

PARENTS' EVALUATION OF SPEECH IMPROVEMENT FOR KIDS COURSE AND PUPILS' LANGUAGE COMPETENCE

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Abstract

The study evaluates the pupil's language competence and the clientele's satisfaction rating of the services and facilities of the Intercultural Institute for Languages (IIL) for the Speech Improvement for Kids. It made use of descriptive method using assessment technique using a survey questionnaire for 26 parent-respondents who enrolled their children in Speech Improvement for Kids during summer 2013 and first semester 2013-2014.

Results show that there is a very high satisfaction level in the different components of the course and the services and facilities at the IIL and parent-respondents are willing to recommend the course to others. It is concluded that the IIL through the course: Speech Improvement for Kids has developed the pupils' language competence and has gained very high satisfaction level from its clientele. Nonetheless, it is recommended to improve grouping scheme, scheduling and increase pronunciation and articulation drills.

Keywords: Speech improvement for Kids, language competence,
Intercultural Institute for Languages, satisfaction level

Introduction

Language is entwined in all our attempts to make sense of our experience in the world (Lindfors, 1991 as cited by Clark, B, 2010). Language helps us understand the world around us and it also helps us interact with other people in our world. There are several theories on language acquisition. The nativists believe that language is innate in a child while behaviorists believe otherwise. According to Skinner, a behaviorist, the emergence of language is the result of imitation and reinforcement.(Cherry, K. , 2014) Language development is a result of repetition and encouragement. When a child learns a language, there should be a stimulating and rich linguistic environment that will support the language development of the child. Language acquisition is part of the overall development of children physically, socially and cognitively.

As viewed by some experts, one of the negative effects of not exposing children to a language before they reach six or seven years old is that they may never acquire another language. This may be the reason why many parents would bring their children to study the English language at a young age where they conceive children could learn better.

At the Intercultural Institute for Languages, short term modules are given to children like the Speech Improvement for Kids. Here, pupils are exposed to language games, functional dialogues, songs, dances, poetry and drills. With the IIL's five year existence, it is deemed proper to evaluate the short term course that it offers for children and show how it is able to develop the language acquisition of the children. In addition, the study would also look into the clientele's satisfaction rating to the services and facilities of the institute. Moreover, it could also glean on sources for improvement through the feedback given by their parents.

Statement of the Problem

The study aims to evaluate Speech Improvement for Kids on the pupils' language competence.

Specifically, it aims to answer the following problems:

1. What is the profile of the pupils enrolled in the short term course in terms of:
 - 1.1 age

- 1.2 gender
- 1.3 school last attended?
2. What is the level of satisfaction of the parent-respondents of the course in terms of:
 - 2.1 faculty/tutors
 - 2.2 facilities
 - 2.2.1 training room
 - 2.2.2 speech laboratory
 - 2.3 schedule
 - 2.4 activities/ tasks/ speech recital
 - 2.5 grouping scheme
 - 2.6 course content?
3. What is the percentage of satisfaction of the parent-respondents in the services rendered by the institute offering the course and the reasons?
4. What are the suggestions of the parent-respondents to enrich the program?
5. What aspects of the course do the parent-respondents like best? like least? Why?
6. What is the parent-respondents' perceived level of pupil's language competence in terms of:
 - 6.1 ability to socialize with others
 - 6.2 self-confidence and ability to perform on stage?
 - 6.3 ability to express himself in English?
 - 6.4 ability to use nonverbal language to support his verbal ability?
 - 6.5 ability to pronounce and articulate English words?
 - 6.6 ability to use the language which is learned?
7. What are the parent-respondents' recommendation with regards to the course for others? Why?

Research Design

The study made use of the descriptive method using the assessment technique. As defined by Adaza (1989) the descriptive method attempts to determine the status of a program, institution or community without the

intention to identify the causes. Furthermore, he describes an assessment study as one that determines the worth or quality of an existing program.

Respondents of the Study

The respondents of the study are twenty-six (26) parents, whose children were enrolled in the Speech Improvement for Kids short term course during summer 2013 and the first semester SY 2013-2014.

Instrumentation

The research instrument used in the study was a survey questionnaire developed by the researcher but was checked by the Assistant Research Director for improvement and further enhancement.

Data Gathering Procedure

Prior to the conduct of the study, permission was sought from the Research Director of St. Paul University Philippines. The questionnaires were then floated to the parents of the pupils enrolled in the Speech Improvement for Kids Course after the Speech Recital, the Culminating Activity. Later, the data were tabulated and analyzed.

Data Analysis

The gathered data were organized, presented in statistical tables and analyzed using frequency, percentage, mean and scale rubric

Results and Discussions

Based on the critical analysis of the data gathered, the researcher has arrived at the following findings:

1. Profile of the pupils enrolled in the short term course in terms of:

- 1.1 Age

Most of the pupils enrolled in the speech Improvement Course belong to the 4-5 age group with 24/216 or 53.85%.

1.2 Gender

The enrollees are predominantly females with 18/26 or 69.23%.

1.3 School Last Attended

A great majority of enrollees come from the SPUP Grade School with 21/26 or 80.76%.

2. Level of satisfaction of the parent-respondents of the course in terms of:

The general level of satisfaction of the parent-respondents of the course is 4.62 with a verbal description of Very Highly Satisfied.

2.1 Faculty/ Tutors

The level of satisfaction on the faculty/tutor component is 4.81 with a verbal description of Very Highly Satisfied.

2.2 Facilities

2.2.1 Training Room

The level of satisfaction of the training room component is 4.81 with a verbal description of Very Highly Satisfied.

2.2.2 Speech Laboratory

The level of satisfaction of the speech laboratory component is 4.50 with a verbal description of Very Highly Satisfied.

2.3 Schedule

The level of satisfaction of the schedule component is 4.50 with a verbal description of Very Highly Satisfied.

2.4 Activities/ Tasks/ Speech Recital

The level of satisfaction of the activities component is 4.69 with a verbal description of Very Highly Satisfied.

2.5 Grouping Scheme

The level of satisfaction of the grouping scheme component is 4.54 with a verbal description of Very Highly Satisfied.

2.6 Course Content

The level of satisfaction of the course content component is 4.50 with a verbal description of Very Highly Satisfied.

3. Suggestions of the parent-respondents to enrich the program

Suggested activities include reading, pronunciation, building of self-confidence, and stage performance.

4. Aspects of the course the parent-respondents like best and like least

The aspects of the course liked best are the activities on pronunciation, diction acting and speech recital. The aspects of the course liked least are the schedule and the grouping scheme.

5. Parent-respondents' perceived level of pupils' language competence

The average parent-respondents' perceived level of pupils' language competence is 4.54 with a verbal description of Very Highly Satisfied.

5.1 ability to socialize with others

The parent-respondents' perceived level of pupils' language competence regarding the ability to socialize is 4.65 with a verbal description of Very Highly Satisfied.

5.2 self-confidence and ability to perform on stage

The parent-respondents' perceived level of pupils' language competence regarding self-confidence and the ability to perform on stage is 4.46 with a verbal description of Very Highly Satisfied.

5.3 ability to express himself in English

The parent-respondents' perceived level of pupils' language competence regarding the ability to express himself in English is 4.42 with a verbal description of Very Highly Satisfied.

5.4 ability to use nonverbal language to support his verbal ability

The parent-respondents' perceived level of pupils' language competence regarding the ability to use nonverbal language to support his verbal ability is 4.65 with a verbal description of Very Highly Satisfied

5.5 ability to pronounce and articulate English words

The parent-respondents' perceived level of pupils' language competence regarding the ability to pronounce and articulate English words is 4.38 with a verbal description of Very Highly Satisfied.

5.6 ability to use the language which is learned

The parent-respondents' perceived level of pupils' language competence regarding the ability to use the language which is learned is 4.65 with a verbal description of Very Highly Satisfied.

6. Parent-respondents' willingness to recommend the course to others and their reasons

Majority (17/26 or 85.68%) of parents express their willingness to recommend the course to others because the course is substantive for the enrichment of a growing child in terms of

sociability, pronunciation, self-confidence, self-esteem, self-expression and the use & usage of language.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

The Intercultural Institute for Languages has developed the pupils' language competence through the Speech Improvement for Kids Course. Parents are very highly satisfied with the components of the course and the language competence of their children.

Recommendations

The researcher would like to recommend the following based on the findings of the study:

1. The grouping scheme should be modified in such a way that there is a more homogenous grouping scheme for the enrollees in terms of age group and grade level.
2. There is a need to improve the scheduling of the classes. It is recommended that considerations for the schedules should include the convenience of the parents, availability of the pupils, the pupils' residence.
3. More drills on pronunciation and articulation should be given to the enrollees to increase the level of satisfaction in this area.
4. Additional computer programs could be purchased to improve the speech laboratory component.

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