

Utilizing Language Instructional Material (LIM) for Reading and Speaking Proficiency in Denominational Schools

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DOI: 10.47760/cognizance.2025.v05i01.021

ABSTRACT: The study developed and utilized language instructional material (LIM), which focused on using biblical texts and passages to explore the relationship between pupils' reading and speaking proficiency levels. A quasi-experimental research design was used to gather significant results from the denominational schools. Study showed that Grade 6 pupils significantly improved their language proficiency after undergoing to intervention. Reading proficiency increased from basic to on their grade level and speaking proficiency from good to proficient level. LIM has brought positive significant change on the proficiency level of the pupils, however there is a pressing need to improve their figurative language and listening comprehension skills since there skills show the lowest increase.

Keywords: biblical texts, denominational schools, Language Instructional Material, reading, speaking

INTRODUCTION

English is one of the primary languages of instruction and communication. Achieving success and proficiency in such language requires vigorous training and learning from experts in the field. To adequately express ideas, learning how to read and speak the language one should use should be better. Reading is considered the most relevant skill for learning across fields of discipline. Speaking is a skill everyone possesses from birth until the last breath. It is one of the survival skills that man should have to understand society and people further. Both reading and speaking are skills that man should develop over time to establish communication and understand a context. These skills are the primary struggles of non-native speakers. Thorough reading while analyzing it becomes a hurdle. Improper pronunciation and thickness of sound production become glaring issues when speaking the language.

English as a specific language is a mark of globalized language used in schools and across disciplines (Bombales & Caparoso, 2024). This guarantees that if the language is used, it will have greater significance in passing the entrance examinations. Rao (2016) opined that language proficiency is associated with fluency, but

they differ. One can be fluent but not proficient, and vice-versa. She added that some of the significant considerations for achieving fluency should be developed through pronunciation and the timing of the conversation.

Filipino learners struggle with reading comprehension but are fluent in English; an array of teaching methodologies has resurfaced because of the recent updates in technology-driven classrooms. However, no matter how well-designed and well-defined the instructional material could be, it can fail if the execution of the strategies is not appropriate to support the desired outcomes of the pupils' learning needs. A handful of teaching resources are offered to the learners. However, schools established by denominations could not fully enjoy the privilege because of a lack of resources and expert teachers. These schools employ employees with whom they share religious beliefs but cater to learners across sects. These schools have been observed teaching their significant subjects in the context of stories in the bible.

This study focused on utilizing the developed LIM for the selected denominational schools. Moreover, this sought answers to (1) validity level of the developed LIM in terms of content, relevance, acceptability, adequacy, appropriateness, (2) language proficiency level of the Grade 6 pupils before and after utilizing the LIM in terms of reading and speaking, (3) difference on the pupils' language proficiency level before and after the utilization of the developed LIM, and (4) relationship between the pupils reading and speaking proficiency before and after the intervention.

To facilitate the pupils' learning needs, the researcher purposively selected the denominational schools as the place of the study, focusing on Grade 6 pupils. The researcher believes developing language instructional material (LIM) for Grade 6 pupils will influence their language proficiency level.

METHODS

A quasi-experimental design was established. This was to measure the proficiency level of the pupils before and after the intervention. It is essential to utilize random challenging assignments of social and educational research, and a quasi-experimental research design is often used to provide the first picture of the contexts and variables before and after an intervention (Shadish et al., 2020). Correlational analysis should be used to explore the relationship between the variables where the casualty is not assumed (Field, 2018).

The pupils were grouped and selected based on their respective schools to receive the intervention. There were 136 Grade 6 pupils from the selected denominational schools. School B has 18 pupils, School S has 25, School A has 27, and School I has 66 pupils. All of the Grade 6 pupils received the intervention. Ten experts validated the developed language instructional material: three language experts, three religious education experts, and four principals. The LIM focused on developing the pupils' reading and speaking skills using the literature in the bible. The study was conducted within one school year.

The study was analyzed using descriptive statistics and a Paired Samples t-test. Descriptive statistics were used to determine the proficiency level before and after the intervention program and the validity level. A paired samples t-test was used to compare the pupils' scores before and after the intervention, their differences, and their significance.

RESULTS AND DISCUSSION

This section presented the validity level of the developed LIM, language proficiency, difference, and significance of each relationship.

Validity of the Developed LIM

The developed LIM focused on contextualizing the learners' needs anchored on the goal of the schools, utilizing biblical registers. It is shown that the content of LIM was excellently crafted and significantly utilized across content because it aligns with the learning goals, objectives are clearly stated, learning activities support the goals, the layout is aesthetically pleasing, the text is legible and easy to read, and directions in every activity is learner-friendly. Allan and Liefer (2017) opined that high-quality instructional materials could produce improvements if they align with the student's learning outcomes.

The LIM is excellently relevant and highly utilized across the text because pupils' activities and exercises were considered by eliciting educational theories to its content; it provides thrust for future research, it includes teaching strategies for teachers to effectively teach the LIM to facilitate the learning needs of the pupils, and it allows both teachers and pupils to develop relevant skills which may apply to the other content areas. Utilizing high-quality materials helps learners pass the examinations (Tety, 2016).

It has shown excellent acceptability because it is highly utilized fit LIM utilization to the target audience, it is culturally, ethnically, and sensitive-free content, the information is well-organized, easy to understand, and use, it allows the pupils and teachers to interact in learning the basic concepts and in acquiring basic skills, and it responds to the instructional needs of the teachers and learners. Abadzi (2019) mentioned that the relevance of instructional materials is critical to learners since they should be aligned with learners' cultures and experiences, strengthening their engagement and retention.

Adequacy is shown excellently, and it is highly utilized in the content. It is visually engaging with considerations in font size, images, and layout that can help stimulate readability and visual interest; the exercises and activities are fit to the pupils' grade level, keeping language use and sentence structure in line with their comprehension, it keeps pupils interested which fosters interaction and thought-provoking content, it challenges pupils to think critically, it reflects the diverse background and inclusive classroom environment. A teacher with adequate teaching materials teaches confidently, effectively, and productively primarily because the instructional materials excite the learners.

The LIM's excellent appropriateness is highly utilized across the content because it corresponds directly to the biblical texts, it satisfies stated objectives, it provides independent activities and collaborative tasks, its graphical and pictorial images are evident, and concepts are presented logically.

Therefore, the validity of the developed LIM is excellent, and it has always manifested across content, relevance, acceptability, adequacy, and appropriateness.

Reading and Speaking Proficiency Level Before and After the Intervention

Reading and speaking skills are the concentration of the developed LIM using the selected biblical passages. Data showed that before the intervention, the mean was 2.13 with a 0.35 standard deviation described as primary level, meaning the pupils' reading was below their grade level. Their speaking proficiency was developing, and they demonstrated grammar inconsistency and restricted vocabulary with frequent hesitation.

After the use of LIM, the mean is 3.43 with 0.67 standard deviation, describing their reading level as proficient, which manifests their reading proficiency is on their grade level, and their speaking proficiency level was good, which manifests solid command with minor mistakes of grammar, wide vocabulary, and fluently speaks with minor pauses. It can be denoted that the pupils' proficiency level in reading and speaking spread out around the mean. It can also be indicated that there is a consistency and reliability of the results where it predicted and estimated more accurate values. The LIM has brought a positive difference in the post-test result; thus, there is consistency in its impact on the pupils. It explains the content and academic vocabulary critical to the meaning of the text relevant to different contexts, cultures, and communities. It applies the reading comprehension strategies to the reading materials provided. It analyzes texts to express generalization, insight, or response by associating text with real-life situations. It evaluates reading progress and sets goal-setting strategies toward meeting goals. Burton (2019) mentioned that effective learning is when pupils actively engage with the new material and interact with other pupils to process their understanding of the new lesson. The speaking proficiency level of the students manifested solid grammar control, minor mistakes, wide use of vocabulary, and minor pauses in speaking fluently. Pronunciation has a slight native influence, and there is a developing proficiency level of listening comprehension. Bombales and Caparoso (2024) opined that mispronunciation of a speaker's utterances would lead to misinterpreting the delivered message. This proves that comprehension is vital in a discourse. The developed LIM has increased proficiency level by focusing on grammar, vocabulary, fluency, comprehension, and pronunciation.

Reading Proficiency Level Before and After the Intervention

Reading is the most vital skill that an individual needs to acquire because it can generate better understanding while the person is listening, writing, and speaking. The researcher developed an LIM in reading and speaking to increase proficiency. Thus, results showed a relative increase in pupils' reading proficiency before and after the intervention. Pupils showed independence in differentiating a cause from an effect and examined similarities and differences in given topics from passages. The skills in discussing consequences through their cause and effect have shown the highest increase from basic (2.08) to independent (4.30) level, indicating that their cause and effect reading skill is well above their grade level.

This was followed by pupils' demonstration on listing sequence of events with the aid of chunking and context clues from basic (2.21) to advanced (3.99) level. The provided text denoted that their sequencing reading skill is above their grade level. Their proficiency in figurative language is the lowest reading proficiency, from basic (1.98) to proficient (2.95) level, which indicates that their figurative language reading skill is at their grade level. Also, results showed that pupils increased from basic (2.18) to proficient (3.15) level in identifying the overall selection idea, reducing text, and stating the principal opinion in simple, accurate expression. Furthermore, pupils showed improvement from basic (2.17) to proficient (3.07) in written discussion, highlighting the main points and summarizing the overall thought of the given text. Moreover, pupils improved from basic (1.88) to proficient (2.85) level in differentiating a fact from an opinion and exemplifying skills in assessing different kinds of evidence, assessing evidence based on the provided reading through a written discussion, using words that employ non-literal meaning to emphasize the effect; and analyze the images provided and develop a logical inference and conclusion.

Therefore, results showed that pupils' reading skills increased their proficiency from significantly below (2.11) to on (3.36) their grade level. This manifested that pupils increased mainly in cause and effect since it is most evident among the bible passages used in the LIM.

Speaking Proficiency Level Before and After the Intervention

The world of English is ruthless in the Philippine setting. People criticize the speaker's delivery - verifying whether grammar, fluency, pronunciation, vocabulary, and comprehension are excellently executed. The developed LIM aims to strengthen the speaking proficiency of pupils in private, denominational schools. The pupils' fluency was satisfactory (3.16) level before but excellent (4.66) after the intervention, which manifested smoothness in the frequency of their pauses and hesitations in speaking; their pacing is easily understood, and ideas are linked naturally and cohesively.

The grammar skills of the pupils before the intervention were developing (2.21) and increased to an excellent (4.6) level. Results showed that pupils accurately use sentence structures, tenses, agreement, and word order; complexity in using sentence structure; and appropriateness of grammar formality and purpose of communication.

Comprehension got the lowest rank in speaking proficiency; however, it changed from the beginning (1.21) to a developing (2.13) level. This showed that although there is an increase in their comprehension skill, pupils need to develop their comprehension skills further by following and understanding the nuances and spoken language, extracting main ideas, details, and inferences, and analyzing the passage.

The pupils' vocabulary and pronunciation showed satisfactory proficiency. Even though these skills were manifested between the highest and lowest proficiency levels, pupils used appropriate words in the context and precision in accurately expressing their intended meaning in varied and specific topics. The sound clarity produced is satisfactorily accurate, the rhythm and emphasis of stress and intonation was natural, and the pronunciation patterns were accurate.

Therefore, there is a positive change in the speaking proficiency level among the pupils from developing to (2.16) good (3.59) proficiency level, which can be denoted that there is a solid command of grammar with minor mistakes, speaks fluently with minor pauses, uses a wide vocabulary, and pronunciation is accurate with only slight native influence, but there is a need to improve their comprehension skills since it got the lowest speaking skill proficiency.

Table 1: Difference of Proficiency Before and After the Intervention

Paired Samples T-Test

Measure 1	Measure 2	t	df	p
Before	- After	14.889	1	0.043

Note: Pupils' t-test.

The data presented the pupils' reading and speaking proficiency before and after the intervention. The t-value (14.889) shows the ratio that compares the difference between the pupils' before and after utilization of the developed LIM. Furthermore, the observed p-value (0.043) indicates a statistically significant improvement in the test results. Therefore, the developed and utilized LIM, which focused on reading and speaking utilizing

biblical passages, has positively affected the Grade 6 pupils’ reading and speaking proficiency.

Table 2: Relationship of Proficiency Before and After the Intervention

Pearson's Correlation		Pearson's r	p
Before	- After	0.696	0.001

The data shows a significant and robust positive correlation before and after the reading and speaking intervention. Pearson’s r (0.696) indicates a moderate to strong positive correlation between the two results. The p-value (0.001) presents a statistically significant correlation, suggesting a very unlikely occurrence of LIM’s effectiveness. Therefore, it showed influence in utilizing LIM intervention on Grade 6 pupils’ after-test, positively aligning with their before-test proficiency.

CONCLUSIONS

The developed LIM showed excellent validity of the developed LIM which was always manifested across content, relevance, acceptability, adequacy, and appropriateness. It is observed that the LIM aligns with the pupils’ learning goals and lesson objectives and is supported with learning activities that are aesthetically structured, ensuring learner-friendly material. The pupils’ activities and exercises facilitate their learning needs, which are culturally, ethnically, and sensitive-free. It critically challenges the diverse pupils’ with thought-provoking content. Using biblical texts and passages corresponds to the concept of the stated objectives. The pupils’ reading and speaking proficiency levels were measured using pre-post tests with the help of the developed LIM as an intervention. Reading proficiency level showed a relevant increase from significantly below their grade level. Speaking proficiency level manifested positive change from good to a proficient level. It further manifested in the test of the difference between pre-post tests among the Grade 6 pupils of the denominational schools, where it yielded a positive effect.

Moreover, it proved a significant and robust positive correlation before and after the intervention. Even though the results proved excellent development and utilization of LIM and brought a positive change in the proficiency level of the pupils, the need to focus thoroughly on figurative language and listening comprehension should be strengthened. The LIM used biblical texts and passages full of figurative language; however, pupils had difficulty showing improvement. Comprehension became an imminent problem. An intensive focus should be on developing the pupils’ comprehension to express and deliver their ideas adequately. Furthermore, results proved that comprehensive instructional material can gradually increase the proficiency of the pupils. With a shared interest in religion, biblical texts, and passages, teachers and learners would increase their performance, manifest active engagement during class discussions, and participate in activities to yield positive results.

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