

# Embedded Video-Based Scaffolding Learning Approach As An Innovation To Improve Learner's Writing Skills In English 7

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**Abstract:** *This paper deals with the development of the writing skills of the learners under the embedded video-based scaffolding approach. It is an innovation that aims to scaffold the existing knowledge of the students towards writing. The main objective of this study is to examine the effectiveness of videos as guiding tools in enhancing the writing skills of learners. The accessibility of the materials was considered to fit for the new normal education system. The study assessed the performance of twenty (20) Grade 7 learners through a pretest and post-test. The study revealed that there was no significant relationship between the pre-test and post-test scores of the learners after they were exposed to the embedded video-based scaffolding approach. On the other hand, they show a positive attitude towards writing after utilizing the material.*

**Keywords**— video-based scaffolding learning approach; writing skill

## 1. INTRODUCTION

Writing has been one of the most challenging skills that can provide good opportunities to deepen grammar understanding (Hikma et. al, 2019). It is an active and productive index of academic success (Vonna, et.al.) Good writing is a process of exploring, inscribing, organizing, drafting, revising, and presenting ideas. (Ariyanti 2016). However, the complexity of the process and requirements in writing makes the learners hesitant to engage in writing (Ikawati, 2020). This conveys specific challenges given the rigor that this practice poses, along with the fact that foreign language learners are faced with linguistic characteristics distant from the linguistic traits their first language has (Meza et al., 2019).

The Department of Education recognizes the need for the development of reading and writing skills (DepEd Order No. 39, s. 2012) and responds with Every Child A Reader Program (ECARP), a national program that aims to equip the students with reading and writing skills. Learning to write academically is one of the many issues English as a foreign language and English as second language learners face. However, based on the data of Southeast Asia Primary Learning Metrics last 2019, only 1% of Grade 5 Filipino students achieved higher proficiency in writing. Lack of vocabulary and motivation, difficulty in composing proper grammar, spelling, and sentences, student's perception towards writing, and difficulty in expressing and composing ideas are the factors that contribute to poor writing skills (Saavedra, 2020).

The Scaffolding Theory of Lev Vygotsky emphasizes the role of teachers and society in developing prior knowledge and introducing new concepts to promote independent learning among students. The teachers will provide support through modeling until the students are equipped with the necessary skills. The gradual release of responsibility can be applied in

all levels of learner's proficiency (Ikawati, 2020). The scaffolding process in teaching brings improvements in student's English Literacy and learning autonomy. The writing competency of the learners depends on the quality of scaffolding being used. (Pamadewi & Artini, 2018). The apprehension of students towards writing decreases through the implementation of scaffolding strategy to writing instruction (Vonna et. al., 2015).

Despite the COVID-19 Pandemic, the Department of Education and Commission on Higher Education continue the school year 2020-2021. The DepEd Order No. 12 s. 2020, entitled Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of COVID-19 Public Health Emergency, orders the alignment of instructional materials and design of learning delivery study that responds to the challenges of no face-to-face classes. The transition from face-to-face discussion to online classes introduces innovative instructional materials in the form of technology. From traditional strategy to modern, the world of teaching was introduced to new ways of instruction that are suitable to the new normal. With varying students' learning paces, different instructional materials are created and tested to assess their effectiveness concerning the learning style and Most Essential Learning Competencies (MELCs).

Video-based instruction is a great help for students who want to become better in their respective fields and hone their skills. It is easy to access, can be learned at an individual pace, has more effective learning opportunities, and learning on its own. It is also suitable for Distance-Learning students and part-timer students. By teaching video-based instruction Students and teachers communicate well, the teacher can explain its lesson using pictures such as based on a real-life situation and use media content to describe specific topics. Students can also watch and replay the videos for several hours to fully understand the lesson. It is very easy for students to

retrieve the information provided when they see it, so making a video for presentation and using visual tools such as pictures, graphics, diagrams, and bullet points increases their mental memory ability, and they get even more ideas and information in every detail of the video. And the use of media content will get their attention, focus, and concentration which will give them an interest in learning.

Video-Based instruction is one of the distinguished learning materials that are aligned with the current online-classroom situation. Ninety-five percent (95%) of content from videos are retained, eighty-five percent (85%) higher than reading in the text (Stafford, 2017). Considering that sixty-five percent (65%) of the world population are visual and thirty percent (30%) are auditory learners, we can expect that video-based instruction will produce good outcomes. In the modern society that is governed by technology, the potential of video in the field of education is extensive. Teachers can create their video-based educational content and present it during classes.

Thus, the researchers aim to create a video-based scaffolding learning approach as an innovation to improve the writing skills of Grade 7 students of FVR National High School.

## 2. ACTION RESEARCH QUESTIONS

This study determined the efficacy of embedded video-based scaffolding learning approach as an innovation to improve learner's writing skills in English 7. Notably, this research seeks answers to the following questions:

1. What is the level of writing skills of Grade 7 learners after embedding video-based instruction with regard to the following aspects:
  - 1.1 focus,
  - 1.2 organization,
  - 1.3 support and elaboration,
  - 1.4 grammatical conventions, and
  - 1.5 style
2. What is the attitude of students toward writing as exposed to video-based scaffolding learning approaches?
  - 2.1 Enjoyment in writing
  - 2.2 Interest towards writing
  - 2.3 Value and Utility of writing
  - 2.4 Cognitive Competence in writing
3. Is there a significant relationship between level of writing skills and attitude of students towards writing as exposed to video-based scaffolding learning approaches?
4. How effective is the embedded video-based scaffolding learning approach in improving learner's writing skills as revealed by their pre-test and post-test mean score?
5. Is there a significant difference between the pretest and posttest mean scores?
6. What lesson exemplar in English 7 may be developed based on the findings of the study?

## 3. HYPOTHESIS

There is no significant difference between the pre-test and post-test scores of the students' writing skills after their engagement with embedded video-based scaffolding approach.

## 4. SIGNIFICANCE OF THE STUDY

This study will be beneficial for the following units:

**For administrators and stakeholders.** School administrators and stakeholders hold significant importance to the implementation policy of instructional materials. This paper shares insight into the innovation of new learning material suitable for the current learning environment. This study will provide information on the efficacy of video-based instruction in enhancing writing skills in the new normal.

**English Department of FVRNHS.** For the English Department, this paper will evoke the significance of video-based instruction to the scaffolding of writing skills. It will promote further experiment and brainstorming of the English teachers to reinforce scaffold in a new classroom environment. A developed teaching strategy may arise from the information presented in this research.

**Students.** Participating in video-based instruction may help the learners to acknowledge their level of learning towards the teaching strategy. Positive results may motivate the learners to engage in a classroom discussion. Then, use video-based learning materials to reinforce their writing skills.

**Researchers.** The findings of this study may help to develop instructional materials that aim to scaffold the writing skills of the learners. Conducting related studies can elaborate the validity of implementing video-based instruction in scaffolding writing skills. This paper will be used to prove points and support theories of future research.

## 5. SCOPE AND DELIMITATION

Writing is an important part of communication skills. Good writing skills allow one to communicate with clarity and ease to a far larger audience than through face-to-face conversation. Poor writing skills can create poor impressions (Hikmah, et. al., 2019). Therefore, it is valuable to the research field to assess the capability of the learners to construct well-articulated academic writings.

This study aims to provide an embedded video-based scaffolding learning approach to improve the writing skills of the Grade 7 students of FVR National High School, Norzagaray, Bulacan enrolled in the school year 2021-2022. The study also aims to assess the effectiveness of the mentioned innovation.

## 6. LITERATURE REVIEW

This chapter included a review of literature and studies which have significant relations and similarities with the present study. This paper talks about the aspects affecting the

implementation of a video-based scaffolding learning approach to improve writing skills. This also includes the current situation of the education system, the possible barriers in implementing the mentioned approach, and the possible adaptations in the implementation of the innovation.

### Writing

In addition to speaking, reading, and listening, writing is a fundamental skill that develops after acquiring the other three macro language skills (Gautam, 2019). Writing enables the learners to produce output based on their existing and new knowledge. It is the process of encoding letters to produce words, sentences, and paragraphs. Writing is a crucial skill that allows a person to communicate with other people to survive and attain success in the 21st century (McNamara & Allen, 2019). It helps to increase understanding, clarify information, and reflect on what they wrote. Through formulating written words, a person can inform, describe, expose, reflect, argue, express, and persuade. However, the writing proficiency is limited by the schema, experiences, and knowledge of the writer. The quality of their work is dependent on their information, comprehension, and text organization.

Unlike from the previous decades, people in the present have broader access to education. Technology emerged and presented innovation in learning materials and teaching pedagogy. Each nation established laws to support and improve its educational system. Based on the results of the Functional Literacy, Education and Mass Media Survey (FLEMMS) in 2019, 91.6 percent of Filipinos ages 10-64 years old were functional literate. The rate of literacy of the country affects how they perform in a global competition. However, several results from Programme International Student Assessment revealed the Philippines in the lowest rank. Assessing that the four macro skills are interconnected, the poor reading comprehension endanger the writing competency of the learners. Poor receptive skills, such as listening and reading, influence productive skills.

### Writing Skills

Writing skills are one of the observable skills that are used to assess the level of understanding and learning of the students. It is a skill that takes a lot of intended effort to master. According to Bulqiyah et. al., (2021), the problems faced by tertiary education students in writing are categorized into: affective problems, cognitive problems, language teaching, and the writing process, as well as linguistic problems in the area of lexicography, vocabulary, and structure of the essay. These aspects of academic writing should be seriously considered by both students and teachers, of English as a foreign language, to overcome problems.

The learners' writing skills can be enhanced by conducting intervention (Cabigao, 2021). Performing self-editing and revision fosters learner independence and facilitates writing skills (Sangeetha, 2020). Independent learning is attained after effective modeling of teachers. The present curriculum is student-centered, therefore teachers, school administrators,

and curriculum planners work together to innovate intervention and various scaffolding.

### Focus

The positive attitude of students toward language may vary depending on the field of their study. Tourism, Communication, and Business students are expected to use the language in a precise way. On the other hand, Humanities and Economics students are exposed to reading and writing in English (Akay & Toraman, 2015). The content depends on the range of information that students possess in their existing knowledge. As reported by Zhang (2019), through zigzag trajectory the students overcome their fear in writing a discourse. They can use information through online resources, actively assessing discourse and effectively formulating their writing.

### Organization

To ensure the organization of ideas, people perform the writing approaches. The process writing approach (PWA) is a writing instruction method that focuses on the process rather than the output. Learners become more aware of themselves as a result of the writing process, and they learn how to generate writing. In addition, learners can explore relevant tactics that fit their learning styles throughout the process (Dokchandra, 2018).

The writing process approach comprises pre-writing, drafting, revising, editing, and publishing. (Farah A, 2015). Moreover, the teacher's involvement in the writing process may have contributed to the pupils' apparent growth in writing skills. The researcher, acting as a teacher, interfered in this study by offering both written and oral feedback. Oral feedback, in particular, is important in this study because the researcher asked the entire class reminder questions about both topic and language. This intervention took place before students began writing their initial drafts, during revisions, and before they submitted their final drafts. Hence, it's worth noting that when the teacher gave feedback on the students' written work, he didn't just write symbols or short phrases indicating whether the checked parts—words, phrases, or sentences – were correct or incorrect, but he wrote sentences explaining why the errors were counted there, as well as suggesting a source of language reference for the students to cross-check their error (Dokchandra, 2018). According to (Miftah, 2015), the study showed that the implementation of the writing process approach could enhance the writing skills of the students. It suggests that the students should apply it not just inside the classroom as well as outside whenever they write any type of essay.

To get students thinking about how to approach a writing issue, the teacher must inspire their imagination. The most important element at this stage is the flow of ideas, thus students don't always need to create much-written work. If they do, the teacher can offer suggestions on how to strengthen their original concepts. (KU Writing Center, 2019), listed

down that the pre-writing stage contains brainstorming, listing, clustering, freewriting, and looping.

The prewriting stage is important because it improves writing performance by allowing students to interact with the teacher and/or their peers. They can also outline and organize their thoughts on their own to prepare for writing (Hung & Van, 2018). More so, (Morgan, 2017), the prewriting stage allows the students to think further regarding their topic, purpose, and audience. They decide what content will be their writings and how they will write it. Thus, students' thinking skills were increased, and their writing performance improved by activating their background knowledge in the prewriting stage (Abendianpour & Omidvari, 2018).

Planning includes several activities such as brainstorming in the form of clustering, question generating, listing, and freewriting to narrow the assigned topic. After determining the purpose and the audience, the controlling idea and support points are identified and organized as a plan. Planning allows the writer to think about the subject and the intended audience, which enhances awareness of the right level of formality and language for the writing. The writer is ready for the next stage if he or she has a better understanding of the text's purpose as well as the major idea(s) and has accumulated facts, examples, reasons, or content that could be included in the text (Balderas & Cuamatzi, 2018).

However, previous studies have looked into the advantages of collaborative writing, but the usefulness of collaborative planning in academic writing classes has yet to be thoroughly addressed. As a result, in the Malaysian ESL environment, this study looked at Chinese-speaking ESL pre-university students' perceptions of the usefulness of collaborative planning in an academic writing course. The study showed that collaborative planning is an important instructional approach in which the students can share their ideas, develop their writing skills, and build their self-confidence. The study also revealed that the students had certain difficulties as a result of their unfamiliarity with this method. Participants' suggestions for improving collaborative planning demonstrate that they valued working collaboratively in groups during the planning stage of writing (Jalleh & Mahfoodh, 2021).

### **Support and Elaboration**

Many students hope that they have received more guidance in developing and elaborating their ideas (Wahleitner, 2020).

Limited vocabulary and ideas become the students' barriers in composing good writing. The students struggle to express their thoughts in essays because they have limited words and ideas. Contextual Teaching and Learning (CTL) Approach through REACT (Relating, Experiencing, Applying, Cooperating, and Transferring) strategies to overcome the issue. This approach helps students think critically and understand the material they are learning by connecting their subject with their life's context. (Nawas, 2018)

Activities in formulating problems, observing, analyzing, and presenting help students to think critically (Nawas Abu, 2018) and be creative so that they find something deeper and optimal meaning and solve problems in real life (Firdausa et al, 2018)

Ozkul (2017), similar to Baker (2016) researched the impact of peer-response in L1 writing context and found that L1 writers mostly make "surface-level revisions in their writing." In 2018, Arfani and Noor experimented on the effectiveness of peer and self-editing techniques in improving the descriptive compositions of 40 students and the findings revealed that peer-editing helped students improve their writing skills more than the self-editing technique.

On the other hand, Khaki and Biria (2016,) investigated the effects of self-as well as peer-editing techniques on Iranian postgraduate students and found that the writing skills of the students who self-edited their writings improved more significantly than that of those who did peer-editing. Pospelova (2016,) sought to address how self-editing could have a positive impact.

In addition, Coomber's (2016) self-directed editing in writing classes not only improved students' writing skills but also motivated them to take responsibility for improving their writing leading to independent learning.

### **Grammatical conventions**

Grammar plays a very important role in effective writing, such as getting the interest and engagement of the readers. Having a reputation as an effective writer, for example, if your writing is clear, interesting, and understandable you will get the attention of the readers, they can like and follow you as a writer. Teaching grammar that focuses on the essential rules and conventions based on everyday use may improve the literacy skills of the learners (Rossiter, 2021). Learning grammar through student-centered activity is a progressive way to emphasize the skills, knowledge, and ability of the students as a product of their creativity, research, and decision (Bezuglova et. al., 2019).

Grammar is the structural foundation of the ability to express oneself, it strengthens the ability to listen, speak, read and write. This will make you more aware of how it works, and better monitor each meaning and validity of the way another language is used. Good knowledge of grammar helps each individual as a writer to know what makes a piece of writing effective because it gets both the understanding and attention of the readers and learns how to make understandable sentences. It is a technique to transform sentences into meaningful paragraphs that successfully convey the message. Students whose native language is not English will have errors such as, misuse of articles, confusion in using 'to' as a preposition or as a hint. Contract errors and there is no understanding between the subject and the verb.

### **Style**

Although the experts use diverse terms to describe the style, they all agree that style is an overall result influenced by the interaction of many variables such as sentence structure, vocabulary, figures of speech, and rhythm. simply, style refers to how anything is written. It is personal since it arises from a writer's internal discourse regarding his or her subject (Shen,2017).

Understanding the complex writing belief can promote positive writing experiences and develop the writing success of the students. Simple choices about genre, topic, or style can pick the interest of the students(Zumbrunn et. al., 2019).

### **Student's attitude towards writing**

Every academic year, the students are required to create written outputs. Outputs are used to assess their learning towards the subject matter and their writing skills. Writing is a hard task that requires data gathering and research to attain the validity of the information presented in the text. Thus, the students show different attitudes and behavior towards writing.

Udu (2021) states that the teachers' planning for writing instruction can stimulate the positive attitude of both learners and teachers towards writing. It has a good impact on their English academic achievement. Also, Jabali (2018), The students show a positive attitude towards the teaching methods, textbooks, and writing skills presented by the English Department in An-Najah National University. Additionally, the Arab Secondary School students are assessed to know the significant relation between English spelling and writing and English that includes four writing purposes: Social use, school use, official use, and creativity. The results reveal that students have the highest positive attitude towards social use while creativity has the least mean among the four purposes. (Bandar et. al, 2018) The positive behavior towards writing has the same attitude towards the teaching profession (Berna, 2016).

On the other hand, Ni'Mah, Kadarisman, Suryati (2017), students who have a negative attitude towards writing reveal that they are not good in English, they did not write much and sees writing English as a difficult task. English is the second language of most of the students. The difference between morphology and syntax of the languages serves as a barrier to learning. Students are afraid to commit mistakes and prefer to avoid using English to avoid embarrassment. The negative perception of the students may obstruct their learning. Similarly, the lack of motivation received by students from their teachers and family contributes to their poor academic performance (Mauliya et. al., 2020) There are internal factors that drive the students' performance. Motivation is considered one of the important parts of the lesson. It aims to attract the attention of the learners to participate, learn and interact throughout the discussion. Inadequate support from their family, peers, and teachers can negatively affect their behavior towards learning.

### **Enjoyment in writing**

Writing is the process of constructing ideas to form logical, meaning and comprehensive output. Students who have a moderate attitude in writing viewed it as a difficult and stressful task. In contrast with students who have a high attitude towards writing who viewed it as interesting and challenging activities (Setwoyati & Sukmawan, 2017). The teacher's implicit and explicit behaviors have the potential to make learning writing an enjoyable or unpleasant experience for students.

### **Interest towards writing**

The learning environment is one of the components to advocate effective learning. Motivation and activities can arouse the interest of the learners towards writing. Harackiewicz et. al., (2016), fostering interest can contribute to a more engaging and motivating learning experience for students. Additionally, Apsari (2017), stated that a student's writing ability may improve through classroom participation, enjoyable learning atmosphere, and increase in writing interest.

### **Value and Utility of writing**

Writing is a skill that does not develop naturally. It requires adequate practice and instruction to attain competency (Graham, 2019). With the current global situation, writing is one of the abilities that open opportunities. Students are tasked to create substantial written works that can contribute to their specific field.

### **Cognitive Competence in writing**

Writing self-efficacy beliefs and writing attitude are interrelated to each other (Balut, 2017). Students must be taught how to write based on context, demands, and varying purposes. Writing relies on all aspects of recognition such as functioning memory, problem-solving, schema, affection, and self-regulation (McNamara & Allen, 2019). Writing contributes to the development of mental processes, analysis of information, and critical thinking of the learners.

### **Video-Based learning approach**

Implementing a video-based learning approach is an effective tool that will help in the implementation of Distance Learning Modality since the learner will see the teacher as if they are teaching in a real setup. This also enhances their visual and aural skills as they focus on the video-based instruction of the lesson. However, there are still various challenges that hinder the implementation of this innovation like internet connection and the socio-economic status of the learners.

The outbreak of the COVID-19 pandemic pushes the Department of Education to adopt and implement the flexible model of blended learning. As per Anzaldo (2021), the department adopted the following modalities: Modular (Printed), Modular (Digitized), Online, Educational TV, Radio-Based Instruction, Home Schooling, and Blended Learning which enables the learners to continue the learning process without risking their health as we continue to fight

against the pandemic. Anzaldo (2021) also said that it is the city students who can benefit the most from the online learning setup. Students from rural areas or provinces where internet connection is only available for a few implements Modular Distance Learning where modules made by the teachers are used to continue learning.

Mahalakshmi, et al. (2020) listed some of the tools to use in implementing online learning like Google Classroom, Google Forms, Zoom Application, Whats App, YouTube, and Email. Among the tools mentioned, YouTube is one the most popular applications where users can watch and upload videos using their mobile phones or laptops. Watching YouTube videos nowadays is a common habit of those who are taking leisures, but it is also a powerful media that can be used to learn. There are millions of uploaded videos that talk about everything we can talk about, from Politics, Academics, Science, Mathematics, among others.

However, Acosta (2016) expressed that we lack correct figures to show where the Philippines stands in ICT development and implementation. That is why it is no wonder that e-learning in the Philippines is still far behind the developed countries such as India, Turkey, Tanzania, and so on. This brought forth major challenges in implementing Online-based Learning. Which is primarily the most conducive alternative in the implementation of Distance Learning Mode. Internet connection which is the first and foremost medium in delivering Online Distance Learning (ODL) mode is still under various improvements as we are just rolling out faster internet connection. It is clear that without a fast internet connection, Online Distance Learning would be impossible. Another barrier in implementing ODL is the socio-economic status of the learners. According to the September 2020 Socio-Economic Impact of COVID-19 Report of Dr. Enrico L. Basilio, the Philippine economic growth dropped to -16.5% as a result of the implementation of Enhanced Community Quarantine (ECQ), 73.5% of Households with at least one person who lost a job or experienced reduced workload, and ultimately, 85% of the population says that they experienced financial difficulty during the pandemic. These figures pose a significant impact on the implementation of ODL since the majority of the population is either in the lower or lower-middle-income class. People in these classes will think of their basic needs first instead of buying gadgets like laptops, cellphones, or subscribing to a reliable internet connection.

Moreover, Tian, et. al. (2013) suggested that video might be an attractive alternative or supplement if the production cost is low enough, or if traditional lecture demonstration cannot meet the demand for training. But as video-based instruction is steadily increasing over the years, the demands for executing video programs are increasing too which puts pressure on telecommunication companies to produce more high-quality specification smartphones for a cheaper price.

Vural, O.F. (2012) found out that a question-embedded video-based environment tool promotes student learning,

improves the amount of interaction of the students, as well as time spent with the learning materials. According to the study of Gold, et. al. (2020) evaluating videos from own and unknown teachers had the biggest favorable impacts on professional vision, while analyzing own teaching from memory had stronger benefits on professional vision and multi perspective than studying stock videos, according to the study. Even further, Álvarez, et. al. (2021) shows the use of active learning techniques, video self-modeling, and learning platforms and tablets to teach job-related skills to students with intellectual disabilities is promising, as participants experienced increased motivation to finish the activities while also increasing their capabilities. Lastly, Suryandari (2021) states that it is important to remember that when using instructional videos on rather difficult topics, educators should provide direct instruction while the students view the films together. It is done in an attempt to establish a learning environment at home that is similar to learning at school, with the teacher directing students from each piece of information delivered.

Video-based instruction might pose different challenges in its implementation. But, it is important to consider that in Distance Learning Modality, this mode of delivering instruction portrays promising results based on the related studies done in the past. In addition, given the technological age, we are living in today. Creating video instruction, posting, and viewing such is not that hard unlike before. There are lots of tools and platforms that we can use to achieve learning using video-based instruction. The Department of Education also devises numerous measures to ensure accessibility of learning materials regardless of its modality through the Learning Continuity Operation Plan (LCOP). Ultimately, video lessons posted online will stay on the platform as long as the owner lets them be posted. So, therefore, these kinds of lesson materials will stay long and can be used by the following batch of learners until it has to be updated.

## 7. THEORETICAL FRAMEWORK

The study focuses on the effectiveness of the embedded video-based scaffolding learning approach as an innovation to improve the learners' writing ability of the Grade 7 English learners in comparison to the pure modular mode of learning. At the core of the theoretical principles which lay at the foundation of the crafting of this research is the term scaffolding, which was first used by Wood, BrWood et al. (1976, p. 90) define scaffolding as a process "that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts." As they note, scaffolds require the adult's "controlling those elements of the task that are initially beyond the learner's capability, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (p. 90).

Anchored by Lev Vygotsky' theory of scaffolding, teachers are the More Knowledgeable Others (MKOs) in the classroom setup. The teachers are the ones who will guide them until they achieve mastery of the topic. However, since

face-to-face classes were prohibited up to the time of the writing, the researchers came up with the idea of developing video-based lessons to portray the teacher-learner interaction with the absence of the school facilities. It becomes possible with the help of technology.

## 8. CONCEPTUAL FRAMEWORK

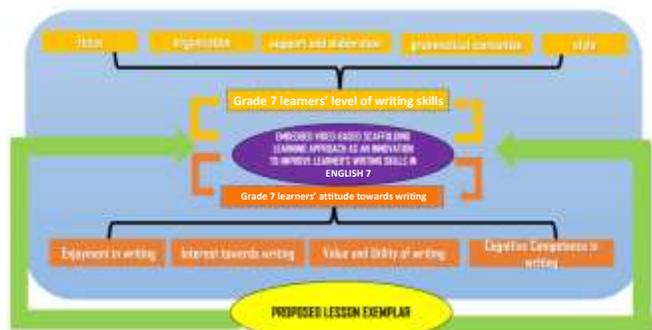


Figure 1. Conceptual Framework

The Input-Process-Output (IPO) was utilized to give a clear presentation of the relation of variables, data collection technique, and statistical tools being used, and expected findings of the research. The input frame includes the embedded video-based scaffolding approach as an innovation to improve writing skills in English 7.

Part II includes Grade 7 learner's level of writing skills in terms of focus, organization, support and elaboration, grammatical convention, and style.

Part III comprises Grade 7 learners' attitudes toward writing with regards to enjoyment, interest, value and utility, and cognitive competence in writing.

The process frame includes the data collection technique and statistical tools in data analysis such as the Likert Scale, and pre-test and post-test weighted mean score

The output frame showed the proposed lesson exemplar in English 7.

### Definition of Terms

For a better understanding of the study, the following terms are defined in the context of this research:

**Embedded Video-Based Scaffolding Learning Approach.** A learning approach used by the researcher to improve the writing skills of the students.

**Innovation.** About the Embedded video-based Scaffolding Approach that was used as an innovation.

**Scaffolding.** The process or act of guiding and assisting.

**More Knowledgeable Others (MKOs).** Someone who has more knowledge to guide and give assistance to the students. Directly pertains to teachers.

**Focus.** The central idea of the writing of the students.

**Organization.** The flow, sequence, and how the ideas are presented in writing.

**Support and Elaboration.** Information and ideas that thoroughly explain the topic of the writing.

**Grammatical conventions.** A practice of acquiring the proper and essential rules in grammar to have clear and understandable writing.

**Styles.** The approach and way of the students in writing.

**Enjoyment.** The student's state of positive feeling or emotion while writing.

**Interest.** The student's strong feeling of engaging or to do something.

**Value and Utility.** The student's view of importance, purpose, and worth of writing.

**Cognitive Competence.** The student's state of having sufficient knowledge, skill, and abilities towards writing

**Lesson Exemplar.** A conceptual illustration created for a lesson in English 7

## 9. RESEARCH METHOD

This study examines the efficacy of embedded video-based scaffolding learning approach as an innovation to improve learner's writing skills in English 7 in pretest-post-test true control group design. To be specific, this study experimented the significant difference between pretest and post-test on the implementation of embedded video-based scaffolding learning approach as an innovation to improve learner's writing skills in English 7.

Purposive sampling types of non-probability sampling are used to search the admirable samples who will be going to participate in the experiment (assessment). We will select 10 students in 2 sections to be total of Twenty (20) students, in Grade 7 of FVR National High school located in the Norzagaray West District, Schools Division of Bulacan, who are going to be the participants that will give us the answer we're searching for. The study aims to determine the effectiveness of implementing a video-based embedded scaffold as a learning strategy, to help the students guide and hone their skills and abilities in effective writing.

Because of the pandemic, the barriers toward learning escalated. Considering the new mode of learning, students are having a hard time to cope-up with new challenges. The embedded video-based scaffolding approach aims to help the learners to develop their writing skills. The technology is utilized to ensure the development of the learners despite remote learning. This approach aims to guide the students to create a quality product of writing.

DepEd ETUlay, is a free online tutorial platform for learners and parents facilitated by expert educators. Spearheaded by the Department's Information and Communications Technology Service – Educational

Technology Unit (ICTS-ETU), ETULay was derived from the wordplay of ETU, and *itulay* (Filipino for to bridge). The initiative's goals are: (1) to empower and give the parents full confidence in assisting their children, (2) help learners to fully understand the lesson, and (3) help teachers in explaining the lesson. Mr. Mark Anthony Sy, Head of the ICTS-EdTech Unit also emphasizes that the lessons are delivered in tutoring format while guiding how to answer exercises and explaining the details of the lesson. Not strict in the structure of classroom format because it was all tutoring-type. (Department of Education, 2021). The students are directed to the link which is prescribed to them and will input some information for verification and monitoring of utilization.

The researchers employ the pre-test and post-test to test the knowledge and skills acquired by the respondents before and after the embedded video-based scaffolding approach. The achievement tests were submitted to the experts in the field of English like the Master Teachers for content and face validations. The validators were given the duty of making constructive comments and recommendations for the instrument's improvement, and they examined the test items' congruence with the learning competencies.

The Table of Specification (TOS) was utilized to ensure the validity and reliability of a set of questions that is aligned to the Most Essential Learning Competencies (MELCs) of DepEd. It is composed of thirty (25) items in Higher Order Thinking Skills where 20% Applying; 20% Analyzing; 20% Evaluating; and 40% Creating.

Before gathering the data, researchers ought to ask permission from the School Principal to conduct a survey within the school and advisers of each section of grade 7 where such implementation would be carried out. They will secure the permission to administer the survey questionnaires using google forms. Then after, there will be an orientation for the purpose and confidentiality of the study.

The study involved three phases of assessment: Pre-test, Post-test, and evaluation of behavior through Likert Scale. The pre-test will define the level of writing of the students prior to the innovation. Next is the post-test where students' writing skills in terms of focus, organization, support and elaboration, grammatical convention, and styles, are evaluated after embedding the video-base scaffolding. Last is the evaluation of the behavior of the students towards writing using Likert Scale after administering the implemented scaffolding approach. It includes Enjoyment, Interest, Value and Utility and Cognitive Competence in writing.

Ensuring the confidentiality of data and solely aim for the validity of the responses. It voluntarily participated and went under appropriate process to obtain consent from study participants. There is clear communication between researchers and authorized persons to secure the transparency of the information.

To assess the level of writing skills of the subjects, the t-test of independent means was used to compare the pre-test

scores. After conducting pre-test, the video-based scaffolding approach intervention was imposed on the experimental group. Then after the designated intervention, a post-test was administered to see if there is significant difference between pre-test and post test scores of the experimental group. The weighted mean was used to evaluate the learners' development. Alongside with p-value and an alpha level of 0.05, the critical value and computed value are statistically regarded.

The level writing skills considering the focus, organization, support and elaboration, grammatical conventions, and styles will be analyzed using weighted mean with verbal interpretation.

Weighted Mean	Verbal Interpretation
5.1- 9	Poor
9.1- 13	Fair
13.1-17	Good
17.1 - 21	Very Good
21.1- 25	Excellent

The enjoyment, interest, value and utility, and cognitive competence will be analyzed using weighted mean using verbal interpretation:

Weighted Mean	Verbal Interpretation
1.00- 1.80	Strongly Disagree
1.81- 2.60	Disagree
2.61- 3.40	Neutral
3-41- 4.20	Agree
4.21- 5.00	Strongly Agree

## 10. RESULTS AND DISCUSSIONS

This section summarizes the data gathered using the research instruments of the study. This interprets and analyses all data acquired to evaluate the effectiveness of embedded video-based scaffolding learning approach as an innovation to improve the writing skills of the students. The following are the findings of the study:

**Table 1: Level of writing skills of Grade 7 learners before and after embedding video-based instruction.**

Level of	Pre-test	Post-test
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Writing Skills	Mean	Interpretation	Mean	Interpretation
Focus	9.25	Fair	10.9	Fair
Organization	8.75	Poor	10.2	Fair
Support and Collaboration	8.15	Poor	9.8	Fair
Grammatical Convention	8.25	Poor	9.6	Fair
Style	8.15	Poor	9.5	Fair

The graph above presents the level of students' writing skills before and after they were exposed to the embedded video-based scaffolding approach. The pre-test mean (9.25) and post-test mean (10.9) of focus are both interpreted as "fair." Additionally, the pre-test mean of organization (8.75), support and collaboration (8.15), grammatical convention (8.25), and style (8.15) were all interpreted as "poor." Similarly, their post-test mean for organization (10.2), support and collaboration (9.8), grammatical convention (9.6), and style (9.5) all have a verbal interpretation of "fair."

**Table 2 Attitude of students toward writing as exposed to video-based scaffolding learning approach.**

Attitude of students toward writing as exposed to video-based scaffolding learning approaches	Weighted Mean	Verbal Interpretation
Enjoyment in writing	4.41	Strongly Agree
Interest towards writing	4.24	Strongly Agree
Value and Utility of Writing	4.4	Strongly Agree
Cognitive Competence in Writing	3.385	Strongly Agree
Grand Mean	4.35875	Strongly Agree

The tabular data above presents the summary of the responses of Grade 7 students' attitudes toward writing as exposed to video-based scaffolding learning approaches. The enjoyment in writing got the highest overall weighted mean of 4.41, which is interpreted as "strongly agree." It is followed by the value and utility of writing as second to the highest, with a weighted mean of 4.4 that has a qualitative interpretation of 'Strongly Agree'. Writing cognitive competence ranks third, with a 4.385 overall weighted mean and is interpreted as strongly agree. Finally, the interest in writing has an overall weighted mean of 4.24 and is interpreted as strongly agree. The overall grand mean of the attitude of students toward writing as exposed to video-based scaffolding was 4.35875, which has an interpretation of "Strongly Agree."

**Table 3: Effectiveness of embedded video-based scaffolding learning approach in improving learner's writing skills**

	Pre-Test Mean Score	Post-Test Mean Score	Gain Score
Focus	37	43.6	6.6
Organization	35	40.8	5.8
Support and Collaboration	32.6	39.2	6.6
Grammatical Convention	33	38.4	5.4
Style	32.6	38	5.4

Table 3 presents the pre-test mean score, post-test mean score, and gain score of the level of the writing skills of the students when they engage in the embedded video-based scaffolding learning approach. The table indicates that the pre-test mean score for the variable "focus" was 37, the post-test mean score was 43.6, and the difference was 6.6%. Followed by support and collaboration, who also have a 6.6% gain score between their 32.6 pre-test mean score and their 39.2 post-test mean score. The variable "organization" received a 35 pre-test mean score and a 40.8 post-test mean score, resulting in a 5.8% gain score. Both variables 'grammatical convention' and 'style' have a 5.4% gain score. The former has a 33 pre-test mean score and a 38.4 post-test mean score. On the other hand, the latter have a 32.6 pre-test mean score and a 38 post-test mean score. Hence, the embedded video-based scaffolding learning approach has a positive impact on the student's level of writing skills.

**Table 4: Significant difference between the pre-test and post-test mean score of students who were exposed in video-based scaffolding learning approach.**

Df	T-test	T-test Critical Value	Probability Level	Decision	Interpretation
19	1.45	2.09	P>0.05	Ho is accepted	No Significant relationship

Upon analyzing the tabular data above, it revealed that at the degree of freedom of 19 in the probability level of 0.05, the t-test computed value of 1.45 does not exceed the t-test critical value of 2.09, which implies that the null hypothesis is accepted. Therefore, there is no significant relationship between the pre-test and post-test scores of the students who were exposed to the embedded video-based scaffold learning approach.

## 11. CONCLUSIONS AND RECOMMENDATIONS

Upon the scrutiny of the researchers on the data gathered they have come-up with the following conclusions: (1) The level of the writing skills of the students who were exposed in embedded video-based instruction was fair; (2) The students show positive attitude towards writing after implementing the innovation; (3) The embedded video-based scaffolding learning approach created a small impact on the posttest score of the learners; and (4) There is no significant relationship between the pre-test and post test scores.

The following are the recommendations of the researchers based on the conclusions given: (1) Embedded video based scaffolding learning approach in writing can be used to teach learners from FVR National High School to improve their writing skills. To assure this, it must be done with active participation and assistance of school administrators, teachers, and parents; (2) An assessment of the learners who were given an embedded video based scaffolding learning approach should be conducted at the end of the video-based instructions; if the learners writing level remains unchanged, appropriate, and extensive innovation should be provided until they achieve improvement in writing. The researchers devised a lesson exemplar to execute a teaching strategy to further improve the writing skills of the students; (3) DepEd Bulacan officials may create combined efforts to provide a new policy that would enable the full implementation of the proposed learning approach innovation to further improve learners' writing competencies; and (4) The findings of this study may be used by future researchers for their reference and to have a further study regarding the video based instructions in scaffolding writing skills.

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