

Evaluating Instructional Materials in Purposive Communication for Flexible Blended Learning: A Basis for Enhancement

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Abstract

This study sought to examine and evaluate the existing instructional tools used in Purposive Communication, a general education course under the CMO number 20, series 2013, in the current situation where the use of materials digitally are grounded with the aspiration to catch students' attention and build rapport since classes are authorized through online means. A well-planned, tailored fit, and critically crafted IM will be instrumental to carry out effective delivery of instruction, more so, a research-based developed IM will highly contribute to learners' advancement since it follows the systematic and scientific measures of preparation and development. This study used standardized research instrument to get students perspective on the materials used during their classes as end receivers in the teaching-learning process. The results indicated students' perspective on the acceptability, reliability, and validity of IMs and used as basis for the development and enhancement of instructional materials contributing for both students and teachers. Also, this study will come up with relevant suggestions on how materials in the teaching of Purposive Communication for the context of flexible-blended learning follow the standards and well-versed for the needs of the learners during such situations.

Keywords: instructional materials, Purposive Communication, communication, flexible-blended learning, materials preparation

Introduction

This study aims to examine existing instructional tools used in Purposive Communication using standardized instrument and taking consideration on how students perceive it as end-receivers of instruction. Materials evaluation as defined by Tomlinson and Masura (2004) is referred to as an activity which aims to measure set of learning

materials' value through judgements made based on its effects and appeal to the learners; its validity and flexibility; the ability of materials to catch the interest of learners; its value for learning, and effective delivery of instruction and assessment.

Purposive Communication as a course under the new general education programs which have been introduced due to country's educational and legislative movement in positioning K-12 Program as its new curricular framework aim to advance learners of becoming globally competent communication adept with rudimentary principles of communicative competencies and well-versed in using different modalities and channels available.

In the time where schools have been closed, and online distance learning has been implemented, several changes and improvements were made to keep abreast with the changing needs of the students so as to adapt with the current teaching-learning set up. As the CoVID-19 changed the landscape of education forever, the demands to provide new breed of instructional materials is necessary to support the delivery of instruction.

Furthermore, the researcher seeks enhancement on the instructional tools implemented in Purposive Communication with the aim to produce global Nationalian communicators, these criteria will be positioned, adapted from Abao, Alda & Bacus (2021), to ensure the development of students' critical and creative thinking skills, as the primordial goal of General Education Courses based on the Commission on Higher Education (CMO 20, series 2012): 1.) alignment of purpose, 2.) capacity of the learners 3.) localization and contextualization 4.) physical appearance of the instructional material, and 5.) challenge for lifelong learning.

It is the desire of this study to provide theoretical based suggestions on how we enhance instructional materials in Purposive Communication under the flexible blended learning context to maximize students learning and potential in order to produce globally competitive communicators.

First, a definition of instructional materials provided by Hainsworth (2003) may help readers, "instructional materials are the resources and tools used as vehicles to help communicate the information." Commonly, instructional materials are tangible and objects which provide support to visual or auditory demands of learners. Babcock & Miller (1994) opined that IMs aim to stimulate learner's senses and may lead to arousal of emotions from them. With this manner, it helps teachers to catch their audience's interest and simplify the message.

Also, instructional materials can be called as tools or aids, these terms may refer to one interchangeably without having change in meaning, form, or function. IMs do not intend to replace or substitute the teacher in the classroom, it is a component of curriculum to establish a supportive and student-friendly environment for learning. As Weston & Cranston (1986: 2003) noted, IM is intended to supplement the actual teaching.

During these times, materials need to be flexible also to cater the different learning needs of students, as Amadioha (2009) puts it “individual and contextual differences”. In this case, learning experience to become meaningful, the teacher should consider varying needs and interests of students and that must reflect on the instructional materials and aid. That is, IM should not only catch learners’ interests but also it should provide opportunity for learning interests of students.

According to Lee-Chua (2021) there are various issues which affect online learning of students and teachers too, the schedule of classes which for younger students are a lot less. The lack of appropriate gadget to use like tablets or laptops for Zoom meetings is one of the biggest hindrances in online distance learning to uphold synchronous classes. Aside from digital divide, there are other matters to take into account, like the psychological and mental issues which greatly affect students’ performance in their online classes. However, these predicaments were resolved somehow, for example, the issue on the use of gadgets due to schedule constraints can be settled through give and take of family members. Also, since not everyone in the family has their own private room in the house, the use of earphones become effective to avoid distractions. These are some of the challenges that a typical Filipino online learner has to face every class.

One of the constant challenges of students and teachers facing in context of blended learning is the digital divide, according to Heinrich Boll Stiftung’s article written by Santos (2020), less than 30% of the student population in the country has access to the internet, though 21st Century is an age of advancement in technology, it is still undeniable that many of our students still not have equal access on the device needed to cope with the requisites of blended learning, especially that pandemic hit the whole world and schools were forced to shut down and shifted the operations digitally, it is an ailing education system covered with the glamour of remote teaching-learning. However, the roots of the same of old problem has still been intact.

Status Quo of Purposive Communication

English is a necessity for the students as it plays a significant role particularly in the showcase and use of their four macro skills (speaking, listening, writing, and reading); and, the utilization of these skills is required in all tertiary level institutions (Paz, 2021). Presentations, reporting, thesis and research writing, simple essays, and even recitations: these activities and outputs require the advance use of language from the part of the learners. Additionally, the enhancement of these skills vary depending on the level where the students are at because the content of each level’s curriculum is distinct. Consequently, the transition of the country’s secondary level curriculum produced a chain of outcomes. One of the notable changes, or even additions, can be observed in the curriculum of the senior high school. The progress impacted the content of the curriculum of the proceeding level. For instance, the general education language classes are now removed in the tertiary level and the only second language subject left in the universities is Purposive Communication (Paz).

The ever changing needs of the learners can be seen as a challenge for the educators. They keep on improving their strategies and approaches so that they can address what it is to enhance on their students. To illustrate, Cruz (2014) made use of the multidisciplinary approach in teaching Purposive Communication. This sounds both plausible and counterintuitive at the same time because although the instructor might cover the application of language in various fields, they also might be wasting the time of the students because they can instead focus on the specific discipline the student is enrolled under. In relation to this, studies about the state of Purposive Communication in identified discipline will give us a broader understanding as to what there is to improve on the subject.

Santos, Miller, & Martin (2021) conducted a study about the contextualization of the subject's, Purposive Communication, syllabus for the Bachelor of Physical Education students. They were diagnosed first, starting with their proficiency level followed by the needs analysis, and the researchers came up with a proposed contextualized syllabus that is recommended and suggested for the students under the BPE course. To add, Tenedero and Orias (2016) also tried to design a Purposive Communication course for future accountants. The formulated course was based on the assessment methods, instructional materials, teaching strategies, and learning outcomes and these "were all determined based on the findings of Philippine studies exploring employer perspectives and investigating final year students' perspective of work-relevant communication skills in accounting practice".

Now that we have entered a new era, the issue does not end with just the type of approach or the qualities that the student possess, but the modality as well. The COVID-19 pandemic is a catalyst that changed all of the usual antiques of the students and the learners. The classes previously held in a face-to-face modality is now being held through online synchronous sessions. With the same primary concerns of the methods and the learning materials, it is a must for the instructors to make constant revisions and improvements. Paleb & Vera (2021) said that the teachers are not the only ones who bear the responsibility of being updated with technology during the teaching of the Purposive Communication subject during the online distant learning modality, the learners should also be able to navigate platforms and use their ICT skills for an easier teaching and learning process.

Learning Materials (LMs) of Purposive Communication

Functional education is the foundation for gainful work, personal growth, economic prosperity, moral development, and constructive interpersonal interactions in today's world; its absence means ignorance, underdevelopment, maladjustment, crime, poverty, and frustration, among other things. Without functional instructional tools to support innovative creation in all learning domains, effective teaching may be unavoidable. Instructional tools or learning materials are "essential tools in learning every subject in the school curriculum. They allow the students to interact with words, symbols and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology" (Bukoye, 2019).

All language teachers want to give materials that encourage their pupils to speak up, seek responses to questions, express their concerns, and read extensively and thoroughly. One of the most essential goals of education is to provide learners with the tools they need to improve their own futures and become contributing members of society rather than burdens on society and others. This purpose is well understood by English language teachers. As a result, they try to create such a setting for English language students by picking things that help students and their society's progress. "English language teachers are absolutely aware of this goal," as emphasized by Bulusan (2019). This is deemed true as teaching language studies in different tertiary level courses requires a lot of variables to be taken care of.

In the study of Tenedero and Orias (2019) titled "English that counts: Designing a purposive communication course for future accountants", there were two relevant problems about the creation of learning materials that need solutions. The first one is the "divergence between the principles espoused in the textbooks and the practices adopted in the workplace" (Evans, 2012; Williams, 1988, as cited in Lam, Cheng, & Kong, 2014).

Some of the examples provided are the contents of the textbooks about workplace communication. The desirable means and content mails, traditional and contemporary emails, are not being strictly followed by other professors especially those who are not teaching language subjects. This can be seen from the point of view of the students as a lesson that is not absolute or just a teaching that is theoretical. Pre and post pandemic communication both are multimodal in nature. Instructors and students can communicate in various ways such as emailing, online messaging, video calling, and conferencing. If the only teacher who follows or displays appropriate corporate communication is only the teacher of purposive communication, students might have doubts in the relevance of the lessons.

The second problem mentioned was "the role of authentic texts" in language courses. The study of Johns and Nodoushan (2015) reported that learners prefer materials with authentic use of language, meaning those that are observed from native speakers of the target language. The explanation to this is students want to see unedited uses of the "natural language". Moreover, authentic texts are more natural and do not necessarily follow the structure or the syntax of the language. The only problem with abiding with the wants of the students is these type of material is not made for teaching-learning purposes.

Metamorphosis of Purposive Communication's LMs

The study of Broke (2018) confirmed that the use of efficient and effective strategies and, at the same time, correct and appropriate materials reflects the effectiveness of the teachers. With the ever changing needs of the learners caused by not only the COVID-19 pandemic but the increasing demands of workplaces, local and international (Paleb & De Vera, 2021), there really is a need for improvements in the secondary language subjects. With that being said, this study will start with students

evaluation of the learning materials that their instructors are using. Afterwards, a discussion on the possible enhancements for the aforementioned materials will be formulated.

Objectives

The general objective of this study is to determine areas which must be enhanced in the existing instructional materials in Purposive Communication.

This study aims to explore and discuss the following:

1. Identify the level of students' perception on the suitability of the instructional materials in Purposive Communication based on the following:
 - 1.1. Content;
 - 1.2. Instructional Design;
 - 1.3. Technical Design, and
 - 1.4. Social Considerations.
2. Describe how do professors utilize the instructional materials in Purposive Communication.
3. Provide instructional material enhancement that may be drawn from the findings of the study.

Methods

This descriptive quantitative study tried to assess the learning materials used in Purposive Communication by the instructors based on the evaluation of the students. Further, the instructors of the subject were asked as well about how they utilize the materials in their lessons. The period of data gathering was during the second trimester of the academic year 2021-2022. The population, which came from the National University Baliwag located at Baliwag Complex, Brgy. Pagala, Baliuag, Bulacan, is 118 for the students and 9 for the instructors. Further, the sampling method utilized was simple random sampling. The students' sample size was 91 as computed using a sample size calculator (Qualtrics) with 95% confidence level and 5% margin of error. As for the instructors, the sampling method utilized was convenience sampling as the number of available respondents is low; hence the population will retain as is and the sample size was 9. With the existing COVID-19 pandemic, the data were gathered through Microsoft online forms.

The first and second objective of this study was accomplished through the adaptation of two data gathering tools. On the first hand, the first objective, which was addressed to the students, made use of the tool from the study of Ajoke (2017) titled The Importance of Instructional Materials in Teaching English as a Second Language. The tool was in the form of a Likert scale. It straightforwardly asked the students to evaluate

the learning materials of the subject in terms of the content, instructional design, technical design, and social considerations. On the other hand, the second objective addressed to the teachers made use of the study of Bukoye (2019) titled Utilization of Instruction Materials as Tools for Effective Academic Performance of Students: Implications for Counselling. In this study, the roles learning materials were mentioned. The instructors were asked if they do or do not share the same purposes in their use of their learning materials. Additionally, they were given the chance to include other purposes or objectives not mentioned by the tool. The answers of both the students and the instructors were subjected for an analysis.

Results

CONTENT	Mean	Standard Deviation	Interpretation
Content is current	3.35	0.57	Strongly Agree
Content is accurate	3.35	0.57	Strongly Agree
Content support PEI/CAMET/APEF Curriculum	3.26	0.45	Strongly Agree
Scope (range) and depth of topics are appropriate to student needs	3.3	0.47	Strongly Agree
Level of difficulty is appropriate for intended audience	3.22	0.60	Agree
Content integrates "real-world" experiences	3.3	0.70	Strongly Agree
OVERALL MEAN	3.25	0.46	Strongly Agree

Table 1. Content

Legend: "1.00 – 1.74: Strongly Disagree", "1.75 – 2.49: Disagree", "2.50 – 3.24: Agree", and "3.25 – 4.00: Strongly Agree"

Table No. 1 shows the evaluation on digital resources in terms of content. There are seven statements under this domain. The statements "Content is current" and "Content is accurate" have the same mean of 3.35, which is the highest mean among all statements; they both have a standard deviation of 0.57 and are interpreted as Strongly Agree. The statements "Scope (ranging) and depth of subjects are relevant to student needs" and "Content incorporates "real-world" experiences" were tied on the resultant mean of 3.3, but their standard deviations differed by 0.45 and 0.70, respectively, and were also read as Strongly Agree. While the statement "Content support PEI/CAMET/APEF Curriculum" has a mean of 3.26 and a standard deviation of 0.45, with a verbal interpretation of Strongly Agree. However, statement "Level of difficulty is appropriate for intended audience" and "Material has significant Canadian content" got an interpretation of Agree with resulting mean of 3.22 and 2.96 with standard deviation of 0.6 and 0.56, respectively. With a mean of 3.25 and a standard deviation of 0.46, respondents rated this domain as Strongly Agree.

INSTRUCTIONAL DESIGN	Mean	Standard Deviation	Interpretation
Instructional prerequisites are stated or easily inferred	3.3	0.56	Strongly Agree
Instructional goals and learner objectives are clearly stated	3.26	0.54	Strongly Agree
Opportunities are provided for different levels of instructions	3.17	0.58	Agree
Opportunities are provided for different levels of interactivity	3.17	0.58	Agree
Interaction promotes meaningful learning	3.3	0.47	Strongly Agree
Methodology promotes development of communication skills	3.35	0.57	Strongly Agree
Resource encourages group interaction	3.17	0.58	Agree
Resource encourages student creativity	3.22	0.6	Agree
Resource allows/encourages students to work independently	3.26	0.45	Strongly Agree
Materials are well organized and structured	3.26	0.54	Strongly Agree
Materials have unity/congruency	3.26	0.62	Strongly Agree
Concepts are clearly introduced	3.43	0.51	Strongly Agree
Content chunking and sequencing are appropriate	3.22	0.6	Agree
User navigation through program are appropriate	3.39	0.5	Strongly Agree
Content depth is appropriate to target audience(s)	3.35	0.49	Strongly Agree
Program can be integrated with other activities in the same subject	3.39	0.5	Strongly Agree
Non-technical vocabulary is appropriate	3.26	0.54	Strongly Agree
Technical terms are consistently explained/introduced	3.26	0.54	Strongly Agree
Pedagogy is innovative	3.13	0.63	Agree
Quantitative feedback is used where appropriate.	3.35	0.63	Strongly Agree
Adequate/appropriate assessment/evaluation tools are provided	3.17	0.65	Agree
User inputs are monitored	3.26	0.62	Strongly Agree
Feedback in non-threatening, immediate, positive, motivational, and user-sensitive	3.26	0.54	Strongly Agree
Feedback is appropriate to user's previous responses.	3.26	0.54	Strongly Agree

Qualitative feedback is used where appropriate.	3.35	0.49	Strongly Agree
OVERALL MEAN	3.27	0.42	Strongly Agree

Table 2. Instructional Design

Legend: "1.00 – 1.74: Strongly Disagree", "1.75 – 2.49: Disagree", "2.50 – 3.24: Agree", and "3.25 – 4.00: Strongly Agree"

Table 2 shows the evaluation on digital resources in terms of instructional design. There are twenty-five statements under this domain. The highest mean on this domain is 3.43, which falls under the statement "Concepts are clearly introduced," with a standard deviation of 0.51 and a verbal interpretation of Strongly Agree. The statements "User navigation through program are appropriate" and "Program can be integrated with other activities in the same subject" have a mean and standard deviation of 3.39 and 0.50, respectively, with a verbal interpretation of "Strongly Agree." Following statements such as "Quantitative feedback is used where appropriate," "Methodology promotes development of communication skills," "Content depth is appropriate to target audience(s)," and "Quantitative feedback is used where appropriate" received a mean of 3.35, with standard deviations of 0.63, 0.57, 0.49, and 0.49, respectively and a verbal interpretation of Strongly Agree. The statements "Instructional requirements are mentioned or readily inferred" and "Interaction fosters meaningful learning" yielded a mean of 3.3 with standard deviations of 0.57 and 0.47, respectively, and were evaluated as Strongly Agree. The mean for nine statements in this domain is 3.26, with the statements "Materials have unity/congruency" and "User inputs are monitored" having the highest standard deviation of 0.62. Six statements have the same standard deviation of 0.54: "Instructional goals and learner objectives are clearly stated," "Materials are well organized and structured," "Non-technical vocabulary is appropriate," "Technical terms are consistently explained/introduced," "Feedback is non-threatening, immediate, positive, motivational, and user-sensitive," and "Feedback is appropriate to user's previous responses." Nine statements under this domain has the same mean of 3.26, statements "Materials have unity/congruency", and "User inputs are monitored", got the same standard deviation of 0.62. Six statements has the same by standard deviation of 0.54 those are "Instructional goals and learner objectives are clearly stated", "Materials are well organized and structured", "Non-technical vocabulary is appropriate", "Technical terms are consistently explained/introduced", "Feedback in non-threatening, immediate, positive, motivational, and user-sensitive", "Feedback is appropriate to user's previous responses." Furthermore, the statement "Resource allows/encourages children to work independently" had the lowest standard deviation of 0.45. and each received a verbal interpretation of Strongly Agree. The following statements, "Resource encourages student creativity" and "Content chunking and sequencing are appropriate," had a mean of 3.22 and a standard deviation of 0.6, respectively, with a verbal interpretation of Agree. Furthermore, the statements "Adequate/appropriate assessment/evaluation tools are provided," "Opportunities for different levels of instruction are provided," "Opportunities for different levels of interactivity are provided," and "Resource encourages group interaction" have a mean of 3.17, a standard deviation of 0.65, 0.58, 0.58, and 0.58, and a verbal interpretation of Strongly Agree. The statement "Pedagogy is innovative"

received the lowest mean of 3.13, while its standard deviation is 0.63, with a verbal interpretation of Strongly Agree. Overall, respondents rated this domain as Strongly Agree, with a mean of 3.27, a standard deviation of 0.42, and a verbal interpretation of Strongly Agree.

TECHNICAL DESIGN	Mean	Standard Deviation	Interpretation
Appropriate support material are provided	3.43	0.51	Strongly Agree
Visual design is interesting/effective	3.22	0.6	Agree
Illustrations/visuals are effective /appropriate	3.22	0.52	Agree
Makes balanced use of graphics, animation and video	3.17	0.65	Agree
Input and output are used effectively	3.3	0.47	Strongly Agree
A help function is provided and appropriate	3.17	0.58	Agree
Where appropriate, material can be networked or shared across platforms, or retrieved using standard Internet tools	3.35	0.65	Strongly Agree
On-screen text is clearly readable	3.13	0.63	Agree
Screen layout is logical and consistent	3.09	0.6	Agree
Users can easily employ the resource	3.22	0.6	Agree
Teacher control of feedback or progress is provided and appropriate	3.26	0.54	Strongly Agree
Resource makes effective use of various mediums	3.3	0.56	Strongly Agree
OVERALL MEAN	3.24	0.47	Agree

Table 3. Technical Design

Legend: "1.00 – 1.74: Strongly Disagree", "1.75 – 2.49: Disagree", "2.50 – 3.24: Agree", and "3.25 – 4.00: Strongly Agree"

Table 3 shows the evaluation on digital resources in terms of technical design. There are twelve statements under this domain. The statement "Appropriate support material is provided" had the highest mean of 3.43 and the standard deviation of 0.51. It is followed by the phrase "Where appropriate, material can be networked or shared across platforms, or retrieved using standard Internet tools," with a mean of 3.35 and a standard deviation of 0.65. Following that are statements and "Resource makes effective use of various mediums" and "Input and output are used effectively," both of which tied for 3.3 with mean and Standard Deviation of 0.56 and 0.47, respectively. The mean and standard deviation for the statement "Teacher control of feedback or progress is offered and suitable" are 3.26 and 0.54, respectively. All the statements mentioned above have a verbal meaning of Strongly Agree. However, the following statements will be interpreted verbally as Agree. Three statements of this domain have the same mean of 3.22, those are statements "Visual design is interesting/effective", "Users can easily use the resource", and "Illustrations/visuals are effective /appropriate" however their standard deviation is

0.6, 0.6 and 0.52, respectively. Moreover, with standard deviations of 0.65 and 0.58, the statements "Makes balanced use of graphics, animation, and video" and "A help function is provided and appropriate" tied on 3.17. Finally, the statements "On-screen text is clearly readable" and "Screen layout is logical and consistent" had the lowest mean of 3.13 and 3.09, respectively, with standard deviations of 0.6 and 0.63. Overall, respondents rated this domain as Agree, with a mean score of 3.24 and a standard deviation of 0.47.

SOCIAL CONSIDERATION	Mean	Standard Deviation	Interpretation
Gender/sexual roles	2.61	0.72	Suitable or applicable
Sexual Orientation	2.61	0.72	Suitable or applicable
Belief systems	2.74	0.54	Suitable or applicable
Age	2.74	0.54	Suitable or applicable
Socio-economic status	2.7	0.47	Suitable or applicable
Political bias	2.39	0.84	Suitable or applicable
Regional bias	2.52	0.67	Suitable or applicable
Multiculturalism/anti-racism	2.61	0.66	Suitable or applicable
Aboriginal culture/roles	2.61	0.66	Suitable or applicable
Special needs	2.57	0.73	Suitable or applicable
Ethical/legal issues	2.57	0.66	Suitable or applicable
Language	2.78	0.52	Suitable or applicable
Violence	2.61	0.72	Suitable or applicable
Safety standards/compliance	2.74	0.54	Suitable or applicable
OVERALL MEAN	2.63	0.45	Suitable or applicable

Table 4. Social Consideration

Legend: "1.00 – 1.66: Not Applicable", "1.67 – 2.33: Not suitable or applicable", and "2.34 – 3.00: Suitable or applicable"

Table 4 shows the evaluation on digital resources in terms of social consideration. There are fourteen statements under this domain. It is shown that all statements have an interpretation of Suitable or applicable. "Language" had the greatest mean of 2.78 and the standard deviation of 0.52. It is followed by a mean of 2.74 and a standard deviation of 0.54 for the statements "Belief systems," "Age," and "Safety standards/compliance." The statement "Socioeconomic status" is next, with a mean of 2.7 and a standard deviation of 0.47. This domain's five assertions all had the same mean of 2.61. The statements "Gender/sexual roles," "Sexual Orientation," and "Violence" all had the same standard deviation of 0.72. While "Multiculturalism/anti-racism" and "Aboriginal culture/roles" are tied at 0.66 standard deviation. The mean of the statements "Special needs" and "Ethical/legal issues" is 2.57, with standard deviations of 0.73 and 0.66, respectively. Statement "Regional bias" has the mean of 2.52 and standard deviation of 0.67. Finally, while "political bias" had the lowest mean of 2.39, it had the largest standard deviation of 0.84. With an aggregate mean of 2.63 and a standard deviation of 0.45, respondents rated this domain as Suitable or applicable.

HOW INSTRUCTORS UTILIZE LEARNING MATERIALS IN PURPOSIVE COMMUNICATION	Mean	Standard Deviation	Interpretation
I utilize the learning materials to enhance the memory level of the students.	3.78	0.45	Strongly Agree
I utilize the learning materials to facilitate the teaching-learning process.	4.00	0.33	Strongly Agree
I utilize the learning materials to improve the students' rate of accumulation.	3.78	0.6	Strongly Agree
I utilize the learning materials to correct wrong impression and illustration things that, learners cannot forget easily.	2.89	0.56	Agree
I utilize the learning materials to assist in giving sense of reality to the body of knowledge under discussions.	4.00	0.55	Strongly Agree
I utilize the learning materials to give lessons a personal look and encourages my creativity.	3.67	0.43	Strongly Agree
I utilize the learning materials to permit the students and myself to experience in concrete terms the learning activities that can promote the idea of self-evaluation.	3.56	0.34	Strongly Agree
OVERALL MEAN	3.67	0.54	Strongly Agree

Table 5. How instructors utilize learning materials in purposive communication
Legend: "1.00 – 1.74: Strongly Disagree", "1.75 – 2.49: Disagree", "2.50 – 3.24: Agree", and "3.25 – 4.00: Strongly Agree"

Table 5 shows how instructors utilize learning materials in purposive communication. There are 7 statements under this domain. The statements "I utilize the learning materials to assist in giving sense of reality to the body of knowledge under discussions" and "I utilize the learning materials to facilitate the teaching-learning process" had the perfect mean of 4.00 and standard deviations of 0.55 and 0.33, respectively. It is followed by "I utilize the learning materials to improve the students' rate of accumulation" and "I utilize the learning materials to enhance the memory level of the students" got the same mean of 3.78 and standard deviations of 0.6 and 0.45, respectively. However, statement "I utilize the learning materials to give lessons a personal look and encourages my creativity" has the mean of 3.67 and standard deviation of 0.43. It is followed by the statement "I utilize learning materials to permit students and myself to experience in concrete terms the learning activities that can promote the idea of self-evaluation," which has a mean of 3.56 and a standard deviation of 0.34. Finally, the lowest mean is 2.89 for the statement "I utilize the learning materials to correct wrong impression and illustration

things that, learners cannot forget easily," with a standard deviation of 0.56. Only this sentence, among others, received a vocal interpretation of Agree. This domain received an overall interpretation of Strongly Agree, with a mean of 3.67 and a standard deviation of 0.54.

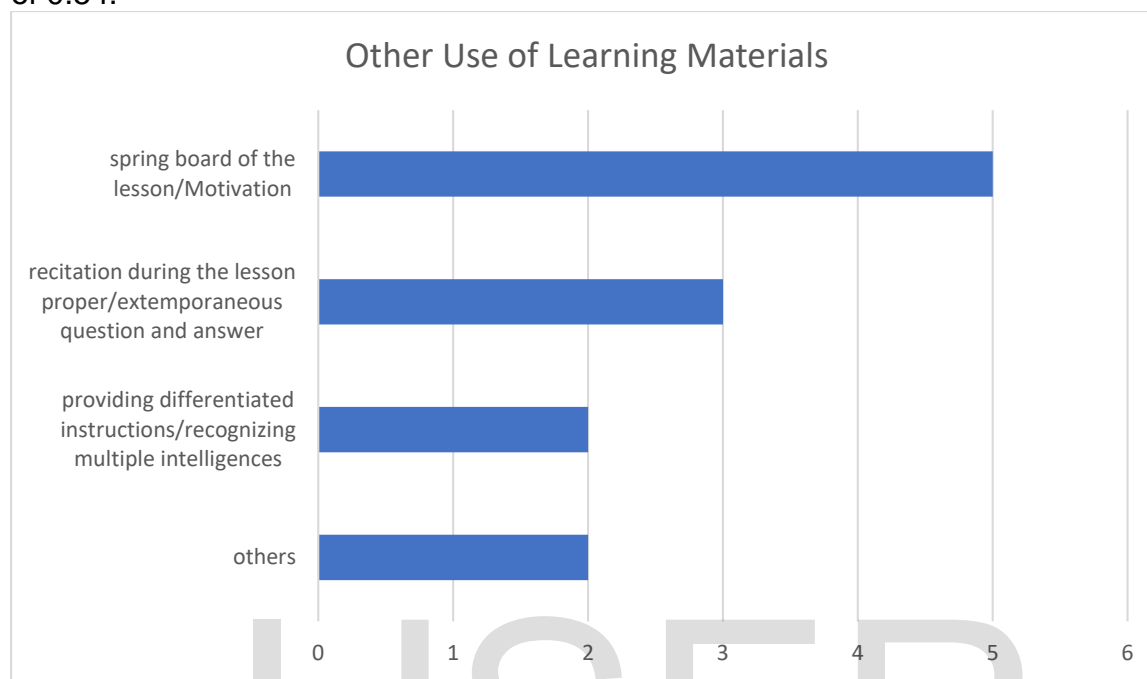


Figure 1. Other use of learning materials

Figure 1 shows the responses of the instructors to the question “Aside from the mentioned uses, do you have other ways of utilizing your learning materials in your Purposive Communication class? If ‘Yes’, please specify.” More than half of the respondents, 5 out of 9, mentioned either the term “springboard” or “motivation” in their answers. Further, there were 3 mentions of recitation or question and answer. 2 respondents said that they are using their materials to provide differentiated instructions. Lastly, one respondent said that they use their LMs for “learning support” and one said “for summarization of the lesson”.

Discussion

The students’ evaluation of the suitability of the LMs in Purposive Communication in terms of the 4 elements gave us positive results. All of the elements were assessed to be of the highest grade; therefore suggests the continuation of the use of the materials being utilized by the instructors of the subject. For future studies, the results suggest focusing on the least graded statements per criterion as this can be further discussed by the students through a qualitative study particularly an ethnographical one.

For instance, for the Content of the LMs, the lowest in terms of the mean is the statement “Level of difficulty is appropriate for intended audience.” Since the study does not cover the characteristics of the learners that can count as intervening variables, studies can be

made out of this outcome. There are three statements with the least mean in the Instructional Design: Opportunities are provided for different levels of instructions; Opportunities are provided for different levels of interactivity; Resource encourages group interaction; and Adequate/appropriate assessment/evaluation tools are provided. Although these statements got an interpretation of Strongly Agree, it is also worth noting that some students, even if few in numbers, have been experiencing difficulties in absorbing information in their language lesson. This is proven true by the answer of the instructors in the question about their utilization of LMs. Only 2 teacher-participants highlighted that they make use of LMs for the purpose of differentiated instructions. Moving on, in the Technical Design criterion, the least mean is for the statement "Screen layout is logical and consistent" criteria. The screen layout here refers to the following: slide presentation, audio-visual presentation, and online meeting screen layout. Since the data were gathered during the COVID-19 pandemic, there should be a consideration with the device or devices and internet connectivity being used by both the students and instructors. Lastly for the Social Consideration criterion, there are no notable statements that received a mean score that is borderline not Suitable or Applicable. This means that the instructors were able to successfully integrate social consideration factors particularly those that are considered trivial in this day of age such as gender, religion, politics, and culture.

The answer to how the instructors use their learning materials in their Purposive Communication classes can also lead to some improvements. All of the statements gathered a Strongly Agree interpretation except for one which is the statement "I utilize the learning materials to correct wrong impression and illustration things that learners cannot forget easily." Although the mean is favorable, 2.88 or Agree, please mind that the number of teacher-participants is low. There is no guarantee that this will retain if the sample size is bigger. Aside from the mentioned uses, instructors listed other ways on how they use their LMs in their classes. Since this study does not evaluate and assess their utilization, it is not possible to conclude that those uses are effective and efficient as well.

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