



NAM VIDEO LESSONS: LEARNING TOOLS FOR IMPROVING STUDENTS' UNDERSTANDING OF LEAST- MASTERED COMPETENCIES IN ENGLISH

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**NAM VIDEO LESSONS: Learning Tools for Improving Students'
Understanding of Least-Mastered Competencies in English**

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Abstract

The study focused on creating video lessons to help grade 10 students perform better in their least-mastered skills. This study employed a mixed method, combining quantitative and qualitative data. However, the developmental technique was applied for video classes because the researcher created instructional interventions. We used frequency counts, percentages, and theme categorization. Overall, students' understanding of the three learning competencies in English in, First Quarter fell into the category of "low mastery." The activities in each video lesson stimulate students' knowledge and critical thinking, inspire them to learn more deeply, and help them overcome gaps in understanding of least-mastered skills. The students' responses had two emerging themes. These are personalized learning experiences, and video lessons are more comprehensive. Each article has two sub-themes. The learning is evident in video lessons, and learning becomes good in video lessons; students' difficulties are reduced, and students' attention is aroused. The study now recommends that the created video lessons be used and adapted as a supplemental learning tool in the Mahayag North District during the new normal. Teachers be provided with training or workshops related to developing video lessons for more meaningful learning among grade 10 students so that a copy of the created video lessons can be shared with teachers to guide the development of teaching materials in various subjects.

Keywords: *learning tools; less-mastered competencies; NAM Video Lessons*

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Context and Rationale

Self-Learning Modules (SLMs) with alternative learning delivery modalities are offered to different kinds of students throughout the Philippines by the Department of Education (DepEd). Integrating SLMs with other modes of learning delivery helps DepEd make sure that every student has access to a top-notch primary education. However, due to the public health situation brought on by the COVID-19 pandemic, face-to-face instruction is still limited.

To meet the requirements, circumstances, and resources of each and every student, SLMs and other alternative learning delivery modalities have been put in place. In light of the present COVID-19 situation, they will take all necessary precautions to ensure that basic education is available (Briones 2020, 1). However, it is generally noticed that students need help understanding especially using English as a medium of instruction. They struggle much more when teachers are absent to explain the lesson in the module since parents cannot thoroughly explain the lesson.

English as a second language is intrinsically difficult to learn, as indicated by the negative attitudes and perceptions towards the language (Despaigne 2010, 55). It is often considered as one of the most challenging languages to master. It is difficult for learners and native speakers to learn because of its inconsistent spelling and complex grammar. Many terms, for example, appear perplexing to non-English speakers. Students' attitude toward learning is considered one of the most critical issues in education today. Learners can have mixed attitudes toward learning English. They might feel optimistic about studying English (Borja 2016, 3).

Teachers are concerned with sustaining student engagement, specifically in the English subject, regardless of the flexible learning style the school uses. Many difficulties spring to mind for many teachers around the country. Some ways of learning are performed without the presence of a teacher, and students may need clarification on how they might advance, mainly if they need to be informed of the anticipated or desired outcome. Students who must complete their education from the comfort of their homes face particular difficulties that can make it impossible for them to carry out their obligations. Students may require the ongoing direction of their teachers in different ways at times. Each school has a unique set of problems regarding student involvement. Some teachers have already guided lessons and encountered difficulties as a result of the new normal of learning. Teachers must help students with technical issues in the modern learning environment while studying at home, mainly if there are issues with modular learning. Aside from that, teachers are obligated to step up and assist Students who continue to struggle with this new norm of learning. Teachers will be responsible for a variety of activities in order to help their students, and flexibility in these jobs will be critical in realizing the effectiveness of modular distance learning (Thornton 2021, 1).

It is exceedingly tough for teachers to uncover good ways to assist students with a negative attitude toward learning English. Teachers make adjustments that can lead to better results for students' performance. Begin by getting to know the English students in the class and learning about their needs. Furthermore, it allows English students to translate, analyze their thoughts, and develop the confidence to answer. When English learners struggle to grasp English classes, they need additional supplemental resources to help them improve their performance. One-on-one support and attention are required. Teachers should develop learning tools to make more dynamic and interesting instruction and learning. To link the needs of parents and learners in the new standard setting, the researcher will provide self-learning resources as a learning supplement for learners' learning in addition to printed materials.

Vygotsky's Theory of Scaffolding emphasized changing the degree of support offered to best suit each learner's capacities. A teacher would first guide a learner through each stage of completing a task while introducing a new idea. As the student gains a grasp of the idea, the teacher gradually reduces support, shifting away from step-by-step instruction and toward nudges and reminders until the student can accomplish the tasks independently." Vygotsky's instructional scaffolding refers to teaching methods. Teachers are responsible for promoting the learner's growth and providing support structures to help them advance to the next stage or level (Van Der Stuyf 2002, 5-18).

Several studies provide evidence that video lessons significantly benefit written materials and writing tasks (Snowden 2012, 1). Students are drawn to video, and many regard it as a delight in class. Whether a video is real or created by the teacher, particularly for learners, it has been designed to capture and hold learners' interest. Many teachers know this is an essential component of a successful lesson. One of the most significant benefits of video courses is their capacity to encourage pupils. For many students, understanding a genuine person speaking English is a watershed moment.

Furthermore, creating video lessons takes time. However, it can save time in the long run because teachers will only have to explain the guidelines or ideas a few times (Vierstra 2014, 1). Once the teacher begins making video lessons for her students, she may decide to continue the practice.

According to the researcher's findings at Mahayag School of Arts and Trades in Mahayag North District, the English teacher in Grade 9 experienced difficulties increasing students' English understanding. As observed, 10 or 22.0 percent of the 46 students now enrolled in the Grade 10 section Equality have a negative learning attitude about English. Based on the module's weekly assessment tests, they scored poorly in the English lessons. Thus, learning English is one of the hindrances to studying in the new standard education system. In some situations, parents and guardians answered the modules because students were having difficulties understanding some of the activities in the module. At times, parents returned the activity sheets with some items that needed to be answered. In other cases, students just answered the module without comprehending the lesson as long as they completed the module's tasks. According to parents interviewed during module distribution, most of their high school students are more interested in non-academic activities than reading and completing module chores. Parents of students reported that their children lack patience when reading long paragraphs, particularly in the reading comprehension exercise. They are not interested in reading it or participating in the module's comprehension exercise because they need clarification on the text's concept, resulting in poor performance in the weekly evaluation tests.

Furthermore, teacher-created video lessons may be a tremendous tool to aid all students, particularly slow learners. When they create their films, they may personalize the training to their pupils' specific requirements. Using self-created video lessons, a teacher can also offer a personal and customized connection to the learning environment. With the advent of remote learning, more teachers than ever depend on what was written in the instructions. However, many students need help understanding long instructions. Parents, too, need help grasping the topic. For example, children with working memory may struggle to comprehend long instructions. Create a brief video lesson to accompany students. The advantages include the opportunity for the students to replay the video and understand the teacher's directions many times. Creating videos for students does more than assisting them in understanding written instructions. Videos can also assist pupils in comprehending any aspect of lessons, including the topic. Learning becomes fairer

when teachers record videos for learners to view at their own pace and time while at home. Students can watch the videos whenever and however they wish (Veirstra 2014, 1).

As a consequence of the situations that the researcher and her co-teachers had observed regarding students' attitudes toward answering modules and their poor performance on learning tasks as a result of their insufficient understanding of these modules, this is why the researcher is keen to perform a study on the English skill that pupils in Grade 10 have a minor mastery of so that video lessons can be supplied to help them.

Innovation, Intervention, and Strategy

In response to the increasing problem of the least learned skills in English based on summative tests, the researcher will make video lessons as a learning tool to address the issues of student participants. The learning tool will be video lessons containing explanations and exercises to help students better understand the least-mastered skill in the English summative tests. The proposed intervention tool was developed independently by the researcher, who gave it the name NAM video lesson - which stands for Nancy A. Macalam, in recognition of the time and work invested in developing it. After identifying the least-mastered skills on the weekly English 10 test, the researcher develops a strategy for raising students' performance. The researcher produced the video lessons in response to the findings. The researcher follows the process steps: (1.) The researcher read some global onsite video lessons for clear ideas about completing them; (2.) The researcher started making a pre-test to determine the knowledge baseline and to assess students' academic progress before giving a video lecture; and (3.) The researcher strongly emphasized students' cognitive development through discussion, enrichment activity tests, recalling, and assessment.

The researcher believes that video lessons are the best way for students to comprehend the lesson. For students who received a poor summative test score, the researcher explained the lesson in the module in further detail. Students watch the video lessons and study from their mobile devices, such as laptops, tablets, or smartphones. This intervention aims to improve students' knowledge and comprehension of the lessons; it is not intended to be uploaded on international sites.

Action Research Questions

This study was conducted to identify the Least Mastered skills encountered by students in English 10, First Quarter throughout the School Year 2021-2022, to design video lessons that address the problem.

It specifically sought answers to the following questions:

1. What is the level of achievement of Grade 10 students in the weekly tests?
2. What learning activities can be incorporated into video lessons as a self-made learning tool to improve grade 10 students' least-mastered English skills in summative tests?
3. How do student participants describe their learning experiences with NAM video lessons as provided by the researcher?

Action Research Methods

Research Design

The method used in this study was mixed, quantitative, and qualitative design. In a mixed-method study, the researcher gathered and analyzed quantitative and qualitative data within the same study. However, because the researcher created educational interventions using video lessons, the developmental design was applied to video lessons. The first quarter's weekly assessments were used to gauge the level of achievement of Grade 10 pupils using quantitative methods. For the weekly test, the English teacher presented NAM video lessons to the students, and the learning experiences the students had with them were described in qualitative terms.

Participants and/or other Sources of Data and Information

The participants in this study were Grade 10 students of section Equality from Mahayag School of Arts and Trades, Mahayag, Zamboanga del Sur. The outcomes of the LMCs and target participants were the primary data sources for the study.

Research Instrument

The researcher designed three weekly tests used as the first research instruments in this study. These 15-item tests are designed and validated to gather data and insights on the level of achievement of Grade 10 students in English before employing a video lesson. A semi-structured interview guide is another tool used to gather information and data from participants in a research study. It consists of a set of questions designed to explore specific topics, sub-questions, and underlying themes. This research instrument consists of sub-questions, descriptive questions, and probing questions to explore specific aspects on students' learning experiences with NAM video lessons as provided by the English teacher. It aims to gather comprehensive insights from participants about the impact of the video lessons as innovations and interventions in this research.

Data Gathering Procedure

First, the researcher collected data on the past English grades of the student participants by tapping their previous class advisers to identify low-performing students in Grade 9. This is the basis for the current investigation. The research participants in the present study were students in their tenth grade. The results of the weekly tests were used to determine the Least-Mastered Competency. Following that, the researcher provided the NAM video lessons to students in order for them to master the competency. This video lesson is a Lecture Capture type wherein the researcher presented the content in a slide deck where all the necessary materials, including videos, are available. Some points were also emphasized by way of highlighting them through pens. Furthermore, video lessons were created every weekend after the results on what competency still needs to be mastered.

The weekly test results were analyzed throughout the data-gathering phase. Prior to the conduct of the test, parents were correctly oriented on their role during the tests. The researcher emphasized that parents can only assist their children by clarifying any question in the test that they do not understand. The students answered the questions to fully determine the least-learned competency based on their comprehension of English.

The data collected were analyzed using descriptive statistics. The researcher used the Mean Percentage Score using the rating scale and adjectival equivalent below to analyze and determine the least-learned competency.

Rating Scale	Adjectival Equivalent
96% - 100%	(Mastered)
86% - 95%	(Closely Approximating Mastery)
66% - 85%	(Moving Towards Mastery)
35% - 65%	(Average Mastery)
15% - 34%	(Low Mastery)
5% - 14%	(Very Low Mastery)
0 - 4%	(Absolutely No Mastery)

Data Analysis

Descriptive statistical analysis, such as frequency and percentage, are valuable quantitative tools for summarizing and presenting data related to the level of achievement of Grade 10 students in the Three Weekly Tests. These statistics provide a clear and concise way to understand the distribution of student achievement and identify trends or patterns within the data. To analyze the qualitative data, the researcher employed thematic analysis to explore the sub-themes and emerging themes on the learning experiences of the students using the NAM Video Lessons. This inductive analysis examines a set of texts from interviews or transcripts "to find common themes from the codes generated (Braun and Clarke 2006). Thematic analysis is appropriate for exploring participants' views and experiences of a certain phenomenon.

Results and Discussion

Students' Level of Achievement. Grade 10 students' level of achievement serves as a vital indicator of their academic progress and before using the NAM Video Lessons. By examining and understanding these achievement levels in the Three Weekly Tests, educators, administrators, and policymakers can make informed decisions to enhance the quality of education and support the diverse needs of students.

Table 1: Level of Achievement of Grade 10 Students in the First Weekly Test

Rating Scale	Frequency	Percentage
96% - 100% (Mastered)	0	0
86% - 95% (Closely Approximating Mastery)	0	0
66% - 85% (Moving Towards Mastery)	0	0
35% - 65% (Average Mastery)	0	0
15% - 34% (Low Mastery)	5	50
5% - 14% (Very Low Mastery)	5	50
0 - 4% (Absolutely No Mastery)	0	0
Total	10	100

The table reflects the results of the first weekly test for English Grade 10 students at Mahayag School of Arts and Trades, Mahayag, Zamboanga del Sur, before employing a video lesson.

As revealed, out of 10 students, 5 or 50% percent got a rating of 15% - 34%, "Low Mastery," and 5 or 50% percent obtained a rating of 5%-14%, "Very Low

Mastery." The findings suggest that many grade 10 student participants had low learning performance in the first weekly test with the lesson "Information Gathering through Listening for Everyday Use," indicating they are not very adept at listening for information. At this point, the researcher realizes that listening is a vital skill that learners must nurture and improve.

The result is supported by Gilakjani and Sabouri (2016, 123-133) when they stated that listening is important and critical skill of students in English language learning. Many students face many listening difficulties and mostly need help with listening. Listening is essential to students' lives, and this vital talent should be highlighted by teachers in their lessons.

The table exhibits the results of the second weekly test in English Grade 10 students at Mahayag School of Arts and Trades, Mahayag, Zamboanga del Sur, before employing a video lesson.

Table 2: Level of Achievement of Grade 10 Students in the Second Weekly Test

Rating Scale	Frequency	Percentage
96% - 100% (Mastered)	0	0
86% - 95% (Closely Approximating Mastery)	0	0
66% - 85% (Moving Towards Mastery)	0	0
35% - 65% (Average Mastery)	0	0
15% - 34% (Low Mastery)	6	60
5% - 14% (Very Low Mastery)	4	40
0 - 4% (Absolutely No Mastery)	0	0
Total	10	100

The table reflects the results of the first weekly test for English Grade 10 students at Mahayag School of Arts and Trades, Mahayag, Zamboanga del Sur, before employing a video lesson.

As revealed, out of 10 students, 6, or 60% percent, got a rating of 15% - 34%, "Low Mastery," and 4, or 40% percent, obtained a rating of 5% - 14%, "Very Low Mastery." The findings suggest that the majority of the Grade 10 student participants had low learning performance in the lesson "Effects of Textual Aids on the Understanding of Text," showing that more students are not very good at understanding the text.

Based on the results, the researcher believes many students need help understanding the text. Mastering this topic is highly important for students since it is the most significant way to develop their comprehension abilities. Understanding the whole text in more depth might be beneficial in understanding other subject areas where English is utilized as the medium of instruction.

The findings conformed with the idea of Harida (2014, 183) when she stated that students nowadays have difficulties understanding texts; she was implying that they are sluggish in reading comprehension. Because reading is one of the English abilities that high school students need to master to study English, teachers should highlight the importance of paying attention to certain factors, such as words and information, to comprehend primary concepts and specifics.

Table 3: Level of Achievement of Grade 10 Students in the Third Weekly Test

Rating Scale	Frequency	Percentage
96% - 100% (Mastered)	0	0
86% - 95% (Closely Approximating Mastery)	0	0

66% - 85% (Moving Towards Mastery)	0	0
35% - 65% (Average Mastery)	0	0
15% - 34% (Low Mastery)	6	60
5% - 14% (Very Low Mastery)	4	40
0 – 4% (Absolutely No Mastery)	0	0
Total	10	100

The table reveals the results of the third weekly test in English Grade 10 students at Mahayag School of Arts and Trades, Mahayag, Zamboanga del Sur, before employing a video lesson. As revealed, out of 10 students, 6, or 60% percent, got a rating of 15%-34%, "Low Mastery," and 4, or 40% percent, obtained a rating of 5%-14%, "Very Low Mastery."

The findings imply that many grade 10 student participants were not doing well in the lesson "The Writer's Purpose," meaning they could not grasp the writer's intention in writing the story or a text. Because of their difficulty understanding it, many students do not understand what the author attempts to express in his writings. This is a challenging task for teachers since most students are unfamiliar with the language patterns employed when questioning and responding to the author's intent in writing. With this, teachers would make interventions to address this concern for students.

The result corroborates the fact that when a student cannot understand the author's purpose, he cannot be helped to understand the text. Students need to uncover clarity of the text and author's intention to fully understand the meaning of the text (Schraw 2000, 96).

Table 4: Learning Activities Incorporated in Video Lessons

Video Lessons	Learning Activities
Video 1	<ol style="list-style-type: none"> 1. Pre-test 2. Concept of Informational Listening Approaches 3. Filling in the Blank. A video clip is inserted in the slide for student participants to listen and fill in the blanks. 4. Complete Me. Recalling the concepts and completing the information being asked. 5. Listen and Choose. A video clip about a panel discussion on Bullying is inserted in the slide deck for the student participants to listen to, and then they will answer the following questions. 6. Assessment: Includes TRUE or FALLS AND MATCHING TYPE
Video 2	<ol style="list-style-type: none"> 1. Pre-test 2. Concepts about Textual Aids 3. Aids for Use. An article is given then student participants are going to answer the questions that follow by expressing their answers with the use of a textual aid. 4. In 4..3..2...and 1. Student participants are going to give words that encapsulate the textual aid. 5. Assessment
Video 3	<ol style="list-style-type: none"> 1. Pre-test 2. Concepts of Film and its Genre 3. What the Kings Say. A double-puzzle 4. In Character: The Iconic Lines. Student-Participants will recite the lines taken from a movie and tell the film genre.

	5. The Story Behind the Setting. 6. It is More Than an Advertisement 7. Assessment
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Table 4 presents the learning activities incorporated in video lessons created by the researcher for students who got low scores in specific skills. As reflected in the table, video lesson 1 determined learning activities that will improve students' understanding of the least-mastered skill in English, which is "Information Gathering through Listening for Everyday Use," focuses explicitly on pre-test; video clips on a panel discussion, recalling the concepts and other listening activity, questioning activity and assessments.

The video lesson 2 included activities that help students master a skill on the "Effects of Textual Aids on the Understanding of Text" through the following activities: pre-test, textual aids, aids for use, giving of words that encapsulate the textual aid, and assessments.

The video lesson 3 involved enrichment activities that will help pupils master the skill of the "Author's Purpose" through the following activities: pre-test, concepts on film and its genre, a double puzzle, the iconic lines where students recite and tell a film genre, the story behind the setting, it is more than an advertisement, and assessment.

Overall, the activities in each video lesson stimulate students' knowledge and critical thinking, inspire them to learn more deeply and help them overcome gaps in understanding of least-mastered skills. Using videos stimulates cognitive activities such as thinking, reasoning, problem-solving, decision-making, and creation (Brame 2015, 1-5). Videos go beyond activities that require the student to recall and connect. Use videos to draw viewers in with more complicated themes and to encourage continued interaction with the material.

Table 5: Learning Experiences with NAM Video Lessons as Provided by the Researcher

Emerging Themes	Sub-Themes
1. Personalized Learning Experience	A. Learning is evident in video lessons B. Learning becomes good in video lessons
2. The Comprehensiveness of Video Lessons Over Text Materials	A. Students' difficulties are reduced B. The students' attention is aroused

Table 5 presents the students' learning experiences with NAM video lessons as an intervention during the first quarter of least-mastered skills. As revealed from the students' responses, there are two emerging themes. These are personalized learning experience, and video lesson is more comprehensive. Each theme has two sub-themes.

For the theme, "personalized learning experience," the sub-themes are a) learning is evident in video lessons and b) Learning becomes' good in video lessons.

For the theme, "Video lesson is more comprehensive," the sub-themes are a) students' difficulties are reduced and b) students' attention is aroused.

Theme 1: Personalized Learning Experience. Based on the learners' responses, students' learning through video lessons becomes evident. This means that students have significant learning with this intervention made by the researcher. Quoting participants' opinions:

"I am learning enough, and I am very excellent with video lessons because

they contain detailed explanations from my teacher in English.” (T2)

“My teacher's video lessons provided me with an excellent learning experience. Because she elaborated on the issue clearly, I was able to quickly think of the correct answer during the test” (T10).

“My teacher's lecture was presented in such a way that I understood it completely. Because she is articulate, I am thrilled to see her again explaining the lesson in detail to us.” (T4)

The findings reveal that participants are learning. It is well said that they will gain much knowledge when the teacher uses video lessons. It improves learner's involvement and engagement.

Under the emerging theme *Personalized Learning Experience*, the participants also elaborated that learning becomes good using the NAM video lessons. This is another experience that students had while receiving video lessons. As reflected in the participants' comments, the video lessons improve their learning because they can watch their teacher talking and explaining. They stated:

“I had a great experience now with the video lessons. My learning has become good. I like to listen to the topic because it is very well discussed.” (T4)

“I had a fantastic time with the video lessons. My learning has improved significantly. I enjoy listening to this topic because it is well-debated. I enjoy how my teacher explains things. I can hear what she said because her voice is modulated.” (T2)

“I experienced so many problems in understanding the lesson. But when the video lessons are introduced, learning becomes easier for me. I had a lot of trouble with learning on my own. Now, learning becomes easier when video lessons are incorporated.” (T3)

I learn so many things from the video. Now I can say that if only a video is given with the module, then students will better understand and surely will gain higher grades in English.” (T9)

The findings disclose that students' learning becomes better and better. As a whole, it increases cognitive development among learner-participants. They enjoy the process of learning.

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Theme 2: The Comprehensiveness of Video Lessons Over Text Materials. The second theme encompasses students' difficulties that are reduced. According to an excerpt from an interview with most parents, they needed guidance on motivating their children to concentrate on modules where they were already exhausted. The respondents clearly show this awareness in an interview through mobile phone:

“With modular learning, I find it very hard to understand, but with the help of the video given by our teacher, learning difficulties are reduced.” (T3)

“I had both positive and negative experiences. I struggled with modular learning alone since I didn't grasp the lesson. The video lessons are excellent since they provide informative explanations.” (T2)

"I experienced so much difficulty with modular learning alone, but with the video lessons given by our teacher, learning English is more straightforward."
(T7)

This theme also accentuates that students' attention is aroused. During the interview, respondents made the following statements. It is written in the Bisaya dialect and transcribed in English. Most participants had similar responses, and they gave overwhelming answers regarding *Limited educational background*. These were the shared statements from 5 participants who wanted to remain anonymous. Quoted below are the typical responses:

"I have a better experience now than before. I learn better now with the video lessons. My attention to learning was aroused when I saw my teacher explaining." (T5)

"Because the topic is well explained in the video, I now understand it better. When there is crucial information that I don't remember, I want to go over the topic again. This is how video lessons have awakened me. I can both hear and see." (T6)

"Thanks to the video lessons, I understand better today than from the modules alone that no one will explain how to go over the assigned tasks. We prefer to watch moving images rather than print information. It will not make us more aware and enthusiastic." (T8)

The finding connotes that students' interest in video lessons increases more than with print modules. In further interviews with participants, the video was regarded as a crucial tool for giving context or a starting point for learning. As justifications, videos give students visual learning experiences to students. Video lessons aid students' learning in several ways (Kay and Kletskin 2012, 619). These include facilitating understanding, aiding in information memory, offering alternate viewpoints, piquing attention, inspiring and enhancing knowledge.

In reflection, the researcher discovered that creating video lectures is the most incredible supplemental tool for learning modules. It effectively transfers or imparts knowledge to students even when they are not physically there with their teachers. It is beneficial since students become more focused on the goals they need to know before completing their module.

Conclusion and Recommendations

Based on the researcher's findings, the student participants valued using advanced video lessons, particularly in the current situation that necessitates supplemental teaching materials that can keep up with the student's learning. It is also vital to base the video lessons on the learning skills included in the modules. Two emerging themes highlight the learning experiences of the learners using the NAM video lessons. It includes "personalized learning experience" and "Video lesson is more comprehensive."

Based on the results and conclusions of the study, the following recommendations are hereby offered: (1.) That the created video lessons can be used and adapted to be a supplemental learning tool in the Mahayag North District during the new normal; (2.) That the study suggests using the created video lessons to be a supplementary learning tool in the English subject; (3.) That teachers be provided with

training or workshops related to the development of video lessons for more meaningful learning among Grade 10 students; (4.) That a copy of the created video lessons can be shared with teachers to guide the development of teaching materials in various subjects; and (5.) That the intervention should be subjected to quality assurance to ensure that it complies with DepEd standards.

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Action Plan

Rationale. One of the teacher's struggles in the delivery of instruction is having students with difficulties in mastering a particular skill during the weekly test. Students' difficulties understanding the lesson are often unavoidable during this time, and it is a crucial part of the learning process. This is typically the case for modular distance learning. Where the education system is still in the new normal, challenges in the learning process are more difficult to address and respond. Teachers need help providing personal feedback and assistance directly to students to help them overcome their concerns and obstacles. Individual differences among students, the details of the learning activity, and the difficulties of providing individual feedback in a modular distance learning setting all contribute to the difficulty of reacting to student variances.

Based on the study results, the participants performed poorly prior to the intervention of the teacher. During the interview, however, it was revealed that the video lessons provided by the researcher helped them learn English. In light of the findings, the researcher proposed an action plan to increase students' performance in other English skills.

Objectives. This action plan was proposed to help students with low performance in English to make their understanding of the lesson easier.

Objectives	Strategy	Resources Needed	Time Frame	Persons Involved	Expected Outputs
Improve students' learning performance in English skills	Provide students every week with a copy of the video lesson through their emails	Internet connection, laptop, android phone, video lessons	Jan to June 2022	Researcher and students	Copy of students' weekly written performance
Strengthen the use of NAM video lessons as learning tools for improving students' understanding of the lessons	Please encourage students to share their downloaded video lessons with their classmates for more meaningful learning.	Laptop, Android phone, video lessons	Jan to June 2022	Researcher and students	
	<ul style="list-style-type: none"> Examine students' work for evidence of learning. Reflect on the effectiveness of intervention strategies. Monitor and assess students' performance before and after the teacher's intervention. 		Jan to June 2022	Researcher and students	Students' performance in English skills is improved

Financial Report

Activities	Quantity	Unit	Estimated cost	Total estimated cost
SUPPLIES AND MATERIALS				
Short Bond paper 80 GSM	1	ream	245	245.00
Long Bond Paper 80 GSM	1	ream	320	320.00
T664 printer ink Cyan	1	refill bottle	385	385.00
T664 printer ink yellow	1	refill bottle	385	385.00
T664 printer ink magenta	1	refill bottle	385	385.00
T664 printer ink black	2	refill bottle	375	750.00
Flash drive (Kingston Kingston DTMC3 USB Flash Drive 16gb 32gb)	1	pc	600	600.00
Wifi load card	2	pc	350	700.00
Ballpen	20	pcs	12	240.00
CD tape	20	pcs	30	600.00
Plastic envelope	15	pcs	15	225.00
	SUBTOTAL:			4,835.00
Reproduction and Binding Cost				
Binding of research paper @ P100	6	pcs	100	600.00
	SUBTOTAL:			600.00
GRAND TOTAL:				₱5,435.00

Appendix A
Interview Guide Questions

Sub-Question	Descriptive Questions	Probing Questions
1. How do student participants describe their learning experiences with NAM video lessons as provided by the English teacher?	1. What are your learning experiences in modular distance learning with video lessons from your teacher?	1. How did video lessons help you understand the lesson? 2. Which aspect of the video lessons do you find the most useful to you? 3. How do video lessons affect your English performance?

Appendix B

Informed Consent Form

Title of the Study:

NAM VIDEO LESSONS: Learning Tools for Improving Students' Understanding of Least-Mastered Competencies in English

Principal Investigator:

I agree to participate in this study, I understand that the focus of the study is to find out the challenges encountered by teachers in modular learning in order to provide appropriate intervention.

1. Confidentiality: I understand that the information provided by this study may be used for research purposes, including publications in a research journal. All personal information, however, will be coded, and at no time will my personal identity be revealed.

2. Voluntary participation: The nature and purpose of the study has been explained to me. I understand that participation in this study is voluntary, and refusal to participate will involve no penalty or victimization. I may terminate my participation at any time I choose, without penalty. I understand that I may withdraw from participation at any time I choose, without penalty. I understand that I may withdraw from participation at any point in the study with no penalty whatsoever.

3. Termination of Participation: My participation in this research may be terminated without my consent if the investigator believes that any part of the study may put me at undue risk. My participation may also be terminated if I do not adhere to the study protocol.

4. Persons to contact with questions: I understand that the principal investigator in this study is: _____. I also take note of the contact persons as indicated in the information leaflet that accompanied this letter which I will file for safekeeping and later reference.

5. Consent to participation: I certify that I have read all of the above and received satisfactory answers to any questions that I may have had. I, therefore, willingly give my assent to my son/daughter's participation in the study. (I will be provided with a copy of this signed informed consent)

Participant's Signature

Date