



# VODCASTING: A TOOL TO AID MODULAR LEARNING IN ENGLISH

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## ABSTRACT

*This study focused on the use of vodcasting as a teaching aid in providing English lessons to students who are into modular distance learning. It aimed to identify the level of students' perceptions using vodcast in terms of teacher focused variables such as: voice quality, language use, knowledge of the subject; determine the level of students' engagement using vodcast in terms of learning engagement, learning satisfaction and viewing willingness; provide students' performance during pre-test and post-test using vodcasting; and find out if there is a significant difference between the pre-test and post-test upon the implementation of vodcasting.*

*The study utilized quantitative method research to find out the effectiveness of vodcasting as a tool in language teaching. The researcher administered a pre-test before the use of vodcasting as a teaching innovation, after the second grading period and the use the of vodcast in delivering the lessons in English, the posttest was given. Also, a self-made questionnaire was given to identify the level of perceptions of the students in using vodcast.*

*The respondents of the study were the forty (40) low-achieving students from Grade 7-10 of Suba National High School Galalot Annex in the district of Majayjay, for the school year 2020-2021.*

*The data gathered were tallied and interpreted using Weighted Average Mean (WAM) and Paired T-test. Hence, the result revealed that the level of perceptions of the students to the teacher who used vodcast were given the weighted average mean of 3.63, 3.72 and 3.72 in terms of voice quality, language use and knowledge of the subject respectively. On the other hand, the level of perceptions of students in learning engagement obtained a weighted average mean of 3.67, 3.75, and 3.69 when it comes to learning engagement, learning satisfaction and viewing willingness particularly. Therefore, students who are in the mode of modular distance learning find it motivating and enjoyable when viewing vodcast as an instrument in presenting lessons in English.*

*The findings revealed a significant difference between the students' performance based on the pre-test and post- test scores. The computed  $t = -14.476, -9.100, -11.665$  and  $-9.611$  and  $p = 0.00$  means that lower than 0.05 level of significance, the null hypothesis was rejected.*

## INTRODUCTION

The Philippine education sector faced a critical issue because of the Corona Virus Disease (COVID) 19 Pandemic. Putting everyone's health on the line is crucial but education must continue. With the Department of Education's (DepEd) initiative in upholding its role in delivering quality education for every Filipino student while protecting them from current deadly virus, the distance learning was implemented.

Distance Learning refers to the learning delivery modality in which, learning takes place between the teacher and the learners who are

geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. (Quinones, 2020).

In the Philippine context, the delivery of education has greatly changed and is popularly known as "New Normal Education." Since public and private schools adhere to the safety and security of educators and learners, teaching had to be performed remotely with the use of digital and modular platforms; however, ensuring that learning progresses among students despite the absence of



face-to-face classes. Modular learning is the most popular type of Distance Learning in the country. This learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, 2020). This is also in consideration of the learners in rural areas where internet is not accessible for online learning.

The first quarter of implementation of modular distance learning was recorded successful with no major difficulties; however, in Suba National High School Gagalog Annex where number of parents are high school graduates and working daily, students find it hard to cope and understand lessons in their modules especially in English subject because the contents of the self-learning material do not meet their learning capacity. Given that these instructional materials will be assessed by students on their own, mostly.

Some of the critical issues brought by the so-called New Normal of the Philippine Education System include the focus and concentration of the learners and the comfort of studying at home with less or no supervision at all. Students tend to divert their attention to instead of focusing on and prioritizing their homeschooling. The parents' or guardians' educational background is not well equipped with proper education (Students' New Normal: Modular Distance Learning).

In response, teachers begin using and incorporating audio and video materials which are not new means of presenting lessons to compensate the absence of the teacher. This is viewed of prime importance in order to enhance the teaching and learning conditions amidst time of crisis.

Accordingly, the podcasting system of delivering pedagogical materials can be used to alleviate the available challenges. The educational podcasting technology is defined as a method of presenting teaching/learning resources which can include a variety of different forms such as audio, video, or a synchronized version of both, PowerPoint Presentations, online applications, etc., to learners via constructing accessible RSS feeds (Takeda, 2014).

Particularly, video podcasting technology or 'vodcasting' has proven to be in the forefront of distance education in general and computer assisted language learning in particular (Faramarzi, 2020). This tool bridges the gap between the students and teacher who are under remote process of learning. More so, Hassanzadeh and Marefat (2014) provided a brief introduction of how to use vodcasting in order to enhance instruction. They assumed that vodcasts

may give the students an opportunity to receive supplemental multimodal presentation, which is generally beneficial, particularly in the apprehension of complex concepts.

This study is predominantly focused on identifying the effectiveness on the use of vodcasting in English as an aid to the learning process of the learners who have hard time studying under modular instruction and to delivering the lessons more clearly.

## RESEARCH METHODOLOGY

The study utilized quantitative method research to find out the effectiveness of vodcasting as language teaching strategy in reducing language learning difficulties of low achieving students from grades 7, 8, 9 and 10 of Suba National High School Gagalog Annex.

Descriptive method of research was used to determine the frequency of language learning difficulties of the respondents before and after the exposure to the vodcasting strategy. Results of pre and post assessment were used to measure the significant difference in the respondents' frequency of language learning difficulties in the making of the research. Also, a questionnaire about the teacher efficiency in using vodcast and learning engagement of the students was administered to determine the perceptions of the students who used vodcast as an aid to learning English lessons.

The respondents of the study were the forty (40) low-achieving students from Grade 7-10 of Suba National High School Gagalog Annex in the district of Majayjay, for the school year 2020-2021. The mastery level for the first quarter was used to identify the low-achieving learners who have 70-75 grade in English subject. Since all the students were under modular distance learning and experiencing language learning difficulties, the researcher decided to choose the locale and the said institution as an immediate environment where access of data was greatly possible and observable.

Purposive sampling technique was utilized through identifying the low-achieving students from grade level 7 to 10. They were chosen as subject to be taught using vodcast lessons in second quarter. There were 10, 12, 9 and 9 students from grade 7, 8, 9 and 10 respectively who underwent teaching and learning using vodcast.

### Research Procedure

Necessary permits and communication letters to conduct the study were first secured. A letter of approval was sought from the Office of the Administrations and consent from the students in the locale of the study to allow the researcher to conduct.

The researcher administered a pre-test on the lessons to be taken for the entire second quarter in



English. The printed copies of the examination were distributed together with the self-learning modules of the learners through the paramovers of the school. They were the ones who deliver and retrieve the learning package essentials of the learners residing in their respective barangays.

Similarly, the researcher prepared the lessons for the second quarter in English and recorded the discussions with detailed instructions on the learning tasks to be answered by the learners. The recorded lesson was called the enhanced vodcast (Kay, 2012) where the teacher captured the video footage of the slideshow or the soft copy of the modules provided with audio explanation. These vodcast lessons were sent to the students through Bluetooth, share it, messenger and uploaded in the Facebook page of the students. The schedule of the uploading of the vodcast lesson was Tuesday evening and to be viewed on Wednesday for English time.

Finally, after utilizing this strategy in teaching, the researcher conducted the post-test and the validated questionnaire on the use of vodcast. The same process was done in the distribution of the pre-test and questionnaire; however, the researcher also provided an online google forms for easy retrieval of information since there were students who can access the internet.

As soon as the sets of instruments were administered and carefully accomplished by the respondents, retrieval of the questionnaires or the data gathering instruments immediately followed. This was handled carefully by the researcher to observe confidentiality of the information of the respondents.

The researcher tallied, tabulated the gathered numerical data and were presented in tables. The

analysis and interpretation of the gathered data were followed.

#### Research Instrumentation

The researcher employed a pre-test and post-test to determine the effectiveness of the vodcasting as language teaching strategy towards the second language learners. The learning tasks in the self-learning modules was utilized as the main language material to determine the effectiveness of the vodcasts prepared by the researcher. The content of the learning episodes in the vodcasts are the lessons in the first and second quarter of the modules consisting of grammar and literature topics. The vodcasts were sent to the learners through share it and were also available in the messenger and Facebook page of the school. In addition, a teacher-made questionnaire about the teacher's efficiency in using vodcast and learning engagement of the students was administered to determine the perceptions of the students who used vodcast as an aid to learning English lessons.

The questionnaire was made up of two parts (1) teacher-focused factors that include voice quality, language use and knowledge on the subject (2) students' related factors that consist of learning engagement, learning satisfaction and viewing willingness. Thus, it was a 4-point Likert scale questionnaire, 4 being the highest point and 1 being the lowest point.

#### Statistical Treatment

The data gathered were collected and sorted for the treatment and analysis in response to the problems posed in the part 1 of this research. Appropriate statistical treatments were applied to determine the significant difference and find out the effectiveness of vodcast as a tool in language learning under modular instruction.

**Table 1. Statistical Tools Used in the Study**

<b>Statement of the Problem</b>	<b>Statistical Treatment</b>
1. What is the level of students' perceptions on teacher use of vodcast with regard to voice quality, language used, and knowledge of the subject?	Weighted Mean and Standard Deviation
2. What is the level of the following students' factors related to using vodcast: learning engagement, learning satisfaction, and viewing willingness?	Weighted Mean and Standard Deviation
3. What is the level of students' performance before and after using vodcast as revealed by pre-test and post-test?	Weighted Mean and Standard Deviation
4. Is there a significant difference between the pre-test and post-test performance of the students?	Paired T-test

**RESULTS AND DISCUSSIONS****Students' Perceptions using Vodcast**

Table 2 presents the weighted mean distribution and standard deviation of students'

insights on teacher use of vodcast as an aid in learning in terms of voice quality of the teacher who delivers lesson using this mode of learning.

**Table 2. Level of Students' Perceptions on Teacher Use of Vodcast With Regards to of Voice Quality**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher speaks clearly and understandably in the vodcast.	3.55	0.61	Strongly Agree
2. The teacher models appropriate inflection and enunciation.	3.65	0.58	Strongly Agree
3. The teacher speaks loudly enough for everyone to hear and changes tone and pace to maintain students' interest.	3.58	0.61	Strongly Agree
4. The teacher uses very interesting expression and sounds throughout the vodcast.	3.74	0.55	Strongly Agree
5. The teacher talks with certainty and confidence.	3.65	0.58	Strongly Agree
<b>Weighted Mean: SD</b>	<b>3.63 : 0.59</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

**Legend**4  
3  
2  
1**Range**3.26-4.00  
2.51-3.25  
1.76-2.50  
1.00-1.75**Verbal Interpretation**Strongly Agree  
Agree  
Disagree  
Strongly Disagree

As shown in Table 2, the use of vodcast as a tool to aid language learning under modular instruction in terms of voice quality was found interesting with average weighted mean of 3.63 and SD of 0.59. The statement *The teacher uses expression and sounds very interesting throughout the vodcast* garnered the highest weighted mean score of 3.74 and an SD of 0.55. This implies that the teacher who delivers the vodcast lesson maintains the interest of the learners who view the vodcast through the sounds and expressions executed by the teacher.

The statements *The teacher talks with certainty and confidence* and *The teacher models appropriate inflection and enunciation* obtained the same weighted mean score of 3.65 and 0.58 SD. Also, the statement *The teacher speaks loudly enough for everyone to hear and changes tone and pace to maintain students' interest* achieved a weighted mean score of 3.58 and an SD of 0.61.

On the other hand, the statement *The teacher speaks clearly and understandably in the vodcast* gained the lowest weighted mean of 3.55 and an SD of 0.61. This means that the teacher in the vodcast might be speaking in a speedy manner where the students find it hard to listen and understand.

As Parra (2016) implies podcasts are useful for auditory learners in the sense that they can hear the information at their own pace, and it even reduces shyness and fosters motivation. This is the main reason why the teacher should demonstrate a quality

speaking voice most importantly because of the platform being used in teaching like vodcast.

Thus, teachers' tone of voice could also be the source of motivation for the students to listen and learn effectively using vodcast. This also helps the diverse learners who prefer various way of teaching discover meaningful insights and experiences. Thus, students can easily locate instructions from the self-learning module because it was being shown in the vodcast with additional explanation from the teacher who handles the subject herself.

As strengthened by Chan et al. (2011), the use of audio podcasting not just for the development of listening skills, which is often and rightly advocated because of the auditory nature of the medium, but also for other language skills and areas, especially the transmission of culture and country information. Hence, teachers must be sensitive enough in the production of audio material especially if the lesson tackles the listening skills of the students because it can be crucial for the learners to focus on the listening material in the vodcast.

In sum, the elements like voice projection, sound and pronunciation play a big role in the production of learning material like vodcast. These help the learners understand better the information being supplied by the teachers. Since vodcast is a combination of audio and video material, the expressions and gestures also facilitated the way of



perceiving the idea and concept being taught by the teacher.

perceptions towards vodcasting in terms of language used by the teacher in discussing lessons in English.

Table 3 on the next page illustrates the weighted mean distribution on respondents'

**Table 3. Level of Students' Perceptions on Teacher Use of Vodcast With Regards to Language Use**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher includes language features and variety that are related to our experiences to make the vodcast interesting.	3.60	0.63	Strongly Agree
2. The teacher uses familiar language and correct grammar in the vodcast.	3.74	0.55	Strongly Agree
3. The teacher adapts speech for the content and task, demonstrating command of formal English.	3.70	0.56	Strongly Agree
4. The teacher uses specific clear vocabulary.	3.76	0.43	Strongly Agree
5. The teacher uses strategies and knowledge of language conventions.	3.79	0.41	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.72 : 0.52</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

**Legend**

4  
3  
2  
1

**Range**

3.26-4.00  
2.51-3.25  
1.76-2.50  
1.00-1.75

**Verbal Interpretation**

Strongly Agree  
Agree  
Disagree  
Strongly Disagree

The first statement, *The strategies and knowledge of language conventions were exemplified by the teacher who used vodcast to present lessons to students* got the highest rating of M=3.79, SD=0.41. This was followed by the statement, *The learners can relate and understand the topics in English because the teacher uses specific and clear vocabulary* with M=3.76, SD=0.43. It can be noted that the teacher had shown different combinations of ways to manipulate language to show the audience something in a unique way.

In addition, the remaining statements, *The teacher uses familiar language and correct grammar in the vodcast* and *adapts speech for the content and task, demonstrating command of formal English* got M=3.74, SD=0.55 and M=3.70, SD=0.56 respectively. Although, it was observed that the teacher includes language features and variety that are related to the students' experiences to make the

vodcast interesting, it got the lowest rating of M=3.60, 0.63. This suggests that the language used by the teacher was contextualized and localized to make it related to the experiences of the learners since the respondents are the low-achieving students. The language material was familiar to them that it made the vodcast lesson noteworthy for them.

Based on the result, it can be drawn that the students shown affirmation in terms of the language use by the teacher who performs vodcast in presenting the lesson in English with an evident overall mean of 3.72. The learners can follow the teacher's discussion because the language of instruction is easy and familiar to them.

For the last table under teacher-focused, Table 4 below discloses the weighted mean distribution on the students' perceptions using vodcast in terms of the knowledge of the subject of the teacher.



**Table 4. Level of Students' Perceptions on Teacher Use of Vodcast With Regards to Knowledge of the Subject**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher communicates full understanding of the topic.	3.78	0.48	Strongly Agree
2. The teacher exemplifies creativity and clear explanation of the learning tasks.	3.68	0.59	Strongly Agree
3. The teacher makes a great connection to the topic and enhance the students' understanding.	3.63	0.56	Strongly Agree
4. The teacher demonstrates full knowledge with explanations and elaborations.	3.73	0.45	Strongly Agree
5. The teacher has impressive insights and engaging control of information.	3.80	0.46	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.72 : 0.51</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

Legend	Range	Verbal Interpretation
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The teacher who discussed language lessons in the form of vodcast exhibited impressive insights and engaging control of information with the highest rating of  $M=3.80$ ,  $SD=0.46$ . It was followed by the statement, *The teacher communicates full understanding of the topic* with the rating of  $M=3.78$ ,  $SD=0.48$ . This reveals that the teacher in the vodcast showed the mastery of the lesson because the learners were impressed and engaged with the delivery of information with total awareness of the lessons.

In the same manner, the statements *The teacher demonstrates full knowledge with explanations and elaborations*, and *The teacher exemplifies creativity and clear explanation of the learning tasks*, gained a weighted mean of 3.73 and 3.68 with 0.45 and 0.59 SD respectively. The learners responded favorably with the statement, *The teacher makes a great connection to the topic and enhance the students' understanding* though it got the lowest weighted mean of 3.63 with 0.56 SD. This means that

the lessons presented by the teacher was logically connected with each other because the learners can find the relation among the information given.

From these, the level of students' perception to teacher using vodcast as to knowledge of the subject has a descriptive rating of strongly agree and was disclosed by the over-all mean of 3.72.

As a conclusion, despite the contradictory literature, the respondents of the current study paid close attention to the teacher's way of presenting the lesson through vodcasting medium in terms of voice quality, language use and knowledge of the subject in a positive response.

#### Students' Engagement Using Vodcast

Table 5 unfolds the level of students' learning engagement using vodcast. Similar to the prior tables in teacher-focused statements, the table obtained a descriptive rating of strongly agree.



**Table 5. Level of Students Factors related to Vodcast in Terms With Regards to Learning Engagement**

Indicator	Mean	SD	Verbal Interpretation
1. My listening skills improved as a result of viewing the vodcast.	3.65	0.60	Strongly Agree
2. Video podcasts motivate me to work on grammar lessons more.	3.58	0.65	Strongly Agree
3. I extend time learning the subject because of the vodcasts.	3.69	0.54	Strongly Agree
4. Viewing the vodcasts helped me greatly in learning the grammar and vocabulary of English.	3.70	0.60	Strongly Agree
5. The information I review and learn from viewing the vodcasts contributed greatly to my knowledge of English subject.	3.73	0.53	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.67 : 0.59</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

Legend	Range	Verbal Interpretation
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The fifth statement, *The learners found the information they learned from viewing the vodcasts contributed greatly to their knowledge of the English subject* has the highest rating of M=3.73, SD=0.53. Also, the learners rated the statement *Viewing the vodcasts helped me greatly in learning about grammar and vocabulary of English* with M=3.70, SD=0.60. This entails that the learners were highly engaged with the vodcast lesson utilized by the teacher because they enhanced and developed their grammar and vocabulary skills.

The statements *I extend time learning the subject because of the vodcasts*, *My listening skills improved as a result of viewing the vodcast*, and *Video podcasts motivate me to work on grammar lessons more* garnered weighted mean scores of 3.69, 3.65 and 3.58 with SDs of 0.54, 0.60 and 0.65

respectively. They uncover the effectiveness of vodcast as a learning guide among the students because it helped them improve their comprehension and motivated them to learn and work more on their weakness in the subject.

The level of students' perceptions using vodcast with regards to learning engagement got a descriptive rating of strongly agree and was disclosed by the over-all mean of 3.67. Thus, this implies that learning English through vodcast is an effective tool to reach the learners who are having hard time learning the subject.

Therefore, the use of vodcasting in education manifested positive effect among the learners. It does not only supplement the lessons of the teacher but enhances the skills of the students as well.

**Table 6. Level of Students Factors related to Vodcast With Regards to Learning Satisfaction**

Indicator	Mean	SD	Verbal Interpretation
1. Video podcasting materials are helpful in enhancing my vocabulary control.	3.88	0.33	Strongly Agree
2. The vodcasts are useful in learning grammar lessons.	3.71	0.46	Strongly Agree
3. The vodcasts make it easier for me to learn English lessons.	3.70	0.46	Strongly Agree
4. I am satisfied with the vodcast as a learning tool for this subject.	3.81	0.42	Strongly Agree
5. The vodcasts provide clear information about the practical contents and topics.	3.64	0.60	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.75 : 0.47</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		



<b>Legend</b>	<b>Range</b>	<b>Verbal Interpretation</b>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The data presented above reveal that video podcasting materials are helpful in enhancing the vocabulary control of the learners with the highest rating of (M=3.88, SD=0.33). The respondents were satisfied with the vodcast as a learning tool for English subject (M=3.81, SD=0.82). It can be noted that the students find the use of vodcast satisfying and helpful since they do not have tutors to teach them.

The students believed that vodcasts are useful for learning grammar and it makes easier to learn English lessons, and it provides clear information about the practical contents and topics with M=3.71, SD=0.46, M=3.70, SD=0.46, and

M=3.64, SD=0.60 respectively. This means that the vodcast lessons assisted the students in studying the concepts and topics in English because it provides useful insights that are highly applicable in real-life scenarios.

From the gathered result, the level of students' perceptions towards vodcasting with regards to learning satisfaction obtained a strongly agree descriptive rating and showed that learners enjoy new learning venture using vodcast in English lessons. This was evidently disclosed by the over-all mean of 3.75.

**Table 7. Level of Students Factors related to Vodcast With Regards to Viewing Willingness**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. I view the vodcasts more than once/ repeatedly.	3.55	0.69	Strongly Agree
2. I love viewing the vodcasts because I gain confidence in my abilities to do English language activities.	3.71	0.62	Strongly Agree
3. I love viewing the vodcasts because I gain confidence in my ability to learn independently.	3.65	0.51	Strongly Agree
4. I love viewing the vodcasts because I gain confidence in my ability to understand the lessons in English.	3.86	0.35	Strongly Agree
5. I spend time watching the vodcast, because I understand the lessons easily.	3.68	0.57	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.69 : 0.57</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

<b>Legend</b>	<b>Range</b>	<b>Verbal Interpretation</b>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The data above reveal that the students love viewing the vodcasts because they gain confidence in their ability to understand the lessons in English and to do English language activities (M=3.86, SD=0.57) and (M=3.71, SD=0.62) respectively. It can be concluded that through watching the vodcast, the confidence of the students to understand and performed related tasks in English lessons was increased.

The remaining statements, *They spend time watching the vodcast so that they will understand the lessons easily*, and *They love viewing the vodcasts because I gain confidence in my ability to learn independently* acquired M=3.68, SD=0.57 and M=3.65, SD=0.51 respectively.

In like manner, students would return to viewing the vodcasts more than once has a favorable response, but it accumulated the lowest weighted mean score of 3.55 with 0.69 SD. This infers that students would love to re-watch the vodcast lesson once again because they gained confidence in their capacity in perceiving the language lessons.

The level of students' perceptions using vodcast in terms of viewing willingness got a strongly agree rating and was disclosed by the over-all mean of 3.69. This is true that learners are mostly visual because they learn better when they see things and moving objects.





Additionally, Litchfield, Dyson, Wright, Pradhan and Courtille (2010) highlighted the superiority of vodcasting tasks in improving multimedia communication skills and raising the students' awareness about the potentials of the vodcasting technology.

In sum, vodcast promotes different learning engagement and satisfaction among the learners especially in today's learning set-up of distance learning, students tend to look for a different way of teaching and learning process since the teacher is not around.

**Table 8. Students' Mean Performance in the Pre-test**

Student's Performance	Grade 7	Grade 8	Grade 9	Grade 10
Mean	13.4	14.79	14.06	13.28
SD	4.73	5.01	5.42	2.95
Remarks	Fair	Fair	Fair	Fair

**Legend**

	Range	Remarks
5	40.01-50.00	Excellent (E)
4	30.01-40.00	Very Satisfactory (VS)
3	20.01-30.00	satisfactory (S)
2	10.01-20.00	Fair (F)
1	0.00-10.00	Needs Improvement (NI)

Table 8 shows the student's mean performance in the pre-test conducted before using the vodcasting. The students showed *Fair* performance with the mean score of 13.4 and an SD of 4.73 for grade 7 learners. This suggests that students had established a subject knowledge baseline on the topics covered for the second quarter.

14.79, 14.06 and 13.28 and SD of 5.01, 5.42 and 2.95 respectively. This implies that most of students' knowledge was based on what they learned in the previous year. They have retained basic information and ideas taught in the said coverage of the topic in the pre-test.

The grades 8, 9 and 10 students also showed a fair performance with weighted mean scores of

**Table 9. Students' Mean Performance in the Post-test**

Student's Performance	Grade 7	Grade 8	Grade 9	Grade 10
Mean	28.4	26.33	27.50	26.50
SD	4.69	5.92	6.59	5.60
Remarks	VS	VS	VS	VS

**Legend**

	Range	Remarks
5	40.01-50.00	Excellent (E)
4	30.01-40.00	Very Satisfactory (VS)
3	20.01-30.00	Satisfactory(S)
2	10.01-20.00	Fair (F)
1	0.00-10.00	Needs Improvement (NI)

Table 8 indicates the students' performance in the post-test given after using vodcasting. The students showed *Very Satisfactory* performance in the post test as indicated by the mean scores of 28.4 and an SD of 4.69 for the grade 7 learners. It can be acknowledged that the students performed better in English through the application of vodcast lesson.

additional knowledge in learning the topics in English through the use of vodcasting in presenting the lectures of the teacher.

The grade 8 learners as well displayed a *Very Satisfactory* performance with the rating of M= 26.33, SD= 5.92. This reveals that students achieved

More so, Grades 9 and 10 also accumulated a *Very Satisfactory* remark with (M= 27.50, SD= 6.59) and (M= 26.50, SD= 5.60) respectively. Therefore, vodcasting achieved its design as an effective tool to aid learning among the learners.



In sum, the result means that students increase in their performance as well. increased their scores in post- test which indicates an

**Table 10. Difference between the Students' Pre-test and Post-test Performance**

Students' Performance	Grade 7		Grade 8		Grade 9		Grade 10	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
<b>Mean</b>	13.4	28.4	14.79	<b>26.33</b>	14.06	27.50	13.28	26.50
<b>t-value</b>	-14.476		-9.100		-11.665		-9.611	
<b>p-value</b>	.000		.000		.000		.000	
<b>Analysis</b>	<b>Significant</b>		<b>Significant</b>		<b>Significant</b>		<b>Significant</b>	

Table 10 discloses the difference between the students' performance in the pre-test and post-test as indicated by the computed t- value and p- value. The students showed the *Fair* performance in the pre-test and *Very Satisfactory* performance in the post-test.

The findings present that there is a significant difference between the students' performance based on the pre-test and post- test scores. The computed t-value -14.476 and p-value of .000 for Grade 7 revealed that the strategy used, vodcasting, served its purpose of supporting the learning capacity of the students under modular instruction.

The t-value of -9.100 and p-value of 0.00 for Grade 8 showed a significant difference in the process of using vodcasting as a tool to help the learners study their lessons in English.

For Grade 9, the t-value of -11.665 and p-value of 0.00 exposed the significant effect of vodcasting in the process of teaching and learning under new normal education. Since the teachers are physically absent, the vodcast lesson substitutes the presence of the teachers.

Lastly, the t-value of -9.611 and p-value of 0.00 for Grade 10 suggested that if it is lower than 0.05 level of significance, hence, the null hypothesis was rejected.

The interpreted results of this chapter acknowledged that teachers play a key role in using vodcast as an aid for language teaching for they have the prime responsibility of creating a successful language learning environment. Also, it is considered that vodcast is a useful aid for instruction since most of the public schools in the Philippines implements modular distance learning where the presence and guidance of the teachers are most needed.

Consequently, vodcasting showcased positive effect among the learners and it gave them the chance to harness the macro skills in English, listening, viewing, speaking and reading.

## CONCLUSION

In view of the aforementioned findings, the study has drawn the following conclusions:

1. Vodcasting is an effective tool to aid language learning under modular instruction.
2. Vodcasting can motivate and give confidence to the learners through the delivery of the vodcast with teacher's good quality of voice, familiar language use and mastery of the subject matter.
3. Vodcasting can promote listening, speaking and viewing skills among the learners since the teacher assisted the instruction through audio and video material.
4. The use of vodcast in delivering the lesson was found interesting and enjoyable for the learners because it gives them the chance to learn at their own pace.
5. Vodcasting engaged the students in learning the lessons in English through providing materials that are related and connected to their experience.

## RECOMMENDATIONS

In light of the foregoing findings and conclusions of this study, the following recommendations are offered:

1. The vodcast lessons produced by the researcher could be further evaluated and improved by other teachers, so they will become more reliable based on their perception.
2. Another set of questionnaires may be used to shed light on the other elements on the vodcast lesson performed by the teacher.
3. Questionnaires on teachers and students related factors on vodcast lessons may be further revised and validated by more experts.
4. Similar, related or follow-up studies may be conducted utilizing students from other schools.



5. Other types of video podcasting may be explored in presenting lessons to show variation of results and findings.

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