

Development of Strategic Instructional Materials in the Oral Communication Context among the PRMSU First Year Students

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ABSTRACT: To determine the students' English Fluency in Using Communicative Strategies for the Development of Strategic Instructional Materials in the Oral Communication Context among the First Year Students of the President Ramon Magsaysay State University (PRMSU) of the Main Campus in Iba, Zambales, in the Philippines during the academic year 2018 – 2019 was the focus of this research study. The researcher utilized experimental sampling with twenty-seven (27) student – respondents and determined the student – respondents' profile through sex and school where the student – respondents graduated from Senior High School. The researcher included assessing the student – respondents' level of English fluency as to Language Level of Production: Syntactic fluency, Semantic fluency, Speech Level of Production: Continuity and Duration, level of usage of the students – respondents on the three communicative strategies as to Turn-taking, Topic control, and Topic shifting. The researcher took a video of the performances of the class divided into four (4) groups and coded the uttered words of each student. This study found out that the majority of the student – respondents were the students of the President Ramon Magsaysay State University, Iba, Zambales with 33.30% or 9 students, and there were 18 or equivalent to 66.70% are from other schools. Out of twenty-seven (27) respondents, there were 19 or equivalent to 70.40% are males and 8 or 29.60% are females. Founded on the summary of the investigations, the researcher has concluded that the student – respondents' communication abilities did not manifest on the level of fluency performance in Activity 1 and Activity 2 in the Syntactic fluency, Semantic fluency, Speech Level of Production. There is a significant difference in topic control dimensions as to syntactic, semantic, and speech level of production. There is no significant difference in turn-taking strategy, topic control, and speech level of production when grouped according to school and sex profile variables.

KEYWORDS: *Communicative Strategies, Syntactic fluency, Semantic fluency, Speech Level of Production, Turn-Taking, Topic Control, and Topic Shifting*

I. INTRODUCTION

English is the widely used language in the Philippines. According to Cabigon, 2018, English is also the official language of the Filipinos. In most cases, statements of laws and legal documents are entirely in English.

Thus, students should learn or acquire fluency in using the English language, particularly in an oral communication situation. Being fluent in English is a mark of an educated person because one can be able to sell ideas, communicate thoughts to others, convince, reach out, and even impress with a speech that is clear, confident and direct to the point.

Since speaking is one of the language skills, students need to be equipped with this kind of skill that can have them the ability to communicate effectively, to convey one's message in a passionate, thoughtful, and convincing manner. Then, to fully learn the speaking skills needed in an oral communication context, apart from giving the learners some lectures to acquire the points being taught and language practice that occurs in the classroom, students also need learning materials that will provide the learners with opportunities to use the target language not only for expressing ideas and emotions or in explaining things up, but also for carrying out a conversation, that will expose the learners to language in authentic use.

Granted that Filipinos are better at English, and they are aware of the advantages of being fluent in English, there are still reports that Filipinos have poor performance using the English language.

Thus, there are inevitable commentaries such as despite the country's budget for education is steadily increasing which is in line with a constitutional requirement for education to have the highest priority in the annual budget, despite the Philippine education system uses English as a medium of instruction from pre-school to post-graduate level and despite the restructuring of the Philippines' basic educational system through the K to 12

programs to produce competent graduates, English proficiency of Filipinos is still declining that leads Philippines to lose its competitive advantage in English proficiency (Valderama, 2018).

However, no matter how familiar the speakers are when it comes to those types of communicative strategies if they do not know exactly the appropriate expressions to be used in English, if interlocutors tend to stutter or if they cannot articulately communicate their ideas, effective English communications would not be possible for they cannot put ideas into words (verbal expressions). Thus, the speaker should be knowledgeable in various appropriate practical expressions in English, as well as in using communication strategies. Of course, to do it so, the speaker would need supplement learning materials that will develop their habit of speaking fluency.

II. RELATED LITERATURE AND STUDIES

The Importance of English Language

In the past few decades, English had been remarkably considered as the common language for business. Over the past decades, English has been emerged as the global language of trade and commerce affected by many key aspects of business in the modern world. The English language first spread as the result of colonial expansion, and has become the standard for all important official communications in an increasingly large number of countries with a wide variety of native languages (Timborn, 2017).

Intercultural Communications College in 2018 indicated that to study English for Communication would improve your English effectively in order to gain confidence, and to become more fluent in practical English that is used in everyday situations.

English Fluency for Effective Communication

Communication skills are vital for students' academic success and future career prospects, especially, in today's challenging environment. Students must not only possess academic expertise, but they also have skills to enhance their learning and employability prospects in the future. Oral communication is the process of expressing ideas through the medium of speech, and this plays a crucial role in the life of students. Communication skills inculcate professionalism in speaking styles, ways of self-expression and attitudes toward others, and these traits would hold students in good stead in their professional lives (Lucas, 2018).

Thus, to have effective communication, someone had to be fluent in English, particularly, when it comes to speaking. As Narang (2016) rightly pointed out that fluency in a language was a subset of good communication skills (in that language). Good verbal communication skills were defined as putting one point across in an effective and impactful manner. This came with a clarity of thought supplemented with the confidence to deliver it, a clear speech, and choice of words that could understand most.

Communicative Strategies

In reference to Communication Strategies in Second-Language Acquisition (2018) in the course of learning a second language, learners were frequently encounter communication problems caused by lack of linguistic resources. Communication strategies are strategies that learners use to overcome these communication difficulties in order to convey their intended meaning. Strategies that are used include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification. These strategies, with the exception of switching languages are also used by native speakers.

From the information stated in Communication Strategies in Second-Language Acquisition (2018) and from the results of the studies Kosmala& Morgenstern (2017), it could be figured it out that speech irregularities were also resulted from language acquisition of the second language, the formality of discussion of a particular discipline.

Now, if the oral linguistic delivery was due to communication breakdown or it could still be fixed, then, communicative strategies should be used. This was to maintain connection and allowing to have effective communication whenever communication breakdown may arise, or whenever the communicators decided who took the conversational floor, who wanted to move from one topic to another, or whenever they decided to talk something else. Thus, using communicative strategies could get the interlocutors to carry out a conversation or a discussion smoothly.

Wei (2011) claimed that communicative strategies play not only an important role in communication, but they also contribute to second language acquisition. Communicative strategies (CS) can help to keep the communication channel open, encourage hypothesis formation and automatization.

Syntactic and Semantic Fluency

Another factor to consider influence was mentioned on the first part of discussion by Nayaka (2017) it was mentioned that there were two levels of production, and these were language and speech production. Language production referred to syntactic, semantic and pragmatic fluency. For level of speech production, it referred to continuity or pertaining to pauses – filled and unfilled pauses, co articulation – sounds and syllables, and rhythm.

According to Nordquist (2018) Syntactic fluency was being at ease when speakers construct complex sentences containing linguistically complex structures. Pragmatic fluency referred to both knowing and demonstrating

what one wants to say within and in response to a variety of situational constraints. Phonologic fluency referred to the ease of producing long and complex strings of sounds within meaningful and complex language units.

Hendrick (2017) pointed out that sentence fluency refers to the way individual words and phrases sound together within a sentence, and how groups of sentences sound when read one after the other. In addition to, sentence fluency relies on the writer's ability to use a variety of sentence lengths and structures as well as sentence beginnings woven together to tell a seamless story. Using repetitive sounds, words, and phrases to create patterns when read aloud or silently could change an average group of sentences into a really great group of sentences. It is using sentences of different lengths, with different beginnings, and the following rules for sentence is using simple and more complex phrases, start each sentence differently use transitions to join ideas.

Speech Level of Production

In the aspect of speech level of production in fluency, there are several dimensions to be considered, and one of these is continuity and coarticulation.

K12 Academics Fluency with Stuttering (2018) continuity refers to speech that flows without hesitation or stoppage. Then, too, Manning & DiLollo (2017) claimed that continuity relates to the degree to which syllables and words are logically sequenced. That is to say, continuity refers to speech which do not fail to flow in a logical sequence.

As stated by Volonec (2015) one of the central issues in contemporary phonetics is that of coarticulation. Speech segments do not and cannot occur isolated in real speech. As elements of a multi segmental utterance in continuous speech, all segments have neighbors which exert a certain degree of influence upon them. The vast array of articulatory adaptations that occurs as a result of the influence of one phonetic structure on another is what constitutes coarticulation in its broadest sense. Because of its ubiquitous nature in continuous speech, coarticulation has been and continues to be a central research area in experimental and theoretical articulatory phonetics. Naturally then, any integral theory or model of speech production, and to a lesser degree speech perception, must account for coarticulation.

III. METHODOLOGIES

The researcher utilized a Case Study, one of the descriptive methods of research (involves description, recording, analysis and interpretation of the present nature, composition or processes of phenomena). The study was conducted at the President Ramon Magsaysay State University located in Iba, Zambales.

There were twenty – seven (27) First Year Students of the President Ramon Magsaysay State University, Main Campus, Iba, Zambales within the first semester of the academic year 2018 – 2019 under Bachelor of Science in Industrial Technology – First Year Section E (BSIT – IE) students between the ages of 18 – 19 were being observed while doing their performance tasks. The researcher used quasi – experimental used in communication research to have a moderate degree of control in establishing causality. The researcher used video – based observation and scoring rubrics as the main instruments and as data gathering tools to collect data for research.

The researcher used video – camera to record the twenty – seven (27) BSIT – IE students between the ages of 18 – 19 while doing their performance task for two (2) times with different activities (agree/disagree discussion and round table discussion – conversational) five (5) minutes for each activity on two separate days. The researcher took a video of the performances of the class divided into five (5) groups and coded the utterances of each student. For speaking performance measurement of syntactic and semantic fluency, the researcher utilized the Speaking performance measures of fluency, accuracy, syntactic complexity, and lexical complexity (Koizumi, 2005). Analysis of fluency Segalowitz (2010) was utilized to get the number of filled and unfilled pauses and coarticulation rate.

The researcher used the speaking rate guidelines in How Many Thousands of Words Can be Expressed in Three Minutes by School Graduate Studies, 2013 and Barnard, Dom 2018 to obtain the number sentences and words would there be in a three-minute talk for conversational average speech rate and when to consider the number of repetitions of speaking errors.

IV. Results and Discussions

1. Profile of Respondents

1.1. Graduated from Senior High School According to School

Table 1
Frequency and Percentage Distribution on the student-respondents' School
graduated from Senior High Schools

N=27

School	Frequency (f)	Percentage (%)
Carmel Academy	3	11.10

Jesus Magsaysay High School	4	14.80
Lyceum Botolan	2	7.40
Magsaysay Memorial College	4	14.80
Micro Asia College of Science and Technology	2	7.40
President Ramon Magsaysay State University	9	33.30
Zambales National High School	3	11.10
Total	27	100.00

Clearly gleaned from the data on the superiority in numbers coming from the President Ramon Magsaysay State University where the researcher is presently connected as an Instructor.

1.1. According to Sex

Table 2

Frequency and Percentage Distribution on the student-respondents' Sex N=27

Sex	Frequency (f)	Percentage (%)
Male	19	70.40
Female	8	29.60
Total	27	100.00

Clearly gleaned from the data on Table 2 that majority of student-respondents were males and this could be ascribed that based on record from each institution, is notably dominated by male sector on the enrolment taking industrial technology courses unlike accountancy, tourism, and hotel and restaurant management which are course purely dominated by females.

2. Assessment on the student-respondents' performance on Syntactic Fluency, Semantic Fluency, and Speech Level for Turn-Taking Strategy, Topic Control, and Topic Shifting Strategies in Activity 1 and 2

Table 6 shows the Summary Table on Turn-Taking Strategies. For syntactic fluency, it has an overall weighted mean of 1.00 in Activity 1 while 1.02 in Activity 2 where both have the descriptive equivalent of "not manifested".

Table 6
Summary Table on Turn Taking Strategies

1. Turn Taking Strategy	Activity 1		Activity 2	
	OWM	DE	OWM	DE
1.1. Syntactic Fluency				
a. Simple Sentences	1.00	Not Manifested	1.00	Not Manifested
b. Compound Sentences	1.00	Not Manifested	1.00	Not Manifested
c. Complex Sentences	1.00	Not Manifested	1.00	Not Manifested
d. Compound-Complex Sentences	1.00	Not Manifested	1.07	Not Manifested
Overall Weighted Mean	1.00	Not Manifested	1.02	Not Manifested
1.2. Semantic Fluency				
a. Appropriateness of words	1.00	Not Manifested	1.11	Not Manifested
b. Connotative Expressions	1.00	Not Manifested	1.00	Not Manifested
c. Expounded ideas	1.00	Not Manifested	1.00	Not Manifested
d. Does not use code switching	1.00	Not Manifested	1.26	Not Manifested
Overall Weighted Mean	1.00	Not Manifested	1.09	Not Manifested
1.3. Speech Level of Production				

a.	Continuity	1.74	Not Manifested	1.59	Not Manifested
b.	Co-articulation	1.04	Not Manifested	1.00	Not Manifested
Overall Weighted Mean		1.39	Not Manifested	1.30	Not Manifested

The student-respondents' communication abilities were assessed as "not manifested" in all dimensions as to simple sentences, compound sentences complex sentences and compound-complex sentences with overall weighted mean 1.00 in Activity while 1.02 in Activity 2 respectively with both descriptive equivalents of "not manifested".

The students-respondents' communication abilities were assessed as "not manifested" in all dimensions as to appropriateness of words, connotative expression, expounded ideas and does not use code switching with overall weighted mean on the assessment towards semantic fluency for turn taking strategy of 1.00 for Activity 1 and 1.09 in activity 2 respectively with both descriptive equivalents of "not manifested".

The students-respondents' communication abilities were assessed as "not manifested" in all dimensions as to continuity and co-articulation with overall weighted mean on the assessment towards speech level for turn taking strategy of 1.39 for Activity 1 and 1.30 in activity 2 respectively with both descriptive equivalents of "not manifested".

Remarkably noted on the poor performance of the students in the turn taking strategies using syntactic fluency, semantic fluency and level of speech production. Based on the mean values it denotes difficulty of the student-respondents in their English communication ability.

Table 10
Summary Table on Topic Control Strategies

Topic Control Strategy	Activity 1		Activity 2	
	WM	DE	WM	DE
Simple Sentences	1.00	Not Manifested	1.07	Not Manifested
Compound Sentences	1.00	Not Manifested	1.07	Not Manifested
Complex Sentences	1.07	Not Manifested	1.11	Not Manifested
Compound-Complex Sentences	1.00	Not Manifested	1.07	Not Manifested
Overall Weighted Mean	1.02	Not Manifested	1.08	Not Manifested
Topic Control Strategy	Activity 1		Activity 2	
	WM	DE	WM	DE
Semantic Fluency for Topic Control				
Appropriateness of Words	1.19	Not Manifested	1.33	Not Manifested
Connotative Expression	1.00	Not Manifested	1.00	Not Manifested
Expounded Ideas	1.00	Not Manifested	1.00	Not Manifested
Does not use code switching	3.11	Moderately Manifested	3.22	Moderately Manifested
Overall Weighted Mean	1.57	Not Manifested	1.64	Not Manifested
Topic Control Strategy	Activity 1		Activity 2	
	WM	DE	WM	DE
Speech Level for Topic Control Strategy				
Continuity	1.56	Not Manifested	1.74	Not Manifested
Co-articulation	1.22	Not Manifested	1.37	Not Manifested
Overall Weighted Mean	1.39	Not Manifested	1.56	Not Manifested

Table 10 shows the Summary Table on Topic Control Strategies. For syntactic fluency, obtained an overall weighted mean of 1.02 in the Activity 1 while 1.08 in Activity 2 where both have descriptive equivalent of "not manifested".

The students-respondents' communication abilities were assessed as demonstrated as "not manifested" in all dimensions as to simple sentences, compound sentences complex sentences and compound-complex sentences with overall weighted mean of 1.02 in Activity while 1.08 in Activity 2 with descriptive equivalent of "not manifested".

The student-respondents' communication abilities were assessed as demonstrated as "not manifested" in all dimensions as to appropriateness of words, connotative expression, expounded ideas and does not use code switching with overall weighted mean of 1.57 in Activity while 1.64 in Activity 2 with both descriptive equivalents of "not manifested".

The student-respondents' communication abilities were assessed as demonstrated "not manifested" in all dimensions as to continuity and co-articulation with overall weighted mean of 1.39 in Activity while 1.56 in Activity 2 with both descriptive equivalents of "not manifested".

The table clearly shows on the poor ability and competence of the students in the topic control strategy as to syntactic, semantic and speech level production for both Activity 1 and 2 respectively.

Table 14
Summary Table on Topic Shifting Strategies

2.	Topic Shifting Strategy	Activity1		Activity 2	
2.1.	Syntactic Fluency	OWM	DE	OWM	DE
a.	Simple Sentences	1.00	Not Manifested	1.00	Not Manifested
b.	Compound Sentences	1.00	Not Manifested	1.00	Not Manifested
c.	Complex Sentences	1.00	Not Manifested	1.00	Not Manifested
d.	Compound-Complex Sentences	1.00	Not Manifested	1.00	Not Manifested
Overall Weighted Mean		1.00	Not Manifested	1.00	Not Manifested
2.2.	Semantic Fluency				
a.	Appropriateness of words	1.00	Not Manifested	1.00	Not Manifested
b.	Connotative Expressions	1.00	Not Manifested	1.00	Not Manifested
c.	Expounded ideas	1.00	Not Manifested	1.00	Not Manifested
d.	Does not use code switching	1.19	Not Manifested	1.00	Not Manifested
Overall Weighted Mean		1.05	Not Manifested	1.07	Not Manifested
2.3.	Speech Level of Production				
a.	Continuity	1.44	Not Manifested	1.15	Not Manifested
b.	Co-articulation	1.00	Not Manifested	1.00	Not Manifested
Overall Weighted Mean		1.22	Not Manifested	1.07	Not Manifested

Table 14 shows the Summary Table on Topic Shifting Strategies. For syntactic fluency, obtained an overall weighted mean of 1.00 in the Activity 1 while 1.00 in Activity 2 where both have descriptive equivalent of "not manifested".

For semantic fluency, obtained an overall weighted mean of 1.05 in the Activity 1 while 1.07 in Activity 2 where both have descriptive equivalent of "not manifested".

For Speech Level of Production, obtained an overall weighted mean of 1.22 in the Activity 1 while 1.07 in Activity 2 where both have descriptive equivalent of "not manifested".

The summary clearly shows on the difficulty and hardship of the student-respondents to apply the topic shifting strategy in the communication skills. They fail to construct simple sentences, compound and complex sentences with application ruling on the verb subject agreement, and the struggle to communicate with continuity and co-articulation.

V. CONCLUSION

Based on the summary of the investigation conducted and the conclusions arrived at, the researcher has offered the following recommendations as an intervention or scaffolding shall be administered to improve the communicative or speaking ability of the students; that the teacher is encouraged to organize speaking learning activities rather than pure lecture and discussions; that the result of the communicative assessment shall be the

basis in the development of learning module or instructional materials in order to enhance the speaking ability or communicative fluency of the students; that the instructional material or module to be developed should be primarily focused on the communicative strategy towards turn-taking, topic control, and topic shifting. Then, to conduct a parallel or similar study with an in-depth and wider scope in order to confirm and validate the findings obtained in the study. Lastly, to conduct seminars or training for improvement of speaking ability or communicative fluency of the students

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