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Veröffentlichungsversion / Published Version

Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Delos Reyes, R. J. (2020). Polymedia Based Instruction in Purposive Communication. *Puissant*, 1, 98-112. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-76835-6>

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Short Paper

Polymedia Based Instruction in Purposive Communication

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Date received: September 2, 2020

Date received in revised form: September 30, 2020

Date accepted: November 20, 2020

Recommended citation:

Delos Reyes, R.J. (2020). Polymedia Based Instruction in Purposive Communication. *Puissant*, 1, 98-112.

Abstract

This paper focused on the development and validation of Polymedia Based Instruction (PBI) materials in Purposive Communication (PC) classes at Urdaneta City University. Descriptive and developmental research designs were employed in this study. The subjects include the PC Instructors and selected pre-service teachers taking the course. This study identified five topics which were determined by the 8 PC instructors namely: Effective Communication, Intercultural Communication, Guidelines to Avoid Plagiarism, Power of Information and Communication Technology, and PowerPoint Presentation. PBI materials were developed for each topic and were categorized into 3 components. These are direct materials, interactive materials, and task-based materials. PBI materials were given a highly acceptable remark from the pre-service teachers in the Purposive Communication course. From the above findings, the following conclusions were drawn: Most of the identified topics needing computer-aided instructions using PBI materials dealt with speaking and writing skills; PBI materials developed covered spoken texts, mini-lecture, clips, related examples, interactive voice prompts, and computer-aided instructions; and, PBI materials are highly accepted in delivering the identified topics in the identified course. Moreover, the following recommendations are forwarded: language teachers may use PBI materials as teaching strategies in speaking and writing classes; administrators and language teachers may optimize the PBI materials developed in teaching Purposive Communication course; language teachers may incorporate PBI materials in teaching Purpose Communication course; language teachers may design additional PBI materials to enhance the speaking and writing skills of the learners, and future researchers may explore other variables that can potentially signify to the PBI materials in teaching other related subjects.



INTRODUCTION

Researches' positive effect of good communication practices abounds (Francis, 2007). It is a growing interest in the learning of the English language in developing countries due to the position it has taken all over the world in many areas of social development (Pérez, 2016). A lot of concerns about speaking skills since it is the least practiced in contexts where this language is taught as a foreign language (EFL). Chamot and O'Malley (1987) also said that particular attention is paid to self-monitoring which has been linked to productive language to effective ESL listeners on how will they comprehend an oral text. As accounted by the Colombian Ministry of National Education Guide of 2006 in Schleicher (2006, p.215), “a foreign language is the one which is not used among the immediate or local environment and it can be principally learned inside a classroom where students are generally exposed to the language during controlled class periods”.

Communication, technically, is learned in the classroom setting- a community of students with different backgrounds and experiences as a result of several factors that contribute to their development. Communication courses then serve the purpose of teaching students to value the discipline of communication, understand communication content, and practice communication skills effectively (Campbell, Strawser, & George, 2016). Communication skills are important for all academic, professional, and social experiences and, consequently, play a major role in a student's academic success (Simonds et al., 2012). As Brown (2016) also stated, observations of students and their academic performance and engagement indicate that there may be something to be gained from understanding individual communication styles and communication in a group context. Notably, the content of the basic communication course has changed dramatically over time and progressed from public address to multimodal communication (Campbell et al., 2016).

The proliferation of new communication technologies and the increased convergence that has been observed in the last few years are radically transforming interpersonal communication. This coincides with an increased demand for mediated communication given the rise in global migration (Madianou, 2012). Further, humans have developed a relationship with information technology in the communication system or as the medium in the classroom setting (Lang, 2014). The technology in the classroom correlates positive experiences and outcomes from the students through communicative behaviors within a supportive and structured system. Technology is an aspect of development in the classroom teaching for better comprehension of the learners. This profound transformation in the usage of increasingly converged communication technologies has

implications for the ways interpersonal communication is enacted and experienced. This scenario brought about the necessity of the use of polymedia.

Polymedia is a kind of multimodal in the education area. This deals with the new trend of learning in the four corners of the classroom. This combined the multimedia and interpersonal communication that innovate the learning scheme of the learners because their common learning style is exposure to technology. Polymedia is an emerging environment of communicative opportunities that functions as an 'integrated structure' within which each medium is defined in relational terms in the context of all other media. Moreover, as studied by Madianou and Miller (2012), in conditions of polymedia, the emphasis shifts from a focus on the qualities of each particular medium as a discrete technology, to an understanding of new media as an environment of affordances.

This idea states the established learning environments that are responsive to the learners' diversity-interactive environments that are learning-focused and that efficiently manage the learners' behavior in physical and virtual spaces through the use of polymedia. Students learn more if there is a practice of these modern adaptations of modalities. With the incorporation of different media, the senses of the learners are used, which makes them learn at a concrete level and learn more when the texts being taught to them are presented in a manner that makes them more physically encouraging and appealing.

With this, the teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on the content knowledge is also recognized. It takes into account the teachers' aptitude in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

Along with the emergence of 21st-century skills, the modern classroom has also enhanced its methods through the engagement of different learning modes which cater to the different needs of millennial learners. Thus, this study is pursued to determine the acceptability of the developed Polymedia Based Instruction (PBI) materials in teaching Purposive Communication classes. This gives additional teaching-learning strategies for 21st-century learners.

LITERATURE REVIEW

Technology Integration in Education

Technology integration is the use of technology tools in general content areas in education to allow students to apply computer and technology skills to learning and problem-solving. It is defined as the use of technology to enhance and support the

educational environment. In education, the integration of technology is very important, especially in the curriculum.

Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Effective integration of technology is achieved when students can select technology tools to help them obtain information promptly, analyze and synthesize the information, and present it professionally to an authentic audience. The technology should become an integral part of how the classroom functions—as accessible as all other classroom tools; though the focus in each lesson or unit is the curriculum outcome, not the technology.

The integration of technology in the educational system with a standard curriculum cannot only give students a sense of power but also allows for more advanced learning among broad topics. However, these technologies require infrastructure, continual maintenance, and repair – one determining element, among many, in how these technologies can be used for curricula purposes and whether or not they will be successful. Examples of the infrastructure required to operate and support technology integration in schools include at the basic level electricity, Internet service providers, routers, modems, and personnel to maintain the network, beyond the initial cost of the hardware and software (Kervin & Mantei, 2010).

Moreover, a standard education curriculum with the integration of technology can provide tools for advanced learning among a broad range of topics in the classroom. Integration of information and communication technology is often closely monitored and evaluated due to the current climate of accountability, outcome-based education, and standardization in the assessment. Presently, teachers are aware of the use of technology in the learning process. Yet some of them viewed this as a challenge to the learners and to them as well.

Thus, interactivity occurs when a learner actively adapts to information being presented by a form of technology, which in turn adapts to the learner and the teachers. This process is commonly known as feedback. A greater emphasis is now placed on the use of animation and interaction between teachers and learners. Moreover, interactive teaching is not only a principle but also a method and techniques in the learning process using technology. This technology is now the means of learning in the teaching process.

Polymedia in Learning

Learning is an active process in which the learner uses sensory input and constructs meaning out of it. The more traditional formulation of this idea involves the new terminology that learning involves the learners in engaging with the world. Learning is not the passive acceptance of knowledge but the organization of experiences that

allows the individual to "go beyond the information given" (Francis, 2007). This states that learning is a continuous process where technology is used in classroom discussions.

Technology contributes to global development and diversity in classrooms while helping to develop the fundamental building blocks needed for students to achieve more complex ideas. For technology to make an impact within the educational system, teachers and students must have access to technology in a contextual manner that is culturally relevant, responsive, and meaningful to their educational practice and that promotes quality teaching and active student learning (Kervin & Mantei, 2010). Shazia (2000) examines the teacher's role in classrooms with computers in his study. The teachers need to teach the process of learning rather than its products. This requires the explicit teaching of ways of organizing cooperative activities involving computers, whether in face-to-face groups around a single machine and with activities using technology in the class. She also added that the new technologies in collaborative contexts in teaching had identified to teachers in finding ways to model activities with the learners.

The effects of mastering different tasks shed light on the use of interactive videos on the job. Remember that the localization of information is an important objective of on-the-job tasks in the learning process (Guthrie, 1988; Guthrie & Kirsch, 1987). This information benefited the instructors because of the availability of topics in the multimodal learning materials. However, efficient use of such features depends on the users' ability to employ appropriate strategies using multimodal learning materials. In this respect, it was shown that the localization of isolated information should be possible without further instructional materials support, whereas training is necessary to prepare users for the mastery of more complex task assignments. For this purpose, the students' prerequisite is to bring their learning environment in the pedagogical objectives that the instructors want to pursue.

Thompson (2013) added that interactivity was rarely defined directly; it is cited as a concept that distinguished new technologies. He also introduced the advantages of technology, namely: selectivity: the complexity of available choice, meaning the amount and variety of user choices, the effort that any user of a media system must exert to access information; and, responsiveness (conversationality): interactivity is a continuous variable measuring how "actively responsive a medium is to users", information use monitoring, that is, how well informed selection can be monitored across an entire population of users, ease of adding information, meaning the degree to which users can add information for access by a mass, undifferentiated audience, and interpersonal communication facilitation, which comes in at least two forms: asynchronous (allowing users to respond to messages at their convenience) and synchronous (allowing for concurrent participation). In this study, these vouch for the effective use of technology in the communication classroom especially in delivering topics by the teachers using polymedia.

Consequently, teachers need to be trained to present their lessons in a wide variety of ways. Also, they assess learners in using different instructions according to their interests and readiness in accordance to Gardner's (1993) Multiple Intelligences Theory. This shows the students' potentials to further enhance through multi-modal approaches. Included in the multimodal approach is interactive teaching. This deemed the utilization of polymedia in such instructions in delivering the discussions.

Also, technology cannot stand without the teacher who will operate and provide innovations for the effectiveness of the materials used in the delivery of language in the classroom. The formulation of polymedia is anchored in the continuity of concepts in the teaching and learning process of the teachers, learners, and technology.

METHODOLOGY

This study used descriptive and developmental research designs. The descriptive research method describes situations. It is a fact-finding methodology with an adequate interpretation of profiles, attitudes, opinions, views, and contrast characteristics of communities, people, processes, and events. This pertains to the gathering of information about certain conditions or situations for description and interpretation. Descriptive research was utilized in the interpretation, analysis, classification, and tabulation of the result of the developed PBI materials.

The developmental method, on the other hand, is suitable when developing, designing, and evaluating instructional programs, products, and processes (Seels & Richey, 1994). Instructional development is defined by Heinech et al. (2002) as the process of analyzing needs, determining what content must be mastered, establishing educational goals, and designing materials to reach the objectives. These methods are suitable when developing and validating a product such as a module, textbook, manual, or internet program.

Developmental research designs are the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet the criteria. In this research, there are four stages in the development of PBI materials (Figure 1), namely: planning, development, validation/evaluation, and outcome/final phase.

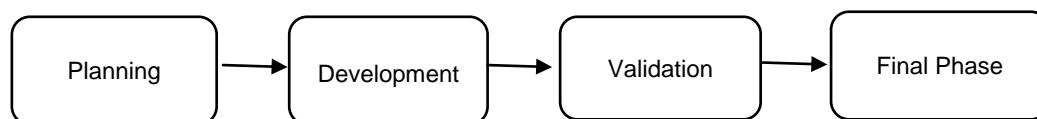


Figure 1. Stages in the development of PBI materials

In the planning stage, the researcher asked the instructors to determine the topics needing PBI materials in the Purposive Communication course through a questionnaire.

The development stage follows. The researcher gathered information in the development of PBI and edited the materials based on the need of the learners in the course. A collaboration of ideas among the instructors was done during the development. Then, the validation stage follows. Language experts evaluated the validity and appropriateness of the PBI materials; comments and suggestions were examined and incorporated. These were all inputs to its final revisions.

This study utilized researcher-developed questionnaires as its main data-gathering instruments. These underwent content validation from five (5) language experts in the university before actual administration. PBI Identification Checklist and PBI Level of Acceptability Test were the instruments used by the researcher.

PBI Identification Checklist. This is a questionnaire checklist utilized in identifying the topics in the course Purposive Communication (PC) for the development of PBI materials. The topics were based on the CHED Memorandum Order (CMO) 20, s. 2013. There were five (5) topics of Purposive Communication ranked highest by the respondents in the development of PBI materials.

Table 1. Interpretation of Level of Acceptability

| <u>RATING</u> | <u>LEVEL OF ACCEPTABILITY</u> | <u>DESCRIPTION</u> |
|---------------|-------------------------------|---|
| 4 | Highly Acceptable | PBI provides very acceptable materials to reinforce language teaching and students' learning. Specifically, the content is sufficient to achieve the learning competencies. The lessons are presented. The content is well-delivered and appropriate for the course. It provides varied exercises. The presentation is coherent with excellent animation and transition of slides which aids in the understanding of students. The audio is clear. |
| 3 | Acceptable | PBI provides very acceptable materials to reinforce language teaching and students' learning. Specifically, the content is sufficient to achieve the learning competencies. The lessons are presented. The content is well-delivered and appropriate for the course. Some exercises lack variation. The presentation is coherent with excellent animation and transition of slides which aids in the understanding of students. The audio is clear. |
| 2 | Moderately Acceptable | PBI provides very acceptable materials to reinforce language teaching and students' learning. Specifically, the content failed to cover about 2 or 3 learning competencies. The lessons are presented. The content is well-delivered and appropriate for the course. Some exercises lack variation. Animation and transition have some glitches. The audio is clear. |
| 1 | Not Acceptable | Content is limited to the development of a few learning competencies. The presentation lacks coherence. Several glitches are observed in the audio and visual presentation. |

PBI Level of Acceptability. This study used a questionnaire checklist instrument in getting the level of acceptability of the developed PBI materials. It consisted of two parts

namely: content and presentation. Content deals with the connection of ideas to the topic, clear view and understanding to the learners, mechanics, and contextualization of the discussions in a school setting; while the presentation is on the organization of ideas, aesthetics, mechanics, and creativity, and audiovisual presentation. The interpretation of the level of acceptability of the PBI materials in Purposive Communication classes is indicated in Table 1.

RESULTS

This study is designed to develop, assess, and validate PBI materials in Purposive Communication (PC) and to test their acceptability. This section presents the findings and interpretation of the study.

Topics in Purposive Communication for PBI Materials

Table 2 presents the top 5 ranked that needs PBI materials in Purposive Communication. Effective Communication was ranked 2nd to be needing of PBI materials by the PC instructors. Among other factors, difficulty in expressing ideas especially during recitation, presentation, and reporting activities was observed to be a common problem among the PC students. Instructors believed that one of the reasons for this is a lack of confidence. Respondent F observed that learners opt to stay quiet as they are rather afraid to be criticized when an error is committed. The language uses wisely, Respondent E shared that criminology students can hardly express themselves in English; whereas engineering, architecture, and computer students perceive this to be less relevant in their course.

Table 2 Topics in purposive communication for PBI materials

| TOPICS | RANK |
|---|------|
| Effective Communication | 2 |
| Intercultural Communication | 2 |
| Power of Information and Communication Technology | 4.5 |
| Powerpoint Presentation | 4.5 |
| Guidelines to Avoid Plagiarism | 2 |

Given the above concerns and with the instructors' interest in providing innovation in getting the students to engage in effective communication, PBI materials were perceived to fit the teaching of this topic. Generally, the materials integrated images and voice prompt associated with the experiences and interests of the learners to facilitate a better understanding of the topic and increased participation. These are also considered a word choice/ terminology that caters to the group's level of understanding believing that interactions may arise while regulating fear of sharing ideas. The ideas in

the materials were presented and explained comprehensively to encourage the learners to participate in the discussions.

Sharing the same rank is the topic of Intercultural Communication. Culture is a factor in the development of communication in the school. This topic provides an understanding of individual differences, practices, and values from the international to local points of view. Instructors know that their students graduated from different high schools. Inevitably, the way the students communicate may be different from the other students. As observed, the learners are not aware of the nuances of communication among different groups such as Ilocanos, Pangasinenses, Kampampangan, and the like. The communication practices of the learners were carried from the culture they are exposed to. So, the PC teachers believed that aiding the teaching of intercultural communication with PBI materials, given the features earlier presented, may raise awareness among learners to understand and adjust to various communication differences. This, in any way, addresses the concern on code-switching in classes as a means of expressing ideas on a certain topic. Thus, teachers must design opportunities where students are encouraged to use the target language and train to use English as their medium of communication in language classes.

Finally, Guidelines to Avoid Plagiarism completes the topics similarly at ranked 2 by the respondents. Given the written outputs of the students as reports and other requirements, the respondents observed that a great percentage of the contents were rather copied, pasted, and printed from the free access articles on the internet whose authors were not even cited nor acknowledged. Respondent A said plagiarism remains a common problem despite that the topic is part of the high school curriculum. In the PC subject, this topic is part of the syllabus so understanding additional information as the guidelines in proper citations of the students also sets significant importance. Respondent D suggested that providing the learners' lengthy paragraphs to paraphrase or to summarize based on their understanding may help them understand the statements better. Interestingly, PBI materials in guidelines to avoid plagiarism provide instructions on how to cite and acknowledge sources correctly in line with acceptable formats. Hence, the need for PBI materials to provide easier and more understandable discussions about guidelines to avoid plagiarism for the students' output is meaningful.

Power of Information and Communication Technology (ICT) was ranked at 4.5. Having attended many seminars and pieces of training related to technology as teaching tools, PC instructors believed that the use of ICT facilitates the making of instructional materials, making examinations, and creating activities. In this way, they will have time to study their lessons and provide their students with enough learning in the class. Also, ICT will help the students to understand the lessons better. Instructors integrate movie clips and presentations to deliver their discussions because students are visual learners. Students can comprehend the topics easily. Respondent A explained that the function of the technology is to deliver the lesson effectively which is aligned to the prime purpose of the institution to provide accessible materials in delivering a lesson for the students.

Nowadays, students are more responsive to using technology. Research, reports, requirements, and movie clips are accessible through ICT. Most of them also have access to different social media accounts where information is shared easily. Instructors use online platforms for teaching-learning such as google classroom, messenger, Google Scholar, YouTube, and others. Instructors believed that ICT can catch attention and participation in the discussion. So, the integration of technology as PBI materials in discussion adds essence and meaning to the topics for the students.

PowerPoint Presentation also ranked at 4.5. PC instructors believed that PowerPoint enriches the students' experiences in developing their skills because most of the effective approaches nowadays are integrated with technology. Respondent B shared that PowerPoint presentation is still functional in his classes; he integrates images and videos too for more comprehensible discussions in class. As supported by Respondent A, this attracts interaction among the students for a more fruitful discussion. Moreover, Respondent D stated that such a platform is one of the easiest and accessible computer applications in making instructional materials.

PBI materials for PowerPoint presentation follow guides in using this tool. The respondents proved that PowerPoint presentation as topic needs of PBI materials. These make learning how to make presentations with animations easy, added with images and objects to attract the attention of the learners. It is also observed that the respondents are into technology because presentations make it easy for them to prepare discussions. As their practice, these should not contain heavy texts and animations. Thus, the profound transformation in the usage of increasingly converged communication technologies has implications for the ways interpersonal communication is enacted and experienced. This scenario brought about the necessity of the use of PBI materials in teaching.

PBI Materials Developed in Purposive Communication

PBI materials developed in Purposive Communication are presented in 3 categories. These are direct materials, interactive materials, and task-based materials. It is to note that the most effective teachers vary their styles depending on the nature of the subject matter, the phase of the course, and other factors.

Direct PBI materials were developed containing images with spoken texts, mini-lectures, related examples, and computer-aided instructions. These deliver mini-lectures that bring the learners into a better understanding. The use of examples through computer-aided instructions may capture the interest of the learners to participate. These also use images, moving objects, and spoken texts in sending information to the learners. Direct approaches and principles are seen in the topics of effective communication, intercultural communication, power of ICT, and plagiarism. As to language use, these expose the learners directly to the target language. Practically useful communication

instances are also provided. Interactive materials developed similarly contain images with spoken texts, mini-lectures, related examples, and computer-aided instructions with the inclusion of clips and interactive voice prompts. These materials were considered because pictures and video clips attract and catch the attention of the learners to listen and communicate following the examples and questions addressed to them. Also, computer-aided instructions capture the interest of the learners to listen and speak. Task-based materials present in PBI materials include related examples or activities, interactive voice prompts, and computer-aided instructions. These materials were categorized here because the examples and activities are addressed through spoken texts' directions. Task-based materials are seen in effective communication focused on listening skills, review, and activity in intercultural communication, tutorial in PowerPoint, and articles in plagiarism. This focused on accomplishing activities and delivering explanations through computer-aided instructions.

Acceptability of PBI Materials

The results of acceptability of PBI materials along with content (Table 3) and presentation (Table 4) -- organization, mechanics, and audiovisual presentation were determined.

Table 3. Level of acceptability of PBI materials along with content

| CONTENT | WM | DE |
|---|------|----|
| 1. The content of each lesson is directly relevant to the objectives of the course. | 4.0 | HA |
| 2. The content of the lesson is simple and easy to understand. | 4.0 | HA |
| 3. The topics are fully discussed. | 3.5 | HA |
| 4. The topics manifest clear ideas and understanding of the topics. | 4.0 | HA |
| 5. The topics are supported by examples related to the discussions. | 3.7 | HA |
| 6. Each topic provides practice tasks that are suited to the level of the learners. | 3.6 | HA |
| 7. Each topic is given equal emphasis in the lesson. | 3.9 | HA |
| 8. The words and/or sentence structure are well-delivered and appropriate for the course. | 4.0 | HA |
| 9. The content is relevant to the knowledge of the learners. | 4.0 | HA |
| 10. The words used are simple for better understanding. | 3.9 | HA |
| 11. The topics are appropriate to the students' level of understanding and at varying challenge levels. | 3.9 | HA |
| 12. It provides effective motivation in understanding the concepts relevant to the objective. | 4.0 | HA |
| 13. The objectives in each lesson manifested the intended purpose to be measured. | 3.7 | HA |
| 14. The topics are sufficient to cover the whole period. | 3.7 | HA |
| 15. The topics are enough to enhance the cognitive and skills of the students. | 3.9 | HA |
| AVERAGE WEIGHTED MEAN | 3.87 | HA |

Legend: 3.25-4.00 = Highly Acceptable (HA); 2.50-3.24 = Acceptable (A); 1.75-2.49 = Moderately Acceptable (MA); 1.0-1.74 = Not Acceptable (NA)

Content. Along with the highest indicators, the respondents considered the PBI materials as relevant, clear, and concise about the objectives of the 5 topics. PBI materials delivered the topics appropriately and effectively. This also adds motivation to get the learners' attention. However, the respondents are aware of the objectives of each topic because these were manifested in the result of PBI materials which is highly acceptable. Moreover, the integration of PBI materials in teaching the topics was also remarkable to the respondents because these were presented during their scheduled class hours. In support, Respondent 7 said that the most useful aspect of the PBI materials is that students become more attentive. This encouraged them to participate because they see the discussions. Another, Respondent 14 said the developed PBI materials promote a better understanding of the lessons and great learning.

Table 4. Level of acceptability of PBI materials along with a presentation

| ORGANIZATION (AWM=3.80) | | |
|---|------|----|
| | WM | DE |
| 1. The presentation manifests cohesiveness and unity. | 4.0 | HA |
| 2. The content is organized to help in the development of key concepts. | 3.7 | HA |
| 3. The topics are properly arranged and logically sequenced. | 3.9 | HA |
| 4. The varied exercises are sufficient enough to realize the objectives and reinforce the students to learn more. | 3.6 | HA |
| 5. The topic headings are clear and well presented. | 3.8 | HA |
| MECHANICS (AWM=3.90) | | |
| | WM | DE |
| 1. The language used is simple and easy to understand in terms of vocabulary and technical terminologies. | 3.9 | HA |
| 2. Language structure used avoids misinterpretations. | 4.0 | HA |
| 3. The language used is suitable for the ability of the students. | 4.0 | HA |
| 4. Learning new meanings within their understanding. | 4.0 | HA |
| 5. The directions give clear information about the topic. | 4.0 | HA |
| AUDIO VISUAL PRESENTATION (AWM=3.90) | | |
| | WM | DE |
| 1. It uses effective audio-visual aids. | 4.0 | HA |
| 2. It attracts the attention of the learners to learn better. | 4.0 | HA |
| 3. It is of a reasonable length. | 3.8 | HA |
| 4. It appeared emerging, attractive, and catchy to learners. | 4.0 | HA |
| 5. It encourages participation and interaction among the learners. | 3.7 | HA |
| Overall Average Weighted Mean | 3.91 | HA |

Legend: 3.25-4.00 = Highly Acceptable (HA); 2.50-3.24 = Acceptable (A); 1.75-2.49 = Moderately Acceptable (MA); 1.0-1.74 = Not Acceptable (NA)

Finally, Respondent 32 stated that PBI materials present real-life situations as examples through visual animations, and Respondent 36 supported that showing

pictures related to the topics while listening is a very useful aspect of PBI materials. These statements proved that the content of PBI materials in 5 topics were acceptable and effective in the learning of the students. Also, this promotes communication opportunities among learners. Communication is very important in the language course, especially that the respondents are pre-service teachers. As part of their training, the learners must be versatile in using languages; especially they are the best instructional materials in transferring the learning in class someday. The use of familiar terms in PBI materials may help them improve their communication skills.

Presentation. In this study, cohesiveness is about the ideas that are fit together in portraying clear understanding while unity expresses a single concept of the topic. This means that the presentation has a coherence of ideas that helps to provide the vital concepts in PBI materials. These are arranged in a comprehensive manner where the learners are provided with a sort of activities to reinforce their understanding to learn better. Also, this means that the information shown in PBI materials were transferred attractively and comprehensively to the learners. This material is a reinforcement to the teachers in teaching the topics. PBI materials only run for 4 to 8 minutes. So, the teachers are asked to pause or interrupt the PBI materials if they need to explain or add information about the topics. It can be gleaned in the 5 PBI materials the cohesiveness and unity of concepts. However, this is shown that exposure to the internet, social media platform, and movies influenced students' learning scheme. Students now possess gadgets to easily access information on the internet. Integrating social media and movie clips in their gadgets provides a better source of learning. Thus, PBI materials include these in the discussions of the 5 topics.

DISCUSSION

This present study delved into the acceptability of the PBI materials in the Purposive Communication course. This underwent a smooth yet rigid process to determine the result. Initially, five topics were determined by the 8 PC instructors. These are Effective Communication, Intercultural Communication, Guidelines to Avoid Plagiarism, Power of Information and Communication Technology, and PowerPoint Presentation. The topics were ranked highest because these need reinforcements of new teaching strategies to the learning scheme of the PC students. The collaboration of ideas among the instructors and the need of the learners started the development of PBI. Subsequently, PBI materials developed from each topic was conceptualized. This was presented in 3 categories namely: direct materials, interactive materials, and task-based materials. These PBI materials developed supported the teachers in delivering the discussions to the learners. This improved the learning process of the students because the students are attracted to the materials developed integrated with PBI. This also improved the learners' schemes in better understanding the topics. Finally, PBI materials were given a highly acceptable remark from the pre-service teachers in the Purposive Communication course. There are two areas of PBI materials namely: content and presentation. These areas met the requirements needed in PBI materials which are also given highly acceptable remarks.

This proved that these PBI materials are considered new platforms of teaching and a remarkable learning scheme of the pre-service teachers in Purposive Communication class.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn: Most of the identified topics needing computer-aided instructions using PBI materials dealt with speaking and writing skills; PBI materials developed covered spoken texts, mini-lecture, clips, related examples, interactive voice prompts, and computer-aided instructions; and, PBI materials are highly accepted in delivering the identified topics in the identified course. The following recommendations are forwarded: language teachers may use PBI materials as teaching strategies in speaking and writing classes; administrators and language teachers may optimize the PBI materials developed in teaching Purposive Communication course; language teachers may incorporate PBI materials in teaching Purpose Communication course; language teachers may design additional PBI materials to enhance the speaking and writing skills of the learners, and future researchers may explore other variables that can potentially signify to the PBI materials in teaching other related subjects.

IMPLICATIONS

As this research has shown, PBI materials serve as an innovation of a new trend of teaching among the PC instructors. Also, this is an additional avenue of learning for learners who are technology-oriented. Indeed, learners nowadays are living with technology. This means that everything can be found through ICT. Although this may be true, students can learn independently using technology. Thus, PBI materials are also designed to be used by the students and learn exclusively.

ACKNOWLEDGEMENT

I deeply appreciate the immeasurable patience, support, and love from my wife, Michelle S. Bautista-Delos Reyes, my parents, Mr. Camilo U. Delos Reyes, Sr. and Mrs. Felisa A. Visperas-Delos Reyes. I am very thankful for the constructive comments, supports, and intelligent suggestions from my Ph.D. Adviser and Panel Members from Benguet State University Graduate School.

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