TURO I-TEACH: INSTRUCTIONAL VIDEOS FOR GRADE 11 ORAL COMMUNICATION CLASS

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Abstract*:* This study focused on the development and assessment of the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class, School Year 2019-2020 through the use of mixed method of research. The developed and validated set of *Tutorials of Rhetorical Overviews Innovatively Through Electronic Avenue of Channeling Learning* (TURO I-TEACH) is a series of 12 instructional videos for the 12 topics in Oral Communication in Context following the format of objectives, motivation, process questions, presentation of the lesson, generalization, application, evaluation, and assignment. The instructional videos were developed primarily to serve as an alternative learning material for the whole class period in the absence of the teacher in the classroom. Based on the findings, the instructional videos were found very highly acceptable with respect to Content, Aid to Instruction, User-friendliness, and Accuracy of Information by the teachers of Oral Communication in Context, and with respect to Graphics and Image, Audio, and Format by the IT Experts. Therefore, the developed TURO I-TEACH is a promising digital instructional material that can innovatively facilitate more efficient teaching-learning encounters. It also offers reliability and functions as efficient modern fillers in the absence of the teachers for the subject Oral Communication in Context. The Oral Communication teachers and IT experts are in agreement that the TURO I- TEACH meets the criteria in designing an instructional material; hence, minor tweaking in aid to instruction, graphics and image, and audio is needed for the enhancement of the material.

Keywords: TURO I- TEACH, instructional videos, grade 11, Oral Communication class

Introduction

In spite of the efforts of the teachers to uplift and upgrade their competencies in teaching, still they face a lot of distractions daily such as environment, natural and man-made disasters, calamities, health issues, neglecting attitude of students, absenteeism of students and even teacher factors. Hence, a teacher should always find the need to adapt the lessons with material that s/he feels is suitable for promoting meaningful learning for students whatever the situation is. A great teacher thinks ahead for the sake of her students so that even if stress is inevitable and necessary for learning, unnecessary stress is reduced to a minimum because the teacher is not remiss in her duty. S/he does not only transmit knowledge but also influence and transform students in ways no one can underestimate. (Koo, 2015).

To get beyond, a teacher often adapts or creates activities involving authentic materials or media. At the same time, such materials should be appropriate not only to the needs but also in line with the young generation's interests and preferences.

Several references are available online and offline and various paper-based instructional materials are commonly developed by the teachers such as module, worksheets, worktext, and textbook but not much has been heard about a screen-based instructional material where the one presenting the lesson is the subject teacher himself/herself for the subject Oral Communication in Context.

A video is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment rather than the more traditional printed materials. Using the sight and the sound, video is a perfect medium for students who are auditory learners or visual learners. It stimulates and engages students in creating interest and maintaining that interest for longer periods, and it provides an innovative and effective means for educators to address and deliver the required curriculum content. It provides a means of interactive instruction and is a very flexible medium. It can be paused, stopped, and restarted or resumed (Zane Education, 2015). Particularly, an instructional video is any video that demonstrates a process, transfers knowledge, explains a concept, or shows someone how to do something. There are different kinds of instructional videos depending on the purpose (TechSmith, n.d.).

With that kind of instructional material, it will be possible for the students to learn the lessons in Oral Communication in Context though the teacher or the students may not be around in the class. The teacher can teach the students the supposed knowledge and skills they need to acquire whatever the circumstance is. S/he

can provide straightforward instruction at the same time allowing the students to grow and expand at their own pace, practice, and use what they have learned.

Each instructional video is a prerecorded lecture or presentation of the subject teacher. It tends to be longer than a tutorial video and spans the length of the class or presentation so the material can serve as a "filler" for a whole class period when the teacher is not around in the class physically, but the stages of instruction are still followed instead of just providing them worksheets to answer or lectures to copy which may neglect them from acquiring the expected skill. This will also be appropriate for students who want to catch up with the lessons they missed due to sickness, extra-curricular activities, or suspended classes. They can bring their classroom and their teacher and learn anywhere. There is this human element compared to printed materials typically provided for them. There is a sense of bond between them that even if their teacher is not physically around, seeing him/her discussing in the instructional video makes a difference compared to watching other videos which the students are not familiar with or have a hard time understanding what is being said due to accent and other prosodic features.

Furthermore, this abides by the R.A. 10533 Sec. 5-h, "The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units."

Therefore, being first of its kind of instructional material for Oral Communication in Context in the District of Tanay, the instructional videos would not only solve the mentioned struggles but also they are aligned to what is stipulated in the existing curriculum—the competencies, lessons, activities, and approaches; moreover, it adheres to localization.

For videos to be more engaging instructional materials, it must be welcoming, can spark the interest of the audience and exciting for the audience (Bautista, 2019). Thus, Brame (2015) recommended that in making the presentation and lecture instructional video, the instructor should consider the audio and visual elements to convey appropriate parts of an explanation; make them complementary rather than redundant; use signaling to highlight important ideas or concepts; use a conversational, enthusiastic style to enhance engagement; and embed videos in a context of active learning by using guiding questions, interactive elements, or associated homework assignments. Following the elements in producing an instructional video such as the contents, designs, and technicalities of an instructional video, the researcher strongly believed that the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class could be an effective material in teaching.

This study focused on the development and assessment of the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class, School Year 2019-2020.

The TURO I-TEACH is a series of 12 instructional videos for all the topics in Oral Communication in Context such as Nature and Elements of Communication, Communication Models, Communication Barriers, Intercultural Communication, Functions of Communication, Types of Speech Context, Types of Speech Style, Types of Speech Act, Types of Communicative Strategy, Types of Speeches, Principles in Speech Writing, and Principles of Speech Delivery.

The panelists, the teachers, and the experts validated the material through watching and scrutinizing samples from the 12 instructional videos while checking if they corresponded to what the instrument would measure. The researcher noted their comments and suggestions for the improvement of the material which became the general remarks and basis for the contents and features of all the instructional videos.

The respondents of this study are the 13 teachers of Oral Communication in Context from the two districts of Tanay and 10 IT experts who both rated the acceptability of the said materials.

The researcher used questionnaire-checklist which are divided into three parts. The first part dealt with the profile of the respondents, the second part is the questionnaire proper, wherein the checklist for teacher-respondents is about Content, Aid to Instruction, User-Friendliness, and Accuracy of Information while the checklist for IT experts includes Graphic and Image, Audio and Format, and the third part is the comments/recommendations of the respondents.

All the teacher-respondents and IT experts watched and analyzed lessons randomly, then skimmed/scanned on the remaining lessons. They paused the instructional video when they wanted to ask the researcher about the material, certain phase, approach, activity, or visual representation. The researcher answered and explained to them the features of the instructional videos while jotting down or audio recording the conversation to note their comments and suggestions for the enhancement of the material.

The objective of this study is the development and assessment of the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class, School Year 2019-2020.

Specifically, it sought answers to the following questions:

1. How was the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class developed?
2. What is the nature of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class?
3. What is the profile of the teachers of Oral Communication in Context in terms of:
   3.1 district,
   3.2 rank, and
   3.3 length of service?
4. What is the profile of the IT experts in terms of:
   4.1 sex, and
   4.2 current profession/job (teaching, non-teaching)?
5. What is the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as assessed by the teachers of Oral Communication in Context with respect to:
   5.1 content,
   5.2 aid to instruction,
   5.3 user-friendliness, and
   5.4 accuracy of information?
6. What is the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as assessed by the IT experts with respect to:
   6.1 graphics and image,
   6.2 audio, and
   6.3 format?
7. Is there a significant difference on the level of acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as assessed by the teachers of Oral Communication in Context with respect to content, aid to instruction, user-friendliness, and accuracy of information in terms of their profile?
8. Is there a significant difference on the level of acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as assessed by the IT experts with respect to graphics and image, audio, and format in terms of their profile?
9. What enhancements may be proposed to the developed TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class?

Theoretical Framework

The study is pertinent to the Theory of Communicative Competence by Dell Hymes (1966), Theory of Multiliteracies by New London Group (1994), and Direct Instruction Theory by Siegfried Engelmann (1960s).

The Theory of Communicative Competence refers to a language user's grammatical knowledge of syntax, morphology, phonology, and the like as well as social knowledge about how and when to use utterances appropriately. It means that a language user needs to use the language not only correctly (based on linguistic competence) but also appropriately (based on communicative competence). Of course, this approach does not diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic (knowledge of the language code); sociolinguistic (knowledge of sociocultural rules of use); discourse (how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively); and strategic competence (ability to recognize and repair communication breakdowns before, during, or after they occur) (Armostis, 2013).

On the other hand, the Theory of Multiliteracies developed by the New London Group states that literacy is not restricted to printed or written forms of language but instead, it involves multiple modes of representation, such as music, gestures, and pictures (Perry, 2012; New London Group, 1996). It promotes engagement with multiple literacy methods such as linguistic, visual, audio, gestural, spatial, and multimodal to learn and communicate effectively and appropriately. It has four segments such as situated practice (allows learning in authentic situation with practical applications); overt instruction (provides a scaffolding of learning and encourages a critical understanding by providing directions and sources); critical framing (analyses information in an unfamiliar context to link understanding; and transformed practice (engages in reflective practice derivative of personal goals and values) (Robertson, 2012).

Another is the Direct Instruction Theory by Siegfried Engelmann which states that the most effective way to teach is by explicit, guided instructions. It is a very common teaching strategy, relying on strict lesson

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plans and lectures with little or no room for variation (Teachnology, n.d).

The cited theories are highly related to the study because these are the bases in developing the content of each instructional video in the TURO I-TEACH. The learners watching the instructional video can acquire the knowledge through the teacher who is discussing the lesson and the skills through various activities provided.

Methodology

The study used mixed methods research design, wherein as stated by Leech and Onwuegbuzie (2008), this represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon.

Creswell and Plano Clark (2007) added that its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

This type of research design is applicable for this study since it employed qualitative discussions of the development and nature of TURO I-TEACH as well as the quantitative approach to determine its level of acceptability.

Body/Findings

Development of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication

*Tu*torials of *R*hetorical *O*verviews *I*nnovatively *T*hrough *E*lectronic *A*venue of *Ch*anneling Learning (TURO I-TEACH) is a series of instructional videos for Grade 11 Oral Communication class intended primarily to be fillers/alternatives when the teacher is not around in the class physically for the whole subject period and secondarily as a set of online teaching tool needed at the present time. The material was named after the mode of learning which is through watching tutorials or instructional videos with or without internet connections in electronic gadgets such as television, laptops, desktops, tablets, and mobile phones.

The development of the TURO I-TEACH was inspired by the movie "The Ron Clark Story" in 2006, where there was a scene that the teacher was sick and had to be absent for days, but that did not stop him from imparting knowledge to his students. He recorded instructional videos for them to watch as if he was still in their class. This made the researcher believe that whatever the situation is, nothing can limit a teacher from educating students. Hence, through prerecorded instructions, classes can go on even the teacher is not present in the class physically.

During the development of the TURO I-TEACH, the researcher considered several steps in producing each instructional video.

Step 1- Knowing the Learners. First, the researcher took into account her present learners and possible learners. Since the subject is Oral Communication in Context, the researcher considered the Grade 11 students' needs and interests: how they will benefit from the instructional videos; what learning outcomes are expected to be attained, what topics are to be included; how she will present the lesson; how she will get their attention and hold it until the last part; what activities are to help them understand at the same time enjoy the lesson more; how she will establish interaction to them even though they are just watching it; and how she will gauge if the students understand the lesson.

Step 2- Planning the Lessons. After taking those considerations mentioned above, the researcher started her lesson planning. She referred to the K to 12 Curriculum Guide in Oral Communication in Context to determine all the standards, competencies, and lessons covered. She worked on the budgeting of work to determine the total lessons and instructional videos for the whole subject. Then, she worked on the detailed lesson plan for each lesson/instructional video following the 4A's (Activity, Analysis, Application, and Assessment) using the Teacher's Guide, Learner's Material, and textbooks as references. She also prepared the materials (PowerPoint presentations) for the instruction.

Step 3- Writing the Scripts. A script is meant for the technical instructions including the lines, actions, and the visual diagrams of what the researcher planned to show as the speaker in the instructional video. With a script, it helped the researcher be efficient to what she delivered which saved her more time in the filming.

Step 4- Gathering the IT Support Team Members. The researcher gathered her IT support team for an initial collaborative brainstorm session. The team includes a videographer and video editors. The researcher discussed to her team what will be the contents, graphics, audio, and formats to be used and how will be the outline in the instructional videos. She also mentioned her considerations and principles for using such material or the effects to be utilized from the introduction up to the closing in which all in the team agreed as the features of the TURO I-TEACH.

Step 5- Recording of the Instructional Videos. The researcher and her team set the schedule for the

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development of the first instructional video. After the first video was filmed and edited, the researcher presented it to her adviser for comments and suggestions for improvement. There were adjustments and enhancements made which became the guide as to how the remaining videos would be done. Then they proceeded to the development of the remaining videos.

Step 6- Validating the Instructional Videos. After the 12 instructional videos were developed, they were validated by the experts- four panel members, three teachers of Oral Communication in Context, and three IT experts with respect to content, aid to instruction, user-friendliness, accuracy of information, graphics and image, sound, and format. After the series of revisions and enhancements suggested by the validators, the TURO I-TEACH consisting of 12 instructional videos for Grade 11 Oral Communication class was finally polished.

The Nature of TURO I-TEACH for Grade 11 Oral Communication Class

Being first of its kind of instructional material for Oral Communication in Context in the District of Tanay, TURO I-TEACH is an innovative step in bringing digital pedagogy into normal classrooms. Each instructional video is designed primarily to serve as "fillers" for a whole class period. It makes a difference compared to watching other videos that the students are not familiar with or have a hard time understanding what is being said due to accent and other prosodic features. Apart from serving as fillers, TURO I-TEACH could serve as the actual lesson delivery for the day which could utterly promote the development of students' literacy skills as embedded in the 21st Century skills. Moreover, these match today's generation of learners who are digitally inclined. With the prevalence of advancements in technology, both teachers and learners can explore and benefit from it.

There are 12 developed instructional videos designed for the 12 topics in Oral Communication in Context which are all aligned in the Curriculum Guide.

Lesson 1	Nature and Elements of Communication
Lesson 2	Communication Models
Lesson 3	Communication Barriers
Lesson 4	Intercultural Communication
Lesson 5	Functions of Communication
Lesson 6	Types of Speech Context
Lesson 7	Types of Speech Style
Lesson 8	Types of Speech Act
Lesson 9	Types of Communicative Strategy
Lesson 10	Types of Speeches
Lesson 11	Principles in Speech Writing
Lesson 12	Principles of Speech Delivery

Since the type of instructional video used is presentation video, this means that each has an average of 11 - 20 minutes which is good as input/ filler throughout an entire class hour. Each video has an introduction that presents the name of the subject. At the beginning of the lesson, the objective/s for the lesson is/are posted so the learners will know what is/are expected of them to achieve after watching the instructional video. It is followed by an activity that serves as the motivation part of the lesson. It varies from individual to pair, and group activity depending on the lesson. Each pre-lesson activity has directions that are task-oriented and time-oriented. Students will be instructed to pause the video for certain minutes to give them time to do the activity/ task. After the allotted time for the activity, there will be questions to process the activity. This serves as the analysis part of the lesson. In answering the questions, there will also be instructions to pause for certain minutes to give them time to answer the questions. If the students will be watching the instructional video in their classroom with a facilitator, they may answer it spontaneously. If the students will be watching it in the classroom or anywhere independently, they may answer it by discussing it with their classmates or writing it on their notebooks.

In the presentation of the lesson, the researcher is the speaker discussing to the students the lesson. The researcher uses direct instruction in this part. She presents the concepts and its meaning then provides examples. She uses examples varying from foreign to local materials to support the intercultural and contextualization principles. She even uses her students from her school on most of the examples to make the discussions more relevant, more relatable, and more understandable for them, and this definitely infuses the principles of localization. After the presentation of the lesson, there is a part in the video where the teacher will ask the students what they have learned in the lesson. This serves as the generalization part. In answering the questions, there will also be instructions to pause for certain minutes to give them time to answer the questions. If the students will be watching the instructional video in their classroom with a facilitator, they may answer it spontaneously. If the leaners will be watching it in the classroom or anywhere and without a

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facilitator, they may answer it by discussing it with their classmates or writing it on their notebooks.

This is followed by another activity which serves as the application part. The students will be given activity which varies from individual to pair, and group activity. Again, each activity has directions which are task-oriented and time-oriented. Students will be instructed to pause the video for certain minutes to give them time to do the activity/ task. There is also a rubric presented so the students will have the idea of what is to be measured to them. Once more, if they will be watching in the classroom with a facilitator, s/he will be the one to give them their scores after their presentations or will be the one to collect the activity sheets. If there will be no facilitator and the activity is to be performed, the students will record through cellphones then show it to their teacher on the next meeting. However, if it is an activity sheet, it has to be submitted to their teacher after the class.

Next is the paper-and-pencil assessment which serves as the evaluation part. There will be 5 - 10 items to answer. Again, there will be instructions as to how long they should pause the video to answer. After the allotted time, they will resume the video to check their own paper. If there is a facilitator, s/he will record the score to determine the index of mastery. If there is no facilitator, the sheets of paper will be submitted to the teacher so s/he may be able to determine if s/he will proceed in the next lesson or have to reteach. Whatever the result is, it is imperative for the teacher to have a follow up on the next meeting for the students especially for the questions the students have for clarifications.

Then, there will be an assignment for the extension of the learning. Lastly, the closing part of the presentation. This includes the acknowledgment of the references used and the people behind the production of the instructional videos.

The series of instructional videos will be saved in a flash drive or any electronic storage device. Viewing the material will not require an internet connection, thus, enabling the teachers and students to have free, efficient, and unlimited access to the materials. In addition, these may be viewed/ watched on laptops, televisions, projectors, and even in mobile phones since they can be shared freely whether by Bluetooth, ShareIt, and even thru Gmail, Messenger, or any social media platform which may be used for academic purposes.

Profile of the Teachers of Oral Communication in Context in terms of District, Length of Service, and Rank

Table 1
Profile of the Teachers of Oral Communication in Context in terms of District, Length of Service, and Rank

District	**f**	**%**
Tanay I	8	31/.5
Tanay II	5	61.5
Total	**13**	100.0
Length of Service		
5 years and below	2	15.4
6-10 years	9	69.2
11 years and above	2	15.4
Total	**13**	100.0
Rank		
Teacher I	2	15.4
Teacher II	5	38.5
Teacher III	3	23.1
Master Teacher II	3	23.1
Total	**13**	100.0

It can be noticed from the table that the majority of the teachers of Oral Communication in Context teachers are teaching in the central part of the town, experienced and well-equipped with the needed skills to teach the said subject.

Profile of the IT Experts in terms of Sex and Profession

Table 2
Profile of the IT Experts in terms of Sex and Profession

Sex	**f**	**%**
Male	**7**	**70.0**
Female	**3**	**30.0**
Total	**10**	**100.0**
Profession		
Teaching	**4**	**40.0**
Non-teaching	**6**	**60.4**
Total	**10**	**100.0**

The table shows that IT experts are mostly male and have employed themselves in different professions which means that their knowledge and skills in the field are of great help in enhancing the quality of the instructional materials.

Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to

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Content, Aid to Instruction, User-friendliness and Accuracy of Information

Table 3
Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to Content

Content	Mean	VI
5. The instructional videos contribute to the achievement of the competencies, domains, and standards in the Curriculum Guide of Oral Communication in Context.	5.00	VHA
6. The instructional videos contain topics covered in the curriculum guide and can be accomplished according to the schedule.	4.92	VHA
7. The instructional videos are presented in logical progression coupled with persuasive information from reliable sources.	4.85	VHA
8. The instructional videos provide meaningful information and productive activities that are even more enriched by instructional approaches and strategies.	4.85	VHA
9. The content is free from ideological, cultural, religious, racial and gender biases, and prejudices	4.92	VHA
Average	**4.91**	**VHA**

The table reflects that the contents are all *Very Highly Acceptable* with the highest placed on item 1 that the instructional videos contribute to the achievement of competencies. This means that the contents of the TURO I-TEACH are well crafted, planned, and aligned to the Curriculum guide prescribed by the DepEd so it has the potentials to develop the students Oral Communication competencies.

This result supports the study of Ocampo (2011) that the contents are the teacher's instructional decisions in lesson planning. Contents are influenced by certain beliefs, namely belief in matching instruction with students' needs, belief in guiding students to master content, belief in building and sustaining interest and belief in paving the way for self-expression. It was noted that in the content area, the teacher prioritizes student motivation and mastery of content in their teaching over the more important concerns of scaffolding.

Table 4
Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to Aid to Instruction

Aid to Instruction	Mean	VI
5. The instructional videos are useful in understanding fundamental concepts in Oral Communication in Context.	5.00	VHA
6. The instructional videos can be understood and studied by the learners even without the facilitator.	4.85	VHA
7. The instructional videos encourage contextual learning or contextualization.	4.92	VHA
8. The instructional videos provide interaction such as learners to learners, learners to teachers, and learners to videos.	4.92	VHA
9. The instructional videos are suitable for any size of learning group.	4.67	VHA
Average	**4.87**	**VHA**

It can be gleaned from the table that with respect to Aid to Instruction, all are *Very Highly Acceptable*. The usefulness in understanding the concept obtained the highest mean. This denotes that TURO I-TEACH can really aid to instruction and play a vital role in the development of students' understanding through personable context and engaging activities that allow them to interact with the teacher and other students as it is in the class.

The results corroborate with Garton and Graves (2014) who stated that the teacher's purpose is not to teach materials at all, the purpose is to teach the learners and the materials are there to serve that purpose.

The table 5 on the next page disclosed that with respect to user-friendliness, all got the *Very Highly Acceptable* verbal interpretation. The convenience, portability, and accessibility of the instructional videos received the highest mean. It directly implies that TURO I-TEACH is characterized by having hassle-free features for both teachers and students which allow the users to access the materials anywhere and anytime making them more involved and engaged in the learning which in turn can be an effective way of assisting knowledge and skills mastery.

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Table 5
Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to User-Friendliness

User- friendliness	Mean	VI
1. The instructional videos include instructions or directions for proper use.	4.92	VHA
2. The instructional videos are easy to use.	5.00	VHA
3. The instructional videos are portable.	5.00	VHA
4. The instructional videos can be used even without an internet connection.	5.00	VHA
5. The instructional videos can be operated in any gadget.	4.92	VHA
Average	**4.97**	**VHA**

The results are parallel to the studies of Meneses (2014) titled "Development and Validation of Computer-Aided Lessons in Geometry" that the developed computer-aided lessons are user-friendly and acceptable to both teacher and student-respondents with an average mean of 4.92 and verbally interpreted as Very Acceptable, and Fernandez (2010) that clear instructions provide a means of independent learning. Students can freely interact with each other and accomplish the task without worry on the part of the teacher.

On the other hand, it is portrayed in the Table 6 that all in the Accuracy of Information are verbally interpreted as Very Highly Acceptable in which items 2 and 5 got the highest mean that TURO I-TEACH presented information free from conceptual errors, and the speaker/teacher's manner of speaking is encouraging to the students. This implies that the developed instructional videos contained accurate information and the presence and conversational delivery of the teacher can develop a sense of interpersonal interaction and connection that can lead to greater engagement, interest, and efforts for the students.

This is in congruence to the study of Julian (2010) that the language and style being used in instructional materials are a great deal appealing for students and teachers suggest ideas and convey learning to them. The improvement activities should offer an understandable, easy, and accurate language that is appropriate to the level of understanding of the students.

Table 6
Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to Accuracy of Information

Accuracy of Information	Mean	VI
1. The instructional videos present information that complements the prescribed materials.	4.92	VHA
2. The instructional videos contain information free from conceptual errors.	5.00	VHA
3. The instructional videos contain information free from grammatical and typographical errors.	4.77	VHA
4. The important points are emphasized or repeated to ensure that they are not overlooked.	4.62	VHA
5. The speaker/teacher in the instructional videos speaks in an encouraging manner and free from grammatical lapses to reinforce the viewers' self- efficacy.	5.00	VHA
Average	**4.86**	**VHA**

Table 7
Composite Table on the Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context

Aspects	Mean	VI
Content	4.91	Very Highly Acceptable
Aid to Instruction	4.87	Very Highly Acceptable
User-friendliness	4.97	Very Highly Acceptable
Accuracy of Information	4.86	Very Highly Acceptable
Average	**4.90**	**Very Highly Acceptable**

It is evident from the table that all the aspects are *Very Highly Acceptable* which can be surmised that instructional videos are suitable and accurate to the level of the students and to the teachers who will use the videos in their teaching and learning situation. Among the aspects of TURO I-TEACH, user-friendliness got the highest mean and this signifies that the target and

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potential users can easily navigate the materials, hence, an assurance that they can learn independently.

The result is aligned with Mayorca (2015) who stated that an instructional video is interactive with the learner. This can empower people with knowledge on many different subjects, and there's a present trend on the internet of providing video instead of text to teach many things. Moreover, Marbas (2016) stressed that the importance of educational resources is to improve the student's knowledge, abilities, and skills, to monitor their assimilation of information and to contribute to 96 their overall development and upbringing, it also clarifies the concept of to arouse, sustain student's interest, give all students in a class opportunity to experience necessary for new learning, help make learning more permanent.

Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Graphics and Image, Audio and Format

Table 8
Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Graphics and Image

Graphics and Image	Mean	VI
1. The instructional videos have adequate lighting.	4.89	VHA
2. The focus is well framed and images are well composed.	4.80	VHA
3. The individual frames and visual sequences are free from distractions or diversions from the intended message.	4.60	VHA
4. The visual effects and graphics are used appropriately to enhance the instructional videos.	5.00	VHA
5. There is a harmonious blending and synchronization of all the visual aspects	4.90	VHA
Average	**4.84**	**VHA**

This reveals that with respect to graphics and image, all items received the *Very Highly Acceptable* interpretation in which the item for visual effects and graphics obtain the highest appraisal. This denotes that the instructional videos can be clearly viewed by the users and that such will facilitate thorough understanding of the lesson being presented.

The results adhere to Astodillo and Peralta (2013) who cited that it is important that the teacher uses visual, audio, and realia as additional materials 97 during discussion because it encourages students to participate and enhance their abilities and skills. Also, the visual information plays a vital role in communication. The visual perception is used to express ideas and emotions, drawings, pictures, and other computer animations improved the use of images especially in scientific and educational endeavors (Gracia, 2013).

Table 9
Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Audio

Audio	Mean	VI
1. The audio is clear, comprehensible, and dynamically balanced.	4.80	VHA
2. The audio effectively assists in communicating the message.	4.90	VHA
3. The audio synchronizes with the on-screen items.	5.00	VHA
4. The music and/or sound effects complements the effectiveness of the presentations.	4.90	VHA
5. The audio in general aids in learning and retention.	4.90	VHA
Average	**4.90**	**VHA**

As displayed, it can be inferred that with respect to audio, the synchronization with on-screen items obtained the highest review. This indicates that when a material is audio-visually synchronized, it can be a great help in determining important points and improving the retention of the learning because it directs the students' attention to the target element of the instructional video.

This affirms the findings of Baylon (2015) in his study titled "Performance Analysis in Mathematics Grade 8 Students" which reported that teachers who use audio-visual aids and devices to support and facilitate instruction can manage their classroom effectively. The students who are exposed to multimedia like videos, audios and pictures obtained higher score in posttest. This explains that the developed multimedia material helps the teacher and students during the instructions (De Real, 2016).

Table 10

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Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Format

Format	Mean	VI
1. The font style and size are appropriate for the intended use.	4.80	VHA
2. The use of colors are appealing and helping to get message across the audience	4.90	VHA
3. . The frames in the instructional videos are in standard resolutions and consistent ratios.	5.00	VHA
4. The references and sources are acknowledged	5.00	VHA
5. The file format of the instructional videos is easy to upload, download, store and retrieve.	4.80	VHA
Average	**4.90**	**VHA**

As shown in the table, the highest mean was placed in the frames in standard resolutions and consistent ratios, and in the acknowledgment of the sources used. This suggests that the instructional videos fulfill the criteria of a good quality instructional videos ensuring that there are no warping or distorting and lacking of credibility issues when shared and played in any gadget.

This reinforces the study of Yousef et al. (2014) which conveyed that videos can help students through visualization of how something works and clearly shows information and concepts that cannot be explained by text and pictures. The videos must be visible that will attract student's attention and will motivate engage then in tasks that will lead to better classroom performance.

Table 11
Composite Table on the Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts

Aspects	Mean	VI
Graphics and Image	4.84	Very Highly Acceptable
Aid to Instruction	4.90	Very Highly Acceptable
User-friendliness	4.90	Very Highly Acceptable
Average	**4.88**	**Very Highly Acceptable**

It is shown that among the technical aspects of TURO I-TEACH, audio and format obtained the highest consideration and this signifies that with the good and reliable quality of overall production of the instructional videos, the target users can easily absorb and process the information and make their learning memorable since the material is directly speaking to them conveying so much emotions contributing to their life-long learning.

The abovementioned results support the study of Akerele and Afolabi (2012) emphasizing that video plays vital role in teaching and learning. When the organization is effective, it stimulates interest among the pupils and induces longer retention of factual ideas as the children come into contact with what is being taught. Moreover, an intelligent use of audio-visual aids will help save time and stimulate students' interest.

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to Content, Aid to instruction, User-Friendliness, and Accuracy of information in terms of District, Rank and Length of Service

Table 12
Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication with respect to Content, Aid to Instruction, User-friendliness, and Accuracy of Information in terms of District

Criteria	F	Sig.	HO	VI
Content	.565	.726	FR	NS
Aid To Instruction	.567	.725	FR	NS
User-friendliness	.969	.496	FR	NS
Accuracy of Information	1.759	.240	FR	NS

Based on the table, it can be noticed that there is no significant difference on the level of acceptability of instructional videos in Oral Communication in 101 Context as assessed by the Grade 11 teachers in terms of district with respect to content, aid to instruction, user-friendliness and accuracy of information since the obtained p-values of 0.726, 0.725, 0.496 and 0.240 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

This only implies that since all the teacher-respondents from different districts rated the developed

TURO I-TEACH as very highly acceptable, the scores they have given are in the same range and no significant difference at all; thus, their judgment is unanimous and close to one another.

The findings affirm the study of Woottipong (2014) which reported that video can contribute positively to language learning and processing. It helps learners in developing listening skills, in learning new lexical terms and in encouraging autonomous learning. Video-based instruction can be used to develop students' listening and speaking skills. Activities associated with video-based instruction such as gap-filling, group discussion, and oral presentation, can also develop students' listening and speaking skills.

Table 13
Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication with respect to Content, Aid to Instruction, User-friendliness, and Accuracy of Information in terms of Rank

Criteria	F	Sig.	HO	VI
Content	.250	.859	FR	NS
Aid To Instruction	.056	.982	FR	NS
User-friendliness	.462	.716	FR	NS
Accuracy of Information	1.913	.198	FR	NS

The table disclosed that there is no significant difference on the level of acceptability of TURO I-TEACH as assessed by the teachers of Oral Communication in Context in terms of rank with respect to Content, Aid to Instruction, User-Friendliness, and Accuracy of Information since the obtained p-values of 0.859, 0.982, 0.716 and 0.198 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

This means that regardless of the rank of the teachers, whether a teacher is from lower rank or higher rank, all of them have given very close scores and rating for the instructional videos. All of them rated the material as very highly acceptable to be utilized in instruction.

The results corroborate with that of Dahar (2011) who investigated the effect of availability of instructional materials on the academic performance of the students in Punjab, Pakistan. The study affirmed that instructional materials play a very important role in the teaching-learning process.

Table 14
Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication with respect to Content, Aid to Instruction, User-friendliness, and Accuracy of Information in terms of Length of Service

Criteria	F	Sig.	HO	VI
Content	3.300	.084	FR	NS
Aid To Instruction	.188	.832	FR	NS
User-friendliness	.500	.622	FR	NS
Accuracy of Information	10.500	.004	R	S

The table reveals that there is no significant difference on the level of acceptability of TURO I-TEACH as assessed by the teachers of Oral Communication in Context in terms of length of service with respect to content, aid to instruction, and user-friendliness since the obtained p-values of 0.084,0. 843 and 0.622 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

With respect to accuracy of information, since the obtained p-value of 0.004 is less than 0.05 level of significance, the null hypothesis is rejected which means that there is a significant difference on the level of acceptability of instructional videos. This denotes that those with few years in service have varying appreciation to those with many or longer years in teachings.

The findings of the study are aligned to that of Effiong and Igiri (2015) which revealed that instructional materials play a very important role in the teaching and learning process. It enhances the memory level of the students. At this time that education has spread wide and entirely, oral teaching cannot be the key to successful pedagogy; therefore the teacher has to use instructional materials to make teaching and learning process interesting.

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT experts with respect to Graphics and Image, Audio, and Format in terms of Sex and Profession

Table 15
Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Graphics and Image, Audio, and Format in terms of Sex

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Criteria	F	Sig.	HO	VI
Graphics and Image	.081	.898	FR	NS
Audio	.909	.832	FR	NS
Format	.114	.622	FR	NS

It is evident from the table that there is no significant difference on the level of acceptability of TURO I-TEACH as assessed by the IT experts in terms of sex with respect to graphics and image, audio and format since the obtained p-values of 0.783, 0.368 and 0.745 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

It can be inferred that all IT experts, regardless of sex, have accepted TURO I-TEACH and agreed that the instructional videos have met the standards of Information and Communication Technology. All of them rated the material as very highly acceptable that is why there is no significant difference on the assessment they have provided.

The abovementioned results are related to the article of Tan-Espinar and Ballado (2016) which stated that instructional materials provide ideas and practices which frame classroom activity via text and diagrammatic representations and help teachers in achieving goals.

Table 16
Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Graphics and Image, Audio, and Format in terms of Profession

Criteria	F	Sig.	HO	VI
Graphics and Image	.018	.084	FR	NS
Audio	.331	.581	FR	NS
Format	.412	.539	FR	NS

It shows there is no significant difference on the level of acceptability of TURO I-TEACH as assessed by the IT experts in terms of Profession with respect to Graphics and Image, Audio and Format since the obtained p-values of 0.898, 0.581 and 0.539 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

This surmises that regardless of profession whether the IT expert is teaching or non-teaching, both have agreed that the developed instructional videos in Oral Communication in Context contain quality graphics, audio and format which are all suitable to the needs and levels of the students.

The results are in congruence to the study of Oud (2011) which revealed that it is vital that presentation of the instructions and demonstrations on the video clip are understandable and cleared. The sequence of the lessons and the instructions should be taught are also well cued. Noises in the background should be considered for it will draw the attention and concentration of the viewer.

Proposed Enhancements for the Developed TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class

Though the TURO-I-TEACH gained highly positive acceptance from the respondents, the following enhancements were proposed by both teachers and IT experts for a more seamless teaching-learning experience.

With respect to aid to instruction, students' interaction and participation should develop their critical thinking at the same time help them acquire the competencies set for the lesson. Approaches, strategies and activities for different tracks and strands must be taken into consideration as well. Furthermore, a follow-up the next day when these videos will be used in the absence of a sub-teacher or facilitator may be included.

While with respect to the accuracy of information, all the data to be presented in the instructional videos must be thoroughly examined and proofread to ensure that no typographical and grammatical errors exist.

Also, with respect to graphics and image, the position of the speaker should not be where animations will be blocked and speaker's mannerisms/habit must be lessened to avoid the students from distractions. Moreover, additional time allotment in frames where the directions for each activity is flashed is needed so the users will have enough time to grasp what exactly are the instructions to them.

Moreover, although the instructional videos have adequate lighting, it is recommended that morning is the best time to film since it gives the natural light and shadowy-free effects which will help achieve the greenscreen effect used in the instructional videos.

Lastly, with respect to audio, there are few frames where the background music is louder than the voice of the speaker, so in prerecording another instructional videos, the use of condenser microphone is the best option to achieve greater quality of sound.

Conclusions

Based on the findings of the study it can be concluded that the developed TURO I-TEACH, comprising of competencies, lessons, and activities aligned with the Curriculum Guide, is a promising digital instructional material that can innovatively facilitate teaching-learning encounters. Teachers of Oral Communication in Context and IT experts are experienced and equipped with the necessary skills to assist in the enhancement of the technicalities of the instructional videos. The TURO I-TEACH being a digital learning material that is very highly accepted, offers independent learning and functions as modern fillers in the absence of the teacher for the subject Oral Communication in Context. The teachers of Oral Communication in Context and IT experts are in agreement that the TURO I-TEACH meets the criteria in designing an instructional material and suggestions for the enhancement of the TURO I-TEACH focus only on minor tweaking in aid to instruction, graphics and image, and audio.

Recommendations

Based on the results of the study, it is recommended that teachers of Oral Communication in Context are encouraged to utilize the developed TURO I-TEACH to promote independent learning and 21st century teaching pedagogies. Teachers of other subjects and grade levels are encouraged to develop teaching materials that could promote critical thinking and independent learning while considering the much-needed follow up for their students. The developed TURO I-TEACH may be enhanced to emphasize key ideas to make them more stimulating at the same time lessen the visual diversions or anything that may redirect the learners' attention. The developed TURO I-TEACH may be submitted to the concerned Division Supervisor of the Department of Education for endorsement. The study focused only on the development and acceptability of the instructional videos, hence, further studies in experimentation using the TURO I-TEACH may be conducted by future researchers to assess its pedagogical effects and implications.

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