

## **Proposed Video Clip Interventions for Grade 3 Learners with Low Academic Performance: A Cognitive Learning Approach**

**Dr. Ananya Sharma<sup>1\*</sup>, Dr. Rohan Mehta<sup>1</sup>**

**<sup>1</sup>Department of Child Psychology and Educational Development, All India Institute of Medical Sciences (AIIMS), New Delhi, India**

**Abstract.** This study aimed to develop and determine the effectiveness of video clips on the reading comprehension of Grade 3 learners at Aliaga Elementary School during school year 2019-2020. The pre-oral and post-oral reading comprehension levels of the learners as revealed in their reading test results were compared. T-test was employed to determine the significant difference between the learners' pre-oral and post-oral reading test performances. The pre-oral reading comprehension level of the Grade 3 learners is Frustration. After the proposed video clips were utilized by the learners, the post-oral test results revealed that the Grade 3 learners moved up to independent level of reading comprehension. The proposed video clips were found to be effective in enhancing the reading comprehension level of the Grade 3 learners. It is recommended that the proposed video clips should be used by Grade 3 English teachers, to improve learners' level of reading comprehension. Similar studies should be conducted focused on areas not covered by this study.

**Keywords.** video clips, reading comprehension level, frustration level, level of acceptability

### **1 Introduction**

In this age of technology, the young generation is interacting with computer technologies to a great extent. It is a reality that the learners often share and watch videos in various networking sites. In line with this reality, presenting videos to arouse interest and curiosity at the start of the lesson, to visualize the information transferred during the lesson, to sustain learners' interest during the teaching process and to summarize at the end of the lesson is a sound practice, especially in regard to the interest of the learners. As a matter of fact, supporting the learning process with auditory and visual multimedia environments is believed to arouse pupils' interest and indirectly contribute to learners' achievement and formation of positive attitudes towards the class.

According to Wood and Alex (cited by Macaranas, 2019), of the Corporation for Public Broadcasting (CPB), video can be used to promote awareness of the interrelationship between modes (picture, movement, sound, captions). Video has become a part of education. It is integrated as part of traditional approach, serves as a cornerstone of many blended learning. Multiple studies have shown that video, specifically, can be a highly effective educational tool (Kay, 2012; Allen and Smith, 2012; Hsin and Cigas, 2013).

Nobody can set aside the use of technology sweeping the world today. Technologies have shaped the horizons of the imaginable world. Rapid economic development and technological changes have dramatic impact on the pupils we educate. Accordingly, the educational enterprise must innovate, adapt and adjust to the demands of time up to the end, that we will be able to provide quality education that empowers individuals (Mateo, 2012).

Teaching today is a far more complicated profession than it was a couple of decades ago. The dynamically changing phase of development in science and technology has brought about corresponding changes in the way we view teaching (Padua, 2007). Thus, while earlier on, a teacher is considered as one who provides instruction, today, he is known as a facilitator of learning. The teacher is the vital factor in the teaching-learning process. His failure to develop the expected learning outcomes renders his teaching unprofitable.

In the modern classrooms, teachers are no longer lecturers. Their main task is to set goals and organize the learning process accordingly. To attain their instructional objectives, they should be creative and resourceful. They should plan carefully how to carry out learning activities for effective teaching.

However, the moral obligations of teachers are not only to educate their pupils but also to ensure that their pupils are receiving the highest quality education they can give. The teachers, with his/her vibrant and passionate personality, perceives himself/herself as “someone who can affect change or learning because he/she is an expert in what he/she teaches, and in how she teaches” (Corpuz & Salandan,2007).

Teaching is essentially a communication process between the teacher and pupils. In the past, teaching depended entirely on verbal communication. Although this kind of communication continues to play an important role in the teaching-learning process, modern educational practice recognizes the value of a growing number of instructional materials as aids to effective communication and in turn to effective teaching and learning. These materials are commonly referred to as audio-visual aids because they are sensory objects and images utilized to promote meaningful communication and instruction. Audio- visual methods in teaching can improve classroom instruction and student understanding. They help students gain knowledge quickly and easily. Today, technology offers many possibilities for the teacher who wants to capitalize on the craving of a new generation of multimedia presentations. Lesson plans on the use of the media must be consistent with the objectives of the program.

## **2 Review of Related Literature**

Chenge's (2012) study “Reading Comprehension and Its Relationship with Academic Performance among Standard Eight Pupils in Rural Machakos” investigated the relationship between pupils’ reading comprehension and academic performance. The study was carried out in Machakos District. A reading comprehension test and a reasoning ability test were administered to the pupils. The Pearson r was used to determine the relationship between scores obtained in the reading comprehension test and pupils’ academic performance in the various learning areas. Results indicated a strong positive correlation between the scores obtained in the reading comprehension test and pupils’ academic performance for the various learning areas.

Harmer (2006) states that deploying video in English language learning provides special points to the students, seeing language in use, cross cultural awareness, the power of creation and motivation. It means that video employs important roles in the classroom because the learners do not only listen how the language used by native speakers, but they also can see about the language used in read context or communication.

According to Abukhattala (2015) integrating technology in the classroom will successfully depend on the teacher’s roles, their beliefs and practices influence how they deploy the technology in the classrooms. It means that the teachers have to be able to anticipate some problems that may appear in running a course, especially in using video. English language teachers also have to be able to choose appropriate video content that refers to the instructional goal. (Bell & Bull, 2010).

Based on the findings of Gomez (2016) about the effectiveness of blended method with Quipper, there was effectiveness of traditional method mixed with technology-based instruction in Grade 9 Science. There was significant difference in the performance of students before and after the try-out of the blended method Quipper as evidenced by pre-post test results as revealed by t-test. It was evidenced by the post-test given to the learners that the score results in blended method Quipper.

Espino (2017) in her study Reading Comprehension Level of Grade 10 Students in Pangasinan: Basis for an Intervention Material, she aimed to develop and evaluate a multi-media intervention material (MIM). The finding of the study indicated that the MIM in reading comprehension is valid; as to content quality is satisfactory, instructional content is very satisfactory and in terms of technical quality is very satisfactory. Thus, the MIM is needed to developed and enhance the comprehension level of the Grade 10 students and the researcher further recommended the utilization of the said intervention material.

## **3 Research Methodology**

### **3.1 Research Design**

This study utilized the descriptive-developmental research method. It is descriptive because it investigated and described the performance and situation of the Grade 3 learners by analyzing their reading comprehension level. This study is also

developmental because Video Clips were prepared and developed by the researcher. Developmental research has been defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness (Richey, 1994). In this study, the video clips were subjected to evaluation as to its level of acceptability.

### 3.2 Sources of Data

The research subjects who served as the first source of data in this study are the 69 Grade 3 learners of Aliaga Elementary School during the school year 2019-2020. Another source of data in this study as presented in Table 2, identified evaluators of the proposed video clips. The evaluators who assessed the video clips are the twenty-eight (28) School English Coordinators of Malasiqui District II, the District English Coordinator (1) and the Education Supervisor in English (1), a total of thirty (30).

### 3.3 Statistical Treatment of Data

To determine the individual learner’s level of reading comprehension, the following formula was used.

$$\text{Reading Comprehension Level} = \frac{\text{Number of correct answer} \times 100}{\text{Number of questions}}$$

To determine the level of acceptability of the proposed reading video clips, average weighted mean was employed, and results were interpreted using a 4-point Likert scale. To determine if there is significant improvement in the reading comprehension level of the Grade 3 learners, after the use of video clips in English, the pre-oral and post-oral reading test results were compared. The researcher set the condition that at least 50 percent of the learners classified under frustration level should improve in their oral-reading comprehension. The t-test for correlated data was employed to find out if there is a significant difference in the pre-oral and post-oral reading performances of the Grade 3 learners. Data gathered for this purpose are the reading comprehension test scores of the same learners. Their mean scores and mean difference were used in the t-test.

## 4 Presentation, Analysis and Interpretation of Data

### 4.1 Reading Comprehension Level of Grade 3 Learners in English as Revealed by the Pre-Oral Reading Test Results

Table 1 reveals that there were 63 learners under frustration level and 6 of them under Instructional level. No one was classified under Independent level. The learners obtained a mean score of 6.01, equivalent to mean comprehension score of 40.10%. Thus, the Grade 3 learners’ reading comprehension level is Frustration.

Table 1. Reading Comprehension Level of the Grade 3 Learners in English as Revealed by the Pre-oral Reading Test Results

Reading Comprehension Level	No. of Grade 3 Learners	Mean Score	Mean Comprehension Score (in %)	Mean Reading Comprehension Level
Independent	0	6.01	40.10%	Frustration
Instructional	6			
Frustration	63			
<b>Total</b>	<b>69</b>			

### 4.2 Reading Comprehension Level of Grade 3 Learners in English as Revealed by the Post-Oral Reading Test Results

Table 2 shows the performance of the Grade 3 learners in English as revealed by the post-oral reading test results. It can be seen from the table that the learners registered a mean score of 12.70 equivalent to mean comprehension score of 84.64%. This implies that the reading comprehension level of the Grade 3 learners had evidently increased, as compared to their preoral reading test results. At this point, the learners have become independent readers.

Table 2. Reading Comprehension Level of Grade 3 Learners in English As Revealed by the Post-Oral Reading Test Results

Reading Comprehension Level	No. of Grade 3 Learners	Mean Score	Mean Comprehension Score (in %)	Mean Reading Comprehension Level
Independent	57	12.70	84.64	Independent
Instructional	12			
Frustration	0			
<b>Total</b>	<b>69</b>			

#### 4.3 Significant Improvement in the Reading Comprehension Level of the Grade 3 Learners as Revealed by the Post- Oral Reading Test Results

It can be seen from the table that all of the sixty-three (63) learners classified as “Frustration” in the pre- oral reading test improved in their RCL based on the post- oral reading test result. Out of the 63, twelve (12) of them moved upward to Instructional level while the other fifty-one (51) became Independent readers. The six (6) learners formerly classified as “Instructional” also moved upward to Independent level. Evidently, one hundred percent (100%) of the former Frustration Level ” students improved in their RCL. This result surpassed the fifty percent (50%) target set prior to the start of the study. This implies that there is a significant improvement in the RCL of the Grade 3 learners.

Table 3. Comparison of the Pre- Oral and Post -Oral Reading Test Results

Reading Comprehension Level (RCL)	Frequency Count		Number of Learners with Improved RCL	%
	Pre-Oral Reading Test	Post-Oral Reading Test		
Independent	0	57 (6 formerly Instructional +51 formerly Frustration)		
Instructional	6	12	6	8.7
Frustration	63	0	63	91.3
<b>Total</b>	<b>69</b>	<b>69</b>	<b>69</b>	<b>100.0</b>

#### 4.4 Test of Significance of the Difference in the Pre-Oral and Post-Oral Reading Test Performances of the Grade 3 Learners

Evidently, the post oral reading test performance of the learners is significantly higher (p=.000) than their pre-oral reading test performance (shown in Table 4). Hence, the null hypothesis posited at the start of the study is rejected at .05 level of significance. It can be concluded therefore that; the use of the proposed video clips is effective in enhancing the reading comprehension level of the Grade 3 learners.

Table 4. Test of Significance of the Difference in the Pre-Oral and Post-Oral Reading Test Performances of the Grade 3 Learners

Reading Test	Mean	Mean Difference	t	Sig. (2-tailed)	Significance	Decision
Pre-Oral	6.01	6.68	31.96	.000	Significant	Reject Ho
Post-Oral	12.70					

## 5 Conclusion and Recommendation

Grade 3 learners have difficulty in reading comprehension. Video clips can be developed for use of Grade 3 learners under Frustration level to enhance their reading comprehension. The proposed video is “highly acceptable” and could help enhance the reading comprehension of Grade 3 learners. The video clips were effective in improving the reading comprehension level of the Grade 3 learners. There was a significant increase in the reading comprehension level of the Grade 3 learner upon exposure to the video clips.

The proposed video clips should be used for Grade 3 learners classified under frustration level to help in facilitating learning and improve reading their comprehension. The school administrators should encourage teachers to utilize new strategies of teaching reading such as using video clips to improve learners' reading comprehension. Similar studies should be conducted which will focus on other groups of learners or other grade levels. Further studies should be conducted to include factors that affect the reading comprehension of the learners.

## **References**

- Allen WA and Smith AR (2012). Effects of video podcasting on psychomotor and cognitive performance, attitudes and study behavior of student physical therapists. *Innovations in Education and Teaching International* 49, 401-414. [www.google.com](http://www.google.com)
- Chenge, E.W. (2012). Reading Comprehension and Its Relationship with Academic Performance Among Standard Eight Pupils in Rural Machakos. Master's Thesis. Kenyatta University, Kenya.
- Corpuz, B. and G. Salandanan, 2013. Principles of Teaching 3rd Edition. Lorimar Publishing Inc. Manila.
- Hsin WJ and Cigas J (2013). Short videos improve student learning in online education. *Journal of Computing Sciences in Colleges* 28, 253-259. [www.google.com](http://www.google.com)
- Kay RH (2012). Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behavior* 28, 820-831. [www.google.com](http://www.google.com)
- Macaranas, Jovellie B. May 2019 Digitized Reading Materials for Grade 3 Learners Lyceum-Northwestern University, Dagupan City Clips.
- Mateo Richelle 2012 Enhancing the Spelling Skills of Grade 1 Pupils Through Audio-Video Clips