

DEVELOPMENT OF A SOURCE BOOK IN TEACHING ENGLISH AS A SECOND LANGUAGE USING NEURO-LINGUISTIC PROGRAMMING TECHNIQUE

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Most people react strongly to pictures, to sounds, to feelings and sensations and to ideas. Strong visual materials and various auditory skills tend to bring about more positive results and strong logical reasoning. The development of a sourcebook erases the boredom that plugs English classes because it opens opportunities to be more active in school where the impetus to learn is sustained.

The descriptive survey method of research was used to determine the effectiveness of the source book – Sounds of English, which was tried out with the 726 students who were enrolled in English 113 SL and revised until the final form was produced.

While there is an abundance of commercially produced textbooks in English today, most of them are conventional or grammatical in approach. They do not address the needs of the students for communicative competencies in the use of the English language. Therefore, the preparation of the source book, which was responsive to the language needs in a particular social milieu was still encouraged. The Source Book is a good model for a one-hour class only. It could be used for the development of the communicative, contextual, and integrative approaches in language teaching, being in the form of a simple workbook. Inasmuch as the teachers are educationally qualified to teach English, they have potential skills in producing teacher-made instructional materials for language teaching.

This study found out that those English professors who teach speech classes either at the speech laboratory or in the usual classroom should include materials, aural presentations and semi-abstract thoughts in teaching the language. English professors should use various instructional materials that they should not confine themselves only on the conventional approaches in teaching. The preparation of the Source Book went through the following steps: the determination of the types of instructional materials and the types of approaches and strategies to be used; the selection of materials used as context on the basis of values content; suitability to the maturity level, interests and experiences of students; the writing of the first draft and the incorporation of the suggestions solicited from experts and the panelists as well. The first draft of the source book was tried with the first batch of students who were enrolled in English

113 and was revised on the basis of the findings of the tryout and the final form was tried to the second batch for refinement until the final form took place.

Based on the findings, the following conclusions were arrived at: While there is an abundance of commercially produced textbooks in English today, most of them are conventional or grammatical in approach. They do not address the needs of the students for communicative competencies in the use of the English Language. Therefore, the preparation of source book, which was responsive to the language needs in a particular social milieu is still encouraged. Also, the Source Book is a good model for a one-hour class only. It could be used for the development of the communicative, contextual and integrative approaches in language teaching, being in the form of a simple workbook. The guidelines on the preparation of the source book are well defined, hence easy to follow especially by amateurs in the production of self-prepared instructional materials. The practical approaches bring paramount improvement in the teaching competencies of teachers in developing the global language skills, social skills and values of students. Inasmuch as the teachers are educationally qualified to teach English, they have potential skills in producing teacher-made instructional materials for language teaching.

Keywords: English language, Neuro-linguistic programming technique, Second language, Source book

Introduction

Today, the level of proficiency of Filipinos in the English language is fast deteriorating. Since the advent of the bilingual policy, there has been a growing diminution in the use of the English, both in written and spoken language. Filipinos now have a preferential use for Filipino or Tagalog in the classroom, in the campus, in the office, in the market, practically in all domains. This phenomenon has weakened the support system within and outside the school that English used to have. With the proliferation of the telecommunication systems nationwide, the Filipinos have developed some degree of proficiency in Filipino or Tagalog that has made the language since it is closer to their culture in terms of pronunciation, intonation and linguistic structures.

Another phenomenon that is an offshoot of the bilingual policy is the code switching or language switching like the Tagalog variety where Tagalog and English are used alternately. This alternate use of two languages interferes in the development of English proficiency. The use of Taglish proliferates among students. This is not to spare the educated

group such as the professionals and politicians who switch from English to Tagalog in formal communication situations such as conferences, seminars, public speaking, and the like. The objective of the Bilingual policy is to develop balanced proficiency in English and Filipino but the reverse is taking place. The balance scale is heavily tilted on the use of Filipino or Tagalog.

Other than the preferential use for Filipino or Tagalog and the code or language switching phenomenon that hinder the development of English proficiency among learners. Quite lamentable to note is the traditional approach that still dominates language switching today in the advanced level. This approach develops language skills by discrete point, that is, by specific skills isolated and unrelated sentences. Oral exercises are likewise carried in exactly the same fashion. Assigning of the technical terms or identifying sentence parts in exercises and examinations is the overriding objective not the functional use of the language where pronunciation and intonation are taught. The approach emphasizes grammar alone at the expense of practice on actual communication. Instead, teachers, do the talking. As a consequence, students learn about the language not the functional use of the language. No wonder we have students who could hardly listen, read, think, speak and write in English.

With all these problems interfering in the development of English proficiency, the question is how the language teacher remedies the situation in the classroom. This is a tremendous challenge posed to the language teacher of today. To respond to the challenge a certain technique can be adopted in order to develop the proficiency in the English language.

The Neuro-linguistic programming technique represents valuable authentic materials that can easily provide a stimulus for expressing different opinions.

Researchers show that people try to improve information visually in pictures, aurally in sounds, kinetically in feelings based around the words. These models of communication are called Neuro-linguistic approaches. They are useful when considering how a learner reacts to the same stimulus. In other words, an emotional appeal on the part of the student is being involved in the learning process. The cognitive stimulus is likewise catered for through an analysis of words, structures, discourse patterns, content and interpretation. This technique utilizes modern approaches in language teaching such as the integrative, contextual and communicative approaches.

These aforementioned approaches that are utilized in this technique can help solve the language problems of students some of which are hesitations, pauses, lack of spontaneity, and lack of self-confidence in expressing oneself in the English language.

If this problem in the use of the language is solved, comes next will be refinement of the language learned. Refinement will be done by undergoing some training in speaking by learning the correct pronunciation of a word, correct intonation of a sentence and the English language as a Second Language of Filipinos.

Statement of the Problem

This study sought to know the development of a source book using the Neuro-linguistic programming technique in teaching English as a second language.

Specifically, it aimed to answer the following questions:

1. What visual materials, aural presentations and semi-abstract thoughts would encourage more learners to actively participate in classroom discussion in the Speech Laboratory to be included in the sourcebook?
2. What approaches or method shall be adapted in using these materials, presentation and thoughts in teaching English as a second language?
3. What steps are involved in the preparation of the source book using the neuro-linguistic programming technique in teaching the English as a second language?
4. What are the strengths of the source book using the Neuro-linguistic programming technique in teaching English as a second language?

Research Paradigm

Independent Variables

Dependent Variable

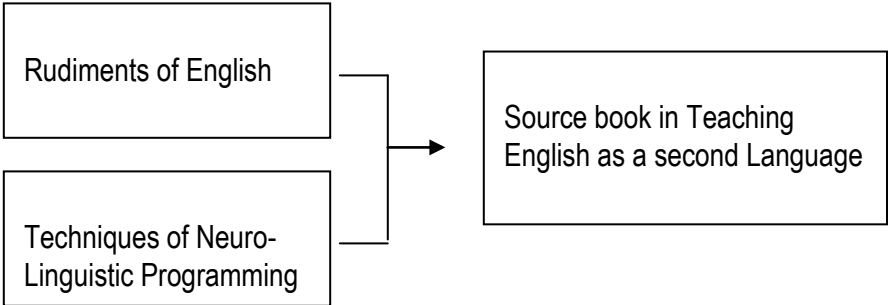


Figure 1. Research Paradigm

The source book titled “Sounds of English” contains vowels, consonants and diphthongs symbols with some key words with its transcription following the American accent. It also contains the following topics:

Lesson 1	Orientation and speech mechanism
Lesson 2	Vowels
Lesson 3	Diphthongs
Lesson 4	Consonants
Lesson 5	Silent Phonemes
Lesson 6	Schwa Sounds
Lesson 7	Stress
Lesson 8	Intonation
Lesson 9	Phrasing

The source book has also a second part, which contains three songs for appreciation and 3 different pictures to be interpreted or evaluated by the learner applying the rudiments of speech learned. It is further enriched by audiocassettes for them to listen and imitate to be able to sound exactly resembling to the native speakers of the English language though Filipinos would consider it is the second language.

Methodology

This chapter presents the method of research used, the respondents, the instruments, the preparation of the source book, and the simple statistical treatment of data.

Method of Research

This study used the descriptive survey method of research will be used to determine the effectiveness of the source book composed in teaching English as a second language using neuro-linguistic technique, the drills contained in the sourcebook, and the approaches as well.

Source of Data

The respondents of this research were the 726 college freshmen students of Technological Institute of the Philippines who were enrolled in English 113 SL. Furthermore, each section was equally divided into two groups labeled as first batch and Second batch because the Speech Laboratory has only 30 functional cubicles. They were distributed as follows:

<u>Section</u>	<u>Number of Students</u>
MR11KA1	49
CA11KA3	60
MT11KA1	48
CA11KA2	60
MR11KA2	45
ES11KA6	60
IO11KA5	39
IO11KA1	40
CA11KA1	59
ES11KB1	50
ES11KA1	60
ES11KA8	56
IO11KA2	40
MT11KA2	48
MT11KA5	12
TOTAL	726

Data Gathering

As the respondents came from the different courses of Technological Institute of the Philippines and that the Language Laboratory specialists meet them only twice a month. An intensive administration of the simple lecture and different drills was done using the Speech laboratory whereby these student respondents were seated in the assigned cubicles for them.

Instrument

A self-constructed springboard called source book was used to conduct the different drills leading to the language proficiency of the student-respondents. The source book was enriched fusing some important topics included in the reference of Speech classes with audio-materials.

Statements but with the correct intonation and diction though it is just a borrowed language or second language to speak.

Tryout and Revision

The first draffy was tried out with classes under the first batch to determine the clarity of directions, the quality of questions to be raised, the appropriateness of the activities, and the areas of difficulty if ever there are in the sourcebook.

The findings of the tryout were the bases for the improvements or revisions made. The revised form was tried again with the second batch of the same section and re-tried with the first batch so as to attain its purpose, which is to administer the same to both batches of the same sections for further refinement of the sourcebook.

Statistical Treatment of Data

A simple frequency count and percentage distribution were used to determine how the source book using Neuro-linguistic Technique in Teaching English as a second language works to students who were enrolled in English 113 SL, for the first semester, school year 2007-2008.

Materials to be used that would Elicit Good Feed Backs from Learners

The materials to be used in the development of the source book could be gleaned from the data contained in the table:

Table 1 shows a common preference of the material to be included in any educational material other the usual words, phrases, clauses, sentences and paragraphs. This common preference allows greater teaching-learning experience between the Language Laboratory Specialists and the students, thereby enriching the quality of instruction to be given.

Table 1. Materials to be included in the Source book

Material	Frequency	Percentage
Words	726	100.00%
Sentences	430	59.22%
Symbols	150	20.66%
Songs with Accompaniment	726	100.00%
Songs without Accompaniment	500	68.087%
Pictures	726	100.00%
Tapes	500	68.87%

As can be seen in Table 2, the student-respondents were inclined to the conventional approach in language teaching. In the discrete point teaching, it shows that the entire student respondent preferred the teacher employing one skill at a time approach as it garnered a frequency of 726 or 100.00%. As regards the use of isolated sentences in lesson presentation, a frequency of 620 or 85.39% preferred this approach. A frequency of 514 student respondents or 70.79% preferred the teaching rudiments of grammar rather than content. When asked about the use of paper-pencil type of evaluation, a frequency of 123 or 16.94% showed their preference for this approach. The use of teacher-fronted activities approach registered a frequency of 100 or 13.77% preference. This implies that on the part of the language laboratory specialists, it should not be overlooked that meaning or content in language teaching should give more concern to structure or grammar. Thus, the development of comprehension skills and communicative competence should be accorded equal importance as grammatical analysis in teaching laboratory class.

Table 2. Conventional Approach of Teaching

Approach	Frequency	Percentage
Discrete point teaching or one skill at a time	726	100.00%
Use of isolated sentences in lesson presentation and exercises in grammar	620	85.39%
Use of pencil and paper type of evaluation	123	16.94%
Teaching rudiments of grammar rather than content	514	70.79%
Use of teacher-fronted activities	100	13.77%

Table 3 indicates that the student-respondents prefer the contextual approach. This means that most of the student-respondents like that language teaching should be done or administered through context. It further implies that much could be elicited from individual learners if language teaching should be taught meaningfully through the use of real language situations and authentic material. As the table shows, the student-respondents preferred the use of songs with accompaniment and the use of pictures in teaching as it garnered a 100.00% preference. The use of tapes and getting the meaning of unfamiliar words through context clues, the student – respondents had shown a frequency of 701 or 96.55% preference in teaching. The approach on poem writing a frequency of 688 or a 94.76% preference was shown by the student respondents.

Table 3. Contextual Approach of Teaching

Approach	Frequency	Percentage
Using songs with accompaniment	726	100.00%
Using pictures	726	100.00%
Using tapes	701	96.55%
Getting meaning of unfamiliar words through context clues	701	96.55%
Poem-writing	688	94.76%

Development of the Source book as Instructional Material

The findings on the assessment of the materials and approaches to be used in developing the source book show that there was a great impact on the individual learner if the instructional material of the language laboratory teacher should be prepared well that responds to the need of the individual learner.

Based on these findings, the source book was prepared in the form of a content-based instructional material. It is further enhanced with drills that would give ample communicative approaches that would develop among the learners good sense of collaborative learning, integrative global language proficiency and contextual communicative competence in meaningful situations. Moreover, the sourcebook uses both print and non-print teaching aids as supporting materials.

Each lesson has the following special features:

1. Objectives – These are the language skills, social skills and values that each lesson aims to develop among the students.
2. Subject Matter – Is the lesson being covered within a period or a meeting.
3. Time Frame – It is the time allotted for the lesson which is usually 1 hour per week.
4. Supporting Materials – These are the print and non-print teaching aids used to facilitate the teaching and learning process. These include the following: drills on words, songs, video disc and cassette tape and pictures.
5. Listening Drills – These are the drills to be undertaken by each learner. The language laboratory specialist reads the words first to be familiarized with the correct pronunciation of the words observing the rudiments of speech.
6. Procedure – It is the sequential order of class activities towards the attainment of lesson objectives.

The sequence is as follows:

- a) Introduction of the Lesson
- b) Reading and discussion of the objectives
- c) Listening drills
- d) Simple discussion on the lesson
- e) Simple writing
- f) Giving of assignments

Guidelines on the Use of the Source Book

Inasmuch as most English professors have least use of the communicative, contextual and integrative approaches in language teaching, the following guidelines are provided in the use of the Source Book:

1. For teachers to develop the thinking, communicative and social skills, the material provides songs and pictures that could be used in pair or group discussions where proper decorum in expressing ideas is observed.
2. To train students to quest meanings of new words by context clues. The sentences, songs and pictures in the material provide hints that would discourage learners to be dictionary dependent.

3. The materials prepared must be maximally used based on the time allotted to be able to serve their purpose since students only attend the speech laboratory class twice a month in a one-hour duration per meeting only.
4. The simple comprehension questions for students to answer will develop in them important concepts and details of the materials where they also develop fluency, self-confidence and ease in the use of the language.

Summary of Findings

The data gathered gave the following findings:

1. English professors who teach speech classes either at the speech laboratory or in usual classroom should include materials, and aural presentations and semi-abstract thoughts in teaching the language.
2. English professors should use various instructional materials that they should not confine themselves only on the conventional approaches to teaching.
3. The preparation of the Source Book went through the following steps: the determination of the types of instructional materials and the types of approaches and strategies to be used; the selection of materials used as context on the basis of the values content; suitability to the maturity level, interests and experiences of students; writing of the first draft and the incorporation of the suggestions solicited from experts and the panelists as well.
4. The first draft of the source book was tried with the first batch of students who were enrolled in English 113 and it was revised on the basis of the findings of the tryout and the final form was tried with the second batch for refinement until the final form took place.

Conclusions

Based on findings, the following conclusions were arrived at:

1. While there is an abundance of commercially produced textbooks in English today, most of them are conventional or grammatical in approach. They do not address the needs of the students for communicative competencies in the use of the English Language. Therefore, the preparation of the sourcebook, which was responsive to the language needs in a particular social milieu, was still encouraged.

2. The Source Book is a good model for a one-hour class only. It could be used for the development of the communicative. Contextual and integrative approaches in language teaching, being in the form of a simple workbook.
3. The guidelines on the preparation of the source book are well defined hence easy to follow especially by amateurs in the production of self-prepared instructional materials.
4. The practical approaches bring paramount improvement in the teaching competencies of teachers in developing the global language skills, social skills and values of students.
5. Inasmuch as the teachers are educationally qualified to teach English, they have potential skills in producing teacher-made instructional materials for language teaching.

Recommendations

For the study to have a utilitarian value, these are the recommendations:

1. After the study shall have been defended and refined, it is recommended for use for the meantime in speech classes at the Technological Institute of the Philippines.
2. There should be a continuous faculty development program in the form of seminars and workshops that could update the teaching competencies of English professors on practical approaches to teaching.
3. Seminar-Workshops must be conducted to acquaint the teachers on the use of materials to be included in teaching.
4. Parallel studies should be undertaken on other English subjects.

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