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Impact of Digitized Instructional Materials in Teaching Phonology in the New Normal

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ABSTRACT

Audio-visual learning materials can be considered effective tools in enriching the classroom experience for students by giving them the complete experience of observing the situations and processes in a speech class. The study attempts to determine the utilization of digitized instructional materials on students' speaking skills. Specifically, it aims to assess the level of mastery of the students' speaking skill in terms of vowel and consonant sounds and speaking patterns, analyze the problems encountered by the respondents during the utilization of Digitized Instructional Material in speech class, and prepare digitized instructional material in order to improve the speaking skill of the students. The descriptive research method was used to gather the needed data for the study. The results of the study revealed that the majority of the respondents displayed a good performance in the production of vowel and consonant sounds. The production of rhythm and intonation patterns were classified in the mastery level. It showed that the DIM had a great impact on the speech production of the respondent as they were classified in the mastery level. As recommended, the Digitized Instructional Material in speech class is highly recommended to be used by the learners as production of correct sounds in English classes sometimes is not anymore observed.

Keywords — Education, audio-visual, speech sounds, digitized instructional material, Philippines

INTRODUCTION

Audio-visual learning materials can be considered effective tools in enriching the classroom experience for students by giving them the complete experience in observing the situations and processes which are perhaps, difficult to achieve inside a classroom, most especially in an extra-curricular class such as the speech class.

Speech class, which is regarded as an elective class at the tertiary level, promises enhancement in the aspect of students' production of speech sounds and development of their speaking skills. Students in every school, most importantly in college, have the full liberty to attend such classes as availability and resources permit. Many schools require college students to complete basic communication classes before graduation, and the said program offers one way to fulfill the requirement.

In the past couple of years, due to the advancement of technology, the concept of audio-visual assisted instruction is now more prevalent and has become a trend in every speech class. Moreover, in our country, English is a second language and a lingua-franca. This means that it is the language for communication and obviously used as the medium of instruction in other subjects which utilize instructional materials that are in the English language. As a language of instruction, it is a beneficial prerequisite for the advancement and success of a career in the country at this very moment in time. The language means a lot in the life and progress of a student as it is a key subject with vast influence on the curriculum.

English is used in college as a core school subject; hence, when we talk about a speech class, the first thing that comes to students' minds is the use of the English Language as the medium of instruction. It is a solid foundational course. Speech class in college is a program handled by the English department. Despite explaining more about the benefits of enhancing speaking skills by attending a speech class, the students of today have a hard time finding it in their hearts to wholeheartedly participate in the said program. Undeniably, students think that Speech is a very boring class. They do not see the value of bettering their speaking skill.

The key elements of teaching English are designed to cover the four basic language skills, which are listening, reading, writing, and speaking. The students with such skills in the use the language fluently can already apply for work while those who have difficulties should study further in order to become proficient in the language. However, there is a general assumption among teachers that the digitized audio-visual materials are effective in a speech class only when used as an 'additive" and not as a "replacement" to the regular teaching tools such as textbooks and the teacher's speaking pattern.

The issue of how to use audio-visual materials to play a supplemental role so as to maximize their pedagogical impact is still subject to debate and research. Such an issue is particularly pertinent for schools in developing regions, where aids are just beginning to find their way into the classroom while the standards of teaching in the school remain at par below (Su, 2009).

On the other hand, syntax is about sentence formation, and semantics about sentence interpretation, and phonology cover the field of sentence utterance. Phonetics is concerned with how sounds are produced, transmitted, and perceived. In this way, phonology is concerned with how sounds function in relation to each other in a language. In other words, phonetics is about sounds of language, phonology about sound systems of language. Phonetics is a descriptive tool necessary to the study of the phonological aspects of a language. Phonetics and phonology are worth studying for several reasons.

One is that as all studies of language, the study of phonology gives insight into how the human mind works. Two more reasons are that the study of the phonetics of a foreign language gives us a much better ability both to hear and to correct mistakes that we make, and also to teach pronunciation of the foreign language (in this case English) to others. As phonetics and phonology both deals with sounds, and as English spelling and English pronunciation are two very different things, it is important that you keep in mind that we are not interested in letters here but in sounds. For instance. And, sounds considered from the phonological point of view are put between slashes. We will use the symbols in the figure.

English has its place as the most frequently required subject of mostly Philippines' schools and universities (TEFL, 2019). This is because of the belief of most Filipinos that mastery of the English language is the most important demand globally. We grew up believing that learning a second language is not an easy task, although other nationalities find that it is easy for us to imitate and practice the language. However, that is not the case. The problems of teaching

and learning a foreign language, specifically English, have suggested some studies of the errors made by most Filipino students. In spite of the knowledge of English of the Filipino, there are times that most students make errors serious enough that a Filipino English teacher can hardly understand what he or she is saying.

In this study, one possible approach to replacing traditional classroom instruction with digitized audio-visual materials and the effects of this approach on the classroom learning process is examined. At a very high level, the approach involves the utilization of digitized audio-video material as to teaching speech lessons. Being the sole method utilized in teaching speech, the use of the digitized instructional material and digitized assessment format is assumed to give aid to the tedious task of a teacher.

This particular study attempts to describe the effect of the utilization of digitized audio-visual instructional material in speech classes on students' production of speech sounds. Once proven that the utilization of instructional material is effective in enhancing the speaking skill of the students (both students who are willing to attend and students who are recommended by their English teachers to attend the program due to poor speaking performance), a localized instructional material will be proposed in order to aid the learners of the target competence in terms of their speaking skill.

OBJECTIVES OF THE STUDY

The study attempts to determine the impact of the utilization of digitized instructional materials on students' speaking skills. Specifically, it aims to (1) Assess the level of mastery of the students' speaking skill based on the pre-test and post-test results, (2) analyze the problems encountered by the respondents during the utilization of Digitized Instructional Material in speech class, and (3) prepare digitized instructional material in order to improve the speaking skill of the students.

Higher educational institutions aimed to develop students who take responsibility for their own learning. Rahmah (2015) claimed that today, Indonesian citizen experience a fast-changing lifestyle related to information and communication technology (ICT) utility, such as gadget and the internet, and that the ease of information and knowledge retrieval to support the learning process comes with problems to be taken care of such as information overload, negative content, netiquette negligence, and gadget addiction. However, Govindaraj and Silverajah (2017) found out that even though most students

favored the use of digitized self-learning resources to support their learning, some were reluctant and preferred the use of more traditional methods of learning. The study provided valuable insights into the importance of preparing students for independent learning and the challenges in preparing digitized self-learning resources that would encourage students to become autonomous learners.

On the other hand, Pourhosein Gilakjani (2018) revealed that teachers' interest in using computer technology because it provided them with an enjoyable and interactive environment, helped them obtain accurate pronunciation, and improved the quality of their pronunciation instruction. Moreover, the findings indicated that teachers had enough knowledge of computer technology that helped them teach pronunciation effectively.

Sung, Chang, and Liu (2016) agree that computer-assisted pronunciation training (CAPT) software provided language learners with an individualized free environment where they had access to unlimited input and repetitive practice pronunciation at their own pace. These include the use of mobile devices, such as laptops, personal digital assistants, and mobile phones have become a learning tool with great potential in students' learning in both classrooms and outdoor learning.

Lou-Magnuson and Onnis (2018) find out that the learners' use of English in context affected their attitudes toward the English language. The learners prefer English that conforms to their norms. However, they want to learn the local variation of English with regard to accents and word use. Thus, the author suggests that English teachers incorporate the English Language as a foreign perspective into English instruction and help learners develop intercultural awareness and competencies.

Park (2017) found that the students experienced accent-related problems, particularly in an educational setting. Their preferred strategies to overcome such difficulties were in conflict with what they regarded as the most effective strategies, while Camilleri & Camilleri (2017) made a notation that educational stakeholders were better informed about how innovative technologies could support students learning.

On the effects of integrating digital visual materials with textbook scans in the classroom, visual learning materials could be quite effective in enriching the classroom experience for students by enabling them to observe situations and processes which were otherwise difficult to portray inside the classroom. In this way, there was extensive evidence in the literature to support the claim that the use of digital visual materials, either static images or video, in the instruction

process could raise students' attention levels and could also significantly improve their performance in retention and comprehension tasks (Hoban & Van Ormer, 1970; Katsioloudis, 2000). Such evidence existed across all grades of schooling, ranging from middle school all the way up to university education and in almost all curricula, although science education seemed to have received the greatest amount of research attention (Katsioloudis, 2007).

Pinto, Tarchi, and Bigozzi (2016) had developed a knowledge building and knowledge forum approach using technology in a senior kindergarten and grade one class. This process was comprised of observation, experiments, reading, reflections, and ongoing discussion. The students learned how ideas could be developed and refined collaboratively.

Hicks, Turner & Stratton (2015) shared the writing development of a pre-service teacher as they encouraged and scaffolded into the world of digital storytelling. The study suggested that digital storytelling increased the complexity of the writing task and the communicative propensity of the work. This created interesting avenues for yet additional demands on both teachers and learners that merit further study.

Conversely, according to Cera (2016), to identify the distribution of phonetic–phonological manifestations in older patients with AD and healthy older subjects and assess whether these manifestations indicate the origin of the changes, including a predominantly phonetic-motor origin, a predominantly phonological–linguistic origin, or both. The patients with AD showed significantly more signs of aphasia (self-correction, and vowel and consonant substitutions), AOS (prolonged intervals and extended vowel duration), and AOS or aphasia (distortion, omission, attempts at the syllable level, distorted substitutions, and additions) than the healthy older volunteers.

In order to obtain successful and effective results with teaching language through video, the learners and the teachers needed to perform their tasks perfectly with the use of new methods and techniques in foreign language teaching. Thus, seminars could be organized with the participation of teachers and experts and prepare materials, such as video cassettes, which could enable the schools to obtain them easily. When used appropriately, the video was quite beneficial for learners and teachers as long as they were considered only as mere entertainment, but carefully chosen films could be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing.

The review of related studies and literature helped the researcher to get a clearer insight, thorough understanding, and relevant foundation to support the

outcome of the study. The related studies found in this study were used as the basis of the researcher to go about the process of conducting the procedure in terms of describing the effect of technology in the learning of the students, particularly in the level of mastery of the production of speech sound. In addition, related studies included herein also describes the importance of the student's awareness in the production of speech sound as beneficial in developing their speaking skill.

FRAMEWORK

There are only five vowel sounds in the Filipino language and fifteen basic sounds of the consonant. Obviously, the majority of the students in the country, when asked to say a sentence in English, produce a distinct accent, the Filipino accent; this may be a reason why students are not confident with the use of the English language to be used inside the classroom. Even in their daily lives outside the educational institution, students are having difficulty in constructing a clear sentence; apparently, producing the correct sounds is another factor to consider. Learning to produce the sound of the vowels and the consonants and the intonation in speaking is considered a huge factor in speaking.

This study was supported with the following theories in order to bring out the possible favorable outcome of the study: First is the Technological Pedagogical Content Knowledge (TPACK) framework builds on Shulman's (1987) descriptions of Pedagogical Content Knowledge (PCK) to explain how teachers' understanding of educational technologies and pedagogical content knowledge in order to interact with one another to produce effective teaching with technology.

In the TPACK model, there were three main components of teachers' knowledge, such as content, pedagogy, and technology. Equally important to the model were the interactions between and among these bodies of knowledge which was represented as PCK the so-called pedagogical content knowledge) TCK (Technological Content Knowledge), TPK (Technological Pedagogical Knowledge), and TPACK (Technology, Pedagogy, and Content Knowledge).

Technology and content knowledge had a deep historical relationship. Progress in the field as diverse as medicine, history, archeology, and physics has coincided with the development of new technologies which afforded the representation and manipulation of data in new and fruitful ways.

Technological Pedagogical Knowledge (TPK) was an understanding of how teaching and learning could change when particular technologies were used in particular ways. This included knowing the pedagogical affordances

and constraints of a range of technological tools as they related to disciplinarily and developmentally appropriated pedagogical designs and strategies. Because a whiteboard was typically immobile, visible to many, and easily editable, its uses in classrooms were presupposed. Thus, the whiteboard was usually placed at the front of the classroom and is controlled by the teacher.

Second, was the learning of English pronunciation had been the subject of investigation for a long time. It was designed to complement such learning rather than replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information; the direct method which allowed the teaching of pronunciation through intuition and imitation: students imitate a model the teacher or a recording and do their best to approximate the model through imitation and repetition; and the communicative approach where it was seen using language to communicate as central in all classroom language instruction because the primary purpose of language was communication.

This focused on language as communication brought renewed urgency to the teaching of pronunciation, for both empirical and anecdotal evidence indicated that there was a threshold level of pronunciation for non-native speakers of English. If they obtained below such threshold level, they could have had oral communication problems no matter how excellent, and extensive their control of English grammar and vocabulary could be.

METHODOLOGY

Research Design

This study employed the descriptive method in gathering relevant information of the study.

Research Site

The study was conducted at Bicol College in Daraga, Albay.

Participants

The study utilized fifty-eight students as the respondents of the study.

Instrumentation

One pronunciation test was designed by the researcher, which served as both a Diagnostic test given at the pre-experimental teaching stage and an achievement test given at the post-experimental teaching stage. A set of questionnaires was

designed to help determine some other concerns that need to be addressed to further help achieve the desired outcome of the study.

Data Collection

The permit to conduct research and study was secured thru a letter requesting permission from the department head of the Liberal Arts Department of Bicol College. Data gathered from the assessments and interviews were checked, classified, tabulated, and analyzed.

RESULTS AND DISCUSSION

This chapter presents analyzes and interprets the data gathered from the students of the Liberal Arts Department at Bicol College in determining the impact of Digitized instructional materials in speech class.

As the pre-test result, a total number of thirty-four (34) respondents or fifty-nine percent (59%) of the population scored 75% and up and are classified in the Mastery level, twenty-one (21) respondents or thirty-six percent (36%) of the population scored 61% to 74% and are classified in the Near mastery level, and three (3) respondents or five percent (5%) of the population scored 60% and below and are classified in the Low mastery level during the pre-assessment on the production of front vowel sounds.

As for the result of the post-test, ninety-one percent (91%) of the population scored 75% and up and are classified in the Mastery level, four (4) respondents or seven percent (7%) of the population scored 61% to 74% and are classified in the Near mastery level, and only one (1) respondents or two percent (2%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

The pre-test and post-test results above reject the hypotheses such as there is no significant difference between the pre-test and post-test performances of the respondents in terms of the production of speech sound and the Digitized.

Instruction Material has no impact on the learning of the students' production of speech sound. As the pre-test result, a total number of forty (40) respondents or sixty-nine percent (69%) of the population scored 75% and up and are classified in the Mastery level, ten (10) respondents or seventeen percent (17%) of the population scored 61% to 74% and are classified in the Near mastery level, and eight (8) respondents or fourteen percent (14%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

As for the post-test, a total number of forty-seven (47) respondents or eighty-one (81%) of the population scored 75% and up and are classified in the Mastery level, nine (9) respondents or sixteen percent (16%) of the population scored 61% to 74% and are classified in the Near mastery level, and two (2) respondents or three percent (3%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds. The pre-test and post-test results above reject the hypotheses such as, there is no significant difference between the pre-test and post-test performances of the respondents in terms of the production of speech sound, and; the Digitized Instruction Material has no impact on the learning of the students' production of speech sound.

As the pre-test result, a total number of six (6) respondents or ten percent (10%) of the population scored 75% and up and are classified in the Mastery level, twelve (12) respondents or twenty-one percent (16%) of the population scored 61% to 74% and are classified in the Near mastery level, and forty (40) respondents or sixty-nine percent (69%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

As for the post-test, a total number of forty-two (42) respondents or seventy-two percent (72%) of the population scored 75% and up and are classified in the Mastery level, seven (7) respondents or twelve percent (12%) of the population scored 61% to 74% and are classified in the Near mastery level, and nine (9) respondents or sixteen percent (16%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

The pre-test and post-test results above reject the hypotheses such as there is no significant difference between the pre-test and post-test performances of the respondents in terms of the production of speech sound, and; the Digitized Instruction Material has no impact on the learning of the students' production of speech sound.

A total number of seventeen (17) respondents or twenty-nine percent (29%) of the population scored 75% and up and are classified in the Mastery level, thirty (30) respondents or fifty-two percent (52%) of the population scored 61% to 74% and are classified in the Near mastery level, and eleven (11) respondents or nineteen percent (19%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds. A total number of forty-six (46) respondents or seventy-nine percent (10%) of the population scored 75% and up and are classified in

the Mastery level, twelve (12) respondents or twenty-one percent (21%) of the population scored 61% to 74% and are classified in the Near mastery level, and no (0) respondent or zero percent (0%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

The pre-test and post-test results above reject the hypotheses such as there is no significant difference between the pre-test and post-test performances of the respondents in terms of the production of speech sound, and; the Digitized Instruction Material has no impact on the learning of the students' production of speech sound. The pre-test and post-test results above reject the hypotheses such as there is no significant difference between the pre-test and post-test performances of the respondents in terms of the production of speech sound, and; the Digitized Instruction Material has no impact on the learning of the students' production of speech sound.

A total number of twenty-six (26) respondents or forty-five percent (10%) of the population scored 75% and up and are classified in the Mastery level, five (5) respondents or nine percent (9%) of the population scored 61% to 74% and are classified in the Near mastery level, and twenty-seven (27) respondents or forty-six percent (46%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

A total number of forty-six (46) respondents or eighty percent (80%) of the population scored 75% and up and are classified in the Mastery level, six (6) respondents or ten percent (10%) of the population scored 61% to 74% and are classified in the Near mastery level, and six (6) respondents or ten percent (10%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

The pre-test and post-test results above reject the hypotheses such as there is no significant difference between the pre-test and post-test performances of the respondents in terms of the production of speech sound, and; the Digitized Instruction Material has no impact on the learning of the students' production of speech sound.

A total number of sixteen (16) respondents or twenty-seven percent (27%) of the population scored 75% and up and are classified in the Mastery level, eight (8) respondents or fourteen percent (14%) of the population scored 61% to 74% and are classified in the Near mastery level, and thirty-four (34) respondents or fifty-nine percent (59%) of the population scored 60% and below

and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds. A total number of forty (40) respondents or sixty-five percent (65%) of the population scored 75% and up and are classified in the Mastery level, ten (10) respondents or twenty-three percent (23%) of the population scored 61% to 74% and are classified in the Near mastery level, and eight (8) respondents or twelve percent (12%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

The pre-test and post-test results above reject the hypotheses such as there is no significant difference between the pre-test and post-test performances of the respondents in terms of the production of speech sound, and; the Digitized Instruction Material has no impact on the learning of the students' production of speech sound.

A total number of twenty-one (21) respondents or thirty-six percent (36%) of the population scored 75% and up and are classified in the Mastery level, four (4) respondents or seven percent (7%) of the population scored 61% to 74% and are classified in the Near mastery level, and thirty-three (33) respondents or fifty-seven percent (57%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

A total number of forty-four (44) respondents or seventy-six percent (76%) of the population scored 75% and up and are classified in the Mastery level, six (6) respondents or ten percent (10%) of the population scored 61% to 74% and are classified in the Near mastery level, and eight (8) respondents or fourteen percent (12%) of the population scored 60% and below and are classified in the Low mastery level during the post-assessment on the production of front vowel sounds.

The pre-test and post-test results above reject the hypotheses such as there is no significant difference between the pre-test and post-test performances of the respondents in terms of the production of speech sound and the Digitized. Instruction Material has no impact on the learning of the students' production of speech sound.

The mean () of the pre-test result and post-test result of the Front vowel sounds is and , respectively, while the standard deviation (is and, respectively. The computed value of the t-test is and compared with the tabular value of Comparing the computed value and tabular value results, the decision will be rejecting the Null Hypothesis (), which means that there is a significant

difference between the pre-test and post-test after the utilization of the Digitized Instructional Material.

In terms of the Central vowel sounds, the mean () results of the pre-test and post-test is and , respectively, while the standard deviation (is and , respectively. The computed value of the t-test is and compared with the tabular value of Comparing the computed value and tabular value results, the decision will be rejecting the Null Hypothesis (), which means that there is a significant difference between the pre-test and post-test combined results of Class 1 and Class 2 in the production of the Central vowels sounds of Class 1 and Class 2 after the utilization of the Digitized Instructional Material.

The mean () of the pre-test result and post-test result of the Back vowel sound is and , respectively, while the standard deviation (is and , respectively. The computed value of the t-test is and compared with the tabular value of Comparing the computed value and tabular value results, the decision will be rejecting the Null Hypothesis (), which means that there is a significant difference between the pre-test and post-test combined results of Class 1 and Class 2 in the production of the Back vowels sounds of Class 1 and Class 2 after the utilization of the Digitized Instructional Material.

Talking about the production of Consonant sounds, the result of the mean () of the pre-test and post-test is and , respectively, while the standard deviation (is and , respectively. The computed value of the t-test is and compared with the tabular value of Comparing the computed value and tabular value results, the decision will be rejecting the Null Hypothesis (), which means that there is a significant difference between the pre-test and post-test combined results of Class 1 and Class 2 in the production of the Consonant sounds of Class 1 and Class 2 after the utilization of the Digitized Instructional Material.

Meanwhile, the mean () result for the production of the Intonation pattern for pre-test and post-test is and , respectively, while the standard deviation (is and , respectively. The computed value of the t-test is and compared with the tabular value of Comparing the computed value and tabular value results, the decision will be rejecting the Null Hypothesis (), which that there is a significant difference between the pre-test and post-test combined results of Class 1 and Class 2 in the application of Intonation in the speaking pattern after the utilization of the Digitized Instructional Material.

For the application of Stress in speaking patterns, the mean () of the pre-test and post-test is and, respectively, while the standard deviation (is and , respectively. The computed value of the t-test is and compared with the tabular value of Comparing the computed value and tabular value results, the decision

will be rejecting the Null Hypothesis (), which means that there is a significant difference between the pre-test and post-test combined results of Class 1 and Class 2 in the application of Stress in the speaking pattern after the utilization of the Digitized Instructional Material.

Lastly, in the application of Rhythm in speaking patterns, the mean () of the pre-test and post-test is and, respectively, while the standard deviation (is and , respectively. The computed value of the t-test is and compared with the tabular value of Comparing the computed value and tabular value results, the decision will be rejecting the Null Hypothesis (), which means that there is a significant difference between the pre-test and post-test combined results of Class 1 and Class 2 in the application of Rhythm in the speaking pattern after the utilization of the Digitized Instructional Material.

The result of the gathered data described that the utilization of the Digitized Instructional Material in speech class improved the production of speech sounds of the respondent in which it is observed that the post-test results are relatively higher compare to the scores garnered by the respondents in their pre-test.

Moreover, the overall result validates the TPACK theory, particularly on the Technological Pedagogical Knowledge (TPK), which tackles in order to understand how teaching and learning can change when technologies are used in the process. This includes knowing the pedagogical affordances and constraints of a range of technological tools as they relate to disciplinarily and developmentally appropriate pedagogical designs and strategies.

In the research conducted by Katsioloudis (2007) entitled "Effects of integrating Digital Visual Materials with textbook scans in the classroom," he stated that visual learning materials could be quite effective in enriching the classroom experience for students by enabling them to observe situations and processes which are otherwise difficult to portray inside the classroom.

Based on the responses of the respondents to the question "What are the problems encountered in attending the speech class which utilizes Digitized Instructional Material?" the researcher was able to distinguish the factors that somehow negatively affect the learning of the respondent in the production of speech sound. The majority of the respondent answered "Accent" and "Pacing" as the main problems. As a matter of fact, student one (1) mentioned that *"The problems that I encountered while using the digitized instructional material in speech class are, I couldn't really understand the things that the teacher is saying because it's really fast and the accent is quite different from the usual accent I am used to*." Student four (4) supported the previous statement by saying, *"The problem I encountered in attending the speech class that uses DIM are maybe the way the teacher*

speaks, the accent, maybe the speaker herself, and also the lesson is too fast." Other respondents whose concerns are the accent and the pacing of the instructor in the DIM are students number seven (7), student eight (8), student nine (9), and student eleven (11), whose reason are similar to that of students one (1) and four (4).

Another factor that made it hard for the respondents to is the "Poor Audio-video quality" of the material used. According to student three (13), "*The problem that I encountered in attending the speech class that uses DIM is that the video was not that good in terms of its quality and the accent of the speaker was kind of hard for us to understand."* Student number three (3) backed the statement up of student number thirteen (13) as "*The problem we encountered is sometimes the sound system is broken that is why we hardly could understand the lesson."*

Lastly, student number two (2) compared live teaching and digital teaching. The student thinks it is better if there is real-time interaction between the teacher and learners. As a matter of fact, student two (2) said that *"I think the problem is lack of communication to the teachers because through the use of DIM."*

It can be inferred that the problems encountered by the respondent had greatly affected the result of their post-assessment. Although the result showed improved scores of the respondents compared to their pre-assessment performance, it is believed that the respondents must have gotten higher scores if the problems mentioned above were eliminated or somehow minimized.

The problems encountered by the respondent validate the result of the study of Katchen (2002) that says, "To reach the successful and effective results with teaching language through video, the learners and the teachers should perform their tasks perfectly. When the materials are used appropriately, video is quite beneficial for learners and teachers. Carefully chosen material can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing."

Digitized instructional material developed to improve the speaking skill of the students.

INDEPENDENT AV-LEARNING MODULE ON PRODUCTION OF SPEECH SOUNDS

Lesson 1: FRONT VOWEL / ī / SOUND

OBJECTIVES:

Listen to the instruction as provided in the video with increased attention, Understand and follow simple procedures on the visual prompt and imitate the sound as instructed in the video, and produce the correct speech sound during the recorded evaluation.

Good day learners. Welcome to Speech Enhancement Program. Today, we will better understand the production of one of the Front vowels, the / ī / sound. You may have to listen and see this audio-video material a couple of times to better help you produce the / ī / sound correctly. All the words in this video will all be available on the screen as we go long. By seeing and hearing simultaneously, you'll learn to reconcile the difference between the appearance of English (spelling) and the sound of it.

FRONT VOWEL: / ī / sound

In producing the / ī / sound, notice the position of the front part of the speech mechanism; the teeth are almost closed. The front part of the tongue raised in the middle, high enough to touch the upper teeth at the sides. The tongue and the muscles of the mouth are both tenses.

(A video demonstrating the actual production of sound is being played as the instruction is being delivered by the instructor. Pause or playback the video if there is a need to further practice the procedure).

Now, let us observe the common words and their spelling. The sound of the / ī / must be applied in the underlined letters of each word. Repeat after me:

Say:

Feel	Key	Phoenix	Equal
Belief	Perceive	Gravy	

(Pause or playback the video if there is a need to further practice the procedure).

Now, let us try to pronounce the words with the / ī / sound. You will be given a couple of seconds to produce the sound of the word. Later on, when you hear this sound (insert "Ting" sound), it is your cue to pause. Listen to me as I say the word. I will be giving you the chance to produce the sound correctly in the event that you are not able to produce the sound right. Ok? Let's begin.

Eve	Eager	Egoist	Egypt	Eden
These	Keen	Peach	Babies	Feast
Beauty	Least	Refugee	Neat	Cheek
Heat	Chief	Machine	Beach	

(Pause or playback the video if there is a need to further practice the procedure).

Now, let us try to read the phrases which contain words with the /i/ sound. You will be given a couple of seconds to produce the sound of the word. Later on, when you hear this sound (insert "Ting" sound), it is your cue to pause. Listen to me as I deliver each phrase. I will be giving you the chance to produce the sound correctly in the event that you are not able to produce the sound right. Ok? Let's begin:

See his niece
The scene-stealer celebrity
Keen feelings
The thief meets the chief
Eagle needs seeds
These babies in their seats
Feel free to speak
Pinkish cheeks
Cheese coated seeds
Deep blue sea

LET'S PRACTICE!

As for the last part of this video instruction on the production of speech sound, you are all requested to bring out your recording material. Record and read all five sentences that will be flashed on the screen. Make sure to produce the correct sounds. At the end of the video, I will suggest the file name format to be followed.

1. Pretty Eve was bitten by a bee.
2. The Garden of Eden is not found in Egypt.
3. The least prioritized are the refugees
4. Cheese-coated seeds are offered in the feast.
5. His niece has pinkish cheeks.

CONCLUSIONS

In conclusion, the majority of the respondents displayed a good performance in the production of vowel and consonant sounds. The production of rhythm and intonation patterns were classified in the mastery level. It showed that the DIM had a great impact on the speech production of the respondent as they were classified in the mastery level.

TRANSLATIONAL RESEARCH

The finding of the study may be translated into the various understanding of the importance of using audio-visual materials in teaching phonology as essential in oral communication in the second language.

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