

**EVALUATION OF A LANGUAGE BOOK IN RIZAL
TECHNOLOGICAL UNIVERSITY: A PHILIPPINE
EXPERIENCE TOWARDS
DEVELOPMENT OF LEARNING MATERIAL**

MELVIN ORIO MORTERA*

IMELDA DANCEL-SIOSON*

EDITHA MACALINAO*

ABSTRACT

In Rizal Technological University (RTU), a premier institution of higher learning in the Philippines, efforts in the production thrusts are simultaneously develop through programs and activities based on the key result areas set by the Commission on Higher Education such as access and equity, quality and excellence, relevance and responsiveness and, efficiency and effectiveness.

To attain stated indicators, it is necessary for higher education institutions to be cautious in implementing actions in the area of production. There is an active determination of production in Rizal Technological University. Thus, there is a need to analyze and ensure the quality of production outputs (instructional materials, books, modules etc.).

The focus in this study is an evaluation of a language book entitled as Communication in Academic Filipino (Komunikasyon sa Akademikong Filipino by Mortera, 2009). With the objective of pursuing development of books in a language course for tertiary, evaluation is indispensable.

* Rizal Technological University, Philippines

This research aimed to assess a specific language book based on aspects (content, educational approaches, organization and illustration), all for the development and modification of language learning material in RTU.

Keywords: evaluation, language book, elaboration, learning material

Introduction

Higher Education Institutions in the Philippines are continuously extending its efforts in promoting quality instruction, culture of research, productive extension and community linkages and relevant production outputs.

Those concerns are established through interrelated programs and activities. Those specified thrusts are link to each other for the development of learning resources inside an academic community.

Instructional materials play significant role in a teaching and learning context. This is based on the constructivists' perspectives. As a trend today, these serve as partner in instructional technology.

Jonassen in the book of Corpuz and Lucido (2008) assumed that instructional materials play the role as a companion and as a part of any academic actions, collaboration, reflection and critical thinking.

The challenge is a much cautious way of producing materials for the purpose of teaching and learning.

In the context of Philippine education setting, the use of textbook is significant. In instructional scenario, particularly in colleges and universities, books are useful resource of concepts substantial for any language course.

In a report of Inquirer (2009), Antonio Calipho Go discovered seven hundred (700) erroneous concepts in a language book for basic education.

Almario (2010), a national artist for literary arts, cited that there is a need to critically analyze and modify textbooks. He emphasizes that it should be applied to all books.

Almario (2010), as a language and literary advocate, is aiming for the development of excellence in instruction, specifically in a Filipino language course utilizing a top-down approach. He added in the book *Agenda in Language Research A Conference Report*(Adyenda sa Saliksik Wika Ulat ng Kumperensiya, 2008) that this approach entails development starting from tertiary down to elementary level.

As a response to this call, researchers established an evaluation of a particular language book entitled as *Komunikasyon sa Akademikong Filipino* (Communication in Academic Filipino).

Catacataca and Espiritu (2005) and Seguin (http://www.unesco.org/education/pdf/55_16.pdf, retrieved in 2012), mentioned a concept of elaboration of books. Elaboration starts from preparation up to evaluation of a final copy of book.

In an online handbook of Seguin (retrieved on 2012), considerations in the process of elaboration is indicated. He stress that in evaluating written materials, one must clarify the category of the book, the responsibility, the objective in using, training for teacher users and the people behind the production of book.

Elaboration may originate from the production of manuscript bearing in mind the relation to the curriculum, references for the content of the book, appropriateness, objectivity, learning experiences, interdisciplinary mode, pedagogical approaches, level of skill, interest and

motivation of students. In addition to this, to emphasize student users, one may perceive the responsibility and method of the written material to arouse and motivate them to think, learn and prepare for the process of assessment.

The process of elaboration may focus on the evaluation based on the following criteria: objectives and the users, author, appropriateness and truthfulness, objectivity, newness and scope

(http://www.tarleton.edu/departments/library/library_module/unit8/8books_lm.htm retrieved on 2013).

It is important to note if objectives of the book are stated directly or implied. Also, it is necessary to consider the users, the language tone and the authenticity of information.

In assessing the author, an evaluator may check the qualifications and expertise on the subject of the book. It is also good to know the copyright holder and read reviews on the authors other work.

Evaluators must also reflect on the authenticity of references and check the copyright. As to objectivity, one must think and gauge fact and opinion, and ensure if proper citations are made by the author. Consider also the date of publication and the newness of facts. Users must also make sure of the scope of topics being discussed in the book.

In a separate academic site (<http://novaonline.nvcc.edu/eli/lbr105/unit4/evaluatebook.htm> retrieved on 2013), a run-down of criteria in evaluating books is also discussed. This included the following: content, date, authority, level of difficulty and objectives.

In the context of this study, it is expected to answer the following: *the level of acceptance of teachers on the book based on content, educational approaches, organization, and illustration; the level of acceptance of students on the book based on content, educational*

approaches, organization, and illustration, and; the significant differences between the level of acceptance of teachers and students on the book based on stated aspects.

The book under study is utilized in Rizal Technological University (RTU), a premier institution of higher learning, since 2009 as part of learning package project of Instructional Materials Development Office (IMDO).

Conceptual Framework

Quoted from Seguin (sa http://www.unesco.org/education/pdf/55_16.pdf, retrieved on 2012), the effectiveness of teaching and learning in any institution is based on the factor of utilizing books. He added that this may affect the system of education. So, the quality of books should be valued and recognized their relationship to the objectives and content of the curriculum and its significant to the instructional process.

The level of acceptance of teachers and students on the book is studied based on the aspects of content, educational approaches, organization and illustration.

To specify the consistency of evaluation, significant differences on the perspectives of teachers and students as users are tested. This may also lead to decision making on the null hypothesis.

This is explained in the following paradigm.

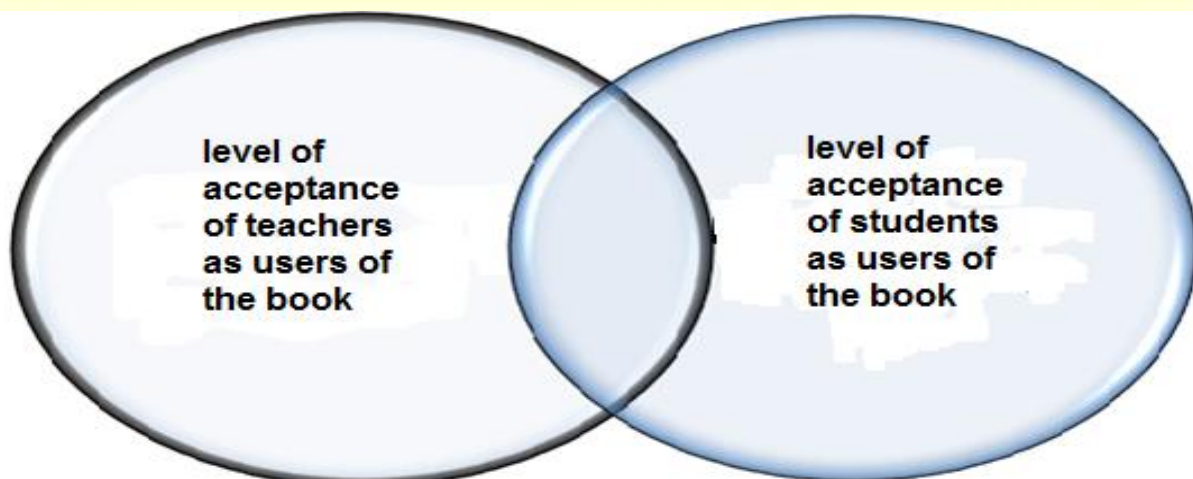


Figure 1- Paradigm of the Study
(establishing the differences of perspectives)

As shown in Figure 1, a simple Venn diagram is utilized to express the differences between the perspectives of teachers and students as users of the book.

Materials and Methods

A descriptive type is used in this study. As Lartec et.al (2011) pointed out that this method is appropriate for describing a present practices or scenarios. A particular practice under study is the utilization of book and its evaluation.

The respondents are language teachers (16) and students (371 sample got from the Slovin's formula) whom are users of the book. Weighted mean is utilized to come up with the level of acceptance while t-test for two independent samples is used to test the significant differences of teachers and students perspectives. A Statistical Package for Social Sciences (SPSS) software was also used to compute stated statistical tools.

A standardized instrument from Seguin (2012) retrieved from http://www.unesco.org/education/pdf/55_16.pdf, is utilized. It is divided in four aspects of evaluation (content, educational approach, organization and illustration).

The level of acceptance is based on a 5-point scale stated below.

Numerical	Scale	Level of Acceptance
5	4.20 - 5.00	very high
4	3.40 - 4.19	high
3	2.60 - 3.33	average
2	1.80 - 2.59	low
1	1.00 - 1.79	very low

Results

This study seeks to answer the level of acceptance of teachers and students as users of a language book based on the following aspects suggests by Seguin (2012): *content, educational approaches, organization* and *illustration*. It will also test the significant differences between the two groups' level of acceptability.

Determining the acceptability level of respondents and their perspectives will lead to the modification and development of language material in Rizal Technological University. This may also result in producing initiatives for advancement of language teaching in the Philippines.

Results of this study is presented in the following matrices.

Table 1

Level of Acceptance of Teachers as Users of a Language Book

Aspects of the Language Book	Specific	Weighted Mean	Level of Acceptance
Content	The content of the book is relative to the objective of the curriculum.	4.56	Very high
Educational Approaches	Strategies to execute the book is based on the concepts of authority in the field of education	4.41	Very high
Organization	Usage of language (phrases) is appropriate to the level of users.	4.63	Very high
Illustration	Illustrations are engaging.	4.38	Very high

Table 1 shows that level of acceptance of teachers as users of the book, based on the stated aspects is very high. Teachers posted a weighted mean of 4.56 for the content, specifying that it is relative to the objective of the curriculum. For educational approaches (4.41), they thought that strategies relative to the book is based on the concepts of authority in the field of education. As to the organization, having a weighted mean of 4.63 directs their perspectives that usage of language (phrases) is appropriate to the level of users. Then, illustrations are engaging to them as cited on the weighted mean of 4.38.

The following table presents the level of acceptance of students as users of a language book. Stated in the matrix are the four aspects, specified thoughts, the weighted mean and level of acceptability.

Table 2

Level of Acceptance of Students as Users of a Language Book

Aspects of the Language Book	Specific	Weighted Mean	Level of Acceptance
Content	The content of the book develops the social and moral aspects of an individual.	4.27	Very high
Educational Approaches	There are relative activities in every chapter.	4.22	Very high
Organization	The arrangement of the book is significant to the content.	4.26	Very high
Illustration	Illustrations are relative to concepts written in the book.	4.25	Very high

It can be seen on Table 2 that the level of acceptance of students as users of the book, based on the stated aspects is also very high. For students, the content of the book develops the

social and moral aspects of individual. This is pointed out with the weighted mean of 4.27. Also, they thought that there are relative activities in every chapter that will help for the execution of educational approaches (4.22). To them, arrangement of the book is significant to the content as expressed with the weighted mean of 4.26. Then, illustrations are relative to concepts written in the book as cited with the weighted mean of 4.25.

Posted in the next matrix are the significant differences on the level of acceptance of teachers and students as users of a language book in RTU. Also, the decisions on the null hypothesis are also presented

Table 3
Significant Differences on the Level of Acceptance of Teachers and Students
as Users of a Language Book

Aspects of the Language Book	P-value	Significance Level	Decision on the Null Hypothesis	Interpretation
Content	0.004	0.05	Do not accept	Has significant differences
Educational Approaches	0.027			
Organization	0.004			
Illustration	0.853		Accept	No significant differences

As posted in the Table 3, the aspects content, educational approaches and organization has 0.004, 0.027 and 0.004 P-values respectively. These are less than the significance value of 0.05. Thus, the null hypothesis is rejected.

There are significant differences on the level of acceptance of teachers and students on the aspects of content, educational approaches and organization.

For the illustration, the P-value is 0.853. It is greater than the significance level of 0.05. Therefore, the null hypothesis is accepted. There are no significant differences on the level of acceptance of teachers and students as book users on the aspect of illustration.

Discussions

Findings indicate that teachers and students level of acceptance is very high in terms of the content, educational approaches, organization and illustration of the language book under study.

Concerns of teachers are purely for teaching perspectives. For them, the content of the book is congruent to the objective of the curriculum. As Eisner in Ornstein (1990) proves that the basis of written learning materials is the curriculum.

Educational approaches for the book should not always depend on the content. Salandanan (2000) explained that the methodology of teachers should extend to other references more than a specific book at hand. Supporting materials for the book are significant (Nunan, 2009).

The appropriateness of language of the book is also important to be congruent with the level of comprehension of users. Since the book evaluated is a language material, it is necessary to present it in a way that users will learn it communicatively (Nunan, 2009).

Salandanan (2000) also said, illustrations that are engaging to users will help to clarify concepts written and presented in the book.

For students as users of the book, the nature of their perspective is for learning. To them, the book evaluated helps them develop their social and moral views. For a language material, it is expected that it may help readers to have a communicative competence. Savignon in Celce-Murcia (2006) explained that the skills of a language learner may also focused on socio-cultural aspects. Whatever he reads and learns may apply to a sociological interaction or with the communication dynamics outside a language classroom.

Activities presented in a book plays a significant role in educational approaches. Davies and Green in Nunan (2009) suggest a Directed Activities Related to Text (DART) model. It is important to have related activities after every discussion in any reference material. This will help students to respond to text and analyze critically. Davies in Nunan (2009) called this as an active reading task.

Some language books are having added learning materials, as practice by Larsen-Freeman in Nunan (2009) in grammar dimension of language teaching.

The value of written text is based on the application of learned concepts in real life. The book must share and teach the connection of learned concepts in and out of the learning environment. A language classroom utilizing instructional material must be an appreciative milieu.

The relation of illustrations to written text is appreciated by students. This is true to learners that are visually oriented. After seeing any graphics, pictures and figures, they are arouse to think in a metacognitive way. Willing in Nunan (2009) describes those students as concrete and analytic learner.

Teachers and students as users of any language materials have their own purposes. This study proves that perspectives of teachers and students may differ in content, educational

approaches and organization. Equally having a very high acceptability, they are much common with their thoughts about the illustration.

Debes in Sampath et.al (2007) advocates for visual literacy. The visual aspect of the process of instruction is significant for any pedagogical activity. Concepts are best learned if associated with graphics, pictures, figures, iconic and symbolic experiences.

Findings in this study suggest to have seminars and workshops for teachers focusing on how to select and use a book as an instructional material. This should be a priority program of Instructional Materials Development Office (IMDO) of the University.

It is also encourage that teachers may produce quality materials as a product of their long experience and expertise in instruction and research.

To attain this, RTU should form a committee for textbook evaluation to ensure the quality of learning materials. This may add to the present mandate of IMDO.

It is also recommended to widen the culture of evaluating and reading books in RTU as part of improving production output.

References

- Almario, V. (1996). *Patnubay sa pagsasalin*. Manila: National Commission on the Culture and the Arts.
- Almario, V. (1997). *Tradisyon at wikang Filipino*. Quezon City: Sentro ng Wikang Filipino, University of the Philippines.
- Batnag, A. & Petras, J. (2009). *Teksbuk sa pagsasalin*. Quezon City: C & E Publishing, Inc.
- Calmorin, L. & Calmorin, M. (2004). *Statistics in Education and the Sciences*. Manila: Rex Book Store.
- Celce-Murcia M.,(2006). *Teaching English as a second or foreign language third ed*. Singapore: Thomson Learning Asia.
- Eckel, P.D. & Kezar, A. (2003). *Taking the reins Institutional transformation in higher education*. American Council on Education and PraegerPublishers.
- Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. Bristol, PA: Falmer Press.
- Fraenkel, J. & Wallen, N. (2003). *How to design and evaluate research in Education*. United States: McGraw-Hill.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Harrington, R. (2006). *Taking sides clashing views on controversial issues in classroom management*. McGraw-Hill.
- Hoy,W. & Miskel,C. (2008). *Educational administration theory, research, and practice, 8th Ed*. New York: McGrawHill.
- Newstrom, J. (2011). *Organizational behavior*. McGraw-Hill International Edition.
- Nunan, D. (2009). *Second language teaching & learning*. Pasig City: Cengage Learning Asia.
- Ornstein, A. (1990). *Strategies for effective teaching*. New York: HarperCollins Publishers.

Peregrino, J., Constantino, P. at Ocampo, N. (2005). *Minanga mga babasahin sa varayti at varyasyon ng Filipino*. Quezon City: Sentro ng Wikang Filipino-UP.

Salandanan, G. (2000). *Teaching approaches and strategies*. Quezon City: Katha Publishing Co., Inc.

Sampath, K., Panneerselvam, A. at Santhanam, S. (2007). *Introduction to educational technology*. New Delhi: Sterling Publisher Private Limited.

Seguin, R. (2000). *The elaboration of school textbooks methodological guide*. Nakuha noong Setyembre, 2012 sa http://www.unesco.org/education/pdf/55_16.pdf.

Zafra, G. (2008). *Adyenda sa saliksik wika ulat sa kumperensiya*. Quezon City: Sentro ng Wikang Filipino University of the Philippines-Diliman.

