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**NEARPOD WEB-BASED INSTRUCTIONAL TOOL
TO IMPROVE THE SKILLS OF GRADE 8 STRUGGLING LEARNERS IN
IDENTIFYING PARALLEL STRUCTURES**

An Action Research Presented to the
Department of Education
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CAYANONG, MARY JOY P.

Teacher I - English

Disiplina Village – Bignay National High School

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Researcher
MJPC

NEARPOD WEB-BASED INSTRUCTIONAL TOOL TO IMPROVE THE SKILLS OF GRADE 8 STRUGGLING LEARNERS IN IDENTIFYING PARALLEL STRUCTURES

ABSTRACT

Nearpod is a web-based instructional tool that allows students to engage with the facilitator during the lecture session. It also has interactive elements, and lectures are broadcasted to the students' devices via the internet. This research aimed to know the effectiveness of Nearpod web-based instructional tool in improving the grammar skill of Disiplina Village – Bignay National High School Grade 8 struggling learners, specifically in identifying Parallel Structures in sentences.

To determine the effectiveness of using Nearpod web-based instructional tool as a learning intervention, a pre-test, post-test, and retention test were administered to the 30 participants of the study, who were selected through the use of Purposive Sampling.

Criterion Reference was used to interpret the skill level of the learners during the pre-test. Dependent T-Test was used to compute the result of the post-test against the result of the pre-test, and the result of the post-test against the result of the retention test, to know whether there is improvement in the skills of the learners in identifying parallel structures. Lastly, Weighted Mean and Thematic Analysis were used to interpret the participants' perception upon being exposed to Nearpod web-based instructional tool.

Findings revealed that there is a significant difference between the pre-test and post-test, as well as between the post-test and retention test of the participants. Therefore, it was proved that the learners clearly exhibited improvement upon using Nearpod web-based instructional tool as learning intervention. Apart from that, this research also revealed that the learners perceived the use of Nearpod web-based instruction positively.

Key Words: Nearpod web-based instruction, Nearpod web-based instructional tool, Parallel Structures in Sentences

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Chapter 1 INTRODUCTION

Significance of the Study/Rationale

English Language Proficiency is agreed to be a basis for success in academic pursuits such as reading, writing, and working with numbers. These tasks highly correspond to the learners' language skills (Racca & Lasaten, 2016). That is why dealing with subject areas which use English as medium of instruction has been a challenge for second language learners because of poor proficiency in the language.

As revealed in a 9-item Parallel Structure test results of 85 Grade 8 learners of Disiplina Village Bignay National High School (DVBNHS) during the First Quarter of School Year 2020-2021, data portrayed a median of four (4) points, equivalent to 44.44%. This means that most of the scores of the learners in this test were far behind 75% and did not even reach at least 50% of the total score, thus, reflects a poor performance in grammar, specifically in dealing with Parallel Structures. On this note, research findings indicate that learners commit errors in unity and coherence due to faulty parallelism (Ahmed, 2019).

In relation to this, the researcher conducted home-visitation to some struggling Grade 8 learners to know their challenges in dealing with their English lessons. When they were asked about their experiences in answering their module in English, majority of their answers pertains to their inability to comprehend English texts. Apart from this, they said that whenever they were asked to explain ideas in English, they find it difficult to construct their own sentences.

These responses from the learners coincided with what the researcher got from asking her colleagues in DVBNHS English Department as to what are the challenges they usually encounter in teaching English. Students' ignorance of the basic grammar rules and sentence structures, motivation, and poor level of comprehension are their common answers.

According to Sydney and Nelson (2002) as cited in Nordquist (2019), *"If people want to understand the meaning conveyed by sentences, and to develop their ability to express and respond to this meaning, then the more they know about grammar, the better they will be able to carry out these tasks..."* The evidences presented earlier only prove that there is a need for teachers to address the low-level English proficiency of learners and it can be done through improving their grammar skills.

Over the years, teachers continue to look for probable interventions to improve the grammar skills of English learners, especially now that education has been in the form of

distance learning since the pandemic. Eventually, the new normal set-up opens a wide opportunity for e-learning to be known as one of the best tools for distance education. A study revealed that web-based instruction remarkably improved students' reading and writing skills (Mudawe & Mudawe, 2016). As a result, the researcher got interested on utilizing a web-based tool called Nearpod in an online class session with the goal of improving learners' grammar skills in identifying parallel structures in sentence. Nearpod is a web-based tool that allows students to engage with the facilitator during the lecture session. In addition, interactive elements are added in Nearpod software, and lectures are broadcasted to the students' devices via the internet. More importantly, it was noted that Nearpod supports student learning and that it is recommended to encourage interaction and promote independent learning among students (Sanmugam, Ramayah, Selvarajoo, & Lee, 2019).

Internet-supported applications like web-based instructional tools do not only improve the learners' language proficiency and academic performance, but it can also help learners enjoy and appreciate what they are learning. They will feel entertained and motivated, thus, learning comes out naturally. Likewise, using internet-based applications make classrooms more convenient for teachers as it gives positive assessment results (Ullah, Perales, and Tarayo, 2020). Additionally, web-based instruction can be a form of experiential learning as it encourages learner-centeredness. Experiential learning is said to have the ability to improve students' understanding and skills with teachers providing the learners robust scaffolding to understand them (Ullah et al., 2020). Therefore, teachers' knowledge in handling web-based instructional tools plays a huge role for its effectiveness. Employing Internet-supported applications like web-based instructional tools require teacher trainings.

Evidence suggests that distance education operates best as a system of dynamic, interrelated components which can foster a learning community that is driven by pedagogy and incorporates a range of activities, which enables flexible delivery (Picciano, 2017 as cited in Australian Institute for Teaching and School Leadership, 2020). Distance learning and e-learning have been in collaboration in incorporating varied interactive activities that make learning more flexible and convenient for both the learners and educators. This claim coincides with the idea that educators should consider adopting these innovative technology-supported pedagogic models to improve outcomes, including the development of higher-order thinking skills, and to expand the range of learning opportunities available to students (Organisation for Economic Cooperation and Development, 2016).

This study therefore aimed to test the effectiveness of Nearpod web-based instructional tool as intervention for struggling Grade 8 learners to improve their skills in

grammar, specifically in identifying parallel structures in sentences. The virtual sessions in a form of web-based instruction using Nearpod were implemented for four (4) weeks consecutively, every Tuesday and Thursday, for a total of eight (8) days, one (1) hour per session. The selected participants were classified into two sets: Set A and Set B. This was done for the researcher to give more individual attention among the learners. The Third Quarter Grade 8 Learning Packets distributed by SDO Valenzuela was used as basis in teaching parallel structures through web-based instruction. The pre-test and post-test to be administered were also taken from the same material. Learners' errors during the pre-test were discussed, and additional examples were given to improve their skills in identifying parallel structures in sentences. Using parallel structures is listed in the Most Essential Learning Competencies in English 8 (EN8G-Ia-7) which was supposed to be taught during the Third Quarter.

Using parallelism in sentences adds balance and rhythm to make speeches and writings more vivid and powerful (Song, Liu, Fu Liu, Wang, & Liu, 2016). A study was able to prove that weak sentence structures and tenses affect learners' reading comprehension (Iqbal, Noor, Muhabat, & Kazemian, 2015). This is evident in what learners stated during the home-visitation done by the researcher, reflecting their experiences in answering their module, specifically in composing their own sentences in English to answer some questions.

Research Questions

The main concern of the study was to determine the effect of the use of Nearpod web-based instructional tool on the improvement of the skills of Grade 8 struggling learners in identifying Parallel Structures in sentences. Specifically, the researcher sought to answer the following questions:

1. What is the skill level of the learners in identifying parallel structures in sentences as revealed in the pre-test result?
2. Is there a significant difference on the pre-test results gathered before the Nearpod web-based instruction, and post-test results of the struggling learners after the Nearpod web-based instruction?
3. Is there a significant difference on the post-test results gathered after the Nearpod web-based instruction, and retention test results of the struggling learners a month after the post-test?
4. What are the perceptions of the struggling learners in using Nearpod as intervention tool to improve their skills in identifying parallel structures?

Chapter 2

ACTION RESEARCH METHODS

Data Source/Participants

In order to generate data needed for the study, the researcher conducted a pre-test to 269 struggling Grade 8 learners who were labeled as active participants of online classes. Then, the scores were recorded and arranged from highest to lowest.

Afterwards, the researcher performed Purposive Sampling to select the 30 participants needed for the study. Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. The target participants were selected based on the following eligibility criteria: (1) pre-test results (students with a score of 18 points below the 25-item test – those who did not meet the 75% of the total test items), (2) attendance during Facebook Live and Follow-up discussions and, (3) First and Second Quarter grades. Aside from their low pre-test scores, the learners who were selected in this study were categorized as “struggling” based on their performance during their English subject. All of them got declining grades from First to Second Quarter.

After the list of participants has been finalized, the researcher asked the parents of the selected learners for their consent to involve their children in the conduct of the study. The parents/guardians were given a virtual letter including the orientation program and virtual afternoon session schedules.

A virtual orientation program for the selected Grade 8 learners via Google Meet was conducted before the implementation of the web-based instruction. This was where the researcher explained the goal of the virtual afternoon sessions to be done, which was to improve their skills in identifying parallel structures in sentences, as well as the session schedule.

Data Gathering Procedure and Instruments

To determine the effectiveness of Nearpod web-based instructional tool in improving the learners’ skills in identifying parallel structures, a teacher-made test was administered during the pre-test and post-test. The test was based on the Parallel Structure assessment tests from the Third Quarter Grade 8 Learning Packets distributed by SDO Valenzuela. Same test items were given during the pre-test and post-test. The test is divided into three parts: the first part consists of five (5) questions in which the learners were asked to identify whether the sentence is parallel (P) or not parallel (NP); the second part consists of 10 questions asking the learners which among the two (2) choices shows parallelism; and the last part also has 10

questions asking the learners to pick among the three (3) choices which causes faulty parallelism in each given sentence. All in all, the test consists of 25 questions solely about Parallel Structures.

To ensure the retention of the knowledge gained from the learning intervention, the researcher also conducted a teacher-made Retention Test a month from the day the pre-test has been administered. Same with the test used during the pre-test and post-test, this retention test is also a 25-item test, still about Parallel Structures, and was divided into three (3) parts.

The pre-test/post-test and retention test were all encoded in Google Forms, and were disseminated to the selected participants through a system-generated link sent via Messenger chat. The participants were given 30 minutes to answer each test. Then, the participants' answers were collected, checked, sorted, and recorded.

Furthermore, a survey in a form of a 4-Point Likert Scale was given to the selected learners to get their perception on using Nearpod as web-based instructional tool for learning. The researcher adopted a questionnaire from a study conducted by Peart, Rumbold, Keane and Allin (2017) entitled, "*Student use and perception of technology enhanced learning in a mass lecture knowledge-rich domain first year undergraduate module.*" The questionnaire originally consists of eight (8) items, but the researcher, with the approval of the developers, modified the questionnaire so it finally became six (6) items. The first five (5) items of the questionnaire used 4-Point Likert scale ranging from SA – *Strongly Agree* (4.00 – 3.00), A – *Agree* (2.99 – 2.00), D – *Disagree* (1.99 – 1.00), SD – *Strongly Disagree* (1.00 – 0.99), while the remaining item was needed to be explained by the respondents. The internal reliability and construct validity of the questionnaire were also checked by the developers. Both measurements were found to be satisfactory, determined by a Cronbach Alpha score > 0.7.

Data Analysis

The data gathered were processed manually using the following statistical tool used in the study.

Weighted Mean was used to calculate the learners' perception on the positive effect of Nearpod web-based instructional tool.

Thematic Analysis was used to analyze the responses of the participants on the usefulness of Nearpod web-based instructional tool. The researcher utilized the six-step process, originally developed by Braun and Clarke (2019), to identify common ideas that came up repeatedly. The process involved Familiarization, Coding, Generating Themes, Reviewing Themes, Naming Themes, and Writing Up.

Dependent Samples t-test was used to know whether there is an improvement in the skills of the learners in identifying parallel structures, as well as to assess the effectiveness of Nearpod as a web-based instructional tool for learning.

Ranges below were applied on the skill level to determine the pre-test results of the learners.

Pre-test Scores Interval	Verbal Interpretation
21-25	Very High
16-20	High
11-15	Average
6-10	Poor
0-5	Low

Four (4) Point Likert scale was used for learners' perception on the positive effect of Nearpod web-based instructional tool.

Scale	Range	Verbal Interpretation
1	4.00 – 3.00	Strongly Agree (SA)
2	2.99 – 2.00	Agree (A)
3	1.99 – 1.00	Disagree (D)
4	1.00 – 0.99	Strongly Disagree (SD)

Chapter 3

DISCUSSIONS OF THE RESULTS AND REFLECTIONS

This chapter displays the analysis, presentation, and interpretation of the results of the learning intervention done. To achieve a clear and consistent discussion, the data were presented following the sequence of the questions raised in Chapter 1.

1. What is the skill level of the learners in identifying parallel structures in sentences as revealed in the pre-test result?

Table 1

Pre-test Results of the Learners Prior to the Experiment

Pre-test Scores Interval	Frequency	Verbal Interpretation
11-15	21	Average
6-10	9	Poor

Table 1 shows the pre-test results of the respondents prior to the learning intervention, which is the Nearpod web-based instruction. The pre-test scores were interpreted based on a 25-item Criterion Reference wherein 21-25 points is interpreted as *Very High*, 16-20 as *High*, 11-15 as *Average*, 6-10 as *Poor*, and 0-5 as *Low*. Based on the results of the study, there were 21 respondents who got scores ranging from 11-15 (*Average*) and 9 respondents got scores ranging from 6-10 (*Poor*). Therefore, following the pre-test results in majority, the skill level of the respondents in identifying parallel structures in sentences is at Average Level.

Learners vary in terms of skill and performance levels. Though it is possible for the learners to possess average performance level as shown in the pre-test results of this study, the teacher still needs to find ways to improve the learners' performance. Teachers should not be content by seeing learners not doing their best.

2. Is there a significant difference on the pre-test results gathered before the Nearpod web-based instruction, and post-test results of the struggling learners after the Nearpod web-based instruction?

Table 2

Pre-test and Post-Test Results of the Struggling Learners before and after the Nearpod Web-based Instruction

Test Scores	Mean	Alpha	Computed T Value	Tabular Value (@ 0.05, 29 df)	Decision	Interpretation
Pre-test	11.6	0.05	5.493	2.045	Reject Ho	Significant

Post-test 17.3

Table 2 shows the data obtained from the pre-test and post-test results of the respondents. There were a total of 30 respondents who answered both of the tests. Out of 25 items, the respondents registered a mean score of 11.6 during the pre-test, while the same respondents recorded a mean score of 17.33 respectively.

Since the computed tabular value of 5.493 is greater than the tabular value of 2.045 under two-tailed t-test at 0.05 level of significance with 29 degrees of freedom, therefore, there is a significant difference between the pre-test and post-test of the struggling learners before and after the Nearpod web-based instruction.

Based on the results revealed, it was proved that the learners exhibited improvement upon using Nearpod web-based instructional tool as learning intervention.

3. Is there a significant difference on the post-test results gathered after the Nearpod web-based instruction, and retention test results of the struggling learners a month after the post-test?

Table 3
Post-Test and Retention Test Results of the Struggling Learners
after the Nearpod Web-based Instruction

Test Scores	Mean	Alpha	Computed T Value	Tabular Value	Decision	Interpretation
Post-test	17.3	0.05	2.846	2.045	Reject Ho	Significant
Retention Test	19.8					

To further test the effectiveness of Nearpod web-based instruction as learning intervention for struggling learners online, the researcher administered a retention test a month after the post-test. This test was also taken from the Third Quarter Grade 8 Learning Packets distributed by SDO Valenzuela, which was also about identifying parallel structures in sentences.

Table 3 presents the data gathered from the post-test and retention test results of the respondents. For the post-test, a mean score of 17.33 was recorded, whereas a mean score of 19.8 was recorded for the retention test respectively.

As shown in the computation presented in Table 3, it can be concluded that there is a significant difference between the post-test and retention test results of the

respondents. The tabular value of 2.045 was lower than the computed t value of 2.846. Therefore, the null is rejected.

Results revealed that utilizing Nearpod web-based instruction is effective during online classes or online remediation. These findings support Ullah et al. (2020) who said that using internet-based applications make classrooms more convenient for teachers as it gives positive assessment results.

4. What are the perceptions of the struggling learners in using Nearpod as intervention tool to improve their skills in identifying parallel structures?

Table 4
Learners’ Perception on the Positive Effect of
Nearpod Web-based Instructional Tool

Question	Weighted Mean	VI
1. I find Nearpod useful for learning.	3.2334	SA
2. Nearpod helped me develop confidence in the English subject.	3.3667	SA
3. I find Nearpod easy to use.	3.1997	SA
4. Nearpod makes learning more interesting.	3.3334	SA
5. I would like to use Nearpod in studying other subject areas.	3.3003	SA
Average	3.2867	SA

Verbal Interpretation (VI):

SA – Strongly Agree (4.00 – 3.00), A – Agree (2.99 – 2.00), D – Disagree (1.99 – 1.00), SD – Strongly Disagree (1.00 – 0.99)

As shown in Table 4, the highest score was obtained by responses to Item No. 2, wherein the respondents *Strongly Agreed* that Nearpod helped them developed their confidence in the English subject (Weighted Mean = 3.3667). After Item No. 2, comes Item No. 4, in which the respondents *Strongly Agreed* that Nearpod makes learning more interesting (Weighted Mean = 3.3334), followed by Item No. 5, where most of the respondents *Strongly Agreed* that they would like to use Nearpod in studying other subject areas (Weighted Mean = 3.3003). Next in line is Item No. 1, in which most of the respondents *Strongly Agreed* that Nearpod is useful for learning (Weighted Mean = 3.2334), and the least mean score goes to Item No. 3, with respondents who *Strongly Agreed* that Nearpod is easy to use (Weighted Mean =

3.1997). The total weighted mean average is 3.2867, which means that the respondents *Strongly Agreed* to the positive effect of using Nearpod as learning intervention tool in identifying parallel structures as reflected by the mean scores per item.

Table 5
Thematic Analysis of the Learners’ Responses on the Usefulness of Nearpod Web-based Instructional Tool

Themed Answers
Convenient
Confirm understanding
Interactive
Technology Compatibility
Varied Assessments
Content
Improves Confidence
Technology limitations

As for the second part of the questionnaire, a question was asked and the respondents were requested to provide their answers to the space provided. Table 5 shows the respondents’ themed answers to the question, “*What in particular did you find useful in Nearpod?*”

Based on the data presented, the things which the respondents found useful in Nearpod are: (1) It is convenient (2) It confirms understanding (3) It is interactive (4) It is compatible to any gadgets and other online platforms (5) It has various assessments and interesting contents and (6) It helps improve learners’ confidence. However, two (2) out of 30 respondents were not able to fully access Nearpod during the learning intervention due to technological limitations.

Based on the results revealed, the learners perceived the use of Nearpod web-based instruction positively. Nearpod made their learning experiences more interesting and interactive because it has various assessments and appealing contents. Nearpod also helped them developed their confidence in the English subject, and it was useful and convenient. These positive perceptions agreed to the idea of Sanmugam et al. (2019) that Nearpod supports student learning and that it is

recommended to encourage interaction. Although there were areas of improvements found during the learning intervention process, the positive experiences shared by the learners are still remarkable. Hence, educators should consider adopting these innovative technology-supported pedagogic models to improve outcomes, including the development of higher-order thinking skills, and to expand the range of learning opportunities available to students (Organisation for Economic Cooperation and Development, 2016).



Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

This action research aimed to determine the effect of the use of Nearpod web-based instructional tool on the improvement of the skills of Grade 8 struggling learners in identifying Parallel Structures in sentences. At the end of the research process, it was revealed that:

1. The skill level of the struggling learners in identifying parallel structures before the experiment based on the Pre-test Scores Interval of 11-15 is considered to be at the Average Level.
2. The computed tabular value of 5.493 is greater than the tabular value of 2.045 under two-tailed t-test at 0.05 level of significance with 29 degrees of freedom. Therefore, the null hypothesis is rejected and there is a significant difference between the pre-test and post-test results of the struggling learners before and after the Nearpod web-based instruction.
3. There is a significant relationship between the post-test and retention test results of the respondents.
4. The learners perceived the use of Nearpod web-based instruction positively. Nearpod made their learning experiences more interesting and interactive because it has various assessments and appealing contents. Nearpod also helped them developed their confidence in the English subject, and it was useful and convenient.

Reflections

Learners vary in terms of skill and performance levels. Though it is possible for the learners to possess average performance level as shown in the pre-test results of this study, the teacher still needs to find ways to improve the learners' performance. Teachers should not be content by seeing learners not doing their best. It is much better to bring out their best than settle for less.

In addition, the good effects of technology is obviously seen nowadays, especially now in the new normal setting. Using technology as part of the teaching-learning process has been the norm ever since the 21st century teaching started. Many studies and researches proved how excited and motivated the learners get whenever there is a technology involved in the classroom. However, it is noteworthy to mention that technology should just be a part of the teaching-learning process, and the teacher should still be the one to promote learning.

Technology is one great way to level up the traditional way of learning, but it is still the teacher who should be guiding the learners to achieve great results.

Finally, in the presence of its good side, indeed, web-based applications like Nearpod also have its downsides. That is why teachers' guidance is very important in utilizing this strategy. Hence, proper training is needed to further explore these types of application.

It is very evident that the pandemic has made a lot of changes in the education system. Truly, it is not only the learners who are experiencing the challenges of the new normal, but also the teachers. Nevertheless, despite of the obstacles, teachers, with the guidance of their school leaders, still continue to offer quality education to make sure that learners are able to learn even during these trying times.

Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested:

1. It is recommended for Junior High School Teachers to use Nearpod web-based instruction in teaching grammar lessons with proper guidance.
2. Aside from live student participation, teachers can also try student-paced activities in Nearpod in case of technology limitations like poor internet connection.
3. Teachers should be given proper training in operating Nearpod web-based instructional tool to effectively assist learners during online classes.

ACTION PLAN

Goal: To improve the grammar skills of struggling learners using Nearpod web-based instructional tool

Program Objective: To recommend actions to implement Nearpod web-based instruction as an intervention to improve the grammar skills of struggling learners at Disiplina Village Bignay National High School

Table 7
Action Research Work Plan and Timelines

Implementation Steps <i>(What will be done?)</i>	In-Charge <i>(Who will be responsible?)</i>	Resources <i>(Where to get the funds?)</i>	Timeline <i>(When will this happen?)</i>
1. Submit the completed Action Research to the school head.	Researcher	Researcher	April-September, 2021
2. Share the outcome of the completed Action Research to colleagues, specifically to English Teachers, through LAC Sessions	Researcher	-	September, 2021
3. Use Nearpod as tool in teaching grammar lessons.	English Teachers	English Teachers	October, 2021
4. Have a Focused Group Discussion with colleagues and evaluate experiences upon using Nearpod in teaching grammar.	Researcher English Teachers	-	November, 2021
5. Encourage colleagues to conduct an Action Research based on the evaluation done.	English Teachers	English Teachers	November, 2021

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APPENDICES

Appendix A

Pre-test and Post-test Used to Assess the Learners' Improvement
in Identifying Parallel Structures in Sentences

Parallel Structures

NAME:

SECTION:

I. Parallel or Not Parallel?

Read the following items. Choose **P** if the sentence follows parallelism and **NP** if it is not parallel.

1. The car drove through the red light, struck another car, and landed in the open field.
 - o P
 - o NP
2. To maintain good health, people should try to eat a well-balanced diet, sleep eight hours per night, and to exercise for about 20 minutes every day.
 - o P
 - o NP
3. Paul wants to make sure that his presentation is made innovatively, efficiently, and influential.
 - o P
 - o NP
4. The new grocery store offers fruits, vegetables and some animal carcass.
 - o P
 - o NP
5. My brother bought a cardigan, a tie and a pair of new shoes.
 - o P
 - o NP

II. Choose Wisely

Choose the sentence that shows parallelism.

1. Choose the sentence that shows parallelism.
 - o The room we rented was a nightmare: the dock seemed stuck in place, the air conditioner blew inadequate cool, and a fluorescent bulb buzzed overhead.
 - o The room we rented was a nightmare: the dock seemed stuck in place, the air conditioner had inadequate cool, and a fluorescent bulb buzzed overhead.
2. Choose the sentence that shows parallelism.

- ~~Wennie~~ gets her daily exercise by walking her dog, going for a bike ride, and cleaning.
 - ~~Wennie~~ gets her daily exercise by walking her dog, going for a bike ride, and cleaning her house.
3. Choose the sentence that shows parallelism.
- This program can help your speaking skills, to gain confidence, and confidently complete your goal.
 - This program can help improve your writing skills, gain confidence, and complete your goal.
4. Choose the sentence that shows parallelism.
- Stress makes it difficult to exercise regularly, have relationships that are stable, and be eating food with benefits to one's health.
 - Stress makes it difficult to maintain regular exercise, stable relationships and healthy diet
5. Choose the sentence that shows parallelism.
- The engineers were accommodating, practical and competent.
 - The engineers were accommodating, practical and full of competence.
6. Choose the sentence that shows parallelism.
- ~~Jaimee~~ planned a trip to her province, a visit on her grandma and taking long hikes with her boyfriend.
 - ~~Jaimee~~ planned a trip to her province, a visit on her grandma and a long hike with her boyfriend.
7. Choose the sentence that shows parallelism.
- The two things Loren looks forward whenever she comes home are a hot meal and taking a hot bath.
 - The two things Loren looks forward whenever she comes home are a hot meal and a hot bath.
8. Choose the sentence that shows parallelism.
- The old man was kind, gentle and generous to the poor.
 - The old man was kind, gentle and he gives a lot of money to the poor.
9. Choose the sentence that shows parallelism.
- Bobbie is not only loyal to his friends but also he is friendly to strangers.
 - Bobbie is loyal to his friends and friendly to strangers.
10. Choose the sentence that shows parallelism.
- I plan to walk the dog, to write my homework and to go to bed.
 - I plan to walk the dog, write my homework and to go to bed.

III. Fix it

Study the following sentences and identify the word/phrase that causes faulty parallelism.

1. The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.
 - they should get a lot of sleep
 - they should not eat too much
 - to do some warm-up exercises
2. Mr. Cruz will sing, dancing and tell stories from his trips abroad.
 - dancing
 - sing
 - tell stories
3. In English class, Claire learned to read poems and she appreciated good prose.
 - to read poems
 - she appreciated good prose
 - In English class
4. The students prepared for their exams at home, spent extra hours with their tutors, they did the necessary research in the library, and asked questions in their classrooms.
 - prepared for their exams at home
 - spent extra hours with their tutors
 - they did the necessary research in the library
5. The student council president is conscientious, devoted and he works hard.
 - conscientious
 - he works hard
 - devoted
6. Computers are salient technology in government agencies, plants and academic institutions.
 - plants
 - academic institutions
 - government agencies
7. Raccoons like to play on city streets at night and sleeping during the day.
 - sleeping during the day
 - to play on city streets at night
 - Raccoons like
8. Mrs. Solomon enjoys listening to classical music and to read contemporary novels.
 - Mrs. Solomon enjoys
 - to read contemporary novels
 - listening to classical music
9. Michael is both an excellent writer and a student who seeks success.
 - Michael is both
 - an excellent writer
 - a student who seeks success
10. Tell mother to include potatoes, pieces of apples and lemons on her list.
 - pieces of apples
 - potatoes
 - lemons

Appendix B

Retention Test Used to Assess the Learners' Improvement in Identifying Parallel Structures in Sentences

PARALLEL STRUCTURES

This test is done to check the knowledge retained in you a month after your 4-day/weekend classes. Please read each item carefully and identify the BEST answer.

* Required

1. NAME:*

2. SECTION*

Mark only one oval.

AMETHYST

DIAMOND

GARNET

EMERALD

JUBY

PERidot

SAPPHIRE

Write one! Read the following items. Choose the word/phrases that is NOT parallel to the rest.

3. What makes the group NOT PARALLEL?*

1 point

Mark only one oval.

to listen

to speak

together

to run

4. What makes the group NOT PARALLEL?*

1 point

Mark only one oval.

cycling

reading

hiking

going to a camp

5. What makes the group NOT PARALLEL?*

1 point

Mark only one oval.

adorable

has honesty

flexible

religious

6. What makes the group NOT PARALLEL?*

1 point

Mark only one oval.

drive

watched

ate

slept

7. What makes the group **MY FRIENDS**? 1 point

Mark only one oval.

- school of fish.
- flock of birds.
- some dogs.
- parliament of owls.

Choose if
out

Read the following texts. Choose the word or phrase that gives the sentence **CORRECT** possible meaning.

8. The new manager familiarized himself with the crew, the environment and _____? 1 point

Mark only one oval.

- the restaurant works
- look the restaurant works
- restaurant works

9. Jericho was excited about inviting friends over, eating a good meal, and _____? 1 point

Mark only one oval.

- a game of mobile
- to play mobile games.

10. Perhaps he always enjoyed reading the book more than _____? 1 point

Mark only one oval.

- I watched the movie version
- watching the movie
- to watch the movie

11. When the weather outside is cold and _____, I like to be indoors. 1 point

Mark only one oval.

- starting to get windy
- windy
- getting windy

12. Fencing, lifting, and _____ are three of Ashley's favorite exercises. 1 point

Mark only one oval.

- recreational
- a spinning class
- bicycling

13. Professor Martine supports the idea because, first _____, and second, it is unique. 1 point

Mark only one oval.

- it is simplifying
- simple
- it is simple

14. Our new computer network is safer, stronger and _____.* 1 point

Mark only one oval.

- more secure
- most secure
- secure

15. The new coach taught his student how to deliver lines, how to show emotions and _____.* 1 point

Mark only one oval.

- to talk with faces
- talking with faces
- how to talk with faces

16. _____ fleeing snakes, and spreading spiders fill the aquarium in the showroom.* 1 point

Mark only one oval.

- Soldiers that crawl
- Crawling spiders
- Spiders crawled

17. The venue for the school camp has several fields for games and _____.* 1 point

Mark only one oval.

- swimming in the lake
- a swimming area in the lake
- swim area in the lake

Find finding

Identify the faulty parallelism in the following sentences.

18. When we were young, we loved to play in the streets, skipping down the alley, and run against the wind.* 1 point

Mark only one oval.

- play in the streets
- skipping down the alley
- run against the wind

19. To give is better than receiving.* 1 point

Mark only one oval.

- receiving
- to give
- is better

20. Cheating can result in failing the exam, being suspended or to be expelled.* 1 point

Mark only one oval.

- failing the exam
- being suspended
- to be expelled

21. The house officer lost the keys, neglected the dogs, and she also fratched the kitchen. *

1 point

Mark only one oval.

- lost the keys
- neglected the dogs
- she also fratched the kitchen

22. The student council president is conscientious, devoted and he works hard. *

1 point

Mark only one oval.

- conscientious
- he works hard
- devoted

23. A typhoon is characterized by low atmospheric pressure, high winds and rains that are heavy. *

1 point

Mark only one oval.

- low atmospheric pressure
- high winds
- rains that are heavy

24. Such characteristies bring casualties and destroying crops. *

1 point

Mark only one oval.

- bring casualties
- destroying crops
- both characteristics

25. IDDRHC is engaged with policy-making, info-grafing, monitoring, and evaluates disaster related matters. *

1 point

Mark only one oval.

- policy-making
- monitoring
- evaluates

26. Andre was both an industrious student, and he was also an excellent athlete. *

1 point

Mark only one oval.

- an industrious student
- he was also an excellent athlete
- was both

27. Ted's mother to include potatoes, pieces of apples and lemons on her list. *

1 point

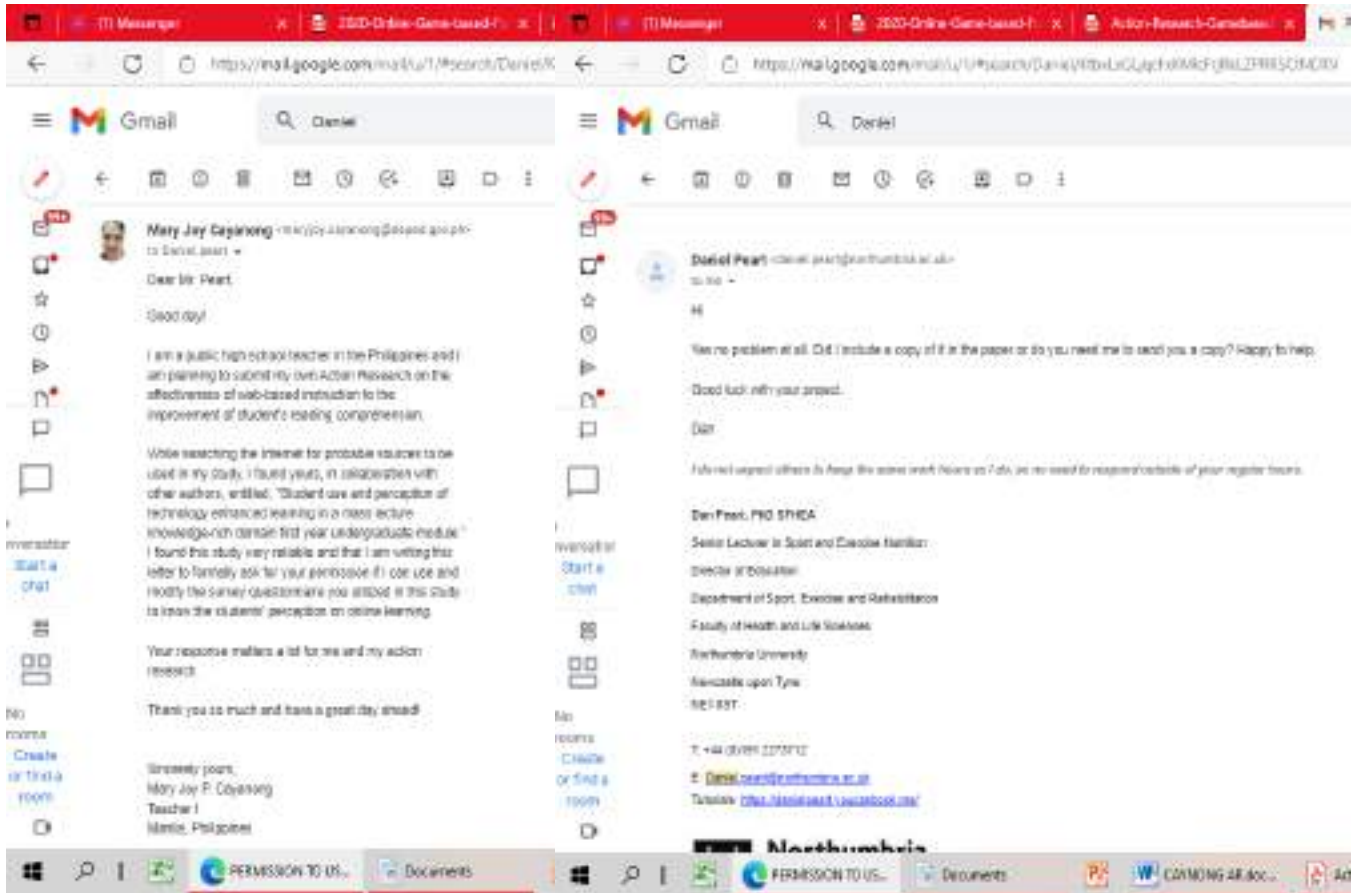
Mark only one oval.

- pieces of apples
- potatoes
- lemons

Appendix C

Letter of Permission to Use and Modify Questionnaire

Made by another Researcher



Appendix D

Questionnaire Used and Modified by the Researcher to Get the Perception of the Struggling Learners upon the Use of Nearpod Web-based Instruction

Why did you access X?

To recap weekly content To prepare for the exam For general interest I did not use it Other....

How did you access X?

Phone/tablet PC/Laptop I did not use it Other....

Where did you access X?

At University At home While travelling I did not use it Other....

Question	I strongly disagree	I disagree	I somewhat disagree	Cannot decide	I somewhat agree	I agree	I strongly Agree
I find X useful for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X helped me develop confidence in the subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find X easy to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using X is a bad idea (negative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X makes learning more interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to use X in future modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What in particular did you find useful about X?							
Is there a way that the use of X could be improved?							

(X denotes where the name of the relevant TELT was inserted)



Appendix E

Modified Questionnaire Given to the Struggling Learners to Get Their Perception upon the Use of Nearpod Web-based Instruction

Nearpod Web Application Evaluation

Please submit feedback regarding the web application we used during our remedial classes you have just completed which is Nearpod. Please include your feedback on Nearpod's structure and content.

* Required

1. Email *

2. Name *

3. Class Set *

Mark only one oval.

Set A (every Tuesdays)

Set B (every Thursdays)

How was Nearpod for you?

4. How did you access Nearpod? *

Mark only one oval.

Phone or Tablet

PC or Laptop

5. Where did you access Nearpod? *

Mark only one oval.

- At home
- While travelling

6. About Nearpod *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I find Nearpod useful for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nearpod helped me develop confidence in the English subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find Nearpod easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nearpod makes learning more interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to use Nearpod in studying other subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What in particular did you find useful in Nearpod? *

Appendix F

Parent Consent Form



Republic of the Philippines
Department of Education
National Capital Region
Division of City Schools – Valenzuela
Disiplina Village – Bignay National High School
Bignay, Valenzuela City
Sitio Ibahe, Disiplina Village Bignay, Valenzuela City

Ika-4 ng Mayo, 2021

Mahal na Magulang,

Pagbati ng magandang araw at mabuting pakikipagkapwa!

Ang inyo pong anak na si _____ mula sa pangkat ng _____ ay magiging bahagi ng apat (4) na araw na **Pagpapayaman ng Kaalaman o Remedial Class** ng Kagawaran ng Ingles (English) sa ating paaralan na gaganapin gamit ang Google Meet application tuwing **Martes, sa ganap na ika-2 ng hapon, mula Mayo 11 hanggang Hunyo 1, 2021**. Ang nasabing gawain ay maglalaan ng **isang oras lamang bawat araw**.

Layunin po ng gawain ito na mapaghusay ang kakayahan ng inyong anak sa pag-unawa sa isang paksa sa Ingles (Parallel Structures). Hinihingi po namin ang inyong pag-unawa para sa ikatagumpay ng ating mga anak.

Ito po ang mga petsa ng Pagpapayaman ng Kaalaman o Remedial Class:

MGA PETA NG SESYON	MGA KALAHOK
Ika-11 ng Mayo (Martes) Ika-18 ng Mayo (Martes) Ika-25 ng Mayo (Martes) Ika-1 ng Hunyo (Martes)	30 piling mag-aaral sa Baitang 8 (Grade 8)

Inaasahan po namin ang inyong pagsuporta sa gawain ito. Maraming salamat po.

Lubos na gumagalang,

MARY JOY P. CAYANONG
English 8 Teacher

Binigyang-pansin nina:

ROMEO C. SABAOT
English Coordinator

EMILIE D. RIVERO
Head Teacher III

ODELON B. PEÑAFLORIDA
Assistant Principal II
Officer-in-Charge

Kopyahin at sagutan sa isang malinis na papel ang bahaging ito, kunan ng litrato at isend sa guro sa English ng inyong anak.

Lagyan ng check (✓) ang inyong tugon sa ibaba.

() Pinapayagan kong dumalo ang aking anak sa Pagpapayaman ng Kaalaman/Remedial Classes.
() Hindi ko pinapayagang dumalo ang aking anak sa Pagpapayaman ng Kaalaman/Remedial Classes sa kadahilanang:

Pangalan ng mag-aaral: _____

Pangalan ng magulang na may lagda sa ibabaw _____ Petsa _____

Appendix G

Sample Accomplished Parent Consent Form

PANGALAN NG BATA		MGA KALAHATI	
Grado	Sex	Grado	Sex
1-1 ng Mga (Bata)	1-1 ng Mga (Bata)	1-1 ng Mga (Bata)	1-1 ng Mga (Bata)
1-2 ng Mga (Bata)	1-2 ng Mga (Bata)	1-2 ng Mga (Bata)	1-2 ng Mga (Bata)
1-3 ng Mga (Bata)	1-3 ng Mga (Bata)	1-3 ng Mga (Bata)	1-3 ng Mga (Bata)

Magkano ang mga ito ay inayon ng mga magulang na ipatibay sa pagpapayaman ng bata.

Magulang na ginagampanan:

MARY JOY P. CAYANONG
Magulang na ginagampanan

Magulang na ginagampanan:

HORDEL C. SARAITE
Magulang na ginagampanan

Magulang na ginagampanan:

EMILIO D. RIVERO
Magulang na ginagampanan

Magulang na ginagampanan:

DELDON B. PENAFLOIDA
Magulang na ginagampanan

Kopyahin at sagutan sa laang maayos na papel ang bahaging ito, buman ng titra at ibend sa gura sa English ng inyong anak.

Lagyan ng check (✓) ang inyong tugon sa ibaba.

Pinapayagan kong dumalo ang aking anak sa Pagpapayaman ng Kaalaman/Remedial Classes.

Hindi ko pinapayagan dumalo ang aking anak sa Pagpapayaman ng Kaalaman/Remedial Classes sa kakahilangang.

Pangalan ng magulang: Horodel C. Saraite

Pangalan ng magulang na may lagda sa ibabaw: Mary Joy Cayanong

MAY 20, 2021
Petsa

Appendix H

Statistical Computation of the Pre-test and Post-test Results

t-Test: Paired Two Sample for Means		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	11.6	17.333333
Variance	5.834482759	24.229885
Observations	30	30
Pearson Correlation	-0.110206889	
Hypothesized Mean	0	
df	29	
t Stat	-5.4927925	
P(T<=t) one-tail	3.22728E-06	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	6.45456E-06	
t Critical two-tail	2.045229642	



Appendix I

Statistical Computation of the Post-test and Retention Test Results

t-Test: Paired Two Sample for Means		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	17.333333	19.8
Variance	24.229885	17.68276
Observations	30	30
Pearson Correlation	0.4681205	
Hypothesized Mean Dif	0	
df	29	
t Stat	-2.846154	
P(T<=t) one-tail	0.0040207	
t Critical one-tail	1.699127	
P(T<=t) two-tail	0.0080415	
t Critical two-tail	2.0452296	



Appendix J

Action Research Financial Report

Item	Cost Per Unit (P)	Quantity	Total Cost (P)
Subject/Research Participants			
<ul style="list-style-type: none"> Researcher's load (Nearpod and Google Meet) 	P300.00	1 researcher	P300.00 for 4 weeks
<ul style="list-style-type: none"> Students' load (Nearpod and Google Meet) 	P50.00	30 students	P1,500.00 4 weeks
<ul style="list-style-type: none"> Load as prize (for motivation) 	P100.00 per week	2 students	P800.00 for 4 weeks
			<i>P2,600.00</i>
Duplication Services (reports)			
<ul style="list-style-type: none"> Letter for parent consent 	P0.75	30 parents/guardians	P22.50
			<i>P22.50</i>
Publication and Printing			
<ul style="list-style-type: none"> Bondpaper (A4) 	P250.00	1 ream	P250.00
<ul style="list-style-type: none"> Ink set for the printer 	P500.00	1 set	P500.00
			<i>P750.00</i>
TOTAL:			P 3,372.50

Appendix K


Official Receipts of the Researcher's Expenses

STARTING BALANCE				575.50
2021-05-01 09:31 PM	Buy Load Transaction for 09638080076	0000635982202	100.00	475.50
2021-05-05 12:16 PM	Transfer from 09311395793 to 09350585684	5001281714247	200.00	675.50
2021-05-07 12:35 PM	Buy Load Transaction for 09638080076	0000638550620	50.00	625.50
2021-05-07 12:36 PM	Buy Load Transaction for 09638080076	0000638553285	20.00	605.50
2021-05-07 01:46 PM	Transfer from 09369333823 to 09350585684	2001284536109	200.00	805.50
2021-05-11 11:21 AM	Buy Load Transaction for 09638080076	0000640340839	100.00	705.50
2021-05-11 03:22 PM	Buy Load Transaction for 09618366559	0000640436731	50.00	655.50
2021-05-15 10:15 PM	Buy Load Transaction for 09638080076	0000642641369	100.00	555.50
2021-05-17 02:13 PM	Buy Load Transaction for 09638080076	0000643407244	100.00	455.50
2021-05-17 03:32 PM	Buy Load Transaction for 09776411805	0000643444620	50.00	405.50
2021-05-18 04:07 PM	Buy Load Transaction for 09979352842	0000643937184	50.00	355.50
2021-05-18 06:35 PM	Transfer from 09876291987 to 09350585684	0001364527225	200.00	555.50
2021-05-18 09:57 PM	Transfer from 09104917177 to 09350585684	8001365788027	100.00	655.50
2021-05-20 04:00 PM	Buy Load Transaction for 09318741331	0000644817810	50.00	605.50
2021-05-21 09:11 AM	Transfer from 09350585684 to 09612311959	6001378854225	250.00	355.50
2021-05-21 12:53 PM	Transfer from 09327246513 to 09350585684	1001379959616	800.00	1155.50
2021-05-22 09:17 AM	Buy Load Transaction for 09638080076	0000645570000	100.00	1055.50
2021-05-25 03:55 PM	Transfer from 09508406229 to 09350585684	4001404274128	200.00	1255.50
2021-05-25 04:41 PM	Buy Load Transaction for 09052993278	0000647116380	50.00	1205.50
2021-05-30 02:52 PM	Buy Load Transaction for 09776411805	0000648363933	50.00	1155.50
2021-06-01 05:49 PM	Buy Load Transaction for 09979352842	0000650454848	50.00	1785.50



Appendix L

Research Proposal

 NATIONAL CAPITAL REGION Policy, Planning and Research Division BERF-COMPLIANT ACTION RESEARCH PROPOSAL TEMPLATE					
TITLE: Nearpod Web-Based Instructional Tool to Improve the Skills of Grade 8 Struggling Learners in Identifying Parallel Structures					
Proponent: MARY JOY P. CAYANONG DISIPLINA – VILLAGE BIGNAY NATIONAL HIGH SCHOOL Schools Division Office - VALENZUELA					
RATIONALE OF THE ACTION RESEARCH	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;"> <p>CONTEXT</p> <p>The nature, extent and salience of the identified problem & issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing an in-depth and critical analysis of the situation. (Cite School data, classroom data that supports the problem)</p> </td> <td style="vertical-align: top;"> <p>English Language Proficiency is agreed to be a basis for success in academic pursuits such as reading, writing, and working with numbers. These tasks highly correspond to the learners' language skills (Racca & Lasaten, 2016). That is why dealing with subject areas which use English as medium of instruction has been a challenge for second language learners because of poor proficiency in the language.</p> <p>As revealed in a 9-item Parallel Structure test results of Disiplina Village Bignay National High School (DVBNHS) Grade 8 learners during the First Quarter of School Year 2020-2021, data portrayed a median of four (4) points, equivalent to 44.44% which reflects a poor performance. In line with this, research findings indicate that learners commit errors in unity and coherence due to faulty parallelism (Ahmed, 2019).</p> <p>In addition, the researcher was also able to conduct home-visitation to some struggling Grade 8 learners to know their challenges in dealing with their English lessons. When they were asked about their experience in answering their module in English, majority of their answers pertains to their inability to comprehend English texts. Apart from this, they said that whenever they were asked to explain ideas in English, they find it difficult to construct their own sentences.</p> <p>These evidences only prove that there is a need for teachers to address the low-level English proficiency of learners and it can be done through improving their grammar skills.</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>PROPOSED INTERVENTION, INNOVATION, STRATEGY</p> <p>The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail, its plausibility as a way to address the problem or issue is given support (Explain the intervention and cite literature that supports/ validate the</p> </td> <td style="vertical-align: top;"> <p>Over the years, teachers continue to look for probable interventions to improve the grammar skills of English learners, especially now that education has been in the form of distance learning since the pandemic. Eventually, the new normal set-up opens a wide opportunity for e-learning to be known as one of the best tools for distance education. A study revealed that web-based instruction remarkably improved students' reading and writing skills (Mudawe & Mudawe, 2016). As a result, the researcher got interested on utilizing a web-based tool called Nearpod in an online class session with the goal of improving learners' grammar skills in identifying parallel structures in sentence. Nearpod is a web-based tool that allows students to engage with the facilitator during the lecture session. In addition, interactive elements are added in Nearpod software, and lectures are broadcasted to the students' devices via the internet. More importantly, it was noted that Nearpod supports student learning and that it is recommended to encourage interaction and promote independent learning among students (Sanmugam, Ramayah, Selvarajoo, & Lee,</p> </td> </tr> </table>	<p>CONTEXT</p> <p>The nature, extent and salience of the identified problem & issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing an in-depth and critical analysis of the situation. (Cite School data, classroom data that supports the problem)</p>	<p>English Language Proficiency is agreed to be a basis for success in academic pursuits such as reading, writing, and working with numbers. These tasks highly correspond to the learners' language skills (Racca & Lasaten, 2016). 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Apart from this, they said that whenever they were asked to explain ideas in English, they find it difficult to construct their own sentences.</p> <p>These evidences only prove that there is a need for teachers to address the low-level English proficiency of learners and it can be done through improving their grammar skills.</p>	<p>PROPOSED INTERVENTION, INNOVATION, STRATEGY</p> <p>The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail, its plausibility as a way to address the problem or issue is given support (Explain the intervention and cite literature that supports/ validate the</p>	<p>Over the years, teachers continue to look for probable interventions to improve the grammar skills of English learners, especially now that education has been in the form of distance learning since the pandemic. Eventually, the new normal set-up opens a wide opportunity for e-learning to be known as one of the best tools for distance education. A study revealed that web-based instruction remarkably improved students' reading and writing skills (Mudawe & Mudawe, 2016). As a result, the researcher got interested on utilizing a web-based tool called Nearpod in an online class session with the goal of improving learners' grammar skills in identifying parallel structures in sentence. Nearpod is a web-based tool that allows students to engage with the facilitator during the lecture session. In addition, interactive elements are added in Nearpod software, and lectures are broadcasted to the students' devices via the internet. More importantly, it was noted that Nearpod supports student learning and that it is recommended to encourage interaction and promote independent learning among students (Sanmugam, Ramayah, Selvarajoo, & Lee,</p>
<p>CONTEXT</p> <p>The nature, extent and salience of the identified problem & issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing an in-depth and critical analysis of the situation. (Cite School data, classroom data that supports the problem)</p>	<p>English Language Proficiency is agreed to be a basis for success in academic pursuits such as reading, writing, and working with numbers. These tasks highly correspond to the learners' language skills (Racca & Lasaten, 2016). That is why dealing with subject areas which use English as medium of instruction has been a challenge for second language learners because of poor proficiency in the language.</p> <p>As revealed in a 9-item Parallel Structure test results of Disiplina Village Bignay National High School (DVBNHS) Grade 8 learners during the First Quarter of School Year 2020-2021, data portrayed a median of four (4) points, equivalent to 44.44% which reflects a poor performance. In line with this, research findings indicate that learners commit errors in unity and coherence due to faulty parallelism (Ahmed, 2019).</p> <p>In addition, the researcher was also able to conduct home-visitation to some struggling Grade 8 learners to know their challenges in dealing with their English lessons. When they were asked about their experience in answering their module in English, majority of their answers pertains to their inability to comprehend English texts. Apart from this, they said that whenever they were asked to explain ideas in English, they find it difficult to construct their own sentences.</p> <p>These evidences only prove that there is a need for teachers to address the low-level English proficiency of learners and it can be done through improving their grammar skills.</p>				
<p>PROPOSED INTERVENTION, INNOVATION, STRATEGY</p> <p>The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail, its plausibility as a way to address the problem or issue is given support (Explain the intervention and cite literature that supports/ validate the</p>	<p>Over the years, teachers continue to look for probable interventions to improve the grammar skills of English learners, especially now that education has been in the form of distance learning since the pandemic. Eventually, the new normal set-up opens a wide opportunity for e-learning to be known as one of the best tools for distance education. A study revealed that web-based instruction remarkably improved students' reading and writing skills (Mudawe & Mudawe, 2016). As a result, the researcher got interested on utilizing a web-based tool called Nearpod in an online class session with the goal of improving learners' grammar skills in identifying parallel structures in sentence. Nearpod is a web-based tool that allows students to engage with the facilitator during the lecture session. In addition, interactive elements are added in Nearpod software, and lectures are broadcasted to the students' devices via the internet. More importantly, it was noted that Nearpod supports student learning and that it is recommended to encourage interaction and promote independent learning among students (Sanmugam, Ramayah, Selvarajoo, & Lee,</p>				

	strategy to be used)	<p>2019).</p> <p>Internet-supported applications like web-based instructional tools do not only improve the learners' language proficiency and academic performance, but it can also help learners enjoy and appreciate what they are learning. They will feel entertained and motivated, thus, learning comes out naturally. Likewise, using internet-based applications make classrooms more convenient for teachers as it gives positive assessment results (Ullah, Peraies, and Tarayo, 2020). Additionally, web-based instruction can be a form of experiential learning as it encourages learner-centeredness. Experiential learning is said to have the ability to improve students' understanding and skills with teachers providing the learners robust scaffolding to understand them (Ullah et al., 2020). Therefore, teachers' knowledge in handling web-based instructional tools plays a huge role for its effectiveness. Employing internet-supported applications like web-based instructional tools require teacher trainings.</p> <p>Evidence suggests that distance education operates best as a system of dynamic, interrelated components which can foster a learning community that is driven by pedagogy and incorporates a range of activities, which enables flexible delivery (Picciano, 2017 as cited in Australian Institute for Teaching and School Leadership, 2020). Distance learning and e-learning have been in collaboration in incorporating varied interactive activities that make learning more flexible and convenient for both the learners and educators. This claim coincides with the idea that educators should consider adopting these innovative technology-supported pedagogic models to improve outcomes, including the development of higher-order thinking skills, and to expand the range of learning opportunities available to students (Organisation for Economic Co-operation and Development, 2016).</p> <p>This study therefore aims to test the effectiveness of Nearpod web-based instructional tool as intervention for struggling Grade 8 learners to improve their skills in grammar, specifically in identifying parallel structures in sentences. The virtual sessions in a form of web-based instruction using Nearpod will be implemented for four (4) weeks consecutively, every Tuesday and Thursday, for a total of eight (8) days, one hour per session. The selected participants will be classified into two sets: Set A and Set B. This is done for the researcher to give more individual attention among the learners. The Third Quarter Grade 8 Learning Packets distributed by SDO Valenzuela will be used as basis in teaching parallel structures through web-based instruction. The pre-test and post-test to be administered will also be taken from the same material. Learners' errors during the pre-test will be discussed, and additional examples will be given to improve their skills in identifying parallel structures in sentences. Using parallel structures is listed in the Most Essential Learning Competencies in English 8 (EN8G-1a-7) which should be taught during the Third Quarter.</p> <p>Using parallelism in sentences adds balance and rhythm to make speeches and writings more vivid and powerful (Song, Liu, Fu Liu, Wang, & Liu, 2016). A study was able to prove that weak sentence structures and tenses affect learners' reading comprehension (Iqbal, Noor, Muhabat, & Kazemian, 2015). This is evident in what learners stated during the home-visit done by the researcher, reflecting their experiences in answering their module, specifically in composing their own sentences in English to answer some questions.</p>
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<p>ACTION RESEARCH QUESTION The research question(s) logically proceeds from the context of the inquiry. It clearly relates to the identified problem or issue, and conveys the desired change or improvement.</p>	<ol style="list-style-type: none"> 1. What is the skill level of the learners in identifying parallel structures in sentences as revealed in the pre-test result? 2. Is there a significant difference on the pre-test results gathered before the Nearpod web-based instruction, and post-test results of the struggling learners after the Nearpod web-based instruction? 3. What are the perceptions of the struggling learners in using Nearpod as intervention tool to improve their skills in identifying parallel structures?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACTION RESEARCH METHODS</p> <p>PARTICIPANTS SOURCES OF DATA INFORMATION Details are provided about the target participants (e.g. number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given.</p> <p>DATA GATHERING METHODS The proposal explains why the selected data gathering method(s) is suited to the nature and purpose of the action research. The data gathering method(s) is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data and information.</p>	<p>Gathering the Participants</p> <p>In order to generate data needed for the study, the researcher will conduct a pre-test to all Grade 8 learners who are labeled as active participants of online classes. Then, the scores will be recorded and arranged from highest to lowest.</p> <p>Afterwards, the researcher will perform the Purposive Sampling to select the 30 participants needed for the study. Purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. The target participants will be selected based on the following eligibility criteria: (1) pre-test results (students with a score of 18 points below), (2) attendance during Facebook Live and Follow-up discussions and, (3) First and Second Quarter grades.</p> <p>Once the participants have been finalized, the researcher will ask the parents of the selected learners for their consent to involve their children in the conduct of the study. The parents/guardians will be given a virtual letter including the orientation program and virtual afternoon session schedules.</p> <p>A virtual orientation program for the selected Grade 8 learners via Google Meet will be conducted before the implementation of the web-based instruction. This is where the researcher will explain the goal of the virtual afternoon sessions to be done, which is to improve their skills in identifying parallel structures in sentences, as well as the session schedule, when will the afternoon sessions be done.</p> <p>Data Gathering Method</p> <p>To determine the effectiveness of Nearpod web-based instructional tool in improving the learners' skills in identifying parallel structures, a pre-test and post-test (evaluation test) from The Third Quarter Grade 8 Learning Packets distributed by SDO Valenzuela will be administered to the 30 selected participants of the study.</p> <p>The pre-test and post-test will be encoded in Google Forms, and will be disseminated to the selected participants through a system-generated link to be sent via messenger chat. The participants will be given 30 minutes to answer each test. Then, the participants' answers will be collected, checked, sorted, and recorded. To ensure the retention of the knowledge gained from the learning intervention, the researcher will also conduct a Retention Test a month from the day the pre-test has been administered.</p> <p>Furthermore, a survey in a form of a 4-Point Likert Scale will be given to the selected learners to get their perception on using Nearpod as</p>

	<p>DATA ANALYSIS</p> <p>The selected method of data analysis is shown to be appropriate to the nature of the data / information to be gathered and for addressing the research question(s)</p>	<p>web-based instructional tool for learning.</p> <p>Data Analysis</p> <p>Finally, the result of the post-test will be computed against the result of the pre-test using Dependent Samples t-test to know whether there is an Improvement to the skills of the learners in identifying parallel structures, as well as to assess the effectiveness of Nearpod as a web-based instructional tool for learning.</p> <p>As for the data gathered on the perception of the selected learners upon being exposed to Nearpod web-based instructional tool, Mean and Standard Deviation will be utilized.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACTION RESEARCH WORK PLAN AND TIMELINES</p> <p>A detailed work plan is provided covering start to completion of the action research. Timeliness are realistic and show concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken.</p>				
		<p>ACTIVITIES</p>	<p>TIMELINE</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PRE-IMPLEMENTATION</p>	<ol style="list-style-type: none"> 1. Do the standard operating procedures in seeking permission from the school head to conduct the said action research. 2. Administer the pre-test to the Grade 8 online learners. 3. Accomplish the sampling technique to come up with the finalized number of participants 4. Ask for parent's consent by giving letter to the parents/guardians of the selected participants for them to be notified about the orientation program and virtual session schedules. 5. Conduct an orientation program for the selected participants prior to the implementation of the virtual sessions in a form of web-based instruction. 	<p>3rd week of March, 2021</p> <p>3rd week of March, 2021</p> <p>3rd week of March, 2021</p> <p>1st week of May, 2021</p> <p>1st week of May, 2021</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION PROPER</p>	<ol style="list-style-type: none"> 6. Start the virtual afternoon session utilizing Nearpod web-based instructional tool. Session starts at two o'clock in the afternoon. The implementation will last for four (4) weeks consecutively, every Tuesday and Thursday, for a total of eight (8) days, one hour per session. 	<p>2nd week of May, 2021</p> <p>to</p> <p>1st week of June, 2021</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">POST-IMPLEMENTATION</p>	<ol style="list-style-type: none"> 7. Execute the post-test. 8. Administer a survey to the participants to get their perception on using Nearpod web-based instructional tool for learning. 9. Conduct Retention Test 10. Finalize the whole action research paper based on the result of the study and present it to the Division Action Research Committee. 11. Implement the web-based instruction using Nearpod, or other web-based instructional tool, to other grade levels or across learning areas as part of the school-based reading intervention program. 12. Share my paper in learning action cells and in-service trainings 	<p>1st week of June, 2021</p> <p>2nd week of June, 2021</p> <p>2nd week of July, 2021</p> <p>3rd week of July, 2021</p> <p>July-August, 2021</p>	
	<p>Item</p>	<p>1</p>	<p>1</p>	<p>Total</p>

Appendix M

Division Memo


Republic of the Philippines
Department of Education
National Capital Region
Division of City Schools - Valenzuela

Office of the Schools Division Superintendent

MEMORANDUM
No. 142 s. 2021

RA-DU-141-A
16 0-44

**VIRTUAL PRESENTATION AND EVALUATION OF RESEARCH PROPOSALS FOR
NON-BASIC EDUCATION RESEARCH FUND (NON-BERF)**

To : OIC - Assistant Schools Division Superintendent
Chief Education Program Supervisors
Education Program Supervisors and Public Schools District Supervisors
Schools Division Research Committee (SDRC)
Concerned Public Elementary & Secondary School Heads
All Others Concerned

1. The Schools Division Research Committee (SDRC) will conduct Virtual Presentation and Evaluation of Research Proposals on **March 16 to 19, 2021** via **Google Meet**.

2. Attached is the list of qualifiers and the schedule by batch. Link will be sent to the DepEd Email of the qualifiers.

3. Qualifiers for the Virtual Presentation and Evaluation of Research Proposals must prepare a **ten minute-presentation** following the format below.

- A. Title
- B. Rationale of the Action Research
 - 1. Context
 - 2. Proposed Intervention, Innovation, Strategy
- C. Action Research Question(s)
- D. Action Research Methods
 - 1. Participants and/or other Sources of Data and Information
 - 2. Data Gathering Method(s)
 - 3. Data Analysis Plan
- E. Action Research Work Plan & Timelines
- F. Cost Estimate
- G. References

3. Expenses relative to the activity shall be charged against the Division MOOE subject to usual accounting and auditing rules and regulations.

4. For questions/clarifications, please coordinate with **Dr. Arnel L. Poja**, SEPS - Planning and Research at 82773439.

 P/o Valenzuela St., Marulas, Valenzuela City
(02) 292-3247
sdvalenzuela@deped.gov.ph www.depedvalenzuela.ph

Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS - VALDEKILUA
Pia Villaverde St., Marikina
Valenzuela City
DivisionOffice@deped.gov.ph
Tel/Fax: (02) 282-32-47



**VIRTUAL PRESENTATION AND EVALUATION OF RESEARCH PROPOSALS
BATCH 2 - MARCH 17, 2021
WEDNESDAY, 8:30 A.M. - 12:00 P.M.**

No.	Title of Research	Proposer/s	School/Office	Subject/ Area	Time
1	Performans ng mga Mag-aaral sa Basaport na Basaport sa Filipino sa Proyekting CLIRE	Edresh H. Posadas	Dona Ana Elementary School	Filipino	8:30 A.M. - 8:55 A.M.
2	Ang Pagiging Eye-Kitibo ng Blended Learning sa Pughliss sa Mother Tongue ng mga Piling Mag-aaral sa Unang Bahatang sa Pazabhin ng Covid Pandemya	Ana Marie C. Ibañez	Carubarian East Elementary School	Filipino	9:00 A.M. - 9:25 A.M.
3	Kabisasan ng Bedyong Panturo (Video Lesson) Gamit sa Pagtuturo at Pagkatutub ng mga Mag-aaral sa Anginatuturing Filipino sa Panahon ng Pandemya (COVID 19)	Jeffrey P. Gajitaw	Judice Elizer Delos Santos National High School	Filipino	9:30 A.M. - 9:55 A.M.
4	Utilization of GHEAT Program in improving Inferring Skills among Selected Grade 10 Students in Distance Learning	Ramil T. Ramirez	Vicente P. Trinidad National High School	English	10:00 A.M. - 10:25 A.M.
5	Project Aim: Arts Integrated Materials in Developing Core Competencies in English for Purely- Modular Students	Gilbert S. Ramos	Malanday NHS	English	10:30 A.M. - 10:55 A.M.
6	Nearpod Web-Based Instructional Tool to Improve the Skills of Grade 8 Learners in Identifying Parallel Structures	Mary Joy P. Cayanzong	Diapina Village Bigway NHS	English	11:00 A.M. - 11:25 A.M.
7	Use of Digitized Self Directed Learning Material in Teaching Science in the New Normal	Leslie J. Acuña	Apollonia P. Rafael Elementary School	Science	11:30 A.M. - 11:55 A.M.

CURRICULUM VITAE

Cayanong, Mary Joy Persona

Address: Unit 110, Bldg. 5, Blk 11, Disiplina Village Bignay, Valenzuela City
Contact No: 09638080076
E-mail: yhoj00128@gmail.com



OBJECTIVES

To be able to contribute in creating a healthy and qualitative working environment that will help me bring out my potentials, as well as to maximize more my existing skills and knowledge as a licensed educator

PERSONAL INFORMATION

Age:	28 years old	Height:	5'2"
Date of Birth:	July 1, 1993	Weight:	60 kg
Place of Birth:	Valenzuela City	Gender:	Female
Religion:	Roman Catholic	Civil Status:	Single
Nationality:	Filipino		
Language:	English and Filipino		

EDUCATIONAL BACKGROUND

La Consolacion University Philippines
Master of Arts in Education Major in English
Bulihan, City of Malolos, Bulacan
(2019 – Present)

Pamantasan ng Lungsod ng Valenzuela
Bachelor of Science in Secondary Education Major in English
Poblacion II, Malinta, Valenzuela City
(2009 – 2013)

Malinta National High School
St. Jude Subd., Malinta, Valenzuela City
(2005 – 2009)

Malinta Elementary School
A. Pablo St., Malinta, Valenzuela City
(1999 – 2005)

SERVICE ELIGIBILITY

Licensure Examination for Teachers (2014)

WORKING EXPERIENCE

- **Teacher I at Disiplina Village Bignay National High School**
English (Grade 8)
(June, 2018 – Present)

LRMDS (Learning Resources Management and Development System) Coordinator
(2019 – Present)

Librarian
(2019 – Present)

Assistant SPA (School Paper Adviser) for English
(2019 – 2020)
- **Livingston Research**
Freelance Writer
(April 9, 2021 – Present)
- **Senior High School Teacher and College Instructor at Divine Mercy College Foundation Inc.**
English and Literature subjects
(June, 2017 – April, 2018)
- **Part-Time College Instructor at STI College Novaliches**
English and Literature subjects
(July, 2017 – October, 2017 – First Semester)
- **Customer Service Associate at Convergys San Lazaro, Philippines Inc.**
PayPa™ (United States, Canadian, & United Kingdom Accounts)
(May, 2016 – May, 2017)
- **High School Teacher at Juliever Academy**
English and MAPEH (all year levels)
(June, 2013 – March, 2016)

Former Basketball Girls Apprentice Coach for VALPRISAA (Valenzuela Private Schools Athlete Association)
(2013 – 2016)

CHARACTER REFERENCES

Romeo C. Sabaot
Teacher III
Disiplina Village Bignay National High School
09287566519

Deserie R. Ruiz
Administrative Officer II
School Division Office of Malabon City
09171180995

Restituto B. Cortan Jr.
Fire Officer I
Bureau of Fire Protection
09051954900

I hereby certify that the above information is true and correct.


MARY JOY P. CAYANONG
Applicant