

Teaching Purposive Communication in Higher Education Using Contextualized and Localized Techniques

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Abstract- The study focuses on exploring the implications of contextualized and localized techniques on teaching and learning the subject Purposive Communication. A true experimental design is used to determine the implications of the used techniques in teaching the General Education core subject as well as its significant effect on students' performances. Two groups of first year college students from Quezon City University are randomly selected to participate in this study. Using independent sample t-test, results showed that there is a significant improvement on the performances of the students under the experimental group as compared to those in the control group. The study suggests that the contextualized and localized technique are effective in supporting the teaching and learning process in higher education.

Index Terms- Contextualized and localized techniques, Teaching strategies, English Education, Teaching and Learning.

I. INTRODUCTION

Communication is one of the essential skills that a 21st Century learners should acquire according to Alismail and McGuire (2015). Muego, Acido, and Lusung-Oyzon (2016), state that developing good communication skills, both in written and oral among Filipino learners, most especially in the tertiary education is pivotal for ensuring success in education as well as in professional life in the modern world.

Furthermore, acquiring proficiency in English language is mandatory for every Filipino students as English enjoys the status of one of the official languages in the country. Also, it is the language of science, education, politics, business and commerce, according to Separa, Gerales, and Medina (2019). In addition, it is the medium of instruction for higher education at tertiary level institutions in the Philippines, thus, having a better English language and communication skills are an essential ingredient for academic success. Tupas, and Ruanni (2002), opine further that English language is taught as a compulsory subject for twelve years in the basic education in the Philippines with the goal of developing Filipino learners to have a proficient skills in English language and communication.

However, based from the study of Ramos (2015), traditional methods and techniques used in the Philippines, especially in teaching communication and other English subjects to develop necessary skills used in majority of Filipino classrooms has not produced proficient English speakers and

readers who can confidently and autonomously speak and read English in and outside the classrooms, according to Loyola (2018).

Ramos (2015) and Pangalangan (2008) even emphasized that Philippine English classes are mostly dominated by traditional methods of teaching. Loyola (2018) stresses that Rote learning and translation methods are commonly used for teaching core subjects and students rarely develop sufficient skills. In addition, he states that the lack of speaking, reading and writing in English culture in the Philippine society is also a hindrance in developing English communication skills among Filipino students.

According to Madrunio, Martin, and Plata (2016), aside from other hindrances, like ineffective textbooks and extremely limited resources, the methods employed by teachers to teach English courses remains one of the main causes behind students' poor communication and reading skills. They also discussed that majority of teachers use traditional lecture based methods to teach English subjects in their classroom and does not show much evidence of proper planning. Furthermore, there is little emphasis on using strategies that encourages the students to become actively involve and participate in the lesson. The examples used in class are not based on local, personal, and real life experiences. This is the reason why there is no focus on developing metacognitive awareness in general.

Ramos (2015) and Pangalagan (2008), explain that the traditional teaching methodology and techniques used in teaching English subjects has proven ineffective and a pressing need for adopting or using more current and effective methods and techniques in teaching the subject is necessary. In addition Chan (2019), Fallah and Nazari (2019), Teng (2019), and Manurong (2007), reveal that studies on English teaching and learning across the world tested and evaluated various teaching methodologies, and strategies and techniques that can be used to enhance and develop communication, reading, and comprehension skills of the students, as well as their academic success. To simply put in, through the use of combined various teaching methods, and strategies and techniques students become more aware of the process of learning, participate actively in class, and gradually become autonomous learners.

Moreover, according to Bringas (2014) and Bird, Livesey, and Simon (2011), contextualized and localized techniques in teaching are two of the various techniques that a teacher can be used to improve his or her teaching and students' academic performances. Chew (2008), stresses that contextualized

technique provides a paramount ways of establishing young learners' English proficiency because they are made to engage in tasks and topics which relate to the circumstances and situations that require the use of language. On the other hand, localization technique is a subfield of contextualization where in teachers utilize the local tradition and culture of the students in both instruction and assessment, according to Center for Occupational Research and Development (2012). In addition, it is the process of relating learning content specified in the curriculum to local information and materials from the learner's community, according to Garin, Reyes, Domantay, and Rosals (2018). Crawford (2002) particularly points out that with the use of these techniques, students will be able to conceptualize the presented materials in class and drag and store it in a long-term memory space of their brains, because the concepts are presented in meaningful and contextual ways.

Celce-Murcia, Dornyei, and Thurrell (1995), state that learning becomes meaningful when it is transferred from one context to another. Students' knowledge should be connected to the real world and to their previous and present experiences, as well as to their present environment. Similarly, Celce-Murcia, Dornyei and Thurrell (1995), point out that to make learning effective, knowledge should be contextualized with the prior understanding of the learners. In addition, as a facilitator of learning, teachers should serve as a catalyst to recall the past memories, concepts, or experiences of the learners and help them to connect it to the present, so that they can use prior knowledge in a useful and meaningful way.

Moreover, according to Lee and Yee-Sakamoto (2012), in the contextual curriculum, learners are encouraged to learn within the compatible environment for learning. This compatible environment for learning is mainly associated with community centered, learner centered and knowledge centered learning. Mediha and Enisa (2013), state that in this sense, contextual curriculum enhances the social and/or public pedagogy and personal pedagogy for the contextual learners. Mouraz and Leite (2013) opine further that contextual learners set the environment of learning where knowledge is connected with the context. Perin (2011) on the other hand explains that teacher's conceptual and analytic tools must acknowledge the importance of the local, thus, this serve as a call for highlighting the contexts, conditions, and processes of teaching and learning in a localized-based setting.

Garin, Reyes, Domantay and Rosals (2018) even emphasize that although there are number of studies that highlight the use and effects of contextualized and localized techniques in teaching, there are limited studies that has been carried out on exploring the efficacy of localized and contextualized technique in teaching English subjects community, such as Purposive Communication in the Philippines. And because of these claims, educational leaders at present encourage teachers to use and adopt localized and contextualized techniques in teaching various subject matter.

In line with these development, the researcher tried to investigate if using contextualized and localized techniques in teaching the subject Purposive Communication also produce a significant improvement on students' academic performances.

II. METHODOLOGY

The study was conducted in Quezon City University, Quezon City, Philippines, sometime in February 2019, during the second semester of the academic year 2019–2020. The respondents were composed of a total of sixty (60) freshmen college students under the General Education (GenEd) Program of the university. Students were divided as control ($n = 30$) and experimental ($n = 30$) groups. They were assigned randomly. The experimental group received the contextualized and localized technique of teaching the subject Purposive Communication, where in the researcher discussed the topics in a contextualized manner and used local materials, examples, conversations, formative tests in presenting the topics, while the control group does not, and undergone a usual lecture discussion technique.

The topics and objectives were based on the outcomes-based course syllabus used in the subject Purposive Communication which is also in lined with the CHED Memorandum Order No. 2, series of 2013. The same topic about the nature of communication and objectives were given and used in both groups except for the teaching strategy employed for one week. Each group was given a posttest examination using a 30 item test questionnaire which was developed by the researcher. Prior to the experimentation, the test questionnaire was evaluated by five English teachers for its face validity, and a total of fifteen (15) freshmen college students who are not part of the experiment took the test to determine its reliability. Chronbach alpha test revealed a reliability coefficient of 0.78 which denotes that the test questionnaire has a high internal consistency. The result of the examination of each group was analyzed using independent sample t-test to draw a sound and valid conclusion on the implications of contextualized and localized technique on teaching and learning.

III. RESULTS AND DISCUSSION

Data were analyzed by using IBM SPSS STATISTICS version 22. Before analyzing the data, all assumptions of the analysis were checked.

Table 1 shows that the mean score of control group is 18.20 with a variance of 6.097, while the mean score of the experimental group is 25.87 with the variance of 7.982. The result denotes that students under the experimental group perform better in their posttest examination as revealed by their group mean score value. The use of contextualized and localized techniques in teaching the subject Purposive Communication help the students to improve their performances in class. This result is similar to the study conducted by Garin, Reyes, Domantay, and Rosals in 2017 and 2018 concerning the effects of contextualized and localized techniques in teaching statistics and basic government-academe-industry network. They found out that the performance of the the students who are exposed with the contextualized and localized technique was significantly performed better as compared to those group who are not. Furthermore, their finding indicates that using indigenous data in teaching serves as an effective teaching and learning strategy that a teacher can use in his or her classes.

Table 1. Mean Score of the Post-test Examination

Group	Count	Mean	Variance
Control	30	18.20	6.097
Experimental	30	25.87	7.982

To support the claim of this study, Table 2 shows that result of the independent sample t –test that is used to investigate whether there is a significant difference between the results of the posttest examination results of the control and experimental groups. The results shows that the computed t -value is 0.04 with 58 degrees of freedom (df). This value is significant at 0.05 level of confidence since the computed t -value is greater than the critical value which is 2.002.

Table 2. Result of the Independent-sample t-test of the Post-test Examination

Test	t-stat	df	p-value	t-crit	Upper	Lower	Significant*
Two Tail	11.192	58	0.000	2.002	-9.038	-6.295	yes

*Alpha = 0.05

Literature and studies support the claim of this study that contextualization and localization can be used across learning areas (Garin, Reyes, Domantay, and Rosals, 2018, 2017, in press; Bringas, 2014). And also localization maximizes the available materials, activities, events, and issues within the local environment (Garin, Reyes, Domantay, and Rosals, 2018, 2017, in press; Bringas, 2014). Furthermore, it also supports the idea that contextualization is necessary in addressing the content and organization of activities that will be used in the teaching and learning process. And lastly, the results of this study support the claim of Garin, et al. (2017) and Mouraz and Leite (2013) that contextualization and localization support students' engagement in their schoolwork because they are taught on why they are learning specific concepts and how they can use it in the real-world.

IV. CONCLUSION AND RECOMMENDATIONS

The result of the posttest examination of the experimental groups who are exposed to contextualized and localized teaching is higher than the control group who received a traditional lecture-discussion method. Generally, under the randomized posttest-only control group design, the group of students who are under the experimental group and exposed to contextualized and localized teaching performed better compared to the group of students who are not exposed to contextualized and localized teaching technique. Thus, contextualized and localized teaching technique helps to improve the teaching process as well as the academic performances of college students most especially in the subject Purposive Communication.

Based from the results of this study, it is deemed necessary that teachers in the tertiary level should adopt and try using localized examples, exercises, and illustrations in teaching English subjects, specifically in developing students' communication skills. Furthermore, instructional material developers, educational leaders, and book writers should promote

the utilization of indigenous materials and locally-based selections in teaching Purposive Communication as one of the suggested teaching-learning strategy to teachers in the tertiary level. Lastly, teachers should use and incorporate authentic and indigenous instructional materials so that the teaching and learning process becomes more effective and long lasting.

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