

STUDENTS' PERCEPTION OF THE IMPACT OF SOCIAL MEDIA VIDEOS ON ENGLISH GRAMMAR SKILLS: BASIS TO THE DEVELOPMENT OF EDUCATIONAL VIDEOS

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ABSTRACT

The educational system nowadays employs different strategies to cater to the needs of 21st century learners. This involves the integration of technology particularly the utilization of social media videos to meet their learning needs and interests. This study aimed to develop educational videos based on the perception of students on the impact of social media on English grammar skills. Specifically, it aimed to determine social media platforms students commonly use in watching educational videos; the perception of the students on the impact of social media videos on English grammar skills; and the assessment of teachers and students on the developed educational videos on the English grammar skills in terms of content, style and organization, quality and effectiveness, and creativity. The developmental and descriptive research method was used in the study using a needs assessment questionnaire as the primary data gathering instrument. One hundred sixty-two (162) respondents actively participated in this study. Responses were tallied, tabulated, and analyzed to provide appropriate conclusions and recommendations for the study. The study's findings showed that students' perceptions of the impact of social media videos on English grammar skills could apply the English grammar lesson that they have learned on social media to their academic and personal life. Thus, the researchers recommended developing educational videos in which students can relate their learning experiences to their academic and personal life using the interactive functions of social media and uploading media content for learning English grammar.

Keywords: *development, English grammar skills, social media videos, educational videos, perception*

1. INTRODUCTION

One of the significant transformations of language learning materials development is integrating technology into the lessons including the use of social media. Social media is a part of the technological revolution that shapes society and education in the 21st century. This platform allows learners and teachers to communicate and share information faster. Moreover, social media can be a tool to improve specialized learning materials to satisfy the needs and interests of the students. Social media platforms can be used by teachers to create digital coursework. These are excellent features for classroom use and also for engaging learners in the lesson. These are useful for remote learning and home tasks. (Edwards, 2021)

The most basic and noticeable feature of social media is its function of posting multimedia content (e.g., photos, videos, links, etc.). These unique and user-friendly features hook 21st-century learners as they utilize social media platforms. Educators upload educational videos on social media as a strategy to interact with learners, especially in a flexible learning mode of education. Utilizing these features for creating or posting educational videos in English grammar may impact students at the secondary level, particularly in Grades 7, 8, 9, and 10, regarding their English grammar skills. Videos are highly effective educational tools and several studies proved their benefits in teaching and learning, and multiple meta-analyses prove technology as one of the key components to enhancing knowledge in a 21st-century environment (Brame, 2016).

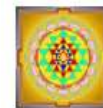
Given that the 21st-century learners are exposed to different multimedia and social networking platforms that easily catch their interest, it is intriguing how they view video lessons with English grammar content and

what are their suggestions on how to enhance these kinds of videos to live up to their satisfaction and engagement in learning, particularly, English grammar. This is the reason why the researchers decided to determine the perception of secondary students of the 21st century to know if these social media videos can cater to their English grammar learning needs and also to understand their standards in learning concepts that they perceive to be helpful for their English grammar skills. This way, researchers can make educational videos based on their perception of how social media videos can be effectively used in English grammar learning.

Through this study, researchers can analyze the needs and interests of students and teachers in learning the language considering their interest in social media. Researchers can also develop English grammar educational videos that will be beneficial for students, pre-service teachers, the faculty member and the College of Teacher Education as these videos will serve as a guide on how students will effectively and willingly learn English grammar on the social media platform based on the data gathered from the students.

2. OBJECTIVES

The study aimed to develop educational videos based on the perception on the impact of social media videos on their English grammar skills of junior high school students of the Laboratory School of Batangas State University ARASOF-Nasugbu. Specifically, it aimed to determine the social media platforms students commonly use in watching educational videos and determine the perception of students of the impact of social media videos on English grammar skills. It also intended to identify the evaluation of the teachers and students on the impact of educational videos on English grammar skills based on content, style and organization,



quality and effectiveness, and creativity of the educational videos.

3. MATERIALS AND METHODS

The study was conducted using the developmental and descriptive research design to evaluate and develop educational video lessons through social media platforms and meet the consistency, effectiveness, and objectives criteria. It is the appropriate method when the objectives are aimed toward knowing the process of development of educational video lessons from the impact of social media videos on English grammar skills.

As a result, developmental research came to be defined as a method of addressing the fundamental questions of why and how to inform what to whom. This also includes situations wherein the development process used in a particular circumstance is supported and examined, as well as the final product being assessed. Its goal was to develop a theory based on the rationale of such a sequence's inner workings, which is claimed to be an essential facet of educators', teachers', curriculum developers, and educational researchers' expertise (Klaassen 2014).

These methods were applied because this study aimed to develop educational video lessons from existing social media videos in improving English grammar skills. The primary data collection tools used by the researchers are the needs assessment questionnaires and rating scales.

3.1 Research Environment

The study and data collection were conducted at Batangas State University ARASOF-Nasugbu located at R. Martinez Street, Brgy. Bucana, Nasugbu, Batangas specifically in the Laboratory School of College of Teacher Education.

The College of Teacher Education of the university was established on September 11, 1997, through the Commission on Higher Education Order No. 46, s. 1997 under resolution No. 288 – 97 series of 1997. The Laboratory School of College of Teacher Education aims to develop responsible, well-rounded, disciplined, and God-loving citizens equipped with knowledge, skills, and attitude. Also, it trains the learners in various learning areas that prepare them to become productive citizens.

Moreover, the college provides an education that leads the students on the path of success. Last October 2018, the college underwent accreditation for Level III Phase II with the Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACCUP) and was granted Level III Re-Accredited status in June 2019.

The researchers chose this research environment because they believed that the respondents would give them adequate knowledge and information needed in this study. Also, it was beneficial to research at the said University because the researchers are presently enrolled in its BSEd program.

3.2 Participants of the Study

The target participants of the study are the 157 students who are taking the subjects with English grammar lessons in the grade level of Junior High School at Batangas State University ARASOF-Nasugbu. The number of respondents was chosen through the use of the Raosoft calculator. There are a total of two hundred

sixty-four (264) students who are taking the said course. A sample size of respondents for each class section was calculated using a Raosoft calculator, providing a confidence level of 95% and a margin error of 5%, hence, 157 participants are attained. While the evaluators were five (5) selected English major instructors. They were selected based on their content knowledge on using technology in teaching. Their competencies, training, knowledge, expertise, and experiences, would undoubtedly improve educational video lessons from existing social media videos in English grammar skills.

The section and the corresponding frequency is shown in the table below.

Table 3.1 Distribution of Respondents

Participants	Total number of Participants
Grade 7 Students	45
Grade 8 Students	40
Grade 9 Students	32
Grade 10 Students	40
Laboratory School English Major Instructors	5
TOTAL	162

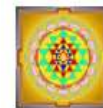
The table shows that out of 162 respondents, 45 respondents are Grade 7, 40 of them are Grade 8, 32 of them are Grade 9 and 40 of them are Grade 10 who are taking courses with English grammar lessons while five (5) are English professors.

3.3 Data Gathering Instrument

The main data gathering instrument utilized in the present study is the survey questionnaire using a rating scale. The rating scale was adapted from other previous studies which used the same scale and were further revised. It was in a Google form or online format to further facilitate and distribute the survey questionnaire with regards to the distance/online learning present condition.

Construction of the Questionnaire. The research instrument that was utilized as the primary data gathering instrument for the study is a survey questionnaire. The researchers adapted and edited the survey and checklist questionnaire from the University ISO Form. Also, because of the present condition of the community and modality of learning, the survey and questionnaire were made using the Google form to facilitate and gather information.

Validation of the Questionnaire. The researchers created a questionnaire as an instrument to gather the data for the study. The constructed questionnaire was given and presented to the research adviser for checking. Next, it was presented to the validators for further corrections and improvements. After a few days, the validated questionnaire was returned to the researchers to further improve and revise the said questionnaire based on the suggestions of the validators. Lastly, the improved questionnaire was prepared for distribution and administration.



Administration of the Questionnaire. The researchers wrote a letter of request for the distribution of the questionnaires. Also, the researchers sent the letter through email to ensure efficient delivery despite the present situation and to solicit the assistance of the School Principal and the Program Chairperson. After the approval, the Secretary of the Laboratory School distributed the questionnaire to the respondents of the study. The researchers gave the respondents a week to answer and access the questionnaire on the Google Form, which is online. After the allotted time, the researchers retrieved the questionnaire. In the end, the researchers anticipated that 95% of the survey questionnaire will be returned. This anticipation is created because not all of the respondents can answer the survey questionnaire due to some reasons or busy schedules.

Scoring of Responses. The data from the respondents was tabulated and interpreted wherein the researchers scored according to the response scale designated in each section of the questionnaire. The researchers used the Likert scale as a guide for the interpretation of the meaning wherein each response scale has a specific equivalent range of mean, verbal interpretation, and the corresponding rank.

Part I of the rating scale corresponds to the social media platforms students commonly use in watching educational videos. The result was interpreted using frequency and ranking.

Part II of the rating scale corresponds to the perception of students on the impact of social media videos on English grammar skills. The result is based on the following evaluation scale:

Table 3.2 Students' Perception on the Impact of Social Media videos on their English Grammar Skills

Scale	Value Range	Verbal Interpretation
4	3.51-4.00	To a very great extent
3	2.51-3.50	To a great extent
2	1.51-2.50	To a moderate extent
1	1.00-1.50	To the least extent

Part III corresponds to the assessment of the teachers and Junior High School students on the existing social media videos in improving their English grammar skills in terms of content, style and organization, quality and effectiveness, and creativity. The result is based on the following evaluation scale:

Table 3.3 Respondents' Assessment on the Developed Educational Videos on Improving English Grammar Skills

Scale	Value Range	Verbal Interpretation
4	3.51-4.00	Strongly Agree
3	2.51-3.50	Agree
2	1.51-2.50	Disagree
1	1.00-1.50	Strongly Disagree

3.4 Data Gathering Procedure

Specifically, the study focused on the development of educational videos from the perception

of the Junior High School students on the use of social media on improving English grammar skills; the researchers find it necessary to enumerate the procedure employed.

To come up with this study, the researchers researched the definition of terms related to the topic and based the study on reading the existing study about the evaluation of the educational videos in teaching English grammar lessons. Also, the researchers gathered unpublished theses, electronic, and internet resources to further collect information and data regarding the study.

The researchers sought the approval of the Principal of Laboratory School and Program Chairperson of BSEd English and Filipino of College of Teacher Education in conducting the said study. After the approval, the researchers wrote a request letter for the administration of the questionnaire, utilizing the rating scale for the assessment of the respondents. After the validation of the questionnaire and the rating scale, the researchers were assisted by the Secretary of the Laboratory School and distributed it to the intended respondents (i.e. the CTE English teachers, Junior High School students of Laboratory School). After the distribution, the researchers gave the respondents ample time for answering the questionnaire online before collecting or retrieving the responses or data to make a tally. The researchers interpreted the data and the results presented that the researchers should continue to develop the educational videos with continuous consultation with the concerned faculty members to develop a useful output.

In addition, the researchers utilized various related sources of information, such as theses, journals, and internet resources. After the development stage of the educational video lessons, where modification and improvement were discussed and taken, the concerned faculty members evaluated the developed educational videos.

3.5 Statistical Treatment of Data

The researchers interpreted, coded, tallied, and tabulated for better presentation, analysis, and interpretation of the result. The statistical methods included the frequency count, weighted mean, Likert Scale, and ranking were used to interpret data.

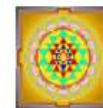
The frequency count showed the number of the actual responses of the respondents to a specific question item in the questionnaire. This statistical tool was also used in determining the perceptions of the students on the impact of social media videos on English grammar skills.

Moreover, the weighted mean was used in determining the typicality and average of the responses in the different options in the various parts of the survey questionnaire used. This presents the four-scale options for the validation of the developed educational videos. With the formula of:

$$\sum (fx) / N$$

; wherein (fx) was computed frequency, and N was the total number of respondents.

The Likert Scale portrayed the summated ratings utilized in the study. Thus, to determine the responses to a Likert Scale, each category was allotted a numerical value that had a mean range from 4 to 1 which was based on the data presented. Also, this statistical tool was used in determining the most commonly observed



social media applications utilized in the delivery of a lesson, the perceptions of the students on the impact of social media videos on English grammar skills, and the assessment of the teachers and students on the developed educational videos on the English grammar skills in terms of Content; Style and Organization; Quality and Effectiveness; and Creativity.

Ranking in the developmental research method allows the researchers to analyze and describe product development after the final products are evaluated or assessed. The ranking was used in the present study for comparative purposes in sharing the significance of the items analyzed.

4. RESULTS AND DISCUSSIONS

4.1. Social media platforms students commonly used in watching educational videos

The table 4.1 displays the frequency and the rank of the social media platforms students commonly used in watching educational videos

Table 4.1. Social media platforms students commonly used in watching educational videos

Item Indicators	Frequency	Rank
a. WhatsApp	0	9.5
b. YouTube	79	1
c. Instagram	12	3
d. Tiktok	9	4
e. Facebook	42	2
f. Snapchat	1	7.5
g. Twitter	8	5
h. Discord	5	6
i. Pinterest	1	7.5
j. Reddit	0	9.5
TOTAL	157	

The given table enumerates data about the social media platforms students commonly use in watching educational videos. In general, it can be perceived following the response of the respondents that YouTube is the social media platform that students commonly use in watching educational videos as it ranked first among the listed available social media platforms. On the other hand, WhatsApp and Reddit are the least social media platforms students use in watching social media videos.

Table 4.1 shows that the respondents listed that YouTube is the social media platform that students commonly use in watching social media videos which has a frequency of 79 among 157 and ranked first. Second in ranking is Facebook which got a frequency of 42. Followed by Instagram with a frequency of 12 and third in the ranking. Next in ranking is Tiktok which got a frequency of 9. Twitter ranked fifth with a frequency of

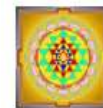
8. Sixth in the ranking is Discord with a frequency of 5. Next in ranking Snapchat and Pinterest with both frequencies of 1. Lastly, Reddit and WhatsApp both got 0 frequency with the rank of 9.5.

4.2. Students' perception on the impact of social media videos on English grammar skills

The table 4.2 displays the weighted mean and the verbal interpretation and the rank of the respondents' perception on the impact of social media videos on the students' English grammar skills.

Table 4.2
Students' Perception on the Impact of Social Media videos on English Grammar Skills

Descriptions	Weighted Mean	Verbal Interpretation	Rank
a. They learn lessons about English grammar through social media videos without pressure.	2.92	To a great extent	8
b. They watch social media videos with English grammar content from start to finish.	3.32	To a great extent	4
c. They fully understand the English grammar video lesson presented on the social media platform.	3.38	To a great extent	3
d. They feel motivated to learn English grammar if it is presented through video on a social media platform.	3.15	To a great extent	6.5
e. They can easily access social media videos because it requires less data consumption.	3.15	To a great extent	6.5
f. They can collaborate and interact with the teacher and fellow students through social media features (e.g. comments, reactions, shares).	3.17	To a great extent	5
g. They can apply the English grammar lesson that they have	3.46	To a great extent	1



learned on social media to their academic and personal life.			
h. They can relate to the functions of social media as an alternative avenue for learning English grammar because it is familiar, suitable, and convenient.	5	To a great extent	2
i. They can ask questions and interact with the creator of the video/teacher instantly.	1	To a great extent	9
j. They get distracted and tempted to do something on social media that is not related to English grammar.	0	To a moderate extent	10
GENERAL WEIGHTED MEAN	3.12	To a great extent	

The presented table shows the data about the students' perception on the impact of social media videos on their English grammar skills. From this data, it can be perceived that social media educational videos were advisable to utilize in teaching English grammar bearing 3.12 as its weighted mean and is interpreted as To a great extent.

As observed, table 4.2 depicts students can apply the English grammar lesson that they have learned on Social Media to their academic and personal life with the highest weighted mean of 3.46 which is interpreted as To a great extent. Second in the ranking was students can relate to the functions of social media as an alternative avenue for learning English grammar because it is familiar, suitable, and convenient and got a weighted mean of 3.42 interpreted as To a great extent. With a verbal interpretation of To a great extent, the students fully understand the English grammar video lesson presented on the social media platform placed third in ranking as it bears a weighted mean of 3.38. Fourth in the ranking are students who watch social media videos with English grammar content from start to finish receive a weighted mean of 3.32 interpreted To a great extent. Students can collaborate and interact with the teacher and fellow students through social media features (e.g. comments, reactions, shares) got a weighted mean of 3.17, interpreted as To a great extent as well and was in 5th rank. Next in the ranking got the same weighted mean of 3.15 which was interpreted as To a great extent where that students can easily access social media videos because it requires less data consumption and they feel motivated to learn English grammar if it is presented through video on a social media platform. Eight in the ranking was suitable for students to learn lessons about English grammar through social media videos without pressure which got the weighted mean of 2.92 and interpreted as To a great extent also. Next in the ranking was students can ask questions and interact with the creator of the video/teacher instantly which got a weighted mean of 2.79 and was interpreted as To a great extent. Lastly, with a weighted mean of 2.64 and was interpreted as To a moderate extent, students get distracted and tempted to do something on social media that is not related to English grammar and enhance their English grammar skills.

4.3 Assessment of the respondents on the developed educational video in terms of content

Table 4.3
Assessment of the respondents on the developed educational videos in terms of content

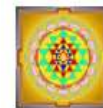
Indicators	Weighted Mean	Verbal Interpretation	Rank
a. The educational video content is accurate.	3.30	Agree	1.5
b. The educational videos meet high standards of quality in factual content and presentation.	3.24	Agree	3.5
c. The scope (range) and depth of topics are appropriate to audience needs.	3.30	Agree	1.5
d. The content is sufficient in quantity to cover the stated objectives adequately.	3.25	Agree	2
e. The content integrates "real-world" experiences.	3.24	Agree	3.5
GENERAL WEIGHTED MEAN	3.27	Agree	

The provided table represents the data about the respondents' assessment of the developed educational videos in terms of content. Based on the data presented, the contents of the educational videos are appropriate and accurate as it has 3.27 as it has a general weighted mean and is interpreted as agree.

As can be seen in Table 4.3, it illustrates the five (5) evaluative criteria wherein the respondents agreed to the items: the educational video content is accurate and the scope (range) and depth of topics are appropriate to the audience's needs, and got the highest weighted mean of 3.30. Next in rank is the item that obtained a weighted mean of 3.25, the respondents agreed that the content is sufficient in quantity to cover stated objectives adequately. The respondents also agreed to the items pertaining to educational videos meet high standards of quality in factual content and presentation, and the content integrates "real-world" experiences which got the same ranking and a weighted mean of 3.24.

The succeeding table reveals the assessment of the respondents on the developed educational videos in terms of style and organization.

4.4 Assessment of the respondents on the developed educational videos in terms of style and organization



4.5 Assessment of the respondents on the developed educational videos in terms of quality and effectiveness

Table 4.4
Assessment of the respondents on the developed educational videos in terms of style and organization

Descriptions	Weighted Mean	Verbal Interpretation	Rank
a. The educational videos provide a clear objective.	3.41	Agree	1
b. The subject matter content is appropriately sequenced.	3.34	Agree	2
c. The educational videos are accurate, consistent, and repeatable.	3.30	Agree	4.5
d. The educational videos have unity/congruency.	3.29	Agree	4.5
e. The order in which the information is presented is logical and suited to course objectives.	3.29	Agree	5
GENERAL WEIGHTED MEAN	3.33	Agree	

The supplied table presents the data regarding the respondents' assessment of the respondents on the developed educational videos in terms of style and organization. The overall evaluation received a composite mean of 3.34 and was interpreted as Agree. This is an implication that the respondents agreed on the organized information and a good style of conveying the topic to the learners.

Table 4.4 illustrates the assessment of the students on the educational videos in terms of style and organization wherein the item that ranked first is the educational videos provide a clear objective with a weighted mean of 3.42 and verbal interpretation of Agree. Second, in rank, the respondents agreed that subject matter content is appropriately sequenced with a weighted mean of 3.35. Third in rank, with a weighted mean of 3.30, the respondents agreed that educational videos are accurate, consistent, and repeatable. Based on the result of the study, with a weighted mean of 3.30, the respondents agreed that educational videos have unity/congruency and the order in which the information is presented is logical and suited to course objectives.

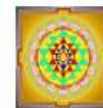
The succeeding table revealed the assessment of the respondents on the developed educational videos in terms of quality and effectiveness.

Table 4.5
Assessment of the respondents on the developed educational videos in terms of quality and effectiveness

Descriptions	Weighted Mean	Verbal Interpretation	Rank
a. It facilitates the development of self-assessment and reflection in learning.	3.41	Agree	2
b. It is objective and focused on student performance	3.42	Agree	1
c. It accommodates diverse learning styles and activity levels.	3.26	Agree	5
d. It requires the learners to become actively engaged to learn through social media features (e.g. react, share, comment).	3.24	Agree	6
e. It can help learners to understand grammar lessons in the best and most practical way.	3.39	Agree	3
f. It encourages time and effort on the task.	3.29	Agree	4
GENERAL WEIGHTED MEAN	3.34	Agree	

At the onset, it is clear that the respondents agree with the various assessments that the educational videos provide, with a general weighted mean of 3.34. This simply shows that the content incorporates authentic assessment and elicits real- meaningful experiences for lifelong learning.

Among the six (6) descriptions, the respondents agreed that the educational videos is objective and focused on student performance with a highest weighted mean of 3.42. The respondents also agreed that the educational videos facilitates the development of self-assessment and reflection in learning with a weighted mean of 3.41. Next in rank, with a weighted mean of 3.40, the respondents agreed that the educational videos can help learners to understand grammar lessons in the best and most practical way. Moreover, the fourth in rank



is the item that encourages time and effort on the task with a weighted mean of 3.30 and a verbal interpretation of agree. The respondents also agreed that educational videos accommodate diverse learning styles and activity levels with a weighted mean of 3.26. The last in rank obtained a weighted mean of 3.24 as the respondents agreed that it requires the learners to become actively engaged to learn through social media features (e.g. react, share, comment).

The succeeding table revealed the assessment of the respondents on the developed educational videos in terms of creativity.

4.6 Assessment of the respondents on the developed educational videos in terms of creativity

Table 4.6
Assessment of the respondents on the developed educational videos in terms of creativity

Descriptions	Weighted Mean	Verbal Interpretation	Rank
a. The visual elements of the educational video have unity/congruency.	3.39	Agree	2
b. The text, captions, and labels are clear and free of errors.	3.24	Agree	4.5
c. It has a digital format and appearance suitable for the intended use.	3.40	Agree	1
d. The background music is clear, and the tone of the voice is modulated and appropriate.	3.28	Agree	3
e. The editing is smooth and no error is observed.	3.24	Agree	4.5
GENERAL WEIGHTED MEAN	3.31	Agree	

A glance at the table reveals that most of the respondents agreed with the creativity of the developed educational videos with a general weighted mean of 3.31.

Based on the data presented in Table 4.6, the respondents agreed that the developed educational videos in terms of creativity have a digital format and appearance suitable for the intended use with the highest weighted mean of 3.40. Next in the rank, the respondents also agreed that the visual elements of the educational video have unity/congruency with a weighted mean of 3.39. Third in the rank is that educational videos have clear background music, and the tone of the voice is modulated and appropriate with a weighted mean of 3.28

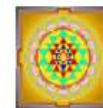
interpreted as agree. Having the same ranking, the respondents also recognize that the educational videos include text, captions, labels that are clear and free of errors, and the editing is smooth and no error is observed with a weighted mean of 3.24 and a verbal interpretation of agree.

The succeeding table reveals the suggestions and recommendations of the respondent to improve the developed educational videos.

4.7 Suggestions and recommendations of the respondents (students) to improve the developed educational videos

Table 4.7
Suggestions and recommendations of the respondents (students) to improve the developed educational videos

Respondent 1	“The instructional videos shared on social media have demonstrated to be of high quality in terms of encouraging the growth of assessment and reflection in the lesson. The videos are of excellent quality, are highly useful, and aid learners in comprehending grammatical lessons. The presentations are innovative and enjoyable to watch.”
Respondent 27	“I must say that you have a very nice and accommodating work.”
Content	
Respondent 38	“Present examples, such as for example sentences and situations that relate to students, and explain them accurately and clearly without confusing us/them.”
Respondent 79	“I think adding a wider range of examples will make the audience more knowledgeable about the said topic.”
Respondent 94	“Try to give more examples.”
Style and Organization	
Respondent 12	“Teaching should be simple but understandable and informative”
Respondent 28	“I recommend that English lessons online should not be labeled with certain year levels as there may be some individuals who are not yet proficient in basic English skills though they are in high year levels. I think it will also allow people of all ages to gain interest in learning English grammar lessons without being conscious of not being a student anymore.”
Quality and Effectiveness	
Respondent 26	“More activity that related to improving the English grammar”
Respondent 153	“A much more improved attention to detail and quality of the videos through



	careful selection.”
Creativity	
Respondent 3	“I suggest that the background music and voice tone must always be clear and modulated so we can understand the topic easily.”
Respondent 10	“I suggest having a moderate pace of explanation.”
Respondent 25	“Good day po! I personally think the whole concept of using social media platforms as a way of teaching students English grammar is a very solicitous idea. If I were to suggest anything, I think it should only be proper to check the videos/media thoroughly so that it fits the social media platform's interface. For example, in the provided Facebook group videos, whenever we were asked to pause the videos, I couldn't read some of the questions properly because the pause button was blocking the screen. As content creators, I think the videos/media should be tested beforehand to see if it would fit the platform. Otherwise, the presentations were excellent and very helpful! Thank you so much for showing genuine concern to all students in this time of pandemic.”
Respondent 59	“In my views, I observed that in some videos, the instructor does have a serious face for almost the whole video. Also, there are minimal pronunciation and editing errors, but the series of educational videos uploaded in the group provided would be truly helpful for students.”
Respondent 83	“You are all doing very well! Great job! If I have any suggestions, I suppose it would be helpful to purchase products like a headset/mic for better audio quality. Keep up the good work!”
Respondent 91	“Make sure to have a proper balance of auditory and visual elements throughout the video.”
Respondent 115	“I'd like to suggest better graphics of videos on improving the English grammar to catch the attention of the children.”
Respondent 153	“The creators must be attentive to the details of the videos”

In this data, the compilation of similar suggestions and recommendations of the respondents is presented. Moreover, it can be gleaned that most of the suggestions are referring to the content, style and organization, quality and effectiveness, and creativity. Respondents 38, 79, and 94 point out that the content of the educational videos should have more examples present such as sentences and situations that relate to the students for students to be more knowledgeable about the topic. They also added to explain these examples accurately and clearly without confusing them.

On the other hand, for the style and organization, Respondents 12 suggest the way of teaching must be simple and understandable for students to interact with them easier. Additionally, respondent 28 suggested that for all ages to gain interest in learning English grammar lessons without being conscious of not being a student anymore, educational videos should not be labeled with certain year levels because there may be some individuals who are not yet proficient in basic English though they are in high year levels.

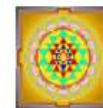
Consequently, respondents 26 and 153 commented on the quality and effectiveness of the educational videos. Respondent 26 recommended adding more activities related to improving English grammar. Respondent 153 mentioned that creators of the educational videos must have much more improved attention to detail and quality of the videos through careful selection.

The concerns of the respondents 3, 7, 10, 26, 30, 59, 83, 91, 115, and 153 fall under the aspect of creativity, particularly the technicalities of video editing and the teachers' way of delivery. Respondent 3 suggested that the background music and the voice tone of the speaker must be balanced and modulated to clearly comprehend the speaker's words and also understand the topic easily. Respondent 7 points out to have a moderate pace of explanation. In addition, Respondent 10 mentions that the educational videos must fit the social media platform's interface. The respondent could not read the questions properly because the pause button blocked the screen. Respondent 59 observed that instructors have a serious face and suggested looking more accommodating, improving pronunciation, and correcting some editing errors. Respondent 83 suggested products like a headset/mic for better audio quality. Respondent 91 recommends a proper balance of auditory and visual elements throughout the video. The videos should be tested beforehand to see if they would fit the platform. Respondent 115 suggests better video graphics to catch the attention of students. Lastly, Respondent 153 recommends that the creators be attentive to the details of the videos.

4.8 Suggestions and recommendations of the respondents (faculty members) to improve the developed educational videos

Table 4.8
Suggestions and recommendations of the respondents (faculty members) to improve the developed educational videos

Respondent 1	“There are some minor errors in grammar and a little bit of polishing in the pronunciation. English teaching requires good pronunciation too. Please work on it.”
Respondent 2	“This is a language class so be mindful of your grammar. Voice animation is encouraged. make sure to adjust the background music if the speaker's voice is not that loud”
Respondent 3	“The educational videos are an excellent way of teaching grammar topics like subject and verb agreement. It is highly recommended to add graphics or



	illustrations for the example so it could catch the learner's interest. But overall, the videos are highly educational. Kudos to the researchers!"
Respondent 4	"Kindly check the discrepancies between the text and the actual presentation of the speaker. There is still room for improvement in the proper pronunciation of words. Additional examples would help improve the AVP."
Respondent 5	"None, so far. You did great"

The table shows the suggestions and recommendations of faculty members of the College of Teacher Education who evaluated the educational videos. Respondent 1 noticed that there are some errors in grammar and suggested polishing the speakers' pronunciation. Respondent 2 also noticed the grammar of the lecturers in the social media video and recommended voice animation and adjustment of background music to the volume of the speakers. Respondent 3 recommends adding illustrations to catch the learner's interest. Lastly, Respondent 4 recommends checking the discrepancies between the test and the actual presentation of the speaker. Additionally, the respondent also suggests the speakers have the proper pronunciation of words and additional examples.

5. CONCLUSIONS

The following conclusions were drawn by the researchers:

1. The most commonly used social media platforms in watching educational videos are YouTube, Facebook, and Instagram.
2. Students perceive that they can relate to the functions of social media as an alternative avenue for learning English grammar as they apply the lessons in their academic and personal life.
3. The appropriate content, style and organization, quality and effectiveness, and creativity in creating and developing educational videos are necessary to cater to the needs of learners, particularly in their English grammar skills.
4. The developed educational videos, although accurate in terms of content, style and organization, quality and effectiveness, and creativity, can still be enhanced.

6. RECOMMENDATIONS

Based on the results of the study, the following recommendations are hereby presented:

1. The developed educational videos can be uploaded either on YouTube, Facebook, or Instagram as an alternative learning material in the teaching and learning process.

2. To develop educational videos in which students can relate their learning experiences to their academic and personal life using the interactive functions of social media and uploading media content for learning English grammar.
3. This study might encourage other faculty members to develop and create educational videos on English grammar skills considering the appropriate content, style and organization, quality and effectiveness, and creativity.
4. A follow-up study can be conducted to find out ways how to cater to the varying needs of the students using the developed educational videos.

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