

Effectiveness of Audio-Video Lessons in Improving the Performance of Grade III Pupils in English

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Abstract —The study aimed to evaluate the effectiveness of audio-video lessons in improving the performance of Grade III pupils in English for School Year 2021-2022. Utilizing the quasi-experimental research design employing the pre-test and post-test for an in-depth analysis of the study, the researcher used the researcher-made test questions in English for the 2nd quarter and was administered before and after the intervention give. Simple Percentage, Weighted Mean and t-test of mean difference were the statistical tools used. Results of the study revealed a significant difference in the pre-test and post-test performances of the Grade III pupils in English. With the discussion presented by the teacher and interactive activities for the pupils to work on while watching the audio-video lesson, understanding of the concepts convey is attained and performance of the pupils has increased. Thus, audio-video lesson is an effective learning material in improving the performance of the pupils in modular distance learning modality.

Keywords — *Effectiveness, Audio-Video Lessons, Improving, Performance, Grade III Pupils, English*

I. Introduction

The key to individual success and progress at all levels of educational development is the act of teaching and learning (Ode 2014). Hence, a well-planned and directed process is essential for an effective teaching and learning process (Lari 2014). For this reason, Ode (2014) argues that teaching aids that are commonly denoted as audio-video (AV) tools need to be adopted to enhance the process. Indeed, from an instructor's and a student's perspective, research has confirmed that using AV technologies for teaching and learning has positively affected teaching (Lari 2014; Mathew & Alidmat 2013; Ode 2014). Ode (2014) emphasizes that 'attention, motivation, concentration, and retention of facts are enhanced through the use of audio-visual materials'. Lari (2014) also posits that technology plays a vital role in today's pedagogy and it draws student's attention. This can enhance effective means of learning when technology is used in classrooms.

Technology plays a vital role in societies, and it can be used for many aspects of daily life (Almurashi, 2016). For instance, many people use technology to conduct activities and work like

searching for a job, completing business transactions, or gathering information. In fact, technology can offer learners many online materials, such as websites for learning, and provide them an incredible source of information. Nowadays, technology is important especially in teaching. It is with the utilization of technology where learning can be achieved. Creating an audio-video lessons uses technology. Teachers had to access different apps and materials using the technology. With the increasing number of positive cases for COVID-19, face-to-face interaction with pupils is impossible. With this, teachers crafted innovative ways to deliver the lessons effectively to the homes of the learners. And one innovation that the researcher has conducted is the utilization of audio-video lessons in teaching English lessons to the respective homes of the learners.

Audio-Video lessons make a course and its content more accessible to students with English as a second language. Whether offered in a traditional face-to-face class or in an online section, the availability of audio-video lessons better enable students for whom English is not a first language to overcome their individual challenges ([Scutter et al. 2010](#)). Additionally, audio-video lessons reduce requests to instructors for content clarification. Traditional classroom students can access lectures outside of class and revisit a topic they are struggling to comprehend. This 'second look' at the concept may generate a better understanding and thus negate the need to contact the instructor via phone or email ([Rogers and Cordell 2011](#); [Vajoczki et al. 2011](#)).

Audio-video viewing is the primary activity among learners (Sinha, Jermann, Li, & Dillenbourg, 2014). It provides various learner/system interactional features designed to supplement content delivered through various forms of both auditory and visual media (Alraimi, Zo, & Ciganek, 2015; Breslow et al., 2013). The way in which media is used is possibly the most salient aspect of video lectures because through it, most forms of instruction and learner interaction are possible. It contributes to the way lectures are perceived by the students, and ultimately influences how they cognitively process information delivered to them (Mayer, 2014). The application of media within video lectures allows learners to process information received through both visual and auditory channels. Such processing occurs by organizing the information in working memory and transferring it to long term memory. This should ideally lead to greater schema construction, and ultimately a clearer understanding of the content (Mayer, 2014). Various forms of visual media designed to enhance student attention and engagement with audio-video lessons include illustrations, images, graphs, maps, animations, videos, slides, and text (Kizilcec, Bailenson, & Gomez, 2015; Mayer, 2014; Schmidt-Weigand & Scheiter, 2011). Efficient delivery of visual media allows students to reason and make inferences by visualizing how certain processes occur (Rasch & Schnotz, 2009). Auditory media are designed to promote student engagement through formats such as music, sound effects, spoken text, instructor's voice, and narration (Kizilcec et al., 2015; Mayer, 2014). Effective delivery of auditory media provides verbal information of which learners can efficiently process, adds emphasis to such information, and attracts learners' attention through nonverbal sounds and music (Costley & Lange, 2017a; Mayer, 2014). Although there are clear benefits to using both visual and auditory media in audio-video lessons, online instructors need to be mindful of potential issues with inefficient media delivery.

Specifically, problems with information transfer can occur if media are delivered in ways that limit their concentration, attention, interest, and engagement (Curry, Bernard, & Kolek, n.d.; Koumi, 2013), and overload working memory (Cierniak, Scheiter, & Gerjets, 2009; Mayer, 2014; Rasch & Schnotz, 2009).

With the present learning delivery modality of the school where the researcher is teaching, audio-video lesson is an important tool to make learning happen even at home. It was also observed that one of the most difficult subjects for the grade in the implementation of modular distance learning modality is English especially that the subject in Grade I is only taught in the 3rd and 4th quarter and its focus is on oral fluency. This means that pupils lack knowledge on the lesson being presented. This is the reason why most of the pupils have low performance in English for the past grading period. Aside from this, some of them have difficulty in understanding the language. Thus, this study is formulated to evaluate the effectiveness of audio-video lessons in improving the performance of the Grade III pupils in English. A proposed improvement plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determines the effectiveness of audio-video lessons in improving the performance of Grade III pupils in English of Kananga Central School, Kananga I District, Leyte Division, SY 2021-2022. The findings of the study will be the bases for the proposed improvement plan.

Further, it seeks to answer the following sub-problems:

1. What is the performance of the Grade III pupils in English before the integration of the audio-video lessons?
2. What is the performance of Grade III pupils in English after the integration of the audio-video lessons?
3. Is there a significant difference in the pre-test and post-test performance of Grade III pupils in English after the utilization of audio-video lessons?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design employing the pre-test and post-test to evaluate the effectiveness of audio-video lessons in improving the performance of Grade III pupils in English in modular distance learning modality. Kananga Central School, Kananga I District, Leyte Division is the main locale of the study. The thirty-three (33) Grade III pupils enrolled in the said locale for School Year 2021-2022 are the main respondents of the study and a researcher-made pre-test and post-test of which the competencies were taken from the Most Essential Learning Competencies (MELCs) prescribed by the Department of Education and

implemented in the school in this time of pandemic was used. This research is focused in evaluating the effectiveness of audio-video lessons in improving the performance of Grade III pupils in English. A proposed improvement plan based on the findings of this study is the output.

Sampling. There are 33 Grade III pupils involved in this study. The research was conducted personally by the researcher with consent from the Local IATF and strictly following the prescribed Health Protocol during the conduct of home visitation by the researcher.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor, District English Coordinator and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head, District English Coordinator and District Supervisor was sought. Orientation of the participants and administration of the pre-test and post-test was done through face-to-face during home visitation. Permission from the Barangay and Local IATF was secured. After answering the pre-test, pupils were given the audio-video lessons enclosed in the modules for the subject. Learning facilitators were instructed to assist and guide the child while viewing the audio-video lessons. After the 6-week conduct of the intervention, post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor, and School Principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the pre-test and post-test performances of the Grade III pupils in English. T-Test of Mean Difference was used to determine the significant difference on the pre-test and post-test performances.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade III Pupils in English

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	3	9
13-16	Very Good	3	9
9-12	Good	10	30
5-8	Fair	16	49
1-4	Poor	1	3
Total		33	100
Weighted Mean		9.66	Good

Table 1 presents the pre-test performance of Grade III Pupils in English. It was revealed on the table that among the 33 pupils, 3 or 9% got the score of 17-20 which is excellent; 3 or 9 % scored 13-16 which is very good; 10 or 30 % scored 9-12 which is rated as good; 16 or 49 % scored 5-8 which rated fair, and 1 or 3% scored 1-4 which rated poor. The pre-test performance of grade 3 pupils in English has a weighted mean of 9.66 which is interpreted as good. This means that the Grade III pupils need supplementary learning materials as aid in understanding the concept convey in the lessons presented in the modules. This implies that the learning materials provided to them do not thoroughly explain or discussed that needed concept by the pupils to be able to accomplish the activities written in the modules.

Table 2
Post Test Performance of Grade III Pupils in English

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	17	51
13-16	Very Good	10	30
9-12	Good	6	19
5-8	Fair	0	0
1-4	Poor	0	0
Total		33	100
Weighted Mean		15.66	Very Good

Table 2 presents the post-test performance of the Grade III pupils in English after given the audio-video lesson as supplementary learning materials on modular distance learning modality. It was revealed on the table that among the 33 pupil-respondents, 17 or 51% got the score of 17-20 which is interpreted as excellent, while 10 or 30% got the score of 13-16 which is interpreted as very good and 6 or 19% got the score of 9-12 which is interpreted as good. The weighted mean of 15.66 shows a very good post-test performance of the Grade III pupils in English after the intervention given. This means that audio-video lessons as supplementary learning materials is effective in improving the performance of the Grade III pupils in English. This implies that audio-video lessons help the pupils understand the concept through the presentation and discussion made by the teacher and the activities presented. With the restrictions to avoid the spread of the virus where pupils have to be at home to learn the lesson through the modules provided to them, the audio-video lessons bring the teacher closer to the pupils. More so that some of them cannot fully understand the meaning of some words used in the activities in the modules.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade III Pupils in English

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade III Pupils in English	Pre	09.66	2.014	0.812	Reject H ₀	Significant
	Post	15.66				

Table 3 presents the test of difference between the pre-test and post-test performances of the Grade III pupils in English on modular distance learning modality. It was revealed on the table that the computed t of 2.014 is greater than the critical t of 0.812 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the pre-test and post-test performances of the Grade III pupils in English on modular distance learning modality. The pre-test means of 9.66 has increased to 15.66 after the utilization of the audio-video lessons as supplementary learning materials provided to the pupils. This implies that the audio-video lesson as supplementary learning materials in the modules provided to the pupils while learning at home is effective. This implies further that in the audio-video lessons, the pupils see their teacher explaining and presenting the lesson and activities were given after. This helps the child in understanding the concept conveyed in the modules.

IV. Conclusion

Results of the study revealed a significant difference in the pre-test and post-test performances of the Grade III pupils in English. With the discussion presented by the teacher and interactive activities for the pupils to work on while watching the audio-video lesson, understanding of the concepts convey is attained and performance of the pupils has increased. Thus, audio-video lesson is an effective learning material in improving the performance of the pupils in modular distance learning modality.

V. Recommendations

1. The proposed improvement plan formulated should be utilized;
2. Teachers should provide the necessary audio-video lessons to supplement the modules distributed to the pupils for easy understanding of the lesson;
3. Teachers should see to it that the learning materials provided to their learners should be suited to their needs and capabilities;
4. Teachers should monitor the pupils at home to see to it if the audio-video lessons are properly implemented;
5. Teachers should ask for feedback from the parents regarding the benefits of viewing the audio-video lessons;
6. School Heads should monitor the teachers while conducting home visitation;
7. School Heads should provide technical assistance to the teachers especially in the production of the audio-video lessons;
8. School heads should encourage the teachers to submit the audio-video lessons for quality assurance in the district and division;
9. School heads should encourage teachers to produce more audio-video lesson in other learning areas; and
10. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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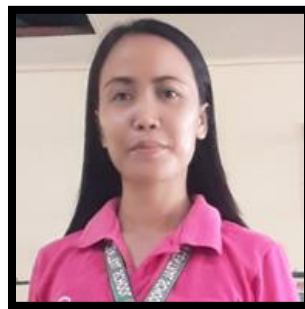
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AUTHOR’S PROFILE



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The author is born on January 30, 1984 at Bagalongon Kananga, Leyte Philippines. She is presently residing at Poblacion Bagalongon Kananga, Leyte. She finished her elementary education at Kananga Central School, Kananga Leyte in the year 1997 and continue her quest for education and able to finish her secondary education at Kananga National High School, Kananga, Leyte in the year 2001. She enrolled and finished her Bachelor in Elementary Education at Pampanga Colleges, Macabebe Pampanga in the year 2016. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc.

Her first station was Kananga Central School and is handling grade 3 pupils for 1 year now. Currently she is a teacher 1 at Kananga Central School, Kananga I District, Leyte Division, Region VIII Philippines. She attended series of trainings and seminars conducted in Region, Division, District, and school.