Utilization of English Video Lessons and Their Significance to the Philippine Language Curriculum: A Literature Review

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Abstract

Using the A- Analyze, D- Design, D- Produce, I- Implement, and E- Evaluate (ADDIE) instructional design approach, this study aims to develop and evaluate video clips as instructional materials in teaching English 7 learners. This research was done to establish which lessons should be included, as well as the content validity and acceptance of the created video clips. The researcher used the descriptive survey and developmental methods of study to create the video clips. The following were the critical measures that were taken: 1) planning, 2) video clip development, 3) validation/evaluation, and 4) result stage. Moreover, the researcher used two sets of questionnaires/checklists to gather pertinent data on the content validity of the developed video clips in terms of objectives, lesson, organization, language, and relevance; and the level of acceptability along with suitability, adequacy, and relevance. The suggestions were consolidated and integrated into the revision of the developed video clips in English 7. Students and teachers in public schools should try out the generated video clips in English 7 as extra educational material, according to the researcher. It can also be used to remedy the lack of educational materials that cover the entire teaching and learning process. More changes to the created video clips should be made to accommodate learners' frustration levels. Finally, it is recommended that the school administrators should advise and encourage teachers to produce and come up with instructional materials in the different subject areas for additional learning materials. Also, an in-service seminar-workshop on instructional design in every subject area should be organized and conducted by education authorities in the division or in the region.

Keywords: Development, Video clips, Validation, Instructional material

1. Introduction

English is a globally recognized language. Filipino students' English competence has been steadily deteriorating over time, as seen by their generally poor performance in national assessments of their English language proficiency. Learners have a hard time expressing themselves in the classroom, especially when writing, which could be ascribed to professors' complete lack of interest in helping students

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develop their writing skills. Teachers who are looking for effective and innovative classroom activities to help learners develop their communication skills appear to be lacking in imagination and inventiveness.

The release of the 2018 Program for International Student Assessment (PISA) report, which indicated that high school students in the Philippines received poorer scores in reading comprehension, mathematics, and science than most of those assessed in other countries, enraged the country in December 2019. In reality, the country's overall reading score was a pitiful 340 points. China, in the first place, received 555 points. According to the statistics, almost 80% of Filipino pupils around the age of fifteen did not achieve the required level of reading proficiency.

Concerns noting on the factors and conditions of the surrounding learners' writing challenges have also become a prominent topic of research in English Language Teaching (ELT) with the help of technology, and the recommendations coming from these queues of research have likewise seen advancements in the progressive pursuit for solutions to the problem such as the formulation of more advanced teaching and learning strategies, as well as relevant instructional materials that are all in aid to alleviate students' difficulties in terms of writing skills.

With that, students generally encounter problems when expressing themselves through written compositions in ways that are systematic and logical (Msanjila, 2011). Moreover, the deficiency in students' written skills is also a factor they complain about when dealing with specific tasks assigned to them and which presupposes their competence in writing.

Moreover, in the K to 12 Curriculum, the instructional materials or references given to English language teachers of Grade 7 students are usually the Learner and Teacher's Manual. To supplement the latter, the concerned teachers sometimes look for inputs and other instructional materials that can be derived from the internet, but these are not always available, especially when a teacher does not personally possess IT equipment to be able to access the internet. Likewise, the soft copies of internet-drawn instructional materials cannot be used all the time, especially in schools wherein classrooms are not equipped with the appropriate audio-visual devices to present them as such to the students.

Trianto (2012) said that the primary purpose of learning is changing a learner's behavior as a result of dealing with an experience, and in such a context, video clips do enrich a student's experience. Using developed and validated video clips in their learning process is essential to guide students in understanding the material. This material also gives an enormous chance for the students to show up their ability and develop thinking processes such as looking for, guessing, and thinking logically.

It is then in the context of the above-stated challenges that the researcher found the motivation to develop video clips as an appropriate instructional material for Grade 7 students, which may function to be supplementary material for the use of other teachers and students in addition to their existing resources. Moreover, the researcher believes that this shall enable her to carefully analyze the nature of each of

the competencies appropriate for the level of Grade 7 so that the developed video clips being the output of this study shall presuppose suitable lessons, tasks, and evaluation measures in accordance with the expectation that in the end will imbibe the competency in reasonably high levels.

2. Literature Review

Starting with the K-12 Curriculum, which was introduced in the school year 2012-2013, the Philippines has been undertaking a substantial makeover to bring it in line with education systems across the world. This shift in domestic education policy has far-reaching implications, which international educational institutions should consider while seeking new student recruitment markets.

The Language Arts and Multiliteracies Curriculum (LAMC) is based on the principles of language acquisition, learning, teaching, and assessment in the context of English education. LAMC's ultimate goal, as stated in the K to 12 English Curriculum Guide (2013) is to produce graduates who can use language conventions, principles, strategies, and skills in 1) interacting with others, 2) understanding and learning other content areas, and 3) fending for themselves in whatever field of endeavor they choose.

Because of the rapid growth of technology, video technology is becoming increasingly popular in education (McNulty and Lazarevic 2012:51). The usage of video clips in the language classroom is not just due to the availability of modern equipment, such as a computer or a DVD player. Another critical reason is that using video clips to teach has a lot of educational advantages. According to McNulty and Lazarevic (2012:49), the essential quality of using video-based activities is that they help overall learning motivation.

The following are the most critical potential learning outcomes, according to Berk (2010): video clips attract students' attention, focus students' concentration, generate interest in class, energize or relax students for learning exercises, improve attitudes toward learning, increase understanding, foster creativity, stimulate the flow of ideas, provide an opportunity for freedom of expression, serve as a vehicle for collaboration, inspire and motivate students, make learning more fun.

Teaching through video clips, on the other hand, allows teachers to improve students' cultural awareness and familiarize them with target cultures while also teaching the four core language skills (listening, speaking, reading, and writing) and expanding their vocabulary. The primary benefit is that video snippets provide teachers and students with what are known as "possible learning outcomes."

Further, Persky and Danne (2013) state three reasons to explain the common writing difficulties among children and young learners. Composing texts is a challenging endeavor for these students because it necessitates the deployment and coordination of many cognitive, linguistic, and physical activities in order to achieve goals related to genre conventions, audience needs, and the author's communicative goals.

Intercultural understanding is also promoted in the classroom using video clips as authentic materials. The foreign language instructor must remember that teaching a foreign language entails not just teaching vocabulary and grammar but also educating about the target cultures. Otherwise, the entire educational process may appear ineffective and fake. However, because teachers have limited time in the classroom and are constrained by the curriculum, cultural topics are frequently placed second in language instruction.

Although nowadays, with the advent of technology and the availability of computers and the internet, electronic materials are frequently preferred by students over printed materials. The researcher advocates for the creation of video clips to aid learners in acquiring 21st-century skills in the English topic. Teachers are urged to create video clips so that publicly available ideas and exercises can assist them in overcoming their inability to build their program writing skills. Because there are no primary textbooks or suggested books for students to use, the researcher proposed creating video clips as teaching resources for Visual Basic NET. As a result, the students will have easy access to course materials.

3.   Related Studies
3.1 Foreign Studies

Video clips can be used for a variety of other things. Video materials, for example, can help promote dialogue in the classroom. Lonergan (2013) says 'The great aspect of video films is their ability to offer whole conversational scenarios'. Indeed, video-based assignments can go beyond passive video viewing by forcing students to respond to and interact with the video content. Students could be asked to answer questions after watching video segments, for example.

According to Gee and Hayes (2011) learning new words can also be aided by using video clips. 'When a person has images, actions, goals, and dialogue to attach to words, they have an embodied knowledge of those words,'. As a result, films assist learners in seeing language "embodied" by supplying them with images, as well as the other elements identified by Gee and Hayes.

Danurwindo (2014) averred that Because English is an international language, it is one of the disciplines that students must master. The goal of language learning is for pupils to master the target language so that they can communicate effectively with others. However, the kids must first make mistakes, a method for analyzing the sorts of grammatical errors and identifying the types of grammatical faults that students in the second semester of IAIN Tulungagung frequently make in their speaking skills.

Moreover, Adib (2012) mentioned that because English is one of the international languages that may be used to communicate around the world, studying English is becoming increasingly vital. English is taught as a foreign language in Indonesia. Learning a new language can be challenging because the target language differs from the native language in terms of elements. These distinctions can cause pupils to make mistakes when utilizing it.

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Harrison (2012) insists that the use of featured video clips in the classroom can foster cultural competence in a curriculum that envisions a shift toward cultural studies because featured video clips place language in context, give students an in-depth understanding of a country's culture and history, and eventually become the gateway to language and culture. Indeed, videos are rich in cultural content and cover a wide range of topics, including national diversity, national identity, national character, people's values, and lifestyle.

Likewise, according to Roell (2010:3), 'Not merely as the impresario of a given linguistic performance, but as the catalyst for an ever-widening critical cultural competence,' the language teacher will be defined in the future. Intercultural topics that demonstrate how people from many cultures communicate and interact are becoming increasingly popular in language classes.

Furthermore, according to Koksal (2014:63), one of the benefits of video clips is that they may be customized for use with both large and small groups. Indeed, creating more spoken work for small groups of students and more written tasks for larger groups of students may make it easier to prepare activities for video-viewing classrooms than for other types of lessons. Furthermore, according to Köksal (2014:64), video clips can be a rich source of grammatical structures and terminology, as well as a conversation starter. As a result, teachers can benefit from videos, provided they make use of the opportunities that videos bring.

Mills (2011:32) emphasizes the importance of critical literacy abilities in light of the contemporary abundance of media, print, and online sources. She believes that youngsters who are engaged by movies and television shows require conceptual tools to comprehend, select, question, and evaluate text messages. Teaching with videos can help students build critical literacy skills by requiring them to assess, evaluate, and question the materials they have been exposed to.

Even if there are disadvantages to teaching via video, they are likely to be exceeded by the advantages. However, the most significant disadvantage of teaching through video is that it is time-consuming. First, the teacher must preview and select actual video clips that are appropriate for classroom use in terms of language and context. Teachers must therefore devote additional time to planning activities for students. Second, video clips consume a lot of class time, especially if they are feature films.

Another negative is the danger of making classes more enjoyable than instructional, which could result in meaningless viewing with no aim and hence no educational outcome.

Vetrie (2014:40) says "Teachers occasionally utilize the video as a relaxation or a non-teaching break,". The worst application of all is using a feature film as an amusing reward between the end of a teaching unit and a vacation, which is both immoral and illegal."

The study of Abregana (2012) was descriptive in nature as it identified and described what is and what existed in the present situation of the proposed video clips.

Buchan's study, "Development and Validation of Modules in English 2: Writing in the Discipline," found that the materials, activities, exercises, and strategies employed in the module were diversified, allowing students to work autonomously and creatively. Overall, the pool of experts, teachers, and students determined that the modules were appropriate for the student's levels and needs.

To summarize, technology is an essential aspect of the academic world and, when used appropriately, can help students learn languages more successfully. Every language instructor needs to be able to incorporate video technology into their classroom routine and language learning activities. The educational power of video should not be underestimated. On the other side, it is critical to avoid overusing or misusing video snippets in the classroom.

3.2 Local Studies

Developed video clips can suffice the needs of the students as the illustrations and diagrams, as well as the words used, are within the understanding of the learners. Moreover, the choice of suitable topics is essential to the pursuit of developing the performance of the students as the objectives and exercises are aligned with each other. Victor (2013) also stated that the chief purpose of instructional material (IM) is to implement ideas in the minds of students and help them understand specific concepts.

With regard to graduates, Macasinag (2011) mentioned that many people say that high school graduates from decades ago had a more excellent command of the English language than college graduates nowadays. This degeneration manifests itself in a variety of ways, including incorrect grammar, a lack of linguistic fluency, poor reading comprehension skills, and poor writing skills. Filipinos are clearly losing their competitive advantage in terms of English skills. Our claim to being the world's third-largest speaking country does not match our position. We now hear anecdotal stories of contact centers admitting only a small percentage of individuals who apply because only three out of every 100 applicants are English skilled. University teachers bemoan college students' incapacity to comprehend and communicate in English.

Likewise, Salazar, Jr. (2017) wrote that teachers, parents, and students have begun to repair and beautify school buildings, classrooms, and grounds as the education system prepares for the start of classes in June. Among these initiatives, we hope that our educators will intend to redouble their efforts to improve English instruction using technology so that Filipinos can stay up with the global competition. The dismal situation of English proficiency is also evidenced by surveys from the Social Weather stations.

Mabuan (2015) Weblogs were used to study grammatical problems in a corpus of 58 blog entries generated by 58 individuals. Its goals were to find out what students thought about using blogs to help them learn English writing abilities, to discover, categorize, and analyze grammatical problems in students' blog entries, and to find out what students thought about blogging as an alternative to writing platform.

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In addition, Rodriguez's (2012) study aimed to establish the acceptable level of the topics included in the modules based on their components which were evaluated by experts. The topics included in the modules were determined after the analysis of the course outline prepared and used by Information Communications Technology teachers handling multi-media production offered by different institutions of higher learning in the Province of Pangasinan.

The betterment of using modified learning materials was shown in Cruz's (2011) research. He found out that students exposed to the developed learning materials in Drawing 2 performed better than the students taught without the use of the developed learning materials. The developed learning materials in Drawing 2 as instructional materials are highly acceptable in teaching the subject.

Thus, Cortez (2013) proposed English I Instructional Materials for Students, and the development and validation of the work text process followed the four steps which are: a) the planning stage, b) the development stage, c) the evaluation stage, and d) final revision of the developed work text. Results of the validation in terms of the level of validity of the developed work text obtained an overall mean of 4.20 with a descriptive rating of very highly valid.

4. Conclusion and Implication

The following conclusions were formed based on the significant findings:
The least mastered competencies of Grade 7 in their English subject, which inspired the selection of the lessons in the developed video clips, were identified to be grammar, vocabulary, reading comprehension, and literature.
The developed video clips in English 7 were Very Highly Valid in terms of content validity which was further measured through a careful analysis along with the video clips' objectives, lesson, organization, language, and relevance.
The developed video clips in English 7 were Very Highly Acceptable in terms of Level of Acceptability which was further measured through a careful analysis of the video clips' suitability, adequacy, and relevance.

5. Recommendations

In consonance with the findings and conclusions, the following recommendations are endorsed:

In view of the findings on the least mastered competencies of the students, the concerned teachers of the subject are advised to strengthen and enhance their instructional design for the subject in order to raise the level of their students' grasp of the concerning competencies. Considering that the developed video clips in English 7 generated by this study were custom-fit to the analyzed specific needs of the students in view of their pre-surveyed grasp of competencies, the developed video clips are recommended for use by the concerned teachers to complement their respective instructional designs for the subject.

On the findings that the developed video clips generated by this study were found to be meritorious in both content validity and level of acceptability, the developed video clips are highly recommended for their actual use for classroom use in order to test their actual effect on students in the context of raising their grasp of the concerning competencies. The prototype of this study may be adopted for future parallel research anchored in developing other instructional materials intended for other grade levels.

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