# 4G L.I.V.E. LEARNING THROUGH INSTRUCTIONAL VIDEOS AND E-LEARNING RESOURCES: AN INTERVENTION ON THE GRAMMATICAL COMPETENCE OF GRADE 4 ESL LEARNERS

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## ABSTRACT

*The study determined the effects of Learning through Instructional Videos and E-learning resources (4G L.I.V.E) as an intervention in developing grammatical competence of Grade 4 ESL Learners in MDL classes for S.Y. 2020-2021. This was initiated as a response to the occurrence of challenges in implementing MDL as mandated in BE-LCP. The material is a child-centered, self-paced, MELC-based learning package which includes, instructional video presentations, and other e-materials covering English 4 grammar lessons. This study used purposive sampling with quasi-experimental design and involved 55 Grade 4 learners. Findings revealed that the grammatical competence of the learners increases on average level by the mean percentage score (MPS). The differences observed in the MPS were further subjected to T-test. The paired t-test revealed that there is significant difference between the pre-test and posttest in terms of the grammatical competence of the respondents. This means that they have improved after the intervention program. The results of this study serve as a basis for the English teachers to craft appropriate instructional materials to be given to the learners, as well as a guide for planning of trainings for the development of instructional materials.*

*Keywords: grammar, competence, instructional videos, learners*

## INTRODUCTION

Twenty- first century posed a radical change in the society. One sector that has evolved through time is education. Education nowadays should provide adequate means to transform learners into functional literate citizens to cope with the fast-paced and competitive global demands.

However, COVID-19, as a Public Health Emergency of International Concern (PHEIC), became an unprecedented challenge to the field of education. The current situation prompted every education sector to be innovative, creative, and be resilient in this time of crises (UNESCO, 2020).

Various countries including the Philippines responded to the WHO's mandate to provide remote learning opportunities while schools are closed (World Bank, 2020). Thus, the Department of Education (DepEd) developed a contingency plan in order to continue education in the Philippines amid pandemic. This is the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in light of the COVID-19 Public Health Emergency which contains education interventions that will respond to basic education challenges brought about by COVID-19. Through this, it has been directed that there are no face-to-face (F2F) classes as compliance to the non-negotiable commitment of the country for health and safety of learners, teachers, and staff. Hence, learning opportunities may be provided through Online Distance Learning

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(ODL), Modular Distance Learning (MDL), Radio-Based Instruction (RBI), Television-Based Instruction (TVBI), and Blended Learning, where 7.2 million enrollees prefer to use MDL as revealed by the data gathered through the Learner Enrollment and Survey Forms (LESF). Therefore, Self-Learning Modules (SLMs) were distributed as the main Learners' Material (LM) to be utilized in MDL implementation.

In Bagumbayan Elementary School, 100% of enrollees chose MDL as their learning delivery modality. Thus, with the help of the Division Office, the school distributed 1,499 sets of SLMs during the first quarter of S.Y. 2020-2021.

Despite of this, the occurrence of challenges in MDL implementation is inevitable. Among these challenges are the SLMs' reliability, lack of parents' facilitation skills, and lack of mastery on the desired learning outcomes (Lapada et al., 2020). In a survey conducted among the Grade 4 co-teaching parents in Bagumbayan Elementary School, 85% indicated that they have difficulty in relaying content using the SLMs alone. The responses revealed two (2) major reasons. These are the conflicting schedule of the co-teaching parents due to their work, and low-level educational attainment.

Among the most challenging subject areas to facilitate, English subject ranked second. According to Lapada et al. (2020), this is due to the restrictions imposed by the prohibition of F2F instruction. Interaction with the teacher becomes limited, thus, feedback is often not given. Moreover, the difficulty of the language form is a complex issue that learners emphasized when conducting self-directed learning (Ibrahim, 2013).

In K to 12 English curriculum, Grammar Awareness and Structure is one of the Integrated Arts domains, making the mastery of grammatical competence as one of the desired learning outcomes of the subject area. In addition, 28 of the Most Essential Learning Competencies in English is under this domain. Hence, this puts forth the researcher to develop an intervention program that will help improve the grammatical competence of Grade 4 ESL learners in MDL classes.

Fatemipour and Hemmati (2015) suggested that grammatical competence is best developed using consciousness-raising tasks.

Several meta-analyses have shown that technology can enhance learning (Means et al., 2010; Schmid et al., 2014) and multiple studies have shown that instructional videos can be highly effective educational tool (Hsin & Cigas, 2013; Stockwell et al., 2015).

The use of instructional videos can also boost learners' participation. Griffin (2008) stated that learners are energized and engaged in hands-on learning experiences. Video is an instructional material that generates excitement. Using both the visual and auditory senses, it provides an innovative and effective means to address the challenges posed by the early stage of MDL implementation (Brame, 2016). Instructional Video is a helpful facet of learning in MDL classes.

## OBJECTIVES OF THE STUDY

The study determined the effects of Learning Through Instructional Videos and other Electronic Materials (4G L.I.V.E) as an intervention in developing grammatical competence of Grade 4 ESL Learners in MDL classes for S.Y. 2020-2021. This is initiated as a response to the occurrence of challenges in implementing MDL as mandated in BE-LCP.

Specifically, it sought to determine the level of grammatical competence of Grade 4 ESL learners in MDL classes before the intervention, as revealed by the pre-test results; the level of grammatical competence of Grade 4 ESL learners in MDL classes after the intervention, as revealed by the post test results and to measure the significant difference between the pre-test and posttest results in terms of Grammatical Competence of Grade 4 ESL learners in MDL classes.

## METHODOLOGY

The study is a quasi-experimental design specifically a pre-test- post-test design. This design fit the objectives of the study as the respondents were not randomly selected. The respondents' grammatical competence was measured before the intervention, then after 8 weeks (1 quarter), their grammatical competence

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was measured again to determine the effectiveness of the program.

The participants were 55 grade four (4) public elementary pupils who were chosen using purposive sampling, a type of nonprobability or non-random sampling where cases from the target population that meet certain practical criteria, are included for the purpose of the study (Creswell, 2013). Keeping the purpose of this study, the participants are the learners whose consolidated summative test results in English during the first quarter of S.Y. 2020-2021 are below 75%, and whose parents belong to the 85% who answered facilitation skills as the major problem in translating module content into meaningful learning.

After the approval of the research as sought, a letter asking permission to conduct the study was sent to Schools Division Superintendent (SDS) Dr. Cherrylou D. Repia, CESO V, and to the School Head of Bagumbayan Elementary School, Mrs. Maria Luz SJ. San Diego, the researcher created a learning package that contains Instructional Videos and other Electronic Materials for English 4 lessons.

The developed learning package was checked, improved, critiqued, and validated by specialists in field of English, especially in grammar lessons identified by the researcher. The researcher sought for a series of improvement and validation of the material. After revision, the final learning package were given to the participants to evaluate the material.

Also, the data were gathered through a researchers-made grammar test that was utilized as pre-test and posttest. It consisted of 50 items grammar questions which were equally distributed to test students' mastery of the grammatical structures taught. Each item focused on identification of the grammatical structures, determining structural relationships and application of the structures in the right contexts. The items were adapted from series of grammar test items from BBC/British Council Teaching website. The items were modified to suit the level of learners and the local contexts.

The grammar test was checked and validated. For the validity of the instrument, it undergone series of modification through consultation by a panel of specialist, identified by

the researcher, in the field of teaching English as second language (TESL) and development of learning materials. After validating the checklist, it was given to the participants together with the learning package for evaluation.

For the interest of transparency and clarity, the description and purpose of the instruments were adequately communicated to the respondents' parents/guardians, as the respondents are below 18. These were indicated in the cover letter attached to the instruments. It also stipulated a confidentiality clause to ensure the security of data gathered.

After eight weeks of implementation, test materials were retrieved, the data that obtained were summarized, tabulated, presented, analyzed, and interpreted. Possible trends were established which served as the basis for conclusions and recommendations.

## RESULTS AND DISCUSSION

### 1. Analysis of grammatical competence level of Grade 4 ESL learners as revealed by the Pre-Test

The learners' level of grammatical competence was described using mean score and mean percentage score. The results were conveyed in terms of Mean Percentage Score (MPS) and its descriptive equivalent as adopted from DepEd Memorandum no. 160 series of 2012.

Where, 96-100% is mastered; 86-95% is closely approximating mastery; 66-85% is moving towards mastery; 35-65% is average; 15-34% is low, 5-14% is very low; and 0-4% is absolutely no mastery.

**Table 1**
*Mean Percentage Score (MPS) of Pre-Test*

| No. of Learners | No. of Items | MPS | Qualitative Interpretation |
|---|---|---|---|
| 55 | 50 | 32.80 | low |

Table 1 presents the MPS of the participants in the 50-item pre-test to assess their grammatical competence. The results show that the MPS is 32.80%. This suggests that the

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respondents performed low in terms of their grammatical competence.

This confirms the problem addressed and implies that an intervention activity was really needed to improve the grammatical competence of the respondents.

## 2. Analysis of grammatical competence level of Grade 4 ESL learners as revealed by the Post test

**Table 2**
*Mean Percentage Score (MPS) for Post Test*

| No. of Learners | No. of Items | MPS | Qualitative Interpretation |
|---|---|---|---|
| 55 | 50 | 51.67 | average |

Table 2 flashes the mean percentage score of the respondents in the post test conducted using the same test material during the pre-test. The results show that the MPS is 51.67%, which translates to an average performance in terms of the respondents' grammatical competence. This is 18.87% higher than the pre-test MPS result.

It denotes that the intervention program yielded positive result on the grammatical competence of the learners, and the systematic implementation of the program contributed to the success of the experiment.

The differences observed in the MPS were further subjected to T-test to find if they are significant.

## 3. Difference between the pre-test and posttest results in terms of the Grammatical Competence of Grade 4 ESL learners in MDL classes.

T-test was utilized to determine if a significant difference exists between the pre-test and post test results to determine the effectiveness of Learning Through Instructional Videos and other Electronic Materials (4G L.I.V.E)

The results of the paired t-test revealed that there is significant difference, $t(55) = 12.2668$, $p=.000$ (2-tailed) between the pre-test and posttest

in the grammatical competence of the respondents.

**Table 3**
*Paired T-Test Result*

| Test | Mean | Sd | Df | Sig | H$_0$ | VI |
|---|---|---|---|---|---|---|
| Pretest | 16.40 | 6.84 | 54 | 0.000 | Rejected | Significant |

This means that the learners have improved after the intervention program. Thus, the null hypothesis was rejected. Significance level is set at .05.

After the eight weeks of intervention, the grammatical competence of the learners during the second quarter is significantly higher than the previous quarter. This shows that the intervention gave more opportunities for the learners to develop their grammatical competence in a distance learning set up.

## Proposed Plan

The proposed intervention is a child-centered, self-paced, MELC-based learning package contained in a 16GB USB flash which includes, instructional video presentations, and other e-materials covering English 4 grammar lessons for S.Y. 2020-2021.

The instructional videos and other electronic materials can be supplementary learning materials to SLMs and can be utilized by both the learners and co-teaching parents in developing the learning competencies.

The instructional videos and other electronic materials included in the learning package geared towards the development of learners' understanding of English Grammar and usage in speaking and writing.

## CONCLUSIONS

The findings revealed that after the respondents undergone to the intervention activity, improved significantly, and attained average level of grammatical competence. In view of the foregoing findings, the following conclusions are drawn:

1. Grammar lesson through the medium of video would facilitate the mastery of the grammar concept in distance learning set up. Video presentations of grammar lessons resulted to greater gains in the learning of grammatical structures involving the lexical categories.
2. Using video presentation to student's learning is highly effective, and that the way learners perceived the use of instructional videos motivates them to study, and further engaged them in learning grammar.
3. Instructional videos in increases learners' engagement, and critical thinking.

## RECOMMENDATIONS

The findings suggest that Learning Through Instructional Videos and Other Electronic Materials is effective in increasing the grammatical competence level of Grade 4 ESL Learners. Thus, the following recommendations has been made to promote the continuity of practice:

1. The school should provide the right educational equipment and gadgets for teachers to be digitally efficient in providing instructional videos to learners.
2. Teachers should use multi-modal approach as supplementary material in distance learning class set up.
3. It is suggested to make upskilling and reskilling program for teachers of English language to capacitate them with 21st century skills, such as instructional video development, that have been found effective in the teaching and learning of English language.
4. It is significant to maximize the use of social networking sites, and these can be used as platforms for the accessibility of instructional videos.
5. The results of this study may also serve as a basis for innovations and improvement of teaching practices in providing basic quality education, not only in English but across teaching area.

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The author is a Master Teacher I at Schools Division Office of Rizal, and is currently stationed at Bagumbayan Elementary school. As part of her duty, she serves as a Technical Assistance Provider in their school, and has been a resource speaker in various school-based trainings, workshops and seminars. She was also recognized as one of the Best Campus Journalism Implementer Finalist during the 2019 Gawad Kampilan. In the field of research, she had presented her previous works in different international research conferences such as, 2020 and 2018 Action Research Action Learning, and 2019 Open TESOL in Vietnam.

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