an effective strategy, where students will be

taught speech communication principles according to the concepts of their disciplines. It is a content-based teaching in where students can share their prior knowledge and experiences relevant to their field of specialization. This is one way to encourage students to develop their confidence in speaking and dexterity in writing since they are given more exposures in engaging and compelling outcomes-based activities. This is where students become more participative in classroom activities since they can comfortably express their knowledge / ideas they had learnt previously or concurrently from their professors of technology subjects.



This research ascertained the status of Contextualized Instruction in Speech Communication for BSIT Automotive students at Cebu Technological University, Main-Campus during Academic year 2016-2017 as basis for designing lesson exemplars. Specifically, this study answered the following questions:

1. What is the entry level score of the students in the following macro skills?
 - 1.1 speaking,
 - 1.2 writing?
2. After using Contextualized Instruction, what is the post- test score of the students in the aforementioned macro skills?
3. Is there a significant mean difference between the entry level score and the post test score?
4. Based on the findings, what lesson exemplars can be designed?

Hypothesis

Ho: There is no significant difference between the entry level score and post-test score of the students, after using contextualized instruction.

II. RESEARCH METHODOLOGY

Research Design

This study used a quasi-experimental design is an empirical study used to estimate the causal impact of an intervention on its target population without random assignment. In this design, the group is exposed to a certain experimental factor. However, before the start of the experiment, the groups were given a pre- test about the subject matter to be covered in the experiment then, after the experimental period, the group were given the post-test. The results of the post - test over the results of the pre-test is considered caused by the experimental factor.

III. RESULT AND DISCUSSION

This chapter presents, analyzes, and interprets the gathered data to address the problems raised. Discussion is divided into the following sections: The first section presents the entry level score of the respondents in speaking, specifically in fluency and accuracy, content, and delivery,

as well as in writing skills, particularly in organization, content, and mechanics. Second section shows the post- test score of the respondents in speaking and writing after using Contextualized Instruction. Third section indicates the significant mean difference between the entry level score and the post test score of the respondents in speaking and writing skills. The last section presents the output of the study, the proposed lesson exemplars.

Respondents’ Entry Level Score in Speaking

The table below presents the entry level score in speaking proficiency of the respondents based from the rubrics used in the study.

Table 1. Respondents’ Entry Level Score in Speaking

Competencies	Category	Frequency	Percentage (%)
Fluency and accuracy	Excellent	0	0
	Good	0	0
	Needs Improvement	31	100
Total	-	31	100
Mean	1.032		
Content	Excellent	0	0
	Good	13	42
	Needs Improvement	18	58
Total	-	31	100
Mean	1.419		

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Delivery	Excellent	0	0
	Good	5	16
	Needs Improvement	26	84
Total	-	30	100
Mean	1.161		

This table indicates the entry level score of the respondents’ speaking. The *fluency and accuracy* of the 31 students belong to needs improvement or 100 percent with the mean of 1.032. It can be construed that the students’ thought organization is not sequenced that may distort coherence in thought units. According to Labastida (5), many observations showed that students are deficient in thinking, expressing and communicating. These can be observed in classroom recitation where students are hesitant to participate in class discussion. While, there were 13 of the respondents whose *content* belong to good. However, there were 18 of the students whose *content* belong to needs improvement. This could mean that they are aware of the topic being asked, but perhaps the respondent could completely expound such topic had there been complete relevant information. Bills (32), claims that oral language, once acquired, provides necessary foundation of literacy development and later for academic learning. Speaking activities/ exercises in class tend to become more and more content-based parallel to the demands of the curriculum.

The *delivery* of the five (5) students belonged to good; however, there were 26 students whose delivery belong the category of needs improvement. This means that students were hesitant and lacked the confidence in expressing their ideas. According to Diano (58), as cited in Baluba (1), that after several years of exposure to the English language from elementary grades to college, some Filipino students are not that proficient in the use of language in speaking.

Respondents’ Entry level Score in Writing Skill

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Table 2 indicates the entry level score of the respondents in writing skill. This test assessed the ability of the respondents to write a persuasive essay.

Table 2 .Respondents’ Entry level Score in Writing Skill

Competencies	Category	Frequency	Percentage (%)
Organization	Excellent	0	0
	Good	0	0
	Needs Improvement	31	100
Total		31	100
Mean	1.000		
Content	Excellent	0	0
	Good	21	68
	Needs Improvement	10	32
Total	1.677	31	100
Mean			
Mechanics	Excellent	0	0
	Good	1	3
	Needs Improvement	30	97
Total	-	31	100
Mean	1.032		

Table 2 shows the entry level scores of the respondents. Thirty-one (31) students belong to the category of needs improvement. In the aspect of *organization* this means that students can write about a certain topic of interest but have their downside in the organization of ideas. As what Howard (88) said that writing with good organization is important not only for learning, but writing serves understanding first and communication second. On the other hand, there were 21 of the students whose *content* belong to the category of good. It implies that the main idea or topic is slightly presented and supporting details is insufficient. While 10 students whose *content* belong to the category of needs improvement. This means that students’ capacity in writing needs more improvement; majority of their writings were scattered, confusing and hard to follow, no sense of organization or ideas are not ordered. McKay (195) defines the capacity as the “ability to produce and understand utterances using the resources of grammar in association with the features of the context.

Furthermore, there was only one (1) student who belonged to the category of good in *mechanics*. This means that he was the only one who can write with few spelling and grammar errors, and correct punctuations. On the other hand, there were 30 students whose *mechanics* belong to the category of needs improvement; this could mean that these students committed misspellings, grammar, and punctuation errors. The overall average in mechanics is 1.032. This indicates that majority of the students belong to the category of needs improvement in their entry level in writing proficiency. To Metalfe and Astle (274), grammar serves as the basis of language, the framework on which ideas are confused, and the loftiest imagery of thought can fall flat if ungrammatically expressed. Thus, writing with correct grammar is very necessary.

RESPONDENTS’ POST TEST SCORES IN SPEAKING AND WRITING SKILLS AFTER USING CONTEXTUALIZED INSTRUCTION

This part presents the post test scores of the respondents after their exposure to Contextualized Instruction. The students were taught using the context of their field of specialization which is Automotive Technology. The students’ speaking and writing skills were assessed.

Post Test Scores of the Respondents’ Speaking Skill

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Table 3 below indicates the post-test score of the respondents. This test assessed the ability of the respondents in speaking.

Table 3. Respondents’ Post-Test score in Speaking

Competencies	Category	Frequency	Percentage (%)
Fluency and accuracy	Excellent	0	0
	Good	10	33
	Needs Improvement	20	67
Total		30	100
Mean	1.290		
Content	Excellent	0	0
	Good	30	100
	Needs Improvement	0	0
Total		30	100
Mean	1.935		
Delivery	Excellent	0	0
	Good	29	97
	Needs Improvement	1	3
Total		30	100
Mean	1.935		

Table 3 discloses the post test score of the respondents’ speaking proficiency after their exposure to Contextualized Instruction. There were 10 students whose *fluency and accuracy* belong to the category of good, while 20 students whose *fluency and accuracy* belong to the category of needs improvement. With the average mean of 1.290, this could mean that students’ speech is slow and thoughts are incomplete. This can be supported by Wilkins, also quoted in Flores (11), who claimed that without grammar and vocabulary nothing can be conveyed. In any communication transaction that occurs, correct usage of grammar and vocabulary will have the students develop complete thought and build the confidence to express ideas. There were 30 students whose *content* belonged to the category of good. This could mean that they can express and give the description of the topic in relation to their field of specialization. This is according to the study of Mabulay (5), that to achieve speaking competence, English learning should be a functional endeavor. She further stressed that students have to use the English language in all their activities with the help of some learning materials like newspapers, articles and etcetera. With these authentic materials, the students may be able to speak, in relation to the context.

Apparently, among the 30 respondents, there were 29 students whose *delivery* belonged to the category of good. However, there was only one (1) student whose delivery belonged to the category of needs improvement. This implies that students can expound the topic and deliver their speech with some tension, and lack of self-confidence Bills (32) claims that oral language, once acquired, provides a necessary foundation of literacy development and later for academic learning. Speaking activities/ exercises in class tend to become more and more content-based parallel to the demands of the curriculum. Moreover, students exposed to Contextualized Instruction gained more points compared to their entry level scores Baker et al. (20) states that students will reach greater understanding and improve learning outcomes if teachers will teach in a contextualized manner

Post- Test Scores of the Respondents’ Writing Skill

Table 4. discloses the post- test score of the respondents after their exposure to Contextualized Instruction.

Table 4 Respondents’ post-test Score in Writing

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Competencies	Category	Frequency	Percentage (%)
Organization	Excellent	0	0
	Good	14	47
	Needs Improvement	16	53
Total		30	100
Mean	1.419		
Content	Excellent	0	0
	Good	26	87
	Needs Improvement	4	13
Total		30	100
Mean	1.806		
Mechanics	Excellent	0	0
	Good	3	10
	Needs Improvement	27	90
Total	-	30	100
Mean	1.065		

Table 4 illustrates the post- test score of the respondents in writing proficiency after exposure to Contextualized Instruction where students were given 30 minutes to write a persuasive essay in relation to their field of specialization. Their outputs were assessed using the rubrics used in the study. There were 14 of the respondents whose *organization* belong to the

category of good; however, 16 of them belonged to the category of needs improvement, with the mean of 1.419. This means that students have a sense of organization in their writing, although some of the organizational tools are weakly used. Students could write meaningfully if they are motivated about the topic and have a sense of relevance in the study. As cited by Dagdag et al. (1) the most difficult tasks around the world are writing, especially if the writer wants it skillfully. Moreover, good writing is also one of the most useful and important skills. Furthermore, there were 26 of the respondents who belonged to the category of good in *content*, while there were four (4) respondents who belonged to the category of needs improvement in *content*, with the mean of 1.806. This means that the main idea or topic is seen in the content. Moreover, three (3) of the respondents whose *mechanics* belonged to the category of good, while there were 27 whose *mechanics* belonged to the category of needs improvement, with the mean of 1.065. This means that students may have experienced writing anxiety. They are afraid to write because they are not familiar with the mechanics in writing. Their sentences are fragmented; errors in spelling, grammar, punctuation and capitalization were committed. According to Shang (2) those with writing anxiety tend to have more struggles in writing with grammatical usage and mechanics. It implies that students can write their ideas in connection to their prior knowledge and academic or occupational content by focusing teaching and learning squarely in a specific context. Yuan and Ellis (2) asserted that appropriate use of vocabulary and grammar are vital to achieve a better output in writing.

SIGNIFICANT MEAN DIFFERENCE BETWEEN THE ENTRY LEVEL AND POST-TEST SCORES IN SPEAKING AND WRITING SKILLS

This section presents the data on the significant mean difference between the entry level and the post- test scores of the respondents’ speaking and writing skills before and after using Contextualized Instruction on speaking and writing skills. In the post-test students are taught subject matter/ topic in relation to the content of Automotive Technology, the subject/students chosen field.

Main difference between Entry Level and Post-Test Scores Mean Difference Speaking Skill

The table below shows the entry level and the post-test mean difference of the respondents in speaking skill

Table 5. Entry Level and Post-Test Scores in Speaking

Competencies	Entry Level	Post- Test
Fluency and accuracy		
Mean	0.032	1.290
Sd	0.514	
n	31	
t	2.79	
P-Value	0.0000	
Interpretation	Highly Significant	
Content		
Mean	1.419	1.935
Sd	0.57	
n	31	
t	5.04	
P-Value	2.06E-05	
Interpretation	Highly Significant	
Delivery		
Mean	1.161	1.935

Sd	0.497
n	N=31
t	8.67
P-Value	1.14E-09
Interpretation	Highly Significant

Table 5 discloses the significant mean difference between the entry level and the post-test, using the hypothesis test: paired observations. The figures reflect that the entry level score of the respondents in speaking, particularly in *fluency and accuracy* is 0.032, while the post-test score is 1.290. The null hypothesis (Ho) particularly in *fluency and accuracy* failed to accept (Ho), since this is highly significant. From the result, students showed an improvement after they were exposed to Contextualized Instruction. The entry level score in *content* is 1.419, while the post test score is 1.935; the null hypothesis (Ho) was rejected. It means that the respondents' performance in class is congruent to Simpson et al. (41) suggestions that contextualized instruction will improve the result of their output in connection to their prior knowledge in content

Additionally, in their *delivery* the entry level is 1.161, while the post-test score is 1.935. The null hypothesis (Ho) was rejected since there is a highly significant mean difference between the entry level and the post-test scores of the respondents.

The null hypothesis (Ho) in terms of speaking failed to accept Ho, since there is clear evidence from the result that students really improved after they were exposed to Contextualized Instruction. This is congruent to the theory of Bruner's Constructivism Theory that learners construct knowledge individually through their interaction with other learners in relation to the context.

Main Difference between Entry Level and Post- Test Scores in Writing

Table 6 below presents the significant mean difference between the entry level score and the post-test scores of the respondents in writing.

Table 6 Entry Level and Post- Test Scores Writing

Competencies	Entry Level	Post-Test
Organization		
Mean	1.000	1.419
Sd	0.564	
n	31	
t	4.14	
P-Value	0.0003	
Interpretation	Highly Significant	
Content		
Mean	1.677	1.806
Sd	0.562	
n	31	
t	1.28	
P-Value	0.0003	
Interpretation	Highly Significant	
Mechanics		
Mean	1.032	1.065

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Sd	0.315
n	31
t	0.57
P-Value	0.5722
Interpretation	Highly Significant

Conclusion

Based from the result of this study, The study's findings will help school administrators advise all English instructors on how to use contextualized education to teach kids in a way that will lead to lifetime learning that has practical applications. But 18 of the students required their material to be upgraded. The respondents' speaking post-test results after receiving contextualized instruction. 14 respondents had an organization that qualified as "excellent," while 16 respondents, with a mean score of 1.419, qualified as "requires work."

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