

Using Video - Based Ebook in Teaching Writing for the Enhancement of Grammatical Competence Among ESL Learners

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Abstract

The study generally focused on enhancing the grammatical competence of learners using video-based eBooks. Using pre-experimental research design, the study assessed the pre-test, and post-test scores of the respondents and their significant difference using paired t-tests. Furthermore, the respondents' assessment of the video-based eBook was analyzed using mean and standard deviation, while Pearson r was used to test the correlation between the respondents' assessment and their grammatical competence. The respondents were composed of 41 grade 10 students who were enrolled in modular distance learning. Results revealed that before the utilization of the video-based eBook, the majority of the students have very low and low grammatical competence. In contrast, the students' grammatical competence improved to a high level, as indicated in the post-test results. Moreover, most of the respondents strongly agreed with the video-based eBook's content, instructional, and technical quality indicators. The null hypothesis, which claims no significant difference between students' grammatical proficiency before and after the test, is not sustained. Lastly, the findings supported the null hypothesis that no significant relationship exists between the assessed video-based eBook and the respondents' grammatical competence. Based on the study's findings and conclusions, the researcher suggested that the school and teachers consider using the video-based eBook as an e-module since it helps improve the grammar skills of the learners.

Keywords: grammatical competence, video-based ebook

Introduction

Many aspects of how students learn, and experience school are changing due to the new normal education. When the pandemic forced many schools to adopt a distance learning modality, institutions began to seek alternative learning opportunities for learners. The education sector considered the broad range of benefits presented by digital books or e-books.

Learners are now digital natives who spend most of their time in the digital world. As a result, they find using e-books to be more natural and familiar.

E-books' most significant advantage is their portability. One device may contain many e-books, which can be carried about and read anytime, anywhere.

Aside from eBook's contribution to education, the advancement of video technology in education accelerates. This is because of the widespread use of portable devices, increased Internet users, and massive online open courses. Because of their varied benefits, online-learning videos are becoming increasingly accepted by students and teachers. Video-based instruction has been demonstrated to be a successful teachers' reflection tool and essential in their continuing professional development, in addition to aiding students in learning (Sablic et al., 2020).

Video-based learning methods are teaching methods that use a video to impart knowledge or skills. The video has two aspects, an appealing visual element, and audio, to ensure that students grasp information quickly and adequately (Guo et al., 2015). According to Ting (2013), learners' videos aid in integrating language instruction outside of the language classroom. Video projects can help learners make language learning more engaging by exposing them to an authentic learning environment (Che Mat et al., 2017). These technological advancements significantly contribute to teaching and learning development. The Educational Technology Unit (ETU), which is crucial in producing a quick deliverable to assist the department's digitization and mobilization of instructional learning resources, was even established by the Department of Education (DepEd). ETU also promotes alternative ICT programs through its Open Educational Resources (OER) initiative (DepEd ETU, 2020). Educational Technology is continuously developing, but the DepEd can't deny that most learners are still behind its advancement due to access to mobile gadgets, data, and internet connections.

This reason is manifested in GNHS Domoit Extension's student profiling which showed that 95% of the learners do not have internet connections. This resulted in the utilization of the modular distance learning modality. Grade 10 students in Domoit Extension are given self-learning modules and Learning Activity Sheets (LAS). Relative to the implementation of new normal education for this school year 2021-2022, the Most Essential Learning Competencies (MELC) shall serve as the foundation for the development of the LAS. However, the students' grammatical skill was one of the documented least mastered skills in the second quarterly assessment consolidated findings of least mastered competencies. Handayani & Johan (2018) emphasized that due to a lack of grammar expertise, students make a variety of errors and faults when studying English as a foreign language. As a result, writing appears to be a difficult task for them. Issues with the modular approach that the students encountered point to a potential intervention that would provide anytime, anywhere access to modules. Thus, a need to have instructional material or supplemental learning material in time of modular led to the idea of developing an eBook - a digital module to enhance students' academic performance, specifically their grammatical competence, which is the main target of this study.

Objectives of the Study

The study generally aimed to enhance the grammatical competence of learners using the video-based eBook. Specifically, to (1) describe the pre-test and post-test scores of the respondents in grammatical competence (2) identify respondents' assessment of the video-based eBook in terms of content, instructional and technical quality (3) determine the significant relationship between the assessed video-based eBook and the grammatical competence of the respondents (4) identify the significant difference between the pre-test and post-test scores of the respondents in grammar.

Methodology

The study focused on using video-based eBooks to enhance the grammatical competence of learners using teacher-made pretest and post-test and the respondents' assessment of the video-based eBook in terms of content, instructional, and technical quality using researcher-made assessment form. With this, the study utilized a pre-experimental method of research. A total of 41 learners were purposively chosen as respondents.

In this case, the study encountered three stages: pre-implementation, implementation, and post-implementation.

The *pre-implementation stage* comprised the development of a video-based script which was then materialized through video recording and editing. The edited instructional videos were incorporated into the crafted eBook. The researcher then made the pre-test, post-test, and assessment forms.

The researcher then sought the validation of the test instruments of the study, the e-publication of the lesson discussion through the kotobee author application, and the assessment form for the evaluation of the eBook's quality. The assessment form was subjected to reliability testing and received a good mark. All the validated instruments were revised, re-edited, and submitted to the panel members for approval.

The approved instruments were administered in the *implementation stage*. The researcher administered the pre-test to learners to test their prior knowledge of subject-verb agreement, simple tenses, relative pronouns, and infinitive phrases without the intervention of the video-based eBook.

The subject is scheduled for four hours every Monday, the learners used the allotted time in their independent study of the first lesson, subject-verb agreement using the eBook. The lesson discussion and usage of the eBook took four weeks. Friday of the fourth week of implementation, the post-test and the evaluation form were distributed.

The respondents answered the post-tests on the 5th Monday of implementation, and the evaluation form was answered after a while. Accomplished post-test and assessment forms were submitted on Friday of that week.

In the *post-implementation stage*, the researcher checked all the learners' pre-test and post-test. The pre-test and post-test results were tallied and computed using frequency and percentage while paired t-test was employed to test their significant difference. Meanwhile, mean and standard deviation were used in learners' assessment of the utilization of the video-based eBook in terms of its content, instructional, and technical quality. Lastly, the Pearson correlation coefficient (r) was utilized to determine the significant relationship between the respondent's assessment of video-based eBook and their grammatical competence. All the data obtained were analyzed and interpreted to answer the questions posed in the study.

Results and Discussion

1. Pre-test and Post-test Scores of the Respondents in Grammatical Competence

1.1. Distribution of Scores in Grammatical Competence Before the Experiment

The table clearly shows that before the utilization of the video-based eBook as learning material, 56% or 23 of the 41 learners exhibit a very low grammatical competence in subject-verb agreement; almost 32% or 13 learners show a very low level of grammatical competence in the infinitive clause; 46% or 19 students display a low level of grammatical competence in simple tenses. However, the results show an equal percentage (29.27%) of 12 learners who gained a high, average, and low level of grammatical competence in relative pronouns.

Table 1
Students' Distribution of Scores in Grammatical Competence Before the Experiment

Score	Subject-Verb Agreement		Simple Tenses		Relative Pronouns		Infinitive Clauses		Interpretation
	f	%	f	%	f	%	f	%	
9-10	-	-	-	-	-	-	-	-	very high
7-8	1	2.44	1	2.44	12	29.27	9	21.95	high
5-6	1	2.44	6	14.63	12	29.27	7	17.07	average
3-4	16	39.02	19	46.34	12	29.27	12	29.27	low
0-2	23	56.10	15	36.59	5	12.20	13	31.71	Very low
Total	41	100.0	41	100	41	100	41	100	

Grade 10 learners were given a 10-item pre-assessment in SVA. Each item has 2 incomplete sentences which they have to supply with the correct form of the verb. Learners were able to get the correct verb in the first sentence but failed to give the correct verb in the succeeding sentence. This is because learners have difficulty identifying the form of the subject (singular or plural) in the sentence to match the verb. In the study of Sufian and Harun (2018), it was revealed that respondents forgot the fundamental rules of SVA, such as how the headword (word or term placed at the beginning) of the subject should be traced first to agree with the verb/s. The number of the headword is dominant in determining whether a sentence contains a singular or plural verb - students appear to be unaware of this rule of grammar.

The majority of the participants gain a low level of grammatical competence in an infinitive clause. This is evident in the learners' pre-test results as students find it difficult to determine which is the infinitive phrase in the sentence and what function it has in the sentence. Alhasnawi (2010) mentioned in his study that the tendency of errors in the infinitive clause is due to the ambiguity of using this construction for being overlapped with the gerund as a verb complement in English and the learners' lack of knowledge of each's a communicative function, or because of a lack of input.

The majority of the learner's scores prove that they have low grammatical competence in simple tenses. Their difficulty in simple present tenses is relative to the learner's difficulty in subject-verb agreement. It is revealed that common errors are attributed to the learner's omission of suffix -s in the verb with a singular subject. Cakir (2011) emphasized in his study that mother tongue interference and a lack of adequate linguistic background are the primary causes of this error. In the Filipino language, whether the subject is singular or plural, the verb does not alter in form. In other words, the subject-verb agreement does not exist in Filipino. For instance, the verb in the Filipino language remains the same regardless of the subject. However, the verb's number in English should match that of its subject. For singular subjects, singular verbs should be used, and for plural subjects, plural verbs should be used.

The study reveals that learners' scores fall under 3 levels (high, average, and low level) in relative pronouns. Respondents who have a high level of grammatical competence are mostly learners who performed well in the subject, those who can distinguish the different usage of the relative pronouns in the test and commit only 2-3 mistakes. On the other hand, participants who have an average level of

grammatical competence are mostly active learners who have little confusion in the usage of relative pronouns *who* and *which* and commit 4-5 mistakes. Lastly, respondents who have a low level of grammatical competence are passive learners who often used relative pronouns incorrectly and have difficulty in assessing the different usage of “who” and “which” and commit 6-7 mistakes.

Generally, the student’s scores proved that before the intervention of video-based eBook, they exhibit a very poor level of grammatical competence having several errors in all the covered grammar areas and having no background of most grammar concepts covered in the test.

1.2. Distribution of Scores in Grammatical Competence After the Experiment

Table 2

Students' Distribution of Scores in Grammatical Competence After the Experiment

Score	Subject-Verb Agreement		Simple Tenses		Relative Pronouns		Infinitive Clauses		Interpretation
	f	%	f	%	f	%	f	%	
9-10	3	7.32	1	2.44	6	14.63	14	34.15	very high
7-8	32	78.05	38	92.68	34	82.93	24	58.54	high
5-6	6	14.63	2	4.88	1	2.44	2	4.88	average
3-4	-	-	-	-	-	-	1	2.44	low
0-2	-	-	-	-	-	-	-	-	Very low
Total	41	100	41	100	41	100	41	100	

The results of the students' post-test in grammar are presented in the table above. On the post-test, the students' results were evaluated based on whether or not they correctly used relative pronouns, simple tenses, subject-verb agreement, and infinitive clauses. All of the students' grammatical abilities were improved, as demonstrated by an increase in the number of scores they earned. As a result, their grammatical competence is now at a level that is considered to be high. This indicates a major improvement in the learners' grammatical skills. The increase in the post-test scores of the respondents can be attributed to the utilization of the video-based eBook.

The level of grammatical knowledge of the participants was similar to what other similar study has found. The results are also related to Priyanto's (2013) study which revealed that the participants have fair grammatical competence. Liza (2020) revealed in his study that the use of media in teaching and learning processes improved the grammatical competence of the learners. It is well known that when students watch videos, they not only see images but also examples of how grammar is used. They can observe the gestures and contexts in the use of sentences in actual life contexts in addition to viewing images and hearing sounds. The students' comprehension may be enhanced by it.

2. Respondents' Assessment of the Video-Based eBook

2.1. Assessment of the Video-based eBook as to Content Quality

The learners assess the utilization of video-based eBooks in terms of their content quality, instructional quality, and technical quality. The majority of the students gave the video-based eBook an overall mean score of 4.58, indicating that they "strongly agree" with most of the eBook's content quality

indicators. This demonstrates that the eBook's content supports the development of the target learning competency and that the content is aligned with the curriculum standards.

Table 3
Respondents' Assessment of the Video-based eBook as to Content Quality

Indicators	M	SD	VI
1. The video-based eBook is related to and supports the development of skills related to learning competencies.	4.76	0.43	SA
2. The learning objectives given in the video-based eBook are clear from the very start.	4.49	0.51	A
3. The content of the video-based eBook promotes critical thinking skills.	4.68	0.52	SA
4. The lessons presented in the video-based eBook are easy to understand.	4.32	0.52	A
5. The video-based eBook provides a complete demonstration of the concept (i.e. giving of examples).	4.68	0.47	SA
6. The activities provided in the video-based eBook are intellectually interesting.	4.54	0.60	SA
7. The activities in the video-based eBook assessed what I learned.	4.56	0.50	SA
8. The words used in the video-based eBook are comprehensible.	4.59	0.50	SA
9. The video-based eBook has no spelling errors.	4.54	0.50	SA
10. The video-based eBook is free from cultural, gender, racial, or ethnic bias.	4.63	0.49	SA
Overall	4.58	0.31	SA

However, several of the respondents agreed that the lesson objectives were provided clearly and concisely. This can be attributed to the lesson objective's use of behavioral verbs (action verbs) that can be observed and measured. Using concrete verbs will help keep objectives clear and concise. This keeps the learner's focus engaged and on track. Also, Learning goals specify what students should be able to do by the end of a course or module, and assessments will determine how well students are doing in terms of mastering those goals (Shaw, 2019).

Moreover, the learners agreed that the lesson discussion was simple to comprehend even in a fast-paced flow of discussion. The learning material is limited to discussing important concepts that the learners need to master. Also, the researcher used examples using persons, places, and school activities they are familiar with. The video-based learning material follows the PPP lesson paradigm or the present, practice, and produce. The PPP method is a successful method for teaching grammar. Nassaji and Fotos (2011) explain the PPP model as follows: The presentation stage is where the unfamiliar grammar item is introduced, making it easier for participants to understand the learners' familiarity. The practice stage of this model is the following stage, where students perform various types of exercises that focus learners' attention. Finally, more freedom is given to students to use their creativity during the production stage.

The assessment of the respondents on the content quality of eBooks is consistent with the findings of Herico (2016) who pointed out in her study that respondents assessed the e-learning module in terms of its content as highly accepted. This indicates that an e-learning module is an effective tool for conveying concepts among students. Thus mastery of the subject matter is achieved. Moreover, the results of the study by Baran (2006) demonstrated that video-case-based instruction demonstrated achievement of course content.

2.2. Assessment of the Video-based eBook as to Instructional Quality

The table shows the assessment of the respondents to the instructional quality of the video - based eBook.

Majority of the respondents rated the indicators of the instructional quality of the eBook as *strongly agree* with an overall mean of 4.56. However, some of the learners *agreed* on the ebook's appropriateness of the level of difficulty of the activities for their grade level.

Table 4
Respondents' Assessment of the Video-based eBook as to Instructional Quality

Indicators	M	SD	VI
1. The educational purpose of the video-based eBook is stated or is evident within the overall design of the material.	4.59	0.55	SA
2. What I need to know and to do is clearly stated in the eBook.	4.46	0.55	A
3. The level of difficulty of the lesson and activities are appropriate for my grade level.	4.46	0.64	A
4. The video-based ebook uses graphics, sound and color to augment the content.	4.54	0.50	SA
5. The video-based eBook is enjoyable, stimulating, and challenging to use.	4.56	0.50	SA
6. The video-based eBook promotes engagement and encourages creativity.	4.51	0.55	SA
7. I can revisit the discussion and activities and replay videos in the eBook.	4.56	0.50	SA
8. I am encouraged to review my prior knowledge and understanding of grammar.	4.51	0.55	SA
9. The instructions on how to accomplish the activities in EBook are clear and appropriate.	4.63	0.54	SA
10. The video-based eBook gives feedback that is non-threatening, immediate, positive, motivational and user-sensitive.	4.73	0.45	SA
Overall	4.56	0.33	SA

This means the activities provided in the learning material are somewhat appropriate to their ability and knowledge. Also, the participants *agreed* that the video-based ebook has a clear statement as to what to know and to do. This implies that not all the instructions provided are very clear, but comprehension can still be exhibited. This is evident in the improved performance of the learners in all practice drills in four areas of grammar and an increased number of scores of learners in post-assessment. The respondents' assessment of the instructional quality of the video-based eBook matches the findings of Lin and Tseng (2013) study which found out how different video-based learning designs help K–12 students improve their English language skills. The results showed that using videos as teaching tools made teaching better and helped students learn more.

2.3 Assessment of the Video-based eBook as to Technical Quality

Table 5
Respondents' Assessment of the Video-based eBook as to Technical Quality

Indicators	M	SD	VI
1. Audio is used to enhance my understanding and comprehension.	4.78	0.42	SA
2. The speech/narration (correct pacing, intonation, and pronunciation) in the video-based eBook is clearly and easily understood.	4.66	0.48	SA
3. The audio and visuals used in the eBook are synchronized.	4.56	0.50	SA
4. The music and sound effects used in the eBook are appropriate and effective for instructional purposes.	4.63	0.49	SA
5. Screen displays (text) used in the eBook are organized, easy to read, and aesthetically pleasing.	4.59	0.55	SA
6. Visuals (images, diagrams, animations, video), are clear and easy to read (appropriate size, color, and style).	4.63	0.49	SA
7. Visuals used in the eBook complement textual information	4.54	0.50	SA
8. Visuals used in the eBook are accurate and do not misrepresent the concepts presented.	4.39	0.59	A
9. The design allows me to navigate freely through the eBook.	4.63	0.49	SA
10. The video-based eBook is free from technical problems.	4.51	0.55	SA
Overall	4.59	0.31	SA

The table shows the student's assessment of the technical quality of the video-based eBook. It is revealed that most of the learners strongly agreed with the indicators having an overall mean of 4.59. Even so, the respondents rated *agreed* on the accuracy of the visuals used which do not misrepresent the concepts being presented. This implies that not all of the visual presentations used in the video-based eBook complement the lesson discussion. But still, it adds emphasis on the concepts presented making the target learning achievable.

Results from similar research revealed that participants' assessment of the e-learning module in terms of technical quality is comparable. The result is similar to the study of Herico (2016) which showed the respondents' assessment of the module's design characteristics as highly acceptable.

3. Significant Relationship between the Assessed Video-based eBook and the Grammatical Competence of the Respondents

Table 6

Significant Relationship between the Assessed Video-based eBook and the Grammatical Competence of the Respondents

Video-based eBook Assessment	Grammatical Competence			
	Subject-verb agreement	Simple Tenses	Relative Pronouns	Infinitive phrases
Content Quality	0.154	0.093	0.054	0.007
Instructional Quality	0.089	0.152	-0.001	-0.092
Technical Quality	0.067	0.091	-0.090	-0.032

The table shows the significant relationship between the respondents' assessment on video-based and their grammatical competence.

The findings show that there is no significant relationship between the learner's grammatical competence and their assessment of the video-based eBook. Since the eBook is designed for distance learning, the utilization and assessment of the learning material have no teacher intervention. The learners independently learn the lessons at hand. With this, the quality of the video-based eBook does not support the enhanced skill of the learners in grammar. The video-based eBook quality in terms of its content, instructions, and technicality is not related to the learner's enhanced grammatical competence even after they utilize the learning material.

Contrary to the study of Panscofar (2010) which revealed that making the learning process fun through utilizing videos bolsters the students' second language growth as well as communicative competence.

4. Significant Difference Between The Pre-Test And Post-Test Scores of The Respondents in Grammar

The results show that there is a significant difference between the learner's pre-test and post-test scores in grammar. Furthermore, it displays that the learner's pre-test and post-test scores in subject-verb agreement, simple tenses, relative pronouns, and infinitive phrases are all significantly different. Before using the video-based eBook, the students have low levels or a very poor level of grammatical competence in the four grammar areas.

Even though there is no significant relationship between the learners' assessment on the video-based ebook and their grammatical competence that does not mean that there is no significant difference in their grammar skills after the intervention and utilization of the learning material.

Table 7
Significant Difference Between the Pre-Test And Post-Test Scores of The Respondents in Grammar

Grammatical Competence	Pretest		Post test		t	df	Sig. (2-tailed)	Interpretation
	Mean	SD	Mean	SD				
Subject-Verb Agreement	2.51	1.21	7.32	0.82	-25.029	40	0.000	Significant
Simple Tenses	3.22	1.52	7.37	0.62	-18.417	40	0.000	Significant
Relative Pronoun	5.10	1.89	7.66	0.88	-10.165	40	0.000	Significant
Infinitive Phrase	4.02	2.32	8.00	1.22	-11.032	40	0.000	Significant

The students' grammatical competency improved after they used the eBook, which is indicative of a high degree of competence or a good level of grammatical competence with tolerable errors in all the covered grammar areas. This explained that the video-based eBook contributed to the learners' improvement in grammar. Therefore, a video-based eBook is an effective tool for improving the grammatical skills of the learners.

The results of the study are parallel to the study of Heron et al. (2006) which indicated that students significantly improved their listening skills and grammar knowledge when exposed to the story-based video package. The study of Asra et al. (2011) found a significant effect of video-based mobile learning on students' writing skills. In addition, Maurico's (2021) study showed that YouTube (video-based instruction) enhanced the students' grammatical competence. The increase in the pretest and post-test scores of the experimental group can be attributed to the utilization of YouTube. Moreover, the findings of the study are compatible with Liza's (2020) study, which found that using media, like videos, to illustrate how sentences are used helped the students comprehend the language's grammar. Some students claimed that using videos or pictures to illustrate the grammar helped them to better understand the sentences making their grammatical competency of the students raised.

Conclusions

Based on the findings mentioned above, the following conclusions are reached:

1. The findings suggest that with the intervention of the video-based eBook, the learners' grammatical competence was improved.
2. The majority of the students strongly agreed with the video-based eBook's content, instructional, and technical quality. The findings support the null hypothesis that there is no significant relationship between the assessed video-based eBook and the respondents' grammatical competence.
3. The null hypothesis, which states that there is no significant difference between students' pre-test and post-test grammatical ability, is not sustained.

Recommendations

Based on the study's findings and conclusions, the following are suggested:

1. The school may consider using a video-based eBook as an e-module to address the learning gap and needs of distance learners since the learning material helped improve the grammar skills of the learners. It also helps learners have access to various learning resources.
2. Language teachers may consider using this video-based eBook for remedial and advancement classes to develop the learners' grammatical competence and other language competencies prescribed by the DepEd as the results significantly influence the improvement of the learner's grammatical competency.
3. Further studies may be considered with improved and advanced eBook features, specifically by adding audio-recorded discussion, online learning activities, feedback mechanism, and more visually appealing and advanced video editing

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